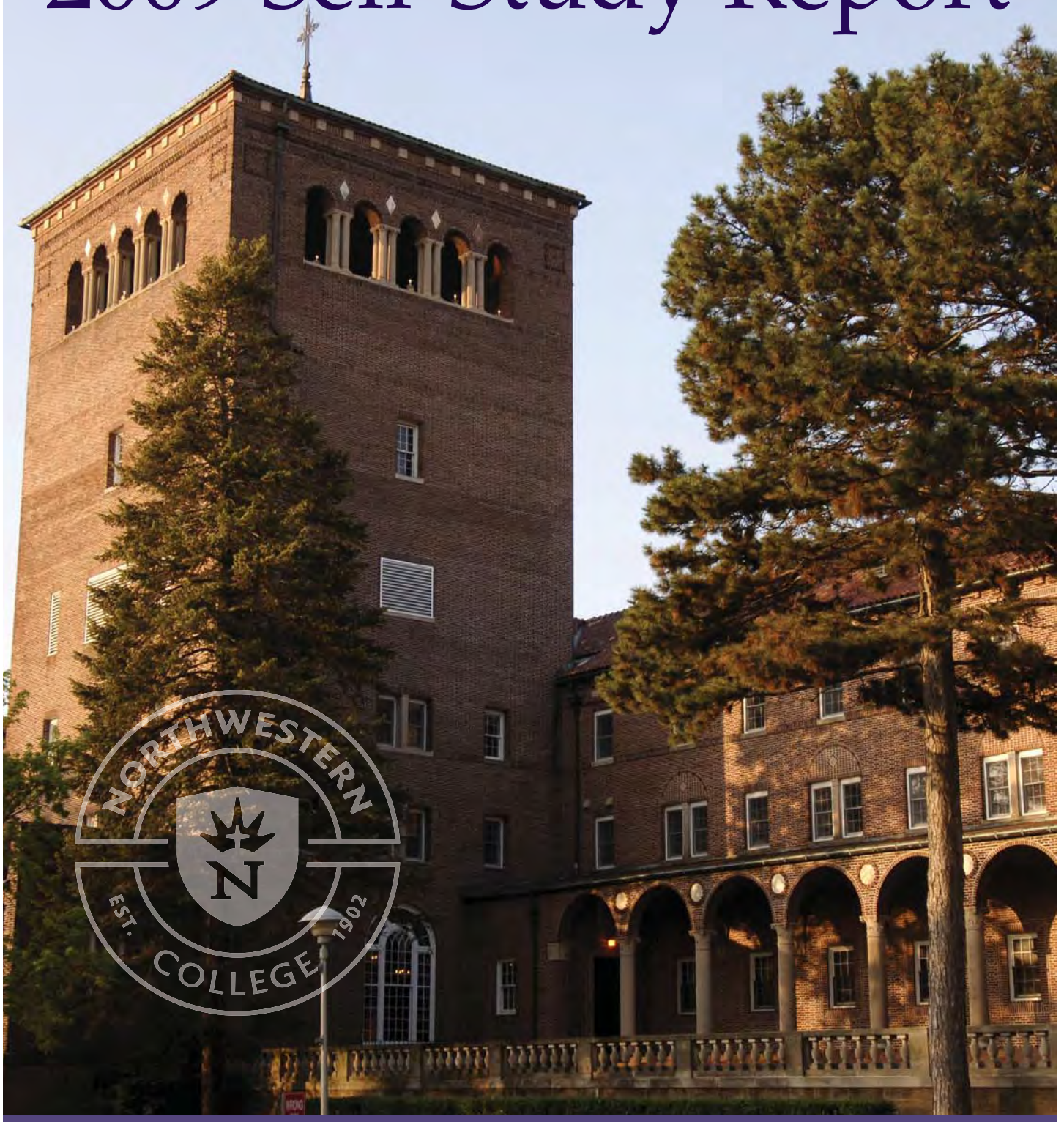


Northwestern College

2009 Self-Study Report



NORTHWESTERN COLLEGE

ST. PAUL, MINNESOTA



MESSAGE FROM THE PRESIDENT

One of the more challenging yet rewarding experiences for any collegiate community is the Self-Study process as the institution prepares for an accreditation review. The experience provides opportunities for the institution to examine and critique itself on its effectiveness and mission alignment. Rallying the entire community to focus intently on the institution's mission and current and previous strategic plans is a blessing in disguise. Administrators, faculty, and staff can reflectively process assessment information while evaluating how we are doing, whether we are making a difference, and where our next steps of growth and development should be in light of the data. For every institution, a thorough Self-Study process assesses the past, impacts the present, and shapes the future.

Enclosed is Northwestern College's Self-Study Report. This document is the culmination of nearly thirty months of reflection, evaluation, and critique of Northwestern's effectiveness in fulfilling its mission. The document details the college's yearly commitment (1999 to 2008) to assessment and evaluation. The Long Range Strategic Plan, which generated Northwestern's six Priority Goals, served as a foundation for the institution's growth and program development from 2003 to 2008. The Long Range Strategic Task Force is now formulating the final aspects of the second phase of the Long Range Strategic Plan, specifically for the years 2009 to 2014. Preparation for the Self-Study played a significant role in helping the Long Range Strategic Planning Committee determine the college's next set of Priority Goals.

We are looking forward to the evaluative comments and suggestions that the Site Team will provide for us. The feedback and wisdom we receive will be utilized in our continued efforts to successfully fulfill our mission. Of course, it is always a joy for us to host evaluation teams as we showcase and celebrate our beautiful campus.

Blessings,

Alan S. Cureton, President

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Introduction

INTRODUCTION

HISTORY OF NORTHWESTERN COLLEGE

Northwestern College is a private, faith-based evangelical Christian comprehensive college with a liberal arts curriculum. The institution has a well-established history of preparing students for ministry, community service, and God-honoring leadership. Northwestern was founded in 1902 in Minneapolis, Minnesota, by William B. Riley. From 1902 to 1924, Northwestern held classes in the educational buildings of First Baptist Church in downtown Minneapolis. During Dr. Riley's tenure as president (1902-1947), the institution experienced major growth: Northwestern Theological Seminary was established in 1935 and the College of Liberal Arts in 1944. The Bible School, Theological Seminary, and College of Liberal Arts were known collectively as Northwestern Schools. After Dr. Riley's death, evangelist William F. "Billy" Graham became president in 1948 and served in that capacity until 1952. In 1949, President Graham helped establish an inspirational radio station, KTIS, as an outreach ministry of the college.

In 1951, the college became a degree-granting Bible institute. Northwestern Schools granted three degrees: the Bachelor of Arts, Bachelor of Bible, and Bachelor of Theology (Seminary). Richard A. Elvee served as president from 1953-1957. In 1956 the Seminary and the Bible College closed, and Northwestern Schools became Northwestern College. Curtis B. Akenson served as president from 1957-1965. Due to decreasing enrollment and increasing financial expenses, Northwestern suspended educational operations between 1965 and 1972.

In November 1970, Northwestern purchased an 89-acre campus in suburban St. Paul, formerly a Roman Catholic preparatory seminary owned by the Archdiocese of St. Paul. The property was located on a mile-long scenic shoreline of Lake Johanna in two first-ring suburban cities, Roseville and Arden Hills.

When Northwestern acquired the land, only two buildings existed on campus: Nazareth Hall (1923) and Saint Austin's House (1961), now called Riley Hall, both of which are known for their historically significant and unique architecture and design. Under the presidency of Dr. William B. Berntsen (1966-1984), Northwestern reconvened in fall 1972, as a "Christian College of the Bible, Arts and Sciences, and Vocational Education." Moyer Hall, a student residence, was built in 1972, followed by the Hartill/Knutson residences and the Robertson Student Center in 1980. The Totino Fine Arts Center opened in 1982. Enrollment of traditional students rose from under 200 in 1972 to over 1,000 two decades later.

In 1985, Dr. Berntsen assumed the role of chancellor, and Dr. Donald O. Ericksen became Northwestern's sixth president, a position he held until August 1997. Dr. Ericksen's tenure as president saw tremendous growth in both the college and

radio. Two new buildings were constructed (Berntsen Library in 1992, Ericksen Center in 1996), South (1994) and Southeast Residences (1997) were acquired, traditional academic offerings were expanded, and the FOCUS adult degree completion program and distance education course offerings were established. The Northwestern College Radio Network added three stations, and SkyLight, the satellite network, was created.

Dr. Wesley R. Willis became president in 1997 and served in that capacity until 2000. Interim President David Erickson served until current President Alan Cureton became the eighth president of Northwestern in 2002.

PROFILE OF NORTHWESTERN COLLEGE TODAY

Student Enrollment

Northwestern College is a thriving, growing Christian college enrolling over 3,000 students at locations in Minnesota and Quito, Ecuador. Of these students, 1846 are traditional undergraduate students, nearly 100 are graduate students, and 347 are students enrolled in the adult degree completion FOCUS program or the associate of arts Pathway program. An additional 738 are students completing courses through distance education, while 28 are students enrolled at the Quito campus. As Figure I.1 details, Northwestern has experienced significant enrollment growth over the past decade.

Figure I.1
Enrollment Headcount

Fall Term	Trad.	FOCUS	DE Only	Grad.	All US	Quito CCC	All Programs
1999	1418	193	133		1744		1744
2000	1568	352	161		2081		2081
2001	1602	410	239		2277	36	2313
2002	1651	492	289		2448	32	2480
2003	1715	520	347		2592	27	2619
2004	1668	558	508		2734	27	2761
2005	1767	523	636	18	2944	27	2971
2006	1781	477	682	38	2978	29	3007
2007	1845	379	722	80	3026	31	3057
2008	1846	347	738	93	3024	28	3052

Academic Programs

Northwestern College is committed to providing high-quality, Christ-centered education that prepares students well for an effective vocation and a life of servant leadership. From the newly revised biblical worldview Core Curriculum to the undergraduate majors and graduate programs, Northwestern promotes a breadth

and depth of knowledge and skills, along with the exercise of intellectual inquiry, to encourage a lifetime of learning.

The recently implemented Core Curriculum, which interweaves general education and Bible courses, allows for the simultaneous study of the Scriptures and theology with the study of the arts and sciences. Exposed to a wide variety of disciplines, students learn to think critically, to reason analytically, to solve problems, to communicate effectively in speech and in writing, and to demonstrate integrity toward others. Through its emphasis on fostering a self-aware and self-critical Christian worldview, the Core Curriculum enables students to cultivate dispositions that will prepare them to engage effectively in a diverse world.

The Core Curriculum, which is required of all traditional undergraduate students, complements well the baccalaureate degrees that Northwestern offers in 46 areas of study, ranging from traditional liberal arts to professional preparation.

Traditional Undergraduate Majors

Accounting	Intercultural Studies
Adult and Family Ministry	Interdisciplinary Studies
Art	International Business
Biblical Studies	Journalism
Biology	Kinesiology
Broadcasting and Electronic Media	Management Information Systems
Business	Marketing
Children and Family Ministry	Mathematics
Christian Counseling	Mathematics Education
Communication Arts/ Literature Education	Ministry
Communication Studies	Music - General
Communication Studies	Music Education (B.M.E.)
Criminal Justice	Music Performance (B. Mus.)
Digital Media Arts	Pastoral Ministry
Early Childhood Education	Physical Education
Elementary Education	Physical Education and Health
Engineering Dual Degree	Psychology
English	Public Relations
English as a Second Language Education	Social Studies Education
English as a Second Language/ Elementary Education Dual Licensure	Theatre
Finance	Urban Studies.
Graphic Design	Visual Arts Education
History	Youth and Family Studies

FOCUS Majors

Business Administration	Human Resources Management
Business Management	Marketing
Christian Counseling	Ministries
Communication Studies	Psychology

These programs require students to cultivate the knowledge and skills appropriate to their fields. They also provide opportunities for students to broaden their experiences by completing elective courses, as program structures allow, and by participating in varied learning experiences, such as research, creative projects, internships, and practicums.

Because Northwestern is committed to providing undergraduate programs for a range of students, two majors, the B.A. in Biblical Studies and the B.A. in Global Studies, are offered through Distance Learning. In addition, eight bachelor’s degrees are taught in an accelerated format through FOCUS, the adult degree completion program. The associate of arts Pathway program serves the adult learner who needs to earn additional credits before beginning the FOCUS program.

With the inception of the Center for Graduate Studies in 2005, Northwestern now offers two graduate programs: the Master of Organizational Leadership and the Master of Theological Studies. Students may also earn graduate certificates in Leadership and in Christian Studies. These programs prepare students to succeed in their professional field of study, in the independent pursuit of learning, and in the exercise of intellectual inquiry throughout their lives. (For additional information on academic programs and their relationship to a life of learning, see Core Component 4b.)

Distinctiveness of Northwestern College

In addition to offering strong academic programs and building an increasingly diverse community, Northwestern College is characterized by a distinctiveness evidenced in at least three specific areas: its Christian heritage, its academic excellence, and its engaging and enriching community. The significant growth Northwestern College has experienced in the past decade affirms the institution’s commitment to these three distinctives.

Christian Heritage: Northwestern began as a small Bible college founded on the idea that if students are equipped both intellectually and spiritually, they will go forth and influence the world in a positive way. This determination to provide a Christ-centered education that impels students to action continues to motivate the college’s current students, faculty, and staff.

Northwestern’s Christian heritage remains evident in every aspect of the institution. From its mission and vision statements to its Philosophy of Education and

Declaration of Christian Community, Northwestern clearly affirms the relevance of faith to the pressing needs of contemporary society. The college strives to help its students develop a deeper understanding of their beliefs, a better of knowledge of themselves, and an increased desire and ability to integrate their faith into their personal and professional lives. Northwestern's emphasis on Christ-centered education and engagement with and service to the community has encouraged volunteer opportunities, academic internships, service learning, and co-curricular service. (For additional information, see Core Component 5b.) When graduates leave Northwestern, they are ready to impact the world by applying their knowledge, skills, and values to the challenges and opportunities which lie ahead.

Academic Excellence: Northwestern's dedication to providing a high quality education is well supported throughout the college. As a "selective" institution, with an average ACT score of 24.3 for incoming freshmen, Northwestern expects students to strive for excellence with the talents and abilities they have been given. To help students reach this goal, Northwestern supports academically excellent programs and well qualified faculty.

The excellence of Northwestern's academic programs is indicated by representative successes across departments. In the past four years, for example, three English and English as a Second Language Education students have received prestigious Fulbright scholarships to teach abroad. The Department of Education consistently sees a 90% or higher placement rate of students after graduation. Business students and English Literature and Literature/Writing students consistently rank in the top 5% nationally on their respective Educational Testing Service Major Field Tests. The Music Department is also nationally recognized, with recent music graduates winning awards from the New York Metropolitan Opera and gaining placement in the Royal Academy of Music in London.

The faculty at Northwestern facilitate high quality programs by bringing a wealth of experience, knowledge, and skills to the classroom. Areas of expertise range from the Dead Sea Scrolls and ancient Egypt to international business and cell biology. Faculty utilize professional development funding to help remain current in their fields. Many faculty attend and present scholarly or creative work at professional conferences, and some assume professional leadership roles in state and national professional organizations. Faculty serve as chairs, directors, board members, task force members, and special committee members in a wide range of organizations. In 2008, two Northwestern professors received Fulbright Scholar Awards for Research and Lecturing overseas, a recent mark of faculty distinction. (For additional information on the quality of faculty, see Core Component 3b and 4a.)

Engaging and Enriching Community: Northwestern successfully creates an engaging and enriching community for its students. A particular strength of the college is the personal interaction members of the community have with students and each other. This personal contact is an important element in creating an environment that supports student learning and effective teaching. For example, in “The Role of Faculty at Northwestern College,” faculty state they are committed to “actively participat[ing] in the lives of [Northwestern] students both inside and outside the classroom. . . in a variety of ways and contexts.”

In addition to providing an engaging community on campus, Northwestern encourages students to enrich the lives of others even while broadening their own experiential learning. Northwestern partners with over 150 non-profit organizations each year for community service projects, outreach activities, and development of academic programs. The college provides these organizations with volunteers and resources to fulfill their goals while offering students a range of educational, hands-on experiences related to their academic studies and individual passions. From campuswide events like the Day of Prayer and Service to independent volunteer work in churches and organizations, the Northwestern community learns from and gives back to the larger society.

KEY EVENTS SINCE THE 1999 COMPREHENSIVE VISIT

1999: FOCUS introduces the Pathway Project, an associate of arts program for adults preparing for admission to the FOCUS program. Northwestern Media’s KTIS celebrates its 50th Anniversary. Snelling Terrace residences are purchased, adding space for nearly 100 additional students.

2000: The Urban Bible Institute in downtown Minneapolis is created as an outreach to urban pastors and Christian workers. Dr. David Erickson serves as interim President.

2001: Northwestern receives Higher Learning Commission accreditation for the Christian Center for Communications, a branch campus in Quito, Ecuador, offering a three-year program in Broadcasting and Electronic Media. Northwestern conducts its first-ever fall commencement to accommodate growing enrollment. The Space Utilization Study is completed, providing a blueprint for future needs related to projected increased enrollments.

2002: Dr. Alan Cureton becomes Northwestern’s eighth president as the college celebrates its centennial. The Long Range Strategic Plan is developed and affirmed by the Board of Trustees.

2003: The Mel Johnson Media Center is completed as the headquarters for Northwestern Media and the new location of the Department of Communication. Reas-

signed space results in increased accommodations for classrooms and campus services. The institutional Vision Statement, Core Values, and Philosophy of Education are approved by the faculty and Board of Trustees.

2004: The Campus Master Plan is completed, providing a strategic framework for the college's future development. The Riley Hall gymnasium undergoes an extensive renovation which adds flexible classroom spaces, faculty offices, and computer labs. Residence Life implements the integration of all class years (freshman to senior) throughout each of its residence halls. The Antioch residence for racially and culturally diverse living is established. The college receives a Getty Foundation Campus Heritage Grant, providing funds to develop a plan to preserve the historic buildings on campus.

2005: The Center for Graduate Studies begins, offering a master's of organizational leadership program. Nazareth Hall remodeling adds a new Research Lab facility, along with expanded kitchen and dining facilities. The Robertson Student Center remodels the annex into a coffee-house-style study lounge. Collaboration is established with local colleges to jointly implement the Banner Unified Digital Campus administrative suite.

2006: Majors in Urban Studies, Digital Media, and Criminal Justice are added. Total student headcount reaches 3,000. The new Core Curriculum, a revision of the general education and Bible requirements, is approved by faculty and implemented during fall semester.

2007: An office building is purchased, providing a new location for Graduate and Continuing Education and other campus offices. The public phase of the Envision Excellence Capital Campaign is launched. Northwestern ranks ninth in the "Top Schools" category for baccalaureate colleges (Midwest) published by *US News and World Report*.

2008: Fulbright Fellowships are awarded to two Northwestern faculty members. The lease of Arden Hall adds additional residential space. A Campus Landscaping Plan is initiated, and a parking lot and road project are completed as specified by the plan.

ACCREDITATION HISTORY

Northwestern College's relationship with the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools began in 1962 when candidacy status was approved. The college experienced decreasing enrollments and financial difficulties from 1950 to 1965. The HLC denied full membership status in 1965. With the conclusion of the 1966 school year, Northwestern suspended the educational function of the corporation.

When the college reconvened in 1972, Northwestern sought and received candidacy status from the HLC in 1973, followed by full membership in 1978.

The college consistently met the criteria for continued membership in good standing in both the 1983 and the 1989 comprehensive evaluations. Interim reports were also requested, approved, and filed in 1986 and 1993.

In September 1990, Northwestern began offering an adult degree completion program, then called Focus15. In February 1992, the HLC approved Northwestern's change of affiliation status to allow the establishment of additional degree programs at new sites in the Twin Cities metropolitan area.

In November 1995, the college requested a focused visit to review the Center for Distance Education (CDE) and the program's first bachelor's degree, Intercultural Ministries. Approval was granted in August 1996 with the stipulation that prior HLC approval be required for any additional degree programs offered primarily through the CDE. In June 1997, the required progress report for the Intercultural Ministries major regarding program standards, enrollment, and mentors of the Bachelor of Arts program was submitted and approved.

In April 1997, Northwestern requested approval for a change in Statement of Affiliation Status to offer degree completion programs in Moorhead, Minnesota. The request was approved in June 1997.

In January 1999, a comprehensive visit resulted in the extension of accreditation for another ten years. However, the team of consultant evaluators recommended a focused visit to address three concerns: 1. The articulation of a Philosophy of Education for the college, 2. Employment security for full-time faculty, 3. Financial resource development for personnel, facilities, and equipment needs related to current and anticipated growth. The visit was conducted in September 2003-2004, resulting in the team's recommending acceptance of the report with no further reports or visits required.

During the 1999 comprehensive visit, Northwestern requested approval for a change in Status and Scope to include a new degree site to be offered in Quito, Ecuador. The request was denied at that time, but the request was submitted again in 2001 and approved. An on-site visit took place in June 2002 to review the offering of an Associate of Arts in Broadcasting and Electronic Media at that site. The team recommended no change in the original approval and no additional reports or monitoring.

In November 2004, an institution-requested focused visit resulted in permission to begin granting the college's first master's level program, Organizational Leadership. The offering of an Associate of Arts in Biblical Studies and the Bachelor of

Arts in Biblical Studies via distance delivery were approved following a site visit in September 2005.

The HLC extended Northwestern's accreditation to include the Master of Theological Studies in September 2006 following an on-site visit.

RESPONSE TO CONCERNS OF THE LAST COMPREHENSIVE VISIT

Strengths Identified

Northwestern College aspires to build on its strengths and address its challenges. After the 1999 comprehensive visit, the visiting report identified six institutional strengths. Examples of evidence provided throughout the Self-Study Report will demonstrate how the institution continues to build upon these strengths.

1. A cohesive and supportive campus community which appears to live out the faith and value commitments of the college mission statement.
2. A well-qualified faculty committed to the success of students in both academics and life.
3. Students and alumni who express a deep appreciation of the caring atmosphere of the college and the education received in and beyond the classroom.
4. A competent administrative team and Board of Trustees providing trusted leadership for the institution.
5. A beautiful, functional, secure campus with excellent facilities and ongoing maintenance.
6. The resource of Northwestern Radio, which provides wide outreach and publicity for the college, strengthening its admissions efforts and providing significant financial support for the college.

Concerns Identified

In its 1999 report, six areas of concern and ten items under the heading of "advice and suggestions" for improvement were identified by the visiting team. The team also recommended that a focused visit be conducted in 2003 to document progress in three of the areas of concern:

- Articulation of a widely understood and accepted educational philosophy for the college which is given as much importance as its widely understood and accepted religious philosophy.
- Implementation of a means of ensuring employment security for full-time faculty.
- Financial resource development and expenditures for identified faculty, staff, facility, and equipment needs related to current and anticipated growth.

Northwestern is committed to continuous improvement and recognizes the importance of the challenges identified by the visiting team. The college has worked diligently to address these challenges. This section reviews the six concerns identified in the last visit and describes how Northwestern has successfully handled each of the concerns.

Concern One: *Recent and anticipated growth in enrollment and programs appear to have been driven more by the religious commitments of the institution than by a clearly-articulated and agreed-upon higher education curricular philosophy.*

In response to this concern and in preparation for the focused visit on this topic, the charge to develop an educational philosophy statement was given to the Education Committee of the Board of Trustees in February 2000. A task force was appointed including members of the Board of Trustees, faculty, and administration. The group met on numerous occasions and used online discussions to facilitate the work. Input was solicited from members of the faculty and others in the campus community through a series of open forums. A draft of the Philosophy of Education statement was presented to the faculty during the Fall Faculty Workshop in 2003, and other constituencies of the college were presented with a draft for input. After a variety of revisions and drafts, the statement was approved by the faculty and the Board of Trustees in June 2004. (For more details on the development of the Philosophy of Education statement, see Core Component 1a.)

Other changes to strengthen the general education component of the curriculum were implemented by 2003. The honors program was created with the addition of a wide variety of honors options in general education courses, an administrator was assigned the duties of director of the general education program, senior faculty were assigned to teach general education courses, and the importance of the need for breadth and depth in general studies was foundational in discussions of curriculum revision.

In the *Report of a Focused Visit*, the evaluation team affirmed that patterns of evidence were sufficiently demonstrated and recommended accepting the report.

The Philosophy of Education statement has become a widely accepted document in the college community. The statement is published on the campus website, an executive summary is found in the *College Catalog*, and each year at the opening academic convocation, faculty and students affirm its primary tenets. The focused visit team offered the suggestion that “the college might consider extending these tenets into a more comprehensive treatment of these components of a philosophy of education such as academic learning objectives, curriculum content, pedagogical principles, etc.” (See *Report of a Focused Visit*, p. 9) Since its approval, the statement has been foundational in the development of the new Core Curriculum and in the establishment of academic learning outcomes and the Living and Learning Community Goals.

Concern Two: *The prescribed curriculum which calls for both a Bible major and a chosen academic major limits both the breadth of the general education emphasis for students and allows for few, if any, elective choices. Moreover, students are experiencing increasing difficulty in completing all of the graduation requirements within a four-year time span.*

A distinctive of Northwestern is its inclusion of biblical studies within all of its academic programs. In the process of revising the Core Curriculum, extensive discussion and planning was devoted to incorporating the distinctive biblical studies components within the new program. The result was the development of a Core Curriculum focused on worldview which embedded biblical studies within the general education program. This new Core Curriculum provides more flexibility and a stronger connection between biblical studies and general education for all students. As academic programs are responding to the new Core Curriculum, efforts are clearly being made to identify creative options for students in meeting Core Curriculum requirements, thus resulting in more curricular choice in their programs.

The college has also been intentional in examining the size of its majors and the length of time it takes to complete programs. All new majors are currently limited to no more than 52 credits. In addition, full disclosure of the length of programs is made in college publications and other communication formats. Current data indicates that Northwestern's graduation rates are comparable with those of similar institutions, see Figure I.2. The college will continue to address the tension between curriculum requirements and length of programs through its program development and review processes.

Figure I.2
Graduation Rates

Type of Rate	Average Rates for Two Peer Groups				
	All CCCU Institutions	Traditional Selectivity	Selected Admissions	NWC Rates	
	Reporting (N = 84)	ACT = 20-23	ACT >= 24	Fall 2007	Fall 2008
5-Year Graduation Rate	54.2%	48.5%	61.0%	54.9%	58.4%
6-Year Graduation Rate	56.1%	50.4%	63.4%	59.5%	57.4%

Concern Three: *Recent and anticipated growth creates a number of identified concerns requiring new and additional financial resources to ensure an adequate number of full-time faculty, as well as expanded parking, student residences, classrooms, technology, and other equipment needs.*

This concern was addressed in the September 2003 focused visit. Following the visit, the evaluation team reported that Northwestern had satisfactorily addressed the issue. In the years since 2003, Northwestern has continued to make significant

progress in the area of financial resources, faculty, parking, student residence, technology, and other equipment and facility needs.

Revenues have increased from \$29.8 million in 1998 to \$58.8 million in 2007-2008. The number of full-time faculty has increased from 89.8 in 1999 to 127.7 in fall 2008. The faculty/student ratio has decreased from 15.5 in 1999 to 14.2 in 2008. The Campus Master Plan was approved in 2004, and an initial phase was completed in 2008, resulting in 260 additional parking spaces. In addition to the Snelling Terrace Apartments purchased in October 1999, a large nearby hotel property was leased in spring 2007 and extensively renovated for student housing beginning in fall 2008. Available beds for student housing in campus residences now exceed the benchmark of 70%.

Instructional space has been expanded. The Mel Johnson Media Center, completed in summer 2003, houses the Department of Communication in addition to the KTIS Radio network. The remodel of the Riley Hall gymnasium in 2004 added 14,000 square feet of academic space for classrooms and offices. A three-story office building was purchased in 2006 which houses the Division of Graduate and Continuing Education, and the Office of Marketing and Communication in addition to other campus offices.

Technology for personal, administrative, and instructional use has increased since the last comprehensive visit. All residences and campus buildings are wireless, and the majority of classrooms are equipped with appropriate instructional technology. A strong campus technology infrastructure has been established along with a four-year rotation of the more than 1,000 campus computers. Twenty general and specialized computer labs are available for academic and student use. (For additional details on resource planning and progress since the last comprehensive visit, see Core Component 2b.)

Concern Four: *The 1989 North Central comprehensive visit noted as one of its concerns the need for the college to address the lack of employment security for its full-time faculty. This issue continues as an area of concern as yet to be addressed satisfactorily by the Board of Trustees and administration of Northwestern College.*

This item was also a concern addressed by the required 2003 focused visit. In 2000, in response to this concern, the vice president for academic affairs, Dr. Harold Miller, proposed the concept of extended contracts to members of the Board of Trustees. With approval of the board in May 2000, a faculty task force was assembled to review and recommend revision of the faculty contract policies. After researching current practice and obtaining legal counsel, the task force created the Extended Contract Plan draft which was presented to the faculty and revised after feedback. The revised draft was approved by the Board of Trustees in September 2001. In addition, a new administrative position, dean of faculty, was created to

implement and administer the new faculty contract system. The extended contract process was reviewed as part of the 2003 focused visit and was found to satisfactorily address the concern with no further reports required. Since the 2003 visit, the process for extended contract review has been revised to include faculty in the decision-making process, as suggested by the focused visit evaluation team. A dossier review is now conducted by the Faculty Personnel Committee which makes the recommendation to the provost for approval of the extended contract. (For more information on the extended contract process see Core Component 3b.)

Concern Five: *The endowment is small, and annual fund support for the college is not keeping pace with the overall growth of the budget.*

Several steps have been taken to meet this challenge. One of the initial acts of the new president, Dr. Alan Cureton, when he arrived in 2002, was the assessment of the current status of the Advancement Office. The new president hired an outside consultant firm to conduct an audit of the office with particular attention to staff skills, department funding appropriateness, and areas of growth and improvement. The audit was presented to the president in March 2002.

An experienced vice president for advancement was hired in 2003, and under her leadership each of the 26 recommendations made in the audit report were carefully reviewed and actions taken. For example, a Philosophy of Advancement was developed; the Parent Council and Parent Relations Office were established; additional staff were hired, such as an experienced grant writer and an attorney with expertise in estate planning; and other staff were retrained with greater focus on increasing contact with prospective donors and utilizing more sophisticated tracking methods.

Under new leadership with changes made in philosophy, staffing, and processes, Planned Giving resources increased from \$337,000 in 1999 to \$5.67 million in 2008. Grants received in the fiscal year 2007-2008 totaled more than \$1.6 million, including a \$750,000 capital challenge grant from the Kresge Foundation. The Fair Market Value of endowment funds increased from \$3,694,897 in 1999 to \$13,391,323 in 2008.

Faculty and staff participation in giving to the college has increased from 34.4% to 50.5% over the last five years.

The Northwestern Fund (annual giving) provides student scholarship revenues to reduce tuition costs. The goal of the Office of Advancement for 2008-2009 is to raise \$1.25 million dollars for allocation to the Northwestern Fund through unrestricted donations by foundations, matching corporate funds, individual gifts, and grants. A reevaluation of the types of gifts which may be applied to the annual fund is currently under discussion as an increasing number of donors want to restrict their gifts to the college.

Concern Six: *Attention to increased levels of compensation for faculty and staff must continue to be an institutional priority.*

Northwestern has made significant progress in compensation levels for faculty and staff in the last ten years. The college's benchmark for faculty salaries has been the median and upper quartile (Q3) salaries, by rank, of its peer group, Region C of the Council for Christian Colleges and Universities (CCCU), a region which consists of twelve member institutions in the Upper Midwest.

Having achieved parity at the median level, Northwestern attempted to provide salaries at the Q3 level by rank. Faculty salaries have increased in the last decade by 46.4% for professors, 46.2% for associate professors, and 41.9% for assistant professors. These increases, when compared with the benchmarks resulted in associate and assistant professor salaries which are slightly higher (+2.6% and +.8%, respectively) than the CCCU sample group but slightly lower (-.2%) for the rank of professor.

Staff compensation has also increased in the last decade. The benchmark established by the college is 100% of the mid-point of salaries at each job classification drawn from the College and University Professional Association (CUPA) and Business and Legal Report (BLR) salary surveys. Since 2003, Northwestern has intentionally budgeted dollars toward equity pay to ensure that all positions and employees are at the minimum of 85% of the mid-point based on current market data. (For additional information on increases in compensation levels for faculty and staff, see Core Component 2b.)

Response to Advice and Suggestions for Improvement

The 1999 visiting team identified ten suggestions for "consideration and discussion within the campus as possible ways to improve the institution as a whole." The college has appreciated this advice. Much discussion has taken place regarding these suggestions, and a number of them have been implemented. For example, faculty are now required to include the Americans with Disabilities Act (ADA) statement in course syllabi; efforts to include positive student comments and survey results in the marketing of the college are ongoing; admission functions for all venues are now coordinated through the Office of Admissions; all students now have access to the library from off-campus through the campus Internet; the frequency of board meetings has been decreased from monthly meetings in 1998 to three meetings per year; and an Investment Policy Statement was issued in April 2008 and is now available for review.

SELF-STUDY PROCESS

Northwestern College has been actively involved in the self-study process since fall 2006 with the appointment, by President Alan Cureton, of Dr. Barbara Lindman,

Associate Provost, as the Self-Study Coordinator. A small group of faculty, staff, and administrators were selected by the president and coordinator to form the Self-Study Steering Committee.

During fall and winter 2007, this group met to examine and discuss the accreditation criteria, core components, and cross-cutting themes; to establish goals and a timeline for the self-study; and to plan ways for involving the campus community in this process.

The Self-Study Steering Committee identified five goals for the self-study:

- Northwestern will complete a thorough, authentic, and evaluative self-study which will meet Higher Learning Commission (HLC) criteria for accreditation.
- Northwestern will engage the entire community to accurately and honestly reveal institutional strengths and challenges through the self-study process.
- Northwestern will employ and incorporate existing evaluation and planning structures and processes wherever possible.
- Northwestern will utilize the self-study process to evaluate its effectiveness in achieving the college mission and meeting strategic goals at every level of the organization.
- Northwestern will use the self-study to build and sustain campus communication and involvement in ongoing improvement.

In April 2007 members of the steering committee attended the HLC Annual Meeting in Chicago to familiarize themselves with current requirements, expectations, and best practices and to benefit from the experiences, strategies, and processes presented.

The steering committee decided to organize the self-study report around the accreditation criteria and to form five sub-committees, one for each criterion, to be led by members of the steering committee. Each criterion team leader identified a writer and established a list of potential team members. Faculty, staff, and administrators were chosen based on their expertise, knowledge, and organizational positions, providing access to patterns of evidence to document the college's fulfillment of the core components.

Dr. Janet Sommers, chair of the Department of English & Literature, was appointed head writer. Dr. Sommers developed templates to be used for information gather-

ing and reporting and provided a framework for the criterion writers as they created initial drafts of the document. Training sessions were held to familiarize the criterion writers with processes and expectations.

In August 2007, the provost issued invitations to individuals named by the criterion team leaders and invited them to participate in the self-study process and to attend a kick-off dinner. Over 60 individuals attended the dinner, during which the self-study process was described, information distributed, and teams assembled. An electronic share-point site was established for the criterion teams to provide a repository for drafts, common documents, and surveys. An accreditation website on theROCK was posted to inform the community of the purposes, team members, themes, criteria, and components for accreditation.

In spring 2008 the faculty, administration, staff, and Board of Trustees were administered the Self-Study Survey based on questions which had surfaced during the information gathering process.

In April 2008 several members of the steering committee attended the workshop on the self-study at the HLC Annual Meeting, which provided additional guidance as the process entered its final stages.

Criterion teams met regularly during 2007-2008 to gather information and determine the best evidence for meeting the component requirements. Initial drafts were submitted to the head writer in May 2008. The criterion team leaders reviewed the first working draft of the document in August 2008.

The 2008 Fall Faculty Workshop was dedicated to reviewing the accreditation process as well as the findings of the self-study. A number of focus groups met, with particular emphasis on reviewing the evidence and the strengths and recommendations for improvement included in each criterion chapter.

All members of the Northwestern community were encouraged to be involved in the self-study process. Periodic updates were provided regarding the progress and findings of the self-study through presentations at faculty and staff meetings, e-mail, electronic *Journal* entries, printed materials, and other announcements. Various members of the administration, faculty, and staff were directly solicited to read the documents for content, accuracy, thoroughness, and evaluation of conclusions reached. A working draft of the self-study was posted on the campus Intranet website for review by the general Northwestern community. Copies of the working draft were also sent to the members of the Board of Trustees for review. Feedback received from the Northwestern community was incorporated into revised drafts of the Self-Study Report, with the final draft reflecting the contributions of many community members.

The comprehensive nature of this review process has enabled Northwestern to identify and celebrate its strengths, to ascertain areas where improvement is needed, and to determine strategies for addressing those needs. The entire Northwestern community, including students, faculty, staff, administration, and the Board of Trustees, looks forward to the insights and suggestions of the visiting HLC team.

ORGANIZATION OF THE SELF-STUDY REPORT

The Self-Study Report is organized according to the criteria for accreditation established by the Higher Learning Commission. The Introduction includes a brief history and profile of Northwestern College, key events since the 1999 comprehensive visit, accreditation history, responses to the concerns from the 1999 comprehensive visit, and the self-study process. Sections one through five address each of the criteria for accreditation and are subdivided into core components. Institutional strengths and recommendations for improvement are summarized at the end of each core component and at the end of each criterion section. Section six serves as the conclusion, including an overview of the cross-cutting themes evident throughout the Self-Study Report, a summary of the strengths and recommendations for improvement, and the request for continued accreditation. Section seven includes the federal compliance section and the institutional snapshot. Key institutional documents are located in the appendices. Throughout the document, footnotes in the margins direct readers to evidence in the appendices, resource room files (e.g., 2.12), standing files (e.g., SF 1) and various websites.



Criterion One

Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

CRITERION ONE

MISSION AND INTEGRITY: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Northwestern College is committed to fulfilling its mission by operating with integrity through its policies, procedures, and relationships. The college's mission documents, which define and shape the institution's priorities and decisions, undergo continual review and revision by its constituencies. The college's mission promotes engagement with various types of learners and cultures, resulting in recent years in increased diversity within its Christian community. The mission documents are broadly publicized and clearly embraced by internal and external constituencies. Administrative structures within the institution enhance its ability to fulfill its mission. While Northwestern faces challenges related to communication and administrative and faculty governance, the college is proactively confirming and implementing measures to address these issues effectively and efficiently. The college highly values integrity and strives to ensure strong relationships with internal constituencies and the broader community. When issues related to integrity arise, Northwestern seeks to address and resolve them through appropriate processes.

CORE COMPONENT 1A

The organization's mission documents are clear and articulate publicly the organization's commitments.

The mission documents of Northwestern College clearly define the vision, values, and goals which direct the institution. The Northwestern community periodically reviews and revises the mission documents to help ensure their currency and clarity. Internal and external constituencies have direct access to these documents, which are readily available through printed materials, electronic media, and various other formats.

The Mission Statement

Since the 1999 comprehensive visit, the core mission of Northwestern College has not changed, but the mission statement has been reviewed and revised along with its related documents. In April 2002, Dr. Alan Cureton, the newly inaugurated president of the college, acted on direction from the Board of Trustees to convene a Long Range Strategic Planning Task Force, comprised of representative administrators, faculty, staff, and students. The charge of this task force was to review and potentially revise the mission statement and to draft recommendations for an institutional strategic plan. Through this process the task force reconfirmed the college's commitments and constituencies. The mission statement for the college was changed slightly: the words "equipping students" replaced "equipping believers." The statement was presented and affirmed by the Board of Trustees in September 2003.¹

1. Board Materials, 1.1

The current mission statement for Northwestern College reads:

Northwestern College exists to provide Christ-centered higher education equipping students to grow intellectually and spiritually, to serve effectively in their professions, and to give God-honoring leadership in the home, church, community, and world.

Related Mission Documents

In addition to commissioning a review of the mission statement, the April 2002 meeting of the Board of Trustees set into motion a process that resulted in the creation and adoption of other mission documents which have guided the college in fulfilling its mission.

Core Values, Vision Statement, and Priority Goals: A list of Core Values was among the first of the supplemental mission documents:

- Scripturally Grounded
- Intellectually Challenging
- People Centered
- Culturally Engaging
- Contagiously Christian

These values underscore the college's commitment to Christ-centered education, the centrality of the Scriptures, academic rigor, and engagement with community and culture. At this same time, the board also adopted a Vision Statement based upon the Core Values:

Because of God's compelling love, we will teach wisdom and understanding to reach all nations for Christ.

The desire to "teach" and "reach" others for the glory of God provides the primary motivation impelling the educational and radio ministries at Northwestern College.

The Long Range Strategic Planning Task Force became the Long Range Strategic Planning Committee (LRSP), which took on the task of revising and renewing the institutional strategic goals. This group developed the new Priority Goals which were affirmed by the Northwestern College and Board of Trustees in September 2003:

- Enhance integration of biblical faith, learning, and living.
- Pursue excellence in the quality of faculty, staff, students, programs, and facilities.
- Establish fiscal strength.
- Sustain managed growth of ministries, attracting a diverse Christian student body and media audience.

- Enhance technological capabilities to increase learning and improve the efficiency of operations.
- Develop and communicate identity.²

The Long Range Strategic Planning Committee is currently in the process of updating these Priority Goals.

Doctrinal Statement: The doctrinal statement of Northwestern outlines the doctrines which are foundational to all of the college's educational and media ministries. The doctrinal statement is a critical document for an institution not affiliated with any specific church denomination. Included in the statement are eight specific doctrines supported by detailed biblical references. Every member of the community, whether student, staff, faculty, administrator, or trustee, must agree to these doctrines and sign a document to that effect for employment. While some discussion has focused on the need to update the language in the document, the doctrinal statement has not changed in the last ten years.³

Philosophy of Education: The Evaluation Team's Report of a Comprehensive Visit to Northwestern College in 1999 stated that Northwestern had a "carefully articulated mission statement."⁴ The writers of the report noted, however, that no official written Philosophy of Education existed. A focused visit was required which included the addressing of this concern. While in its first one hundred years Northwestern published important elements of an institutional philosophy, such as mission, objectives, and foundational beliefs, the college had never created a comprehensive Philosophy of Education statement. The charge to develop such a statement was given to the Education Committee of the Board of Trustees in the February 2000 meeting of the Executive Committee. Dr. Ray Smyth, chair of the Education Committee, then appointed the Task Force on the Philosophy of Education for Northwestern College. Dr. Smyth served as the chair of the task force, and the vice president for academic affairs, Dr. Harold Miller, served as the secretary. To complete the task force, five additional members of the Board of Trustees were joined by five other administrators and faculty members. The group met on numerous occasions and used online discussions to facilitate the work. During this process, input was solicited from members of the faculty and the community through a series of open forums.

The completion of a Philosophy of Education was delayed by the resignation of President Wesley Willis (1997-2000) in summer 2000. While work continued on the statement, the college determined that the new president should play a key role in the final document. After taking office in January 2002, President Alan Cureton met with the task force and was actively involved in the writing of the drafts.

In August 2003 the task force's draft of the Philosophy of Education was presented to the faculty for discussion during the Fall Faculty Workshop. Suggestions for

2. Mission Statements, Appendix A

3. Doctrinal Statement, Appendix B

4. Report of a Comprehensive Visit, 1.2

revision and additions as well as interpretations of how the new philosophy would impact the curriculum and programs were part of this discussion. The task force reviewed input from the faculty and made further revisions to the statement. Other constituencies of the college such as alumni, staff, and students were presented with the draft for input during fall semester 2003. The final Philosophy of Education statement was approved by the Board of Trustees at their June 2004 meetings.⁵ The focused visit report indicated that Northwestern had satisfactorily addressed the concern with no further reports required.

The Philosophy of Education reflects the college's other mission documents by confirming that its educational purpose is "the pursuit of truth as revealed in the Bible and through God's creation." The educational values it specifies include community, lifelong learning, ministry, integrity, and the pursuit of excellence. The statement also confirms the relationship between the college's foundational beliefs and values and its educational framework, including curriculum, methodology, and expected student outcomes.⁶

Declaration of Christian Community: During summer 2005, the Board of Trustees initiated a review of the Responsibility of Membership (ROM), a mission-driven document that attempted to clarify and standardize communal expectations for behavior in the same way that the doctrinal statement identified key aspects of shared Evangelical Protestant Christian theology. At the request of the board, the Student Development Committee commissioned a task force to review the current ROM and recommend any changes to the board. The resulting document, the Declaration of Christian Community (DCC), underwent a lengthy review and approval process by the college community and gained board approval in May 2007.⁷ Extending well beyond a list of acceptable and unacceptable behaviors, the DCC serves as a kind of "constitution": a set of community guidelines that provides the basis for interaction among community members.

The DCC clearly reflects the college mission and core values in its affirmation of a faith-driven community where members' relationship with Jesus Christ and their commitment to obey God's Word remain central. Through its application of Scripture to behavior, the document demonstrates the integration of faith, learning, and living identified in the Priority Goals. The DCC describes a community that strives to glorify God, to honor individuals, and to uphold the communal good. Such goals help unify the members of Northwestern as they seek to reach all nations with the Gospel of salvation and participate in the relentless and joyous pursuit of God's truth.⁸

Public Articulation of Mission Documents

Northwestern College's mission documents are made clear and readily accessible to internal and external constituencies through printed and electronic media, the college's tagline and logo, and the new Core Curriculum.

5. June 2004 Board Minutes, 1.3

6. Philosophy of Education, Appendix C

7. May 2007 Board Minutes, 1.4

8. Declaration of Christian Community, Appendix D

Printed Materials: Northwestern displays its mission on colorful banners and signs throughout the campus. In addition, widespread distribution of mission documents occurs through the *Northwestern College Catalog*, *Student Handbooks*, *Faculty Handbook*, *Employee Handbook*, and *Pilot* magazine as well as through FOCUS, distance education, and graduate studies materials. Since 2004, the Office of the President has printed the mission statement, the Core Values, the Vision Statement, and the Priority Goals on a series of 3"x5" cards. These cards are distributed throughout the organization. Northwestern's staff and faculty often display them on their desks or on department bulletin boards.⁹

Electronic and Other Media: Mission documents are readily accessible on the Northwestern College websites. On the external website, mission documents are found by double-clicking the "About NWC" icon on the college's home page. The internal website (theROCK) also features the mission documents on its home page.¹⁰

Since fall 2007, short e-mail essays have been written by members of the community to examine various aspects of the mission documents. These weekly "Light Reminders," designed for faculty and staff, reintroduce the mission documents and demonstrate their relevance and significance.¹¹

Light the Way: While Northwestern's mission documents effectively clarify the nature, purpose, and direction of the institution, the number and the variety of these documents remain a minor but persistent criticism. To help underscore and promote the essence of the mission, the tagline "Light the Way" was created in 2006 as both a memorable representation and a call to action. The initial presentation of "Light the Way" reflects the college's commitment to God-honoring leadership and service to others. As stated in the marketing documents describing the concept,

Christ-centered leaders are not merely set apart by what they won't do themselves, but by what they will do for others. You and I are here to make the world a better place. In Christ's name, by God's grace, with His help, wherever you are, whatever you choose to do, in large things and small, from here on out, be the difference. There is a way. There is a light. The time is now. Light the Way.

A contest/community-outreach event was designed to commemorate the slogan and its message. The event was well received by the community, generating news stories in the local media. Campus articles on the slogan appeared in the *Pilot* magazine, the student-run *Column* newspaper, and the *Alumni Newsletter*. Each story drew a strong connection between "Light the Way" and the mission statement.¹²

New Logo: As part of the campuswide effort to find simple, memorable ways to reinforce the historic themes of the mission documents, Northwestern created

9. Mission Related Materials, 1.5

10. link to theROCK

11. link to theROCK>Light Reminders

12. Link to nwc.edu>About

Northwestern>Light the Way

and publicly introduced a new logo and graphic identity during the 2007-2008 academic year. Designed by a prominent Twin Cities agency, the new logo combines a number of the elements that graphically reinforce the college's mission. The "badge" or "shield" echoes the traditional academic seal found in many Ivy League colleges. More importantly, however, it also references the "shield of faith" described in Ephesians 6:16. The college name is clearly represented in the "N," whose prominent display helps build a sense of identity and pride. The gold symbol above the "N" reflects both a "daybreak," which highlights the development of God-honoring leaders who will "light the way," and a "crown," which refers to the "Crown of Christ." One crucial element in the current logo, the "cross," was not present in the logo's initial 2007 launch. Rather, it was added during summer 2008 based upon feedback from members of the Northwestern community. As one faculty member stated, "Without the cross, the logo simply wasn't us."

Core Curriculum: One of the most unique and effective ways that Northwestern articulates and implements the objectives of its mission documents is through the Core Curriculum, which was implemented in fall 2007. The previous core requirements included thirty credits of Bible courses in addition to the required general education courses. The new Core Curriculum is themed around a biblical worldview and was designed to integrate a biblical worldview into all aspects of the curriculum. While students complete courses in standard general education categories, such as mathematics, fine arts, science, communication, and social science, the new Core Curriculum reflects a depth and breadth of biblical emphasis in both its Bible and general education courses that sets Northwestern apart, even among other similar colleges.¹³ (More information regarding the revision and structure of the Core Curriculum is located in Core Component 3a, 4b, and 4c.)

Institutional Strengths and Recommendations for Improvement

Northwestern College has strategically developed mission documents that reflect its evangelical Christian heritage and vision for the future while shaping current educational, spiritual, and community practices. The college's commitment to Christ-centered higher education and community engagement is evident throughout the documents, which are readily accessible to internal and external constituencies. Campuswide revision of these documents is an ongoing process. As changes occur, the college will increase its efforts to communicate those changes quickly, effectively, and creatively to help ensure broad understanding and support of the mission.

13. Core Curriculum, 1.6

CORE COMPONENT 1B**In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

Northwestern College affirms that diversity within the college community plays a significant role in achieving academic excellence. As a Christ-centered college, Northwestern is an institution where Christians can study, work, and live alongside other believers who share a similar faith. Within the Christian faith, however, a broad spectrum of humanity exists, which includes many different racial, ethnic, economic, and political backgrounds as well as a limitless variety of proficiencies and disabilities, capabilities and challenges. Paul, in his second letter to the Corinthians, writes, “The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ.” The college recognizes the diversity within the body of believers in the Church and the community—its external constituencies—and desires a similar diversity within its internal constituencies—the student body, staff, and faculty. In this spirit of Christian community and unity, Northwestern College continues to make diversity a high priority, as revealed in its mission documents.

Diversity Addressed in Mission Documents

Northwestern College’s mission documents both implicitly and explicitly identify diversity as a fundamental campuswide responsibility. The mission statement, for example, clarifies the college’s desire for students to “grow intellectually and spiritually” and to provide “God-honoring leadership in the home, church, community, and world.” Such goals lay the foundation for a learning environment in which students are exposed to and engage with the wide-ranging cultures they will serve. Other mission documents reinforce this implied commitment to diversity. The Vision Statement calls upon the college to “teach wisdom and understanding to reach *all nations*” (emphasis added). Three of the Core Values (“Culturally Engaging,” “Intellectually Challenging,” and “People Centered”) also encourage efforts toward campuswide diversity.

The most explicit reference to diversity is found in Priority Goal #4: “Sustain managed growth of ministries, attracting a diverse Christian student body and media audience.” This goal links future growth within the college and radio to increased diversity. As a result of this goal, programs initiated to actively recruit students, faculty, and staff from varied cultural, social, economic, physical, academic, and/or racial backgrounds have already impacted the campus. (For additional information, see Core Component 2a.)

Value of Individuals Affirmed in Statement on Unity

To more specifically address issues related to diversity, the Board of Trustees approved in 2002 and updated in 2005 an institution-wide mission document called the “Statement on Unity.”¹⁴ This document, which is featured on many student and employee materials, focuses on the need for “biblical unity within the diversity”

14. Statement on Unity, Appendix E

of the Body of Christ. Furthermore, it clearly affirms the value of each individual, regardless of personal circumstances, history, or background: "It is our desire that every person in the Northwestern Community be accepted and valued, regardless of gender, race, color, social status, ability/disability, age, ethnicity, or gifts." The significance of this statement to the college is evident in the results of the 2004 Intercultural Climate Survey: 81.3% ranked the statement as *Very Important*, while 97.4% ranked the statement as either *Very Important* or *Somewhat Important*.¹⁵

The document further underscores the college's commitment to maintaining unity amidst differences through the application of humility and forgiveness, the process of reconciliation, and the continued development of God-honoring relationships. These important practices serve as a practical outworking of the college's mission emphasis on developing godly leaders. When members within the Northwestern community strive to become role models of biblical unity, they may then lead others in honoring the dignity of individuals and maintaining God-honoring relationships within a global, multicultural world.

Diversity Reflected in College Community

Diversity within the bonds of Christian unity is a stated priority at Northwestern College as well as an acknowledged moral and academic value. The importance placed upon diversity is clearly evident within the college's admission standards and community demographics. Although the college needs to continue broadening the diversity of its constituencies, current data reflects significant strides in recent years.

Admission Standards: Northwestern has striven to achieve the priority goal of "manag[ing] sustainable enrollment growth while maintaining institutional mission and quality." The college's philosophy on student admissions supports the acceptance of all students who have both the potential for success and the potential to benefit from a Northwestern College education. Northwestern's traditional program is classified as "selective" in terms of admission standards, meaning that over 50% of the students accepted rank in the top 25% of their high-school graduating class. The college's acceptance rate is typically between 87% and 90%.

Within the past five years, ACT scores from new freshmen have been up to three points higher than the national average of 21 and the Minnesota average of 22. The average ACT score and high school grade point average (GPA) for incoming students have shown a general increase as well. However, the college also accommodates through special services those students who do not meet all of the admission standards but are judged to have the motivation to succeed. Each year Northwestern admits up to 15 students who are placed in the Transition-to-College Program, which limits some extracurricular activities and offers targeted coursework in study strategies. These students are assigned a trained advisor who tracks progress and provides individualized mentoring.

15. Intercultural Campus Climate Survey, 1.7

Figure 1.1
Pre-College Academic Indicators of New Freshmen

Academic Indicator	2003	2004	2005	2006	2007
ACT Composite	23.6	23.5	23.6	24.3	24.3
Top 25% Rank in High School Grad Class	55%	50%	51%	58%	55%
Mean High School GPA	3.49	3.47	3.49	3.58	3.57

FOCUS students are expected to have achieved a minimum of 60 credits of college work with a college GPA of at least 2.0. FOCUS applicants not achieving this minimum GPA may be admitted provisionally based on application materials and indications of potential for success.

Student Body Demographics: Diversity within the student body at Northwestern is demonstrated through the types of learners the college serves. Differences include age, gender, ethnicity, abilities/disabilities, socioeconomic background, regional demographics, and denomination.

Age: Northwestern serves both traditional undergraduate students and non-traditional adult learners. The majority of students in traditional programs are of typical college age, the average age of incoming students in 2007 being 18. The age of students enrolled in graduate and continuing education programs ranged from 20 to 61 in 2007-2008, with an average age of 38.

Gender: For fall 2008, the college's gender ratio was 58.9% female to 41.1% male. Northwestern's goal has been to move closer to gender balance, so more progress is needed. Beyond recruiting efforts concentrated on shrinking the gender gap, additional strategies include the offering of new majors that generally attract more males, including Criminal Justice and Digital Media. Extracurricular activities on campus, such as athletics and music, continue to contribute toward a more gender-balanced population.

The gender breakdown in FOCUS programs is nearly 60% female, 40% male. Distance education courses attracted a 43% male enrollment, and graduate programs a higher ratio of males to females (55:45).¹⁶

Ethnicity: Over the past decade, Northwestern has encouraged campus-wide diversity through efforts to recruit and retain minority students. One of the admissions components of the Long Range Strategic Plan included an increase in the percentage of underrepresented cultures on campus. In 1998, the Office of Admissions hired a full-time multicultural counselor to actively recruit minority students and improve the admissions process to help ensure its strength and appeal to minority students.

16. Gender by Venue, 1.8

As shown in Figures 1.2 and 1.3, Northwestern is making positive strides in this area. The minority percentage for the FOCUS program has steadily increased in the last decade. The percentage of U.S. minority representation in traditional students has risen from 3.9% in 1999 to approximately 9% in 2008 with the goal to reach 13% to 15% by fall 2010. These efforts are assisted by a growing Minority Assistance Program within Northwestern's Office of Financial Aid. Established in the late 1990s, the program now provides over \$1.6 million annually in scholarships to racially and ethnically diverse students.

Figure 1.2
Ethnicity - Traditional Undergraduate

Fall Term	U.S. Minority	U.S. Non-Minority	Foreign Citizens
1999	3.9%	94.2%	1.2%
2000	4.7%	94.5%	.8%
2001	5.4%	93.9%	.7%
2002	6.2%	93.5%	.3%
2003	7.3%	92.2%	.5%
2004	7.8%	91.7%	.5%
2005	9.2%	90.3%	.5%
2006	9.05%	90.3%	.7%
2007	9.8%	89.9%	.3%
2008	8.9%	90.7%	.4%

Figure 1.3
Ethnicity - FOCUS

Fall Term	U.S. Minority	U.S. Non-Minority	Foreign Citizens
1999	8.8%	91.2%	.0%
2000	11.1%	88.1%	.8%
2001	12.0%	87.8%	.2%
2002	14.0%	86.0%	.0%
2003	12.1%	87.9%	.0%
2004	11.5%	88.5%	.0%
2005	13.6%	86.4%	.0%
2006	15.1%	84.9%	.0%
2007	13.5%	86.3%	.2%
2008	15.0%	85.0%	.0%

Amidst this growth, the college has expanded on-campus programming designed to increase the community's understanding of and appreciation for a multicultural campus. However, data reveals an uneven response to these efforts. On the one

hand, Higher Education Research Institute (HERI) Faculty Survey results indicate that faculty strongly affirm the educational value of a diverse student body. In response to the statement “A racially/ethnically diverse student body enhances the educational experience of all students,” 89.6% of faculty *Strongly* or *Somewhat Agreed*. On the other hand, while the college has prioritized a more diverse community in its mission documents, strategic planning, and financial assistance, the entire community does not recognize the extent of these efforts. Only 42.9% of the faculty completing the 2008 HERI Faculty Survey believe that “recruiting more minority students” is one of the college’s *Highest* or *High* priorities, and only 46.8% believe that “creat[ing] a diverse multicultural campus environment” is a *Highest* or *High* priority.¹⁷

Clearly more communication is needed to inform the community of the college’s efforts toward creating a multicultural environment. In addition, the college must also increase its efforts toward sustaining this increasingly diverse society. Both faculty and students have recognized the need for greater racial harmony. According to HERI Faculty Survey results, 42.9% of faculty agreed *Strongly* or *Somewhat* that “There is a lot of campus racial conflict here.”¹⁸ Results from the Noel-Levitz Student Satisfaction Student Satisfaction Inventory in 2007 indicate that students also perceive the need for greater unity amidst diversity. The item “This institution is committed to racial harmony” achieved a mean score of 4.96 on a 7-point scale, a score significantly (>.01) lower than the National Four-Year Private College sample score of 5.29.¹⁹ Because Northwestern is strongly committed to both creating and supporting an ethnically diverse community, addressing these issues remains an important priority.

Abilities: Students at Northwestern possess a wide variety of abilities and disabilities. The college recognizes the value of all students and assists them in realizing their full potential. For students of high academic achievement, the college offers the Eagle Scholars Honors Program and honors courses. For students with below-standard academic credentials, the college provides a Transition-to-College Program. The Disability Office for Support Services (DOSS) helps meet the needs of students with attention deficit disorders, learning disorders, vision and hearing impairments, mobility and health impairments, speech and language difficulties, traumatic brain injury, and other disabilities both permanent and temporary. DOSS facilitates the provision of equal and integrated access for students with disabilities to all educational programs, services, and facilities at the college. (For additional information about the Honors Program, see Core Component 4a; for additional information about the Transition-to-College Program and DOSS, see Core Component 3c.)

Socioeconomic background: About 97% of all undergraduate students at Northwestern receive some type of financial aid through grants, scholarships, loans, and work-study opportunities. In 2007-2008 the college awarded to under-

17. 2008 HERI Faculty Survey, 1.9

18. 2008 HERI Faculty Survey, 1.9

19. 2007 Noel-Levitz Student Satisfaction Inventory, 1.10

graduate students over \$38.3 million dollars in financial aid: an estimated \$18.2 million was distributed as need-based or merit scholarships and grants while the rest derived from federal or state aid, loans, and work-study. Graduate students received a total of \$994,000 in financial support.²⁰

Regional demographics: Enrollment statistics demonstrate that Northwestern is primarily a regional school, with enrollment currently consisting of one-third from the Minneapolis and St. Paul metro area, one-third from the balance of the state of Minnesota, and the remaining third from primarily mid-western states including Wisconsin, Iowa, North Dakota, and South Dakota. The college recognizes a need to closely monitor population sizes, birth rates, and high-school graduation rates within Minnesota since nearly two-thirds of the traditional student body come from within the state.²¹

International students: The number of international undergraduate students attending Northwestern has steadily increased from 18 in 1999 to a total of 37 students from 25 foreign countries in fall semester 2008.²¹

Quito Campus: In addition, the student body of Northwestern includes approximately 30 students who attend the Christian Center for Communications (CCC) in Quito, Ecuador. Students completing the program receive an Associate of Arts in Broadcasting from Northwestern. While primarily drawing its student population from Ecuador, the CCC also attracts students from other South American countries such as Chile and Colombia.²¹

Denomination: While the mission statement and admissions policies at Northwestern assume an evangelical Christian commitment, the institution does not prescribe denominational affiliation. The Christian Church, a primary constituency of the college, includes a broad diversity of denominations, demonstrated by a student body representing 46 denominational categories. The denominations with the highest representation include Evangelical Free, Inter- or Non-Denominational, Baptist General Conference, Christian & Missionary Alliance, and Assembly of God. Among the denominations with lower representation are Association of Free Lutheran, Roman Catholic, Southern Baptist, and Presbyterian.²²

Employee Demographics: Northwestern recognizes that long-term changes in the multicultural nature of the institution depend upon an increase in diversity not only in the student body but in all other populations as well: trustee, administration, faculty, and staff. While Northwestern has made clear progress toward greater diversity in these areas, focused efforts will continue to move the college closer to its goals of broader ethnic representation.

Trustee diversity: At the time of the last accreditation visit, the 23-member Board of Trustees included three women and no members from a minority group.

20. Financial Aid Records , Appendix F
21. Distribution of Students by State and Country, 1.11
22. Students by Denomination, 1.12

Currently the Board of Trustees includes 16 individuals, including six women and one person of color. While the current composition of the board reflects progress toward the goal of increasing diversity, the college acknowledges the need for greater progress. Key strategies in increasing board diversity include efforts to actively engage alumni of color and to build relationships with persons of color in the community who share Northwestern's vision and support its mission. Northwestern is also in the process of developing and implementing new governance policies which will specify strategies for multicultural recruitment through the nominating committee. President Alan Cureton is intentionally forming relationships with persons of color and influence, and by engaging these leaders in college activities such as speaking at commencement, President Cureton is drawing individuals to the institution and cultivating them for leadership.

Cabinet diversity: The president's cabinet has also increased in gender and ethnic diversity, welcoming its first female vice president in 2003 and first African-American vice president in 2006.

Faculty and staff diversity: For the fall 2008 academic year, Northwestern employed 349 full-time and 237 part-time paid staff and faculty totaling 417.7 full-time equivalent (FTE) employees. Of the 586 employees 53.2% are women, and 5.3% are from a racial/ethnic minority.²³ Over the last two years, 15% of new college employees have been persons of color. This increase resulted from deliberate efforts by the Human Resources staff, such as expanding the advertising of open positions to include a wider and more diverse audience. While the HERI Faculty Survey results reveal that slightly more than half of respondents identified the need "to increase the representation of minorities in the faculty and administration" as a *High* or *Highest* college priority, Northwestern will continue its focused efforts to broaden the diversity of employees and to underscore the significance of its efforts.²⁴

Diversity in Programming: Northwestern offers courses at the undergraduate and graduate levels, certificate and degree programs, and continuing education courses for credit and non-credit. The college offers courses at the Roseville campus and at centers in Bloomington, Maple Grove, and the Quito campus in Ecuador. Programs are offered on a full-time or part-time basis with courses offered during the day, evenings, and weekends. Course delivery occurs through the traditional classroom, online, and a combination of the two to provide an educational experience which is available and accessible to a wide variety of learners.

Institutional Strengths and Recommendations for Improvement

Diversity among Northwestern College's students, faculty, staff, and administration continues to grow to the benefit of the entire college community. The institution's mission documents have played a critical part in that process, particularly the Statement on Unity. To enhance its focused efforts toward developing and sus-

23. Employees Demographics, 1.13

24. 2008 HERI Faculty Survey, 1.9

taining a broadly diverse and multicultural campus, Northwestern must confirm, publicize, and implement initiatives that will increase and support such diversity within a Christ-centered community. Such a plan will strengthen the college's ability to develop God-honoring leaders who have the knowledge and the experience to impact an increasingly diverse society and world.

CORE COMPONENT 1C

Understanding of and support for the mission pervade the organization.

Northwestern College recognizes that understanding of and support for the mission are vital to the health and success of the institution. High levels of awareness and agreement with the mission and related documents are demonstrated through established policies and procedures, departmental mission statements, external evaluations, and quantitative data.

Policies and Procedures

Northwestern College initiates mission support strategies long before students arrive for registration. Because Christ-centered education works best with Christ-centered students, the college desires to attract students who have demonstrated a strong Christian commitment consonant with its mission. Admissions demographic data suggests that students who have been involved in church youth group, for example, are more likely to apply, arrive, and remain at Northwestern even if their grade point average (GPA) is not as strong as that of other students with no youth group involvement. This observation became the impetus of an innovative admissions and financial aid strategy that places a high value on Christian commitment in addition to students' GPA and other more traditional criteria. Students' ability to demonstrate a strong Christian commitment is a factor in determining the level of their financial aid.

Furthermore, before students, staff, or faculty members can be considered for enrollment or employment, they are required to read and sign statements that declare their familiarity with and support of the Northwestern College mission. By signing these documents, students and employees state publicly that they share the basic defining beliefs that are crucial to the mission and identity of the institution. Their signature also serves as a personal pledge to live within the theological and lifestyle parameters explicitly identified in these documents for as long as they are participating members of the Northwestern College community.

Explicit mission instruction increases once students, faculty, and staff complete the application process. Before classes begin, all new students participate in an orientation period that presents and explains the mission, values, and goals of the institution. The college requires a similar orientation session for all new staff within the first few months of employment and for all new faculty before the academic year begins. During subsequent performance reviews, faculty and staff are evaluated on their accomplishments and abilities, as well as their support of the mission and

values of the college. For example, as part of the faculty evaluation process, faculty members are evaluated by their department chairs on their “adherence to the philosophy, goals, and objectives of the college.”²³

Departmental Mission Statements

Academic and non-academic departments uphold and extend Northwestern College’s mission statement through their individual mission statements and goals. Excerpts from various departmental mission statements exemplify this support:

“The Communication Department at Northwestern College exists to prepare students for leadership in ministries or careers in communication-related fields. Through a careful balance of theoretical knowledge, hands-on skill, and the development of a Christ-centered worldview, our students will be critical thinkers and effective communicators.”

The Department of Education “is committed to the preparation of Christian teachers who are educated in the liberal arts, who are well-prepared in the subject matter appropriate to their disciplines, and who are committed to using biblically-based ethical and moral principles.”

“The Office of Public Safety, its components, and personnel complement the support and advancement of the educational purposes of the college through coordination of activities with other organizational units, promotion of the college’s priorities for action, and most importantly, the provision of a safe and secure environment for learning, working, and personal development.”

The mission of the Northwestern College Athletic Department is “to utilize sports to aid in the spiritual, educational, social, and athletic growth of our student-athletes, exhorting them to maximize all their gifts.”

These and other departmental mission statements clearly reflect the Northwestern mission by highlighting the goal of providing an educational experience that is grounded in a biblical worldview. Such mission statements also emphasize the integration of faith and learning along with the pursuit of excellence, concepts which undergird the Northwestern Philosophy of Education statement.

External Evaluations

External evaluators of campus programs have specifically commented on the college community’s apparent support for the mission. For example, in the 2008 Student Life Audit, evaluators wrote, “The vision and purpose of the College is clearly stated and emphasized. Most faculty, staff and students were able to articulate various aspects of the vision and purpose of Northwestern College. There is an ownership and sense of commitment to the mission, educational philosophy and the Declaration of Christian Community.”²⁴ In the 2008 program review of the Psychology Department, external

23. Faculty Evaluation Process, 1.14
24. 2008 Student Life Audit, 1.15

evaluators observed: “Based on our conversations with faculty, it was clear that each person in the Department has a clear sense of mission about the work they are doing at Northwestern. Department faculty members personally and professionally identify with the institution’s mission and are committed to the success of the institution.” Likewise, the evaluators’ report of the 2007 program review of the Business Department noted, “One of the core values at Northwestern College, central to the mission of the college, is the integration of Christian faith into all aspect of learning. . . . Interviews with faculty, students, and alumni indicated a strong, universal understanding and commitment to the missions of both the school and the Department of Business.”²⁵

Quantitative Data

The 2008 Self-Study Survey provides additional evidence for the pervasiveness of the mission among faculty, staff, and administration. The survey results point to a deep sense of mission. Of the 242 individuals who responded, 98.7% said that they either *Strongly Agree* or *Agree* with the statement “I know and understand the mission of the college.” Responding to the statement “I understand how my job function supports the mission,” 95.8% said they either *Strongly Agree* or *Agree*. These extremely high percentages suggest not only that Northwestern employees understand the mission but that they also feel a direct connection between the mission and their specific duties on campus. Figure 1.4 shows the percent who *Strongly Agree* or *Agree* (excluding *Can’t Rate*).

Figure 1.4
Self-Study Survey Results - Mission

	Board	Admin	Faculty	Staff	Total
I know and understand the mission of the college.	100%	100%	95.4%	100%	98.7%
I understand how my job function supports the mission.	NA	100%	96.8%	97.1%	95.8%
The work of the Board of Trustees focuses on the mission of NWC.	100%	100%	81.8%	91.8%	87.4%
The people in the administrative structures of NWC are committed to the mission.	85.7%	100%	73.4%	89.0%	82.9%

When asked to review the administration’s commitment to the mission, however, respondents replied positively but not as consistently. In response to the statement “The people within the administrative structures of Northwestern College are committed to the mission,” 82.9% of the total group marked *Strongly Agree* or *Agree*. This percentage, although still quite high, reflects a lower perception of administrative support of the mission when compared to the perception of personal support. This statistic may largely be an indirect result of relatively recent hires of key administrative positions from outside the college. For example, the 100% change in cabinet member positions since the last accreditation visit has likely affected the

25. Program Review Reports, SF 2

campus community in both positive and negative ways. While new hires from outside the college bring extensive professional experience and the ability to provide objective insight to the institution, the less than ten-year history at Northwestern of each member of the current cabinet has caused some internal concern. Because the campus community is passionately committed to maintaining Northwestern's legacy, employees want to be assured that their leaders share that passion. Administrators are continuing to work on strategies to communicate to faculty and staff the ways in which their vision and future plans for the college reflect and support the mission.

A related survey question referring to the Board of Trustees produced similar results. In response to the statement "The work of the Board of Trustees focuses on the mission of Northwestern College," 87.4% indicated that they *Strongly Agree* or *Agree*. It should be added, however, that 27.7% were either unable or unwilling to rate the board.²⁶ These statistics may be attributed in part to the fact that relatively few staff and faculty members have access to the Board of Trustees or their meetings. While a strong majority of Northwestern employees believes the board is directly involved in mission-related activities, at least some faculty and staff need better clarification and reassurance that the board's actions relate directly to their oversight of the mission.

Challenges of Mission Support

Results from the 2008 Self-Study Survey reflect a challenge Northwestern College faces precisely because its mission statement and related mission documents are so well understood and embraced by internal constituencies. Ownership of and dedication to Northwestern's mission documents have generated among many community members a deeply rooted sense of protectiveness that is well informed by historical fact. Many other colleges which began as faith-based institutions have drifted or self-consciously distanced themselves from their original ideology. Northwestern College desires to protect the mission, vision, and values that have historically shaped its identity. Unlike many other Christ-centered colleges, Northwestern is not affiliated with or governed by a religious denomination that exerts control over mission and doctrinal positions. Instead, oversight of the mission is currently the responsibility of the board. Enhancing communication between the board and the Northwestern community will facilitate a greater understanding of the mission-driven work accomplished by the board.

Institutional Strengths and Recommendations for Improvement

Strong campuswide support exists for Northwestern College's mission statement and related documents. From a student enrollment strategy and an employee policy that affirm initial agreement with the mission to the mission's widespread and persistent influence on departments, Northwestern confirms its commitment to mission-driven education. This commitment is affirmed by both external and internal assessment. Increased communication between the board and the North-

26. Self-Study Survey, Appendix G

western community will help to demonstrate the board's continued oversight of the mission.

CORE COMPONENT 1D

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Northwestern College has strong governance and administrative structures which allow it to promote effective leadership, to support collaboration, and to fulfill its mission of providing high-quality Christ-centered higher education. Recent changes in governance and administrative structures involving the Board of Trustees, administration, faculty, staff, and students have been implemented based on evaluative data. These changes have addressed identified weaknesses and strengthened administrative efficiency and effectiveness. However, these substantive changes have also contributed to challenges the college currently faces related to administrative structures. Addressing issues involving faculty governance, campuswide communication, and evaluation processes continues to be a high priority at Northwestern.

Board of Trustees

Northwestern College is a corporation governed by an independent Board of Trustees which designs policy and allocates financial resources that promote the institution's continued growth and stability. The board holds executive powers over the governance of Northwestern and does not submit decisions to any other internal governing body. This authority includes decisions regarding contracts, debt, finances, major purchases (such as buildings), employees, and policies, among others. The primary purpose of the board is to govern and direct the college in its vision as well as its operations.

The current board of Trustees is made up of sixteen members lead by chair Grover Sayre.²⁷ All members of the Board of Trustees may nominate candidates for membership. Individuals who are elected become members of the corporation after signing the Declaration of Faith Statement (Doctrinal Statement) of Northwestern College.

A recommendation to allow a faculty representative to serve as an ex officio member of the Board of Trustees is under consideration.

Members are elected to an initial term of one year. Upon reelection, each succeeding term is three years. New trustees elected after 2007 serve a maximum of ten years. Following a one-year hiatus from trusteeship, the trustee is eligible for reelection.

Northwestern's Articles of Incorporation, which were amended and restated on

27. 2008 Board of Trustee membership, Appendix H

December 10, 2004, demonstrate how the college's mission permeates the institution's foundation. An updated draft of Article V states that "the purposes of this corporation shall include but not be limited to" the following:

To so provide education for Christian leadership at collegiate level that every student regardless of race, color, national or ethnic origin, sex or handicap shall have an opportunity to study the Bible and Christian missions under teachers who profess personal belief in the inerrancy of the Bible as the Word of God, the Lordship of Christ as Savior, and the Holy Spirit's continuing work in the life of the Christian believer.

To offer every student regardless of race, color, national or ethnic origin, sex or handicap the general education courses most useful to his personal development and his effective Christian witness.

To help every student regardless of race, color, national or ethnic origin, sex or handicap select a career goal appropriate to his abilities and to the time he has to invest in college-level training and to seek to provide him adequate preparation for entrance into his chosen vocation or profession or into advanced study programs aimed at his chosen field.²⁸

Another foundational document, "Roles and Responsibilities of Board of Trustees," provides the definitive set of responsibilities for the board. The first responsibility is to set strategic direction, which involves determining the institution's mission and purpose, serving as the guardian of the vision, and monitoring progress annually. Another responsibility is to build an effective board by recruiting new board members who support the college's mission; by cultivating relationships within the board and with administration, faculty, and students; and by annually assessing the board's performance.²⁹

The board's policies focus on the mission, and as a result, the board consistently generates missions-related documents. All mission documents, such as the Philosophy of Education and the Declaration of Christian Community, are initiated by members of the board, created by a committee that includes board members, and then voted into policy by a majority of the board.

Board Leadership and the Presidency: One of the primary functions of the Board of Trustees is to enable the president to lead the college effectively. On the 2008 Self-Study Survey item "The board enables the organization's chief administrative personnel to exercise effective leadership," the majority of the faculty (73.7%), staff (90.3%), administration (71.4%), and board (76.9%) who completed the survey agreed that the board facilitates such leadership.³⁰

The Board of Trustees has overseen two important developments which dem-

28. Articles of Incorporation, 1.16

29. Roles and Responsibilities of Board of Trustees, 1.16

30. Self-Study Survey, Appendix G

onstrate its desire to enable chief administrative personnel to exercise effective leadership: the board committee process and a renovated trustee board functioning model.

Board committee process: The board has a strong committee process to review and provide leadership to the various administrative structures. This process allows the board to chart the direction and progress of the college in specific areas. The five standing committees of the board correspond to the different areas represented in the president's cabinet: Academic Affairs, Advancement, Finance, Media, and Student Development. Often the trustees have been selected for a committee on the basis of their particular expertise. For example, the members of the Finance Committee have distinguished themselves in business or in the financial field, and trustees who serve on the Media Committee have had successful media careers. This process enables trustees and cabinet members to work collaboratively, functioning in a peer-to-peer relationship on each board committee.

Board functioning model: Since the last accreditation review, Northwestern's board has adopted and systematically implemented a new leadership model. In the past, the board was very involved in the day-to-day management of the college. The board met on a monthly schedule and expected to be consulted about daily governance issues on all levels in the organization. This model, while expedient in certain ways, occasionally confused the lines of authority and often, though unintentionally, hampered the ability of the people in charge to operate effectively. Ultimately, the college felt that this model proved both dysfunctional and impractical.

In September 2002, the board approved the Spiritual Leadership and Governance Philosophy, a document which underscores the board's responsibility for spiritually guiding the college while clarifying the trustees' individual and collective roles. The document established the trustees' obligation to serve as examples of biblical integrity and leadership to the institution. In addition, by specifying the adoption of the Three Hat Model of governance, the document reconfigured the boundaries in which the board functions. This model provides clear definitions of board roles: 1. Governance role—the board governs as a group; 2. Implementation role—the board delegates authority to individuals; 3. Volunteer role—board members engage in organizational activities. While the board still holds the legal authority to govern, the adoption of the Three Hat Model signifies that it seldom uses that power operationally.³¹

Along with the Three Hat Model, the Carver Policy Governance Model significantly influenced the board's revised approach to governance. This model has redirected the board's focus from institutional processes or means to institutional purposes or ends. The shift in governance policy allows the board to emphasize institutional goals and direction, to maintain organizational oversight without interference, and to more objectively evaluate the college's outcomes and accomplishments. With

31. Spiritual Leadership and Governance Philosophy, 1.16

this shift in governance style, however, the board has come to rely on employees to carry out the administrative details of the college. Since implementing these changes, the board has governed largely through the president and his cabinet of vice presidents.

The Carver Policy Governance Model further clarifies the distinction between the authority of the board and that of individual trustees. When the board approves of an official motion, it carries an authority that no individual trustee may usurp. The board presents a unified voice in communicating all final decisions. These decisions must be respected by all trustees and may be changed only by the board itself, not by individual board members. (For more information on the Carver Policy Governance Model, see the Jethro Commission Report.)³²

The delegated boundaries of this governance model, like most structural changes, are not always embraced or supported by all members of the institution. Part of the difficulty at Northwestern involves the lack of clear and direct communication of these changes to all employees. Some confusion regarding the roles and responsibilities of the board still exists among internal constituencies. The college is in the process of facilitating campuswide understanding of the revised governance model through informational meetings such as faculty meetings and assembly meetings.

In addition, implications of the revised governance model resulted in changes within the composition of the board itself. In summer 2008, as a result of actions opposed to the wishes of the majority of the trustees, three board members were dismissed. This decision was based upon the recommendation of the Board Governance Committee, and the results were determined by a unanimous vote of the remaining board members. Before the vote was taken, the board sought counsel from a number of legal and institutional experts. Communication from Dr. Robert Andringa of the Andringa Group, a well-established national authority on board governance, typifies the prevailing response: "The principles are clear. Once a board makes a decision, all members are required to abide by and defend it when asked. Personal opinions of the minority have no relevance at that point and must not be discussed outside the boardroom. This is only one of the reasons, but the main one, that boards are led to terminate a trustee."³³ Through such decisive action, the Board of Trustees reaffirmed its revised roles and responsibilities along with its commitment to a governance model that delegates leadership to administrative personnel in the day-to-day workings of the college.

Administrative Governance and Organization

Under the direction of the Board of Trustees, the administrative structure of Northwestern College is comprised of individuals qualified for duties and responsibilities assigned.³⁴ Administrative responsibility is delegated downward from the trustees to the president (CEO) and then from the president throughout the organizational structure.³⁵ This governance structure supports effective adminis-

32. Jethro Commission Report, 1.17

33. Andringa Group Communication, 1.18

34. Administrator Credentials, Appendix I

35. See Organizational Chart, Appendix J

tration through clear lines of authority and delegation of roles and responsibilities within the organization.

President, Provost, and Academic Vice President: The Northwestern College president is the chief executive officer (CEO) and is directly responsible to the Board of Trustees for the implementation of board policies and regulations. He is a voting member of the board and an ex-officio member of its standing committees. The current president, Dr. Alan Cureton, took office in January 2002. Dr. Cureton holds a Ph.D. in history and philosophy of education/higher education and has more than 30 years of experience in higher education, including serving as vice president of student services and vice president for administration at Sterling College (KS), as well as vice president for advancement at John Brown University (AR).

The provost provides leadership in planning development, management, and implementation of the educational functions of the college and serves as leader in the absence of the president. The title of provost was added to that of the vice president for academic affairs in 2003 to indicate that the individual in this role is chief among equals and is regarded as the second in command of the college. The current provost, Dr. Al Ottley, took office in August 2006. Dr. Ottley has 30 years of leadership experience in education, government, and the private sector. Dr. Ottley's prior positions have included associate provost and acting dean of community outreach and extension services at the University of the District of Columbia, senior educator for science and mathematics at the National Aeronautics and Space Administration (NASA), and vice president for finance and administration for Shepherd University and Capitol College.

Vice Presidents and the President's Cabinet: The vice presidents are legally considered officers of the corporation and have delegated authority from the board and president to carry out the various roles and responsibilities of their positions. The president's cabinet is the senior administrative decision-making body. The cabinet is chaired by the president of the college and is composed of six vice presidents: Academic Affairs, Finance, Media, Advancement, Campus Technology, and Marketing & Enrollment. Although the director of human resources reports to the vice president of finance, he also sits on the cabinet and participates as an equal member. A similar position for the director of student development may also be added to the cabinet to advocate the needs of students, a strong recommendation included in the Student Life Audit Final Report.³⁶

A recommendation of the Jethro Commission allowing a member of the faculty to sit on the president's cabinet as a non-voting member has received administrative approval.

The cabinet has three important functions: to promote regular communication between functional divisions of the institution; to secure input and recommendations which aid vice presidents in making decisions in their areas; and to formulate policy matters that affect the entire institution. Examples of responsibilities include the management and

36. Cabinet Membership, Appendix K

oversight of the total budget, decisions regarding capital campaigns, development and implementation of the campus master plan, facilities, salary, benefits, and other personnel decisions.

The Administrative Council: Employees are delegated authority through the Administrative Council (AC), which is comprised of middle management/administrators who are responsible for the day-to-day operations of Northwestern College and Media, as well as faculty representatives. Cabinet vice presidents determine which individuals will represent their area and how long their term will be on the AC. The operating guidelines of the AC specify the council's responsibilities: "The AC has the delegated authority by the cabinet to make decisions and provide recommendations to the cabinet on administrative and operational policies that impact the day-to-day operation of [the college]."³⁷ The AC has six committees which oversee designated areas: Governance, Student/Media/Academic Customers, Financial Resources, Physical Resources, Human Resources, and Systems Subcommittee. Each member of the AC serves as a member on at least one of these committees based on interest and expertise. (For a list of AC members, see Administrative Council Operating Guidelines.)

The Dean's Council: The Dean's Council (DC) is the primary advisory body to the provost. Members include the provost, associate provost, dean of faculty, dean of graduate and continuing education, dean of students, campus chaplain, and registrar. In collaboration with the DC, the provost provides campuswide leadership for the fulfillment of the college's mission. The DC gives recommendation and advice to the provost on strategic planning, academic policies, budgeting, and a variety of administrative tasks and issues. The DC also serves as the approval body for the academic program reviews and makes recommendations regarding disposition of external consultant recommendations. Finally, the DC is an informational forum in which academic and student life matters and activities are discussed and coordinated.

Faculty Governance and Organization

Faculty members are currently involved in the governance of Northwestern College through participation in academic departments, faculty committees, the Faculty Assembly, the Faculty Senate, and general faculty meetings. A brief overview of the history of shared governance at Northwestern reveals the significant progress the institution has made and its continuing need for improvement.

Academic Departments: All instructional faculty members serve in one or more of thirteen academic departments, with the newest being the department of Physical Education, Health, and Kinesiology (2006):

37. Administrative Council Operating Guidelines, 1.19

Art & Graphic Design	History & Related Fields
Biblical & Theological Studies	Modern Languages & Cultures
Business	Music
Christian Ministries	Physical Education, Health, & Kinesiology
Communication	Psychology
Education	Science & Mathematics
English & Literature	

Departmental faculty members have the authority to review and revise the courses they teach and to participate in departmental recommendations regarding proposed changes in curriculum and academic policies. Each department has an equal voice in the determination of academic policies and curriculum decisions through membership on the APCC. (For additional information on faculty ownership of the curriculum, see Core Component 3b.)

Department chairs: Academic departments are led by department chairs, who are appointed by the provost and academic vice president with input from the academic department. Department chairs communicate the views of the administration to the department and the views of the faculty to the administration. Specific department chair responsibilities include oversight of the departmental mission, philosophy, curriculum, schedule, faculty assignments, assessment efforts, syllabi, website, catalog, academic advising, and budget management. The chair assists various individuals and offices, including faculty members in their professional growth, the administration in hiring and evaluating faculty, the Office of Admissions with recruitment of students, and the Office of Student Development with new student orientation. Department chairs receive a stipend and release time depending upon the number of faculty, programs, and students in their department. Departmental decisions are made under the authority of the department chair and the members of each department.

Faculty members appear to be satisfied with the administration provided by department chairs. The results of the HERI Faculty Survey show that 84.2% were satisfied with departmental leadership, as compared with 74.8% in the National Four-Year Private College sample.³⁸

Recent issues regarding the selection and removal of chairs have initiated a policy clarification and revision currently being addressed by the Faculty Senate, the department chairs, and the administration. The college hopes to confirm the new policy by the end of spring semester 2009.

Faculty Committees: Five standing faculty committees have oversight of the traditional undergraduate programs, policies, and processes: the Academic Policies and Curriculum Committee, the Faculty Personnel Committee, the Faculty Development Committee, the Admissions Committee, and the Assessment Committee.

38. 2008 HERI Faculty Survey, 1.9

The Adult Continuing Education (ACE) Committee oversees the programs, policies, and processes for the Division of Graduate and Continuing Education. Duties and responsibilities for these committees are found in the *Faculty Handbook*.³⁹

Faculty Assembly: The Faculty Assembly consists of all full-time faculty as voting members and all part-time faculty members as non-voting affiliate members. The assembly's mission is stated clearly in its constitution: "The Faculty Assembly exists to promote and support the cause, interests, and needs of the faculty at Northwestern College as they endeavor to provide education that is grounded in the truth of the Bible and in God as the Ultimate Reality of the universe" (Article I, Section A). Furthermore, the assembly "seeks to promote the mission of Northwestern College by contributing recommendations and guidance to the college with a view to working harmoniously together to carry out the college's Philosophy of Education to the betterment of students and to the glory of God" (Article I, Section A).⁴⁰

Faculty Senate: The Faculty Senate is composed of nine Faculty Assembly representatives. These senators represent the interests of the faculty to the Northwestern administration and community, and serve as a resource to the college. The senate focuses on global issues and matters of concern to the faculty at large.

General Faculty Meetings: All full-time faculty are required to attend general faculty meetings. Part-time faculty are invited to attend at the discretion of the provost. At the general faculty meetings, faculty have the opportunity to vote on college-related issues.

History of Shared Governance⁴¹: Prior to 2005, faculty governance and decision making largely involved academic departments and standing faculty committees bringing recommendations to the full faculty at monthly faculty meetings. These meetings were chaired by the dean of faculty with an agenda determined primarily by the administration. Professional communication between faculty and administration was also limited. Under the leadership of President Donald Ericksen (1985-1997), faculty had the opportunity to provide feedback to the administration through the Faculty Council (FC), a group of elected faculty members who met periodically with the president. After President Ericksen left office in August 1997, however, the FC ceased to convene. Between 1997 and 2005, no formalized structure similar to the FC existed.

During the 2003-2004 academic year, a faculty group was formed to explore the feasibility of instituting a Faculty Assembly and Senate at Northwestern, in part to increase the communication between faculty and administration and to promote shared governance. After discussing their ideas with the provost and the dean of faculty, the committee received approval to present their proposal at faculty meetings during the 2004-2005 academic year. After debating the proposal at several

39. Faculty Handbook, SF 1

40. Constitution of the Northwestern College Faculty Assembly, 1.20

41. Much of the following information derives from the Jethro Commission Report, 1.17

meetings, 92.5% of the faculty present at the February 2005 faculty meeting voted to establish a Faculty Assembly. A representative group of the assembly, designated as the Faculty Senate, was also established. Within the next year the nine elected faculty senators created a constitution, which was reviewed and revised according to recommendations from the college president, provost, dean of faculty, and faculty. After receiving administrative approval, the constitution was unanimously approved on September 20, 2005, by the assembly and later amended in spring 2007.⁴²

From their inception, the assembly and senate have worked closely with the administration to promote shared governance and to develop college policies. For example, in fall 2005, the president authorized the senate to select faculty members for the Provost Search Committee, and the current provost authorized the senate to select members for the Lifestyle Statement Review Committee; members of both committees were elected at assembly meetings that fall. Regarding college policies, in the first year of the assembly and senate, the dean of faculty and senate president jointly began work on developing a new policy on committees and task forces; the policy was unanimously approved at an assembly meeting the next year and subsequently sanctioned by the provost. Also in the second year of the assembly and senate, the president and provost authorized the senate to develop a policy on "faculty identity." The resulting policy, developed and confirmed by the department chairs and the assembly, was also approved by the provost. Both the committee and faculty identity policies are current official college policies.

While the Faculty Assembly and Faculty Senate have worked successfully with administration in promoting shared governance and establishing college policies, responses to the assembly and senate have been mixed. For example, a survey sent in June 2008 to administrators and faculty suggested both affirmation and concern. Due to the limited number of responses to the survey (twelve faculty and no administrators), findings cannot be generalized. However, the fact that nine of twelve respondents reported a more negative than positive perception of the senate demonstrates some faculty dissatisfaction.⁴³

Moreover, the spring 2008 HERI Faculty Survey results confirm that faculty members remain dissatisfied with their input into administrative decision making. On the survey which asked if various attributes are *Very Descriptive of Your Institution*, only 3% responded in the affirmative for the attribute "Administrators consider faculty concerns when making policy," as compared to the National Four-Year Private College sample response of 18.2%. For the attribute "The administration is open about its policies," only 1.3% agreed, as opposed to 20.6% in the National Four-Year Private College sample.⁴⁴ In addition, in an informal survey generated in spring 2008 by the college's student newspaper, *The Column*, faculty were asked, "What are faculty/administration relations like on campus?" Of the 60 faculty members responding, 48% described relations as *Good* or *Serviceable* while 52%

42. Faculty Assembly Minutes, SF 2

43. Assembly Evaluation Survey, 1.21

44. 2008 HERI Faculty Survey, 1.9

described them as *Mediocre* or *Poor*.⁴⁵ Likewise, a spring 2008 Faculty Assembly Survey asked faculty, “Do you feel that an atmosphere of fear and distrust exists at Northwestern College?” Although only 57 faculty responded, 44 of these indicated *Yes*, 9 indicated *No*, and 4 indicated both *Yes* and *No*.⁴⁶

To address these ongoing and weighty issues related to faculty governance and faculty/administrative communication, President Alan Cureton, with the support of the Faculty Senate, appointed the Jethro Commission in summer 2008.

Jethro Commission: The Jethro Commission was created by President Cureton to “develop a proposed process for shared governance at Northwestern.” The senate created a list of faculty candidates from which the president chose six faculty members. The charge to the Jethro Commission included the following:

- Analyze, examine, and critique Northwestern’s current process of “Shared Governance” including all policies and procedures.
- Compare Northwestern’s process to other institutions of higher education and identify policies or procedures used by other institutions that may serve or aid the college.
- Determine appropriate levels of decision making. Who is responsible for which area or arena of importance?
- Then, propose a process that will best serve Northwestern’s unique mission. The process must address the legitimate concerns of both the faculty and administration under the authority of the Board of Trustees.
- Recommend ways to communicate the appropriate and legitimate roles and authority to the Board of Trustees, administration, and faculty based upon the recommended process.

The commission presented its final report to the president in August 2008.⁴⁷ The recommendations of the commission were distributed to the faculty and to academic administration in September 2008. During 2008-2009 the Faculty Senate has been collaborating with the administration to implement the recommendations of the Jethro Commission. Some of these recommendations have been delegated to the Faculty Personnel Committee (e.g., policy on academic freedom, grievance policy). This committee will then bring formal proposals to the full faculty for a vote. If approved by the full faculty, these proposals will be included in the *Faculty Handbook*, pending final approval by the provost.

During January 2009, a Faculty Survey was distributed to 110 faculty members. The purpose of the survey was to gauge the ongoing relationship between the faculty and administration. Participation in the survey was unusually high with 109 respondents. No final conclusions have yet been drawn from the data. Several faculty members qualified in testing and measurements are examining the results. A preliminary review of the survey indicates improvement in faculty and admin-

45. *Column Survey*, 1.22

46. *Faculty Assembly Survey*, 1.23

47. *Jethro Commission Report*, 1.17

istration relations. The qualitative questions demonstrate this improvement while the comments section reflects a greater variance in faculty attitudes and opinions. Many comments indicate that “improvements have been made, but we still have a long way to go.”⁴⁸

Student Government

Student Government serves the Student Government Association (SGA), which includes the entire student body. As the voice and representation of the students, this group of elected individuals is comprised of an administrative council and class senators, each of which requires a one-year term of service. The mission of Student Government is to strengthen, unify, represent, and engage the student body.

SGA senate members participate in training sessions during the spring semester preceding their term of service, in early fall training weeks preceding the fall semester, and in a course entitled Student Government Workshop. Through this training, students learn about organizational structure, communication systems, policy and proposal development, and effective decision making. Positions in Student Government include president, vice president, treasurer, public relations, office manager, and class senators in all four academic levels (i.e., senior, junior, sophomore, and freshman).⁴⁹

Faculty Issue Resolution: The 1999 Self-Study process revealed governance issues that faculty identified as challenges in the Self-Study Report. Concentrated, collaborative efforts toward resolving these issues demonstrate the institution’s continued determination to address challenges and effect change. For example, faculty members expressed concern regarding the excessive number of faculty committees and widely varying committee workloads. To address this issue, the former vice president for academic affairs appointed a Committee on Committees which redesigned the organizational structure of faculty committees. The work of this committee, completed and presented to the faculty in April 2001, resulted in the faculty committee structure outlined above.

Another issue identified involved the faculty’s perception of the promotion process as being “subjective and ambiguous.” To resolve this issue, the Promotions Committee made recommendations to the Faculty Welfare Committee, which ultimately resulted in the October 2002 faculty approval of the revised promotion policies. These policies received further updates as part of the *Faculty Handbook* revision process in 2008-2009. According to the HERI Faculty Survey, 85.3% of faculty *Strongly Agree* or *Agree* that “the criteria for advancement and promotion decisions are clear,” as compared to 71.8% in the National Four-Year Private College sample.⁵⁰

Given Northwestern’s determination to use collaborative processes in addressing previously identified issues related to faculty governance and organization, the college is confident that it will also be able to effectively respond to and work toward

48. Faculty Senate Survey, 1.24

49. SGA Information, 1.25

50. 2008 HERI Faculty Survey, 1.9

resolving current and continuing faculty issues for the good of the college and the advancement of its mission. While Northwestern understands that effecting positive change requires creativity, energy, and considerable time, the institution is committed to continuing its efforts to strengthen faculty governance and communication.

Communication Channels

Northwestern College employs a variety of communication strategies which facilitate governance processes and activities. Established communication channels exist at all levels of the institution. However, survey results indicate that some channels of communication need to be strengthened to increase their effectiveness and efficiency.

College Publications: Northwestern College provides information to members of its community through many publications, such as the *Northwestern College Catalog*, the *Pilot* magazine, class schedules, and brochures. These publications are provided by offices around campus, distributed through the campus and U.S. mail services, and via the Internet. In addition, the college provides information exclusively to its faculty, staff, and students through handbooks available in written form and in some cases online.

theROCK: In 2007, Northwestern introduced a new Intranet site called theROCK, an acronym for Relevant Online Community Knowledge. This apropos title carries additional meaning by its reference to the large physical rock prominently located on campus where students frequently spray-paint personal messages, as well as to New Testament verses which compare strong Christian faith to a building upon a rock. Created as part of the Banner Software Implementation project, theROCK has become the online communications center for the Northwestern community. Almost every important guideline, handbook, form, or information source is available on theROCK. This Intranet site provides extensive academic information, including the *College Catalog*, course registration information, class schedules, Core Curriculum, institutional assessment, and library resources. Through theROCK, faculty may check course enrollment, enter student grades, and connect to Moodle, the college's course management system. It has also become the first place to check for campus news and events, policy changes, and emergency information.⁵¹

Pipeline and Journal: Two primary sources of information are available through theROCK: the *Pipeline* and the *Journal*. The *Pipeline* informs students of important campus events, academic deadlines, the chapel schedule, job openings, classified offerings, and other information of importance to students. The *Journal* informs faculty and staff of the college calendar, campus news, college and local events, job postings, prayer requests, and links to all resources, forms, and handbooks.

51. [Link to theROCK](#)

Administrative Communication: The Board of Trustees communicates with constituencies primarily through the senior administration of the college. The Office of the President reports all of the board's actions to the president's cabinet, whose members, in turn, report the board's actions to their various constituencies within the college. Minutes from the meeting of the Board of Trustees and its standing committees are available to all members of the Northwestern community upon request.

The president communicates regularly with members of the community through a variety of channels. At the beginning of each semester, the president provides a State of the College address which highlights significant information regarding individual accomplishments, institutional growth, campus improvements, and organizational changes. The president also addresses faculty, staff, and other supporters of the college at various formal and informal campus functions. For example, the president has a standing place on the agenda of faculty meetings where he shares with faculty the current issues and activities of the board and the cabinet, followed by a time of questions and answers. Throughout the year the president periodically hosts general information sessions where he discusses such topics as new programs, curriculum innovations, financial issues, and enrollment trends. These informal updates are often followed by a question and answer session to encourage input from the college community. In addition, the president periodically uses e-mail to provide an electronic communication called Teach and Reach, which often includes personal reflections along with institutional updates. The president communicates directly to the student body by meeting periodically with the Student Government Association (SGA), speaking in chapel, and hosting question and answer sessions throughout the year.⁵²

Activities of the standing faculty committees are communicated to the faculty through meeting minutes either reported at faculty meetings or sent to members through e-mail. Reports of the Assessment Steering Committee are regularly distributed to the community and posted to theROCK. The minutes of the Administrative Council are distributed to staff.

Strategies to Enhance Communication: In recent years, the campus community has expressed widespread concern about the lack of strong communication within Northwestern. For example, results from the *Christianity Today* Workplace Survey, administered in 2003-2004 and 2005-2006, demonstrate that communication with leadership and listening to employees are areas needing improvement.⁵³ In addition, the evaluators completing the Student Life Audit in February 2008 clearly identified communication as a problematic issue on campus: "There is a desire for more communication at all levels of the College. Students, faculty, and staff desire more communication from all of the various elements of the College. Decisions affecting the College are not always communicated effectively to its constituents."⁵⁴

52. Administrative Communication, 1.26

53. Workplace Survey, 1.27

54. 2008 Student Life Audit, 1.15

Part of the difficulty with communication at Northwestern arises from the significant growth within the institution over the last decade. This growth has been the result of the college's deliberate, strategic efforts and its increasing ability to respond to trends and capitalize on them. Although this growth has largely been positive for the institution, rationale for and clarification of changes accompanying the growth have not always been clearly communicated to constituents. In addition, concerns have arisen over employees' inability to provide feedback on or influence the changes resulting from this growth. The lack of strong communication regarding significant institutional changes and decisions has contributed to a sense of loss within some long-term employees, who observe, "We used to be like a family; now we're just like a business."

Because Northwestern places high value on its Christ-centered community and connections with fellow believers, the college is determined to strengthen channels of communication. To facilitate improvements in communication from employees to administrators and from administrators to employees, Northwestern has implemented a variety of strategies. Some examples include the following:

Listening Lunches: Each cabinet member hosts luncheons with a number of staff and faculty members and facilitates discussions in which individuals have the opportunity to raise issues, share ideas, and express opinions, particularly about the cabinet. These conversations are summarized, reviewed by participants, and presented anonymously to the cabinet for review as part of their weekly meetings. Frank, honest, and sometimes impassioned, these comments have become the basis for a number of revisions to cabinet policy, as well as policies throughout the entire college.

Quarterly Divisional Meetings: Feedback from the Listening Lunches demonstrated that employees wanted to have their representative cabinet member periodically meet with everyone from their division to provide important updates and general direction on issues. These 90-minute sessions may also feature individuals from different divisions who provide information about their area of oversight on campus.

Light Reminders: Light Reminders are a series of weekly e-devotionals, written by administrators, faculty, or staff, that provide an examination of Northwestern College mission documents. Thus far, Light Reminders have focused on the mission statement, the Priority Goals, the Vision Statement, the doctrinal statement, the Declaration of Christian Community, and the Philosophy of Education. In addition to reflecting upon one of the mission documents, writers of the Light Reminders also have the opportunity to share some information about themselves by answering a few questions about their personal and professional lives.

Office Bites / Campus Connect: In 2002 President Cureton initiated a weekly update session during the summer months called Office Bites. During this time a member of the cabinet hosts a morning break and provides information on the personnel and activities of a department of the college as well as updates on campus events and items for community prayer. This session was renamed Campus Connect and has continued periodically throughout the academic year.

Adequacy of communication, however, remains an issue which requires increased attention, particularly for faculty. On the Self-Study Survey in 1999, over 75% in all groups responded positively to a question regarding effective communication at Northwestern. In 2008 this statistic is considerably lower, particularly on the part of faculty members. Figure 1.5 shows the percent who *Strongly Agree* or *Agree* (excluding *Can't Rate*).

Figure 1.5
Self-Study Survey - Communication

	Board	Admin	Faculty	Staff	Total
I have experienced effective communication at Northwestern College.	92.9%	66.7%	57.6%	69.6%	64.3%
Northwestern College has effective methods for "listening" to employees.	NA	100%	42.4%	62.1%	58.8%
Events such as Office Bites (Campus Connect), President's Prayer Breakfasts, and other campuswide events for employees are effective tools for creating a culture of community on campus.	NA	80%	56.9%	82.5%	73.0%
Online communication tools such as the Journal, prayer requests, and Light Reminders are effective ways of creating a culture of community on campus.	NA	90.9%	71.6%	89.1%	83.4%

The Self-Study Survey demonstrates that the majority of faculty, staff, and administration who responded confirm that online communication efforts and campuswide events are effective tools in building community. However, the discrepancy in responses among the faculty, staff, and the administration, particularly in regard to "listening to employees," is significant. Individual comments that accompany the survey help clarify employee concerns. On the one hand, many survey comments are very positive: "I appreciate the openness and helpfulness of the college administrative personnel," "Administration is attempting to listen and respond to employees," and "The Administration is doing more than I have ever seen to reach out, listen, and respond positively to staff and faculty." Many others comments, however, identify weaknesses in the communication process: "People are told to voice their concerns, that they will have input, that the administration will be seeking their involvement—and then are ignored . . ." and "Listening sessions do not carry much weight even when conducted because [they have] proven to have little impact on actual decisions and policies."⁵⁵

To help improve the quantity and quality of communication at Northwestern, particularly between employees and administration, the Jethro Commission has made several recommendations in their report that address this issue. These recommendations, which range from revising the hierarchy within administrative structures to allowing cabinet members and senators to attend senate and board meetings, respectively, are currently under consideration by administration and employees.⁵⁶ The Jethro Commission has significantly facilitated the progress that the college is making toward the promotion of strong communication campuswide.

Institutional Strengths and Recommendations for Improvement

Improved governance and administrative structures at Northwestern College demonstrate the institution's ability to effect change for the good of the institution. The shift in the board's functioning model from managerial to policy and oversight has strengthened the institution's approach to governance. Revision of administrative policies and procedures further reflects the college's commitment to identifying and addressing governance needs. While the college has resolved a variety of governance-related problems, significant issues related to faculty governance and administration/employee communication remain. Northwestern is in the process of confirming and implementing measures to satisfactorily address these issues. Through a variety of collaborative processes, the college will continue to identify and address concerns related to governance and administration to help promote effective leadership and the fulfillment of the college mission.

CORE COMPONENT 1E

The organization upholds and protects its integrity.

At Northwestern College integrity and accountability are vital organizational values which involve more than mere honesty. As an institution, Northwestern is committed to the integration of biblical faith, learning, and living, as demonstrated through its published mission documents and the community's affirmation of these documents. As a community of imperfect people, the campus community strives to create and maintain trust, and when trust is broken, to participate in biblically based processes for restoration. As a Christ-centered institution, Northwestern desires to uphold its integrity in its daily interactions with internal and external constituents. Data suggests, however, the need for continued vigilance in this area.

Handbooks and Guidelines

To promote integrity and clarity in the communication of expectations, policies, and procedures, Northwestern has developed and distributed detailed handbooks and guidelines for the Board of Trustees, faculty, staff, students, and departments or offices.⁵⁷

Board of Trustees Handbook: The *Board of Trustees Handbook* includes the board's leadership and governing philosophy, organizational structure, committee assignments, roles and responsibilities of members, and the bylaws and Articles of Incorporation.

56. Jethro Commission Report, 1.17
57. Northwestern Handbooks, SF 1

Faculty Handbook: The *Faculty Handbook* describes the contractual relationships and responsibilities of the faculty member to the college, including governing structures, faculty obligations and duties, promotion and contract guidelines, evaluation processes, salary information, and professional development guidelines. The handbook also describes academic policies, services, and classroom procedures. Responsibility for updating the *Faculty Handbook* has rested with the Personnel Committee, a standing committee of the faculty. The committee completed a thorough revision of the handbook during summer 2007. Most of the suggested changes related to the organization of materials, updates required due to recently approved policies or procedures, and clarification of policies already in place. The Office of the Provost reviewed the revisions of the Personnel Committee and provided further input. Revisions and suggested changes needing faculty review were presented to the full faculty in August 2008. After some minor revisions and layout changes, the *Faculty Handbook* was approved at the January 2009 faculty meeting.⁵⁸

Employee Handbook: The *Employee Handbook* is an online resource which contains files describing policies, practices, and forms used by employees. Currently, the *Employee Handbook* is being edited section by section for accuracy in facts, procedural definitions and explanations, procedural implementation, and legal protocol. In addition, outdated information is being removed, and the handbook content is being compared with that of other college publications such as the *Faculty Handbook* and *Supervisors Handbook*.

Student Handbook: Traditional students receive a *Student Handbook* which details information regarding student life. The handbook describes responsibilities of membership in a Christian community and explains a variety of campus guidelines and policies related to residence life. Within the handbook are explanations of student organizations, campus services, student rights, procedures for appealing decisions, and policies regarding public safety and security. The *Student Handbook* covers a variety of additional information important to students, such as parking, academic issues, and financial aid. The handbook is given to each student during orientation and is also available online on the campus website. Development and maintenance of the *Student Handbook* rests with the Office of Student Development. The handbook is reviewed and revised annually by Student Development staff. Similarly, a separate *Student Handbook* is designed for students in the FOCUS program and for those in graduate programs. These handbooks are distributed to students or are available online.

Department or Office Handbooks: Many departments and offices, such as the Athletic Department, Berntsen Resource Center, and ALPHA Center, have created their own manuals and handbooks to provide important information to community participants. Most handbooks are available in print or in online formats.⁵⁹

58. January 20, 2009 Faculty Meeting Minutes, 1.28

59. Handbook Samples, 1.29

Codes of Conduct

Northwestern College's commitment to the integration of biblical faith, learning, and living is demonstrated through mission documents and handbooks which clearly outline specified codes of conduct. While the campus community annually affirms its dedication to maintaining integrity in words and actions, data reveals that community members disagree regarding how well the college is succeeding in this area.

Codes of Conduct in Mission Documents: Because all employees share a common doctrinal statement, the Christian convictions it outlines constitute the spiritual foundation upon which the college functions. All faculty members affirm these doctrines by annually signing the doctrinal statement. In accord with its doctrinal positions, Northwestern expects administrators, faculty, staff, and students to adhere to a high standard of personal integrity.

The Declaration of Christian Community (DCC), which is signed by each student and endorsed and supported by the board, administration, faculty, and staff, guides the ethical and lifestyle standards for the community. The introduction to the DCC booklet describes the philosophy behind the document: "Northwestern is, after all, a community set apart for believers. What connects us is more important than what separates us. We've been put in this place to do something important, and we need each other to succeed. Christian community is our goal, and these are guidelines to help us reach it." The DCC challenges community members to exhibit "integrity, . . . good works, and self-control" and to promote a "Christ-centered community" in which human weaknesses, inevitable failures, and unresolved conflicts can be addressed with "humility, kindness, mutual respect, and Christ-like love."⁶⁰

Codes of Conduct in Handbooks: The *Employee Handbook* and the *Student Employee Handbook* contain many examples of the integration between biblical faith, learning, and living. The policy on harassment is one example. Not only does it mandate an "employment and academic environment which is free of sexual harassment, sexual assault, sexual violence, racial harassment, hazing, and other unlawful harassment," but it explicitly states that harassment is "inconsistent with biblical teaching" as well as "illegal under state and federal law." The policy continues with the inclusion of a paragraph that contrasts harassment with Christ's command for discipleship, reconciliation, and devotion toward others, concluding with a direct reference to the "marvelously diverse yet unified" Body of Christ.

Further expectations for faculty conduct are described in the *Faculty Handbook*. Each faculty member, by signing a yearly agreement, affirms the code of ethics which states, in part, "I will endeavor to be honest in all things, cooperative and congenial in all relationships, dedicated to exhibiting Christian love for others, and committed to biblical principles in my daily walk and matters dealing with disagreements and contractual arrangements, recognizing the high accountability of the teacher

60. Declaration of Christian Community, Appendix D

before God.”⁶¹ Such a statement underscores the personal commitment faculty make to maintaining integrity in their actions and attitudes because of their Christian faith.

Policies which apply to specific student behaviors and personal conduct are outlined in the various student handbooks. Expectations for student conduct regarding issues of academic integrity, such as cheating, plagiarism, and the unethical use of technology, are provided to students in their *Student Handbook*. Policies, procedures, and penalties for violation of academic integrity are also included in the handbooks and explained during new student orientation. (For more information on these policies, see Core Component 4d.) Syllabi expectations in the *Faculty Handbook* include the requirement to “reference . . . the *Student Handbook* description and policies on cheating and plagiarism”; however, a review of syllabi revealed that many faculty do not include this information in their course syllabi. The inclusion of this information as part of a syllabus template to be used by all departments through the Moodle course management system is under consideration.

The *Northwestern College and Radio Community Policies* is a supplemental document to the student, faculty, and employee handbooks. This document, which is available online to all members of the community, describes external and institutional policies regarding such things as technology use, safety and privacy, harassment, non-discrimination, FERPA, HIPAA, and disability accommodations. The document is updated as needed by the Office of Human Resources.⁶²

Grievances and Complaints

Northwestern College further strives to promote integrity through established policies and procedures which provide for the airing and addressing of grievances and complaints. As a result of evaluative data demonstrating the need for clearer grievance policies, the college is currently revising its policies and clarifying its expectations regarding grievances and complaints.

Faculty and Staff Grievances: The grievance policy for employees was initially revised during the 1997-1998 academic year when the self-study process revealed the published policy to be unclear. At that time, the director of human resources drafted proposed changes, which were approved by the faculty in January 1999. Since the last accreditation visit, few formal faculty or staff grievances have been filed.

However, results from the Self-Study Survey revealed that additional changes to the grievance policy needed to be made. In response to the item “[Northwestern] has an adequate grievance process for employees,” 100% of administrators *Strongly Agreed* or *Agreed*, while only 61.2% of staff and 40% of faculty responded likewise. Notably, over 30% of those completing the survey were unable to rate the item, perhaps due to a lack of familiarity with the existing policy.

61. Faculty Handbook p. 3, SF 1
62. Northwestern College and Radio Community Policies, 1.30

Revisions to the grievance policy were initiated by the Faculty Personnel Committee and the director of human resources. Suggested changes were based on review of current higher education practice and legal advice. These revisions included creating a grievance policy specifically for faculty, which was approved by the faculty in the January 2009 faculty meeting, with the effective date of August 1, 2009 (beginning of the contract year). A separate yet similar grievance policy for staff was drafted and approved by the cabinet and the Administrative Council in February 2009, with the effective date of March 1, 2009.⁶³

Student Complaints and Appeals: The formal policies related to students' non-trivial complaints involving harassment, discrimination, ADA, and FERPA are available to all students through the handbooks and the *Northwestern College and Radio Community Policies* document.

Student appeals of disciplinary decisions are handled through written complaint to the Office of the Dean of Student Development. An ad hoc committee comprised of faculty members, representatives of student government, and staff from the Student Development Office disposes of these actions through processes outlined in the Student Handbook.

Policies and processes for student appeals of academic decisions such as probation, suspension, academic requirements, charges of cheating, unfair or discriminatory treatment, and course grades are described in the *Student Handbook*. Appeals are submitted in writing to the Office of the Registrar who convenes an ad hoc committee which follows a well-defined disposition process. Complaints and appeals related to financial aid awards are made through the Financial Aid Office. Records of the disposition of student appeals provide evidence that the policies are in place and function for the intended purpose. (For further information, see the Federal Compliance section of this document.)

However, self-study assessment data revealed that the processes for general student complaints and student/employee issues needed clarification and attention. The Noel-Levitz Student Satisfaction Student Satisfaction Inventory results for the item "Channels for expressing student complaints are readily available" produced a score of 4.50 on a 7-point scale. The score was significantly lower ($<.001$) than the National Four-Year Private College sample for that item.⁶⁴ Because of this data and an evaluation of the system which took place through the self-study process, the wording in the *Student Handbook* outlining general student complaints has been reviewed and revised by the Student Development Office.

Accurate Portrayal of the College

Northwestern College upholds and protects its integrity by portraying itself accurately to internal and external constituencies. The college strives to provide accurate information related to academics, hiring, publications, and student recruitment.

63. Grievance Policies, 1.31

64. 2007 Noel-Levitz Student Satisfaction Inventory, 1.10

Academic Information: Northwestern exercises full disclosure in its educational programs through the *College Catalog*. This document reflects admission standards, course descriptions, and program and graduation requirements. Policies related to student fees, financial aid, tuition costs, and refunds, including deadlines and restrictions, are clear and well publicized in the *College Catalog* and other distributed materials. Frequency of course offerings is listed in the *Planned Course Offering* publication.⁶⁵ *Curriculum Planning Guides* for all programs are available on the college website.⁶⁶

Student transcripts present clear and accurate educational information. To assist students in monitoring their academic career and making academic-related decisions, records of student progress are available to students and their academic advisors online through theROCK. The college is in the process of developing a comprehensive degree audit system which would allow students to review the effects of changes in programs by outlining the application of credits earned to new program requirements.

Publications: The Office of Marketing and Communication oversees the design, written materials, and print production of all college publications. The objective of this group is to promote a consistent, distinctive, and representative Northwestern brand on all college publications. Marketing publications are typically routed to relevant stakeholders to receive approval and ensure accuracy prior to online placement or printing. Occasionally, however, this process is cut short due to time constraints. The Office of Marketing and Communication is increasing its efforts to ensure that project deadlines accommodate the time necessary to receive proper approvals. The Office of Marketing and Communication has final approval on all materials presenting Northwestern College to the public.

Student Recruitment: Northwestern strives to present itself accurately in the recruitment of students. A key method of communicating Northwestern is through the college website. Information is updated regularly, and policies are kept current. Departments, offices, and other units oversee information that is posted on their individual sites. Prospective students are also encouraged to visit the campus to meet with individuals and department chairs to hear about the campus programs and services firsthand. Student responses on the Noel-Levitz Student Satisfaction Inventory to the item “Admissions counselors accurately portray the campus in their recruiting practices” received a mean score of 5.47 on a 7-point scale, compared to the Council for Christian Colleges & Universities (CCCU) mean score of 5.26 and the National Four-Year Private College sample response of 5.04.⁶⁷

Hiring: Hiring processes clearly outline the terms of employment, benefits, and rights and responsibilities of membership in the Northwestern community. These processes specify the ethical and behavioral expectations for all employees.

65. Planned Course Offerings, 1.32

66. Link to [nwc.edu/Academics/Curriculum Planning Guides](http://nwc.edu/Academics/CurriculumPlanningGuides)

67. 2007 Noel-Levitz Student Satisfaction Inventory, 1.10

Financial Accountability

Northwestern College accounting policies, procedures, and internal controls are in accordance with generally accepted accounting principles (GAAP). The controller of the college, along with the chief financial officer (CFO), guides internal controls. The CFO, who is a licensed CPA, reports to the Board Finance Committee as well as to the president of the institution. An independent auditing firm, LarsonAllen, which is reviewed independently by the Finance Committee of the Board of Trustees, conducts an annual audit of the college. The procedures applied during the external audit examine transaction cycles and internal accounting controls, providing reasonable assurance that the financial reports of the institution are presented in accordance with GAAP. Other examples of accountability and compliance include the institution's Annual 990 Non-profit Organization filing with the State of Minnesota.

Northwestern College and Radio is a member of the Evangelical Council for Financial Accountability (ECFA). The vice president for advancement is currently serving a three-year term as a member of the National Standards Committee for ECFA. A copy of the ECFA agreement of accountability has been submitted to the Advancement Committee of the board. In May 2005 a site visit was conducted by ECFA, and the college received very favorable approval of its policies and procedures as adhering fully to the standards of ECFA.⁶⁸ Each year the college has received ECFA renewal, a process which demonstrates Northwestern's continued compliance with ECFA standards of responsible stewardship.

Financial aid: Northwestern seeks to remain beyond reproach in the area of financial aid. The college submits annually to the Office of Management and Budgeting Audit for Federal Financial Aid and every two to three years to the State of Minnesota's Audit of State Aid Programs. Northwestern is consistently deemed competent in the administration of the Federal Financial Aid programs and has been found to be in compliance with the administration of State programs.⁶⁹

Relationships with External Constituents

Northwestern College strives to maintain ethical, God-honoring relationships with its external constituents. Through formal and informal interactions with donors and the Twin Cities community, the college demonstrates its integrity, honesty, and accountability.

Donor Relationships: The Advancement Office is primarily responsible for the solicitation of gifts. Exhibiting integrity in the solicitation process as well as the acceptance and utilization of designated gifts is mandatory. The Advancement Office is dedicated to honoring donor intent in the acceptance and distribution of funds. The Advancement Office initiated the development of an Advancement Philosophy, which was approved by the Board of Trustees in 2004. This document guides the work of the department in conducting donor relationships in a fair, honest, and trustworthy manner.⁷⁰ The document is presented annually to the advancement

68. ECFA Report, 1.33

69. OMB Reports, 1.34

70. Advancement Philosophy, 1.35

staff and is reviewed with each new member of the advancement team. The department also makes available to donors various other documents such as the annual report and the audited financial statements.

Community Relationships: Northwestern resides in two cities, Arden Hills and Roseville. In November 2007, Northwestern received a positive vote from the city council members of both cities to move forward on an updated Planned Unit Development (PUD) application, which will govern campus developments for the next eighteen years. The approved PUD allows the college to grow to a traditional day student population of 2,400 and to expand a number of aspects of the campus, including a new ring road and parking facility.⁷¹

In the 18-month process of receiving city approval, Northwestern held a number of open public forum meetings. Neighbors and the general public were given an opportunity to comment on the anticipated growth of the campus, to voice concerns, and to raise relevant issues. Through this process Northwestern shared openly and honestly about its future plans and its desire to fulfill its mission through the proposed growth. Northwestern was required to impress on the community the value it brings. Many detailed plans were presented in open forums as a part of this process. Questions by the community were addressed and resolved. Northwestern altered its final plans to accommodate the concerns and issues presented by its neighbors. In the future, the college will continue quarterly meetings with the community and will remain open to feedback.

Academic requirements in several of the professional programs at Northwestern place students in off-campus experiences within the Twin Cities metropolitan area. These experiences may involve student teaching (e.g., Education), field placements (e.g., Criminal Justice), church or parachurch work (e.g., Christian Ministries), or internships (e.g., Graphic Design). Northwestern seeks to interact with all agencies with integrity and to conduct each experience in an ethical manner consistent with the values of the college.

Contractual Relationships: Northwestern further demonstrates its integrity through participation in contractual relationships with members of the community. Organizations outside the college are permitted to use campus facilities when available. Northwestern establishes a written contract with agencies and groups that utilize facilities for conferences and special events. Requirements, obligations, insurance, and fees are clearly stated. Policies and procedures for purchasing, bidding, and budgeting are defined by the Business Office. Northwestern handles all contractual relationships in an ethical and professional manner. (For additional details, see Core Component 5c.)

71. PUD Information, 1.36

Laws and Regulations

Northwestern College is committed to full compliance with all relevant local, state, and federal laws and regulations and with professional ethics guidelines. Northwestern is committed to non-discrimination in hiring practices. The non-discrimination policy is printed in the *Northwestern College and Radio Community Policies* document and posted on the college website. Northwestern requires and provides sexual harassment prevention training for all new employees.

Federal and State Laws: The college acts in accordance with the Family Educational Rights and Privacy Act (FERPA), which protects student confidentiality and privacy; Occupational Safety and Health Administration (OSHA) guidelines; and state and local regulations as governed by PUD agreement processes. The *College Catalog* outlines information required by Title II, the Student Right-to-Know and Campus Security Act of 1990. The Director of the Berntsen Resource Center stays current with copyright laws and keeps the community informed through the *Berntsen Library Handbook*.

Americans with Disabilities Act: The Committee for Academic Programs and Support Services is the clearinghouse for all Americans with Disabilities Act (ADA) accommodations at Northwestern. Compliance with ADA requirements is monitored by the Campuswide Committee on ADA (ADA-CWC). This committee is chaired by a qualified member of the faculty who was appointed to be special assistant to the president for ADA. Formal complaints are addressed to this group, although none has been filed leading to a grievance. Although not all buildings or all levels of each building are handicapped accessible, Northwestern is in compliance with state and federal guidelines. Because of the institution's commitment to a diverse community and to honoring the worth of all individuals, Northwestern is working toward ADA compliance which is beyond the "letter of the law." For example, all students with ADA needs take part in early registration, peer coaching beyond traditional tutoring, transportation exceeding requirements, technology coaching, and case management support from a team involving multiple service centers on campus, such as ALPHA, Counseling Services, and Career Services.

Athletics: Northwestern became officially approved as an NCAA Division III school in July 2008, meeting all requirements and conditions for membership. In accord with Title IX, the department completes an annual Equity in Athletics Disclosure Act (EADA) Report with the Federal Department of Education. This report includes financial information, human resources data, and information regarding athletic opportunities for men and women. Northwestern employs a compliance coordinator who monitors athletic eligibility in compliance with NCAA rules and regulations. The report is available for review on the United States Department of Education website.⁷²

72. [Link to nwc.eagles.edu >NCAA Affiliation](http://nwc.eagles.edu)

Perceptions of Integrity: Northwestern College's commitment to the integration of biblical faith, learning, and living demonstrates its desire to maintain integrity at every level of the organization. However, recent data reveals significant inconsistencies in perceptions of integrity within the campus community. On the Self-Study Survey item "[Northwestern] demonstrates integrity in its practices and relationships," 100% of the board and the administration *Strongly Agreed* or *Agreed*. In contrast, while 81% of the staff responded likewise, only 60.3% of the faculty did so.⁷³ To address this issue, the president spoke to the faculty at a spring 2008 faculty meeting. He announced the formation of the Jethro Commission, whose charge was to examine the college's process of shared governance, to determine appropriate levels of decision making, and to make related recommendations.

When problematic issues arise, as they inevitably will, Northwestern is committed to working through the issues by accurately identifying their causes and nature, taking proper action upon them, and then reviewing and revising related policies and procedures as necessary to help prevent their potential reoccurrence. Amidst this process, community members will strive to ask for and extend forgiveness as needed while recognizing their dependence upon God's wisdom and grace. Through this process of identifying, acting upon, and resolving problematic issues, Northwestern is committed to strengthening its personal and communal integrity and successfully upholding its mission.

Friends of Northwestern Debate: In recent months the Northwestern community has faced serious challenges which have tested its ability to address conflicts. In fall 2008, individuals and groups with concerns related to the college utilized electronic communication media to convey their concerns to various internal and external constituents and to the general public. The resulting debate, which has received national attention, is currently being addressed by the Board of Trustees through the appointment of an ad hoc advisory committee and the hiring of an outside legal consultant. Due to the seriousness of these issues and their impact on the Northwestern community, a brief overview of events will provide helpful context.

The Debate: In October 2008 a prominent alumnus sent an e-mail letter to a number of alumni and faculty members after being contacted by a "group of anonymous students concerned about the direction of the school." The issues addressed in the letter include concerns regarding theological drift, faculty/administration relationships, and the removal of two department chairs.⁷⁴

During the last week of October, a website was launched by a group identifying themselves as "Friends of Northwestern."⁷⁵ The participants on the website are former trustees and alumni who are "concerned about the state of affairs at Northwestern." The website includes several documents related to past confidential board discussions and issues involving the integrity of college leadership, along with letters from former trustees who believe the college is experiencing "missional

73. Self-Study Survey, Appendix G

74. Collected Materials, 1.37

75. Link to >friendsofnwc.com

and spiritual drift due to failure at the highest levels” of administration.⁷⁶

In November, the alumnus hosted a community meeting, attended by over 100 students, alumni, and others, to discuss both sides of the debate. The types of issues communicated through these efforts were identified as theological and ethical. Administrative and leadership decisions were also questioned, but no issues were raised regarding the academic strength or viability of the institution.

While the passion of those who have communicated concerns is sincere, no clear evidence reveals how widespread the concerns are. As the debate has unfolded, support for and against the college and its current direction has been expressed through e-mails, phone calls, personal communication, and public commentary.

Recognizing the seriousness of the issues raised by the Friends of Northwestern, the Board of Trustees initiated various actions to respond to the situation:

- presentations by the president and members of the Board of Trustees in student chapels and special employee meetings;
- posting several pages on the Northwestern website to directly reply to selected issues;⁷⁷
- e-mail sent to all Northwestern constituencies informing them of the situation and providing a link to the college’s response web pages;
- energized dialogue among administration, faculty, and other constituents.

At the December 2008 board meeting, the trustees devoted significant time to discussing the issues. In a subsequent e-mail to the Northwestern community, the board wrote: “First of all, it is important to reiterate . . . that the board is extremely committed to honoring and preserving the mission and purpose of Northwestern College. . . . We continue to assess all the information and can assure you that all issues are being analyzed and addressed.” To help ensure an objective examination of the issues, the board appointed an ad hoc committee charged to “research the issues raised and advise the board on any appropriate action that may be necessary.”⁷⁸

Student Government Association Action: In January 2009, President Cureton, the Chair of the Board of Trustees, and three other board members met with representatives from the Student Government Association (SGA) to discuss a letter approved by the student senators expressing a vote of no confidence in the president.

This vote by the SGA generated significant and varied responses from internal and external constituencies. Some individuals applauded the action while others reacted strongly against it.⁷⁹

76. Collected Materials, 1.37

77. Link to >nwc.edu/nwcresponds

78. Sayre’s Letter to Community, January 13, 2009, 1.38

79. *The Column*, January 29, 2009, 1.39

In response to the vote and the charges leveled at the president, the Board of Trustees engaged an outside legal consultant, or “Special Master,” to “interview witnesses, review documents, and otherwise assist the board with its investigation of the allegations and evidence presented.” Board chair Grover Sayre confirmed, “If the decisions and the management style of the president are found to be at fault and action is required, we will not hesitate to use our authority. If other members of the NWC community have participated in actions during this controversy which need to be called into question, they will also be held accountable for their actions.” Sayre reassured the community that the board is “actively working to bring this current crisis to a final, decisive conclusion.”⁸⁰

The work of the ad hoc committee and the Special Master is projected to be completed by late spring 2009. Northwestern anticipates that the institution will emerge from this debate with strength and a renewed commitment to upholding its mission and preserving its integrity.

Institutional Strengths and Recommendations for Improvement

As an institution of Christ-centered higher education, Northwestern College sees integrity as integral to the institution as a whole. To help facilitate an authentic integration of biblical faith, learning, and living, the college has created and distributed a wide variety of handbooks and policies. These collaboratively reviewed publications help ensure that internal and external constituencies understand institutional expectations and that the institution accurately publicizes its data. In its representation of programs and departments, its financial dealings, and its compliance with established laws, regulations, and guidelines, Northwestern strives to uphold its reputation and safeguard public trust. When institutional challenges arise, the Board of Trustees is committed to addressing the challenges directly and thoroughly for the good of the college.

While Northwestern maintains high standards of personal ethical conduct, it strives to handle human failure and interpersonal conflict with grace and wisdom. The Jethro Commission’s recommendations, which are designed to improve processes of shared governance and communication, are currently under consideration. Formal procedures involving issues such as grievances and complaints are being revised and clarified to address concerns expressed by both faculty and students. As the college continues to address challenges, Northwestern will increase efforts to preserve and strengthen its integrity, a process critical to fulfilling its mission.

CONCLUSION

Institutional Strengths

- Northwestern College’s mission documents clearly reflect its evangelical

80. Sayre’s Letter to Community, January 29, 2009, 1.40

- Christian heritage and vision for the future.
- Northwestern's mission documents are readily accessible in various formats to internal and external constituencies.
- Campuswide revision of mission documents is an ongoing process.
- Northwestern's mission documents support an expanding multicultural and diverse community.
- Diversity among Northwestern's administration, faculty, staff, and students continues to increase.
- Northwestern's mission documents are well understood and widely endorsed by its employees.
- Governance and administrative structures provide strong evidence of the institution's ability to effect change for the common good.
- The shift in the board's functioning model from managerial to policy and oversight has strengthened the institution's approach to governance.
- Continued revision of administrative policies and procedures clearly reflect Northwestern's commitment to identify and address governance needs.
- The Board of Trustees at Northwestern is committed to directly and thoroughly addressing challenges facing the institution.
- Northwestern is actively engaged in upholding and protecting its integrity.

Recommendations for Improvement

- Northwestern College will increase its efforts to communicate changes in mission documents effectively, creatively, and timely to ensure broad understanding and support of the mission.
- Northwestern will confirm, publicize, and implement initiatives that will encourage diversity within a Christ-centered community, particularly in regard to decreasing the gender gap and increasing multicultural representation.

- Northwestern will facilitate stronger communication between the Board of Trustees and Northwestern employees to help clarify how the board's oversight of the mission manifests itself in actions and the decision-making process.
- Northwestern will determine strategies to strengthen channels of communication between administration and faculty, staff, and students.
- Revision of formal procedures involving such areas as grievances and complaints will be ongoing as Northwestern seeks to address concerns expressed by faculty, staff, and students.
- Northwestern will identify needs related to upholding its integrity and will increase efforts to strengthen and preserve its integrity.



Criterion Two

Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

CRITERION TWO

PREPARING FOR THE FUTURE: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Northwestern College is committed to allocating resources and implementing processes for evaluation and planning that will enable it to fulfill its mission both now and in the future. To do so effectively, the institution identifies and strategically responds to societal and economic trends. By utilizing data collection from a variety of sources, the college realistically plans for change in such areas as finances, enrollment management, facilities, academic programming, technology, and diversity. Since the last accreditation visit, Northwestern has significantly increased its financial, human, physical, and technological resource base to accommodate a growing student enrollment. To maintain its high quality of educational programming for these students, the college participates in ongoing evaluation and assessment processes which enable it to identify and address areas of weakness and to build upon areas of strength. Northwestern applies the assessment data in ways which ensure continuous improvement and enhanced mission support. By grounding both planning and decision making in its mission documents, Northwestern expands its capacity to fulfill its educational goals.

CORE COMPONENT 2A

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Northwestern College plans for future growth and improvements in a strategic and pragmatic fashion. To support its mission to prepare students academically and spiritually for effective service and godly leadership, Northwestern recognizes and responds realistically to significant societal and economic trends. Keeping its mission and vision paramount, the college relies upon institutional planning to determine new opportunities that align with its core values. Over the past ten years, Northwestern has made great strides in fostering an environment adaptable to and supportive of change by employing effective planning tools, utilizing data from environmental scanning, and centralizing its long-range strategic planning efforts. These institutional efforts have laid the foundation for comprehensive planning involving finances, enrollment management, facilities, programs, technology, and diversity.

Institutional Planning

Over the past decade, Northwestern College has focused on preparing for the future through extensive institutional planning. The Northwestern College Planning Model (NPM), a remarkably comprehensive computer program designed to accommodate many economic and operational variables, contributes significantly to this planning. Since 2002, the Long Range Strategic Plan has

shaped the direction of the college. The plan is currently being revised to lead the institution into its next five-year phase of growth and improvements.

Northwestern College Planning Model: The Northwestern College Planning Model (NPM) is central to its strategic planning processes. This interactive computer model was developed internally to facilitate the college's ability to respond to "what if" questions and to allow changes to be made and calculated using adjustable parameters. The extensiveness of the model's capabilities is indicated by its more than 100 revenue parameters, 60 expense parameters, and 60 property and debt parameters. The model can project a 13-year time span and detail the changes which result from alterations made to the numerous adjustable input parameters. The presentation information workbook contains over 35 graphs and charts depicting changes to key status indicators and financial performance ratios. While the model primarily concentrates on the traditional undergraduate day school, it is comprehensive in both design and intent, encompassing the entire Northwestern organization. It thus includes not only the traditional college but also the Division of Graduate and Continuing Education, Northwestern Media, and the Northwestern Foundation. For purposes of enhanced validity and flexibility, the model is designed throughout to accommodate both rate and volume adjustable parameters (e.g., $\text{Student FTE} \times \text{Tuition Rate} = \text{Tuition Revenue}$).

Through its ability to simulate future economic and operating conditions, the NPM allows the college to more accurately determine the achievability of its mission and financial goals and to provide guidance regarding the amount of resources and time necessary to attain those goals. It offers senior management, boards, and creditors increased confidence that the operational decisions being made are consistent with the college's vision and conducive to its financial sustainability. The model's flexibility in allowing for multiple scenarios and changes in direction and conditions, combined with its adjustability over time, make it particularly applicable to planning in higher education. Because of the significant length of time often required to approve, fund, design, and implement major infrastructure changes, institutions must plan years in advance of enrollment growth. The NPM helps Northwestern create a road map to facilitate discussions and decisions regarding its allocation of resources and its future growth.¹

Long Range Strategic Plan: The responsibility to incorporate essential societal and economic trends into the college's planning processes rests largely with the Long Range Strategic Planning Committee (LRSP Committee). Comprised of 42 individuals representing the Board of Trustees, president, cabinet, staff, faculty, students, parents, and community leaders, the LRSP Committee has been charged with the responsibility to create, review, and revise the LRSP to ensure its viability in guiding the college. The team is formed by the president, and membership invitations are extended through the Office of the President. The LRSP has been reviewed at least twice annually and in some cases four times annually since

1. Northwestern Planning Model Information, 2.1

2002, and it is currently in the process of being revised and updated for the next five years. Tracking and monitoring of LRSP progress is primarily done through quarterly review meetings with the cabinet and during Board of Trustees meetings. The LRSP Committee intends to complete its updates during the 2008-2009 academic year and to ensure that the revised plan is integrated throughout all institutional levels.

The LRSP Committee relies upon the NPM to provide valuable input regarding the projected impact of decisions and benchmarks, the costs associated with potential actions, and the importance of timelines and resource management in the achievement of goals. With an efficient planning and decision-making process in place, the college can evaluate and strategically apply data related to the changing environment and the college's current financial, physical, and human resource base. As it helps prepare the organization for the future, the LRSP Committee works to ensure that all plans advance the mission and vision of the college.²

Financial Planning

Northwestern College prepares for a future marked by economic and societal change through its careful financial planning. Environmental scanning and institutional research directly inform financial decisions at the college. Careful consideration of external factors related to tuition pricing and campus facilities have resulted in strategic plans which continue to strengthen the college's financial position.

Tuition Pricing: Because tuition and student fees account for 95-96% of the total undergraduate college revenue, careful analysis of appropriate tuition pricing is paramount. Incoming freshmen indicate that factors other than cost influenced their decision to attend Northwestern. Only 10.2% reported that low tuition was a *Very Important* factor in choosing Northwestern, compared to 19.3% in the Council for Christian Colleges & Universities (CCCCU) sample and 32.2% in the National Four-Year Private College sample.³ However, for students exiting Northwestern without completing a program, nearly 60% identify finances as a reason which played a major role in their decision to leave.⁴ In 2007-2008, 87% of students received need-based financial aid from the college and/or government. Also, 97% of students received financial assistance of some kind through grants, scholarships, loans, and work-study opportunities.

To more accurately determine viable tuition pricing, the college has been tracking its wealth index, a measure of the relative financial strengths of the families that send their students to Northwestern. By plotting the wealth indexes and comprehensive charges for a comparative group of institutions in the CCCU, the college has drawn conclusions about the relative pressure on financial aid programs. As a result of this evaluation, Northwestern has moved over the past six years from the 13th most expensive school in the CCCU to the 29th most

2. Long Range Strategic Plan, 2.2

3. 2006 CIRP, 2.3

4. 2008 Exiting Survey, 2.4

expensive.⁵ This significant shift directly resulted from the college's intentional application of student feedback and its assessment of wealth indexes.

In addition, due to the information revealed by this analysis, providing minimal tuition increases remains a priority for Northwestern. Tuition rate is one of the key strategy areas that enables the college to remain strong in its marketplace and to maintain a niche in Christian higher education. Northwestern's tuition increases of approximately 5% over the past five years are lower than the national average for Christian colleges, which has been approximately 6-6.5% over the past five years. The college's estimated educational costs for 2008-2009 (\$22,250) are among the lowest of Minnesota's most well-known private colleges. For the 2009-2010 academic year Northwestern will increase its undergraduate tuition only 3.3%, a modest amount in light of the current economic situation.

The current budgeted gross discount rate for Northwestern students is 33.6% (32.4% net of endowment support). The gross discount rate has been as high as 36% with no endowment support, which limited the college's tuition income while increasing the number of students whom the college was responsible to serve. In determining the discount rate for subsequent years, the college has relied upon the NPM data which relates the effect of changes in the discount rate to the overall financial position of the college. Analysis of this data has resulted in a strategic plan to lower the discount rate to a net of 30% over the next ten years through a combination of increased endowment support as well as actual reductions in the discount rate itself.

Campus Facilities as Resource: Financial planning strategies to utilize the Northwestern College campus as a valuable resource have developed over the last several years. The Event Services Department (Event Services) accounts for 0.17% of the total income of the college. This marginal income serves to lower the amount of support services costs that are required to be allocated to its three main operating divisions: traditional day school, Graduate and Continuing Education, and radio. Much of this income derives from external events scheduled on campus, including weddings, conferences, camps, and concerts, among others. The college has targeted additional markets for potential facilities use, such as churches, businesses, and non-profit organizations. Event Services utilizes the Internet as well as printed materials such as brochures and trade publications to market their services.

Plans to increase the use of campus facilities during times of low student usage during the summer months have informed facilities decisions. For example, in planning the new Community Life Commons, projected for completion in 2011, the college carefully considered the use of the facility by outside groups by ensuring the flexibility and functionality of its design. In the renovation of Riley Hall in 2004, the classroom configurations, which include adjustable walls, help to provide

5. Comparison of Tuition and Fees at Peer Colleges, 2.5

greater flexibility for conferences renting the space.

Enrollment Management

In preparing for its future, Northwestern College recognizes the centrality of the students it serves. Strategic planning for enrollment growth allows the college to move gradually toward its enrollment status goal through careful monitoring. Environmental scanning provides valuable information that informs strategies for student recruitment and retention. Improvements in these areas demonstrate the college's commitment to planning for the future.

Strategic and Managed Growth: Northwestern has an impressive history of enrollment growth.⁶ Approaching full enrollment status with current facilities and staffing, the college has determined that a more nuanced enrollment plan is necessary. The college's goal is to continue a pattern of growth, as feasible, while increasing the quality of service to each student. The Northwestern Planning Model (NPM) was created, in part, to determine the impact of student enrollment on institutional resources. The model allows the college to carefully monitor this impact over time. Informed by the NPM data, the college has determined that a sustained, managed enrollment growth rate of approximately 3% each year will best meet the needs of the institution and its students. Such factors as overall space and staffing needs, current and future academic programs, student housing, and facilities were considered in this determination. Given the current economic downturn, however, the NPM has also provided valuable data to help the college manage financially in enrollment years that do not meet the college's annual 3% growth goal.

Northwestern has implemented specific and deliberate plans for addressing future societal and economic trends in the area of enrollment management, including the creation of an administrative position with responsibility for enrollment management, the implementation of strategies for student recruitment, and the careful monitoring of student retention. In 2005 the position of vice president for marketing & enrollment management was created. The primary responsibility of this new position is to coordinate and oversee the college's efforts to develop and facilitate marketing, enrollment management, and student retention strategies.

Student recruitment: Northwestern recognizes that implementing effective student recruitment strategies is essential to a strong enrollment management plan. As evidenced by principles outlined in the LRSP, Northwestern is committed to preparing for the future by strengthening the student-to-college "fit," improving the student body academic profile, increasing the presence of underrepresented students and cultures, and working toward gender balance in its enrollment. Planning to achieve these goals is carried out through various offices and departments on campus and through the analysis of data from environmental scanning. For example, awareness of current social trends has

6. Enrollment Growth History, Appendix L

resulted in recruitment practices which increasingly utilize technology. The Office of Admissions, working with Marketing and Communication, has revamped and overhauled the college website, which serves as the leading source of information for students evaluating the college. Although more work needs to be done with the website and departmental web pages, the college has made significant strides in utilizing the Internet for student recruitment purposes. Customized e-mails and the use of interactive features such as podcasting, virtual tours, social networking, and live video feed provide new ways for Northwestern to connect with prospective students.

Regional demographics are increasingly becoming an essential indicator that drives Northwestern's recruiting efforts. The college recognizes a need to closely monitor population sizes, birth rates, and high-school graduation rates within Minnesota since nearly two-thirds of the traditional student body come from within the state. In addition, however, the college's traditional recruiting strength has been attracting students from rural areas and small towns. With a significant shift of population from rural environments to metro areas and larger cities, the Office of Admissions is proactively adjusting its resources to focus more on urban recruiting. Strategies to increase recruiting success in the Minneapolis-St. Paul metro area include reassignment of admission counselor territories and the hiring of a church relations director in May 2007. The church relations director is charged with developing partnerships and strategic relationships with large metro churches; these churches are targeted as a crucial market for the future, based upon demographics and value alignment.

Northwestern is in a solid position to address multiple societal and economic trends that will affect the method and scope of student recruitment. While the most threatening change in the United States is the population decline in the traditional student base, the clearly increasing population is that of the Baby Boomers. Efforts to reach this group through nontraditional programs are essential to the enrollment management plan. One important step in this plan has been the 2008 merger of the admissions team in the Division of Graduate and Continuing Education with the Office of Admissions in the traditional day school. This restructuring allows the Office of Admissions oversight of all academic programs and the ability to strategize to meet individual programmatic needs within the context of the institution as a whole. Revisions to the LRSP will likely underscore the college's planning for non-traditional programs and the establishment of specific benchmarks and goals related to student recruitment in these programs.

Student retention: Because retaining current students is more cost effective than recruiting new students, Northwestern's enrollment management plan includes monitoring the status of current students and soliciting feedback from them. The college must determine the impact of student enrollment increases or decreases on the retention of current students. The NPM provides valuable data

informing the college of the impact of this variable. For example, a 0.3% increase in continuing students results in the need for only a 2% increase in new students to achieve an overall growth rate of 3%.

The college has also gathered and applied assessment data as part of its strategic planning for student recruitment. The Exiting Survey, completed by students who leave Northwestern without completing a program, is one good example. Assessment from this survey revealed that the percentage of students who reported leaving because they “felt alone or isolated” was higher than expected. As a result of this data, the college redesigned the orientation process to include Student Life programs which increase student connections to other students as early as summer registration days.⁷

Other institutional efforts, such as the initiation of the Transition-to-College Program for students with ACT composite scores of 17 or below, have been designed to increase student retention. Given specialized attention, coursework, and mentoring, students in this program are able to raise their GPA to good standing. The college monitors retention and graduation rates for these students, and their retention rates have continued to increase as the program has gained sophistication.⁸

In March 2007, the provost appointed a task force for student retention. This group, comprised of faculty and staff members from Student Development, Athletics, ALPHA, DOSS, and Admissions, was assigned to complete two tasks: 1) to consolidate information regarding current practices and procedures which identify and assist students who are at risk for academic failure or early withdrawal; 2) to recommend revisions or changes designed to increase student retention and goal achievement. The task force affirmed many current practices, such as the Transition-to-College Program, the Athletic Department Accountability Study Plan, the Culture and Language Transition Program, ALPHA and DOSS processes, admission standards, and the early warning and probation system. Recommended changes that were suggested to the provost include increased funding, staffing, and space for offices which provide services to students; increased training for academic advisors; a more sophisticated system for tracking students who are at risk; and an information delivery process for all students which would include basic study strategies, time management, and career exploration. Several of the suggestions have been implemented. The space for ALPHA and DOSS has been expanded, additional equipment has been purchased, and additional staff have been hired. A system for tracking at-risk students through the Banner system is in process. Chapel breakout cohort groups began in fall 2008 to provide information to incoming students regarding academic success and career planning.⁹

7. 2008 Exiting Survey, 2.4

8. Retention and Graduation Rates for Transitional Admits, 2.6

9. Task Force for Student Retention Report, 2.7

Facilities Planning

Physical facilities are one of the primary resources of an institution. Facilities planning assists Northwestern College in its ability to forecast and allocate the correct amount of space to accommodate the needs and functions which support the college mission. The college has devoted significant resources toward campuswide assessment of facilities and facilities planning, which will help ensure that future needs will be addressed.

Space Utilization Study: Prior to 2001, strategic planning had focused largely on academic programs and student enrollment numbers, but it had minimal data to support facilities planning and related goals. To help determine its capacity to utilize current space and project future needs, Northwestern contracted the services of Partners and Sirny Architects in May 2001. Partners and Sirny completed a Space Utilization Study of campus facilities which clarified the capacity of the college and the growth potential available within current buildings. The study then projected future needs based on existing capacity, curriculum, potential growth, student contact hours, and industry space usage standards. These findings became the basis for discussion of immediate and long-term facilities planning. In addition to other details, this report concluded that 2,400 was the maximum number of students that could be supported by the space available on the current campus site.¹⁰

Campus Master Plan: A Campus Master Plan, built upon the 2001 Space Utilization Study, was commissioned in 2003 by the new president, Dr. Alan Cureton. The firm of Partners and Sirny were given the task to “complete and establish a comprehensive Campus Master Plan that will serve as the basis for facility and plant planning through 2020.” A committee met regularly with a representative from Partners and Sirny to provide input into the development of the plan. The Campus Master Plan, which projects anticipated enrollment increases of up to 2,400 students, was completed in January 2004. The plan provides a strategic framework which will guide the college’s development for the next decade and beyond and will help the college address changes effectively and pragmatically. The Campus Master Plan is tied to the college’s goals, program objectives, financial limitations, and organizational planning.¹¹ Various college committees use the Campus Master Plan as a reference for all projects implemented on campus.

Campus Landscaping Plan: At the direction of the chief financial officer, a comprehensive plan for the landscaping of the campus was initiated early in 2008. The firm of Perkins & Will was employed to work with members of a Landscape Master Plan Committee to propose a plan to include gateways, landmarks, pedestrian promenades, courtyards, exterior lighting, furniture, pavement, stairs, signage, rails and metalwork, trees, shrubs, gardens, fountains, and statuary. Many of the recommendations were incorporated into the roadway and parking lot project completed in summer 2008.¹² Others will be implemented with the

10. Space Utilization Study, SF 3

11. Campus Master Plan, SF 3

12. Landscape Plan, SF 5

construction of the Community Life Commons and the completion of other buildings and renovations described in the Campus Master Plan.

Space Management: Beginning in 2004, a Space Management Committee was appointed by the president. This group, chaired by the associate vice president for facilities, is comprised of faculty representatives and staff from a variety of offices across campus. The committee was given responsibility for sustaining and elevating the quality of physical assets which support academic and student life and for working towards the realization of the Campus Master Plan. Under the charter approved by the cabinet, the group is part of an established process to “maximize institutional capabilities and to achieve great efficiency and accountability in the management of college physical resources.”¹³ The committee oversees the areas of facility enhancements and additions, relocation of functions, program assistance and design for new construction, institutional standards for interior furnishings and exterior building materials, and sequential and rotational replacement planning.

The committee has a relatively small discretionary budget of \$50,000 per year for small projects. Any project over \$10,000 must be approved by the cabinet and receives funding from other sources. Faculty and staff may submit proposals for improvements, remodeling, or changes in function for projects both small and large using a formal request process. As part of this proposal process, applicants are required to state specifically how a proposed change relates to the college mission and priority goals.¹⁴

Five-Year Capital Improvement Plan: Before 2002, Northwestern lacked a strong plan for the maintenance of campus structures and facilities, resulting in significant neglect. To address this problem, the college hired Halliwell Engineering in May 2002 to develop a five-year deferred maintenance plan. This group assessed the condition of all buildings and determined a five-year capital improvement plan which incorporated renovation and maintenance needs into annual budget cycles. The assessment consisted of inspecting 15 buildings which occupied approximately 565,652 gross square feet of facilities.

Figure 2.1
Area and Age of Campus Buildings

Buildings	% of Total Area	Age
2	24	75+ yrs
6	27	30-40 yrs
5	37	20 yrs
2	12	6 yrs

13. Space Management Committee Charter, 2.8

14. Space Project RequestForm, 2.9

Of the campus facilities' total square footage, the following percentages represent functional usage:

Figure 2.2
Type of Functional Usage

% of Functional Usage	Type of Usage
40%	Residential
38%	Academic
9%	Administrative
7%	Physical Education
3%	Student Life
2%	Utilities
1%	Child Development

Northwestern's total accumulation of deferred maintenance and capital improvement needs across the entire 565,652 gross square feet of facilities area is estimated to be \$12.8 million. Approximately 157 specific needs have been identified and estimated in order to arrive at this projection. The projects were classified by program initiatives, resulting in the following distribution of the \$12.8 million:

Figure 2.3
Program Initiative and Percent of Capital Budget

% of Capital Budget	Program Initiative
43%	Capital Improvement
34%	Facility Modernization
11%	Safety/Health/Statutory
5%	Capital Improvement with Energy Benefit
5%	Energy Conservation Measures
2%	Deferred Maintenance

The required capital improvements and deferred maintenance needs identified within this assessment are not unique to Northwestern but are characteristic of many institutions where education, not facility maintenance, is the overriding priority. Given the reality of limited financial resources as well as competing needs of academic programs and new facilities, the development of strategic planning is essential to address critical maintenance needs that could potentially disrupt or derail the educational mission of the college.

From 2001 to 2006, Northwestern contracted externally with Aramark/ServiceMaster to provide facilities management services for a five-year period. Through these services, the cost of campus maintenance was reduced and efficiency increased, with an estimated savings of \$300,000 per year; \$200,000 of these savings has been applied as the initial funding of depreciation for general campus buildings. At the conclusion of the contract in 2006, the decision was made

to return to internal facilities management since new facilities systems and a new culture were well established. As a result of this change, the college has generated an annual additional savings of \$250,000, which has been added to the funding of depreciation for the general campus buildings.

The facilities needs at Northwestern will continue to grow unless capital and operational budgets are reconciled with facilities needs. The \$11.2 million dollars in total (\$3.1 million of highest priority) can be addressed only with the complementary solutions of “catch-up” capital allocations and “keep-up” budget increases. This balanced approach to facilities needs funding is the recommended long-term answer for effective facilities budgeting. This strategically balanced approach to spending will protect future investments in Northwestern facilities from erosion due to underfunded operating and maintenance budgets and will prevent the renewed accumulation of maintenance deferrals.¹⁵

Academic Program Planning

To help ensure that its programs will meet students’ needs in a future marked by multiple societal and economic trends, Northwestern College requires that data from environmental scanning inform programmatic changes and the addition of new programs.

Program Changes: At Northwestern, scanning and studying the environment in which its mission is fulfilled is critical to programmatic additions and improvements. While ensuring that changes in programs align with its mission, the college carefully considers desired outcomes, internal and external trends, and current institutional capacity limitations. Departments use a variety of scanning mechanisms.

Professional associations: Accreditation boards and memberships in professional organizations have kept faculty apprised and aware of issues facing their disciplines and areas of responsibilities. The vast majority of faculty attend professional conferences and hold memberships in professional organizations. (For more information, see Core Component 3b.)

Benchmarking: Many departments participate in benchmarking analysis to compare and contrast Northwestern programs with other regional and national programs. Many academic departments use nationally normed standardized tests, such as the Educational Testing Services Major Field Test, to compare their students’ knowledge with that of students from other institutions.

Program reviews: Northwestern funds external consultants to review academic programs in the program review process. These individuals provide a healthy external perspective, evaluation of current programs, and suggested improvements that affirm or supplement the department’s own short-, medium-, or

15. Five-Year Capital Improvement Plan, 2.10

long-term goals. (For more information regarding departmental program reviews, see Core Components 2c and 4c.)

External advisors groups: Many academic programs and other campus offices utilize external advisory groups to regularly bring an outside perspective to Northwestern. A variety of changes have occurred as a result of this input. For example, the Business Advisory Committee has provided input into the relevance of the business curriculum, resulting in the addition, combination, and elimination of coursework in majors offered by the department. (For additional information, see Core Component 4c.)

New Programs: Environmental scanning plays a critical role in the planning and creation of new programming. The new program process requires a department proposing a new program to document the program's viability and potential sustainability. Evidence may include survey results, prospective student data, current student interest, identification of other colleges offering a similar program, and/or national employment trends. In addition to demonstrating that the proposed program aligns with the college mission, departments must also confirm that a market or need exists for the program and for graduates of the degree. Departments desiring to begin new programs in all venues must present compelling evidence to the Academic Affairs Committee of the Board of Trustees for approval.¹⁶

Technology Planning

As clearly noted in the 1999 Higher Learning Commission Accreditation Report, an important goal and initiative of Northwestern College has been to improve the utilization of technology in an attempt to increase efficiency throughout organizational operations. The 2002 Priority Goals included the goal of "enhanc[ing] technology capabilities to increase learning and improve the efficiency of operations." Over the past decade the college has actualized this goal by increasing technology assessment and significantly investing in technology services and programs. Through these investments, Northwestern demonstrates its commitment to providing a technological environment that is relevant, instructive, and productive. The college is positioning itself as an institution with strengths in its technology services and programs in both administrative operations and academic operations.

Technology Assessment Report: In the past two years, the college has undergone a comprehensive assessment of the state of technology across the organization, culminating in an official 100-page report assessing the college's systems, processes, methodologies, and organization.¹⁷ The college hired an outside technology consulting firm, Pareo, Inc., which conducted a comprehensive assessment of technology operations. The assessment identified concerns to address related to the institution's technology infrastructure and operations. As a result of this assessment and the immediate resource and staffing needs arising

16. New Program Approval Process, 2.11

17. Technology Assessment Report, 2.12

from an impending enterprise system implementation, Northwestern outsourced the management and operations of its technology functions to Pareo, Inc., in 2007. This move has proven both effective and efficient. Recently, media operations has also outsourced large portions of their function to Pareo, Inc. As a result, the college has a more stable and integrated technology environment.

Enterprise Resource Planning Project: Northwestern's recent Enterprise Resource Planning (ERP) project provides the benchmark for and the highlight of technological advances which demonstrate the college's preparation for the future. In September 2005, the Twin Cities Collaboration (TCC), comprised of Northwestern College, Bethel University, Macalester College, and the College of St. Catherine, formally partnered for the purpose of jointly implementing a new ERP system. (For more information regarding this collaborative effort, see Core Component 5c.) After significant research and budgetary considerations, these four institutions selected SunGard Higher Education's Banner® Unified Digital Campus (Banner), the world's most widely used collegiate administrative suite of student, financial aid, finance, human resources, enrollment management, and advancement systems. Banner is widely considered the industry standard for comprehensively managing the business affairs of a higher education institution. The areas impacted by the ERP implementation include Finance, Human Resources and Payroll, Student Admissions, Student Registrar, Student Accounts, Financial Aid, and Advancement. All business-related functions now center out of a single management system, allowing for greater efficiency, controls, and consistency of information.

The implementation of Banner, while time consuming and costly, has significantly improved the operations of the campus. In addition to the baseline functionality found in Banner, the implementation also included peripheral services, including Banner's Operational Data Store (ODS) for transactional reporting; Evision's ARGOS report writing tool for ad hoc reporting; Banner's Luminis Portal to serve as a web-based home page for all users (theROCK); Banner's Workflow application to automate routine business processes; Evision's FormFusion and Intellicheck tools to aid in business functionality; a new student management system called Moodle; and improved interfaces to the student residence management system (RMS). Furthermore, the implementation entailed significant custom developments and improvements which support the advancement efforts for the college and media ministries. Six custom-developed web applications were built and interfaced to Banner and a new credit card processing vendor, TouchNet. In general, all major information systems within the institution have been either replaced or enhanced in the past three years as part of the Banner implementation.

As Northwestern plans for Banner-related advancements in the future, it benefits from engaging with the three other TCC institutions, who freely share information and support on a wide variety of Banner-related issues. The Upper

Midwest Banner Users Group (UMBUG), comprised of nine Minnesota colleges and universities that currently use Banner, also meets to discuss, collaborate, and share information, strategies, and successes. An important function of the group is advocating and gaining Sungard's support for issues important to UMBUG schools.

Planning for Diversity

As demonstrated in Core Component 1a, the mission documents at Northwestern College reflect its commitment to providing Christ-centered higher education for students of varied ethnic and cultural backgrounds and to promoting exposure to and engagement with the wide-ranging cultures students will serve. In discussions centered on revisions to the Long Range Strategic Plan (LRSP), the college has acknowledged and placed high priority on its need to establish and nurture a cross-cultural community. According to the Self-Study Survey, faculty (80.3%), staff (96.7%), administrators (90.9%), and the Board of Trustees (84.6%) believe the college is "committed to building a diverse educational community."¹⁸ While the majority of the Northwestern community recognizes this commitment, however, data from the Noel-Levitz Student Satisfaction Inventory indicates that students are less confident. Student responses underscore their support of diversity and their desire for unity within diversity, but their perception of the college's "commitment to racial harmony" is significantly lower than the National Four-Year Private Institution sample.¹⁹ To better communicate and promote Northwestern's desire not only to increase ethnic representation but to foster a unified cross-cultural community, the college has employed a variety of strategies.

Admissions and Residence Life Initiatives: Recruiting and retaining minority students while also expanding on-campus programming for them directly contribute to an enriching multicultural community. One of the admissions components of the LRSP includes an increase in the percentage of underrepresented cultures on campus. In 1998, the Office of Admissions created a full-time position, multicultural counselor, to actively recruit minority students and to increase the appeal and effectiveness of the admissions process for them. As demonstrated in Criterion One, the college has made significant strides in this area. The Minority/International Student Aid Program, proposed in 2000 by the director of financial aid and adopted the following year, provides students of color enough financial assistance to cover tuition above and beyond their ability to pay. Since its initial launch, over \$7.3 million dollars has been set aside to help an estimated 923 students of African American, Arabic, East Asian, Hispanic, and Native American heritage. During the 2008-2009 school year, over \$1,485,000 has been set aside to meet the needs of a proposed 141 recipients.

Antioch Student Housing, a program designed by Residence Life, is another initiative which directly promotes ethnic unity. Students living in the Antioch residence are committed to living in a racially and culturally diverse community.

18. Self-Study Survey, Appendix G
19. 2007 Noel-Levitz Student Satisfaction Inventory, 2.13

Each apartment is composed of students from a variety of racial/ethnic backgrounds. Students residing here participate in hall activities and Bible studies related to issues of integration. Through these efforts, students have the opportunity to live with and support those who are culturally different from themselves.²⁰

Offices Promoting Multicultural Unity: Northwestern has established two offices which oversee many of the programs and activities related to ethnic diversity. The Office of Intercultural Unity was originally created in 1993 under the title of Racial & Ethnic Diversity on Campus (REDOC) for the purpose of encouraging recruitment and retention of students of color. In fall 2007, the title was officially changed to the Office of Intercultural Unity. The Office of Intercultural Unity currently exists to 1) facilitate understanding of racial and ethnic diversity amongst the Northwestern College community and beyond; 2) encourage retention; 3) promote interaction between international students, U.S. students of color, and third-culture students within the college and local community; and 4) coordinate campus and community services available to international students, providing assistance regarding immigration matters and other issues. Specific programs include an Intercultural Orientation for students of color and third-culture students prior to the general orientation for all students, an annual fall retreat, participation in the National Christian Multicultural Student Leadership Conference (NCMSLC), and various educational/social events.

The Office of Multicultural Affairs was created in 2007. The director of this office is a faculty member who reports to the dean of faculty and works with the Office of Intercultural Unity to create a bridge between student life and faculty in this important area. The charges of this new office are to 1) provide leadership and administration in multicultural affairs; 2) provide comprehensive information on the college's diversity efforts; 3) create opportunities for faculty to learn and explore ways to make their curricula, teaching styles, and communication methods more culturally inclusive; 4) assist the dean of faculty in identifying, recruiting, and retaining multicultural and cross-cultural faculty; 5) serve as a liaison between various campus groups and committees addressing diversity initiatives; 6) and work with the director of the Office of Intercultural Unity and others to develop educational opportunities and on-campus communities that deal with diversity, tolerance, reconciliation, and justice.²¹

President's Task Force on Intercultural Competence: In spring 2003, several members of the Northwestern faculty and staff, led by President Cureton, attended a meeting of leaders from several CCCU institutions. The purpose of the meeting was to share processes of CCCU institutions in dealing with racial and ethnic issues. Those in attendance, joined by several others from the faculty, staff, and student body, formed the President's Task Force on Intercultural Competence. This group was charged to "review and extend the Unity statement [adopted

20. Antioch House Information, 2.14

21. Office of Multicultural Affairs Information, 2.15

in December 1999] beyond pledges into actions, to assess the attitudes of the Northwestern community toward biblical unity, to clarify the meanings of terms commonly used in discussing intercultural matters, and to set forth an agenda for specific action consistent with the College Unity Statement.” The task force defined terms such as “diversity” and “multiculturalism” and adopted an intercultural competency statement for students completing their education at Northwestern: “Intercultural competence results in the ability to relate to one another in a biblically sound, God-honoring way across the cultural differences that exist due to our varying backgrounds.”²²

The task force also assessed the values and beliefs of the Northwestern community regarding the mission statement, Philosophy of Education, and Statement of Unity. This Intercultural Campus Climate Survey demonstrated the following:

- The mission statement, Philosophy of Education, and Statement of Unity enjoy strong support among Northwestern College and Media employees.
- Northwestern has some distance to go in its achievement of these official goals, although some progress has been made.
- In the area of racial concerns, two observations are clear:
 1. A very large percentage of faculty and staff do not know how the college is doing in these areas.
 2. Those who have expressed an opinion believe that the college is far from the ideals expressed in the official documents.²³

The task force set forth an agenda for future action by the college, which included the administering of additional surveys to the student body and faculty; the development of an action plan to advance unity on campus; and the engagement of faculty and staff in discussions regarding the Statement of Unity, the processes of reconciliation and restoration, and the maintenance of God-honoring relationships at Northwestern.

Global Awareness: To plan for a future in which students can provide “God-honoring leadership in the . . . world,” Northwestern recognizes its need for a global vision and for strategic planning to promote that vision.²⁴ Developing a multicultural community in a global world invites an extension of the Northwestern community beyond its immediate boundaries. One way in which Northwestern achieves a global presence is through the Center for Christian Communication (CCC) in Quito, Ecuador. Northwestern’s presence in South America, beginning in 1999, and officially as an arm of Northwestern in 2001, extends the college’s outreach to a campus which prepares individuals to serve in broadcasting and other media through a three-year Associate in Arts in Broadcasting. Students then have the opportunity to spend a fourth year at the St. Paul campus to complete their bachelor’s degree. While the Center does not produce income for the college, it also does not require a significant fiscal

22. A Report: Intercultural Competency at Northwestern College, 2.16

23. Intercultural Campus Climate Survey, 2.17

24. Mission Statements, Appendix A

investment. The Center provides quality programming to its students and has provided Northwestern with a valuable, while somewhat limited, international perspective. Academic programs such as biology have used the CCC facilities and faculty to offer summer courses for U.S. students. In fall 2008 a Northwestern adjunct faculty member taught English at the Quito campus to replace an instructor on furlough. Northwestern anticipates an increasingly active interchange between the two campuses.

Northwestern is currently exploring additional international venues. In fall 2008 the provost participated in an educational tour of India, and a team of faculty members joined him at the Krishnammal College for Women in Coimbatore. The college is considering the possibilities of establishing a faculty and student exchange program with Krishnammal and other institutions to potentially extend Northwestern's mission to the country of India.

Campus Community Perceptions of Planning

Northwestern College community members clearly acknowledge the pervasiveness of planning processes across the institution. According to the Self-Study Survey, the majority of the college community recognizes that "significant changes at Northwestern result from strategic planning." In addition, the majority of community members acknowledge their department's participation in planning processes involving "global and social changes" and "technological changes." Faculty, staff, and administration also agree that "planning processes . . . are linked to the budgeting process." While the majority of the community further acknowledges that "constituencies are involved in planning processes," these somewhat lower numbers indicate a need to continue increasing and applying the feedback gained from internal and external constituencies.²⁵ Figure 2.4 shows the percent who *Strongly Agree* or *Agree* with the item excluding *Can't Rate*.

Figure 2.4
Self-Study Survey – Strategic Planning

	Admin.	Faculty	Staff	Total
Significant changes at Northwestern result from strategic planning.	90.9%	75.0%	84.7%	80.5%
My department has incorporated global and social changes in its planning processes.	90.9%	87.0%	85.2%	86.8%
My department has incorporated technological changes in its planning processes.	100%	92.1%	97.2%	95.8%
Planning processes in my department are linked to the budgeting process.	90.9%	87.2%	95.2%	92.4%
Constituencies are involved in the planning processes in my department.	70.0%	76.1%	74.3%	73.4%

25. Self-Study Survey, Appendix G

Institutional Strengths and Recommendations for Improvement

Over the past decade, Northwestern College has significantly strengthened its ability to prepare realistically for a future marked by economic and cultural change. Institutional strategic planning and department-specific planning are directly informed by data from environmental scanning, institutional research, and the NPM. The college uses this data to formulate specific plans which help it achieve both short-term and long-term goals. Particular strides have been made in technology with the implementation of the ERP and in facilities with the creation of the Campus Master Plan and Maintenance Plan. As Northwestern looks to its future as an institution of Christian higher education in a global world, it is committed to ensuring that its strategic planning processes are thoroughly integrated into all levels of the institution. The college will determine new and better ways to obtain and analyze data as the foundation of its economic and programmatic decisions. The college will continue to develop strategies to maximize the use of technology on campus and in student recruitment. The college will carefully consider new programs and initiatives which can meet the educational needs of a shifting population and enhance its commitment to building a unified cross-cultural community.

CORE COMPONENT 2B**The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

Since the 1999 accreditation process, Northwestern College has made great strides in strengthening its resource base for long-term sustainability and growth. The college has strategically addressed several key factors noted in the visit report, and as a result Northwestern has increased its viability from a resource perspective. In addition to responding to the accreditation visit and report, Northwestern has engaged in a strategic planning process, actively pursuing goals that are part of a 13-year planning model. The college continues to strengthen its financial, human, physical, and technological resources to support the high-quality educational programs it provides for its students.

Focused Evaluation Report

The evaluation team visiting Northwestern College for the 1999 comprehensive visit affirmed the financial position of the college: "The consensus of the team is that the current financial condition of the institution is strong and its prospects for continued financial strength are very promising."²⁶ The team also stated that "the only concern in the area of finances is the relatively small size of the college endowment." The team projected, however, that anticipated enrollment growth would require the development of resources to maintain a quality educational experience and meet growing faculty and staff, facility, and equipment needs. Specifically, the evaluation team reported the following concern: "Recent and anticipated growth creates a number of identified concerns requiring new and additional financial resources to ensure an adequate number of full-time

26. 1999 Report of a Comprehensive Visit to Northwestern, p. 19, 2.18

faculty, expanded parking, student residences, classrooms, technology and other equipment needs.”

Northwestern responded to this concern in a Focused Evaluation Report that the college prepared in advance of a focused visit in September 2003. The report highlighted Northwestern’s improvements in the areas of financial resource development, faculty and staff, facilities, and technology and equipment. At the completion of the visit, the team confirmed that Northwestern had made progress in strengthening the resources of the college and required no additional report. Since 2003, the college has continued to increase the quality and expand the scope of its financial, human, physical, and technological resources. (For details, see the Response to Concerns section in the Introduction.)

Financial Resources

Northwestern College has the appropriate financial resources to support its operations and fulfill its mission. Since financial resources continue to be limited, the college must ensure that sound management and strategic allocation of resources characterize Northwestern’s financial future. Progress made in the development and oversight of the college’s resources involves its revenues, institutional advancement, and financial resource management.

Revenues: Northwestern’s strong record of financial growth demonstrates its capacity to support the high-quality Christian education it provides. In the past ten years, the college and media have experienced substantial growth in net assets from \$29.8 million in 1998-99 to \$58.8 million in 2007-08, a 97% increase. In addition, operating revenues grew from \$29.1 million in 1998-1999 to \$56.8 million in 2007-2008. The primary source of income is tuition from traditional academic programs and from the Division of Graduate and Continuing Education (GCE). Other sources of revenue include housing and food service, campus store sales, income from off-campus use of college facilities, and the media ministry.

Figure 2.5
Revenue, Percentage by Source

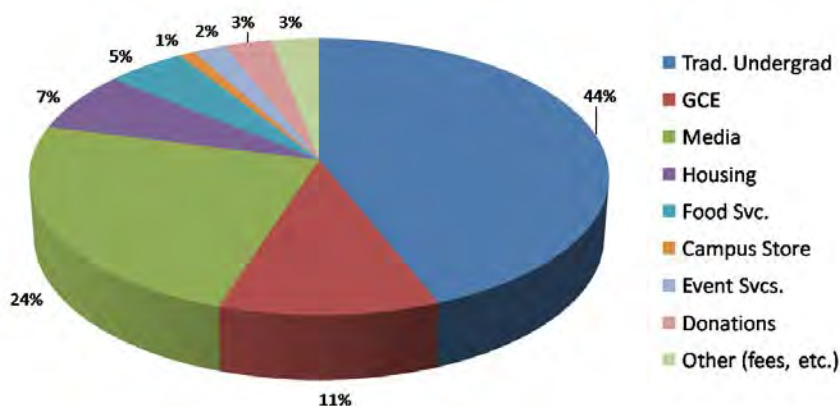
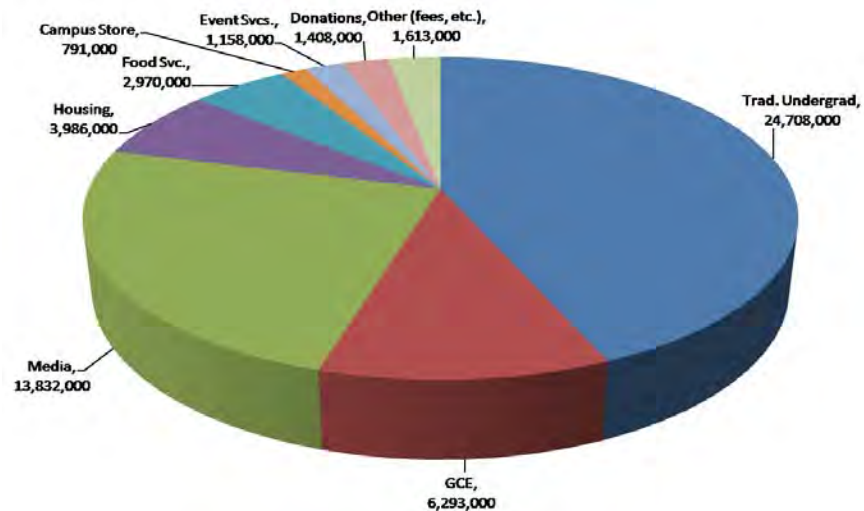


Figure 2.6
Revenue, Percentage by Amount



Tuition: Since Northwestern is essentially a tuition-driven institution, the revenues provided through tuition from traditional and nontraditional students are critical to the college's financial stability. With the nearly steady increase in student enrollments, tuition revenue from traditional academic programs increased from 18.7 million in 1998-1999 to 36.7 million in 2007-2008. Institutional discounts and grants to students have also increased appreciably in the past ten years.

Figure 2.7
Traditional Tuition, Discount, and Net Revenue

Year	Tuition	Discount	Net Tuition Revenue
1998-1999	\$18,710,000	(\$5,017,000)	\$13,693,000
1999-2000	\$19,564,000	(\$5,226,000)	\$14,338,000
2000-2001	\$22,589,000	(\$6,655,000)	\$15,934,000
2001-2002	\$23,850,000	(\$7,638,000)	\$16,212,000
2002-2003	\$25,877,000	(\$8,570,000)	\$17,307,000
2003-2004	\$28,337,000	(\$9,430,000)	\$18,907,000
2004-2005	\$29,111,000	(\$9,224,000)	\$19,887,000
2005-2006	\$32,041,000	(\$11,440,000)	\$20,601,000
2006-2007	\$34,163,000	(\$11,675,000)	\$22,488,000
2007-2008	\$36,739,000	(\$12,031,000)	\$24,708,000

The Division of Graduate and Continuing Education (GCE), previously called the Division of Alternative Education, provides additional funds not only to support its division but also to contribute to other educational operations of the college. GCE has experienced significant enrollment growth since the comprehensive visit ten years ago. Revenue from these programs has increased from \$1.8 million in 1998-99 to \$6.3 million in 2007-2008. Net contributions to the college operating funds from programs offered through GCE have increased substantially since 1998-1999 as shown in Figure 2.8, creating new and additional revenue. While the revenue contribution from GCE to the institution's educational operations has been substantial, the philosophy impelling this growth demands that program quality be maintained and not sacrificed in an effort to increase overall revenue. Allocating resources necessary to GCE to sustain and develop new high-quality programs is a high priority.

Figure 2.8
GCE Revenue and Net Contribution

Year	Total Revenue	Direct Net Contribution
1998-1999	\$1,825,000	\$740,000
1999-2000	\$1,837,000	\$485,000
2000-2001	\$2,913,000	\$1,209,000
2001-2002	\$3,434,000	\$1,392,000
2002-2003	\$4,297,000	\$1,616,000
2003-2004	\$4,550,000	\$1,908,000
2004-2005	\$5,095,000	\$2,174,000
2005-2006	\$5,478,000	\$2,129,000
2006-2007	\$5,912,000	\$2,152,000
2007-2008	\$6,293,000	\$2,402,000

Campus housing, food service, and campus store: As shown in Figure 2.9, revenues generated by the increased number of students requiring student housing rose from \$2.0 million in 1998-1999 to \$4.0 million in 2007-2008. During the same timeframe, income from student dining rose from \$1.5 million to \$3.0 million, and income from the campus store increased from \$548,000 to \$ 791,000.

Figure 2.9
Revenue from Housing, Food Service, and Campus Store

Year	Housing	Food Service	Campus Store
1998-1999	\$2,040,000	\$1,482,000	\$548,000
1999-2000	\$2,352,000	\$1,600,000	\$519,000
2000-2001	\$2,539,000	\$1,808,000	\$604,000
2001-2002	\$2,676,000	\$1,976,000	\$672,000
2002-2003	\$2,743,000	\$1,975,000	\$723,000
2003-2004	\$2,859,000	\$2,080,000	\$756,000
2004-2005	\$3,064,000	\$2,154,000	\$716,000
2005-2006	\$3,538,000	\$2,451,000	\$753,000
2006-2007	\$3,800,000	\$2,757,000	\$780,000
2007-2008	\$3,986,000	\$2,970,000	\$791,000

Event services: Northwestern College is blessed with a beautiful campus situated on the shores of Lake Johanna within minutes of the Twin Cities metropolitan area, making it an attractive option for small conferences and events. The Nazareth Hall chapel is a highly sought-after location for weddings. The Maranatha Auditorium is available for concerts and other performances during off-peak schedules. Revenue produced by non-campus use of college facilities such as banquets, lodging, weddings, conferences, facilities rentals, and ticketed events have increased from \$764,000 in 1999 to \$1,158,000 in 2007-2008. As mentioned in Core Component 1a, the college is regularly investigating and pursuing strategies for expanding the use of campus facilities by outside groups.²⁷

Northwestern Media assets: Northwestern has a unique situation for an institution of higher education. In 1949 a decision was made by the organization to expand its impact and mission by purchasing and operating a local radio station in the Twin Cities, converting it to a Christian radio format. Over the next 59 years, a satellite network and 15 additional stations in 7 new markets were acquired, primarily throughout the Upper Midwest, with one station in Florida.

Throughout its history, the Media division has been largely self-funded, generating gifts from listeners to cover operating costs and capital improvements. Its current annual budget is approximately \$13-\$14 million. The college owns the licenses and all Media assets.

The Media division has provided a number of financial benefits for the college. First, today the estimated market value of the 16 “owned and operated” stations within the Northwestern Media network is more than \$100 million. Second, in addition to broadcasting equipment, Northwestern owns physical assets (buildings, land, and/or towers) in seven of the eight markets its stations serve, increasing the total asset value of the institution. Third, the Media ministry

27. Itemized Income by Sources, 2.19

provides the organization with consistent cash flow throughout the year, helping to eliminate the need to borrow money during financially lean months. Fourth, the Media ministry contributes approximately \$2 million each year to the support services it shares with the college. Fifth, and possibly most importantly, the radio stations are leaders in their markets, and the approximately three-quarters of a million listeners they attract each week provide fertile ground for the college's enrollment marketing. It is a testimony to the power of the media outlets that the college's students are clustered in the same markets where the institution owns radio stations.

Institutional Advancement: The Office of Advancement successfully oversees and facilitates the funding for institutional advancement. Comprised of 16 employees, this office coordinates efforts involving grants, annual giving, planned giving, major gifts, capital campaigns, alumni and parent relations, and endowments.

Grant acquisition: Since its formation in 2003, the Grant Office at Northwestern has been involved in securing more than \$3.5 million in grants. Grant funds are raised for the Northwestern Fund (annual fund), capital projects, scholarships, faculty development, Northwestern Media, and other institutional initiatives (science education, historic preservation, leadership center, etc.). In the fiscal year 2007-2008, the Grant Office raised more than \$1.6 million, including a \$750,000 capital challenge grant from the Kresge Foundation.

Northwestern Fund: The purpose of the college's annual scholarship campaign, called the Northwestern Fund, is to raise monies that can reduce tuition costs for students. The Northwestern Fund's goal is to raise nearly \$1.3 million each year through the donations of foundations and grants; matching gift companies; friends, family, and alumni of the college; special events; faculty and staff; direct mail; and phonathons. Over each of the past four years, more than one million dollars was raised for this fund, reflecting a nearly steady increase of donations—from \$897,000 in 2003-2004 to \$1,024,600 in 2007-2008.

Figure 2.10
Northwestern Fund Revenue

Year	Amount
2003-2004	\$897,600
2004-2005	\$1,035,966
2005-2006	\$1,129,515
2006-2007	\$1,158,902
2007-2008	\$1,024,650

Planned giving: In 1997, the Board of Trustees established the Northwestern Foundation, a separate 509(a)(1) community foundation, operating under the tax-exempt 501(c)3 code. The foundation's mission is to secure, receive, and manage planned gifts of cash, real estate, annuities, and intangible property on behalf of Northwestern College and Northwestern Media. The table below shows the total fair market value of gifts.

Figure 2.11
Total Fair Market Value – Planned Giving

	Additions	Total Fair Market Value
1998-1999	\$259,337	\$337,785
1999-2000	\$142,351	\$480,136
2000-2001	\$139,796	\$619,932
2001-2002	\$71,274	\$691,206
2002-2003	\$348,100	\$1,063,106
2003-2004	\$484,059	\$2,663,311
2004-2005	\$1,491,736	\$4,449,299
2005-2006	\$483,705	\$5,370,095
2006-2007	\$43,185	\$6,041,334
2007-2008	-\$282,762	\$5,672,815

Endowment: In recent years, Northwestern has exerted significant efforts to increase its endowment, which reached over 13 million in 2007-2008. These efforts have resulted in positive growth over the past ten years. For the period from 1999-2002, endowment growth occurred at a rate of only 5.5 %. With changes in administration and staffing, however, endowment growth (principle gifts and earnings) during the next period from 2002-2008 reflected a 343% increase. As a result of 2008-2009 market conditions, however, the endowment's fair market value has decreased substantially.

The Board of Trustees and the administration realize that much work remains to be done to augment this important asset. One focus of the most recent capital campaign, Envision Excellence, was to increase the size of the endowment. Nearly \$9 million in new endowment funds to date (principle and earnings) have been generated through this effort toward the goal of \$12 million. Northwestern's ultimate goal is to increase the endowment to \$100 million by the year 2020 through principle gifts and earnings.

Figure 2.12
Fair Market Value - Endowment

	Net Additions	Total Fair Market Value
1998-1999	\$236,743	\$3,694,897
1999-2000	\$576,087	\$4,263,924
2000-2001	\$166,768	\$4,164,378
2001-2002	\$68,456	\$3,902,119
2002-2003	\$1,527,274	\$5,861,171
2003-2004	\$239,151	\$7,099,962
2004-2005	\$2,487,359	\$9,991,222
2005-2006	\$456,000	\$11,428,657
2006-2007	\$680,281	\$13,314,939
2007-2008	\$435,705	\$13,391,323

Financial Resource Management: Since the accreditation visit in 1999, Northwestern has strengthened its financial position through strategic management of its resources. In December 2002, the college debt was refinanced with a reduction in interest rate from approximately 7.25% to 1.3% (floating rates) through the issuing of tax-exempt bonds. The rate was fixed to 3.5% in 2006. This reduction in interest rates allowed the college to cover the additional debts of the new Mel Johnson Media Center while decreasing current annual debt service by an estimated \$200,000 annually. These savings are being set aside, by board action, as reserves to be applied against future rate increases.

On June 30, 2000, the institution's new financial management team identified and consolidated approximately \$1,500,000 in combined and cumulative internal operating-fund deficits. A plan was established to eliminate these internal deficits during the next several years and then to continue building operating reserves subsequent to the elimination of the internally funded deficits. As of June 30, 2003, these cumulative internal deficits were completely eliminated, and thus future funding has resulted in positive operating reserves. As of June 30, 2008, the current reserve equivalent is approximately 30 days of unrestricted cash reserves based on the 2008-2009 operating budget.

In conjunction with Northwestern's issuance of approximately \$10 million in tax-exempt bonds, the college also changed its primary bank relation. This change now allows Northwestern access to a stronger and larger banking facility that also offers a significantly broader array of banking and cash management services. The use and implementation of these additional services in the institution's financial management program during the past several years have improved investment returns on cash management efforts and increased internal operating efficiencies.

The college is now more readily able to meet growing service needs while realizing true economics of scale in its administrative costs.

In June 2002, Northwestern signed a contract with CapTrust to manage the college's investments. This ongoing agreement grants Northwestern the right to terminate at any time with written notice. The purpose of establishing this relationship was to provide professional management to Northwestern College and Northwestern Foundation's endowment funds, which resulted in significantly improved investment returns until the recent 2008 retraction in the financial markets. Prior to establishing this relationship, a committee of the Board of Trustees managed these funds.²⁸

Human Resources

In addition to its students, Northwestern College's most important resources are its faculty and staff. The college's prioritizing of these resources is reflected in its allocating 60% of the operating budget to salary and benefits. In general, staffing levels at Northwestern are appropriate in regard not only to the fiscal reality of the institution but also to its ability to advance its mission.

Since the last accreditation visit, Northwestern has shown substantial progress toward concerns related to "expenditures for identified faculty [and] staff . . . needs." The evaluation report stated that financial resources should be sufficient to "ensure an adequate number of full-time faculty" and that "attention to increased levels of compensation for faculty and staff must continue to be an institutional priority."²⁹ Over the past decade, the institution has allocated significant funds to improving employment levels, increasing salaries, maintaining a solid benefits package, and meeting diverse staffing needs. As student enrollment numbers have increased at Northwestern over the past decade, the number of faculty and staff positions has increased as well. In fall 2008, the total full-time employees at Northwestern numbered 586 individuals. This figure includes 248 full-time staff, 99 part-time staff, 101 full-time faculty, and 138 part-time faculty. While some staffing needs still exist, the college has sufficiently funded positions to enable it to further its mission and sustain a high-quality Christian education.

Full-time Faculty Levels: The full-time equivalent (FTE) faculty at Northwestern has kept pace with the increases in student enrollment. At the time of the last accreditation visit in 1999, the FTE for traditional undergraduate programs was 89.8. Since then, FTE has grown to 127.67, an increase of 42.2%. During the same time period, the student body has grown 30%. To help ensure that these faculty numbers are effectively contributing to academic quality, the LRSP calls for a faculty to student ratio that remains at a minimum of 15:1. This ratio is consistent with the ratios at peer colleges in top-tier comprehensive bachelor's institutions. The table below demonstrates the college's progress in attaining and maintaining this ratio.

28. CapTrust Document, 2.20

29. 1999 Report of a Comprehensive Visit, p. 37, 2.21

Figure 2.13
Student and Faculty FTE and Ratio

Traditional Undergraduate Program	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Student FTE	1388.3	1545.3	1573.4	1645.8	1681.0	1630.7	1739.7	1753.7	1811.0	1807.3
Faculty FTE	89.8	94.5	102.6	108.7	108.0	115.7	111.7	121.3	124.3	127.7
Student-faculty Ratio (Student FTE/Faculty FTE)	15.5	16.4	15.3	15.1	15.6	14.1	15.6	14.5	14.6	14.2

Part-time and Adjunct Faculty: Northwestern recognizes and appreciates the rich education and experiential knowledge adjunct faculty bring to the classroom, along with an often broad range of professional and practical expertise. However, the college desires that full-time faculty teach approximately 80% of all courses. The percentage of part-time and adjunct faculty teaching courses required in the Core Curriculum is higher than the current Northwestern norm. The largest percentage teach in the Department of Communication, the Department of English & Literature, the Department of Music, and the Department of Biblical & Theological Studies.³⁰

Staff: Northwestern has helped accommodate an increasing student enrollment by strategically adding staff positions. The size of the staff supporting the operations of the college has grown by over 50% since 1999. As enrollment has increased and additional demands have been placed on support functions, the college has allocated more funds to this resource. Within technical and paraprofessional staffing levels, however, numbers declined significantly in 2005 due to Northwestern's contracting campus technology operations to Pareo, Inc. It should also be noted that the college's food service operation is contracted to Bon Appetit.

Additions to staffing have been made in many areas. Some examples include staff hires in the Office of Advancement targeted at increasing fundraising efforts. The college has also added staff in the area of technology as the technological needs and expectations of students and employees have increased. Specifically, a director of academic computing was hired to help with the technological needs and demands of the faculty within and outside the classroom. As student demographics have changed and the need to identify and recruit students has increased, the college has added a vice president of marketing and enrollment. Due to the growth and expansion of the Division of Graduate and Continuing Education, new staff members have been added, including a director of academic programs, who oversees graduate and undergraduate program development, and a director of instructional design, who works with faculty to determine and assist in course delivery methods. The college has also added an associate vice president of facilities to help lead the 25-year, \$200-million-dollar Campus Master Plan. While

30. Faculty by Departmental, Appendix M

Northwestern has thus addressed a variety of staffing needs, some important areas continue to require additional staff, such as student support services and institutional research.

Figure 2.14
Faculty and Staff – Full-time and Part-time

	Fall 2005			Fall 2006			Fall 2007			Fall 2008		
Primary Function/ Occupational Activity	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Faculty -- Primarily Instruction	89	132	221	95	120	215	98	125	223	101	138	239
Staff:												
Executive/ Administrative/ Managerial	35	2	37	36	2	38	36	1	37	40	1	41
Other Professionals (Support/Service)	94	46	140	97	51	148	102	52	154	106	64	170
Technical and Paraprofessionals	2	4	6	12	1	13	12	2	14	11	1	12
Clerical and Secretarial	56	29	85	51	34	85	47	32	79	58	25	83
Skilled Crafts	13	0	13	11	0	11	12	0	12	16	0	16
Service/ Maintenance	18	7	25	22	8	30	17	7	24	17	8	25
Staff Subtotal	218	88	306	229	96	325	226	94	320	248	99	347
Grand Total	307	220	527	324	216	540	324	219	543	349	237	586

Employee Compensation: Since the 1999 accreditation visit, increasing the compensation levels for faculty and staff has been a primary concern. Northwestern has made significant progress in providing salary increases, achieving some specific benchmarks for both faculty and staff. In fact, six years of exit interview data indicate that pay is the second-to-last reason why people leave the college.³¹ Northwestern is committed to paying employees fairly and competitively. The college's goal is not to rely on the intrinsic value of a Christ-centered educational community to compensate for low pay but to offer a market-competitive salary rate which increases in value because of Northwestern's positive working environment.

Faculty salaries: Northwestern has successfully increased salary levels for faculty since the 1999 accreditation visitation team raised this concern. In the Report of a Focused Visit in 2003, the evaluators commented that "the college has been successful in improving compensation for faculty, using the Council of Christian Colleges and University benchmarks."³² The college's benchmark for salaries has been the median and upper quartile (Q3) salaries, by rank, of its peer group, Region C of the Council for Christian Colleges & Universities (CCCU), a region which consists of 12 member institutions in the Upper Midwest.

31. Exit Interview Report, 2.22

32. Report of a Focused Visit, p. 7, 2.23

Figure 2.15

Faculty Salary Comparison of NWC with CCCU Region C Median Salaries by Rank

	<i>Professor</i>			<i>Associate Professor</i>			<i>Assistant Professor</i>		
	CCCU	NWC	Difference	CCCU	NWC	Difference	CCCU	NWC	Difference
1998-1999	\$49.7	\$42.7	-16.4%	\$41.4	\$36.8	-12.5%	\$34.7	\$33.2	-4.5%
1999-2000	\$51.6	\$45.6	-13%	\$43.4	\$39.6	-9.6%	\$36.4	\$36.3	-.3%
2000-2001	\$51.8	\$49.5	-4.8%	\$44.9	\$42.0	-7%	\$38.9	\$38.3	-1%
2001-2002	\$53.2	\$52.0	-1.3%	\$44.1	\$44.0	+.02%	\$39.2	\$40.0	+1.9%
2002-2003	\$54.8	\$55.0	+.4%	\$45.4	\$47.0	+3.4%	\$40.4	\$41.2	+1.9%
2003-2004	\$55.3	\$54.9	-.7%	\$48.2	\$49.9	+3.4%	\$42.3	\$42.6	+.7%
2004-2005	\$59.5	\$57.6	-3.3%	\$48.8	\$50.5	+3.4%	\$44.1	\$43.7	-.9%
2005-2006	\$59.7	\$57.0	-4.7%	\$50.4	\$51.0	+1.2%	\$44.3	\$44.3	0.0%
2006-2007	\$62.2	\$60.8	-2.3%	\$52.0	\$53.3	+2.4%	\$46.3	\$46.5	+.4%
2007-2008	\$62.6	\$62.5	-.2%	\$52.4	\$53.8	+2.6%	\$46.7	\$47.1	+.8%

Having achieved parity at the median level, Northwestern College contrasted the salaries at the upper quartile (Q3) with that same group and then began efforts to raise salaries at Q3 for the ranks of professor and associate professor. During the ten-year period from 1998-1999 to 2007-2008, the Q3 salary for professors increased by 46.4, and the Q3 salary for associate professors increased by 46.2%. Further efforts will be necessary to achieve equity with the comparison group, especially at the associate level.

In the past two years, salary increases have varied and are currently receiving focused attention. Due to budgetary constraints in 2007-2008, faculty received only minimum raises. In 2008-2009, however, faculty received a 4% salary increase across the board. The college is in the process of reviewing salary scales for its adjunct professors and Distance Education instructors. Comparative data is being gathered to determine appropriate benchmarks.

HERI Faculty Survey results for 2008 show a significant increase in faculty satisfaction with salary, shifting from 25% satisfied in 1998 to 48.1% in 2008. The satisfaction rate in 2008 is slightly higher than that of the National Four-Year Private College sample (46.4%).³³

Staff salaries: Over the past ten years, the Office of Human Resources has worked to design, develop, and implement a staff salary and compensation system that consists of salary ranges, job families, and a formal job classification system to help bring positions and salaries in line with local market levels. In the Report of a Focused Visit in 2003, the evaluators commented, "Progress has [also] been made toward increasing staff salaries."³⁴ Each year, Human Resources conducts an analysis of staff salaries throughout Northwestern. In that analysis, comparisons

33. 2008 HERI Faculty Survey, 2.24

34. Report of a Focused Visit, p. 7, 2.23

are drawn with the College and University Professional Association (CUPA) and the Business and Legal Report (BLR) salary surveys. The established benchmark is 100% of the midpoint of salaries in each job classification. Since Northwestern staff salaries were below the benchmark in several positions, the college determined to continuously move staff toward improvement in each category. The salary increments over the last several years have aggressively addressed this shortfall. Since 2003, Northwestern has intentionally budgeted dollars toward equity pay to ensure that all positions and employees are at the minimum or 85% of the midpoint, based on current market data. The table below shows the average annualized salaries for full-time personnel in each of the job families and demonstrates the significant progress that Northwestern has made in this area.

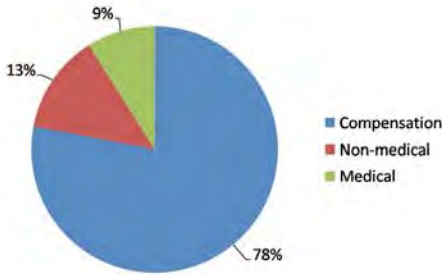
Figure 2.16
Job Family and Salary

Job Family	1999 Salary	2003 Salary	2008 Salary
Administrative	\$47,374.95	\$60,953.64	\$81,221
Professional	\$28,467.74	\$33,861.23	\$43,692
Technical	\$34,994.68	\$41,382.98	\$49,935
Clerical	\$24,866.62	\$26,662.62	\$32,489
Skilled Labor	\$31,274.15	\$33,840.05	\$38,192
Unskilled Labor	\$28,361.93	\$28,686.45	\$32,740

Employee Benefits: Northwestern provides a generous benefits package for employees, which includes health, dental, and life insurance at twice the yearly salary. The college provides an 8% match for retirement and requires a 2% employee contribution. In addition, employees receive free tuition for themselves, their spouses, and their dependent children.

Below is a breakdown of how Northwestern employees’ salary, medical, and non-medical benefits contribute to the total compensation package.

Figure 2.17
Employee Benefits



HERI Faculty Survey results report that the Northwestern faculty satisfaction level with health benefits (76.7%) is higher than the National Four-Year Private College sample (59%). A similar comparison exists in regard to satisfaction levels with retirement benefits (71.6% compared to 63.3%).³⁵

Physical Resources

In the 1999 Accreditation Report the consultant-evaluators wrote, “The facilities and campus as a whole are a clear strength for Northwestern College.” They identified space needs, however, as an institutional challenge, particularly in the light of current and planned enrollment increases. The team spoke of the need to address “expanded parking, student residences, [and] classrooms.”³⁶

The facilities and campus remain assets of Northwestern. Since the last accreditation visit, numerous steps have been taken to strengthen these resources and address these challenges. Major facilities improvements include new academic buildings, the acquisition of a nearby office building, new student housing, new roadway and parking configurations, and a number of renovations and remodeling projects.³⁷

Mel Johnson Media Center: In summer 2003, construction was completed on the 40,000-square-foot Mel Johnson Media Center. The building includes two stories with a lower level. The lower level is utilized by the Northwestern College Communication Department for specialized academic space, such as a TV studio, edit suites, and classrooms. The first level houses Communication Department faculty, the student radio station, and student publication offices. The Northwestern College Radio Network Headquarters (and previously the now disbanded Skylight Productions) shares the second floor with KTIS AM/FM offices, studios, edit suites, and engineering space.

Northwestern Office Center: In September 2006, the college acquired a 22,000-square-foot, three-story office building located approximately two blocks south of the main campus. The planned use for the building is to house various administrative functions of the college which do not need to be located in close proximity to traditional undergraduate students. Currently the building houses the Office of Marketing and Communications and the Division of Graduate and Continuing Education. In addition, the building continues to have a private tenant on the first floor who will remain until the lease expires in May 2010. Other campus functions will be moved to this location as space becomes available.

Student Residences: As a residential campus, Northwestern aspires to accommodate at least 70% of the student body in campus housing. Until 1999, this goal was achieved and exceeded. In fact, the college did not maintain full occupancy of on-campus housing. As enrollments grew, however, available housing decreased, and the college was unable to maintain the desired percentage of students housed in campus residences. To help alleviate current problems and

35. 2008 HERI Faculty Survey, 2.24

36. Report of a Comprehensive Visit, p. 14, 2.25

37. Campus Building Inventories Chart, Appendix O

to anticipate future student-body growth, the college acquired new housing. In October 1999, Northwestern purchased the Snelling Terrace apartments with the capacity to house 88 single students and approximately 20 married students in three buildings. Although the college also increased room capacity at this time, opportunities for on-campus housing continued to prove insufficient.

The Campus Master Plan includes the eventual construction of additional on-campus housing facilities. However, Northwestern determined an immediate solution to the housing crunch in spring 2007 with its three-year lease of a large hotel property in Arden Hills, less than two miles from campus. Arden Hall underwent extensive renovation and code upgrades and began housing students in fall 2008. Extended hour shuttles running every 15 minutes provide convenient access to campus. Aggressive planning for residential student housing will continue to be a high priority for Northwestern as reflected in the Campus Master Plan. Construction of a new residence hall is being planned if student enrollment figures follow projections.

Campus Parking and Roadway: Due to increasing enrollment, the lack of adequate parking has been a persistent problem at Northwestern. The college has sought various solutions and has taken the following steps to address the issue: restricted parking for freshmen, expanded shuttle operations, and increased efficiency of campus security to keep individuals from leaving non-tagged cars on campus and to maintain parking space integrity. In addition, the Campus Master Plan further addresses the parking situation.

The first phase of the Campus Master Plan was to reroute the Campus Road from its existing course through the middle of the campus to a new route that rings the exterior of the campus. This rerouting, begun in spring 2008, extended the campus, provided a safer pedestrian/vehicle interaction, expanded the interior campus green, provided access to a new parking facility, and helped prepare the site for the future construction of the Community Life Commons (CLC). This initial phase of the Campus Master Plan also included the construction of a 260-car parking facility. The first level of this planned multi-level facility is necessary to replace a current parking area for approximately 175 vehicles that will be lost with the construction of the CLC.

Community Life Commons: A key component of the Envision Excellence Capital Campaign is the construction of the Community Life Commons building (CLC), with an estimated cost of \$17 million. Designed by architectural firm Perkins+Will, this 66,000-square-foot building will serve as the hub for students, faculty, staff, alumni, and guests to come together as one community. Facilities for dining, study, student organizations, prayer, and fellowship will all be included. The ground level will be comprised of the bookstore, café, print shop, mail room, study lounges, classrooms, Student Government, and Campus Ministries. The

second level will include the cafeteria, dining rooms, kitchen, classrooms, meeting rooms, and Student Development. Situated between Nazareth and Riley halls and connected to each via tunnels, the CLC will provide sweeping views of the campus green and the shores of Lake Johanna. Located in the heart of campus, the new building will be a place to feed the body, mind, soul, and spirit of individuals in the Northwestern community.³⁸ The building's projected start date is spring 2009, with a projected 14-month project length. Current economic conditions, however, may cause a delay in project initiation.

Renovations and Improvements: Northwestern has made a number of renovations and improvements to existing facilities since the last comprehensive visit.

Nazareth Hall: In 2000, offices used by campus operational services, the carpenter shop, and the paint shop were moved to remodeled space in the powerhouse. The vacated spaces were remodeled into a new commuter lounge and a relocated Health Services Center. With the 2003 completion of the Mel Johnson Media Center and the relocation of KTIS Radio, the Communication Department, and FOCUS staff, greatly needed office space was created in Nazareth Hall. The first floor of the vacated KTIS Radio operations was converted into six offices, work space, storage space, and a conference room for use by academic administration and their staff. Studios were remodeled to become a classroom, practice rooms, and offices for faculty in the Music Department. Additional improvements include the following:

- **Biology Lab/Research Lab Renovation:** In 2005, two Nazareth classrooms were converted to a research area. This new research area houses ten research stations, two prep/equipment rooms, and a digital imaging and microscopy room.
- **Chemistry Lab:** The lab was demolished to bare walls and floors and then rebuilt with new flooring, drywall, ceiling, and windows. Also installed were new work surfaces, cabinets, and fume hoods in July 2002.
- **Naz Café/ Financial Aid Office/Updated Kitchen and Served:** This 2005 remodeling process involved removing walls, ceilings, and lighting; installing new walls, ceiling, lighting, and serving counters; and upgrading general aesthetics. Financial Aid moved to a larger, more professionally designed space. More dining space resulted from the creation of the courtyard dining area, which doubles as an advancement fundraising banquet area. The main serving area received increased electrical service and new counters and cabinets, which created better flow. Lastly, the Café Express was added to help reduce serving time for those who wanted premade sandwiches and salads, specialized drinks, and other faster alternatives.

38. Campus Life Commons Information, 2.26

Totino Fine Arts Building: With the completion of the Mel Johnson Media Center, areas in the Totino Fine Arts Building were remodeled to better service the Art Department and the Communication Department.

- **Art Studio:** The studio was created in an undeveloped area in the Totino Fine Arts Building. The construction process included adding structural steel and walking bridging, along with all new walls and concrete flooring. The studio, remodeled in summer 2007, provides a much needed space to store artwork and house faculty but, most importantly, to display artwork students and faculty have created.
- **Denler Art Gallery:** To increase the gallery's space and functionality for the Art Department, Northwestern added walls, removed carpeting, and installed new doors in summer 2007.
- **Patsy Miller Theater:** To create a new, more intimate theater for student productions, Northwestern installed new doors to meet fire code, painted walls, and upgraded some electrical systems in March 2006.

Riley Hall: The Riley Hall Gymnasium, which was remodeled in 2004, added 14,000 square feet of academic space. Included are 18 offices for the Business Department, which opened space in other buildings for growing departments. It also created three up-to-date computer labs and eight new classrooms, four of which can be converted into a great room that can seat 250 people for events or lectures. This remodel also added an elevator that gives handicapped individuals access to the third floor, thus increasing the number of classrooms that can be used to accommodate them.

- **Computer Server Room:** Creating a new space for the server room in 2007 allowed the college to meet several goals, which included a more secure room, larger capacity for growth, more effective cooling, better fail-safes, and a more protective environment. The construction process also added new HVAC equipment, a new generator and more electrical capacity, new walls, doors, fire suppression, and security.

Campus Facility Improvement Projects: As a result of the 2002 Five-Year Capital Improvement Plan, Northwestern has made significant improvements to campus structures and facilities. Numerous projects have taken place in recent years, some of which have been mentioned previously in this chapter. Additional major improvement projects since 2002 include the following:

- Chimney repair, \$102,000 – Power House
- Hartill Make up air, \$125,000 – Student Residence
- Knutson Make up air, \$125,000 – Student Residence

- Dorm renovation/furniture replacement every year, \$200,000 – 75% of student furniture replaced in the last eight to nine years
- Riley Server room, \$300,000
- Deficit of \$125,000 financed at 0% through Bon Appetit
- Nazareth Hall roof tile and gutter repair work, \$166,000
- Nazareth Café exhaust hood, \$150,000
- Nazareth Hall asbestos abatement, \$165,000
- Berntsen Library carpet replacement – paid for through first usage of \$75,000 annual General Campus carpet replacement fund
- First lighting retrofit for energy saving, \$250,000 – paid for through energy savings
- Totino roof replacement, \$400,000
- Moving and replacement of Xcel Energy feed wires underground; new electrical service and transformers to Nazareth Hall and Maranatha Hall, \$100,000
- New classroom AV equipment, \$223,000 – paid for through new student technology fee
- New sound board for Maranatha Hall, \$250,000
- New speakers and amplifiers for Maranatha Hall, \$250,000

Environmental Impact: Northwestern College has demonstrated concern for the environment and good stewardship of its natural and structural resources in a variety of ways.

LEED certification of new Community Life Commons: The Leadership in Energy and Environmental Design (LEED) Green Building Rating System is a voluntary, consensus-based national rating system for developing high-performance, sustainable buildings. LEED addresses all building types and emphasizes state-of-the-art strategies in five areas: sustainable site development, water savings, energy efficiency, materials and resources selection, and indoor environmental quality. Upon completion, Northwestern's Community Life Commons will be LEED certified.

Landscaping: Northwestern has incorporated landscaping designs that support a safe and natural environment. For use in landscaping in and around the campus, the Landscape Committee looked for materials that are natural or recycled. The committee also focused on storm water management. Their goal was to determine areas of the campus where the college could improve the water quality that enters the lake. Northwestern developed various Best Management Practices (BMPs) for dealing with storm water to slow down runoff and remove sediment from the rain water before it enters the lake.

Energy-efficient lighting: Northwestern has retrofitted the gym with new high-bay fluorescent lights replacing 450-watt metal halide lights. The college

has also relamped the entire campus with new 28-watt 4-foot fluorescent bulbs, reducing each bulb by 4 watts but maintaining the same light level. All incandescent lights in Hartill/ Knutson have been replaced with compact fluorescent lighting, reducing 50 watts of power per bulb. Compact bulbs were also installed in the Nazareth Chapel, reducing wattage of each bulb by 80 watts and reducing labor cost by changing them every two years instead of every three months.

Historic preservation: Northwestern recognizes the historical and architectural significance of its campus and highly values its heritage. To demonstrate this priority, the college solicited funding for the Northwestern College Preservation of Campus Heritage Planning Project. In 2004, the Getty Foundation awarded the institution a Campus Heritage Grant. The grant has enabled Northwestern to compile research on the historic Nazareth Hall buildings, to create a preservation plan for the historic campus, to launch ongoing educational activities related to its history, and to establish a Preservation of Campus Heritage Committee to oversee the Historic Preservation Plan. This plan will help ensure even greater opportunities for stewardship as the college seeks to preserve its buildings for future generations.³⁹

Technology Resources

Since the 1999 accreditation visit, Northwestern College has demonstrated a continued commitment to utilizing technology which enhances student learning and increases campuswide efficiency. Evidence of this commitment is demonstrated by a well-developed technologies infrastructure and by increased funding. Purposefully strengthening this resource helps ensure that the use of information technology becomes an integral component of the high-quality Christ-centered higher education Northwestern provides.

Instructional and Information Technology: Northwestern is committed to the development of instructional and information technology. As one of the priority goals, “enhanc[ing] technological capabilities” has resulted in the development of a strong campus technologies structure which includes Operations Management (applications development and systems), Project Management, Service Desk, and Networking and Telecommunications. Campus Technologies (CT) supports the following operational functions:

- Campus computing infrastructure
- Network, including high-speed fiber
- Phone system
- Seven remote media radio stations: two hundred devices, Wide Area Network

39. Historic Preservation Plan, 2.27

In addition, CT supports personal computing use by faculty, staff, and students. (For information on technology as it relates to student learning and effective teaching, see Core Component 3d.)

Northwestern has made significant investments in CT over the past several years, more than tripling its technology budget in the last decade. Adding the position of director of academic computing was deemed essential to address faculty needs and to facilitate faculty utilization of technology. Technology planning has determined that a leveling-off of funding will likely occur by 2009-2010 as processes, controls, and efficiencies tighten. As technologies continue to improve and campus needs fluctuate, however, the college will strategically plan to address those needs by maintaining a strong infrastructure and allocating appropriate funding.

Figure 2.18
Budget for Campus Technology

Year	Amount
1998-1999	\$1,014,000
1999-2000	\$1,201,000
2000-2001	\$1,489,000
2001-2002	\$1,862,000
2002-2003	\$1,873,000
2003-2004	\$2,079,000
2004-2005	\$2,472,000
2005-2006	\$2,875,000
2006-2007	\$2,961,000
2007-2008	\$3,168,000
2008-2009	\$3,390,000

Institutional Strengths and Recommendations for Improvement

Since the 2003 focused visit, which documented Northwestern's progress in strengthening its resources, the college has continued to make significant strides in building upon its financial, human, physical, and technological base. While Northwestern's financial position remains strong, the college will continue efforts to increase its endowment and maintain its sound financial management plan. Improvements in compensation for faculty and staff will continue, and areas of concern regarding staffing positions will be addressed within the college's fiscal constraints. Northwestern has worked to alleviate space needs through various improvements and renovations in campus facilities. Providing sufficient on-campus housing remains an ongoing priority along with maintaining a strong technology environment that meets the needs of students, faculty, and staff.

CORE COMPONENT 2C

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Ongoing evaluation and assessment processes are vital to Northwestern College's mission of providing high-quality Christ-centered education that prepares students to impact the home, church, community, and world. Committed to good stewardship of its resources, the college systematically collects data and applies it in ways that lead to continuous improvement. In the past decade Northwestern has made significant progress in establishing these processes and making decisions based upon assessment data which indicate either a need for change or confirmation of current practices. Although more work needs to be done, particularly in the area of leadership evaluation, Northwestern is positioning itself well both now and in the future by confirming and applying evaluation and assessment processes to the areas of human resources, governance, finances, technology, facilities, academics, and student services.

Human Resources Evaluation

Human resources evaluation and assessment take place on an annual and ongoing basis. Northwestern College uses these assessments to facilitate continuous improvement in employee and institutional performance. A variety of assessment methods utilized in human resources helps the institution identify areas of strength and areas of development for individual employees and departments. The college is currently working toward ensuring that well-established evaluation and assessment processes are consistently implemented across all levels of employment.

Staff Performance Evaluation: Northwestern requires all employees to go through a yearly performance review by their immediate supervisor. These performance evaluations provide an opportunity for supervisors and employees to "discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals."⁴⁰ Performance evaluations encourage open, direct communication between supervisors and employees, allow for clarification of expectations, and promote continuous employee improvement. This assessment process, along with the managerial authority to provide limited salary increases based on performance, has helped create a merit-based culture in which employees are rewarded for excellence in their work. At times, however, minimal availability of funding for salary increases undercuts the effectiveness of this process.

Faculty Evaluation: Faculty at Northwestern are regularly and systematically evaluated by their department chair or the dean of faculty and by students in the classes they teach. The purpose of these evaluations is to identify strengths in performance and areas in which faculty can improve. Faculty are expected to

40. Performance Review Policy, 2.28

use information from these evaluations to improve their teaching and fulfillment of other duties; the college uses the evaluations to promote excellence in faculty performance and to inform decisions regarding promotion and renewal of contracts. (The faculty evaluation process is outlined in the *Faculty Handbook* and discussed in detail in Core Component 3b.)

Leadership Evaluation: Many of Northwestern's leaders, from the president to budgetary managers, were required to undergo a 360-degree feedback process in 2005. This process provided direct and honest feedback about the organization's leaders and resulted in an emerging assessment culture in which leaders view professional growth as a continuous and vital aspect of their role.

An ongoing process of leadership evaluation which includes evaluation by the individuals being led has not yet been established and implemented in a systematic fashion. To address this issue, the college is in the process of determining a continuous and formalized procedure for leadership evaluation at all levels extending from the president to department chairs. A revised process for the evaluation of department chairs is currently under review by the Faculty Personnel Committee.

Employee Satisfaction Evaluation: Northwestern is committed to soliciting feedback from faculty and staff to facilitate improvements in procedures and policies. The college utilizes such assessment tools as the *Christianity Today* Workplace Survey and the Higher Education Research Institute (HERI) Survey to gather this input.

Workplace survey: To evaluate employee satisfaction with the work environment, Northwestern periodically administers the *Christianity Today* Workplace Survey. This survey provides the college with both strengths and weaknesses while outlining for the administration recommendations for improvement. Data is available for the college as a whole and for individual departments. Results are placed into three categories: items which are rated as "satisfactory," items identified for "administrative watch," and items referred to as an "improvement opportunity." This survey, conducted in 2003-2004 and 2005-2006, reveals many areas of satisfaction including, among others, the following:

- Enjoyment in working at Northwestern College
- Opportunities to learn/grow
- Satisfaction with type of people being hired
- Sense of mission and personal satisfaction
- Good working relationships with supervisors and co-workers
- Knowledge of expectations
- Teamwork in work areas
- Spiritually encouraging environmen

Two areas consistently identified by employees as areas for improvement involve employees' communication with leadership and administration's listening to employees.⁴¹ As detailed in Core Component 1c, Northwestern is aggressively working to strengthen these areas by establishing processes which will increase the communication between administration and employees and by intentionally soliciting employee input regarding decisions that affect them. Specific strategies already utilized include quarterly divisional meetings, listening lunches hosted by cabinet members, Campus Connect events, online communications, and the establishment of a Benefits Task Force and Space Management Committee. Currently under consideration are specific suggestions included in the Jethro Commission Report for improving the quantity and quality of communication at Northwestern. These varied recommendations include such strategies as revising the hierarchy within administrative structures and allowing cabinet members and senators to attend senate and board meetings, respectively.⁴²

Higher Education Research Institute Faculty Survey: In spring 2008, Northwestern administered the Higher Education Research Institute (HERI) Faculty Survey, a nationwide survey which provides data regarding specific areas of satisfaction and dissatisfaction for faculty. The survey confirmed that Northwestern faculty are satisfied with such areas as the following:

- Freedom to determine course content (93.4%)
- Course assignments (92.1%)
- Competency of colleagues (85.7%)
- Departmental leadership (84.2%)
- Professional relationships with other faculty (80.5%)
- Autonomy and independence (79%)

The survey also revealed particular areas needing improvement, such as the following:

- Clerical/administrative support (53.3%)
- Prospects for career advancement (52.1%)
- Opportunity for scholarly pursuits (51.4%)
- Visibility for jobs at other institutions (47.1%)
- Relationship with administration (44.2%)
- Availability of child care (42.9%)⁴³

Northwestern has begun the process of using this data to inform its planning and to improve its processes. For example, the availability of administrative support for departments has increased over the past several years with additional hires planned. A number of initiatives have been established to improve the relationship between faculty and administration, and additional initiatives are under consideration. (For further details, see Core Component 1d.)

41. Workplace Survey, 2.29

42. Jethro Commission Report, 2.30

43. 2008 HERI Faculty Survey, 2.24

Governance Evaluation

All levels of governance at Northwestern College have undergone evaluation and revision in the recent past. Evaluation of governance structures ranges from the Board of Trustees and the president to the Dean's Council and Student Government.

Evaluation of the Board and the President: In November 2006, at the request of Dr. Ray Smyth, then chair of the Board of Trustees, an assessment of the board and the president was conducted by the Russel Center for Educational Leadership. A survey designed to reflect a "missional" focus was sent to a total of 87 randomly selected members of the faculty, staff, Faculty Senate, and student body. The survey asked respondents to comment on the board and the president's performance related to planning, relationships (internal and external), managerial style, ethos and culture, finance, and achievement of goals. Individual, collective, and telephone interviews were held with constituencies throughout the campus community. Following are the findings of the evaluation:

- There is strong confidence in the president's (a) character, leadership, and ability to effect needed change while ensuring that the college maintains its core values, as well as in his (b) skill in representing the college to its various external constituents. Even individuals who expressed some disagreement or concern typically expressed fundamental support for the president's continued leadership.
- It was apparent from the data, the respondents believe that the board and the president work well together to identify and implement important goals that advance the mission of Northwestern College and Radio.⁴⁴

Cabinet Evaluation: Every summer, the cabinet engages in a two-day cabinet evaluation and planning session. This planning session is devoted to reviewing the preceding year's strengths and weaknesses and to planning for the upcoming year. Periodically the president will invite an external expert to work with the cabinet on leadership issues.

Administrative Council Evaluation: The Administrative Council participated in a comprehensive review and restructuring beginning in September 2007. To increase efficiency and effectiveness, the number of participants in the council was dramatically decreased, a set number of participants was established, and a list of participants by title was created. Also, the purposes and responsibilities were modified and clarified by the creation of the Administrative Council Guidelines which were voted into policy by the cabinet in November 2007.⁴⁵

Dean's Council Evaluation: In 2006, the Dean's Council was expanded under the new provost, adding members from a broader spectrum of academic and campus life. This expansion of the council provides increased integration of programmatic,

44. President and Board of Trustees Evaluation, 2.31

45. Administrative Council Guidelines, 2.32

policy, and procedural discussions.

Student Government Evaluation: The organization of Student Government was evaluated and revised in spring 2008, resulting in a restructuring of functions and processes. For example, the intercultural unity director position was eliminated as part of the restructuring of the Office of Intercultural Unity; the ministries director position was deemed unnecessary and likewise eliminated due to the development of student leadership areas; the activities director position was replaced by the Student Activities Council; and one senator was added to each class, increasing the total number of senators from eight to twelve. This restructuring was implemented to allow Student Government to more effectively provide coordination and direction in the various areas of student life.

Financial Evaluation

Due in part to strong processes of evaluation and continuous improvement, Northwestern College remains financially strong. The college is committed to best practices in accounting and financial management to help the institution maintain this position. Various types of financial evaluation continue to direct the financial future of the college.

Annual Financial Audit: Northwestern hires the audit firm of LarsonAllen to perform an extensive annual audit, which includes three weeks of field work. LarsonAllen delivers audited financial statements to the Board of Trustees within ninety days of the June 30 fiscal year. For the fiscal year ending June 30, 2007, Northwestern was one of two LarsonAllen academic clients that did not have a material weakness out of nineteen colleges audited, a distinction which speaks highly of Northwestern's finance department.⁴⁶

Receipting "Turn-time" Report: The institution tracks the number of days it takes to process donations and issue gift receipts, with the goal of 48 hours from receipt. In 2007 the turn-time goal was exceeded for a period of two weeks in January and two weeks in April. The rest of the year the performance goal was met. This achievement confirms the viability of current processes.

Financial Aid: Northwestern seeks to remain beyond reproach in the area of financial aid. The college submits annually to the Office of Management and Budgeting Audit for Federal Financial Aid and every two to three years to the State of Minnesota's Audit of State Aid Programs. Northwestern is consistently deemed competent in the administration of the Federal Financial Aid programs and has been found to be in compliance with the administration of State programs. (For more information on the college's financial accountability, see Core Component 1e.)

Technology Evaluation

As indicated in Core Component 2a, within the past two years Northwestern College has undergone a comprehensive evaluation of the state of technology

46. LarsonAllen Memo, Sept. 2007
Memo, 2.33

across the organization, culminating in an official 100-page report assessing systems, processes, methodologies, and organization. The results of this report drive current technological decisions.

Faculty and Staff Evaluation of Technology: Assessment data from faculty and staff, which also informs technology planning, affirms the importance of technology campuswide. In the Self-Study Survey, 89.7% of the employees agree that integration of technology into the college is a priority at Northwestern, and 95.8% agree that the department in which they work has “incorporated technological changes in its planning process.”⁴⁷

Other instruments have been used to solicit information from faculty regarding their evaluation of technology on campus. Surveys have been developed by the Office of Academic Computing to determine faculty levels of competency, training needs, perceptions of services provided, and departmental software requirements. Other surveys regularly administered, such as the HERI Faculty Survey, include items related to technology needs and usage. (For additional information, see Core Component 3d.)

Student Evaluation of Technology: Northwestern evaluates its services and solicits assessment data from students regarding technology on campus through a number of survey instruments. Questions related to technology appear on the regularly administered Noel-Levitz Student Satisfaction Inventory and the Northwestern Senior Survey. Additional surveys have been administered by the Office of Academic Computing and Campus Technologies to determine usage, needs, and satisfaction with assistance and labs. (For additional information on student evaluation of technology, see Core Component 3d.)

To remain current with developing technologies that facilitate learning and increase efficiency of campus operations, Northwestern will continue to make institutional technology a high priority.

Facilities Evaluation

As student enrollment increases, Northwestern College continues to rely upon evaluative data to make informed decisions regarding improvements to and investments in its facilities. The 2001 assessment of the internal management of facilities, which led Northwestern to contract externally with Aramark/ServiceMaster for campus maintenance, is an excellent example of planning that led directly to financial savings: the cost of campus maintenance decreased and efficiency increased with an estimated savings of \$300,000 per year. When in 2006 the college determined through ongoing assessment and trend data that the cost-effectiveness of external management could now be achieved on its own, Northwestern returned to an internal management of maintenance.

47. Self-Study Survey, Appendix G

The college has further utilized evaluative data on facilities through the development and implementation of the Capital Improvement Plan and the Envision Excellence Capital Campaign. As detailed in Component 1a, the need for a thorough assessment of facilities led the college to select Halliwell Engineering to develop a five-year deferred maintenance plan. The Capital Improvement Plan generated by the company continues to inform the college's decisions regarding facilities. In addition, in preparation for the Envision Excellence campaign, the college generated significant assessment data as part of the Planned Unit Development (PUD) process with local city governments. This data has directly influenced decisions with the new Community Life Commons and confirmed the direction of the Campus Master Plan.

The college plans on annually reviewing its facilities performance and planning by completing the Association of Physical Plant Administrator's (APPA) Facilities Performance Indicators Survey, an annual collection and reporting of data related to educational facilities and an integrated research information database. This survey takes a comprehensive look at such areas as facility operating costs; staffing levels and expenses; building, space, and usage costs; and strategic financial measures.⁴⁸

Academic Evaluation

Northwestern College is committed to the ongoing assessment of academic programs, curriculum, and student learning. The college's assessment strategies, along with two specific assessment processes—the Comprehensive Assessment Project and the academic department program reviews—clearly demonstrate the institution's established measures for gathering and implementing data to enhance academic quality. (The college's extensive assessment measures for student learning outcomes are detailed in Core Component 3a.)

Assessment Strategies: Northwestern's assessment plan incorporates a variety of assessment tools which measure the institution's effectiveness in providing an educational experience aligned with the mission of the college. Over the past ten years, the college has consistently utilized a number of instruments, both national and specific to Northwestern.

National instruments include such tools as the Cooperative Institutional Research Program (CIRP) Freshmen Information Form, the College Student Survey, and the Noel-Levitz Student Satisfaction Inventories for both traditional and adult learners. In addition, the college has generated and implemented numerous surveys based on local program needs. These instruments include senior surveys, alumni surveys, exiting surveys given to students leaving but not graduating, capstone surveys, residence life surveys, and Bible knowledge exams.

48. APPA Facilities Performance Indicators Report, 2.34

Assessment results have prompted action that resulted in changes to campus programs and services. For example, results of the Noel-Levitz Student Satisfaction Inventory suggesting student dissatisfaction with safety and security measures on campus resulted in the placement of security cameras, a new lighting system, and changes to a card-key entry system. Student survey responses on the Northwestern Senior Survey led to changes in the processes and timelines used by the Financial Aid Office.

Comprehensive Assessment Project: A major academic assessment process involves Northwestern's participation in the Comprehensive Assessment Project, an initiative of the Council for Christian Colleges & Universities (CCCU). This project encourages participating schools to use a number of surveys, including the Noel-Levitz Student Satisfaction Inventory, the Higher Education Research Institute (HERI) CIRP Freshmen Survey, the HERI College Student Survey, and the HERI Faculty Survey. Questions on these surveys explore subjects such as student and faculty personal development, satisfaction with programs and services, personal goals and objectives, attitudes and opinions, time spent in various activities, and future plans. Through this significant assessment project, Northwestern receives comparative data not only from institutions in the National Four-Year Private College sample but also from participating institutions in the CCCU. Participation in this project provides valuable longitudinal data which directly informs institutional planning and decisions throughout all levels of the institution.

Program Reviews: As part of the college's strategic plan, Northwestern has initiated a program review process by which all academic departments are thoroughly reviewed every five years. This five-year program review cycle has been implemented for all majors, and most are in their second cycle. An important facet of this process is evaluation by a team of at least two external consultants who visit the campus after reviewing a self-study report produced by the department. This report includes detailed information regarding program history, mission, philosophy, curriculum, teaching quality, facilities, resources, student learning outcomes, assessment strategies and results, scholarship, integration of faith and learning, and departmental strengths and concerns. An important part of this report is the department's careful determination of short-term goals (one year), medium-term goals (up to three years), and long-term goals (up to five years).⁴⁹

External consultants, who consider the viability of these goals when evaluating the entire department, are selected based on recognized expertise in their discipline, their familiarity with institutions possessing a similar mission to Northwestern's, and their availability to participate in this process. After visiting the campus for two days and conducting a wide variety of interviews with administration, faculty, staff, and students, the consultants submit a written evaluation outlining programmatic strengths and recommendations. The department then reviews the consultants' reports and writes a brief response. The departmental self-study

49. Program Review Guidelines, 2.35

report, the consultants’ reports, and the departmental response are sent to the Dean’s Council for an administrative response outlining expected administrative action and budgetary implications. A final report is sent to the Academic Affairs Committee of the Board of Trustees.

Findings inform curriculum planning, program development, budgeting, personnel decisions, and strategic planning for the department and the college. Specific results from departmental program reviews may include the development or discontinuation of majors, minors, or concentrations; the restructuring of curriculum; the addition or deletion of courses; and the confirmation and filling of departmental needs related to faculty, facilities, or funding.⁵⁰ (For specific departmental examples of changes implemented due to program reviews, see Core Component 4c.)

A five-year rotating schedule, shown in Figure 2.19, outlines the time frame for each departmental program review.

Figure 2.19
Program Review Cycle

Review Year	Departments in Program Review Cycle
2008-2009	History Music Education (BOT cycle)
2009-2010	Art/Graphic Deisgn/Digital Media Kinesiology Criminal Justice
2010-2011	Communication (All) Broadcasting Mathematics
2011-2012	Biblical Studies Business (All) Biology
2013-2014	Psychology Christian Ministries (All) English & Literature

Student Services Evaluation

Northwestern College employs numerous assessment measures to obtain data regarding the effectiveness of services provided by Academic Affairs (advising, registration, tutoring, class size and offerings, library, tutoring, disabilities services, career counseling), by business functions (bookstore, safety services, computers, facilities), and by Campus Ministries (chapel, ministry opportunities, missions trips). The college uses this data to facilitate institutional improvement of programs and services. Component 3c provides a detailed explanation of specific student services, assessment data, and application of data for improvement. Results from many of these surveys are available on the assessment website and are published in the Assessment Annual.⁵¹

50. Departmental Program Review Reports, SF 5
51. Assessment Annuals, SF 7

Institutional Strengths and Recommendations for Improvement

Northwestern College demonstrates its commitment to excellence through its ongoing processes of evaluation and application. The college has a strong, clearly established pattern of assessing programs, analyzing evaluative data, and implementing strategies to address areas of weakness and to build upon areas of strength. While most assessment processes occur on an annual or ongoing basis, the college is working to formalize evaluation processes for leaders that will facilitate their professional growth and ensure systematic review. Through a variety of efforts, the college will continue to address areas of concern revealed through its assessment processes, such as those related to communication, financial resources, and technology. The college is committed to using assessment data to inform decisions and planning as it carries out its mission in a future marked by challenges and opportunities.

CORE COMPONENT 2D

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The mission of Northwestern College is paramount to all planning and decision-making processes. As the mission states, the college is committed to offering a "Christ-centered higher education" that fosters students' intellectual and spiritual development, prepares them well for professional work, and enables them to provide "God-honoring leadership in the home, church, community, and world." Northwestern strives to subordinate all levels of planning to the goal of fulfilling this mission. Planning efforts related to the institution, finances, enrollment management, facilities, programs, technology, multiculturalism, and globalization coalesce in their support of a mission-driven organization. Specific examples demonstrate the interconnectedness of the college's planning and purpose.

Mission-Driven Institutional Planning

Northwestern College recognizes that implicit to a Christ-centered higher education is the quality of excellence, which reflects the nature and person of God. An education which fosters in students "an overwhelming sense of God's infinite wisdom regarding all things" is an education that must strive to build a strong foundation grounded in wisdom, truth, and humility.⁵² Excellence at Northwestern College further requires strategic planning to help ensure that high standards are met and maintained; it also requires strategic tools that allow the institution to gather sufficient data to make informed decisions. Through the comprehensive computer-based Northwestern College Planning Model (NPM), which is able to generate and project data over a 13-year time span, and ongoing strategic planning processes, which analyze and apply data amidst changing environments, Northwestern continues to demonstrate its commitment to providing students with high-quality education.

52. Philosophy of Education, Appendix C

Excellence in education also demands flexibility and adaptability. As Northwestern grows and contexts both internal and external fluctuate, additional needs surface which must be addressed. Northwestern has demonstrated its ability to adjust its mission-related goals to better meet the needs of its constituents. Progress in achieving the college's priority goals includes improvements in technology facilities and training, along with increased communication of a distinctive institutional identity. The Long Range Strategic Planning (LRSP) Committee is currently in the process of revising these goals. Discussions involving these revisions have focused on such issues as planning for the needs of a cross-cultural community, expanding the college's global vision, and facilitating non-traditional educational delivery methods. This dynamic process of planning reflects the college's determination to move proactively into the future.

Mission-Driven Facilities Planning

The Campus Master Plan, which "serve[s] as the basis for facility and plant planning through 2020," directly supports Northwestern's mission. The final Campus Master Plan, which the Board of Trustees approved in 2003, confirms that "the vision of Northwestern College promotes expansion of its programs."⁵³ This expansion could not take place effectively without the Capital Improvement Plan, which continues to inform decisions regarding the maintenance of campus structures and facilities. The Envision Excellence campaign, designed to promote the construction of a greatly needed Community Life Commons, reflects the college's plans for the future. Northwestern's facilities planning addresses potential challenges and future opportunities in ways strategically designed to further its mission.

Mission-Driven Enrollment Management

The Christian worldview at the center of the mission helps unify the Northwestern College community. To promote its Christ-centered community as outlined in the Declaration of Christian Community,⁵⁴ the college seeks to attract those students who would benefit from and fit well with an education characterized by the integration of faith, learning, and living. Planning strategies for Admissions and Financial Aid are strategically designed to draw to Northwestern students who have made a commitment to Christ and His service. Making admissions decisions based in part on institutional fit and Christian testimony has contributed to an effective retention strategy.

Toward this end, marketing and communications strategies strive to consistently communicate Northwestern's distinctives: Christian heritage, academic excellence, and enriching community. These mission-driven distinctives are intentionally woven into college marketing materials. The "Light the Way" initiative, which has promoted Northwestern's mission through community service projects, is one specific example of how the college translates planning and identity into action.

53. Campus Master Plan, SF 3

54. Declaration of Christian Community, Appendix D

Mission-Driven Academic Program Planning

Alignment with the mission statement is a central element in planning for new programs. A department proposing a new academic program must demonstrate how the program supports the college's mission. Affirming the viability and sustainability of all programs helps ensure that the work of the mission will continue. The process of receiving approval by the Academic Policies and Curriculum Committee and by the Academic Affairs Committee of the Board of Trustees provides assurance that all new programs reflect the values and goals of the institution.

The recent revision of the Core Curriculum in light of the mission statement and the creation of a Philosophy of Education statement provide strong examples of mission-driven program planning. The biblical worldview theme that permeates the new Core clearly reflects Northwestern's distinctiveness. (For additional information on the revision of the Core Curriculum, see Core Component 4c.)

Mission-Driven Technology Planning

A Christ-centered higher education marked by excellence must prepare its students to function well in an increasingly technological world. Consequently, Campus Technologies serves all areas of the institution. As evidenced by technology-related assessment processes and ongoing improvements, Northwestern is committed to providing a technology environment which supports the mission at all levels and remains relevant, instructive, and productive. Through strategic planning, the college has made significant investments in technology services over the past decade which have facilitated student learning and increased operational efficiency. The college continues to position itself as an institution providing strong technology services and programs in both administrative and academic operations.

Mission-Driven Planning for Diversity

Preparing students for "God-honoring leadership . . . in the world" demands exposure to and engagement with a variety of different cultures.⁵⁵ Over the past decade at Northwestern College, many opportunities for intercultural experiences and learning have developed organically as an outgrowth of the college's mission statement. However, the ongoing process of revising the college's Priority Goals will help ensure that strategic planning guides and shapes a potentially renewed vision for diversity. This vision must be grounded first and foremost in the college's commitment to a strong Christ-centered community. Addressing issues related to multiculturalism and globalization will continue to be a priority as the college extends its outreach and broadens its range of service.

Institutional Strengths and Recommendations for Improvement

Planning efforts at all levels of Northwestern College align with its mission, vision, and core values. "Does this decision support the college mission?" is a key question asked and answered in planning processes throughout the institution.

55. Mission statements, Appendix A

As Northwestern moves into the future, it does so informed by strategic and operational planning which derive from a commitment to Christ-centered education. The college will continue to strengthen its planning as it prepares to face increasingly challenging issues, particularly in relation to student enrollment, multiculturalism, and globalization. As the college prepares students for effective professional work and potential leadership roles by fostering their spiritual and intellectual growth, it will keep its mission at the forefront of its programming and future planning.

CONCLUSION

Institutional Strengths

- Northwestern College's Long Range Strategic Plan allows the college to respond effectively to societal trends and to prepare realistically for a future marked by economic and cultural change.
- Through its ability to simulate future economic and operating conditions, the Northwestern College Planning Model informs resource allocations, financial decisions, and mission-related goals, helping to ensure the institution's continued viability.
- Northwestern has made significant strides in meeting its short-term and long-term goals, especially in the areas of finances, technology, and facilities.
- Northwestern has significantly increased its revenue from enrollment in traditional and Graduate and Continuing Education programs and its institutional advancement funds, including grants, planned giving, and endowment.
- Northwestern demonstrates its commitment to faculty and staff by allocating the majority of the operating budget to salary and benefits and by prioritizing the increase of faculty and staff compensation levels.
- Major additions and improvements to facilities have addressed concerns regarding campus space needs.
- A well-developed technologies infrastructure and increased funding have strengthened Northwestern's technology resources.
- Northwestern has a strong, clearly established pattern of assessing programs and departments, analyzing evaluative data, and implementing strategies to address weaknesses and build upon strengths.

Recommendations for Improvement

- Northwestern College will continue to utilize its planning structures to respond to current and future economic challenges.
- Northwestern College will ensure that its strategic planning processes are thoroughly integrated into all levels of the institution.
- Northwestern will improve its institutional evaluation by identifying best practices in obtaining, analyzing, and applying data to inform its mission-based decisions.
- To ensure effective facilities budgeting, Northwestern will reconcile capital and operational budgets with facilities needs.
- As supported by its mission, Northwestern will plan for new programs and initiatives that can meet the educational needs of a shifting population and enhance its commitment to building a unified cross-cultural community.
- Northwestern will allocate necessary funds to the Division of Graduate and Continuing Education to sustain its current programs and to develop new high-quality programs.
- Northwestern will strengthen its efforts to increase its endowment, to meet faculty and staff compensation benchmarks, and to address staffing needs in areas such as academics, student support services, and institutional research.
- Northwestern will determine a continuous and formalized procedure for leadership evaluation at all levels from the president to the department chairs.
- Northwestern will continue to address space needs for faculty, staff, and students.
- Northwestern will maintain a strong and academically productive technological environment while addressing concerns related to technological advancements and applications.



Criterion Three

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

CRITERION THREE

STUDENT LEARNING AND EFFECTIVE TEACHING: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The mission and culture of Northwestern College clearly reflect the centrality of student learning and effective teaching. To ensure students' academic and spiritual growth, preparation for the workplace, and ability to provide godly leadership,¹ the college has established student learning outcomes and assessment processes throughout all academic levels. These outcomes and processes initiate a cycle of evaluation and application of data which enables the college to build upon its strengths while addressing areas needing improvement. Northwestern further supports student learning by recognizing and valuing effective teaching through its clearly articulated expectations, its practices and procedures, and its allocation of resources. Northwestern's student-oriented, Christ-centered learning environments meet the needs of diverse learners through the efforts of a caring, engaging community that is committed to excellence. This excellence is reflected, in part, in the high quality of teaching and learning resources available to faculty and students. In the past ten years, Northwestern has worked hard to improve its library resources, academic and classroom technologies, and specialized learning spaces. From its extensive assessment efforts and support of strong teaching to its effective learning environments and varied learning resources, Northwestern College demonstrates its ability to fulfill its mission by facilitating successful student learning.

CORE COMPONENT 3A

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

To support its mission of offering high-quality Christ-centered education, Northwestern College has created and continues to strengthen a culture of assessment throughout the organization. Assessment processes have been established at the institutional, programmatic, and course levels. The college has identified and clearly articulated student learning outcomes and implemented varied assessment strategies to help ensure that the learning outcomes are being met. These learning outcomes and assessment methods allow Northwestern to systematically collect and use data in a process designed to facilitate continuous improvement.

Assessment at Northwestern

Since the last accreditation visit in 1999, assessment efforts at Northwestern College have continued to mature and evolve. Northwestern's original assessment plan was developed in 1995 and approved by the North Central Association at that time. Many activities identified in the original plan continue to be implemented, while others have been revised and modified as conditions changed. Assessment plans are viewed as dynamic documents which are regularly reviewed and updated. Plans have been revised based on the availability of new instruments and

1. Mission Statements, Appendix A

data, implementation of new rubrics, changes in sampled populations, assessment findings, departmental needs, and strategic planning efforts. The current institutional assessment plan describes the tools, populations, administration, frequency, and use of results for the instruments regularly implemented to measure student outcomes. The data gathered under the assessment plan is distributed to all faculty and staff through various reports, including the Assessment Annual, workshops, presentations, and the campus website.²

Assessment Leadership: Direct responsibility for oversight of assessment for traditional programs belongs to the associate provost for academic affairs who also serves as a consultant for assessment in non-traditional programs. The Assessment Steering Committee, a standing faculty committee comprised of faculty and staff members facilitated by the associate provost, meets regularly to provide leadership in assessment efforts and processes on campus. Although the Assessment Steering Committee supports and guides campuswide assessment efforts, college faculty and staff in academic departments and support services are ultimately responsible to set goals, to facilitate assessment efforts, to use data to demonstrate goal achievement, and to initiate improvements in programs and services.

Assessment of programs offered through the Division of Graduate and Continuing Education (GCE) is under the leadership of the director of graduate and continuing education in consultation with the associate provost. Program managers in the GCE have been provided training and strategies in the development and implementation of assessment efforts in their programs. In the recent realignment of duties within the GCE, oversight of assessment efforts is included in the job description of the assistant director of academic development. Assessment plans and reports are reviewed by the Assessment Steering Committee.

Northwestern's Office of Institutional Research is responsible for providing some assistance in the evaluation of assessment data. However, the staff is small, comprised currently of one part-time employee and one unfilled position. The broad scope of responsibilities of the office has limited the college's ability to make the best use of available data. More thorough analysis and evaluation of data would increase its usefulness to the strategic planning process. Additional staff or restructuring of responsibilities is needed to achieve this goal.

Assessment Website: A website on the college's Intranet has been established to inform the community of assessment purposes, plans, strategies, and campus student learning outcomes. Results of assessment efforts for the last several years are presented for review. The *Assessment Handbook* and other templates are available on the website to assist departments and programs as they develop their assessment plans and reports. Also under consideration is a website on the college's Internet site which would provide appropriate assessment information to external constituencies.³

2. Institutional Assessment Plan, 3.1
3. Link to the ROCK >Assessment

Institutional Student Learning Outcomes and Assessment

The college's 2006 revision of the former General Education Curriculum into the new Core Curriculum directly reflects the college's emphasis on Christ-centered higher education and intellectual rigor. Two key documents resulting from this revision continue to direct both curricular and co-curricular programs and assessment: the Living and Learning Community Goals and the Core Curriculum Outcomes.

Living and Learning Community Goals: The Living and Learning Community Goals, which are shared by the entire community, encompass six areas: Christ-Centered Biblical Worldview, Written and Oral Communication, Critical Thinking and Reasoning, Technology and Information Literacy, Personal Responsibility and Leadership, and Service and Citizenship. The Core Curriculum Oversight Committee, with input from faculty, alumni, students, and staff, developed specific outcomes for each goal which students can achieve through their educational experience at Northwestern. These outcomes reflect the institution's mission statement, Core Values, and Priority Goals. For example, within the Christ-Centered Biblical Worldview category, students are expected to "adopt and articulate a worldview that is Christ-centered and grounded in Biblical Truth" and to "be disposed toward Christ-like character and wisdom." Goals in the category of Personal Responsibility and Leadership include "assum[ing] appropriate God-honoring leadership roles" and being "effective stewards." Service and Citizenship goals require students to "practice responsible citizenship and service to God and others" and to "act with integrity and understanding towards individuals and groups, applying biblical principles."⁴ While these goals have been widely distributed and are available online, more intentional efforts are required to ensure that the goals will become an intrinsic part of the Northwestern culture.

The Assessment Steering Committee has developed assessment plans for each of the Living and Learning Community Goals. Because these goals are the responsibility of the entire community, assessment elements occur in the core curriculum, academic majors, and co-curricular programs, adding to the complexity of assessment efforts. The results of these assessment plans provide evidence of student achievement in many of these outcomes and suggest improvements in areas where achievement fails to meet established benchmarks. Current work of the Assessment Steering Committee has focused on strengthening direct measures, such as increasing course-embedded assessment of elements of Critical Thinking and Reasoning. Following is an example of the assessment process for the outcome Christ-centered Biblical Worldview.

Christ-centered biblical worldview: Since knowledge of the Bible is fundamental to the development of a Christ-centered biblical worldview, the college has assessed students' increase in Bible knowledge through various instruments, most recently the Biblical Knowledge Examination developed by Bethel University.

4. Living and Learning Community Goals, 3.2

The exam has been given every other year to incoming freshmen and to students in upper-level Bible classes. In 2007, scores on the exam were significantly higher for upper-level students (75.1% correct) as compared to scores of incoming freshmen (58.6% correct), suggesting that students increase their biblical knowledge during their experiences at Northwestern.⁵

Graduating seniors completing the 2007 Northwestern College Senior Survey have further reported an increase in Bible knowledge and the development of a Christian worldview as a result of their attendance at Northwestern. Graduating seniors were asked to indicate the extent of the college's contribution to their achievement of related outcomes, using a 5-point scale from *Very Much* (5) to *None* (1). Since 2000 the mean score on these questions has been near or over 4.00.⁶

Figure 3.1
College Contribution to Biblical Worldview - Seniors

	2000	2001	2003	2005	2007
Acquiring knowledge of the Bible and Christian doctrines	3.91	4.08	4.23	3.98	4.24
Developing a Christian worldview	3.80	4.01	4.18	4.31	4.20
Relating the Christian faith to my major field	3.92	4.00	4.16	4.18	4.16
Developing a maturing personal faith in Jesus Christ	3.73	3.94	4.10	4.24	4.10

5=Very much, 4= Much 3= Average, 2= Little, 1= None

Alumni completing the Northwestern College Alumni Survey are also asked to rank the college's contribution to their achievement of similar outcomes, using the same scale. Results are similarly high.

Figure 3.2
College Contribution to Biblical Worldview - Alumni

	2005	2006	2007	2008
Acquiring knowledge of the Bible and Christian doctrines	4.35	4.42	4.35	4.35
Developing a Christian worldview	4.19	4.27	4.08	4.13
The ability to apply biblical principles	4.19	4.19	4.03	4.18
Developing qualities of Christian character	4.04	4.23	4.05	4.12

5=Very much, 4= Much 3= Average, 2= Little, 1= None

Continued participation in spiritual disciplines and Christian service—important elements reflecting a biblical worldview and the college mission—are also measured on the Alumni Survey. The percentage of alumni who reported on the 2008 survey that they regularly attend a local church (98.0%), maintain a devotional life (84.0%), and serve in places of leadership in the local church (64.0%) indicates that behaviors learned or reinforced during students' experiences at Northwestern continue after graduation.⁷

5. 2007 Biblical Knowledge Examination, 3.3

6. 2007 Senior Survey, 3.4

7. 2008 Alumni Survey, 3.5

Core Curriculum Outcomes: The development of student learning outcomes for each element of the Core Curriculum involved extensive faculty participation. A faculty task force drafted the outcomes with input from focus groups, department meetings, surveys, and readers' panels. The Core Curriculum Outcomes were presented to the faculty in March 2007 and approved via an online survey in April 2007. As part of the survey, the Core Curriculum Oversight Committee requested additional feedback on the outcomes, which resulted in some minor revisions and clarifications. The Core Curriculum Outcomes were finalized in December 2007,⁸ and the Academic Policies and Curriculum Committee (APCC) voted to approve them in January 2008.⁹

The Core Curriculum is divided into three levels of courses: Foundation, Exploration, and Immersion.¹⁰ A sample of the outcomes from one category within the Foundation level follows:

Reflecting God's Image: Fine Arts and Literature

The Fine Arts: Art, Music, Theater, Film

Graduates of Northwestern College will:

- Demonstrate awareness of the scope and variety of the fine arts
- Understand the fine arts as expressions of individual and human values within their historical and social context
- Identify formal properties of and aesthetic standards for the fine arts
- Articulate an informed, critical response to works of art by applying a biblical worldview
- Value the fine arts as creative forms reflective of God, our Creator

Literature

Graduates of Northwestern College will:

- Understand works of literature as expressions of individual and human values within their historical and social context
- Identify literary conventions of and aesthetic standards for works of literature
- Write about a literary text, using a thesis supported by textual evidence
- Articulate an informed, critical response to works of literature by applying a biblical worldview
- Appreciate the value and beauty of literary texts

Northwestern is in the process of developing assessment plans for all categories of the new Core Curriculum. Assessment of Foundation courses is taking place and will be ongoing.¹¹ Plans for assessing elements of Exploration courses are currently underway. Task forces to develop assessment plans for Literature, Fitness and Wellness, and Mathematics components will meet during 2008-2009. These groups will present recommendations to the Assessment Steering Committee for piloting during fall semester 2009. The timetable for the development, piloting, and imple-

8. Core Curriculum Outcomes, 3.6

9. January 2008 APCC Minutes, 3.7

10. Core Curriculum, 3.8

11. Assessment Plans – Foundation Courses, 3.9

mentation of assessment plans for each category is outlined below.

Figure 3.3
Core Curriculum Outcome Assessment Timetable

Foundation Courses	Foundations of a Biblical Worldview	Complete
	<i>Foundations of Communication:</i>	
	Written Communication	Complete
	Oral Communication	Complete
Exploration Courses	<i>Reflecting God's Image:</i>	
	Fine Arts	2009-2010
	Literature	2008-2009
	<i>Examining the Human Condition</i>	
	History	2009-2010
	Social Sciences	2009-2010
	Philosophy	2009-2010
	Fitness and Wellness	2008-2009
	<i>Understanding the Natural World</i>	
	Mathematics	2008-2009
	Science	2010-2011
Immersion Courses	Biblical Worldview: Texts and Contexts	2009-2010
	Biblical Worldview: Theory and Application	2009-2010

The following description of assessment of the Foundational courses in Written Communication provide an example of assessment strategies and illustrate the “feedback loop” by demonstrating the practical use of results for program improvement.

Written communication: Assessment of student learning outcomes in written communication has a long history at Northwestern. Within this category all students must complete two English composition courses. Assessment results provide data that suggests student progress toward the achievement of benchmarks for written communication.

All students, including transfer students, are required to pass the Editing Competency Exam (ECE), a locally developed exam on grammar usage and mechanics, which is administered in ENG1105 Composition I.¹² The instrument has been positively correlated with the Collegiate Assessment of Academic Proficiency (CAAP) Writing Exam.¹³ The assessment plan benchmark is an 80% passing rate on the first administration. This goal has been reached during the majority of terms as demonstrated in Figure 3.4.

12. Editing Competency Exam Information, 3.10

13. ECE/CAAP Correlation Results, 3.11

Figure 3.4
Passing Rate for Editing Competency Exam

Course	2003-2004		2004-2005		2005-2006		2006-2007		2007-08	
	F	S	F	S	F	S	F	S	F	S
ENG1105	85.5%	84.4%	85.9%	83.1%	87.0%	75.5%	83.9%	89.0%	81.1%	87.6%
ENG1825	100%	93.8%	100%	100%	93.8%	100%	100%	100%	100%	100%

The item analysis of individual questions in the ECE helps inform the Department of English & Literature of strengths and deficiencies in the composition curriculum. Faculty systematically use this data to determine which concepts require more coverage and which concepts students have readily mastered. Students who do not initially pass the ECE are provided a variety of remediation tools and tutoring to bring their skills to the desired level.

All majors at Northwestern require an upper-level written communication emphasis (WCE) course for which the passing of the ECE and the completion of Composition II are prerequisites. Courses with this designation require significant writing, and at least 30% of the course grade must be based on student writing. Evaluation of writing in WCE courses is based on a matrix constructed by the Department of English & Literature that reinforces the outcomes of the required lower-level composition courses. Instructors are trained in the use of this instrument to evaluate students' written assignments in WCE courses. Results are accumulated in the Assessment Office and are reported in the Assessment Annual and on the web page. Results have revealed strengths (content) and weaknesses (documentation). Figure 3.5 shows the percent of papers in each classification. Complete results for all matrix items are available on the assessment website.

Figure 3.5
2007-2008 WCE Evaluation Results

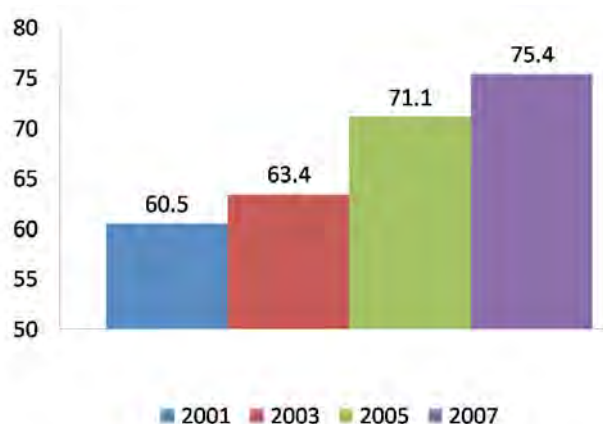
Criteria	Strong	Adequate	Weak
Content	53.7%	36.2%	10.1%
Style	50.5%	41.5%	8.9%
Mechanics	49.1%	39.9%	11.0%
Documentation	39.5%	42.5%	18.1%

The last administration of the instrument in spring 2008 indicated decreases in scores in each category. No component reached the benchmark (60% of papers rated as *Strong*) established by the Assessment Steering Committee and the Department of English & Literature.¹⁴ As a result, a faculty workshop to discuss ways in which information learned in the lower-level English courses could be reinforced in upper-level courses was presented at the 2008 Fall Faculty Workshop. Additional workshops and other methods of assisting faculty in support of student writing will continue to be offered.

14. 2007-08 WCE Evaluation, 3.12

Over the past eight years, students' positive perceptions of Northwestern's influence on their writing skills have increased. Seniors who graduated in 2007 were asked on the Northwestern College Senior Survey to indicate the extent to which Northwestern helped them achieve written communication outcomes. On a scale of *Very Much* to *None*, over 75% of these seniors reported that the college had *Very Much* or *Much* influence on their ability "to express ideas clearly in writing."¹⁵ As shown in Figure 3.6, this percentage has increased over the last several years.¹⁶

Figure 3.6
Northwestern's Impact on Writing Skills - Seniors



Programmatic Student Learning Outcomes and Assessment

Student learning outcomes and plans to assess them are a critical part of traditional and non-traditional academic programs at Northwestern College. Since the last accreditation visit, the college has become increasing more sophisticated in the development and implementation of assessment efforts. An *Assessment Handbook* has been developed and responsibility for oversight and management of assessment processes assigned. However, improvements continue to be needed, especially in assessment efforts in programs offered through the Division of Graduate and Continuing Education. Increased efforts are being directed toward ensuring that consistent and systematic evaluation of programs and services takes place in all programs offered through Northwestern College.

Student Learning Outcomes and Assessment for Undergraduate Academic Programs:

Each academic department at Northwestern has a mission statement and assessment plans that specify student learning outcomes and strategies for regular assessment of each major offered. Departments are expected to have learning outcomes which reflect current practices within their disciplines. These outcomes describe what is expected of all graduates in terms of knowledge, skills, and values. Outcomes in the major field typically include 1) the knowledge base of the discipline, 2) the skills essential to the field, and 3) the moral elements associated

15. 2007 Senior Survey, 3.4

16. 2008 Assessment Annual, SF 7

with the subject area, such as ethical issues and the integration of faith, living, and learning. Each department has created an assessment plan for each major that can be reasonably implemented within the college's current environment, thus encouraging a culture of assessment within the regular activities of the department. For each major program, the assessment plan describes the use of multiple assessment tools as well as benchmarks for success, methods of administration, and other details describing assessment of outcomes. A wide variety of assessment methods are used at Northwestern. A review of departmental assessment measures reveals that virtually all programs use both direct and indirect measures of student learning outcomes. These measures include the following:

- direct measures, such as essays, papers, projects, portfolios;
- self-report measures, such as surveys and questionnaires;
- focus groups and advisory committees;
- nationally normed standardized tests;
- locally developed comprehensive tests;
- external evaluations, such as student teacher and internship evaluations, recital reviews, and peer juries.¹⁷

As assessment efforts and strategies have increased, the faculty time and energy required have also increased. In recognition of these efforts in 2008-2009, individuals directing departmental assessment efforts received for the first time a small stipend for their work, a strategy that will likely continue in future years.

Annual assessment reporting: In 2005-2006, the Assessment Steering Committee determined that departmental assessment reports written for the five-year program review process were not ideal because they covered multiple years of departmental assessment and paid insufficient attention to ongoing assessment efforts. The committee initiated a new process that required departments to submit annual assessment reports. Departments now assemble and report data regarding assessment of student learning and program goals each year. A template facilitates departmental documentation of its mission, learning outcomes, assessment strategies, assessment results, implication of assessment results, and communication of results. This process is outlined and illustrated in the *Assessment Handbook*. Assessment efforts in the academic major must meet established criteria. They are required to be based on specific student learning outcomes, to employ multiple measures, to describe benchmarks for success, to employ external standards or input, and to use direct course-embedded measures when appropriate. Departments are required to analyze assessment results, determine the implications of the results, and communicate the results to constituents.¹⁸

The Assessment Steering Committee evaluates each department's annual report to determine whether the plan meets these criteria. The committee then provides advice and suggestions for improvements in the department's assessment efforts. The

17. Departmental Assessment Tools, 3.13

18. Department Assessment Annual Reports, SF 6

results of the annual assessments are made available to faculty within the department. The department then uses the data to modify the current assessment plan; to develop future assessment strategies; to evaluate curriculum, processes, and pedagogies; and to revise requested budget allocations. Some departments have been more successful than others in the direct use of assessment data and in the communication of assessment results to students and other constituencies. The associate provost meets annually with each department chair to discuss departmental assessment and to suggest strategies for revision, implementation, and communication.¹⁹

Examples from annual assessment reports: Multiple assessment tools provide evidence of a high level of achievement in many majors. A few examples follow:

A number of departments reported results on nationally normed standardized tests which demonstrate that Northwestern College graduates are competitive in knowledge with graduates from other institutions. Literature majors and business majors have consistently scored in the top 95th percentile rank on their Educational Testing Service (ETS) Major Field Tests. On the Area Concentration Achievement Tests (ACAT), biology majors scored above the 50th percentile for the majority of the subject areas and at the 72nd percentile for their total score.

FOCUS business majors scored above the 55th percentile rank on their ETS Major Field Test, and FOCUS psychology majors scored above the 60th percentile on the ACAT.

In 2005-2006, 80% of History Department graduates gave ratings of *Well* or *Very Well* on the Alumni Survey in response to the question “the department prepared me well for historical analysis and research paper writing.” In response to the same question on the Senior Survey, 80% of seniors selected *Very Much*, and another 20% selected *Much*.

In the Art Department, 70% of student portfolios were deemed “ready for the profession” by the professor and by internship supervisors based on the matrix developed for production evaluation.²⁰

Application of assessment data: While much assessment data reflects strengths in Northwestern’s majors and programs, it also helps identify specific areas for improvement. The following examples show that many departments are beginning to complete the assessment loop by using data collected as the basis for making programmatic changes to improve student learning.

Biblical Studies: “Only 7 of 11 students scored 80% on their exegetical paper for Advanced Biblical Interpretation. Some students expressed the

19. Department Assessment Annual Report Evaluation form, 3.14

20. Departmental Annual Reports, SF 6

desire for more opportunities to write exegetical papers in different genres. The department is proposing a change to accommodate this suggestion.”

Linguistics: “We will continue revising the rubrics for the linguistics capstone essay in ENG4856 Senior Capstone: Linguistics and for the faith and linguistics presentation in ENG4425 Linguistic Field Methods. We will communicate clearly with our students the criteria for evaluation.”

Business: “A slight lack of confidence among seniors and alumni in their ability to compete with graduates of other institutions is reflective of a lack of student knowledge of the success of . . . business alumni and a lack of publicity/reputation of Northwestern as a college with a strong business program. Student gatherings, such as breakout chapels, will be used to communicate to students the success stories of Northwestern business alumni.”

Christian Ministries: “Some of the department’s indirect assessments need to be updated. We intend to add a few supplemental questions to the Senior Survey and Alumni Survey for our majors that tie in directly to our focus objectives. We intend to revise the internship evaluations to be consistent with the data needed for the focus objectives.”²¹

Student Learning Outcomes and Assessment for Graduate Programs: All programs offered through the Division of Graduate and Continuing Education (GCE) have developed clearly stated student learning outcomes and assessment plans.²² However, while assessment plans are in place for all graduate programs, the collection of data, the use of that data for program improvement, and the submission of annual reports have been uneven. Recent changes in the leadership for the GCE and reassignment of duties promise a renewed emphasis on assessment strategies and processes.

Student Learning Outcomes and Assessment at Quito Campus: The Associate in Arts program offered on the campus in Quito, Ecuador, has well-established student outcomes and high expectations for student achievement.²³ Due to the low tuition required and the limited number of students accepted into the program, continuation from one year to the next is by invitation only. Students who do not meet the rigorous requirements are not invited to return. The culminating project in this media major is evaluated by faculty both at the Quito campus and at the main campus. Faculty members of the Broadcasting program in the Communication Department at Northwestern review this project to monitor program quality.²⁴

Course-Level Student Learning Outcomes and Assessment

Northwestern College further requires that student learning outcomes and assessment measures be developed for all courses and clearly communicated to students

21. Department Assessment Annuals, SF 6

22. GCE Outcomes and Assessment Plans, 3.15

23. Quito Assessment Information, 3.16

24. Examples of Quito Student Projects, SF 7

through course syllabi. In creating their syllabi, faculty are expected to follow the requirements outlined in the *Faculty Handbook* which include specifying student learning outcomes, instructional activities, course content, and assessment strategies. This requirement includes courses offered through traditional and Distance Education venues. Course-level learning outcomes have also been established for all modules comprising the curriculum in majors offered through the GCE. A review of syllabi revealed that the majority of full-time faculty complied with these requirements. However, syllabi created by adjunct faculty who may lack an awareness of the requirements are occasionally incomplete in one or more elements. Department chairs have been alerted to this issue, and the syllabi requirements have been posted online. There has also been discussion regarding the use of a syllabus template through Moodle, the course management system, to create prompts for all required elements of the course syllabus.²⁵

Institutional Strengths and Recommendations for Improvement

At Northwestern College, clearly articulated student learning outcomes directly inform and impel effective assessment efforts. Over the past ten years the institution as a whole and academic departments in particular have made significant strides in developing and maintaining assessment plans that have reinforced areas of strength and clarified areas for improvement. Continued efforts to establish, review, and revise learning outcomes and assessment plans support an increasingly widespread culture of assessment at the college. Providing financial support to meet the assessment needs in institutional research and in the Division of Graduate and Continuing Education will help facilitate a more consistently excellent assessment program throughout the college.

CORE COMPONENT 3B

The organization values and supports effective teaching.

At Northwestern College, effective teaching is essential to the fulfillment of its mission and central to its academic culture. The *Faculty Handbook* and other teaching policy documents and procedures reflect the importance of quality teaching at Northwestern. The college clearly demonstrates its support for and value of continued faculty growth and sustained excellence in teaching through expectations established by its faculty, policies and hiring processes, faculty ownership of the curriculum, methods for recognizing effective teaching, processes for evaluating faculty, and professional support for faculty.

Institutional Expectations for Faculty

The *Faculty Handbook* reflects Northwestern College's strong culture of teaching. In the most recent revision, the following statement under Faculty Duties – Primacy of Teaching was added: "Northwestern College is primarily a teaching institution. As such, the most important role of a faculty member is to provide quality instruction and engage the student both inside and outside the classroom."²⁶

25. Sample Syllabi, 3.17

26. *Faculty Handbook* page 4. SF 1

A significant document entitled “The Role of Faculty at Northwestern College,” which is included in the *Faculty Handbook*, clarifies the faculty’s dedication to effective teaching. Faculty produced this document in response to a question the newly hired provost posed to the faculty assembly in fall 2006 concerning how faculty members perceive their role at the institution. Initially drafted by the department chairs and then reviewed and revised by the Faculty Assembly, the document gained final approval in October 2007.

This document clearly demonstrates that faculty view teaching as their primary endeavor at Northwestern. The faculty write,

“As faculty we see ourselves as educators who provide Christ-centered higher education for our students and as Christian professionals who seek to exemplify the qualities we are fostering in our students. Consequently, we affirm the following:

Effective service as educators

- Faculty teach and engage with students both inside and outside the classroom.
- We thoughtfully prepare for and teach assigned courses.
- We assess our academic majors and/or programs.
- We plan for and assess student learning outcomes.
- We keep abreast of developments in our disciplines.
- We fulfill professional responsibilities and participate in professional activities appropriate to our disciplines.
- We advise and mentor students.
- We perform departmental duties.
- We take part in College-wide activities and service.”²⁷

Additional evidence that faculty view their primary responsibility at Northwestern as teaching can be found in their responses to the HERI Faculty Survey. When faculty were asked to designate whether they considered teaching, research, and service as “important” or “essential” to them personally, teaching received the highest designation (100% of respondents), followed by service (81.8%), and research (51.9%).²⁸

Qualified Faculty

The high quality of Northwestern’s faculty demonstrates the value the college places on effective teaching. The college supports a strong faculty base through its established credential requirements and current hiring processes.

Faculty Credential Expectations: Northwestern’s faculty employment philosophy supports the hiring of full-time faculty who have earned a terminal degree associated with their field of teaching. Expected credentials are stated in the *Faculty*

27. The Role of the Faculty at Northwestern, 3.18

28. 2008 HERI Faculty Survey, 3.19

Handbook, particularly in reference to Faculty Ranks (page 8) and the Terminal Degree Policy (page 21).²⁹ Current faculty credentials are published annually in the *College Catalog*. At the time of hiring, the provost/vice president for academic affairs may grant waivers or exceptions to the stated credentials if merited. Such waivers normally involve faculty members who have significant professional experience directly related to their teaching responsibilities. In most cases, the college provides a specific timeline for the completion of the degree, along with financial support through the Office of the Dean of Faculty for expenses related to the degree completion.

Although the goal of the traditional day school is to have 70% of its full-time faculty with completed terminal degrees, the actual percentage as of fall 2008 is 61%. A slight decrease in total terminal degrees in recent years is largely the result of growth in professional departments, such as Business, Education, and Broadcasting, where experience in the field is a primary qualification.³⁰ Since the priority of hiring full-time faculty with completed terminal degrees is now well-established, these numbers should increase in the future. In addition, the percentage of part-time faculty with terminal degrees likewise tends to be lower in programs with a professional focus, but the total percentage of part-time faculty with terminal degrees continues to increase.

Figure 3.7
Faculty with Terminal Degrees – Full-Time

	# Full Time Faculty	# Doctors/First Professional	Percent
2003	84	54	64.3%
2004	90	57	63.3%
2005	85	57	67.1%
2006	95	59	62.1%
2007	96	59	61.5%
2008	100	61	61.0%

29. *Faculty Handbook*, p 8, 21, SF 1
30. Faculty Credentials by Department and Status, Appendix N

Figure 3.8
Faculty with Terminal Degrees – Part-Time

	# Part-Time Faculty	# Doctors/First Professional	Percent
2003	72	17	23.6%
2004	77	16	20.8%
2005	80	18	22.5%
2006	79	18	22.8%
2007	80	20	25.0%
2008	84	25	29.8%

Hiring Processes: For full-time faculty positions in the traditional day school, Northwestern generally conducts a national search to find the best-qualified candidates. Early in the process, candidates submit completed applications, including a statement on their philosophy of Christian higher education.³¹ From these applicants, the college narrows the pool of candidates through a process of search-committee screening facilitated by the academic department. Viable candidates are then brought to campus where they are interviewed by faculty members, administrators, a faculty member in the Department of Biblical & Theological Studies, and the president of the college. Candidates are also required to teach a class in their field of expertise while being observed by members of the department, the department chair, and the dean of faculty. Evaluation of candidates focuses on their teaching effectiveness, credentials in and knowledge of the discipline, ability to engage students, and institutional fit, including their appreciation for and understanding of the college mission. When a candidate is recommended for hire, the college re-verifies the candidate's qualifications through references and submitted transcripts that document the highest degree earned.

For adjunct faculty positions, hiring is initiated by the department chair. Candidates must first submit a resume and application. Upon review of these documents, the chair may ask the candidate to interview with the department. If the department recommends the candidate, the candidate will then interview with the dean of faculty.

Most searches for faculty to teach in non-traditional academic venues occur at the local level. Faculty hired to teach in the FOCUS and graduate programs participate in an application process facilitated by the dean of GCE. After reviewing a resume and application, the director of GCE will determine whether a candidate should be interviewed. The GCE may interview the candidate solely or include other faculty members from the academic department of the traditional day school. Faculty members hired to teach in the GCE are selected and approved jointly by the chair of the relevant department and the GCE. All newly hired faculty members meet with staff members from the GCE for orientation, training in Moodle, and institutional guidelines.³²

31. Application Materials, 3.20

32. Graduate and Continuing Education
Faculty Credentials, 3.21

Faculty hired to teach in the associate of arts program in Broadcasting and Electronic Media at the Quito campus are approved by the dean of faculty and the chair of the Department of Communication based on credentials and recommendations by the staff in Ecuador.³³

Faculty Ownership of the Curriculum

Northwestern College values and supports effective teaching by ensuring that faculty members in traditional day school programs and in the Division of Graduate and Continuing Education are the primary agents in shaping the college's curriculum. Policies and processes outlined in the *Faculty Resource Manual* and the *Faculty Handbook* specify faculty oversight of the curriculum in their programs and the content of their courses as well as faculty oversight of the Core Curriculum.

Academic Decisions in Traditional Programs: Changes in the curriculum of an academic program are initiated by the academic departments, generally in response to student needs, external requirements, changing degree emphasis, or program review recommendations. In the undergraduate program, these changes are brought to the Academic Policies and Curriculum Committee (APCC) for approval.

The APCC membership consists of all department chairs or their designates, the director of library services, the dean of faculty, and the registrar. This committee, which is chaired by a faculty member and facilitated by the associate provost as an ex officio member, reports to the provost and the full faculty. The APCC oversees academic policies and curriculum for all courses and programs which award college credit through the traditional day school. Responsibilities include taking action on the following: proposals for new programs; departmental recommendations involving curriculum and programmatic changes within existing programs; departmental proposals for new courses, course requirements, or credit allocations; and recommendations pertaining to curriculum and to course requirements within the Core Curriculum. Minutes of all meetings of the APCC are sent to the full faculty. Any action of this committee may be brought to the full faculty for discussion and review.³⁴

New Program Approval Process: New academic majors or programs follow a more complex process that involves faculty oversight. Because budgetary constraints are an important consideration in any new program, the provost plays a significant role in initiating the process, which requires the following approval steps:

- approval of the program by the supporting department and the provost;
- approval of the concept of the program by the APCC;
- approval of the program by the Academic Affairs Committee of the Board of Trustees;
- approval of the details of the program (e.g., curriculum, courses, outcomes, and assessment) by the APCC.³⁵

33. Quito Faculty Credentials, 3.22

34. Academic Policies and Curriculum Committee Minutes, SF 2

35. New Program Approval Process Guidelines, 3.23

Individual Courses: Faculty are responsible for developing the content of their individual courses within each department. Department faculty determine course descriptions which appear in the *College Catalog*. As specified in the *Faculty Handbook*, all faculty are required to outline their course content in their syllabi. Departments which offer multiple sections of an individual course may determine content guidelines to ensure some consistency across sections. For example, faculty in the Department of English & Literature revise and distribute each year department guidelines which specify core requirements to be included in all general education writing courses. On the 2008 HERI Faculty Survey, 93.4% of the faculty were *Very Satisfied* or *Satisfied* with their “Freedom to determine course content.”³⁶

Core Curriculum: The Core Curriculum Oversight Committee, a sub-committee of the APCC, was established in 2007 to oversee the newly created Core Curriculum. Membership on this committee is composed of faculty representatives from academic disciplines as well as a faculty librarian. All departments are represented on a rotating basis with members serving a two-year term. Members serving on this committee are selected by their departments. This committee, applying the student learning outcomes established by the full faculty, reviews requests for changes in the Core and recommends approval to the APCC. All changes in the Core Curriculum must be approved by the APCC and by the full faculty if warranted.

Academic Decisions in the Division of Graduate and Continuing Education:

In FOCUS and graduate programs, program managers have primary responsibility for managing the curriculum, for overseeing faculty assignments, and for engaging faculty in processes related to curriculum development and revision. Program managers are faculty members from individual departments who oversee the curriculum in ways similar to department chairs in the traditional day school. Program managers seek input from other faculty regarding curriculum revisions, particularly from faculty members who regularly teach more than one course or who have taught in the program for multiple years. In Distance Education, department chairs have oversight of the curriculum, course revisions, and instructor assignments.

The Adult and Continuing Education Committee (ACE) was established in 2007 to oversee academic policies and curriculum for programs housed under the GCE. Prior to 2007, these decisions were made by the APCC. The ACE Committee allows for greater speed and insight in decision making due to the inclusion of committee members who are part of the programs, who understand the particular educational needs of non-traditional students, and who are familiar working with hybrid delivery methods. The committee consists of the provost, the dean of graduate and continuing education, the director of graduate studies, representation from program managers, staff from Distance Education and FOCUS, the registrar, and the director of library services.³⁷

36. 2008 HERI Faculty Survey, 3.19

37. ACE Committee Minutes, SF 2

Recognition of Effective Teaching

Northwestern College demonstrates that it values and supports effective teaching by recognizing and honoring faculty members who demonstrate teaching excellence. The college reveals its commitment to quality teaching through the granting of promotion, extended contracts, and sabbaticals, and through the conferring of a teaching award.

Promotion: The faculty promotion process at Northwestern is outlined in the *Faculty Handbook*. The process requires that faculty members who are seeking promotion meet components from each of four criteria: teaching, scholarly and professional activity, service to the college and the community at large, and integration of faith and learning. According to the *Faculty Handbook*, the teaching component typically involves “classroom performance, course preparation, and student advising.” Faculty are expected to provide well-organized, high-quality course materials, to require clear and appropriate assignments, to “motivate and challenge” a diverse range of students, and to “promot[e] critical thinking in [their] discipline.”³⁸ The promotion criteria further demonstrate the college’s expectations that faculty will remain actively involved in their discipline and will integrate faith and learning both inside and outside the classroom. (For additional information, see Core Component 4a.)

Extended Contracts: Extended contracts were devised as a method of extending employment security to faculty since Northwestern does not offer tenure. Extended contracts represent a long-term commitment between Northwestern College and faculty members and provide an opportunity for the ongoing review and development of faculty members. Faculty members who have completed five years of initial contracts qualify for an extended contract and must apply by providing a dossier with the same criteria as for promotion, not including the integration of faith essay. Extended contracts are intended to reward faculty with additional security based on proven past and present contributions and an expectation for continued high performance levels in the future. In 2007-2008, 77 faculty members were eligible for extended contracts. Of those, 62.8% applied for and received an extended contract. To date, no faculty member who has applied for an extended contract has been denied.

While the extended contract was devised as a method of extending employment security at an institution which does not offer tenure, job security continues to be a faculty issue. On the HERI Faculty Survey, only 54.7% responded that they were *Very Satisfied* or *Satisfied* with job security at Northwestern, as compared to 75.9% in the National Four-Year Private College sample.³⁹

Faculty Teaching Awards: Northwestern presents three faculty awards each year: Excellence in Teaching, Outstanding Service, and Excellence in Scholarship. The Excellence in Teaching Award honors outstanding classroom performance and

38. *Faculty Handbook* p. 17, SF 1

39. 2008 HERI Faculty Survey, 3.19

excellence in related areas, such as the development of course materials and the effective use of technology. The focus of this award relates directly to Northwestern's academic mission and identity as a teaching institution.⁴⁰

The bestowing of this award begins with peer nominations. From these nominations, upper-level students and alumni vote to determine the recipient. Criteria for evaluation include quality of classroom presentation, variability of classroom presentation for enriched learning, enthusiasm for teaching, care for students, ability to inspire students in the subject, ability to relate faith and discipline, quality of academic advising, and availability to students.⁴¹

While Northwestern values teaching, additional work needs to be done to recognize excellence in teaching. According to the 2008 HERI Faculty Survey, only 14.3% of faculty reported that the item "Faculty are rewarded for being good teachers" was *Very Descriptive* of Northwestern. But 96.1% *Strongly Agree* or *Agree* that "My teaching is valued by faculty in my department."⁴² A faculty focus group which met during the 2008 Fall Faculty Workshop assembled a variety of suggestions to celebrate and recognize good teaching. Many of these suggestions are under consideration, including review of professional development funding, changes in the new faculty orientation process, and an increase in faculty workshops directly related to the improvement of teaching.

Faculty Evaluation

Northwestern College recognizes the importance of evaluation in improving teaching quality across the institution. A rigorous faculty evaluation process in which effective teaching is a primary focus provides valuable information regarding faculty strengths and weaknesses. With support from their department chair and the dean of faculty, faculty are expected to utilize the information provided through these processes to improve their teaching.

Evaluation Process: Northwestern regularly conducts formative evaluation of faculty for the purpose of improving instruction and other faculty duties. The college also conducts summative evaluation of a faculty member's competence and performance to determine, among other things, renewal and non-renewal of contracts.⁴³

Full-time teaching faculty at Northwestern are regularly and systematically evaluated by students in classes they teach. Until fall 2008 the course evaluation process employed a survey developed by the college using items commonly found on faculty evaluations as well as items distinctive to Northwestern. The survey was completed in class and then confidentially submitted to the Office of the Dean of Faculty. After internal processing, individual faculty members and the department chair received a copy of the survey results for each course.

40. Faculty Awards Information, 3.24

41. Faculty Awards Recipients, 3.24

42. 2008 HERI Faculty Survey, 3.19

43. Faculty Handbook, p. 11, SF 1

The Faculty Development Committee is responsible for reviewing and revising the faculty evaluation form, and periodic changes have resulted. However, increased dissatisfaction with the survey has surfaced with faculty citing too much emphasis on faculty performance. In addition, during two recent program reviews, external evaluators suggested the use of a standardized comparative instrument which would provide more information on student learning strategies and pedagogy. After review of commercial products and input from department chairs, the Faculty Development Committee approved piloting the IDEA form by ETS in 2008-2009 for possible adoption.

Another perceived weakness in the current system is simultaneously a strength: based on longevity, faculty may choose the courses their students will evaluate. Such selective course evaluation provides flexibility for faculty but may result in limited representation of teaching performance.

Faculty members are also evaluated by their department chair and the dean of faculty in a process which includes a classroom observation, a review of student evaluation results, and an appraisal of professional performance and development. Faculty on initial, conditional, or visiting contracts are evaluated each year by their department chair. Faculty on regular contracts are evaluated biennially by their department chair. Faculty on extended contracts are evaluated biennially by the dean of faculty. One concern related to extended contract evaluation is the department chair's lack of involvement in the process. Although this preclusion was intended as a safeguard for long-term faculty, it significantly limits the chair's ability to facilitate the improvement and growth of faculty on an extended contract.

All adjunct faculty at the college are informally evaluated by their department chair in order to maintain quality instruction. The primary means of evaluation is student course evaluations with the possibility of classroom observations by the chair as needed.

Courses taught by instructors in the FOCUS and graduate programs are currently evaluated by students at the end of every course or module. The results of these evaluations are then forwarded to the instructor and the department program manager. A plan to include classroom observation by their respective program manager for the purpose of evaluation is currently being discussed. Courses taught at the Quito campus are regularly evaluated by students through a course evaluation form, and faculty teaching is evaluated by administrative staff.

The process of evaluating faculty in the Center for Distance Education (CDE) also relies on course evaluations regularly administered to students. The CDE further utilizes the collective Moodle course site logs, which document instructor assignment processing and interactions with students, to provide additional assessment data. More consistent communication of evaluation results to department chairs is needed to strengthen the oversight of CDE faculty.

Assessment of Faculty Teaching: Course evaluation results indicate high levels of student satisfaction with instruction. Students completing the Northwestern course evaluation form affirmed the faculty's "passion" for their field, their "strong interest in teaching," their thorough preparation, and their ability to "stimulat[e]" thinking. Also notable is the students' high ranking of faculty's "Christlike behavior," application of a "Christian viewpoint," and respectful attitude.

Figure 3.9
Student Evaluation of Faculty

Item	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
My instructor displayed passion for his/her field.	NA	NA	4.653	4.655	4.665
My instructor modeled Christlike behavior during this course.	4.583	4.602	4.636	4.652	4.610
My instructor was respectful toward students.	4.543	4.555	4.576	4.640	4.584
My instructor taught the course from a Christian viewpoint.	4.573	4.611	4.623	4.621	4.572
My instructor displays a strong interest in teaching.	4.498	4.584	4.585	4.621	4.596
My instructor was well prepared.	4.402	4.435	4.401	4.424	4.432
My instructor stimulated my thinking.	4.218	4.322	4.272	4.292	4.295

5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

Faculty course evaluation data is also cumulated by academic department, faculty status, and course type (i.e., whether the course is taught as part of the core curriculum or within the academic major).⁴⁴ This information is distributed to the department chairs and is available on the assessment website.

In addition to the results gathered through regular course evaluations, teaching effectiveness is further measured through a number of survey instruments administered to traditional students. As Figure 3.10 demonstrates, the percentage of senior respondents reporting they were *Very Satisfied* or *Satisfied* with the overall quality of instruction has remained near or above 90% in the last decade. Satisfaction with instruction in the major field has consistently remained between 80% and 90%.

Figure 3.10
Rating of Instruction - Seniors

	2000	2001	2003	2005	2007
Overall Quality of Instruction	92.4%	92.8%	89.9%	91.8%	89.1%
Instruction in Major Field	87.8%	83.9%	86.9%	86.7%	84.8%

44. 2003-2008 Faculty Course Evaluations, 3.25

High levels of satisfaction with instruction are also indicated on the Alumni Survey.⁴⁵ A significant majority of Northwestern alumni have consistently reported that they are *Very Satisfied* or *Satisfied* with the quality of instruction overall and in the major field.

Figure 3.11
Rating of Instruction - Alumni

	2005	2006	2007	2008
Overall Quality of Instruction	96.1%	96.6%	93.0%	98.0%
Instruction in Major Field	85.2%	93.1%	85.3%	90.0%

The Noel-Levitz Student Satisfaction Inventory documents satisfaction with faculty instruction and knowledge as an institutional strength. Mean scores in Figure 3.12 which are statistically higher ($> .01$) than the National Four-Year Private College sample are marked with an asterisk.⁴⁶

Figure 3.12
Student Satisfaction with Instruction

	2001	2003	2005	2007
Nearly all of the faculty are knowledgeable in their field.	6.12*	6.19*	6.05*	6.12 *
The quality of instruction I receive in most of my classes is excellent.	5.86*	5.81*	5.75*	5.78 *
The instruction in my major field is excellent.	5.78*	5.78*	5.54	5.65
Adjunct faculty are competent as classroom instructors.	5.46*	5.48*	5.37	5.49

7 = *Very Satisfied*, 6 = *Satisfied*, 5 = *Somewhat Satisfied*, 4 = *Neutral*, 3 = *Somewhat Un/Dissatisfied*, 2 = *Not Very Satisfied*, 1 = *Not at All Satisfied*

Faculty in traditional academic programs are further evaluated through the Northwestern College Senior Capstone Survey, which asks students to respond to a variety of questions regarding characteristics of faculty in the department. For items related to faculty availability, accessibility, interest in students, professional competence, facilitation of discussions involving different scholarly viewpoints, and expectations for students, agreement was over 95% on the 2008 instrument.⁴⁷

Faculty in FOCUS programs are evaluated by all graduates on a survey conducted as part of graduation requirements. Faculty characteristics similar to those above are rated by students. Ratings revealed agreement of higher than 80% for all items. Items specifically related to relevance and currency also received high ratings. For example, 86% *Strongly Agreed* or *Agreed* that "faculty are up-to-date in their knowledge of the field," and 83% *Strongly Agreed* or *Agreed* that the coursework was "relevant and appropriate preparation in the field."⁴⁸

45. 2008 Alumni Survey, 3.5

46. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

47. 2007-08 Senior Capstone Survey, 3.27

48. 2008 FOCUS Graduate Survey, 3.28

Faculty evaluation in courses offered through Distance Education is completed electronically at the end of each course. Faculty are evaluated on accessibility, feedback, course evaluation, relationship of learning experience to course outcomes, and clarity and effectiveness of presentation. On a 5-point scale, mean scores for all items were above 4.25.⁴⁹

Professional Support for Faculty

Northwestern College demonstrates strong support for effective teaching by allocating significant resources to faculty development initiatives such as new faculty orientation and mentoring, faculty development funding, sabbaticals, release time, and faculty development programming.

New Faculty Orientation and Mentoring: Northwestern supports new faculty members as they strive to become effective teachers. During the critical first year of teaching, the college provides for new faculty an extended orientation held before the academic year begins and a mentoring program that extends throughout the first year. Orientation of adjunct faculty is done on an individual basis.

New faculty orientation is led by the dean of faculty. Content includes an orientation to the college's Philosophy of Education, teaching guidelines and resources (e.g., syllabi content and preparation, classroom expectations, classroom and instructional technology, library resources), college policies related to teaching (e.g., FERPA, ADA, Harassment), and other college-related information.

A survey which was administered to incoming full-time faculty upon completion of the 2008 new faculty orientation confirms that the process is beneficial. An average of 87.5% of new faculty responding to the survey ranked 11 areas as *Very Helpful* or *Helpful*. Orientation subject areas included such topics as the teaching role, the college's mission and philosophy of education, service expectations, student body characteristics, and faculty scholarship expectations. Suggestions for future orientation revisions and additions were also solicited on the survey and will be considered for future implementation. For example, the suggestion that more information be provided on "how to navigate the institutional system" will be incorporated into future orientations. In addition, more time will be spent on working with faculty on the Moodle Course Management system prior to the beginning of the year.⁵⁰

The college's Peer Mentoring Program provides non-evaluative support, assistance, and guidance to full-time faculty members new to Northwestern. New faculty members are assigned a faculty mentor during the fall semester of their first year of employment. Mentors provide friendship, encouragement, and prayer support. They also observe classes, evaluate syllabi, serve as an interpreter of the organizational culture, and assist in professional development. Several faculty members have reported that they remained closely connected with the mentor assigned to them many years after completing the one-year program. No formal evaluation of

49. Distance Education Assessment of Faculty Teaching, 3.29

50. New Faculty Orientation Survey, 3.30

this program has been completed to date, but such evaluation is planned for future implementation.

Faculty Development Funding: Northwestern supports the ongoing development of faculty members as teachers, scholars, and practicing professionals in their fields. All full-time faculty members are allotted \$850 each year for professional development under the purview of the dean of faculty. Faculty have the opportunity to determine each year how best to use these funds for professional development related to teaching or to their discipline. Limited additional funding (\$10,000 in 2007-2008) for faculty development projects is available for distribution through the Faculty Development Committee. Faculty members seeking these funds write requests demonstrating the value of their proposed activity, and the Faculty Development Committee determines fund allocation based on project merit. Funds for faculty completing their terminal degrees are also available through the Degree Completion Fund. A breakdown of faculty development spending in 2007-08 appears in Figure 3.13 below.

Figure 3.13
Faculty Development Fund Expenditures - 2007-2008

	Total Spent
Tuition reimbursement	\$21,075
Scholarly memberships	\$10,248
Conference fees	\$13,099
Conference expenses	\$56,139
Resource materials	\$8,968
Total	\$109,529

Faculty have generally taken advantage of the funds available. The 2008 HERI Faculty Survey revealed that nearly 80% of Northwestern faculty had attended workshops which focused on teaching in the classroom and had traveled to conferences paid for by the college. Over three-fourths had memberships in professional organizations paid for by the college compared to 45.7% for the National Four-Year Private College sample.⁵¹

Comparative data gathered in spring 2008 demonstrates that the professional development funds available to full-time faculty at Northwestern are comparable to or exceed the funds available in similar institutions. According to 2008 HERI Faculty Survey results, 72.4% of the faculty agree that “There is adequate support for faculty development.” These results compare to 69% for the National Four-Year Private College sample.⁵² On the Self-Study Survey, 82.2% of faculty *Strongly Agreed*, or *Agreed* with the statement “Northwestern College has supported professional development.”⁵³ However, given the current economy, the expenses result-

51. 2008 HERI Faculty Survey, 3.19
52. 2008 HERI Faculty Survey, 3.19
53. Self-Study Survey, Appendix G

ing from conference attendance often exceed a faculty member's designated funds. Attendance at international conferences inevitably demands more resources. To help meet faculty development needs, the college is currently determining ways to increase available professional development support.

Sabbaticals and Release Time: A primary intended outcome of sabbaticals and release time at Northwestern is to enhance the quality of faculty in preparation for future teaching and service. Sabbaticals are granted for the purpose of study, research, writing, travel related to scholarship, or other activities that will mutually benefit the faculty member and the college. Faculty apply to the Faculty Development Committee for one- or two-semester sabbatical leaves, and the leave cycle spans seven years.⁵⁴

Each year the number of sabbaticals approved is based on the available budget and the impact to the department of a faculty member's absence. While many faculty are qualified to receive sabbatical leaves, the lack of funding, as well as a small number of faculty in some departments, creates difficulty in the selection process. In 2007-2008, thirteen members of the faculty applied for a sabbatical, and seven were granted. Seven sabbaticals were awarded for 2008-2009 with nine faculty members applying. One additional full-year sabbatical was granted for the recipient of a Fulbright Scholarship.

Limited release time is also available through negotiation between the department chair and the dean of faculty. Approval is based on institutional and departmental needs. Release time has been granted for such projects as curriculum development, special training, and research. Upon completion of the sabbatical or release time project, faculty members are asked to present their experience or project at either a Faculty Forum or the Northwestern College Scholarship Symposium. To strengthen the college's ability to fund sabbaticals and release time, the college is exploring ways to secure additional funding.

Faculty Development Programming: The college provides a variety of activities throughout the year that allow faculty the opportunity to present their own ideas to their peers and/or to learn new ideas from them. A primary purpose of the peer elected Faculty Development Committee is to promote the continuous improvement of faculty teaching. To fulfill this responsibility, the committee plans, promotes, coordinates, and/or conducts faculty development workshops. The academic year begins with the Fall Faculty Workshop, focusing on areas of current interest. In 2007-2008, the workshop centered around a selection of break-out sessions on topics such as Creativity in the Classroom, Raising the Bar on Student Performance, Uses of Moodle Technology, Strategies for Stress Reduction, Making the Most of Assessment, Planning a Purposeful Sabbatical, and Using World Travel as an Enriching and Broadening Experience for Students. Faculty survey results from the 2007-2008 Fall Faculty Workshop reveal that 96.2% of respondents rated

54. *Faculty Handbook* p. 26, SF 1

break-out sessions as *Valuable*, and of those, 61.6% rated them as *Extremely Valuable* or *Very Valuable*.⁵⁵

Over the years numerous pedagogical workshops, forums, and training sessions have been provided. Examples of topics covered include faculty forums on innovative teaching techniques, presentations of student work and research, classroom assessment techniques, critical thinking, and academic writing. Various training sessions in the use of instructional technology and computer applications have also been offered. In addition, many academic departments hold meetings supporting faculty and student work in their departments. For example, the Department of English & Literature holds an annual meeting to discuss curriculum and pedagogical techniques for teaching general education writing courses, and the Department of Education holds a one-day workshop for all members of the department prior to the beginning of the school to cover topics such as long-range planning, student assessment, communication with partnership sites, and handling medical and other emergencies.

In recent years, however, the number of faculty workshops specifically related to teaching has declined. This weakness was revealed in the 2008 faculty focus group held for this criterion. In an effort to increase the institution's support of quality teaching, several initiatives are in process. Currently, a faculty member has been given a stipend to chair the Faculty Development Committee and to oversee some faculty development events such as the Fall Faculty Workshop and the Faith & Thought Lecture Series. In response to faculty interest and need, a Center for Teaching and Learning with a qualified director who will oversee faculty development efforts on campus is in the beginning planning stage.

Institutional Strengths and Recommendations for Improvement

Effective teaching is central to the academic culture at Northwestern College. Administration and faculty recognize and embrace the high priority the college places on quality teaching through its established expectations, professional development opportunities, assessment processes, and curriculum oversight. To continue promoting quality teaching, the college will address issues related to faculty terminal degrees and revisions in the faculty evaluation process. Northwestern will strengthen its efforts to increase funding for professional development and to expand faculty teaching resources, including the development of a Center for Teaching and Learning.

CORE COMPONENT 3C

The organization creates effective learning environments.

The learning environments Northwestern College creates are rooted in its mission and core values. Within the college's "Christ-centered," "intellectually engaging"⁵⁶ community, firmly committed to "biblical unity within . . . diversity,"⁵⁷ the college supports effective learning environments that meet the diverse needs of

55. Fall Faculty Workshop Survey, 3.31

56. Mission Statements, Appendix A

57. Statement on Unity, Appendix E

its students. To achieve these positive academic environments, the college promotes meaningful interactions between faculty and students, academic excellence, integrative courses and programs, strong academic support services, co-curricular activities, and an active Office of Student Development.

Engaging and Caring Community

A hallmark of the small private college and a particular strength of Northwestern College is the personal engagement members of the community have with students and with each other. Personal contact with students is an important element in creating an environment that supports student learning and effective teaching. In the document “The Role of Faculty at Northwestern College,” faculty articulate their biblically-based commitment to interacting with students on multiple levels:

Faculty at Northwestern College actively participate in the lives of our students both inside and outside the classroom. As Christians, our membership in the “Body of Christ” (I Cor. 12:13) should impact all areas of our professional relationships, including faculty to student interaction. Faculty-student relationships are based primarily on the faculty member’s role as teacher and the student’s role as learner. In the Body of Christ, teachers should do more than communicate the content of their discipline to their students: they should also share their lives as part of the educational process.

Sharing life is an essential aspect of biblically based teaching. As the foundation of our educational philosophy and practice, the Bible provides not only the content of our beliefs and values but also models for communicating them. A primary model of teaching and learning demonstrated in the Scriptures is discipleship. Discipleship is a process of life engagement in which teachers live their faith before their students and both challenge and encourage them through formal and informal interaction.

Faculty at Northwestern College share their lives with students in a variety of ways and contexts. For example, in addition to classroom interaction, we may include students in professional projects and activities related to our discipline and participate with them in co-curricular activities. We may invite students into our home, sponsor off-campus events, and lead missions trips. We may serve as resources and mentors. As we provide opportunities for faculty-student interaction that are consistent with our individual strengths and interests, Northwestern College faculty are educators who share with our students who we are as well as what we know.⁵⁸

Such interaction is affirmed by external evaluators who have reviewed academic departments as part of the five-year program review process. In their reports, reviewers have made the following statements:

58. Role of the Faculty at Northwestern College, 3.32

English 2008: "Your students . . . speak highly of your concern for them and commitment to their learning and becoming. You recognize their gifts and potential and they are grateful for your knowing them as persons Nearly all the upper-class students [we surveyed] indicated that they viewed you not just as teachers of your subjects but as 'models' of the kind of teachers or writer or thinker or professional that you would like them to become."

Christian Ministries 2008: "The students and alumni interviewed all spoke positively about their overall experience with the department. In particular, both groups spoke highly of the relationships they were able to build with faculty members and alumni cited mentoring relationships which have continued beyond graduation."

Biology 2006: "The students we met perceive that they are engaged in a high-quality program with excellent, devoted faculty members. . . . The students each talked about the importance of the relationships that they have built with faculty members. In addition, they felt the faculty members had each contributed to the encouraging and welcoming environment they experience as biology majors."

Art 2004: "In visiting with the professors it was immediately clear that they were highly committed to the quality of this program and to the students both as artists/designers and individuals. Several students commented on the positive relationships developed with faculty members during their time at Northwestern."⁵⁹

Students also affirm their satisfaction with the culture of faculty-student engagement through their responses to a variety of assessment tools. On the Noel-Levitz Student Satisfaction Inventory, students have rated the institution, staff, and faculty strong in showing concern for students. Mean scores in Figure 3.14 which are statistically higher ($>.01$) than the National Four-Year Private College sample are marked with an asterisk.⁶⁰

59. Program Reviews, SF 5

60. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

Figure 3.14
Student Satisfaction with Institutional Concern for Students

	2001	2003	2005	2007
Faculty are fair and unbiased in their treatment of individual students.	5.58*	5.50*	5.42*	5.59*
Residence hall staff are concerned about me as an individual.	5.57*	5.56*	5.66*	5.79 *
This institution shows concern for students as individuals.	5.88*	5.84*	5.86*	5.78 *
Faculty care about me as an individual.	5.82*	5.66*	5.65*	5.77 *
The campus staff are caring and helpful.	5.98*	5.90*	5.86*	5.87*
My academic advisor is concerned about my success as an individual.	5.43	5.40	5.38*	5.77 *
Counseling staff care about students as individuals.	5.46*	5.40*	5.14	5.24

7 = *Very satisfied*, 6 = *Satisfied*, 5 = *Somewhat Satisfied*, 4 = *Neutral*, 3 = *Somewhat Un/Dissatisfied*, 2 = *Not Very Satisfied*, 1 = *Not at All Satisfied*

The 2007 Senior Survey results indicate that 97.5% of students *Strongly Agree* or *Agree* that faculty are available and accessible. In addition, 98.6% of seniors *Strongly Agree* or *Agree* that faculty are interested in the welfare of students.⁶¹ The 2008 Alumni Survey indicates that 86% of graduates were *Very Satisfied* or *Satisfied* with the personal contact they had with faculty.⁶² Nearly 98% of FOCUS graduates completing the 2008 FOCUS Graduate Survey agreed that “faculty are genuinely interested in students.”⁶³

Commitment to Academic Excellence

Academic excellence is a foundational pillar of Northwestern College and is supported throughout the organization. While the college is considered a “selective” institution, with the majority of its students achieving an average ACT score of 24, faculty expect that all students will grow intellectually and strive for excellence with the talents and abilities they possess. The Philosophy of Education demonstrates this expectation: “Our approach to education reflects a commitment to the values of community, lifelong-learning, ministry, integrity, and the pursuit of excellence.”⁶⁴

Data collected from administration, faculty, staff, students, and alumni affirm the college’s commitment to academic excellence. On the 2008 Self-Study Survey item “Northwestern is committed to excellence in the learning expected of students,” responses were high: 100% of board members, 97.6% of staff, 91.7% of administration, and 88.1% of faculty agreed.⁶⁵ Responses on the 2008 HERI Faculty Survey revealed that 88.3% of faculty members consider the “highest priority” of Northwestern to be “to promote the intellectual development of students.”⁶⁶ The mean score for students completing the Noel-Levitz Student Satisfaction Inventory was

61. 2007 Senior Survey, 3.4

62. 2008 Alumni Survey, 3.5

63. FOCUS Graduate Survey, 3.28

64. Philosophy of Education, Appendix C

65. Self-Study Survey, Appendix G

66. 2008 HERI Faculty Survey, 3.19

5.89 on a 7-point scale for the item “There is a commitment to academic excellence on this campus,” in comparison to the 5.38 score for the National Four-Year Private College Sample. The mean score for “I am able to experience intellectual growth here” was 5.92, compared to the national sample of 5.48.⁶⁷ Alumni assessed in 2008 also reported satisfaction with the college’s commitment to excellence. Eighty-two percent were *Very Satisfied* or *Satisfied* with “Northwestern College’s commitment to academic excellence” and 92% with the “Intellectual stimulation” they experienced while at Northwestern.⁶⁸

Survey data further suggests that a high percentage of students in the day school and in the Division of Graduate and Continuing Education perceive faculty to have high standards for student performance. On the FOCUS Graduate Survey, for example, nearly 98% agreed with the item “Faculty in my FOCUS program have high clearly-stated expectations for students.”⁶⁹ The vast majority (96.1%) of traditional seniors agreed with a similar item on the Senior Capstone Survey.⁷⁰ In addition, nearly 98% of FOCUS graduates agreed that their program at Northwestern “provides a good environment for learning,” and 96.6% agreed with the statement that Northwestern provides “an academically stimulating environment.” Regarding the item “My major is academically challenging,” 96.6% of FOCUS graduates agreed with the item,⁷¹ and 94.7% of seniors on the 2007 Senior Survey also agreed.⁷²

Integration of Faith, Learning, and Living

Learning environments characterized by the integration of faith, learning, and living are a distinctive of Northwestern College. Through the faculty’s purposeful integration of a biblical worldview and the Office of Campus Ministry’s programs designed to foster students’ Christian growth, the college creates effective learning environments which conflate the intellectual and the spiritual.

Integration through Classroom Efforts: In both the Core Curriculum and the academic majors, faculty teach from a biblical worldview, believing that the pursuit of all truth should be grounded in a desire to “know [God] and the design and purpose of His creation.”⁷³ As faculty help their students achieve the Living and Learning Community Goals, which include, among others, the development of a “Christ-centered biblical worldview,” a strong sense of “personal responsibility and leadership,” and the practice of “responsible service to God and others,” they seek to demonstrate the integrity of their faith through their teaching and personal interactions with students.⁷⁴

Students affirm the significance of this integration to the learning environment at Northwestern. In fact, the most important factor influencing a student’s decision to attend Northwestern has consistently been, “I was attracted by the religious orientation of the college.”⁷⁵ Also, in the 2007 Senior Survey, 98% of students *Strongly Agreed* or *Agreed* that “faculty are role models of Christian maturity” and a similar number *Strongly Agreed* or *Agreed* that their “major integrates biblical perspectives.”⁷⁶

67. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

68. 2008 Alumni Survey, 3.5

69. 2008 FOCUS Graduate Survey, 3.28

70. 2008 Senior Capstone Survey, 3.27

71. 2008 FOCUS Graduate Survey, 3.28

72. 2007 Senior Survey, 3.4

73. Philosophy of Education, Appendix C

74. Living and Learning Community Goals, 3.2

75. 2007 CIRP, 3.33

76. 2007 Senior Survey, 3.4

Of the students completing the Senior Capstone Survey, 97.8% *Strongly Agreed* or *Agreed* that they “have been prepared to integrate [their] faith with [their] major field.”⁷⁷

Assessment data related to student learning and spiritual growth further reveals Northwestern’s emphasis on the integration of faith, learning, and living. In the Noel-Levitz Student Satisfaction Inventory, for example, students have consistently ranked as institutional strengths two supplementary items related to Christian development: “Being on this campus is contributing to my spiritual growth” and “My understanding of God is being strengthened by campus experiences.”⁷⁸ (For additional data related to assessment of the integration of faith and learning, see Core Component 3a.)

Integration through Campus Ministries: The Office of Campus Ministries supports Northwestern’s commitment to integrating faith, learning, and living by overseeing the chapel program and providing pastoral care for the college community. Its mission is to cultivate an environment for Christian growth that challenges all students to pursue maturity in Christ through comprehensive, integrative activities, all under the guidance of the Holy Spirit and the authority of the Bible. Some of these activities include community outreach, short-term missions, discipleship, and praise and worship. Data from the Senior Survey demonstrates Northwestern students’ commitment to ministry: over half of the student body has consistently served in an off-campus ministry, while approximately one-third to one-half have participated in short-term missions trips.⁷⁹ (For additional data on student ministries experiences, see Core Component 5b.)

Figure 3.15
Student Participation in Off-Campus Activities

While at NWC did you?	2000	2001	2003	2005	2007
Get involved in a local off-campus ministry	51.1%	59.2%	51.2%	51.2%	54.1%
Participate in a college-sponsored missions trip	42.9%	52.3%	42.1%	41.9%	36.0%

The required daily chapel program supplements the Living and Learning Community Goals by exposing students to local, global, and human issues through a wide variety of speakers and emphases. Guest speakers often include leaders in church and parachurch organizations, leaders in Christian higher education, international speakers, alumni with a variety of professional experiences, and speakers or panels from faculty, staff, and/or administration of the college. Examples of special chapels include a Veterans Day Remembrance chapel and Worldview chapel. Thematic series include such examples as DOSS (Disabilities) week, Missions Emphasis week, and the Heart of the Faculty series. Department chapels and student-led chapels are also periodically scheduled.

77. 2008 Senior Capstone Survey, 3.27

78. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

79. 2007 Senior Survey, 3.4

The majority of Northwestern seniors reported satisfaction with campus spiritual-life programs as measured by the Senior Survey.⁸⁰ Figure 3.17 shows the percent who were *Very Satisfied* or *Satisfied* with the item, excluding *Can't Rate*.

Figure 3.16
Senior Satisfaction with Spiritual Life on Campus

	2001	2003	2005	2007
College-sponsored missions experiences	89.3 %	88.1%	69.2%	77.0%
Chapel experiences	76.0 %	79.0 %	74.2 %	70.0 %
Campus spiritual climate	69.6 %	77.7 %	72.2 %	67.7 %
Other spiritual life experiences on campus	75.9 %	78.1 %	64.6 %	66.5 %

Academic Support Systems

Northwestern recognizes that one aspect of creating effective learning environments is assisting students in achieving academic success regardless of individual abilities or disabilities. To help ensure that the college meets the needs of all students, specific programs provide a wide variety of academic support.

Transition-to-College Program: A limited number of students (15 students per term) with below-standard academic credentials may be admitted each year to the Transition-to-College Program. A committee consisting of admissions representatives, faculty, and staff from the Academic Learning Program for Higher Achievement (ALPHA) Center is responsible for these enrollment decisions. Evidence of potential contribution to the Northwestern community and an indication that the students are motivated, determined, and prepared for the college’s level of intellectual rigor are weighed against past academic credentials. Stipulations for acceptance through the Transition-to-College Program include first semester enrollment in a Study Strategies course as well as other developmental courses as determined by ACT scores. Students are assigned a first-year advisor who assists them in planning their studies and transitioning into their chosen major.

The 2005-2006 academic year marked the second year that the college provided greater oversight for incoming transitional students and their academic progress by assigning them to one advisor. While it is still too early to determine the success of this move, the short-term statistics appear at least partially promising. Of the students who came into the Transition-to-College Program in 2007-2008, 76% are still enrolled with an average GPA of 2.410 (compared to the 50% enrollment and 2.448 average GPA of transitional students first enrolled in 2005-2006). Perhaps the most exciting recent initiative in the area of at-risk services is the integration of the Study Strategies and Core Curriculum Old Testament History and Literature courses. Statistical data from the initial attempt of this new strategy indicates that at-risk students increase their chances of success when they are taught study skills

80. 2007 Senior Survey, 3.4

in conjunction with a traditionally difficult class.⁸¹ Early success with this experiment has encouraged the college to continue refining ways in which these important educational skills are emphasized and taught to at-risk students.

Developmental Courses: The college offers developmental courses in several areas for students with low ACT scores who are given regular admission status. These courses include Introductory Liberal Arts Mathematics, College Reading Strategies, and English Lab (accommodations are provided for non-native speakers). These courses are not awarded graduation credit since their purpose is to prepare students for college-level work. No formal evaluation has yet been completed to gauge the success of students completing developmental courses. Comments on course evaluation forms, however, suggest the value students place on these courses.

“The course helped me straighten out some weak skills I have.”

“I really enjoyed this course. I believe it has helped me to become a better student and has taught me valuable lessons on how to study the right way.”

“All students should have this class.”⁸²

All adult learners registering for the Pathway Project, the two-year preparation for entrance into programs offered through FOCUS, are required to complete the course STS1019 Adult Learner Success Strategies to provide skills in managing their lives as they pursue a college degree and future goals.

Academic Learning Program for Higher Achievement Center: The Academic Learning Program for Higher Achievement (ALPHA) Center offers academic support for all students through tutorial services, developmental classes, services for at-risk students, specialized workshops, and testing facilitation.⁸³ The ALPHA Center staffs a writing center with approximately 90 hours of available tutoring per week as well as subject-specific tutors in such areas as math, science, Greek, and statistics.

The ALPHA Center assists students with all stages of writing, from drafting through editing, focusing on improving the skills of the writer as well as the strength of the written work. Another facet of the ALPHA Center’s work is to assist students in preparing for the Editing Competency Exam (ECE), a prerequisite of the required research writing course as well as the major-specific Writing Concentration Emphasis (WCE) courses. The ALPHA Center provides tutoring to students before taking the exam, sponsors workshops on the exam content, and facilitates remediation for students who do not pass on their first attempt. These services are also available to FOCUS, Pathway, and Distance Education students through the ALPHA Center’s Online Writing Lab (OWL).

81. Transition to College Life Report, 3.34

82. Course Evaluation Forms, 3.35

83. ALPHA Information, 3.36

Annual Reports of the ALPHA Center reveal that nearly 60% of the student body uses the ALPHA Center for tutoring, testing facilitation, or other services.⁸⁴ Students may schedule tutoring appointments at any time through an online scheduling system which records the nearly 100 hours per week of writing or other tutoring time. Testing facilitation is available 40 hours per week without an appointment.

The effectiveness of the ALPHA Center in enhancing the learning environment is documented by the Annual Reports of the ALPHA Center for 2005-2006 and 2007-2008. These reports include assessments of the tutors, staff, and the center by student clients, faculty, and ALPHA Center staff. Results indicate that the most positive responses are in the areas of tutor ability and staff approachability. The least positive responses relate to the availability of appointments and to the physical atmosphere of the ALPHA Center being conducive to learning.⁸⁵ Availability of appointments has been limited by space constraints and has recently been remedied at least in part by the center's relocation to a larger space. Staff has begun addressing physical atmosphere issues through changes in storage and lighting. On the 2008 HERI College Student Survey, 73.5% of seniors reported they were *Very Satisfied* or *Satisfied* with tutoring or other academic assistance, in comparison to 66.6% of the National Four-Year Private College sample.⁸⁶

Disabilities Office for Support Services: The Disabilities Office for Support Services (DOSS) offers support and "reasonable accommodations" to all qualifying students as outlined by the American Disabilities Act to help ensure student participation in all aspects of college life.⁸⁷ A Support Services Team assesses the needs of each student and determines appropriate academic accommodations based on the documentation submitted regarding the individual disability. Accommodations may include tutoring, testing accommodations, note taking, early registration, books on tape, organizational assistance, and other academic support validated by appropriate documentation. DOSS works in conjunction with the ALPHA Center to provide several of these accommodations and to assist students in developing learning strategies that allow them to become independent learners. In 2007-2008 DOSS served 75 students (traditional and Division of Graduate and Continuing Education) with a limited staff of assistant director and part-time administrative assistant. A survey of students utilizing DOSS revealed a mean score of 4.75 on a 5-point scale for items related to services offered by the department.⁸⁸

Culture and Language Transition Program: This innovative program, started in 2006, offers academic support for students for whom culture and language are a barrier to success.⁸⁹ A primary goal of the Culture and Language Transition (CLT) Program is to introduce and acclimate students to the academic rigor and cultural adjustments that occur when entering higher education. To this end, students take a course that covers oral and written communication, interpersonal skills, accessing institutional resources, and training in social and cultural interaction. Beyond the

84. ALPHA Reports, 3.37

85. ALPHA Survey, 3.38

86. 2008 HERI College Student Survey, 3.39

87. DOSS Information, 3.40

88. DOSS Survey, 3.41

89. CLT Information, 3.42

course, students have individualized support relating to their specific backgrounds and career goals and other unidentified transitional needs for experiencing success at the college level. Because of the newness of this program, no assessment results are yet available. However, anecdotal responses to the program have been positive. As one representative student comments, “The CLT program has helped [me] to become a better student by teaching me ways that I can manage my time better[.] The program has helped me to link with students that are also adjusting to this new culture[.] The program has shown me that there are people that care about my success in college and that are willing to support me.”

Academic Probation: Students who drop below the minimum cumulative GPA for academic good standing and are thus placed on academic probation are required to meet with an advisor to assess their academic situation and set specific study goals. The advisor recommends changes in study habits and time management, while suggesting strategies which utilize a student’s learning style and strengths. The student and academic support advisor then assess the goals and strategies at follow-up meetings.

Honors Program: Northwestern’s Eagle Scholars Honors program is designed to challenge high-ability students to greater academic achievement and personal development. The variety of courses allows for participation of students from diverse disciplines. New students admitted to the college with a minimum ACT composite score of 30 are invited to apply to this program. Approximately 15 honors scholars are selected each year. The scholarship is renewable annually with successful involvement in the program. Students with high ACT scores who are not selected for the Eagle Scholars program may enroll in the honors courses for which they qualify. (For additional information on the Honors Program, see Core Components 4a and 4b.)

Academic Advising: Students are assigned faculty advisors in their major who personally assist them by providing accurate information about the college, orienting them to college life and the college community and facilitating their achievement of educational goals through academic planning. Advisors are well prepared to interact with students through the training they receive in the use of advising tools, curriculum, and college educational requirements. Advising begins before students enroll at Northwestern. Students attend one of six Summer Orientation and Academic Registration (SOAR) days. During this all-day experience, students have their first encounter with a faculty member in their major, register for first semester courses, and have the opportunity to learn about academic programs and services on campus.

The 2007 Senior Survey indicated that 74.9% of students were *Very Satisfied* or *Satisfied* with academic advising. This result is higher than that from other Council for Christian Colleges & Universities (CCCCU) institutions (67.4%).⁹⁰ The majority of seniors have expressed satisfaction with advising as shown in Figure 3.17.

90. 2007 Senior Survey, 3.4

Figure 3.17
Senior Satisfaction with Advising

	2000	2001	2003	2005	2007
Academic Advising	72.5%	69.5%	68.5%	62.1%	74.9%

According to data collected on the Noel-Levitz Student Satisfaction Inventory since the last accreditation visit, students at Northwestern view advisors as approachable, knowledgeable, and concerned about their success as an individual. Students do not see their advisors, however, as involved in the more developmental aspects of advising, such as goal setting (see Figure 3.18). This lack of developmental advising could be a function of the large number of students many advisors carry. The institutional goal is 25 or fewer advisees per faculty member, but this number is exceeded in many departments. The figure below identifies with an asterisk the mean scores statistically higher ($>.01$) than the National Four-Year Private College sample.⁹¹

Figure 3.18
Student Satisfaction with Advising

Item	2001	2003	2005	2007
My academic advisor is approachable.	5.59	5.56	5.53	5.81
My academic advisor is concerned about my success as an individual.	5.43	5.40	5.38	5.77 *
My academic advisor is knowledgeable about requirements in my major.	5.71	5.75*	5.60	5.77
My academic advisor helps me set goals to work toward.	4.66	4.52	4.64	4.99

7 = *Very satisfied*, 6 = *Satisfied*, 5 = *Somewhat Satisfied*, 4 = *Neutral*, 3 = *Somewhat Un/Dissatisfied*, 2 = *Not Very Satisfied*, 1 = *Not at All Satisfied*

Athletic Accountability Study Plan: The Athletic Department works with athletes on probation through their Athletic Department Accountability Study Plan. This program requires that athletes who are at risk for academic failure work with a mentor, attend weekly meetings, report on progress to the coaching staff, and participate in mandatory study sessions for each class. While statistical data has not been kept for this program, the department reports that in the past year, all but one athlete in the program improved their GPA and nearly all athletes in the program have persisted to graduation.⁹²

Career Development Center: The Career Development Center (CDC) provides strong academic support for students and alumni by offering a variety of learning experiences, including the opportunity to learn about themselves, the world of work, the practical theology of work and calling, decision-making strategies for identifying and developing professional goals, and strategies for applying academic learning to meet those goals. The CDC provides these learning experiences

91. 2007 Noel-Levitz Student Satisfaction Inventory, 3.25
92. Athletic Accountability Study Plan, 3.43

through individual career counseling, individual and group assessment processes, group training sessions, chapel and classroom presentations, online courses, website and web-based industry resources, online job and internship listings, on-campus employer recruiting, academic internship programs, multi-department collaborative programs, and other tailored programs and special events. In addition, the CDC supports faculty and academic departments in the integration of professional development into the curriculum. The CDC collaborates with departments to develop internship opportunities and to provide department-specific resources.⁹³

On the 2008 HERI College Student Survey, 58.8% satisfaction was reported, similar to 55.5% for the National Four-Year Private College sample.⁹⁴ The CDC desires to build upon its strengths by expanding its programs and services, increasing experiential learning opportunities, and developing a campuswide life formation curriculum. Sufficient staffing and funding will be necessary to accomplish these goals.

Co-curricular Activities: Northwestern College provides a wide variety of co-curricular and extracurricular activities to add breath and depth to the college experience. Student life is enriched through programs in athletics, theater arts, music, forensics, and student publications.

Athletics: Intercollegiate competition for men includes football, soccer, cross-country, golf, tennis, basketball, baseball, and track. Intercollegiate competition for women features volleyball, soccer, cross-country, basketball, softball, tennis, and track. Northwestern has a long history of highly competitive athletics. The college is a member of the Upper Midwest Athletic Conference (UMAC), the National Christian College Athletic Association, and NCAA Division III.

Theatre Arts: The Northwestern College Theatre season includes productions on the Maranatha Hall stage and in the Patsy Miller Studio Theatre, including musicals, classic plays, new scripts, children's shows, and more. A student directed one-act play festival concludes the season every spring.

Forensics: Northwestern College is a member of the Twin Cities Forensic League and competes with other colleges and universities in speech tournaments. Students may enter any of the following categories: program oral interpretation; prose, poetry, or dramatic interpretation; dramatic duo after-dinner speaking; informative, persuasive, extemporaneous, or impromptu speaking; and communication analysis.

Music: Northwestern College has a tradition of excellence in choral and instrumental music. Major performing ensembles include the Orchestra, College Choir, Symphonic Band, Varsity Men's Chorus, and Women's

93. Career Development Center Information, 3.44

94. 2008 HERI College Student Survey, 3.39

Chorale. Other performing ensembles include the Jazz Band, Brass Choir, Chamber Singers, Chamber Winds, Flute Choir, Handbell Choir, Opera Workshop, Percussion Ensemble, and String Ensembles.

Student Publications: The award-winning student newspaper, *The Column*, provides an outlet for creative talent in writing, photography, and layout. Through work on the college yearbook, *The Scroll*, student photographers, writers, and designers develop skills in computer layout, copywriting, and photojournalism. Students may also serve as editors of Northwestern's literary magazine, *Inkstone*. Students from any major may submit fiction, non-fiction, poetry, and photography for peer review and potential publication.

Office of Student Development and Student Services

Within the Christ-centered learning environments of Northwestern College, students have many opportunities to develop both intellectually and spiritually. The Office of Student Development and Student Services complements the efforts of academic programs by offering services and support for students and by simultaneously promoting the integration of faith, living, and learning. Underscoring the value of the individual and the community, both Student Development and Student Services strive to honor God by increasing students' understanding of themselves and their relationship to others. Activities that promote individual and community growth include new student orientations, residence programs, and opportunities for leadership and service within both campus and civic communities.

New Student Orientations: The Northwestern College Orientation Program involves three distinct but complementary elements: Student Orientation and Academic Registration (SOAR) days, fall and spring orientation, and ongoing orientation. After attending one of the six SOAR days during the summer, students participate in fall orientation, which gives them the opportunity to learn essential information about the college, move into their residence halls, meet professors in their academic discipline, and establish relationships with peers in their orientation groups. New students who enroll for second semester classes participate in a spring orientation, a three-day event which combines essential elements of the SOAR and fall orientation programs. At the end of orientation and again at the end of their fourth week, incoming students are asked to complete a survey reporting when they had achieved or understood important aspects of campus life. Choices included *Before Orientation*, *During Orientation*, *Week 1*, *Week 2*, *Week 3*, or *Not Yet*. Interestingly, 53% of incoming freshmen in 2008 reported they "knew the mission of the college" *Before Orientation*, another 31.8% *During Orientation*, and 9.1% *Week 1*. Only 5.1% responded *Not Yet*. By the end of Week 1, 96% reported that they "knew the face and name of at least one faculty member," and by the end of Week 2, 89.8% agree that they "felt like [they] belonged in the campus environment."

In addition, the survey requests feedback on satisfaction with various aspects of orientation, providing valuable information regarding students' perceptions of programs and services provided. A strong majority (71.9%) *Strongly Agreed* or *Agreed* with the statement "Overall, Orientation was worth my time."⁹⁵

Residence Life: The Residence Life Office is responsible for creating a living-learning environment for students in Northwestern's residential community. The college requires all students who are under the age of 21 as of the first day of fall semester classes and who have fewer than 90 earned credits to live in college housing. In the 2008-2009 academic year, this area has served eight residence halls which house 1,375 full-time, traditional-age undergraduate students. The integration of faith, living, and learning is facilitated by the intentional design of the housing system. Initiated in 2004, this system encourages freshmen to senior students to share life experiences by integrating all class years (freshman to senior) throughout all of the residence halls under the guidance of professional residence life staff and trained student resident assistants.

The living and learning environment is enhanced by international educational programming and events; policies and procedures that foster students' whole-person development; and integrated housing for all academic classes within each residence hall, which promotes natural peer-mentor relationships. Learning is fostered through educational programming that includes panel discussions; a hall hook-up program where each hall (one resident assistant per hall) partners with a faculty or staff person to host one or two events each semester; and programming and events sponsored by resident directors or resident assistants that include service learning projects and global awareness efforts.

Residence Life facilitates collaborations within the college in the following ways: resident students participate with their hall mates in events and programs hosted by other areas of the college, such as Athletics, Campus Ministries, Admissions, Advancement, and Student Development; faculty and staff members participate in the residence life hall hook-up program; and service learning projects are often completed in conjunction with established contacts within other departments on campus.

Student Organizations and Clubs: Student organizations and clubs provide opportunities for students to enhance their educational experience both inside and outside the classroom. Their purpose is to provide students an experiential opportunity to grow in one or more of the following areas: recreational, relational, educational, spiritual, vocational, and opportunities for witness/service. In the 2007-2008 academic year, students could choose from 31 student organizations and clubs that involved approximately 400 undergraduate students. Examples include the Student Missionary Fellowship (SMF), Asian Focus Fellowship (AFF), Mu Kappa: Missionary and Third Culture Students, Chess Club, Hockey Club, and Legal Studies Association.

95. New Student Orientation Survey, 3.45

Leadership Development Program: Piloted in fall 2007, this program offered through the Office of Student Development provides intentional ongoing leadership training and opportunities for practical application. It is designed to help students understand biblical leadership concepts, identify their personal leadership profile, develop and apply leadership skills, and prepare for leadership beyond Northwestern. Students who wish to be a part of this program are required to participate in a four-phase program which includes reflective papers, development of a leadership portfolio, attendance at workshops and conferences, and leadership assessment tools. Approximately 70 students were involved in the program in fall 2008. Leadership awards of \$1,500-\$2,000 offered through the Financial Aid office are available to students who demonstrate the potential for leadership on campus. Approximately 300 students attending Northwestern receive these scholarships. Beginning in 2008, all students receiving these funds will be required to participate in the Leadership Development Program.⁹⁶

Student Services, Safety, and Wellness

Students require physical and emotional health and a sense of belonging and safety if they are to learn under the best of circumstances. Northwestern provides support services that assist the physical and emotional well-being of students as a part of an effective learning environment. To this end, the college maintains a Health Services Center, a philosophy of nutritious food service, a Counseling Center, an Office of Intercultural Unity, and an Office of Public Safety.

Health Services Center: The Health Services Center provides primary care for traditional and FOCUS students' health concerns, illnesses, and/or injuries. The center is nurse directed with weekly physician consultations available. The center coordinates efforts with other departments on campus including Student Development, Counseling Services, Disability Services, Athletics, Occupational Safety, Campus Safety, Faculty, and Food Services. This coordinated effort is fundamental to the goal of promoting the health of students.⁹⁷ Of the graduating seniors completing the 2007 Senior Survey, 74.1% reported they were satisfied with campus health services.⁹⁸

Food Service: Northwestern selected its food service vendor based on a desire to promote healthy choices for students. The college affirms that nutritious meals are essential to students' success in college. Bon Appetit Management Company, Northwestern's food service provider, operates from a philosophy of using food that is fresh, whole, and prepared in a way that is healthy, nutritious, and appetizing. While student satisfaction with the availability and selection of food is low as measured by the Noel-Levitz Student Satisfaction Inventory (4.10 on the 7-point scale in 2007), the score achieved was identical to the National Four-Year Private College sample.⁹⁹

96. Leadership Development Information, 3.46

97. Health Center Information, 3.47

98. 2007 Senior Survey, 3.4

99. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

Counseling Center: Counseling Services focuses mainly on individual counseling with traditional and FOCUS students, but it also offers several psycho-educational groups each year. Direct services amount to approximately 80 hours per week. Additionally, Counseling Services provides educational seminars, staff in-services, psychological testing, off-campus referrals, a quarterly educational newsletter, and crisis intervention.¹⁰⁰ The 2007 Senior Survey indicates that 63.7% of those completing the survey were satisfied with the counseling services.¹⁰¹

Office of Intercultural Unity: The Office of Intercultural Unity focuses on providing relationships, counsel, and support for international, third-culture, and ethnically diverse students. By promoting cultural health, students are encouraged to develop a growing appreciation and understanding for diversity and reconciliation. These efforts promote a healthy and holistic learning environment. The Intercultural Unity office provides opportunities for students to learn through leadership conferences, lectures, retreats, special chapels, and the Antioch living environment. Through a campus advisory board, the Intercultural Unity office encourages collaboration and participation throughout the campus with students, faculty, and staff.

Office of Public Safety: Public Safety personnel at Northwestern include a director, office assistant, 4 full-time line officers, 2 part-time line officers, and 12 student officers. Campus transportation also falls under this department and employs 2 drivers with 10-month contracts and 9 student transit drivers. These men and women work together to patrol the campus, control access to it, provide escorts, and respond to requests 24 hours a day.

Northwestern security officers have enforcement authority on property owned or controlled by the college as private agents under Minnesota State Statute 629.37. Public Safety works in full cooperation with the Ramsey County Sheriff's Department and the Roseville Police Department to maintain a safe campus. The Public Safety Security Checkpoint maintains a direct line of communication (24 hours a day) with the Ramsey County Sheriff's Department, Roseville Police Department, Lake Johanna Fire Department, Roseville Fire Department, and Emergency Medical Services as well as State and Federal Law Enforcement agencies and all appropriate elements of the criminal justice system.

The annual Campus Safety Report is available to all members of the community through the college website.¹⁰²

Overall Satisfaction with the Northwestern Experience

Northwestern College students' satisfaction with the experience at Northwestern is demonstrated through a variety of assessment data. The Noel-Levitz Student Satisfaction Inventory has been administered to a random sample of students biannually since 1996. The following figure shows the mean scores on a 7-point scale by

100. Counseling Services Information, 3.48

101. 2007 Senior Survey, 3.4

102. Link to the ROCK >Office of Public Safety

year. Scores which are statistically higher ($>.01$) than the National Four-Year Private College sample are marked with an asterisk.¹⁰³

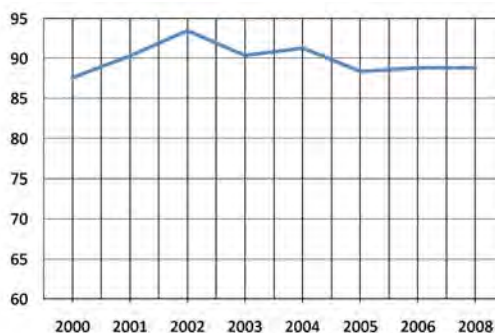
Figure 3.19
Student Satisfaction with Northwestern Experience

Item	2001	2003	2005	2007
It is an enjoyable experience to be a student at this campus.	6.08*	6.06*	5.98*	5.81*
Students are made to feel welcome on this campus.	5.95*	5.94*	5.81*	5.85*
Most students have a sense of belonging at Northwestern.	5.54*	5.52*	5.39	5.37
Rate your overall satisfaction with your experience here.	5.84*	5.83*	5.74*	5.57*
If you had to do it over, would you enroll here again?	6.14*	6.19*	5.91*	5.72*

7 = Very Satisfied, 6 = Satisfied, 5 = Somewhat Satisfied, 4 = Neutral, 3 = Somewhat Un/Dissatisfied, 2 = Not Very Satisfied, 1 = Not at All Satisfied

As shown in Figure 3.20, over 85% of graduating seniors have consistently reported satisfaction with the overall college experience at Northwestern on surveys administered to seniors.¹⁰⁴

Figure 3.20
Satisfaction with Overall College Experience - Seniors



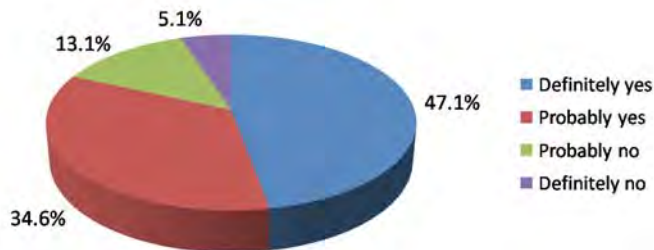
On the 2008 HERI College Student Survey, a large majority of seniors reported they would select Northwestern if they "could make [their] college choice over."¹⁰⁵

103. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

104. 2007 Senior Survey, 3.4

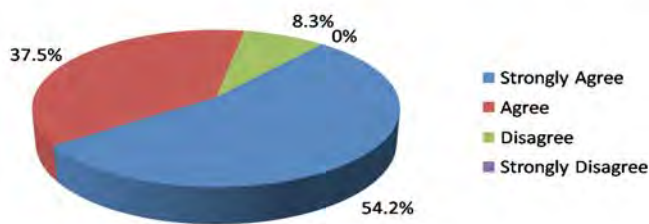
105. 2008 HERI College Student Survey, 3.39

Figure 3.21
Choose Northwestern Again? - Seniors



The percentage of seniors who were positive about their experience at Northwestern was slightly higher on the Northwestern Senior Capstone Survey. When asked the question "If I were starting over in this major, I would select this major again at Northwestern College," nearly 90% responded that they *Strongly Agreed* or *Agreed* with the statement (see Figure 3.22).¹⁰⁶

Figure 3.22
Select Major at Northwestern Again? - Seniors



On the FOCUS Graduate Survey, 97.7% of respondents *Strongly Agreed* or *Agreed* with the statement "If I were starting over I would select this major at Northwestern again"; 94.1% *Strongly Agreed* or *Agreed* that they "would advise a friend planning a similar major to attend Northwestern"; and 98.8% *Strongly Agreed* or *Agreed* that they were "able to compete well with graduates from other institutions with similar majors."¹⁰⁷

106. 2007-08 Senior Capstone Survey, 3.27

107. FOCUS Graduate Survey, 3.28

Results from Alumni Surveys have likewise indicated satisfaction with the overall experience at Northwestern as evidenced by the percent reporting they were *Very Satisfied* or *Satisfied* with their experience at Northwestern.¹⁰⁸

Figure 3.23
Alumni Satisfaction with Northwestern Experience

	2005	2006	2007	2008
Overall experience at NWC	83.3%	93.1%	90.1%	91.8%

Retention Rates: Evidence of student satisfaction with their experience at Northwestern can also be seen in the increase in the freshman to sophomore year retention rate shown below.

Figure 3.24
Freshman to Sophomore Retention Rates

Year	Retention Rate
2002	75%
2003	79%
2004	79%
2005	81%
2006	83%
2007	83.1%
2008	79.1%

Graduation Rates: Figure 3.25 shows Northwestern College graduation rates in comparison to those from institutions in the Council for Christian Colleges and Universities. Northwestern moved to the selective category in 2006 when average student ACT scores reached 24.

Figure 3.25
2008 CCCU Retention and Graduation Rates Survey Results

Type of Rate	Average Rates for Two Peer Groups				NWC Rates	
	All CCCU Institutions	Traditional Selectivity	Selected Admissions			
	Reporting (N = 84)	ACT = 20-23	ACT >= 24		Fall 2007	Fall 2008
FR-to-SO Retention Rate	73.6%	69.6%	79.1%		83.1%	79.1%
FR-to-JR Retention Rate	62.8%	57.4%	70.3%		66.7%	71.6%
5-Year Graduation Rate	54.2%	48.5%	61.0%		54.9%	58.4%
6-Year Graduation Rate	56.1%	50.4%	63.4%		59.5%	57.4%

108. 2008 Alumni Survey, 3.5

Institutional Strengths and Recommendations for Improvement

Northwestern College provides effective learning environments that directly reflect its mission. By intentionally engaging with students, maintaining a strong commitment to academic excellence, and integrating faith, learning, and living both inside and outside the classroom, Northwestern creates strong academic environments that facilitate student learning. Campus Ministries, Academic Support programs, Student Development, and Student Life and Wellness programs work together to meet the needs of a diverse range of learners. To sustain and improve its learning environments, Northwestern will continue to determine strategies that meet the changing needs of its broad range of students. Particular attention will be directed toward such areas as the Transition-to-College Program, academic advising, and the Leadership Development Program.

CORE COMPONENT 3D

The organization's learning resources support student learning and effective teaching.

Northwestern College utilizes a variety of resources that help fulfill its mission of providing quality Christ-centered higher education for students. These resources include the library, academic and classroom technology, and a variety of labs and learning spaces that facilitate the teaching, learning, and application of content taught in the classroom.

Though some current needs remain, the improvements the college has made over the last ten years, along with the Campus Master Plan which will lead the college into the future, demonstrate a commitment to learning resources that will continue to support student learning and effective teaching.

Library

The Berntsen Library at Northwestern College upholds the institution's educational mission by building collections that support the curriculum, by teaching patrons (students and faculty) the skills necessary to research and use library resources, and by providing access through collaborations to information beyond the local on-campus holdings.

Collections: The Berntsen Library houses over 100,000 volumes and provides access to approximately 17,000 periodical titles. The library's collections continue to grow in number. In particular, online products have increased dramatically, growing from 30 in 2004 to 57 in 2006 to 64 in 2008. Collections are built based on current curricular needs and the Christ-centered mission of the college. The library is able to keep abreast of programmatic changes by representation on all curriculum committees: Academic Policies and Curriculum Committee (APCC), the Core Curriculum Oversight Committee (CCOC), and the Adult and Continuing Education Committee (ACE). Participation in these committees indicates the college's support of the library and its efforts to maintain current and useful collections.

Access to library resources is available at the facility, through the library’s web page, and through the library’s tab on theROCK. Students’ use of the library facility continues to increase.

Figure 3.25
Library Circulation and Usage

	2004	2006	2008
General circulation transactions	25,742	29,505	31,529
Gate count in a typical week	2,557	3,436	4,487

Also, usage of online databases has increased dramatically, from 26,000 search sessions in 2004-2005 to 85,698 in 2007-2008.

Collaborations: Students also have greater access to resources through the library’s consortial arrangements, in particular with Cooperating Libraries in Consortium (CLIC) and the MINITEX Library Information Network (MINITEX). Through CLIC, the Northwestern community has access to materials from the libraries of seven other private colleges and universities in the Twin Cities. This participation benefits the Northwestern community tremendously by increasing the library’s collections from approximately 117,000 to 1.5 million items. Through MINITEX, a state-funded library network, Northwestern receives such additional benefits as statewide resource sharing opportunities and consortial pricing on electronic information resources. This network helps the library serve its community by providing increased access and expertise while enhancing the college’s fiscal stewardship. (For more information, see Core Component 5c.)

Library Funding: The library’s programs and services are dynamic and well received by students and faculty. However, as the student body grows and programs increase, the library is concerned that it will be unable to keep its staff, facility, and budget (especially the materials budget) abreast of these changes due to insufficient funding. One example of this concern involves the library’s operations budget. Though the actual funding has increased since the last accreditation visit (from \$566,500 in 1998-1999 to \$887,500 in 2007-2008), the percentage of funds dedicated to library operations has actually declined in relation to the college’s total operating expenses (2.6% in 1998-1999 as compared to only 2.48% in 2007-2008). The library will need sufficient financial resources to maintain its quality as the college continues to grow.

Services: The college further promotes the library’s goal of teaching patrons library and information research skills through the Living and Learning Community Goals (Technology and Information Literacy). Librarians teach students library and research skills by providing in-class library instruction and reference services. For

example, in-class library instruction is part of the curriculum for all Composition I and Composition II classes in the day school and Pathway programs and for all Composition II classes offered through Distance Education. Additionally, librarians are available for presentations in any upper-level course at the request of the professor. This strategy of library instruction allows students to build a base of research knowledge which extends from basic and general to advanced and field specific. Librarians and library staff also provide one-on-one reference assistance to students through the reference desk, which is staffed during the majority of library hours. This service provides for individual teaching of skills and products.

Students indicate that they are well satisfied with library services. On the 2007 Senior Survey, seniors were asked to rate their satisfaction with student services and community life. The percentage of seniors who were *Very Satisfied* or *Satisfied* with library services increased from 75.4% in 1999 to 86.4% in 2007.¹⁰⁹

Results obtained on the 2007 Noel-Levitz Student Satisfaction Inventory are also positive in regard to the library staff and services. The figure below identifies mean scores that are statistically higher than the National Four-Year Private College sample (>.01 level).¹¹⁰

Figure 3.26
Student Satisfaction with Library Staff and Services

	2001	2003	2005	2007
Library staff are helpful and approachable.	5.61*	5.67*	5.54*	5.74*
Library resources and services are adequate.	5.24*	5.11	5.42	5.43

7 = *Very Satisfied*, 6 = *Satisfied*, 5 = *Somewhat Satisfied*, 4 = *Neutral*, 3 = *Somewhat Un/Dissatisfied*, 2 = *Not Very Satisfied*, 1 = *Not at All Satisfied*

The library further provides extensive services for faculty through the library's liaison service. Librarians are assigned to one or more academic departments for which they offer specialized attention and frequent communication. To build effective working relationships between the library and the faculty, the liaisons offer a variety of services including assistance in developing departmental collections, library instruction for classes, support for faculty members' own research projects, and communication concerning students' research and assignment needs. These points of contact indicate that librarians and faculty are partnering to develop information literacy skills in their students.

Evaluation of Resources: Evaluation of library resources is a part of the academic departments' program review process. Comments by external evaluators have highlighted strengths and revealed limitations in library holdings and resources. Actions have been taken in direct response to this evaluation process. For example,

109. 2007 Senior Survey, 3.4

110. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26

in the 2007 program review for the Christian Ministries Department, the consultant report stated:

“Library resources are generally adequate and students make good use of them. The library collections for some major areas (Intercultural Studies, Ministry), however, appear to be limited and somewhat dated. The department might want to consider being more intentional about consulting with the library liaison to strengthen and update the library resources available to their students.”

The Christian Ministries Department responded:

“Steps have already been taken to begin to update library resources. Rick Thoman (department chair) will follow up with the administration on the capital funds request for establishing the Curriculum Lab and DVD library and updating of library resources, especially current DVDs, CDs, etc.”

The Deans Council recommended the following:

“Recognizing the importance of adequate, readily available resources to the achievement of educational outcomes, capital funds will be made available to establish a Curriculum Lab and DVD Library. The department should consult the Director of the Library and begin conversations regarding processes, implications, and a timeline for implementation.”¹¹¹

This process of evaluating department-specific library resources during each program review provides for departments a systematic method of receiving external advice regarding their collections. This process effectively supplements the ongoing review process of library resources which departments and their library liaisons conduct. Northwestern will continue to include this process of library resource evaluation in future program reviews.

Technology

Northwestern College is committed to the development, use, and support of technology as it relates to student learning and effective teaching. This commitment to technology in academics includes personal computing needs and classroom/instructional technology needs.

Faculty Personal Computing and Technological Support: Currently throughout the campus, the college maintains 1,087 computers used by faculty, staff, and students. The college provides each faculty member with a computer to help support teaching. To ensure that faculty are able to teach effectively using technology compatible with students' technology, faculty computers are equipped with current operating systems: Windows XP Service Pack 2 for PCs and Mac OS 10.3.9

111. Christian Ministries Department
Program Review, 3.49

for Macintosh computers. In addition, the college ensures that standard operating software is current. In 2008, all computers were upgraded to Microsoft Office 2007 for PCs and Microsoft Office 2008 for Macintosh. Departments may also receive additional applications tailored to their specific teaching needs. In addition, the college has made a financial commitment for the rotation of computers to ensure optimum performance. Each faculty computer is on a four-year rotation cycle. At the end of this cycle, a faculty member receives a new computer equipped with all the necessary upgrades.

Student Personal Computing and Technological Support: Students have access to Northwestern's computers through computer labs and classrooms. In addition, students admitted after 2007 are required to bring their own laptops. They can access the network using their computers through computer terminals as well as through wireless access, which is available in all residence rooms and academic buildings. Printers and scanners are also provided at various locations across campus. Students may use these facilities to complete class projects or assignments. To this end, the college continues to work toward greater capability for power sources and printing options.

Students have the following resources available to support learning:

Campus Intranet: Through theROCK students have personalized access to resources such as curriculum charts, the *College Catalog*, college policies, grade book, class schedules, exam schedules, and other information pertaining to academics.

Computer Help Desk: Student lab assistants are on duty during lab hours and are responsible for helping students with questions or problems in the labs as well as in the residence halls. To the best of their ability, lab assistants help resolve computer issues that hinder students from accomplishing academic work. If lab assistants are unable to answer a question, they create a record of the incident report and forward it to a member of the Campus Technology staff.

Student E-mail: Free student e-mail accounts provide a way to communicate with faculty and other students.

Computer labs: Northwestern has 20 Computer Resource Centers, or computer labs, on campus. These labs provide over 200 computers, software, printers, and support personnel for all Northwestern students. Some labs are designed to be field specific, such as the Art Lab, the Imaging Lab, the Smart Music Lab, and the MIS Lab. Other labs are for general use, including, among others, the Arden Hall PCs and the Blue and Gold Labs in Riley Hall.¹¹²

112. Computer Lab Inventory, 3.50

Because of the laptop requirement, the Office of Campus Technologies is researching ways to best allocate campus resources to support student general-use labs. The consolidation of specialized labs, many of which contain the same applications, is also under consideration. A system is being developed that would create a virtual lab at any location on campus utilizing the network and linking software.

Student perceptions of technology: Student evaluation of technology on campus reflects changes made in technology and in student expectations. In 1999, satisfaction as measured by the Noel-Levitz Student Satisfaction Inventory was at its historical lowest and was significantly lower than that of students in the National Four-Year Private College sample. In the 1999 accreditation process, technology was cited as a concern. With improved lab space, hardware, and software, satisfaction as measured by the Noel-Levitz Student Satisfaction Inventory reached an all-time high in 2003 and was significantly higher than the National Four-Year Private College sample at the .001 level. Even though the technology budget has dramatically increased since then, student expectations have also increased. At the 2007 administration of the survey, satisfaction had dropped below 2001 levels and was again significantly lower than the National Four-Year Private College sample at the .001 level.¹¹³

Figure 3.28
Student Satisfaction with Computer Labs

	1999	2001	2003	2005	2007
Computer labs are adequate and accessible.	3.70	4.88	5.59	5.46	4.77

7 = *Very Satisfied*, 6 = *Satisfied*, 5 = *Somewhat Satisfied*, 4 = *Neutral*, 3 = *Somewhat Un/Dissatisfied*, 2 = *Not Very Satisfied*, 1 = *Not at All Satisfied*

A more detailed assessment of student expectations for technology both in terms of hardware and training is planned for the 2009-2010 academic year.

Classroom Technology: The college provides necessary classroom equipment to support teaching and learning. Each classroom has at least two college network connections. Most classrooms have fiber-optic cable available for termination in the classroom. Installed in 80% of all classrooms are video display equipment, V/ VCR, or VCR/Data projectors. Overhead projectors are installed in 67% of classrooms while 57% of classrooms contain computer and data projection equipment. Classroom computers and equipment are also on a four-year rotation cycle. Event Services works collaboratively with Campus Technologies to maintain classroom equipment and ensure that it functions properly.¹¹⁴

Specialized equipment for teaching specific to a given department is also provided as appropriate. For example, in the last two years, Northwestern equipped all

113. 2007 Noel-Levitz Student Satisfaction Inventory, 3.26
114. Classrooms Inventory, 3.51

music classrooms with state-of-the-art sound and video recording and playback equipment. All of the teaching studios have sound recording and playback equipment, and the vocal studios also have video capability. Additionally, faculty or staff may reserve computer labs for instructional use. Such classroom technology supports teaching as well as learning by providing experience with tools that help equip students for an increasingly technological world.

Test classroom: During the 2007-2008 academic year, a former language lab was remodeled and refitted into a “test classroom.” This classroom was designed to be used to train faculty in the latest instructional technology while providing a setting in which faculty members could test various technology options to assist the college in developing an institutional standard for classroom technologies. The classroom includes standard instructional technologies such as DVD players, document camera, audio speakers, PowerPoint remotes, classroom computers with widescreen monitors, and laptop input. It also incorporates enhancements such as a widescreen projector with high lumens; iPod input both audio and visual; additional playback monitors; USB connection at the top of the AV rack; touch screen controls for all major functions of the AV system; and interactive whiteboards which enable instructors to save written notes and projected images, to write on projected images, and to control computer functions at the board. A survey to gather information on the functionality and value of the various components to meet faculty needs is planned. Using the data from the individual training sessions and the survey, Academic Technologies, Audio-Visual Services, and Campus Technologies will make recommendations for a classroom standard to be used in future planning and budgeting.

Instructional Technology: Through technology leadership, broad collaboration about technology needs, and support for campuswide instructional technology applications such as Moodle, the course management system used for online learning, Northwestern promotes and plans to expand the use of instructional technology. Such usage requires greater recognition and reward for faculty.

Technology leadership: The college clearly demonstrates its commitment to faculty technology needs by staffing a full-time director of academic technology position. The primary charge for this position, initiated in 2001, is to provide leadership, management, and vision for the integration of teaching and technology in the classroom teaching and learning environments. This person works in collaboration with administrators, Campus Technologies, and other college departments, serving as an advocate for faculty and coordinating training and support strategies for instructional technology.

Some challenges exist, however, because Academic Technologies is a department of one. Although the collaboration with Campus Technologies is supportive of instructional technology needs, Campus Technologies has a majority of staff on

contract through a local technology solutions firm. The corporate nature of the firm does not always lend itself to fully understanding or giving appropriate priority to Academic Technology needs. The college is aware of this issue and is seeking solutions and better communication among all individuals involved in serving the technology needs of the campus.

Teaching, Learning, and Technology Roundtable: In spring 2008, Northwestern created a Teaching, Learning, and Technology Roundtable (TLTR) to assist in the effective integration of technology with learning environments. Membership in the group includes representation from various academic departments, library, campus technology staff, administrators, and students. The primary role of the TLTR, which meets monthly, is to represent the wider academic community in exploring ways that technology can improve teaching and learning and in proposing corresponding recommendations to policy makers. For example, the committee is examining current practice to determine a minimum Instructional Technology literacy level (computer competency) that is appropriate for faculty and students.

Course management system: Moodle, the course management system currently used at Northwestern, helps faculty create effective online learning communities. This tool is used at different levels across the college.

The traditional school uses Moodle to provide access to course-related material, such as the syllabus; to facilitate discussions beyond the classroom; and to offer opportunities for students to take quizzes, submit papers, and participate in graded forums.

Distance Education uses Moodle as the primary mode of delivery to students. Students in Distance Education can take all their classes online using Moodle. A variety of strategies including lecture slides and synchronous and asynchronous discussions are applied.

FOCUS uses Moodle to provide hybrid delivery. While students meet face-to-face, a percentage of their learning takes place through Moodle.

While all courses are listed on Moodle, not all faculty are using the system. As of spring 2008, over 60% had actively used Moodle as part of the administration or pedagogy of the course. By providing increased training and support, the college is moving toward the use of Moodle in all academic courses as a part of instruction.

Technology training: Faculty receive technology support through training sessions and individual consultations held by the director of academic technology and through access to student lab assistants and the Campus Technologies Help Desk when they have questions. At the beginning of each semester, the college offers specialized training in the use of Moodle. Three sessions cover basic, interme-

diate, and advanced levels of the course management system. Additional training opportunities are offered to cover other applications relevant to teaching and learning, such as the Microsoft Office suite, grading and advising using Northwestern's portal, multimedia applications, and basic operating systems. Specialized training for new faculty is also offered at the beginning of the year to provide a general orientation to the college's technology.

Through faculty surveys and input and through ideas generated in the TLTR, additional training needs have been identified and addressed. For example, results from the fall 2008 Technology and Competency Standards Survey indicated the need for faculty training on the new, sophisticated multifunction printers. In collaboration with the vendors, Northwestern was able to provide specialized training in areas identified on the survey, including sending to the printer a job with specific requirements (e.g., multiple copies, double-sided, stapled, etc.) and using a personal mailbox to retrieve a print job while at the printer, a process which helps reduce the number of copies left on the machines.

In addition, a technology competency standard has been established to set baseline expectations for technology use. General technology training designed to help faculty reach the established standard is based on a survey that allowed department chairs to dialogue with their faculty to identify areas of need. The categories targeted were the following:

- Parts of Your Computer and Printers
- Word Processing and E-mail
- Spreadsheets, Multimedia, and Web Browsers
- Operating System
- Security and Troubleshooting

The goal in establishing such a competency and providing the training to achieve it is to equip faculty with the skills necessary to effectively integrate technology into their teaching.¹¹⁵

Technology usage: Members of the faculty have begun to use technological resources in their teaching. On a survey sponsored by the Director of Academic Technology, 80% of faculty responding reported that they felt "competent to use technology in my teaching." Over 86% *Strongly Agreed* or *Agreed* with the statement "Training to use technology effectively in the classroom is available," 77.2% agreed with the statement "I have the technical support I need to use technology effectively in the classroom," and 83.1 % agreed that "Classrooms are outfitted with the technology needed to teach effectively."¹¹⁶

On the HERI Faculty Survey, 73.7% of faculty reported that they "Placed or collected assignments on the Internet," a number similar to the National Four-Year

115. Technology Competency and Standards Survey, 3.52

116. Faculty Technology Survey Results, 3.53

Private College sample (73.4%). Over 88% of faculty also reported on the HERI Survey that “There is adequate support for integrating technology in my teaching.” This percentage is higher than the 81.3% for the National Four-Year Private College sample. However, more work needs to be done to reward faculty use of technology. Only 11.7% of faculty completing the 2008 HERI Faculty Survey reported that “Faculty is rewarded for their efforts to use instructional technology,” as compared with 16.1% in the National Four-Year Private College sample.¹¹⁷ The college will continue to determine strategies to recognize and reward effective use of instructional technology.

Classrooms

The Space Utilization Study conducted in 2001 provided a blueprint for the future classroom needs of the campus to accommodate an increased enrollment. In response, Northwestern College added one new building and significantly remodeled another. The Mel Johnson Media Center (MJMC) was completed in 2003, which added two general use classrooms and one conference room used for classes and meetings, along with the specialized learning spaces described below. In addition, the Riley Hall Gymnasium was completely remodeled into a two-floor educational space in 2004, creating seven flexible classrooms and two computer labs which are regularly used for teaching. Northwestern currently has 44 general-use classrooms in six buildings. The rooms range from large lecture halls with a capacity of 194 students to seminar-style rooms that accommodate 12 students. These classrooms are adequate to meet the needs of currently offered courses.¹¹⁸

Future classroom needs are addressed in the Campus Master Plan. This plan includes new buildings which will add to the number and variety of classrooms available. The college recognizes that as enrollment growth is achieved, creative approaches to course delivery methods and the use of space will also need to be explored. Additional strategies for increased classroom use include a future reevaluation of the academic schedule to include a more flexible and extended use of time available beyond the current traditional 7:50 a.m. to 3:00 p.m. schedule.¹¹⁸

Labs and Specialized Learning Spaces

The college’s commitment to more and improved labs and other specialized learning spaces is evidenced by new facilities and renovations to existing spaces. The following improvements have been made since the last accreditation visit:

Science: The chemistry lab was remodeled in 2001 and the biology labs in 2005, the same year that two Nazareth classrooms were converted to a research area. Used by students taking independent research courses, this research area houses ten research stations, two prep/equipment rooms, and a digital imaging and microscopy room. The imaging facility is used extensively by students doing independent research or taking the upper-level Cell Biology course.

117. 2008 HERI Faculty Survey, 3.19
118. Classroom Inventory, 3.51

Art: Technology additions have been made to the painting studio, the art history lab, the printmaking studio, the small computer lab, and the large computer lab in the form of large plasma screen monitors and three new high-resolution projectors. Graphic design computer labs have been updated with all new Macintosh equipment (hardware circa 2006; software 2008, with a three-year upgrade cycle). The openness of the work spaces allows for a high level of creative interaction and collaboration, which increases student output. Nine private work spaces for upper-level art students, which include power air tools in a shared space, were also added in 2002. The art history lab was renovated in 2007 to create more seating space. During the 2007-2008 school year, the department purchased a digital router for the woodshop, a Hewlett Packard Large Format Printer and a Xerox color phaser for the graphic design program, and a large oval kiln for the ceramics studio. Most recently, in 2009, the department purchased an additional etching press for the printmaking studio.

In 2006 drawing and sculpture studio areas were relocated to the former Nazareth gymnasium space. In 2008, the department added a woodshop. During summer 2008, the entire space underwent major renovations including a new ventilation system and heating/cooling system. The ventilation system, which works in conjunction with the exhaust system, now includes a ventilation hood in the ceramics lab to remove the silica dust from the air.

The Art Department also manages and maintains the 900-square-foot Denler Art Gallery. This gallery is a site for research work and lectures and serves as a vehicle for exhibiting student, faculty, and guest art. The gallery was renovated for exhibitions and critiques in 2007. The renovations allow for a greater diversity in programming, including more media. Colleagues from neighboring institutions, including MCAD, Bethel University, Macalester College, Concordia University, and the University of Minnesota, have expressed that the gallery is one of the best institutional exhibition spaces in the Twin Cities. The gallery also maintains a large collection of artwork, which it distributes for display across campus.

Communication: The Mel Johnson Media Center (MJMC) was built in 2003 and includes state-of-the-art facilities used by academic and co-curricular programs, largely involving the Department of Communication. The facility includes the student radio station, WVOE; student newspaper and yearbook offices; a television studio, including a green room, show prep room, production preparation room, and TV control room; audio production room; web design room; and eight linear and non-linear editing rooms. The facilities are used by students in journalism, radio and television broadcasting, digital media arts, Web design, and speech/forensics.

Music: When KTIS Radio moved to the MJMC in 2003, 12 spaces previously used as radio studios and offices were reassigned to the Music Department. Seven of these spaces are used for teaching studios, and five are used for Academy of Music private instruction.

Theater: In 2003, the theater program received additional space in the Totino Fine Arts Center with the Communication Department's move to the MJMC. The space formerly used as a TV Studio for the broadcasting program was renovated to become the Patsy Miller Studio Theatre, a green room, and a theatre classroom/backstage area. The theatre facilities in Totino provide students with the opportunity to learn by doing, whether through acting or stage craft. Students are also able to participate in student directing or stage management.

Physical Education, Health, and Kinesiology: Physical Education majors and Kinesiology majors use the Ericksen Center, which contains a fitness center, gymnasium, and training room also used for classroom purposes. Some examples of changes since 1999 include the purchase of new fitness and athletic training equipment, the installation of new dugouts for the baseball and softball fields, and improvements to the gym to enhance skills training.

Management Information Systems Lab: Beginning fall semester 2008, the Management Information System (MIS) major started using VMWare's Lab Manager product in an effort to provide a virtual learning environment. Through the use of Lab Manager, students are able to create an operating system image such as Microsoft Windows Server 2003 or Red Hat Enterprise Linux 5 and then access that image from any computer on campus. Because the image belongs to the student, the student is able to access it in the same format as in the previous work session. Unique configurations, customized desktops, files, download applications, or any other elements the student has added to the image are available just as if the student had a computer dedicated to individual use.

Interdisciplinary: A human subjects lab including closed-circuit applications is planned for use by the Psychology, Education, Business, and Communication departments as well as the Counseling Center. This space is projected to be available for use by fall 2009.

These facility renovations reflect the college's commitment to addressing the need for adequate specialized classroom space. In fact, 71.4% of faculty on the 2008 HERI Survey reported being *Very Satisfied* or *Satisfied* with office/lab space.¹¹⁹ Additional spaces are needed, however. The Science Department affirms that science labs at Northwestern are relatively new and in good shape, with the exception of the

119. 2008 HERI Faculty Survey, 3.19

physics/engineering lab, and that they are well equipped with current research tools and technology. Yet the limited amount of space is challenging. For instance, all of the biology labs are at or beyond capacity in terms of the number of students per lab period and the number of lab periods offered per week. Furthermore, storage space is inadequate for the chemistry lab and for the storage and use of large equipment and instrumentation. The Art Department also has significant lab needs related to space and number of students, and as the department continues to grow, these needs will increase.

In the Department of Physical Education, Health, and Kinesiology, challenges remain related to labs and other appropriate facilities necessary to meet the K-12 Physical Education and 5-12 Health Education state teaching standards. Since 1999, this department has lost the Riley Gymnasium and the tennis courts due to student enrollment growth, which resulted in the conversion of these areas into general-use classrooms and parking, respectively. The Campus Master Plan, which includes a new field house, will address some of these issues in the long term.

Upon completion of the Community Life Commons, additional space will become available for academic use. The firm of Perkins & Will has been hired to assist the college in planning this space to meet programmatic needs. To ensure that learning spaces meet student learning needs, the college will continue to work with departments to determine creative and effective strategies which will facilitate institutional progress in this area.

Local Learning Opportunities: In addition to specialized learning facilities, the college's location in the Twin Cities benefits students by providing learning spaces beyond the campus buildings. For example, the college is located on Lake Johanna, enabling biology students to conduct field studies on the grounds, including water sampling of the lake. The college is also located in a metropolitan area where faculty and students can take advantage of many educational opportunities involving the Minneapolis Institute of Arts and other museums, advanced science labs at the University of Minnesota, musical venues like Orchestra Hall, and theaters, including the Guthrie Theater and the Theatre in the Round, among others. From field trips to internship opportunities, the college encourages students to utilize the learning opportunities within the larger community.

Institutional Strengths and Recommendations for Improvement

Northwestern College demonstrates the high value it places on student learning and effective teaching through its strong support of learning resources. In the past ten years, the college has made significant strides in enhancing the library, academic and classroom technology, and department specific learning spaces. Such improvements help faculty to teach effectively in applied settings and deepen students' learning experiences both inside and outside the classroom. As student enrollment increases and program growth occurs, however, the college will need

to intensify its efforts to maintain and extend the quality of its learning resources through sufficient funding. The Campus Master Plan, along with concerted efforts by the administration and faculty, will lead the college into a future marked by a sustained commitment to student learning and effective teaching.

CONCLUSION

Institutional Strengths

- Student learning outcomes and assessment processes are established at the institutional, programmatic, and course levels at Northwestern College.
- Student learning outcomes and assessment processes enable Northwestern to systematically collect and apply data for continuous improvement.
- Effective teaching is clearly recognized as central to the academic culture and mission of Northwestern by administration, faculty, staff, and students, who indicate a high opinion of faculty teaching in all venues.
- Effective teaching is well supported collegewide through established expectations, professional development opportunities, and assessment processes.
- Processes and procedures are in place which ensure that faculty are the primary agents in shaping the curriculum.
- Northwestern's learning environments are characterized by personal engagement among community members; a commitment to academic excellence; the integration of faith, learning, and living; and strong academic and student support systems.
- Students acknowledge the strength of Northwestern's learning environments by demonstrating their overall satisfaction with their Northwestern College experience.
- Northwestern has made significant strides in the past ten years in enhancing the library, supporting academic and classroom technology, and creating department-specific learning spaces; these improvements continue to support student learning and effective teaching.
- Northwestern has plans in place to address current and future learning resource needs, including the need for additional specialized learning spaces.

Recommendations for Improvement

- To increase the level and extent of assessment data provided to internal constituencies, Northwestern College will address the needs of the Office of Institutional Research, including staffing and resource issues.
- The Division of Graduate and Continuing Education (GCE) will increase the collection and application of assessment data under its new leadership and the reassignment of duties in GCE.
- To continue to promote quality teaching, Northwestern will address issues related to faculty job satisfaction, faculty terminal degrees, and revisions in the faculty evaluation process.
- Northwestern will strengthen its efforts to increase professional development funding and to expand faculty teaching resources, including the development of a Center for Teaching and Learning.
- Northwestern will further develop and implement the assessment cycle for Academic Support Services programs such as the Transition-to-College Program and the Athletic Department Accountability Study Plan.
- Northwestern will ensure that students' academic and career advising needs are being met through collegewide advising systems.
- As enrollment grows, Northwestern will determine ways to sustain and extend the quality of its learning resources by ensuring sufficient funding for needs related to the library, technology, classrooms, and specialized learning spaces.



Criterion Four

Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Northwestern College is committed to providing a high-quality Christ-centered education that fosters a continued desire for both learning and wisdom. From its mission documents to its practices of academic freedom, from its allocation of funds to its campuswide recognition of excellence, Northwestern demonstrates its support for a life of learning. Integral to its curricula are the acquisition of a breadth of knowledge and skills, most clearly evident in the Core Curriculum and the Living and Learning Community Goals, and the practice of critical inquiry, which permeates all degree programs. The college recognizes that maintaining the relevance and usefulness of its education is critical if students are to succeed in a global, diverse, and technological world. By implementing evaluation processes that solicit feedback from diverse constituents, Northwestern faculty continuously review and revise the curriculum. A wide range of experiential learning opportunities available to students further encourages their professional and personal growth. As an institution committed to Christianity and the pursuit of truth, Northwestern strongly supports the ethical acquisition, discovery, and application of knowledge. Through its established curriculum, policies, and practices campuswide, the college both models and promotes academic responsibility and self-awareness.

CORE COMPONENT 4A

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Northwestern College's commitment to excellence in higher education is grounded in a belief in the value of learning and the opportunities for service such learning provides. The college demonstrates that it values a life of learning through its mission documents, accreditations, and memberships; through its practices of intellectual freedom; through its funding and diverse learning opportunities; and through its recognition of student, faculty, and staff achievements.

Documents, Accreditations, and Memberships

Northwestern College's mission documents clarify the centrality of a life of learning within its mission statement, educational philosophy, and institutional planning. Through its accreditations and affiliations with professional organizations, Northwestern further demonstrates its promotion of a life of learning that reflects high standards and accountability.

Mission Statement, Philosophy of Education, Institutional Planning: Northwestern's mission documents, which are approved by the Board of Trustees and supported by the Northwestern community, reveal the college's commitment to a

life of learning. Northwestern's mission statement asserts a fundamental dedication to learning that extends beyond the classroom. The college "exists to provide Christ-centered higher education" which facilitates students' intellectual and spiritual development and enables them to serve society "effectively" through professional work and leadership "in the home, church, community, and world."¹

The Philosophy of Education further delineates the college's commitment to "the values of community, lifelong learning, ministry, integrity and the pursuit of excellence." With an educational philosophy "steeped in the revealed Word of God," Northwestern strives to provide for students a "well-rounded education" that produces "a broad understanding of the world God has created." The Foundational Beliefs section summarizes the college's commitment to lifelong learning and application by stating, "Northwestern College strives to instill in students the desire to pursue truth as a lifelong calling and to provide them with the tools to learn the truths of the Bible and in all of God's creation, and to be witnesses of God's redemptive glory throughout the world."²

Fostering a life of learning is also central to the college's institutional planning. As demonstrated in Core Component 2d, Northwestern's planning and decision-making processes are directly tied to its commitment to providing high-quality Christ-centered education. The dynamic nature of the college's mission-driven planning helps ensure programmatic flexibility and adaptability while confirming its commitment to programmatic expansion, strong technology support and services, and cultural engagement. Such mission-driven planning demonstrates the centrality of learning to the college's vision for the future.

Accreditations and Memberships: Through its accreditations and memberships, Northwestern demonstrates its commitment to a life of learning marked by professional excellence. The college is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, is registered with the Minnesota Office of Higher Education, and is a member of the Council for Christian Colleges & Universities, the Council of Independent Colleges, the American Council on Education, the Association of Governing Boards, the Council for Advancement and Support of Education, and the National Association of Independent Colleges and Universities.

Various academic departments are also affiliated with professional organizations. For example, the Department of Education is approved by the Minnesota Board of Teaching to provide programs leading to teacher licensure in the state of Minnesota. Minnesota is a partnership state with the National Council for Accreditation of Teacher Education (NCATE), which ensures that Minnesota Board of Teaching standards for the approval of programs are aligned with NCATE standards. The college is also an accredited institutional member of the National Association of Schools of Music. The Department of Music received this accreditation based upon its facili-

1. Mission Statement, Appendix A
2. Philosophy of Education, Appendix C

ties, instruments, courses, concert schedules, resources, faculty, student recital requirements, entrance and continuance exams, and other aspects of the program.

The quality of Northwestern's athletic programs is indicated through the college's membership in the Upper Midwest Athletic Conference (UMAC) and the National Christian College Athletic Association (NCCAA), and in its membership in the National Collegiate Athletic Association (NCAA) Division III.

Practices of Academic Freedom

Northwestern College's dedication to a life of learning assures its support of academic freedom for faculty and students. The college's Christian values and mission documents serve as a foundation for freedom of inquiry and open exchanges of ideas. While community members are expected to uphold the core beliefs of the institution, these beliefs support intellectual freedom under the supremacy of Christ and the scriptures.

The fundamental beliefs undergirding the college's practices of academic freedom are delineated in the Philosophy of Education and the Doctrinal Statement. Core beliefs include the idea that "all intellectual inquiry starts from a set of assumptions based on faith." This premise encourages faculty and students to identify the worldview assumptions in every discipline, to relate them to Christian worldview assumptions, and to learn from this process of analysis. Furthermore, the college asserts its belief in the value of all learning and in the "consistency between biblical truth and truth discovered through reason and experience." When conflicts arise between the scriptures and the "apparent truths of an academic discipline," however, the college defers all truth claims to the revealed Word of God.³

Faculty believe that academic freedom within this pursuit of truth is essential to an institution of higher learning. They demonstrate this freedom by honoring and respecting the opinions of others in the classroom and by encouraging students to exhibit a similar respect toward others. In course evaluation results between 2003 and 2008, students consistently ranked "My instructor was respectful toward students" as one of the highest areas of satisfaction.⁴ Faculty further manifest their academic freedom through the publication of original ideas, through the freedom of inquiry in research, and through the freedom of artistic expression. By applying the college's philosophy of academic freedom to their students, faculty members grant students similar freedom with additional consideration for audience and purpose of expression. As illustrated by course syllabi, faculty integrate this freedom with a Christian worldview.

While faculty and students enjoy academic freedom at Northwestern, the college is working to improve the promotion and documentation of this freedom. The ability to individually select materials for classroom use is addressed in the *Guidelines on the Use of Controversial Materials in Northwestern College Classes*.⁵ However, most of

3. Philosophy of Education, Appendix C
 4. 2003-2008 Course Evaluation Results, 4.1
 5. Guidelines on the Use of Controversial Materials, 4.2

the traditional practices of academic freedom at Northwestern are largely assumed but are not specifically documented. The college can increase its support for this freedom by formalizing policies that clarify its nature and scope. The current lack of explicit documents addressing academic freedom may be a primary factor in the community's perception of it. In the 2008 Self-Study Survey, the mean faculty score for the statement "I experience academic freedom at Northwestern College" was 73%. Providing clarified policies may reassure faculty and students of the breadth of their academic freedom and increase their willingness to openly express differing opinions as they dialog with others in the mutual pursuit of truth.⁶

Funding and Learning Opportunities for Students

As a teaching institution, Northwestern College is committed to providing funds and opportunities that will promote a life of learning for its students. This commitment of financial and programmatic resources demonstrates that the college values a life of learning beyond the classroom.

Tuition Aid: Northwestern administers federal and state financial aid opportunities for students to help fund their college education as well as offering several of its own scholarship and discount programs. Examples include the Minnesota Minority Assistance Program, the Student Tuition Endowment Program (STEP), the Eagle Scholars Honors Program Scholarships, and the Christian Service Discount. Additionally, the Office of Financial Aid works with students wanting to participate in off-campus programs to secure continued educational funding.

Northwestern College also grants scholarships provided by outside donors. The current scholarship endowment, including scholarships with the Northwestern Foundation, stands at \$13,391,323 as of fall 2008. This \$13.3 million represents 126 endowed scholarships. All but 13 of these scholarships give awards based on financial need. The value of the merit-based scholarships is just over \$456,000. Total awards per individual generally range from \$800 to \$1,000.

Department-Specific Learning Opportunities: Academic departments demonstrate their commitment to a life of learning by offering students a variety of opportunities that extend beyond the classroom.

Participation in professional conferences and competitions: Many academic departments offer students opportunities to attend professional conferences and competitions. Some examples include the following:

- Department of Biblical & Theological Studies: Evangelical Theological Society, Twin Cities Undergraduate Theology Conference;
- Department of Business: American Production and Inventory Control Society;
- Department of Christian Ministries: youth conferences, Intercultural Studies Conference, leadership conferences, Evangelical Missiological

6. Self-Study Survey, Appendix G

- Society Conference, Christian Camping International;
- Department of Communication: National Religious Broadcasters;
- Department of Education: Minnesota Council of Teachers of Mathematics (MCTM), Minnesota Teachers of English to Speakers of Other Languages (MinnTESOL), Minnesota Council of Teachers of English (MCTE), Minnesota Council for Social Studies (MCSS);
- Department of English & Literature: Festival of Faith and Writing, Sigma Tau Delta Conference, the National Undergraduate Literature Conference, the Society of Technical Communication Conference;
- Department of Music: The National Association for Music Education (MENC) Collegiate Conference, Minnesota Music Educators Association (MMEA) State Mid-Winter Conference;
- Department of Psychology: Christian Association for Psychological Studies (CAPS) Conference;
- Department of Science & Mathematics: American Society for Cell Biology.

Some academic departments have funds allocated in their budgets to help cover students' participation in conferences and competitions. One example is the Department of Music, which helps pay for travel and lodging for students who participate in competitions. Other departments, such as the Department of English & Literature, have been granted funds upon request and have raised some financial support to help students attend conferences. Because funding to support students' scholarly travel and participation in professional events is limited and is currently distributed unequally among departments, the college is in the process of reviewing and revising the policies governing their distribution. Increased formalization of these policies, with guidelines for competitive applications for at least a portion of these funds, will provide more equitable distribution. Because of the value of these student learning opportunities, the college is committed to continuing and even expanding its support of them as feasible.

Field trips and study abroad trips: To enhance students' learning experiences, academic departments and academic clubs frequently offer field trips and other learning opportunities, such as concerts and drama productions. In an average year, the college authorized approximately 50 field trips, sponsored by over 20 disciplines, during regular class sessions. Additional field trips, which are not tracked by the permission-granting process, also take place in the evenings and weekends, particularly in the Department of Art & Graphic Design, the Department of Music, and the Eagle Scholars Honors Program.

Various departments provide opportunities for students to learn on study abroad trips. Examples come from the Department of Art & Graphic Design (Greece, Norway, London, Paris, Germany, Czech Republic, and Italy), the Department of Biblical & Theological Studies (Israel), the Department of Business (China), the Department of Christian Ministries (a variety of countries each year), the Department

of English & Literature (Great Britain, France, Italy), the Department of Science & Mathematics (Belize), and the Eagle Scholars Honors Program (Wales and Ireland).⁷ Because the college does not have a specific study abroad office, however, faculty are required to plan and oversee these department-based trips. While some departments have administrative assistants or staff to help facilitate these opportunities, others do not. The college is considering the feasibility of creating an office which would oversee all study abroad opportunities.

Field experience and research: Departments offer students a variety of specialized learning opportunities involving field experiences and research. Such learning experiences often occur in upper-level classes, including senior capstone courses at the undergraduate level and culminating projects at the graduate level. Examples include student teaching (Department of Education), student conductors in ensembles and concerts (Department of Music), 160 hours of industry-sponsored on-site graphic design experience (Department of Art & Graphic Design), independent research and writing (Department of English & Literature), creation of advertising proposals and business plans (Business Department), and participation in a public Health Fair (Physical Education, Health, & Kinesiology Department).

Other opportunities for student research and field experience also exist. For example, over the past six years, biology professors have engaged approximately 40 students in 20 different research projects. The college provides lab space, equipment, and supplies for this research, for which students do not pay a lab fee. Almost a dozen papers have been published in national scholarly journals because of these projects. Other biology students have participated in the highly competitive University of Minnesota's summer undergraduate research program. Students in the Department of Biblical & Theological Studies had the opportunity to take part in an archaeological dig on campus as part of the Biblical Archaeology class. The Department of Biblical & Theological Studies and the Department of History & Related Fields recently facilitated the opportunity for students to excavate at the archaeological sites of Hazor and Bethsaida. In spring 2009, eight to ten Eagle Scholar Honors students will receive a grant for research projects, each consisting of 75 to 100 hours.⁸ (For additional information on field experiences, see Core Component 4c.)

Symposiums, lectures, and exhibitions: Many academic departments sponsor symposiums, lectures, and exhibitions by scholars and artists from outside the college. For example, to promote visual literacy, the Denler Art Gallery hosts opening receptions and features work by individual artists. The Department of Science & Mathematics sponsors an annual biology symposium, including both professional and student presenters. Other departments, such as the Department of Biblical & Theological Studies, the Department of English & Literature, the Department of Psychology & Related Fields (Criminal Justice), and the Department of Education, have invited scholars in their field to speak to students outside of regular classes.

7. Study Trip information, 4.3

8. Student research examples, 4.4

Many departments also inform their students of lectures, conferences, and cultural experiences which take place in the Twin Cities community, thus broadening students' exposure to a wide variety of learning opportunities. For example, the Department of Christian Ministries informs students about youth, leadership, missions, and children's workshops; the Department of English & Literature notifies students regarding poetry and prose readings in the area; and the Department of Music encourages students to attend such musical performances as the Minnesota Boychoir, the University of Minnesota's wind ensemble and chamber music concerts, and the Minnesota Orchestra. Exposure to such events, however, varies among departments. Some departments could increase their communication of field-specific opportunities to their students.⁹

Honors Program: The college provides substantial funding for the Eagle Scholars Honors Program, which clearly demonstrates through its design and administration that it values a life of learning. Honors students are required to take honors courses, conduct independent study, present research, practice critical thinking skills, build vocabulary, read and recommend books, and attend and respond to lectures, including those in the college's Faith & Thought Lecture Series. The Eagle Scholars Honors Program created and annually hosts the Minnesota Collegiate Honors Symposium. At this symposium, students from various collegiate honors programs throughout the state of Minnesota present their individual research to their peers and answer questions about their topics. Through the Honors Program, students have also been given the opportunity to learn in a variety of settings through field trips and other scholarly activities, such as writing and publishing with professors. The Honors Program has afforded students the opportunity to learn by studying in other countries. Honors students have participated in the study of Christian missions in France, in an Honors Colloquium study in Wales and Ireland, and in the study of the biology of rainforests and ocean coastline in Belize.¹⁰

Affiliate Programs: Students at Northwestern can broaden their breadth of knowledge and skills while increasing their exercise of critical inquiry by participating in the college's affiliate programs. Second-semester sophomores, juniors, and seniors can take advantage of a wide variety of learning opportunities sponsored by the Council for Christian Colleges & Universities (CCCCU). These off-campus interdisciplinary study programs provide unique opportunities for students to "make the world their classroom."¹¹ They include such programs as the Australia Studies Centre, the Middle East Studies Program, the Oxford Summer Programme, the Uganda Studies Program, the Los Angeles Film Studies Center, Latin American Studies, and the American Studies Program in Washington D.C.

Students also have opportunities for learning from the Au Sable Institute, EduVenture, Focus on the Family Institute, ROTC, Jerusalem University College, and Summer Partnership in Law. These affiliate programs provide students with additional

9. Symposiums, lectures, exhibits examples, 4.5

10. Honors Program Information, 4.6

11. College Catalog, p. 31, 4.7

learning opportunities that deepen their knowledge of their discipline and provide valuable professional experiences beyond the classroom.

Due in part to financial and/or scheduling issues, the percentage of students participating in these programs each year is relatively low (an average of 5% over the past five years). While the college aids students by providing some financial support for a variety of the affiliate programs, students must largely fund these programs themselves. In addition, academic advisors and department chairs work with students to help them address scheduling issues and transfer credits. Centralizing the affiliate programs within a study abroad office would greatly facilitate students' application process, increase the programs' visibility, and encourage systematic evaluation of student experiences.

Fulbright Scholarships: Northwestern supports further opportunities for expanded learning through the Fulbright Scholars Program. Over the past five years in particular, Northwestern has actively promoted this significant opportunity for students. Professors and administrators encourage, guide, and facilitate the application process for students who wish to further their scholarly work through a Fulbright scholarship. Since 2004, four Northwestern graduates in TESOL, ESL Education, and Christian Ministries have received Fulbright awards to work in Taiwan and Thailand.

Funding and Learning Opportunities for Faculty and Staff

Northwestern College promotes and financially supports a life of learning for its faculty and staff. By providing internal opportunities for growth along with funding for external activities, the college encourages faculty and staff to build upon their learning, knowledge, and skills throughout their lives.

Tuition Grant Program: All faculty members are eligible to take or audit without cost a traditional undergraduate or FOCUS course every term at Northwestern, and they may take additional courses at discounted tuition rates. Staff members are similarly eligible to take and audit classes at Northwestern and to earn degrees. In conjunction with this tuition remission, the college gives staff the opportunity to take classes during the work day as long as the time spent does not interfere with work requirements and the employee makes up the hours spent in class. The tuition reimbursement program allows faculty and staff to take courses which will improve their skills, increase their knowledge, and/or provide enjoyment and enrichment. This tuition benefit for a life of learning is documented in the *Employee Handbook*.

Promotion and Annual Reviews: Faculty members are expected to submit an annual faculty development report, including the previous year's scholarship activities. For promotion, they are expected to compile a dossier documenting teaching, service to the college, moral education, and scholarship, including membership in

professional societies, scholarly presentations, shows, performances, and publications.¹² Staff are expected to include as part of their annual review their participation in professional associations or activities.

Workshops: Northwestern hosts a wide variety of workshops to support faculty and staff development. Workshops designed specifically for faculty have included such topics as how to have scholarly work published and how to prepare for promotion. The college has also provided training specifically related to funding research: workshops to help faculty members apply for Fulbright scholarships and workshops for faculty members seeking grants from outside the college. These workshops have produced positive results. Two faculty members received a Fulbright award for 2008-2009, and various departments have received research grants. For example, within the past five years the Department of Science & Mathematics has been awarded research grants from foundations such as 3M, Medtronic, Boston Scientific, and Cargill, and the Department of Art & Graphic Design has received grants from the McKnight Foundation, the Minnesota State Arts Board, and the Jerome Foundation.

Workshops designed for both faculty and staff include those offered by the Department of Human Resources, which cover such topics such as personal finance, health insurance, team building, and time management. The college provides on-site training for employees in computer use, particularly for the Banner system, Moodle, and Microsoft Office software. In addition, employees are welcome to attend daily chapel sessions and special break-out chapel sessions, which provide exposure to a broad range of speakers and issues.

Annual Events and Forums for Learning: Beyond workshops which directly promote faculty and staff development, Northwestern hosts annual events and forums for learning, which all faculty and staff may attend. These opportunities include the Northwestern College Scholarship Symposium, Lessons from Leaders, and the Faith & Thought Lecture Series.

The Scholarship Symposium offers particularly strong evidence of the college's commitment to a life of learning. These forums provide the opportunity for faculty members to share their scholarship with each other and to learn from the scholarship of others. The college sponsors the Scholarship Symposium every spring during a day in which there are no classes, so that students and faculty are able to attend. Staff members are also allowed time away from their duties to attend sessions, and administrators participate as well, as their schedules allow. Beginning in 2004, faculty members have presented on subjects within a variety of disciplines, including archaeology, biblical studies, business, communication, film studies, history, linguistics, literature, philosophy, and psychology.¹³

12. Faculty Promotion Dossier Sample, SF 8

13. Northwestern Scholarship Symposium programs, 4.8

Lessons from Leaders, first established in 1999, highlights life lessons from Christian leaders from across the country to encourage the greater Twin Cities faith community to pursue the principles of morality and ethics in leadership. Presenters have included Jerry Jenkins, best known for his \$65 million Left Behind series—the fastest-selling fiction series in history; best-selling author, clinical psychologist, and nationally syndicated radio co-host Dr. Henry Cloud; and Dennis Doyle, cofounder and CEO of Welsh Companies, Inc., a full-service real estate company which manages a portfolio of real estate in excess of \$1.26 billion.¹⁴

The Faith & Thought Lecture Series, a collegewide, thematic event which also encompasses the larger community around Northwestern, is sponsored annually by the Faculty Development Committee. Lecture themes include “Building Christian Character,” “Christianity in a Postmodern World,” “Interpreting the Sacred: Living Words from Ancient Texts,” “Refracted Glory: Exploring the Sacred in the Arts,” and “The Intersection of Faith with Science and Mathematics.” Individual keynote addresses feature two Northwestern professors and two notable guest speakers, who are selected by the committee and funded through resources made available by the college. Lecture sessions include an opportunity for audience members to engage with and ask questions of the speakers.¹⁵

Reactions to these annual events have been positive, although no formal assessment data has been collected. Attendance at the Scholarship Symposium and Lessons from Leaders continues to be strong while attendance at the Faith & Thought Lecture Series varies throughout the year. Implementing some formal assessment measures will help the college gauge the effectiveness of these events for its constituencies.

Professional Conferences: Funds allocated for faculty professional development, which is discussed in Criterion Three, provide opportunities for faculty to attend professional conferences and participate in other scholarly activities. The college also provides funds for staff members to participate in professional conferences through departmental budget allocations. Examples of recent conferences attended include the American College Health Association National Conference, the Coalition of Christian College Counseling Centers Forum, the Conference for Counseling Services Directors, and the Annual Conference for Associated Christians in Student Development. Results from the Self-Study Survey for the item “Northwestern College has supported professional development (including training, conference attendance, etc.)” are strong: 82.2% of faculty, 82.7% of staff, and 100% of administration *Strongly Agree* or *Agree* with the statement.¹⁶

Professional Organizations: Funds allocated for faculty professional development, a topic discussed in Criterion Three, provide opportunities for faculty to attend and present at professional conferences and to assume professional leadership roles. The college also provides funds for staff members to

14. Lessons from Leaders Information, 4.9

15. Faith & Thought Lecture Series Information, 4.10

16. Self Study Survey, Appendix G

participate in professional conferences through departmental budget allocations. Examples of recent conferences attended include the American College Health Association National Conference, the Coalition of Christian College Counseling Centers Forum, the Conference for Counseling Services Directors, and the Annual Conference for Associated Christians in Student Development.

Faculty from all disciplines have the opportunity to present at conferences in their field of study. Presentations were recently made at professional organizations such as the National Collegiate Honors Council, the Near East Archaeological Society, the Evangelical Theological Society, the International Association of Management, the Music Teachers National Association, the Broadcast Education Association, American Christian Writers, and the World Caucus of Autonomous Learning at the University of Oxford, among many others.

In addition, funding encourages Northwestern professors to assume leadership roles in state and national professional organizations. Faculty serve as chairs, directors, board members, task force members, and special committee members in organizations ranging from the Cooperating Libraries in Consortium (CLIC) and the Board for the Minnesota Naturalist Association to the Evangelical Press Association and the Association of Professors of Mission.

Scholars- and Artists-in-Residence: Since 1995, Northwestern has funded the position of scholars-in-residence and during some years has funded artists-in-residence. These individuals have brought to Northwestern expertise that has enriched its learning community. Examples include John Sailhammer, a writer specializing in Old Testament Theology; Michael Wise, a distinguished scholar on the Dead Sea Scrolls; Michele Frisch, a flutist with the Saint Paul Chamber Orchestra; and Roger Frisch, a violinist with the Minnesota Orchestra. These scholars and artists have actively demonstrated a life of learning, along with the scholarship and artistry that such a life can produce.

Fulbright Scholars Program: Especially in recent years Northwestern has encouraged its faculty to apply to the Fulbright Scholars Program. By periodically offering faculty forums to discuss the Fulbright Program, the college has provided valuable information to faculty interested in applying. In early 2008, Dr. Lisanne Winslow, professor of biology, and Dr. Sally Harris, professor of English, each received Fulbright Scholar Awards for Research and Lecturing overseas. They are the first Northwestern faculty recipients of the prestigious award. Dr. Winslow is currently researching global warming's impact in Japan at the Misaki Marine Biological Station in the Kanagawa Prefecture. She will also be lecturing to graduate students at the University of Tokyo's School of Science. Dr. Harris is researching applied linguistics and working with law students at Iringa University College/Tumaini University in Tanzania, Africa. She is also developing curriculum and teaching the institution's first legal writing course.

Funding and Learning Opportunities for Alumni and Constituents

Northwestern College also provides learning opportunities for alumni and constituents of the college through such conferences and lectures as Rekindling Your Spirit, Set Apart, Youth Workers Breakfast, and the Faith & Thought Lecture Series. The Alumni Office sponsors specific conferences such as “Lifelong Learning for Ministry Leaders.” In addition, alumni may attend presentations by faculty during Homecoming weekends. Lectures in 2007 included topics in health and wellness, business leadership, the history of Northwestern College, expanding a biblical worldview, Ireland, and Jamaica. Alumni may audit traditional Northwestern courses at a discounted price and may join faculty-led study tours to other countries. Notable recent examples include a trip to England, with a faculty member teaching about C.S. Lewis, and trips to Israel and Jordan, with a faculty member teaching about the history of these countries.

Recognition of Scholarly and Professional Achievements

Northwestern College demonstrates its commitment to a life of learning by recognizing the achievements of its students, faculty, and staff. Through multiple formal and informal avenues, the college highlights and awards excellence in academic and creative work, scholarship, teaching, service, and athletics. The college communicates and publicizes these achievements to both internal and external constituents. Additional efforts are being made to increase the nature and scope of this recognition to honor those community members who achieve excellence.

Recognition of Students and Alumni: Through departmental and institutional efforts, Northwestern honors students for high achievement. This recognition ranges from induction into honor societies to awards, scholarships, and presentations.

Honor societies, external awards, and external scholarships: Various departments recognize student learning by inducting students into an honor society: the Department of Biblical & Theological Studies (Theta Alpha Kappa), the Department of Business (Sigma Beta Delta), the Department of Education (Pi Lambda Theta), the Department of English & Literature (Sigma Tau Delta), the Department of Psychology (Psi Chi), and the Department of Science & Mathematics (Beta Beta Beta). In addition, many departments and individual professors facilitate the awarding and recognition of students by providing information, guidance, recommendations, and nominations for merit-based scholarships and awards given by professional or scholarly organizations outside of the college. Examples include *Who's Who*, the Fulbright scholarship, awards by the Society of Technical Communication, the Jack Kent Cooke award, Sigma Tau Delta's Isabel Sparks President's Award, Norton literary awards, and National Christian College Athletic Association (NCCAA) Academic All-American recognition.

Presentations, internal awards, and scholarships: The college demonstrates that it values a life of learning through organizing and facilitating student exhibits, concerts, shows, and other presentations. Examples come from many departments across campus, including, among others, the following:

- Department of Art & Graphic Design: senior art shows;
- Department of Biblical & Theological Studies : student paper forums;
- Department of Communication: drama productions, particularly student-directed shows;
- Department of Education: presentations of professional portfolios;
- Department of English & Literature: senior capstone presentations;
- Department of Music: junior and senior recitals;
- Department of Science & Mathematics: senior poster exhibits.¹⁷

The college recognizes high academic achievement each semester by naming students with a minimum 3.65 GPA to the Dean's List. Students receive a certificate signed by the department chair and the provost. Posting the Dean's List on theROCK is planned for spring semester 2009.

In the annual awards convocations each spring, the college bestows a variety of honors, including the merit-based scholarships provided by donors to the college. Also at these convocations, the college announces other awards, such as the *Inkstone* creative-writing awards given every spring for best entries in the fall and spring editions of the college's student literary magazine. Additional recognition includes an award for advanced study in ancient and classical languages, an award for the best accounting student, and an award for speaker of the year. Other recognition is given at events such as the awards luncheon sponsored by the Department of Music.

While these events clearly demonstrate the college's commitment to recognizing student achievement, Northwestern desires to do more to acknowledge and honor academic excellence in performance and application. To address this need, a faculty focus group met during the 2008 Fall Faculty Workshop and identified a variety of strategies for improvement. These suggestions are being reviewed and some of them implemented during the 2008-2009 academic year. A few of the suggestions included the following:

- establishing more awards by departments;
- highlighting student achievement on departmental web pages;
- more effectively utilizing e-newsletters;
- including regularly in *The Column* (student newspaper) some acknowledgement of the accomplishment of peers.

17. Presentations, internal awards, and scholarships samples, 4.11

To recognize outstanding achievement by Northwestern College alumni, the Alumni Office annually presents a variety of awards, such as the Distinguished Alumnus of the Year, the Young Alumnus of the Year, the Buckles-Hannah Service Award, and the Athletic Hall of Fame Inductions. Each award is determined through the application of clearly identified criteria and a selection process which typically includes the alumni council, the alumni director, and other related constituents.¹⁸

Presentations at scholarly conferences: Another manner in which Northwestern recognizes the achievements of its students is by facilitating and financially supporting presentations by its top students at scholarly conferences. For example, students in the Biblical & Theological Studies Department have presented papers at the Midwestern Regional Evangelical Theological Society meetings and at the Twin Cities Undergraduate Theology Conference. Students from the Department of English & Literature have presented papers at the National Undergraduate Literature Conference and the annual Sigma Tau Delta Conference, where a student recently received the Isabel Sparks President's Award, the highest award in poetry presented at the conference. Art students have presented at the Minnesota Art Educators Conference and at the National Art Education Conference. Students have participated on a panel at the Evangelical Missiological Society conference. Biology students have presented papers at major national conferences such as the American Society for Cell Biology and have participated in Private College Scholars at the Capitol, where students present posters on research or creative work in any discipline. Through these opportunities, professional organizations and other colleges and universities recognize and occasionally reward Northwestern students' scholarship.¹⁹

Commencement recognition: Academic achievement is recognized at the fall and spring commencement ceremonies. All honors students wear a medallion on a ribbon around their necks, and Eagle Scholars wear a special honors stole. In addition, members of department honor societies wear honor cords. All students graduating *cum laude*, *magna cum laude*, *summa cum laude*, or *with distinction* are listed in the printed commencement program.

Publicizing student and alumni achievement: Student academic achievement is publicized within the college and in college publications sent to constituents. For example, the *Pilot*, published twice a year, and the e-news, sent out once a month, provide information about student and alumni achievements. Departments, programs, and the institution as a whole publicize awards and honors on the college website. Efforts to do so more consistently are currently being made at all levels of the institution. Departments publicize their students' achievements in a variety of other ways as well. The Department of English & Literature highlights student and alumni accomplishments in a PowerPoint presentation given annually to new students and their parents. Biology faculty create posters listing their graduates and their careers after graduation. The Department of Education produces a

18. Alumni Award Recipients, 4.12

19. Student presentation samples, 4.13

brochure each year highlighting the qualifications of its graduates. The Center for Distance Education includes stories of student accomplishments in newsletters and magazines.

Recognition of Faculty and Staff: Northwestern values the achievements of its faculty and staff and honors those achievements through both formal and informal recognition.

Faculty Awards

The college recognizes and awards its faculty in a variety of ways. Each year, monetary gifts for three faculty members are awarded in the areas of teaching, college service, and scholarship. The Student Government, the Faculty Development Committee, and the Faculty Personnel Committee facilitate and present these awards at the spring honors convocation. The college recognizes and honors adjunct faculty at an annual adjunct dinner. (For further information, see Core Component 3b.)

Recognition for Faculty Publications

The college sponsors book signings for faculty members who publish books. These book signings are generally included in the annual Northwestern Scholarship Symposium. Also on display during the Scholarship Symposium are copies of recently published articles. Publications of faculty members are listed in the college publication the *Pilot*, and feature articles have been written about faculty members. Examples include “Math + Faith: It All Adds Up,” featuring Dr. Jonathan Zderad, professor of mathematics; “A Redeeming Opera,” featuring Barbara Rogers, composer and piano instructor; and “Department of Defense,” featuring Dr. Don Johnson, professor of psychology.

Recognition of Employees

Northwestern recently instituted a Quality Service Award for all full-time Northwestern staff. Students, faculty, and staff may nominate a staff member who has worked at the college for a minimum of 12 months and has demonstrated outstanding performance. Recipients and nominees are announced at the Christmas celebration in December and listed in campuswide communication the following week. Award recipients will receive a monetary gift and a personalized Quality Service plaque. The college also recognizes years of service for both faculty and staff at an annual event hosted by the president. Employees are honored for their work at five-year increments with awards ranging from clocks to desk chairs embossed with the Northwestern seal. A monetary gift also accompanies each award. Other public recognition of faculty and staff achievement includes congratulatory e-mail notes, electronic journal notices, and special receptions like those hosted for the two faculty recipients of Fulbright scholarships.

While these forms of recognition clearly demonstrate the college’s appreciation for academic excellence and institutional service, Northwestern is in the process of

creating additional avenues which reflect the value it places on employee excellence. An expanded employee recognition program which honors diversity in faculty's scholarly and institutional contributions and excellence in staff performance is currently being developed. The college will continue to strengthen its current commitment to awarding employee excellence and publicizing achievement. (For information on the recognition of effective teaching, sabbaticals, and professional development funding, see Core Component 3b.)

Institutional Strengths and Strategic Directions

Northwestern College supports a life of learning for its students, faculty, staff, and administration. This commitment is rooted in the mission documents, which clarify the connection between Christ-centered higher education and a lifelong pursuit of truth. Through professional accreditations and memberships, firm financial support, and numerous programs which encourage academic and professional growth, the college promotes an education which changes lives. To build upon these strengths, the college will formalize its policies on academic freedom, review and revise its funding policies for student travel and conferences, and consider the feasibility of staffing a study abroad office. Developing additional strategies to recognize and publicize the achievements of students, faculty, and staff will enhance the college's current commitment to honoring excellence at all institutional levels.

CORE COMPONENT 4B

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Northwestern College's commitment to Christ-centered higher education involves a life of learning that directly promotes a breadth of knowledge and skills, the development of Christlike attitudes and values, and the exercise of intellectual inquiry. These fundamental elements are integral to the Core Curriculum and the Learning and Living Community Goals. They are also reflected in undergraduate and graduate programs and are supported through co-curricular and extracurricular activities.

Core Curriculum and Living and Learning Community Goals

The newly designed Core Curriculum and the Living and Learning Community Goals successfully promote a breadth of knowledge and skills and the exercise of intellectual inquiry.

Core Curriculum: The purpose of the Core Curriculum is to "produce . . . Christlike, Spirit-filled graduate[s]" who are "broadly educated in terms of a biblical worldview."²⁰ By interweaving 30 credits of Bible and theological courses with general education courses, the college encourages the simultaneous study of the Scriptures and theology with the study of the arts and sciences. In fact, students who complete at least 24 of the 30 required credits (which all students complete

20. *College Catalog*, p. 35, 4.14

except for junior and senior transfers who may opt to do so) receive a Bible minor. Students obtain a breadth of knowledge through exposure to various disciplines and a depth of skill in critically applying biblical principles as they develop a Christian worldview. Moreover, students are encouraged to cultivate dispositions that will prepare them for godly leadership.

Through the curriculum's intentional structure and content, students gain the knowledge, skills, and attitudes necessary for a life of learning. Three sets of courses comprise the Core Curriculum: courses that establish the foundation for a biblical worldview and for academic work, courses that explore the academic disciplines through a biblical worldview, and courses that probe the depths of a biblical worldview. Within these levels, students receive broad exposure to history, philosophy, social science, fine arts, literature, mathematics, and science, along with a breadth of courses related to the Bible, theology, and worldview application. While faculty teach Core courses from a biblical worldview, they do not avoid in their discipline the topics or issues which may conflict with their worldview. Rather, they address such issues directly, affirming the necessity of asking and attempting to answer difficult questions. In this way, faculty help their students to develop a worldview that is not only biblically based but also self-aware and self-critical. The college could provide further opportunities for in-depth integrative study by creating additional discipline-based courses that focus on biblical worldview concepts and could then apply to the Biblical Worldview and Academic Disciplines category.

The curriculum affirms the college's commitment to its mission, preparing students well for an effective vocation and a life of servant leadership. Students learn to think critically, to reason analytically, to solve problems, to use technology and the tools of inquiry effectively, to demonstrate integrity toward others, and to express themselves clearly and confidently in speaking and writing. In particular support for Northwestern's mission, students are taught how to perform careful textual analysis in their required Principles of Biblical Interpretation course. In light of the college mission, however, one significant omission in the Core Curriculum is a foreign language requirement. To help prepare students for leadership roles in the "home, church, community, and world,"²¹ the Core Curriculum should at minimum include foreign language as a selective and, preferably, as a requirement. Because of the credits allocated to Bible courses and to other general education courses, however, the inclusion of foreign language remains a challenge. The college is currently reviewing the Core Curriculum to determine how it may address this issue.

The Core Curriculum additionally provides for the exercise of intellectual inquiry. For example, in Composition II, a required course in the Core, students conduct individualized research of a topic within their major and are taught critical thinking and argumentation skills to aid in their intellectual inquiry. Intellectual inquiry is also a foundation for the Core Capstone course, Biblical Worldview Capstone:

21. Mission Statements, Appendix A

Christian Thought. In this course, students wrestle with the foundational assumptions of the Christian worldview through class discussion and reading and writing assignments. They are encouraged not to passively receive Christian teachings as true but to own those teachings in part by subjecting them to the kinds of critical questions and challenges that are raised by thoughtful proponents of other worldviews. These Core courses require significant student initiative in individual inquiry and study.²²

Living and Learning Community Goals: The Living and Learning Community Goals, which guide both curricular and co-curricular programs at Northwestern, further demonstrate the college's commitment to providing a breadth of knowledge and skills and varied opportunities for critical inquiry. The Christ-Centered Worldview and Personal Responsibility and Leadership categories include, among others, the goals of "apply[ing] Biblical knowledge to all contexts" and "commit[ing] to lifelong learning." The categories of Written and Oral Communication, Critical Thinking and Reasoning, and Service and Citizenship include such goals as "writ[ing] texts that are appropriate to the audience," "formulat[ing] significant questions and identify[ing] valid problems," "analyzing and synthesizing ideas," and "understand[ing] group dynamics and work[ing] with others cooperatively."²³ These goals affirm the college's expectations for providing a broadly based education that will serve students well in any profession.

Criterion Three provides evidence of student learning and effective teaching related to the Core Curriculum and Living and Learning Community Goals. Included in Criterion Three are sample learning outcomes and assessment data for the written communication courses in the Core Curriculum and for the Christ-Centered Worldview categories in the Living and Learning Community Goals. (For additional information, see Core Component 3a.)

Bachelor's Degree Programs

Breadth of knowledge and skills and the exercise of intellectual inquiry are integral to the degree programs at Northwestern College. The rigorous course requirements in all programs afford students a "well-rounded education that equips [them] to have a broad understanding of the world God has created."²⁴

Academic Majors: Northwestern offers 53 bachelor's degree programs, with majors varying from traditional liberal arts to professional preparation.²⁵ The Interdisciplinary Studies major provides a specific opportunity for students to acquire a breadth of knowledge and skills. In this major, qualified students, with the guidance of a faculty advisor and approval of an advisory committee, construct a tailor-made program to fit their unique combinations of interests and skills. All academic majors require students to cultivate the knowledge and skills appropriate to their field(s).²⁶ They also present opportunities for students to broaden their experiences by completing elective courses, as program structure allows, and by participating

22. Core Curriculum, 4.15

23. Living and Learning Community Goals, 4.16

24. Philosophy of Education, Appendix C

25. College catalog, p. 44, 4.17

26. Interdisciplinary Studies Information, 4.18

in varied learning experiences, such as research, creative projects, internships, and practicums.

Northwestern offers classes that enable students to acquire particular knowledge and skills not typical of colleges its size. For example, English majors with a linguistics concentration obtain a breadth of knowledge and skills by taking courses at SIL International at the University of North Dakota (SIL-UND). This experience allows students to build upon the linguistics courses in their major by taking additional classes taught by field linguists. Courses offered in other departments, such as Egyptian Hieroglyphics and topics courses such as Biblical Archaeology, add to students' breadth of knowledge and skills. Students taking the recent archaeology class learned how to conduct archeological digs by participating in digs on campus. Internship opportunities provide further avenues for students to gain a breadth of knowledge and skills. These opportunities are available within the majority of academic departments. Internships vary from traditional internships, such as those required by the Department of Business, to unique biology internships in zoos and animal research facilities, agricultural programs, and emergency rooms. Internships within the Department of Psychology offer experiences with the developmentally disabled, physically disabled, victims of abuse, and clients pursuing psychological counseling. The Criminal Justice major offers internships in the Organized Crime Unit of the local police department, the Minnesota Gang Strike Force, the Hennepin County Juvenile Detention Center, and county attorney offices. Internships within the Department of Art & Graphic Design include work with professional illustrators and potters. (For additional information on experiential learning opportunities, see Core Components 4c and 5b.)

Academic Minors: In addition to the Bible minor that is built into the Core Curriculum, Northwestern offers 42 additional minors, ranging from coaching to philosophy, from linguistics to theatre.²⁷ These minors provide excellent opportunities for students to add breadth of knowledge and skills. For example, the intercultural studies minor, which can be earned through a semester of study, travel, and experiential learning, provides valuable cross-cultural perspectives. Another example is the newly created leadership minor, which enables students to add practical leadership skills to any major.

While the college offers a variety of minors in many disciplines, a primary concern involves the lack of elective credits available for students to apply toward a second minor. Due to the 30 credits of Bible included in the Core Curriculum and the number of required credits in many majors, students often lack sufficient credits for elective courses or a second established minor. In 2007-2008, only 25% of students were enrolled in minors other than Bible. To help address this issue, the college has encouraged departments that do not have external credit requirements (i.e., as does the Department of Education) to limit the number of required credits in each major to 52.

27. College catalog, p. 45, 4.17

Graduate Programs

The graduate programs at Northwestern College prepare students to succeed in a professional field of study, in the independent pursuit of learning, and in the exercise of intellectual inquiry throughout their lives. The Center for Graduate Studies (CGS) offers a Master of Organizational Leadership (MOL) degree, a Master of Arts in Theological Studies (MATS), and graduate certificates in leadership and in Christian studies. In the MOL degree, courses cover “essential components for effective leadership” in any field: fundamentals of organization, communication, personnel management, and Christian leadership principles. The MATS degree provides training for students “in any profession” who desire to “increase their biblical knowledge” and apply a Christian worldview to their profession. Designed to “prepare students for additional graduate studies,” the MATS program is also geared for students who wish to pursue a ministries-related vocation.²⁸ Increased oversight of assessment strategies and analysis of data for these graduate programs will help ensure their continued commitment to providing academic depth and breadth and the rigorous exercise of critical inquiry.

Honors Program

Both a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to the Eagle Scholars Honors Program through its multidisciplinary and integrative approach. Eagle Scholars must complete at least one honors component, which typically involves independent research supervised by an assigned faculty member. The first honors components were assigned in fall 2003. Since then, Eagle Scholars have completed 83 components in various areas of study, including psychology, linguistics and language acquisition, math, literature, theology and biblical studies, biology, business, history, intercultural studies, education, journalism, music, sociology, media studies, economics, computer system analysis and design, communication, languages, and art. During the presentations of these components in Honors Seminar, other Eagle Scholars engage with the speakers, asking relevant questions.

Breadth of knowledge is also illustrated in the learning experiences offered to the Eagle Scholars. For example, honors students have increased their knowledge at art museums, a science museum, historical sites, zoos, cultural festivals, and theaters. Further acquisition of skills and intellectual inquiry take place through other seminar sessions. During these sessions, students learn the elements of argumentation and the skill of critical thinking, which they apply in several focused and open discussion sessions on a variety of topics.²⁹

Co-curricular and Extracurricular Programs

Co-curricular and extracurricular programs at Northwestern College encourage students to broaden their educational experience beyond the academic classroom. By providing avenues for students to acquire, develop, and apply their knowledge and skills, these activities enhance the teaching and learning begun in the classroom.

28. College Catalog p. 107, 4.17

29. Honors Program Information, 4.6

Moreover, they provide excellent opportunities for students to deepen and confirm the dispositions that will serve them well in both their professional and personal worlds.

Co-curricular Programs: Northwestern's co-curricular programs, for which students may register and receive credit, provide a breadth of knowledge and skills. Students may enhance their academic experiences by writing for the student-operated newspaper, *The Column*; by editing the student-produced literary magazine, *Inkstone*; by working for the student-operated radio station, WVOE; by working on the student-produced television show, *The NoCo Show*; or by helping to produce the student yearbook, *The Scroll*. In addition, students may choose from a wide variety of options in music, athletics, and theater. For example, all students have the opportunity to audition for music ensembles, such as the College Choir or Chamber Singers. Through these ensembles students learn various musical styles and skills and perform in state, regional, and international concerts. Students have the opportunity to develop their athletic skills through participation in campus sports teams, such as football, soccer, golf, volleyball, and track. Students may also choose to develop skills in acting, directing, design, production management, casting, voice, movement, lighting, sound, and stage management by participating in theater productions, which take place throughout the collegiate year.

Beyond the skills and knowledge provided by these experiences, Northwestern's co-curricular programs serve the college mission by helping students deepen their integration of the spiritual, the intellectual, and the physical. For example, the Department of Music believes that music is a gift from God and that it the responsibility of Christians, both individually and collectively, to use that gift in ways that honor Him. The co-curricular choral and instrumental programs challenge students to grow intellectually, musically, and spiritually, not primarily for personal gain, but for the promotion of God's kingdom. The Athletic Program strives to honor God by encouraging Christlike attitudes, sportsmanship, speech, and actions. This program also incorporates daily devotions, prayers, community outreach, and mission trips. On a survey administered to two athletic teams in fall 2008, the mean score of 4.4 on a 5-point scale was achieved for the question "I feel my athletic experience has enhanced my academic experience." A mean score of 4.2 on the same survey was achieved for the question "I feel my athletic experience has been enhanced by academic experience." One representative athlete commented on the survey, "There are so many lessons about life that I've learned through volleyball—such as work ethic, discipline, eternal perspectives, teamwork, [and] attitude."³⁰

Extracurricular Activities: Students can further acquire a breadth of knowledge, skills, and dispositions through activities for which they do not receive academic credit. Northwestern purposefully designs these extracurricular opportunities to complement the academic and co-curricular programs. A distinctive of the college is its required daily chapel program, introduced in Core Component 3c as an important aspect of Northwestern's learning environment. Because chapel is a sig-

30. 2008 Athletic Survey, 4.19

nificant component in the furthering of the college mission, students are required to attend the majority of chapels, and all other services on campus close during chapel. Through this program, students receive broad exposure to speakers, topics, and contemporary issues. In recent years, students have learned about leadership, the AIDS epidemic in Africa, poverty and the oppressed, bioethics, eating disorders, depression, civil rights and the legacy of Dr. Martin Luther King, the needs of the urban poor in the United States, and other issues related to personal spiritual formation.

Student Missions Fellowship (SMF) and Residence Life programs, provide further opportunities for students to broaden their experiences and apply their knowledge. With its focus on missions-related outreach, SMF supports a growing number of student missions teams through prayer, promotion, and fundraising. These teams, which often include faculty and staff in addition to students, travel during Christmas break, spring break, and the summer to places like South Africa, Mexico, Trinidad, and Guatemala.³¹ Staff members are given up to five days of additional paid time off if they participate in one of these trips. These ministries support a breadth of learning as students develop their ability to provide “God-honoring leadership in . . . the world.”³² Residence Life programs encourage students to develop dispositions and personal habits that facilitate community and the “application of classroom learning to the situations of daily living.”³³ The residence halls provide opportunities for these students to grow as they interact and learn from each other, resident assistants, and student development deans. Through a variety of educational programs, such as Bible studies and resident hall programs, students expand their knowledge, sharpen their interpersonal skills, and develop qualities reflective of the Christian faith.

Institutional Strengths and Strategic Directions

Northwestern College clearly demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are central to its Christ-centered education. Of particular strength are the newly designed Core Curriculum and Living and Learning Community Goals, which support the integration of biblical knowledge with the study of the arts and sciences. Students are challenged to think critically as they develop the knowledge, skills, and dispositions necessary for lifelong learning. The bachelor’s degree programs provide strong and varied course offerings and experiential learning opportunities distinctive for a college of its size. The Eagle Scholars Honors Program, co-curricular activities, and extracurricular activities complement the academic programs by offering additional opportunities for students’ intellectual, spiritual, and personal growth and application.

Northwestern is committed to improving its already strong programs by continuing to review and revise the Core Curriculum, particularly in light of students’ need for foreign language. This continued review and revision of the Core, along with close monitoring of required credits in academic majors, will help the college

31. Mission Trip Information, 4.20
32. Mission statements, Appendix A
33. College Catalog, p. 12, 4.21

address the tension between required and elective credits. The college will also increase its oversight and analysis of assessment data for the graduate programs to help ensure their continued high quality.

CORE COMPONENT 4C

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Northwestern College strives to effectively prepare students to live and work in a global, diverse, and technological society. This commitment is rooted in the college's mission to equip students for effective service and "God-honoring leadership" in "the home, church, community, and world."³⁴ From collegewide and department-specific curricular evaluation to processes soliciting external and internal feedback, Northwestern assesses the usefulness and relevancy of its curricula and makes revisions as needed. Experiential learning opportunities afford students unique preparation for living and working in an increasingly changing society and provide the college with assessment data that validates their contribution to student learning. Cross-cultural opportunities increase students' engagement with and appreciation for diverse cultures.

Curricular Evaluation for Relevancy and Usefulness

Northwestern College ensures that its undergraduate and graduate programs undergo systematic evaluation processes which address issues of relevancy and usefulness. Northwestern utilizes input from a wide variety of voices to ensure the continual improvement of its programs. Feedback from collegewide curriculum revision, department program reviews, advisory groups, internship experiences, alumni surveys, and professional conferences directly inform the college's curricular decisions.

Collegewide Curriculum Revision: Collegewide curriculum revision illustrates the broadly based process through which Northwestern reviews and revises its curriculum for relevancy and usefulness. The recent Core Curriculum revision is an excellent example. The Core Curriculum review process began in spring 2002 when a task force, appointed by then-provost Dr. Harold Miller, confirmed the need to review and potentially revise the general education and Bible requirements, especially in light of the mission statement and the new Philosophy of Education. During a two-year process, the task force fulfilled its charge to provide a coherent and cohesive program which systematically and intentionally integrates Bible and general education courses. This process entailed a careful analysis of Northwestern's mission documents and of current curricular strengths and weaknesses; a review of curriculum requirements from many other institutions; reading and application of related educational research; readers' panels consisting of alumni, students, faculty, staff, and administration; and input from individual faculty members, academic departments, and the Board of Trustees. The task force also took into consideration the constraints imposed by the Minnesota Office of Higher Education as well as self-imposed constraints. Through the cycles of this process, the task force success-

34. Mission Statements, Appendix A

fully created a Core Curriculum that relates specifically to student learning outcomes and possesses a unifying theme distinctive to and representative of Northwestern College.³⁵

The revision of the Core Curriculum included additions and deletions to the curriculum which enhance the college's ability to prepare students for a global, diverse, and technological world. For example, the task force determined that the former Global Perspectives category was too loosely constructed given student learning outcomes for that category. Instead of maintaining the category's discipline-based course structure, the task force recommended the creation of a new course, Biblical Worldview: Community and Culture, which effectively integrates biblical worldview concepts with global content. Although data from this course is limited due to its recent offerings, student response is initially positive. Course evaluations results to date reveal students' rating of the item "This course was valuable" as 3.85 on a 4-point scale. Final exam papers from this course also affirm that students are thinking critically about the content of the course and seeing applications to their own personal life choices.³⁶

The Core Curriculum Oversight Committee, described in Core Component 3b, continues to review and revise the Core Curriculum with feedback from students, faculty, and academic departments. As the committee completes assessment plans for all categories of the Core Curriculum (see Core Component 3a), the college will analyze and apply the data received to ensure continued improvement of the curriculum.

Program Reviews for Traditional Academic Departments: Criterion Two details the process of the five-year department program reviews. Within the self-study portion of this process, departments must document, among many other areas, how their curriculum is preparing students to live in a global, diverse, and technological society. The in-depth self-analysis required for the departmental report and the subsequent review by external consultants have resulted in programmatic and curricular changes that allow individual departments to more effectively meet the needs of their students.

Program reviews reveal that departments are implementing a variety of strategies to ensure that their curriculum is relevant and useful in contemporary society. Many departments require courses with a global emphasis, such as Non-Western Contemporary Literature, International Business, World Religions, and Human Relations and Multicultural Education. Other departments require technology-related courses, such as Technical Writing, Teaching Media Literacy, and Electronic Journalism. Some departments offer majors specifically designed to meet the needs of particular populations, such as Urban Studies, International Business, and Early Childhood Education.

35. Task Force for Core Curriculum Revision Report, February 2006, 4.22

36. BIA2025 exam samples, 4.23

Many departmental reviews have prompted major programmatic or curricular changes which help ensure programmatic relevance and usefulness. For example, the program review of the Department of Science & Mathematics in 2007 led to the development of a General Biology major, pre-professional tracks in biology, and an applied mathematics track in the Mathematics major. The 2001 program review of the Department of Christian Ministries resulted in a complete restructuring of its curriculum. A review of the Spanish major in that same year resulted in the discontinuation of that major. In addition, departments have implemented numerous changes in program requirements due to suggested revisions. Some examples include the addition of a course on Interactive Design for Graphic Design majors and a course on Art and Technology for Studio Art majors; the restructuring of content in the Broadcasting major from one course in Introduction to Media Production to two courses, Introduction to Audio Production and Introduction to Video Production; and the addition of a Professional Issues in Psychology course. Such changes help ensure that programmatic offerings are, in fact, meeting students' needs.

The departmental review process has also confirmed and helped fill a variety of departmental resource needs. For example, program reviews have facilitated faculty positions (a modern historian in the Department of History & Related Fields), new facilities (the Human Subjects Lab for the Psychology major), pedagogical changes (an increased emphasis on primary research in the Biology major), and new minors (Linguistics, Literature, and Writing). These changes demonstrate the process of successfully applying evaluative measures to the ongoing development of programs that are relevant and useful to Northwestern students.

In addition to college-generated departmental reviews, departments which are accredited by outside agencies are regularly reviewed by those accrediting agencies to ensure programmatic relevancy, usefulness, and appropriateness, among other criteria. For example, a team from the National Association of Schools of Music evaluates the music program every ten years. Recent changes resulting from these reviews include the addition of a Bachelor of Music (BMUS) degree and additional space allocations for the department. The assessment of the Department of Education by outside agencies is extensive. All teacher licensure programs at Northwestern College are evaluated by the Minnesota Board of Teaching every five to seven years. The process includes both program review and an on-site institutional review. Curricular changes within each major are continually made in response to assessment results. The Department of Education submitted its most recent Professional Education Program Evaluation Report (PEPER) in October 2007.³⁷

Program Reviews for Division of Graduate and Continuing Education:

Criterion Three discusses the assessment practices of the Division of Graduate and Continuing Education (GCE) and the recently structured schedule for five-year program reviews. Similar to the thorough self-study required in the traditional programs, programs in the GCE undergo in-depth self analysis which results in a

37. Program Reviews, SF 5

report documenting, among other areas, the ways in which students are prepared to live and work in a global, diverse, and technological society. The first of these program reviews, which is scheduled to take place in 2009-2010, will provide valuable information that will help ensure the continued relevancy and usefulness of the GCE curriculum.

External Advisory Groups: In addition to using assessment from departmental program reviews, Northwestern relies upon advisory groups to help ensure that its curriculum is relevant and useful for students. These advisory groups often include alumni, employers, and other professionals in the field. For example, the Department of Education regularly and consistently accesses the expertise of current elementary and secondary teachers and administrators. All teacher education licensure programs are designed with the involvement of early childhood through twelfth grade (E-12) teachers with expertise in the specific area of teaching. The department seeks continual input from its E-12 partners through the following means:

- Evaluation of Field Experience forms are distributed to every cooperating teacher in every field placement across all programs.
- The External Teacher Education Committee, comprised of E-12 teachers, alumni, students, and faculty, gives advice to the department for updating curriculum.
- Other E-12 school personnel (including E-12 teachers who teach college courses and serve as guest speakers and Northwestern faculty who are involved in grant projects in school districts) act as resources for curriculum assessment as well.

This information is included in the 2003 Institutional Evaluation Report submitted to the Minnesota Board of Teaching.³⁸

Since the 1999 accreditation visit, departments other than Education have utilized external advisory groups for specific projects or on an annual or biennial basis. In the Department of Christian Ministries, for example, advisors from a broad range of ministry, academic, ethnic, and geographic perspectives were recruited to help evaluate curriculum and the competencies needed for graduates as they apply for a ministry position or continue their education. Information was collected through a web-based survey, meetings, e-mails, and phone interviews. The Department of English & Literature facilitated another specific assessment effort involving outside professionals. A faculty member of this department has twice conducted an extensive study of writers working in businesses of various size and industry to determine the types of writing they do and to collect information regarding the expectations they have for the knowledge, skills, and dispositions of writers beginning their careers. In this way, the department curriculum stays current with the fields of technical writing and corporate communication. Advisory groups for both the Department of English & Literature and the Business Department offer specific curricular suggestions including the need to provide more instruction in current

38. 2003 Institutional Evaluation Report, 4.24

computer software for the marketplace. The Department of Communication uses an informal advisory system in which faculty members regularly consult with professionals in each of the diverse areas of expertise represented in their curriculum. Current implementation of curricular advice from outside advisory groups is documented in the reports from each department. The college is currently strengthening academic assessment plans by encouraging all departments, including those in the Division of Graduate and Continuing Education, to utilize advisory groups in a manner consistent with their needs and their disciplines.

Alumni Surveys: Northwestern regularly solicits feedback from its alumni and includes this feedback in the curriculum revision process. The college administers a department-specific alumni survey for each program review five-year cycle. This survey includes standardized questions in addition to department-generated questions directly related to the student learning outcomes within each major. Each summer the college also administers an alumni survey to all day-school majors who graduated within the last five years. Feedback from alumni surveys is typically used in conjunction with other assessment measures to determine changes that will increase programmatic relevance and usefulness. For example, the Department of English & Literature used data from the Alumni Survey, an Advisory Council, and the Senior Survey to confirm the proposal of a new Contemporary Literature course to the curriculum and to establish a one- to three-year goal of “increase[ing] students’ knowledge regarding career and graduate school opportunities.”³⁹

Attendance at Professional Conferences: Faculty members use information gathered at professional conferences to assess the relevancy and usefulness of their curriculum. For example, attendance at conferences on cell biology, immunology, and zoology has enabled professors in the Department of Science & Mathematics to incorporate current discoveries into their courses and new protocols in student and faculty research. In the same department, professors attending pre-med and engineering conferences have effected changes within their programs. New concepts presented at the Christian Business Faculty Association have been incorporated into individual course curriculum. The Department of Education assesses its curriculum based upon ideas from the Minnesota Association of Colleges for Teacher Education (MACTE) conferences and various other professional conferences for teachers.

Experiential Learning Opportunities

Northwestern College offers students a variety of experiential learning opportunities which prepare them to live and work in a global, diverse, and technological world. By extending the learning environment beyond the campus, the college is able to continually address issues related to curricular relevancy and usefulness. Off-campus opportunities including academic internships, field experiences, and study abroad options provide real world experience for students and valuable assessment data for the college. (For additional information, see Core Component 5b.)

39. Department of English and Literature
Program Review, 4.25

Academic Internships: Academic internships afford students at Northwestern the opportunity to test the relevancy of their learning in the workplace. Introduced in Core Component 4b, internships are either a program requirement or an elective in the majority of Northwestern's majors, including those offered through FOCUS. The internships allow students to earn college credit through structured, out-of-classroom professional experiences which demand that students integrate knowledge and theory into the workplace while strengthening their interpersonal and communication skills.

The college has recently standardized its internship assessment process. Students participating in internships are evaluated by the on-site supervisors based on specific departmental learning outcomes. Internship evaluations are also used to assess institutional goals, such as "integrity," "ability to work independently," and "written and verbal communication skills." Results from these evaluations reveal the college's success in preparing students for the workplace. In 2007-2008, 87.6% of the 169 external supervisors who evaluated internship experiences reported that Northwestern interns "exceeded expectations" on the survey item "Promise of Success in the Profession."⁴⁰

Because the evaluation process by internship supervisors has been implemented only recently, academic departments have not yet documented changes that have been made to curricula based upon the data. However, through an informal process, academic departments have historically used feedback from internship supervisors to inform curricular decisions. For example, feedback from technical writing internships in the Department of English & Literature has confirmed students' need to be independent learners. The department has thus included in its technical writing curriculum various assignments that require student initiative and independent learning. In the Criminal Justice major, information from internship site supervisors is used to help determine which of the constantly evolving concepts in this field deserve greater emphasis, such as the recently determined focus on domestic violence and illegal drugs.

Field Experiences and Study Abroad Opportunities: Northwestern provides a variety of field experiences and study abroad opportunities which expose students to different cultures and learning environments as they prepare to study, live, and work in a global world. These activities, described briefly in Core Component 4a, support student learning objectives and are thus facilitated by the academic departments. Students are evaluated by the professor of the course and in some cases, by the on-site coordinator or supervisor. Examples of field experiences at Northwestern include the requirement for all Christian Ministries majors to become involved in a local ministry from their freshman through their senior year and the graduated levels of field experience built into all teacher education programs, which culminate in the student teaching experience. (For additional information on field experiences, see Core Component 5b.)

40. Internship Evaluations, 4.26

Professors in a number of departments have developed courses that enable them to teach their students about special topics on-site. These study abroad courses provide students with additional real-world experiences. For example, in Honors Biology Rainforest and Coral Reef Ecology, two biology professors led a group of students to study the rainforests and coral reefs in Belize over spring break 2008. In summer 2008, two Bible professors traveled with 20 students to Bethsaida for a one-week archaeological dig in a course entitled Archeological Excavation in Israel.

As Northwestern extends its global focus, the college anticipates an increase in the field experiences and study abroad options it is able to provide. Financial and administrative support for these programs is anticipated to grow as well.

Cross-Cultural Opportunities

Northwestern College offers a range of cross-cultural opportunities which further increase students' understanding of diverse cultures and provide valuable information for the institution. In addition to the academic internships, field experiences, and study abroad opportunities detailed above, the college facilitates opportunities both inside and outside the classroom to prepare students to live and work in a contemporary global world.

Urban Cross-Cultural College Consortium: The Urban Cross-Cultural College Consortium (U4C) provides for Northwestern students a cross-cultural opportunity in the inner city. U4C is a non-profit, multi-college program based on a "Junior Year in the City" model. Students from Northwestern and six other area Christian colleges spend their third year together in an urban setting. Students live in community, take classes together (each taught by an expert in the field), and participate in supervised internships, earning up to 32-36 credits toward their majors.

Freedom Tour: The Freedom Tour is a cross-cultural learning experience that Northwestern offered for the first time in 2007. On this trip, 21 students and 13 faculty members and administrators spent a week touring civil rights landmarks throughout the South. During this trip, the group met civil rights leader Dr. John Perkins and visited a variety of sites, including the National Civil Rights Museum at the Lorraine Motel, site of the assassination of Dr. Martin Luther King; the Ebenezer Baptist Church; and the Slavery and Civil War Museum in Selma, Alabama. The group spoke to the entire college upon their return, and Dr. Perkins visited the campus the following fall. Due to the fervent responses from this tour, the college determined to make it a regular occurrence.

The Freedom Tour, which initially involved a relatively small group of individuals with modest aspirations, turned into a life-changing experience for many participants and became the vehicle for campuswide discussions, some of which were intense. Participants in the tour, having experienced the injustices and

anguish of the civil rights movement, slavery, and the Holocaust, arrived back on campus with a new awareness and passion. Feedback received from participants remains valuable as the college assesses its programs and curricula and strengthens its efforts to foster on campus a pervading spirit of reconciliation, understanding, and acceptance.⁴¹

Perceptions of Relevance and Effectiveness within College Community

Data from various surveys indicate that the majority of the Northwestern College community believes in the relevance and effectiveness of the education it provides. For example, in the 2004 Intercultural Campus Climate Survey, 91.7% of faculty, staff, and administrators who responded stated that the portion of the mission statement “equipping believers . . . to serve effectively . . . in the world” guides their role at the college. In response to a question involving how well Northwestern is working toward achieving this goal, 74.8% responded *Excellent* or *Good*. An additional 23.3% rated Northwestern as *Average*.⁴²

Results from the Self-Study Survey of faculty reveal that 91.9% *Strongly Agree* or *Agree* that “My department prepares graduates to work in a global society,” 86.4% *Agree* or *Strongly Agree* that “My department prepares graduates to work in a diverse society,” and 85.2% *Agree* or *Strongly Agree* that “My department prepares graduates to work with technology in their field.”⁴³

Job Placement: The strong perceptions held by the Northwestern community in regard to the relevance and effectiveness of its educational programs are supported by data involving job placement. Each year, Northwestern gathers information on the post-graduation plans of its students. Graduating seniors are surveyed electronically both at the time of their graduation and at an interval of six to nine months following graduation. Using an electronic survey format, graduating students are asked to report on a number of topics, including employment status, nature of employment, location of employment, graduate school plans, and other related topics. Data is compiled and reported annually to the Northwestern faculty and administration. The most recent annual survey (class of 2007), which represents a 93% response rate, reported 78% of employed Northwestern graduates working in a position related to their major. Of those employed, 71% worked in the Greater Twin Cities area, with 43% in business, 30% in education, 10% in government, 8% in ministry, 5% in non-profit, and 4% in other or unreported.⁴⁴

Institutional Strengths and Strategic Directions

The Christ-centered higher education offered at Northwestern College prepares students well for living and working in a global, diverse, and technological society. An important part of that preparation is the assessment processes currently in place at all levels of the institution. By gathering information from knowledgeable individuals and groups, applying the information to the revision of curricula, and

41. Freedom Tour Information, 4.27

42. 2004 Intercultural Campus Climate Survey, 4.28

43. Self-Study Survey, Appendix G

44. Career Development Center Graduating Senior Surveys, 4.29

continually assessing student learning, the college helps ensure that its programs and curricula are relevant and useful to students. The experiential learning opportunities available to students contribute to the college's success in preparing students to live and work in contemporary society. The Northwestern community perceives the relevance and effectiveness of its educational programs, and employment data supports those perceptions.

To further prepare students for a global, diverse, and technological world, Northwestern will continue to solicit feedback from multiple voices and to strategically utilize that feedback. The college will work toward ensuring that assessment practices in the GCE are of consistently high quality with those of the traditional day school. The college will also address the need for increased funding and administrative oversight of field experiences and study abroad programs.

CORE COMPONENT 4D

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

As members of a Christ-centered community, faculty, staff, and students recognize the importance of acquiring, discovering, and applying knowledge in responsible, God-honoring ways. The college's commitment to intellectual integrity and ethical behavior is reflected in its mission documents, which underscore the relationship between Christian belief and action, and in the significant Bible requirements in the Core Curriculum. Various policies are also in place to provide clear expectations for ethical conduct and responsible behaviors. These high standards are reflected in practices that faculty, staff, and students both embrace and follow.

Christian Commitment and Preparation

Northwestern College's dedication to responsible use and application of knowledge is rooted in its Christian foundation and reflected in its mission documents. Northwestern seeks to provide all students with a solid biblical foundation from which they can responsibly analyze and interact with the world. The 30 credits of required Bible courses included in the Core Curriculum help prepare students to apply biblical truths and to behave ethically. Courses such as Biblical Worldview: Personal Responsibility and Biblical Worldview: Community and Culture directly relate the Christian faith to personal integrity and its practical application in the community and world. The culminating Core Curriculum Bible experience is the Biblical Worldview Capstone, an integrative course in philosophy and Bible, which challenges students to apply their faith critically and responsibly to secular ideologies and timeless issues like the problem of evil. These courses reflect the mission of the Department of Biblical & Theological Studies, which includes a commitment to helping students "develop a life submitted to Christ and ordered by biblical ethics." Northwestern's philosophical and practical commitment to the Bible and the integrity it demands prepares students to engage knowledge in ethical, God-honoring ways. In the HERI Faculty Survey, 96.1% of faculty agreed that to "develop moral

character” is an essential component of a college education, compared with 77.5% for the National Four-Year Private College sample.⁴⁵ Data from student surveys reveals students’ high satisfaction with the college’s ethical commitment and with their own personal ethical development. Senior Survey results have consistently indicated that seniors have rated faith-related outcomes in the top five of 31 educational outcomes measured each year.⁴⁶

Related Policies

Northwestern College has built upon its mission foundation a structure of related policies that govern the acquisition, discovery, and application of knowledge by faculty, staff, and students. In the past, ethical conduct was often assumed, and thus many statements and policies were not codified in writing. In recent years, however, the college has made improvements in documenting responsible acquisition and application of knowledge. Policies related to academic dishonesty, research with human subjects, intellectual property rights, and acceptable use of Internet material are clear and readily accessible. However, many faculty still operate on good principle instead of specific knowledge of these policies, resulting in a need for increased exposure to and direct instruction in them.

Academic Dishonesty: Northwestern has a clearly stated policy for academic dishonesty that is published in all student handbooks. The handbooks serve not only to caution students against improper use of knowledge but also as sources of knowledge itself, enabling students to better understand institutional expectations. The academic honesty policy clearly identifies cheating and plagiarism as actions worthy of discipline. The policy first defines the actions that constitute cheating and plagiarism and then presents the consequences for such actions, which include the students’ receiving an immediate *F* for the course and being placed on disciplinary probation. The policy also includes an appeals process for students wishing to contest charges of cheating or plagiarism. While the academic dishonesty policy is clearly stated, it could be strengthened by the addition of a brief explanation which contextualizes it in light of Northwestern’s commitment to Christianity, biblical principles, and community. Revision of the policy will include clarification regarding why academic dishonesty is wrong and hurtful not only to the individual but to the Northwestern community as a whole.

Northwestern considers incidents of academic dishonesty to be very serious and addresses them quickly and fairly. Consideration of individual circumstances is given, and maintaining academic integrity and honoring the dignity of the individual remain a priority. The college views these infractions as opportunities for valuable student learning. While faculty typically address issues of academic dishonesty through direct discussion with students, they may also consult with colleagues, their department chair, and/or the registrar about courses of action. Faculty members are required to report incidents of plagiarism and cheating to the Office of the Registrar, where an official record is kept. According to the Office

45. 2008 HERI Faculty Survey, 4.30
46. 2007 Senior Survey, 4.31

of the Registrar, two to three cases of plagiarism occur per semester. While the number of cases reported annually is not high, the college desires to minimize their number.

One way of addressing plagiarism is through the computer program Turnitin.com. The college subscribes to this program, and some faculty, including all faculty in the Department of English & Literature, use Turnitin.com consistently by requiring their students to submit final papers to the program. Turnitin.com then scans the papers and sends the instructor a report of any plagiarized material. Use of this program has enabled faculty to identify plagiarism cases they may have otherwise missed and has perhaps encouraged students to avoid plagiarism because of their required essay submission. The college recommends that all faculty take advantage of this computer program.

Additional strategies to deter academic dishonesty were identified by a faculty focus group that met during the 2008 Fall Faculty Workshop. The recommendations identified by this focus group are being explored and implemented as appropriate and feasible. Some of the recommendations of this group include the following:

- inform/remind faculty on a regular basis of the policies and procedures for academic dishonesty;
- improve the consistency of response to academic dishonesty by creating a standard form available on theROCK and designating a point person to assist faculty with these issues;
- encourage faculty to model ethical behavior in their own citation of works;
- encourage students to clearly identify their name and date on their own created works;
- provide a standard form on theROCK for faculty to obtain permission from students to use their work in class or otherwise;
- collaborate with Student Government and organizations to develop strategies to help students hold each other accountable for academic honesty;
- consider establishing an honor code that is formalized and well understood by students.

Research with Human Subjects: Northwestern has adopted the policy that all research involving human subjects conducted by any student, faculty, or staff must be done in compliance with federal regulations including but not limited to those specified in the “Guidelines for Protection of Human Research Subjects” as defined in the Code of Federal Regulations (CFR) Title 45, Part 46, established by the National Institutes of Health. This policy is explained in the *Faculty Handbook* (Part I, Appendix C) and is available on theROCK under the Human Resources tab. To provide oversight of research with human subjects, the college has established an Institutional Review Board (IRB) to ensure compliance with these regulations. The IRB is composed of five members with diverse backgrounds and expertise,

who are appointed by the provost/vice president for academic affairs. In conjunction with the administration of the college, the IRB's purpose is to ensure that employee and student researchers comply with applicable federal regulations and guidelines. The IRB regularly reviews, requests modifications of, approves, and/or disapproves all college research projects which involve human subjects. The IRB is also responsible to establish and implement appropriate policies and procedures that enable it to fulfill its responsibilities.⁴⁷

Copyright and Intellectual Property Rights: Northwestern complies with federal regulations involving copyright restrictions and intellectual property. The *Library Faculty Handbook* provides extensive information about copyright compliance. This handbook is updated annually, and any changes are distributed to faculty at the beginning of the academic year. The college also clearly defines the difference between intellectual property and industrial property in its Intellectual Properties Policy. This information is published in the *Faculty Handbook*.⁴⁸ The policy addresses the issue of compliance with federal and state laws as well as with federal offices that process copyrights and patents. The policy frames the issues by underscoring the importance of biblical responsibility in respecting property rights, and it provides guidelines for regular academic work products, exceptions, and regulation procedures.

While the college has established these copyright and intellectual property rights policies, they need to be made more readily accessible and more widely understood. The lack of knowledge regarding these and other policies was confirmed by the faculty focus group which met during the 2008 Fall Faculty Workshop. To address this problem, the college is currently working to ensure that the documents are easy to access and that the information is clearly understood. One suggested strategy is the communication of policy details to faculty through brief e-mails.

Appropriate Use of Technology: Northwestern recognizes the necessity of having a policy which clarifies issues related to using technology responsibly and outlines the consequences of violations. The Technology Usage Policy is available in the *Employee Handbook* located under the Human Resources tab on the ROCK. This policy includes Northwestern's Philosophy of Technology and the rights and responsibilities of technology usage. The policy states that technology can be "a great resource in the personal, professional, and academic environments" of the college if users "exercise . . . discernment" and abide by established guidelines. The rights and responsibilities section of the policy underscores the fact that "access to Northwestern's technology is a privilege" which the college has the right to revoke or limit if misused. Specific guidelines regarding usage are then outlined, which involve such topics as the proper use of technology on campus, the prohibition against using technology for harassment, and the illegal reproduction of software. The document concludes by underscoring the necessity of reporting violations to the proper authorities on campus.⁴⁹

47. Institutional Research Board Policies, 4.32

48. Intellectual Property Policies, 4.33

49. Northwestern College Community Policies, 4.34

Ethical Expectations for Faculty and Staff

Northwestern College demonstrates high expectations for faculty and staff in regard to their conduct and behavior. The faculty Code of Ethics, for example, requires faculty to be “committed to biblical principles” in their “daily walk,” to “endeavor to be honest in all things,” and to “respect students as contributing members of the Body in all interactions with them.” The Contract Standards section of the *Faculty Handbook*, which references the Bible’s exhortation for believers to “lead exemplary lives,” requires faculty to be continually aware of their responsibilities “to God and to each other.”⁵⁰ Faculty demonstrate their adherence to these standards in many ways related to the discovery and application of knowledge. Two specific examples involve faculty members’ practice of acknowledging contributions by their students in professor-student collaborative works and faculty members’ adherence to the *Faculty Handbook*, which explicitly prohibits the sale of complimentary desk copies from publishers.

The college also holds staff members to high ethical standards. For example, the Employee Conduct and Work Rules section of the *Employee Handbook* requires staff to abide by “rules of conduct that will protect the interests and safety of all employees and the organization.” The Financial Code of Conduct and Ethics effectively illustrates the college’s interweaving of biblical principles with the responsible application of knowledge: “[I]n support of the College’s and Radio’s Christ-centered mission, . . . employees are committed to processing, tracking, and maintaining records of all financial resources of the College & Media efficiently and effectively in accordance with current accounting standards, accepted fundraising principles, governmental regulations, and Biblical principles of stewardship.”⁵¹ Specific examples of the responsible acquisition and application of knowledge by staff members include the licensed psychologists in the Counseling Center who follow the ethical practices of their profession, and the staff members in the Office of Admissions who accurately represent Northwestern to prospective students and their families.

Direct Instruction

Northwestern College supports the responsible handling of knowledge through direct instruction of students and faculty. This instruction is provided through the college’s support services and resources as well as through academic courses.

Academic Support Services: Northwestern’s Berntsen Resource Center serves as a gateway for students and faculty in their acquisition of knowledge. The *Library Faculty Handbook* provides clear guidelines for professors who wish to place materials on reserve for classes or to purchase materials. Library liaisons assigned to each department work directly with faculty on issues related to research or copyrights. In an effort to increase the knowledge base of students, the library offers 16 online tutorials designed to enable students to navigate CLICnet, databases, and the inter-library loan system with relative ease. These tutorials are readily available because

50. *Faculty Handbook* p. 3, 4.35

51. *Employee Handbook*, 4.36

they are accessible through the college's website. Several tutorials deal with topics pertinent to the use of research, including the avoidance of plagiarism, the evaluation of websites, and the understanding of periodical types.

The ALPHA Center offers additional help for students in understanding the research process and in using sources responsibly. Tutors working with student writers emphasize the necessity of citing sources accurately and appropriately. They also encourage students to accept responsibility for their writing by teaching them the tools of good writing and editing instead of revising their papers for them.

Coursework: Courses at Northwestern reflect the necessity for ethical conduct. Class syllabi contain clear statements concerning the importance of academic integrity and accountability. These statements typically summarize and reference the full policy in the *Student Handbook*. Some classes, such as Composition I and II, have direct instruction on the topic of plagiarism.⁵²

In addition to requiring academic integrity, many classes feature ethics components, leading students to consider the practical requirements of handling knowledge responsibly. Required courses in many majors, such as Mathematics, Biology, Criminal Justice, and Psychology, include significant ethics components. For example, Psychology majors study the American Psychological Association's *Ethical Principles of Psychologists*. Evidence of these ethics components appears in the course syllabi. Some majors have entire courses dedicated to ethics within that field, including Writing majors (Writing Theory and Ethics), Business majors (Business Ethics), and Education majors (Education Ethics).

Institutional Strengths and Recommendations for Improvement

Northwestern College's Christian worldview and curriculum form the basis for the ethical practices required of faculty, students, and staff. While the desire to act with integrity remains strong at Northwestern, the college has recognized the necessity of documenting the responsible acquisition and application of knowledge. In recent years the college has produced clear policies which are readily accessible to community members. The college will continue to strengthen these policies by revising them as necessary and by communicating them in more direct and varied ways. Direct instruction of such policies as the Use of Human Subjects, IRB Procedures, Intellectual Property Rights, Copyright Laws, and others, will help ensure faculty's familiarity with and adherence to them. The college will continually seek to maintain its high expectations for ethical conduct in faculty and staff and will continue to support academic services and coursework which promote the responsible use of knowledge.

52. Sample Syllabi, 4.37

CONCLUSION

Institutional Strengths

- Northwestern College's mission documents, affiliations and memberships, funding, and academic programs strongly support a life of learning for its students, faculty, staff, and administration.
- Acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are clearly reflected in the newly revised Core Curriculum, the Living and Learning Community Goals, degree programs, academic opportunities, and co-curricular activities.
- Northwestern's systematic evaluation processes solicit feedback from a broad range of constituents; these processes directly inform curricular decisions and help ensure curricular relevance and usefulness.
- Northwestern has made significant strides in providing opportunities for students to research and publish, to participate in honors classes, and to broaden their educational experience through diverse co-curricular and extracurricular activities.
- Northwestern's experiential learning opportunities prepare students to live and work in a global, diverse, and technological society.
- Northwestern's Christian worldview and curricula provide a strong foundation for the ethical and responsible acquisition and application of knowledge.
- In recent years Northwestern has improved its documentation of guidelines for the ethical and responsible acquisition and application of knowledge.

Recommendations for Improvement

- Northwestern College will continue to formalize, revise, and increase communication regarding policies related to academic freedom, the responsible acquisition and use of knowledge, academic dishonesty, copyright laws, and intellectual property.
- Northwestern will clarify policies involving the equitable distribution of funds for student participation in professional conferences and competitions.

Conclusion

- Northwestern will consider the feasibility of creating and maintaining a Study Abroad Office and of increasing funding to support study abroad opportunities and field research.
- Northwestern will improve its recognition of achievement across the institution.
- Northwestern will continue to assess and revise the Core Curriculum, particularly in light of the tension between required and elective courses and the desirability of foreign language.
- Northwestern will increase the oversight of assessment and the analysis of data from the Center for Graduate Studies to ensure a depth and breadth of learning.



Criterion Five

Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

CRITERION FIVE

ENGAGEMENT AND SERVICE: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The values of engagement and service pervade Northwestern College. As its mission statement asserts, the college exists to prepare students to “serve effectively in their professions” and to “give God-honoring leadership in the home, church, community, and world.” This commitment to engagement and service is further demonstrated in the Core Values (“culturally engaging”), in the Pillars of Northwestern College (“engaged in the world”), in the Living and Learning Community Goals (“service and citizenship”), and in ministry and service opportunities offered to the community.¹ The college’s emphasis on the integration of faith, learning, and living requires intentional outreach to others at many levels of the college experience. Engagement and service remain a cornerstone of Northwestern’s identity and an element central to its mission.

To effectively engage with and serve the community, Northwestern analyzes feedback received from its external constituencies. (Engagement and service directly related to internal constituencies, such as students, faculty, and staff, are covered in Criterion One through Criterion Four.) This feedback enables the college to determine the extent to which it can meet identified needs and the most effective methods of doing so. Through a broad range of engagement and service opportunities and programs, Northwestern serves its external constituencies both on campus and off campus. The college participates in a wide variety of collaborations and partnerships that foster mutually beneficial relationships. Strong evidence demonstrates that external constituencies highly value the services Northwestern provides.

CORE COMPONENT 5A

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Northwestern College learns from its constituencies in a variety of ways. Three methods most commonly employed are quantitative input, representative input from constituent and advisory groups, and personal input. Evidence demonstrates that all three methods provide valuable information which helps Northwestern to analyze the needs of its external constituencies and to evaluate its capacity to meet those needs. The external constituents served by the college include prospective students and their families, parents and families of current students, alumni, donors, radio listeners, the Church (local and global, including overtly Christian organizations), and the community (local and global non-church organizations).

Overview of Input Methods

Through quantitative, representative, and personal input, Northwestern College obtains valuable information from its external constituents. A summary of each

1. Mission Statements – Appendix A

type of input follows with more specific information and examples provided in subsequent sections.

Quantitative Input: Northwestern solicits responses from a wide variety of sources to gather quantitative data. By utilizing such strategies as surveys, evaluative instruments, and participation records, the college can ascertain the reactions and perceptions of its constituents. Prospective students and parents, for example, complete surveys administered by the Office of Admissions while employers and service organizations complete surveys administered by the Career Development Office. Faculty, staff, and students share information through surveys which address such topics as their involvement with service-related activities. The college further solicits on-site evaluation from internship supervisors who provide assessment regarding the performance and quality of their Northwestern interns. Attendance records at co-curricular and ticketed events, such as athletic contests, concerts, and college theater productions, provide valuable data regarding constituency interest, participation, and support.

Representative Input: Northwestern relies upon representative feedback obtained from constituents through advisory groups, councils, focus groups, and meetings. Academic departments, for example, often utilize external advisory groups, which frequently include alumni, employers, and other professionals in the field. (For examples of how departments apply data obtained from these groups, see Core Component 4c.) Alumni and parent relations councils and radio listener focus groups likewise provide representative feedback from constituencies while debriefing sessions after large events like conferences and concerts also generate useful data. Periodic planning commission meetings with the cities of Roseville and Arden Hills allow for open discussion between the institution, civic leaders, and community members.

Personal Input: When external constituents offer individual feedback, Northwestern personnel can learn firsthand about the concerns and needs of its constituent groups. Often mission organizations, pastors, parents, or alumni will make personal contact with Northwestern employees. Through this one-on-one dialogue, the college becomes increasingly aware of its constituents' changing needs. The importance and efficacy of these less formal methods of listening and gathering information cannot be underestimated. Relationships do not develop through surveys and evaluations but, rather, through interaction and conversation. However, this methodology needs to be used more effectively in the analysis process.

College administration, faculty, staff, and students often play a significant role in identifying the needs of external constituencies. As active, participating members of the Church and the greater community, Northwestern employees and students can learn directly from the college's external constituencies. This information is communicated in a variety of ways, whether through conversations with perti-

nent leaders or through discussions within departments and committees. Internal constituents may also fall into external constituent groups: they may be alumni, parents of current students, parents of prospective students, donors, radio listeners, pastors, and community leaders. Their active participation in the world outside of Northwestern and their intimate knowledge of the college combine to create a viable and valuable method of collecting information.

External Constituents

Due to the mission driven, service-oriented higher education offered at Northwestern College, its external constituencies include not only prospective students and their families, parents and families of current students, alumni, and donors, but also listeners of its Christian radio stations, the Church, and the broader community. Northwestern continuously learns from these constituents and analyzes its capacity to meet their needs.

Prospective Students and Their Families: The well-being of the college is intrinsically linked to the admission process. Therefore, it is critical that the Office of Admissions listens proactively to its prospective students and their families. In a typical year, admissions counselors have over 4,000 recorded contacts with prospective students, visit over 800 off-campus schools, churches, college fairs, and festivals, and welcome approximately 2,400 student visitors to the campus. The prospects become aware of the college in a variety of ways, such as campus events, advertising, referrals, the radio network, the web, and campus visits. Approximately 25% of students who visit the campus apply for admission.²

The nearly steady increase in enrollment over the last five years is due, in part, to a better understanding of the needs of these key Northwestern constituents. Quantitative data collected through regular administration of the Cooperative Institutional Research Program (CIRP) Survey to incoming freshmen, as along with information collected by the Office of Admissions, has revealed that the distinctively Christian character of the college and its faculty and staff, the academic reputation of the college, the size of the college, and the financial aid provided are key features which attract students to Northwestern. Data also indicates that a campus visit powerfully impacts the decision to attend.³ Prospective students are welcome to visit the campus at any time; however, Fall Preview Days provide a scheduled and formal program to expose students and their parents to the Northwestern College experience. Quantitative evaluation such as the Fall Preview Days Parent Evaluation Form provides helpful input to the college, as do the group information sessions and personal input received from individual parents with specific questions and needs. For example, responses from fall 2007 indicated that parents would like more assistance with understanding the financial aid process.⁴ This information is being used to modify and revise existing programming and assistance resources.

2. Admissions Office Materials, 5.1

3. 2007 CIRP, 5.2

4. Fall Preview Days Parent Evaluation Results, 5.3

Parents of Current Students: In a culture where parents have significant influence over their adult students' decisions, the college has recognized that parental satisfaction measurably affects retention rate, sibling attendance, and donations. Parents of current students are an external constituency highly valued by the college, and methods are in place both to listen to their needs and to serve them. The Office of Alumni and Parent Relations serves as a liaison between parents and the college. A Parents Council has been established to serve three functions: to communicate to the administration parental perspectives on student-related issues, to provide information and support to parents of prospective and new students, and to develop and evaluate the college's methods of communicating effectively with all Northwestern parents. Interested parents are invited to serve on the council, which is comprised of parent volunteers who willingly commit their time to these efforts. The Parents Council has four committees that offer a variety of opportunities for service: the College Affairs Committee provides a voice for parents and fosters communication between parents and the college; the Hospitality Committee helps parents connect with the campus community and hosts campus events, including Parent Orientation, Family Weekend, and graduation; the Fundraising Committee promotes parent and community participation in institutional fundraising efforts and seeks to open doors to new resources; and the Prayer Committee prays regularly for college and parent-related needs.

Parents are encouraged to address concerns, questions, and suggestions to the Parent Relations Office by phone or by e-mail. The office has recognized the need to collect more quantitative data from parents to aid in the analysis of services.

Alumni: With more than 20,000 alumni around the world, the Office of Alumni and Parent Relations has primary responsibility for communicating with, listening to, and serving the needs of this important constituency of Northwestern. To serve the needs of the alumni, the Alumni Council, comprised of 9 to 18 alumni, meets twice annually. The alumni serving on the council represent various majors, backgrounds, and decades.

The Assessment Office administers an Alumni Survey annually to alumni from the past five years. The survey solicits alumni levels of satisfaction with programs and services, achievement of institutional outcomes, degree completions, and participation in the church and the community. Results from the survey, which are shared directly with relevant departments and offices, are made available to the college community in the Assessment Annual and on the assessment web page. Alumni responses have been instrumental in facilitating changes in curriculum (e.g., required mathematics course) and changes in processes (e.g., a review of the content of alumni publications), while affirming the value of various services and programs (e.g., career services). (For more information on the application of the Alumni Survey to the assessment of academic departments, see Core Component 4c.)

Donors: The Office of Advancement tracks the number and types of personal contact with each donor to the college. In 2007, this office made over 11,000 personal contacts with 1,570 face-to-face visits to gain input and evaluate the needs of this constituency. This contact has revealed a wide range of needs in areas where the college could be of service, from hospital visits to estate planning and gift planning. In 2004, prior to the launch of the Envision Excellence Capital Campaign, the college sought donor input through a 66-member feasibility study, which provided guidance in the fund-raising processes.⁵

Radio Listeners: Northwestern Media radio stations regularly survey listeners to determine the most effective ways to address and serve their needs and expectations. Four strategies are implemented to obtain feedback: audience ratings, listener panels, advisory panels, and focus groups.

Audience ratings: Twice a year Northwestern Media purchases audience ratings from the Arbitron Company through an organization that serves non-commercial stations (Radio Research Consortium). The ratings are broken down by Total Survey Area (TSA) as well as by Metro Survey Area (MSA), which provides both geographical information and categorical information related to audience groups, such as the age and gender of listeners.

Radio listener advisory panels: Northwestern radio stations in the Twin Cities, Duluth, Fargo, Madison, Waterloo, Des Moines, Sioux Falls, and Sarasota utilize radio listener advisory panels to help determine the effectiveness of their programming. Representative listeners are asked to review a group of songs and evaluate whether they are meeting their needs and expectations. Listeners are asked perceptual questions on different topics, including the extent to which the radio station is effectively addressing a topic or need.

Focus groups: Specific focus groups consisting of cross sections of the radio's target audience are utilized to determine their perceptions and expectations of how a Christian radio station can best meet their needs. The college has also conducted perceptual studies in several of its markets to determine the core beliefs and values of the Christian community and how the college can best shape its programming to effectively address these perceived needs.

The Church: A primary constituent group is the Church (universal) or the Body of Christ, which includes all believers and followers of Jesus. When Northwestern refers to the Church in the context of engagement and service, it is typically referring to those organizations that are evangelical and overtly Christian with similar doctrinal statements. These organizations may include individual churches (i.e., organized places of worship with established congregations and regular services) as well as mission organizations, parachurch ministries, camps, schools, and denominational governing boards. Northwestern is non-denominational, with over

5. Campaign Feasibility Study, 5.4

46 denominations represented in its student body and employees. Although Northwestern is not accountable to any denominational governing board, it does have strong relationships with several evangelical denominations.⁶ The college serves the Church, first and foremost, through the education of its members, and, secondly, through service activities that support the educational mission of the college.

The college interfaces with the Church at every level of the institution. Attendance and involvement in the Church are criteria in the hiring process of all employees and are also part of the student application. The members of the Board of Trustees are active participants in their church communities. According to the 2008 Engagement and Service Survey, 95% of faculty and administration and 90% of staff have indicated they are actively serving within the Church with over 30% serving in a leadership role. Likewise, 81% of the students indicated that they are frequently attending a local church with 74% attending additional off-campus worship events.⁷

Faculty and staff are frequently asked to preach and teach in churches. Their efforts provide an excellent method for making observations and for receiving direct feedback from individual churches. This level of involvement helps to accurately assess the needs of the Church. Although no formal process has been established for collecting feedback of this type, evidence exists regarding its use within departments through the posting of volunteer and job positions, and through the initiation of curricular changes. As the college works to equip students to meet the needs of the Church in their generation, this type of listening process is an organic, holistic approach which helps keep the college relevant to the Church's changing needs.

Church Relations Office: The primary purpose of the Church Relations Office is to market the college directly to local churches in addition to identifying their specific needs. This information is gathered through quantitative, representative, and personal feedback. During the Youth Workers Breakfast, for example, the office gathers quantitative data through the use of real-time survey equipment. By soliciting responses from youth leaders, this survey has helped to identify future programming that targets the group's expressed needs.⁸ The church relations director also works with individual pastors and congregations to identify other educational services which the college may provide.

Office of Campus Ministries: The campus ministries director and staff work closely with many ministries and with regionally and nationally recognized Christian leaders. These relationships help to keep the entire campus informed on the state and needs of the Church, mission fields, and available ministry opportunities. The college chapel program, an important function of the Office of Campus Ministries, is a significant way for the college community to hear collectively from various elements of the Church. Guest speakers often include leaders in church and parachurch organizations as well as leaders in Christian higher education and international speakers. (For additional information on the college chapel program, see Core Components 3c and 4b.)

6. Students by Denomination, 5.5

7. 2008 Engagement and Service Survey, 5.6

8. Youth Workers Survey, 5.7

The Community: Northwestern exists to provide God-honoring leadership not only in the home and Church but also in the community and world.⁹ The college engages in and interfaces with local and global communities in a variety of ways. Feedback is solicited from a range of community constituencies, primarily through those to whom the college directly provides services.

Community academic needs: Northwestern listens to community constituents and addresses their academic needs. Processes for developing new programs in both the traditional day school and the Division of Graduate and Continuing Education (GCE) involve environmental scanning, feasibility studies, and comparative data. Changes in curriculum, program requirements, and course content have been initiated through quantitative data such as Senior Capstone Surveys, FOCUS and Graduate Surveys, and course evaluations. Input from advisory groups, councils, and focus groups has led to the initiation of such programs as the Pathway Project, a program designed for adult learners who are not prepared for bachelor-level FOCUS programs; courses offered through Distance Education to meet the needs of post-secondary and home-schooled high school students; and off-site locations for FOCUS cohorts.

Civic involvement: Northwestern is involved with and solicits feedback from a number of civic entities in the two communities in which it is located, Arden Hills and Roseville. One significant example is the college's extensive interaction with these cities throughout the Planning and Urban Development (PUD) process described in Core Component 2c. During these meetings, Northwestern's close neighbors were able to share their needs and expectations regarding the college, especially in regard to the proposed campus expansion and construction. Employees of the college regularly attend city council sessions, work with the Chamber of Commerce, and participate in such organizations as Minnesota Campus Compact, Lions Club, and Roseville Parks and Recreation. Representatives from each city are invited to participate on the Long Range Strategic Planning Committee. Contact with civic leaders about their needs has led to student involvement through service learning, community service, and academic internships.

Community rental of facilities: Northwestern serves the local community through rental of its excellent facilities, which are available to the general public for events such as conferences, workshops, performances, weddings, and athletic camps. Event Services and Campus Facilities Services learn from their customers through the planning process for each event, through the evaluations following the event, and through repeat business. The fiscal benefit of renting the campus facilities has helped shape construction and remodeling decisions. Changes to signage, parking, audio-visual services, and food services have all been influenced by feedback from clients.

9. Mission Statements, Appendix A

Career development: Northwestern learns from employers directly through campus recruiting visits, job postings, job fairs, camp fairs, and internship evaluations. Career staff interact frequently with for-profit and non-profit sector recruiters through membership in several career-related consortiums such as Minnesota Association of Colleges and Employers (MNACE), Minnesota Colleges and Universities Career Services Association (MCUCSA), and Minnesota Association for Experiential Learning (MAFEL), as well as in several national professional associations. Interaction with regional job fairs like Idealist and the MCUCSA-sponsored Government Job Fair and Education Fair help to inform the campus of the needs of employers in the non-profit, government, and education sectors. As a member of the National Association of Colleges and Employers (NACE), National Society of Experiential Educators (NSEE), and Cooperative Education and Internship Association (CEIA), Northwestern's Career Development Center remains informed of career trends, needs, and best practices that help the department to better serve employers and students. The center further solicits feedback by facilitating on-site supervisor responses through the administration of internship evaluations.

Institutional Strengths and Recommendations for Improvement

Northwestern College is committed to listening to and addressing the needs of its external constituents. By utilizing quantitative, representative, and personal input solicited from the people it serves, the college facilitates the process of analyzing its capacity to meet needs and expectations. From survey results to debriefing sessions, from formal councils to informal conversations, the college depends upon data to determine how it may best serve its constituents. The institution recognizes the importance of personal, often informal, input and acknowledges the desirability of more intentionally documenting and processing such input. In addition, as offices like the Parent Relations Office identify the need for increased data, the college will continue to expand the nature and types of listening strategies it employs to ensure breadth and depth of feedback.

CORE COMPONENT 5B

The organization has the capacity and the commitment to engage with its constituencies and communities.

Northwestern College possesses the means to fulfill its mission of impacting the "home, church, community, and world."¹⁰ By providing varied opportunities through experiential education, specialized programs, service learning, and the fine arts, the college demonstrates its ability to respond to the academic needs of its constituents. Northwestern successfully broadens its engagement with its communities through a wide variety of on-campus opportunities, such as conferences and intercollegiate sports events. Constituents further benefit when the college participates in activities within the communities themselves through student volunteer opportunities and campus ministries service.

10. Mission Statements, Appendix A

Academic Community Engagement

Northwestern College has responded to the academic needs of its constituencies by providing multiple opportunities for students to learn by engaging with public or professional venues. These opportunities result in relationships that are mutually beneficial.

Experiential Education: Northwestern demonstrates its capacity and commitment to engage with its constituencies through experiential education. Designed to prepare students to “serve effectively in their professions,”¹¹ experiential education provides service to its communities as a natural outcome of this preparation. Experiential education includes academic internships, student teaching, and student radio ministries.

Academic internships: Academic internships are upper-level professional experiences that are typically conducted over the course of one semester. Graphic Design, Business, Christian Ministries, Journalism, Music, and Kinesiology majors have required internships. All other majors have elective internships with the exception of Studio Art and Biblical and Theological studies. Internships can be paid or unpaid, with the number of required hours varying from 31-120 hours per credit. Most students register for a two-credit internship. Kinesiology majors, however, typically devote an entire semester to their internship and will register for up to 14 credits. Christian Ministries, on the other hand, has historically required two 100-hour internships and two 50-hour 3000-level ministry experiences.

Northwestern internships occur in all industry sectors. Table 5.1 provides a representative sample of internship sites. The types of organizations that students seek vary depending on their major and their interests. Many of these organizations have hosted multiple interns over a period of years.

11. Mission Statements, Appendix A

Figure 5.1
Academic Internship Sites

Academic Internships	5-yr totals	Examples of 4000-Level Academic Internship Sites*
Art and Graphic Design	46	Koechel Peterson & Associates, Fallon Worldwide
Business	275	KPMG, Cargill, Best Buy, Regis Corporation, Thomson West, Boulay, Heutmaker, Zibell & CO. P.L.L.P.
Christian Ministries	536	MN Teen Challenge, Big Sandy Camp & Conference Center, Wooddale Church, Cross of Christ Community Church, Northwest Family YMCA, Grace Church – Roseville, Marie Sandvik Center, Inc.
Communications	94	KARE 11, Clear Channel, K102/KFAN, Salvation Army, Prison Fellowship, Fort Totten Little Theatre
English	24	Boston Scientific, Parametric Technology Corporation, Hazelden, Caribou Coffee, Salvation Army
History/Political Science	25	Wisconsin State Legislature, Michelle Bachmann Campaign, Minnesota Legislature, Republican Party of Minnesota
Kinesiology	28	Bally Fitness, Family Achievement Center, Mayo Clinic Jones-Harrison Wellness Center, Courage Center
Music	52	Schubert Club, Saint Paul Chamber Orchestra The Rose Ensemble, Faith Christian Reformed
Psychology	103	Hennepin County Juvenile Probation, Pine County Court Services, Minneapolis Police Department, Heartland Girls' Ranch Redwood County District Attorney
Science & Math	12	Cedar Creek Natural History Area, Bimini Biological Field Station

* Does not include student teaching

The college has committed significant resources to support this learning experience. The assistant director of experiential education, who serves in the Career Development Center, provides institutional support for this program, including assessment, student advising, employer relations, and faculty support. In addition, some individual departments have support staff, such as the Department of Business's director of field experience and the Department of Christian Ministry's internship coordinator. The supervision of the internships is shared between the faculty supervisor and the on-site supervisor. Faculty involvement varies dramatically, from a virtual, hands-off approach to active engagement, with faculty making multiple site visits. Due to these variances, research has been conducted toward the development of a rating system for faculty involvement. The college recognizes that increased resources need to be allocated to help students obtain more substantial and relevant internship experiences, to supervise and conduct site visits, to increase student participation, and to more fully capitalize on employer relations.

One of the internship opportunities that has been funded since 1996 is the annual Intercultural Missions Trip, a two-month internship which exposes students to various cultures and provides opportunities for them to engage with and serve those cultures. The Department of Christian Ministries coordinates this program and dedicates faculty, staff, and funding to its successful implementation. The college and donors contribute approximately \$20,000 toward the budget, with the participants raising the remainder. This is a highly collaborative venture with international organizations such as Africa Inland Mission, World Venture, Operation Mobilization, Baptist General Conference, International Mission Board, Ambassadors for Christ International, Youth with a Mission, and the English Language Institute in China. Contexts vary from urban centers to rural villages, from first-world countries to developing nations. These organizations may focus on a broad range of services, such as church planting and leadership development, evangelism and outreach, or disaster relief and community development (e.g., the tsunami in Indonesia). Alternatively, they may address a more specified need, such crisis pregnancy work in Romania.

Student teaching: Student teaching contributes significantly to the greater community not only by preparing students to be effective teachers after they graduate but also by facilitating direct contact with school districts throughout the student teaching process. This program is mutually beneficial to both Northwestern students and the schools in which they serve. The college devotes substantial resources to the support of the experiential component of its education degrees. In 2007-2008, 57 students were registered for student teaching courses that were supervised by 24 faculty members, resulting in a student-faculty ratio of three to one. Over the past three years, the college has partnered with 32 public school districts and 12 private schools in the K-12 program. Over the same time period, the approximate number of schools the college has partnered with is 130, which includes both public and private schools (E-12). The number of placement hours are combined with the approximately 560-600 hours of student teaching placement hours students receive prior to graduation and licensure.¹²

Student radio: WVOE serves the student body through a state-of-the-art facility that provides an excellent hands-on learning opportunity. In spring 2008, a group of students began programming KTIS's HD signal (KTIS HD-2). This signal provides a professionally run, specifically programmed station geared to upper-classmen planning to work on advanced radio skills. Any student at Northwestern may become involved with WVOE, and in most semesters the number ranges from 30 to 50 individuals who are directly involved in some aspect of the radio station, either as executive staff or regular staff members. The faculty advisor oversees the executive staff, but most of the day-to-day operations are overseen by students. Students work in a number of capacities, such as general manager, program director, production director, news and sports director, outreach production, and/or on-air staff. This service is supported through the budget of the Department of Communication.¹³

12. Department of Education PEPER Report, 5.8

13. WVOE Information, 5.9

Specialized Academic Programs: Northwestern has been responsive to the unique needs of external constituencies through special programs offered through the college. The Pathway Project, Northwestern College Bible Institute, Insight, and Distance Education all serve constituencies in different ways.

Pathway Project: This Associate of Arts degree program was designed to meet the needs of the adult learner with few or no college credits. Students finishing the degree are eligible to move directly into one of the existing FOCUS degree completion programs. Credits may be earned for related life experiences through submission of a Prior Learning Assessment (PLA) portfolio.¹⁴

Northwestern College Bible Institute: The Northwestern College Bible Institute is a fully funded, non-credit local outreach of Northwestern to the urban church community. Its mission is to strengthen personal faith, sharpen ministry skills, confirm biblical family values, structure spiritually healthy communities, and simplify cross-cultural ministries. This alternative program is a demonstration of a significant commitment of Northwestern resources. It was created in response to the expressed need by Christian leaders serving diverse urban populations to receive biblically sound, Christ-centered instruction. The program is affordable, flexible, and accessible while fitting well with the needs of this constituent group. The institute offers three separate tracks: a Walk Through the Bible Diploma, a Bible Diploma, and a Ministry Diploma. Each program consists of seven core courses and three electives. These students tend to be actively involved in urban ministry, such as pastors and leaders of inner-city churches. The institute offers courses at First Missionary Baptist Church in Minneapolis, Trinity Evangelical Free Church in Lakeville, and courses in Spanish at Victory Covenant Church in Saint Paul. From the humble beginning of 11 students in fall 2000, course enrollment by 2007-2008 has risen to approximately 300 students from 36 Twin-Cities-area churches. This institute also provides educational resources to nearly 400 churches all over the metro area.¹⁵

Insight: This certificate program, which is offered at a local church and at a location in California, helps students develop a comprehensive Christian worldview through a four-course curriculum sponsored by the Center for Distance Education and the Department of Christian Ministries. The curriculum is modular and weaves various disciplines together in an integrated approach to understanding God's work in the world and through history. The program is designed for students who are likely to be completing degrees at secular institutions and would benefit from a strong biblical foundation.¹⁶

Distance Education: A number of course offerings were developed to meet the particular needs of Post Secondary Education Option (PSEO) students wishing to complete general education courses in preparation for college attendance. Additional Distance Education courses were developed to provide an alternative venue for Northwestern College students to meet general requirements.

14. Pathways Information, 5.10

15. Northwestern Bible Institute Information, 5.11

16. Insight Information, 5.12

Service Learning: Northwestern provides opportunities for students to meet learning outcomes in their major while engaging with the community through service learning. Service learning occurs through departments which require community service as part of the required curriculum of a major and in courses which include elements of learning that take place through service to the community.

Currently no institutional requirement for service learning exists; however, faculty interest in service learning remains strong. During the 2008 Fall Faculty Workshop, faculty were asked to provide input regarding service learning on campus. Faculty indicated a need for more substantial support for the development and maintenance of service learning opportunities, for the establishment of clear standards and terminology, and for identifying target organizations or communities to help foster intercultural learning. During the session a proposal was made that a Service Learning Task Force be formed to investigate the possibilities of formalizing a service learning program. Additional discussion has centered on creating a Service Learning Office to support faculty in this endeavor.

Community service requirements: Two academic departments include community service as a component in their required curriculum: the Department of Business and the Department of Education. The Department of Business requires all majors to complete a 40-hour experience with a service organization involving a cross-cultural or challenged community environment. The Department of Education requires all majors to participate in 30 hours of direct involvement with an ethnic or cultural group other than their own.

Service learning in courses: Service learning activities have been incorporated into a variety of courses, although some discrepancy exists regarding its frequency of inclusion. On the 2008 HERI College Student Survey, 72.3% reported they had “Performed community service as part of a class,” compared with 57.7% in the National Four-Year Private College sample. The HERI Faculty Survey indicates that 6.3% of male faculty and 25.9% of female faculty, with 13.3% of overall faculty, have “taught a service learning course.”¹⁷ However, most service learning occurs as a class project. On the Engagement and Service Survey, 38% of faculty indicated that they incorporate a service learning project into at least one course.¹⁸ Many departments also include community service as a graduation requirement. Organizations such as Sharing and Caring Hands, World Relief, SALT, and other community groups, along with churches and schools, have been a part of service learning at Northwestern. Some specific examples include the following:

- BEM2135 (Video Editing): Students shot and edited an assignment for “Sharing and Caring Hands”;
- SPD4415 and SPD4425 (Special Education Field Experiences): Students in these courses served special needs students for 20 and 30 hours during the semester;

17. 2008 HERI Faculty Survey, 5.13

18. 2008 Engagement and Service Survey, 5.6

- Tutoring: Students participated in Urban Ministries tutoring for SALT, SEC, and World Relief for a total of 450 hours per semester;
- Biology majors have been involved in an on-going project in partnership with the city of Roseville to continually measure the levels of e-coli virus at various sites on Lake Johanna. Results of this testing are utilized by the community to determine whether beaches should be open or temporarily closed during the summer months.

Fine Arts Opportunities: Northwestern reveals its capacity and commitment to serve its communities through a variety of opportunities offered in the fine arts. Music performances, theater performances, and the Denler Art Gallery are open to the public, drawing a broad spectrum of constituents to Northwestern's campus. In addition, the Academy of Music services hundreds of music students in the Twin Cities.

Music performances: On-campus performances appeal to a wide spectrum of the community: students, families, seniors, churches, and the general population. Concerts are advertised to the community through direct mail, e-mail, and radio; through Event Services; and through such positions as the concert and recital coordinator and the music office staff. Music events include student recitals and ensemble concerts such as Showcase of Talent and the Faculty Artist Series. These events are well attended, with Christmas at Northwestern leading the way through its yearly attendance of more than 5,000. The events effectively serve Northwestern recruitment and advancement by drawing neighbors, prospective students, alumni, and donors to campus and by giving students venues for performance.¹⁹

Theatre performances: The Department of Communication's theatre productions are well attended by the immediate college community as well as donors, alumni, parents, and neighbors. These productions include a rich mixture of classic works such as *The Music Man* and *Our Town*, works targeted to young audiences such as *Seussical*, and new works created by students. Auditions are open to all students on campus. For these productions, the college utilizes the performance facilities of the Maranatha Hall Stage and the Patsy Miller Studio.²⁰

Denler Art Gallery: Each month the Denler Art Gallery hosts shows by local artists and students. In 2007, the college hired a gallery director to help promote the gallery and to manage its growing collection of over 6,000 works. The gallery, which is open to the public, promotes exhibits through a postcard mailing which typically features a sample of the work to be displayed. Each month's event is launched with an open house which ranges in attendance from 50 to 200 people. Due to the high quality of these exhibits, the Denler Art Gallery is gaining stature in the sophisticated Twin Cities arts market.²¹

19. Music Performance Samples, 5.14

20. Theater Performance Samples, 5.15

21. Denlar Art Gallery Exhibition Samples, 5.16

Academy of Music: The Academy of Music is a comprehensive music program involving private instruction, group instruction, and music ensemble experiences designed to accommodate the growing needs of the community at large. The academy services over 500 K-8 students representing over 400 Twin-Cities-area families. Offering private lessons ranging from the bassoon and harp to piano and voice, the academy employs more than 80 instructors, most of whom are students, faculty, or alumni of Northwestern. As an extension program of the Department of Music, the academy exists to provide a supportive and enriching learning environment that fosters in each student a greater understanding and appreciation of music to the glory of God.²²

Tuition Discount Opportunities: Northwestern demonstrates in a very significant way its commitment to its employees, alumni, families of students, and the Christian community through its tuition discounts. Ten percent tuition discounts are available for students whose parents are in full-time Christian service and for families with two or more students concurrently enrolled at Northwestern. Alumni Relations and Financial Aid have partnered together to establish the Legacy Grant for children of alumni. The Legacy Grant provides 10% off of tuition regardless of financial need or GPA.

Figure 5.2
Tuition Discounts

	2005-2006		2006-2007		2007-2008		2008-2009	
Christian worker's discount	289	\$466,642.00	299	\$476,161.00	505	\$521,276.00	249	\$523,531.00
Tuition grant-all employees	111	\$1,157,169.00	130	\$1,101,889.16	136	\$961,781.00	95	\$1,403,519.50
Family discount-discount for sibling enrollment	236	\$336,122.00	226	\$364,994.00	373	\$385,398.00	213	\$447,800.00
Legacy grants (children of alumni)	119	\$209,333.00	132	\$245,920.00	146	\$289,274.00	154	\$332,010.00

On-Campus Community Engagement

Because Northwestern College is situated in close proximity to both Minneapolis and Saint Paul, the surrounding communities it serves are extensive and diverse. By hosting events, sponsoring sports teams, and providing services on campus, the college is able to attract to its facilities a wide range of community members.

Campus Events: Northwestern engages the Church and its broader communities through a variety of campus events. These events are managed through the Event Services Office, which includes Maranatha Hall, the Ticket Office, Campus Events, Rental Services, Audio-Visual (AV) Services, and Campus Dining Services. Staffing involves ten full-time employees and three part-time employees with up to 50 student employees during the school year, two summer housing staff, and 20 summer student staff. To serve the interests of its constituencies, Northwestern College

22. Academy of Music Information, 5.17

and Media hosts over 9,000 events each year, providing approximately \$1,000,000 in revenue annually. For example, in 2006-2007 Event Services accommodated over 50,000 guests with 142 weddings. The Ticket Office has recently provided a new dimension of service to the Church and to the community by offering ticketing services for on- and off-campus events. Examples of events held on campus which serve local, regional, and national constituencies are described below.²³

Northwestern College Faith & Thought lecture series: Since 2002, the Faith & Thought Lecture Series has annually sponsored four to six individual keynote addresses during the academic year, featuring two to three Northwestern professors and two to three notable guest speakers. The series provides the Northwestern audience and the broader Twin Cities community a chance to learn from prominent scholars outside the college community while also providing a forum for the research and talents of its own faculty. The theme for the 2007-2008 Faith & Thought Lecture Series highlighted the intersection of faith with science and mathematics. Additional topics have included the sacred in the arts and literature, and Christianity and education in a postmodern world. Former guest speakers have included Os Guinness, Walter Kaiser, Mark Noll, and John Perkins. (For additional information on the Faith & Thought Lecture Series, see Core Component 4a.)

Rekindling Your Spirit for ministry leaders: This 12-week class is designed for pastors and ministry leaders who desire master's-level training in biblical counseling and the healing process. The program seeks to minister to spiritual leaders by providing biblical teaching and support and by encouraging leaders to foster deeper relationships within a strong support network.

Youth Workers Breakfast: Youth workers from the four-state region and from diverse denominations attended the Youth Workers Breakfast, a college-sponsored networking and resource event. Veteran youth leaders presented programming ideas while approximately 40 vendors representing camps, counselors, rental companies, food services, mission organizations, apparel companies, and recreational services helped to expose youth workers to trade tools. Surveys were conducted to identify the needs of this important constituent group, which will be used to help Northwestern develop additional services.

"Set Apart" women's conference: Each year the campus hosts Set Apart, a conference designed for women in the community. Throughout recent years, over 2,000 women have attended this two-day event. The goal of the conference is an extension of the college mission: to equip women to grow intellectually and spiritually, to serve effectively, and to give God-honoring leadership in the home, church, community, and world. The programming includes prominent Christian speakers, relevant workshops, and fellowship opportunities while generating scholarship funds for students attending Northwestern. Over the past 26 years, Set Apart has provided scholarships for more than 320 students and has created an endowment scholarship fund currently at \$200,000.

23. Sample Campus Events, 5.18

Association of Christians in Student Development: In 2007 the college hosted “The Big Picture,” a four-day national conference for the Association of Christians in Student Development (ACSD). This conference was the largest Northwestern had hosted to date, with more than 700 registrants from over 130 colleges. The success of this event clearly demonstrates the college’s growing capabilities as a conference venue as well as its ability to contribute to the professional development of peer institutions. Northwestern’s Office of Student Development devoted significant time and resources to the planning and organization of all aspects of this conference.

Annual Twin Cities Christian graduate school & seminary fair: Each year, Christians seeking graduate programs have the opportunity to meet with recruiters from over 20 Christian graduate schools and seminaries. This event attracts top-tier Christian graduate programs and meets a niche market need. The event is free and open to the public. Over the past three years, the event has gained popularity and stature throughout a five-state region. Recruiters have indicated that the event is worth the expense.

Collegiate Sports: Northwestern supports 18 sports and is part of the National Collegiate Athletic Association (NCAA) Division III program. In addition, the college is a member of the Upper Midwest Athletic Conference (UMAC) and National Christian College Athletic Association (NCCAA) Division I. The Athletic Department, with a budget of \$1.3 million, is comprised of 12 full-time and over 40 part-time employees, along with 312 varsity athletes. The department has a highly qualified and experienced coaching staff and has had relatively little turnover in the past five years. The sports events the college hosts attracts many of its constituents: over 20,000 spectators view the 90 annual home games.²⁴

Off-Campus Community Engagement

Northwestern College participates in a variety of service activities through which students, faculty, and staff serve constituencies in communities beyond the Northwestern campus. By going out into the communities, Northwestern further demonstrates its commitment and capacity to meet the needs of those it serves.

Student Volunteer Service to the Community: Northwestern students are actively involved in community service. In the 2006 College Student Survey, 80% of students indicated that they “performed volunteer work,” compared to the Private Four-year College response of 69.4%. In 2008, over 21% reported they were involved in volunteer work at least 3 to 5 hours per week, compared to 14.6% in the Private Four-year College sample.²⁵ In 2007 54.1% of seniors indicated that they were involved in a local off-campus ministry, and 36% participated in a college-sponsored missions trip while at Northwestern.²⁶

24. Link to nwc.eagles.edu

25. 2008 HERI College Student Survey, 5.19

26. 2007 Senior Survey, 5.20

Students are involved in a wide variety of volunteer service to the community. Some examples include the following:

- WVOE radio workshop students have engaged with organizations such as KTIS and World Relief. The experiences with KTIS have taken students to Belize to assist with production training, and World Relief partnered with the students to produce a Russian language program. Recently, these students also participated in a clothing drive for Myanmar/Karen refugees.
- Students in the intermediate and upper-division Spanish classes are regularly involved with various Hispanic churches, Bible studies, community outreaches, and after-school programs for bilingual and ESL students.
- Intercultural communication students worked with World Relief Minnesota and the City of Roseville to collect “Welcome Kits” for over 30 persecuted refugee families resettling in the Twin Cities. Through these efforts students created campus and community awareness of the plight of these refugees and collected financial donations.
- Students in the Department of English & Literature held a book drive to raise money to purchase Bible storybooks for children in Tanzania. The department raised nearly \$1,500 and was able to purchase 302 Bible storybooks.

Day of Prayer and Service: The college designates one day every spring semester as a Day of Prayer and Service to the community. Classes are cancelled, and students, faculty and staff have the opportunity to attend prayer circles and a special chapel session in the morning. In the afternoon students, faculty and staff are encouraged to participate in community service projects often related to their major. Approximately 600 students in fall 2008 participated in a variety of service projects. These well-organized activities included such projects as working at the Como Park Zoo and Conservatory, cleaning and maintaining city parks, and volunteering at Feed My Starving Children. Those who participate describe the experience as meaningful, valuable, and enriching. Community partners look forward to the assistance the college provides to their organization. Many partners contact the college several months in advance to request the number of volunteers they will need.²⁷

Freshman fall orientation service project: To instill in new students the importance of service to others, the college has included community service projects as part of freshman orientation. In the last several years, incoming students have participated in projects in three general areas: social service agencies (e.g., Emma Norton Residence – assisting mothers who are homeless and have children), environmental concerns (e.g., Friends of the Mississippi – assisting with buckthorn

27. Day of Prayer and Service Project Examples, 5.21

removal), and churches (e.g., Inner City Church of Minneapolis – general cleaning and maintenance). Student support for this endeavor is demonstrated in the New Student Evaluation Form. Over 50% of new students indicated that they *Strongly Agreed* with the survey statement “I appreciated having the Community Service Project as part of Orientation.” Another 33.7% responded that they *Agreed* with the statement.²⁸

Staff and Faculty Service: Northwestern clearly demonstrates its commitment to serving its constituencies by the number of Northwestern employees engaged in service outside of the college.

Community service: According to the 2008 Engagement and Service Survey, over 90% of staff and 95% of faculty have indicated that they are actively involved in Christian service, with over 30% assuming a role of leadership.²⁹ Over 10% of the faculty completing the 2008 HERI Faculty Survey indicated they spend five or more hours per week on community or public service. Nearly 60% reported spending one to four hours per week. Two-thirds of the faculty also reported that it was *Very Important* or *Essential* to “Instill in students a commitment to community service.”³⁰

Professional service: Northwestern has institutional membership in many professional and community associations. Individual departments and employees have also indicated membership in over 230 different professional associations with some serving in leadership roles. (For more information see Core Component 4a.) Staff and faculty serve the college and its constituents by contributing to these organizations and by keeping apprised of trends and current best practices which allow them to better recognize and serve constituents’ needs. (For examples of changes resulting from engagement in professional memberships, see Core Component 4c.)

Campus Ministries: Campus Ministries assists in meeting the needs of the community outside of Northwestern. Outreach Ministries, a part of Campus Ministries, sponsors teams of students who share the gospel of Christ in the local community, meeting both practical and spiritual needs. During each academic year, between 30 and 60 students participate weekly. In 2007, the teams included prison ministry, street/homeless ministry, inner-city tutoring, outreach to the University of Minnesota, and ministry to women leaving prostitution.³¹

Co-curricular Service to the Community: Students and faculty are active in serving the community, both locally and globally, through musical tours, athletic programs, and family services.

Music: Performances and ensemble tours by the Orchestra, Symphonic Band, College Choir, Women’s Chorale, and Varsity Men’s Chorus annually serve between 25 and 40 churches, 10 to 20 schools, and 8 to 15 other venues through

28. New Student Evaluation Results, 5.22

29. 2008 Engagement and Service Survey, 5.6

30. 2008 HERI Faculty Survey, 5.13

31. Christian Ministries Program Samples, 5.23

local performances and ensemble tours. Churches served include larger Twin Cities churches, such as Mount Olivet Lutheran and Colonial Church of Edina, as well as churches in inner-city and rural communities. Ensemble tours are on a rotation, including local, regional, national, and international itineraries. Each tour has a service component, including activities such as teaching Sunday school, providing music for worship services, and participating in work projects with organizations such as Compassion International.³²

Music faculty perform in numerous professional music organizations, such as the Minnesota Orchestra, Saint Paul Chamber Orchestra, Minnesota Opera, Minneapolis Pops Orchestra, and the KC Band.³³ Music faculty also serve in a wide variety of professional organizations at local, state, and national levels, sometimes in leadership positions.

Athletics: The Athletic Department offers a number of off-campus programs for boys and girls in the community. Currently camps are offered in Baseball/Softball, Basketball, Soccer, Volleyball, and Tennis.³⁴

Child Development Center: The Child Development Center (CDC) serves the community by providing a greatly needed off-campus facility for families. The CDC opened in 1994 with 20 children, 4 teachers, and 3 teacher-qualified administrative staff members. Today the CDC is licensed for 12 toddlers (16 months – 3 years) and 30 preschoolers (3 years to 5 years). Twelve staff members (10 full time and 2 part time) currently serve at the CDC, and during the school year 10 to 12 college students also work part time during the busier times of the day. The CDC is accredited through the National Association for the Education of Young Children (NAEYC).

Located inside the Commons at the EagleCrest Retirement Center just south of the campus entrance, the CDC features an intergenerational program with the Presbyterian Homes Commons residents, whom they term “Grand-friends.” The CDC serves as a field experience site for some Northwestern College student teachers. This relationship increases the adult/child ratio of the CDC, generates fresh ideas for the Early Childhood Education program, and keeps teachers at the forefront of their field. By meeting an important need of community families, the CDC is able to serve internal constituencies as well.³⁵

Northwestern Media Service to the Community: Northwestern owns and operates 16 radio stations in 8 markets in Minnesota, Iowa, Wisconsin, North and South Dakota, and Florida. Throughout the network, 110 employees reach over 750,000 individual listeners. The college’s Twin Cities radio station, 98.5 KTIS, serves approximately 346,000 listeners weekly. In this very competitive radio market, its market share varies but has been as high as second due to capacity, commitment, and appropriate responsiveness to its listening audience.

32. Music Community Performance Samples, 5.24

33. Music Faculty Events Samples, 5.25

34. Sports Camps Information, 5.26

35. Child Development Center Information, 5.27

Northwestern Media is involved in many initiatives that serve the community, providing various opportunities for listeners to participate. One of those initiatives is called “The Drive-Through Difference.” As an act of blessing and encouragement, listeners pay for the order of the car behind them at a fast-food restaurant or coffee shop. The radio station also helps the church community through promotion and facilitation of donations like Operation Christmas Child. Another example is “The Ministry of the Month.” Each month an area ministry is highlighted, informing listeners of the ministry’s goals and activities and encouraging them to volunteer with the ministry. Likewise, the “ICanHelpTwinCities” initiative allows organizations to post ministry and community volunteer opportunities online.

Northwestern Media also serves the community in times of crisis. For example, when Waterloo, Iowa, and the surrounding areas experienced devastating floods, KNWS Life 101.9- Waterloo petitioned the FCC and was granted permission to hold a fundraising event. “Re-Supply the Salvation Army” spread hope and healing to flood- and tornado-affected families in the Cedar and Iowa River valleys. After the tornado in Hugo, Minnesota, KTIS interviewed the mayor of the city and shared the needs of the community. Similarly, during the 35W bridge collapse, the radio provided up-to-date information and support to its listening audience.

Institutional Strengths and Recommendations for Improvement

Northwestern College is committed to engaging with its communities by providing academic, professional, and service-oriented opportunities. Through experiences involving experiential education, service learning, and the fine arts, the college is able to address the needs of a broad spectrum of constituencies. Northwestern further engages with its communities by hosting events on campus which range from weddings and sports activities to scholarly lectures and national conferences. Northwestern faculty, staff, and students also serve their communities by participating in activities beyond the campus borders. By volunteering in churches and community organizations, serving in professional roles, and participating in co-curricular events, Northwestern extends its influence into its broader communities. Providing quality services like childcare and Christian radio further demonstrates the college’s commitment to meeting the needs of its constituencies.

To enhance its capacity to serve others well, Northwestern will continue to address the need for additional resources in such areas as internships and service learning. Providing additional resources will enable the institution to increase the efficiency and effectiveness of its programs for the students involved and for the constituencies they serve.

CORE COMPONENT 5C

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

To better respond to the constituencies it serves, Northwestern engages with other

organizations through a variety of affiliations, consortiums, partnerships, and collaborations.

Affiliations and Consortiums

Northwestern College is a member of various professional organizations that connect the campus community to other similar institutions and help keep it informed of best practices for the benefit of its constituencies.

Council for Christian Colleges & Universities: Northwestern is a member of the Council for Christian Colleges and Universities (CCCCU), an international association of intentionally Christian colleges and universities. Founded in 1976 with 38 members, the CCCCU has grown to 105 members in North America and 75 affiliate institutions in 24 countries.

Council of Independent Colleges: Founded in 1956, the Council of Independent Colleges (CIC) is an association of independent colleges and universities working together to support college and university leadership, to advance institutional excellence, and to enhance private higher education's contributions to society.

Athletic Affiliations: Northwestern is a member of the Upper Midwest Athletic Conference (UMAC) and the National Christian College Athletic Association (NCCAA). In addition, it holds provisional membership in the National Collegiate Athletic Association (NCAA) Division III.

Other Valued Affiliations: Northwestern benefits from its affiliation with a diversity of professional organizations. Examples include the following:

- Accredited institutional member of the National Association of Schools of Music
- Member of the North American Coalition for Christian Admissions Professions
- Member of the American Council on Education, Association of Governing Boards, Council for Advancement and Support of Education, and National Association of Independent Colleges & Universities
- Charter member of the Evangelical Council for Financial Accountability
- Member of the Association of Christian Schools International

Global Partnerships

Northwestern College has established productive global partnerships, which enable it to extend its mission across the world. Northwestern College and Media partners with a number of organizations, including HCJB Global, a worldwide media and healthcare outreach organization, and DayStar, the only accredited evangelical Christian liberal arts college in all of Black, English-speaking Africa.

Christian Center for Communications: In 1984 HCJB Global launched the Christian Center for Communications (CCC) in Quito, Ecuador, with a three-year program designed to train communicators in Latin America. The CCC, which was approved by the Higher Learning Commission in 2002 as a branch campus of Northwestern, is also accredited by CONESUP, Ecuador's accrediting agency for higher education institutions. The college provides support to this program through the vice president for global education and leadership development and through faculty support from the Department of Communication. Over 150 young people from across Latin America have graduated from the program, many successfully achieving positions in communication both in Christian ministries and secular companies.³⁶

DayStar: Northwestern has significant involvement with DayStar University in Nairobi, Kenya, with President Cureton serving as trustee and board chair for its U.S. Board and through the college's radio ministry, including the vice president of media ministries and the Department of Communication. In 2003, Northwestern Radio raised approximately \$20,000 for the purchase of the necessary computers, transmitters, and hardware to get DayStar-FM on the air. Northwestern College and Radio staff travelled to Kenya to help set up five recording studios and to train students and staff in digital editing. In 2007, Northwestern and KTIS radio purchased new video equipment for DayStar. The college's Department of Communication and Media Ministry have an ongoing commitment to provide physical and professional resources for DayStar.³⁷

Collaborations

Northwestern College collaborates with surrounding colleges and other higher education organizations to achieve common goals related to academics and technology.

Academic Collaborations: Collaborations with other institutions enable Northwestern to provide academic opportunities for constituents through credit transfer agreements, cooperative agreements, study abroad opportunities, and secondary school initiatives.

Credit Transfer Agreements: While Northwestern has no Articulation Agreements currently in place, the college has partnered with approximately 30 non-accredited, primarily Bible colleges for acceptance of transfer credits. A Credit Transfer Agreement (CTA) is established after the completion of a formal review process during which members of the faculty review the quality of the program and the relevance of the courses in light of Northwestern's student learning outcomes.³⁸

Institute of Technology: Northwestern has a cooperative agreement with the Institute of Technology at the University of Minnesota–Twin Cities. Under this plan, a student at Northwestern completes a prescribed three-year course of study

36. Quito Information, 5.28

37. Daystar Information, 5.29

38. Credit Transfer Agreements, 5.30

with either an applied mathematics or engineering sciences emphasis and then transfers to the Institute of Technology to complete the requirements for an engineering degree. The Career Development Center and the Career Center for Science and Engineering work collaboratively to provide experiential learning opportunities for the Northwestern engineering students during their first three years.³⁹

Dayspring Center for Christian Studies: Northwestern has maintained a partnership with Dayspring Center for Christian Studies in Boulder, Colorado, to offer up to five courses a year on that site. Because of managerial and other process issues, the Adult and Continuing Education Committee (ACE) Committee voted to dissolve this partnership effective May 2009.

Study abroad: Interest in study abroad opportunities is increasing at Northwestern, not only for courses led by Northwestern faculty but also for students seeking study abroad experiences through other providers. The CCCU Best Semester Program is the college's primary study abroad program. This collaborative program allows students to study abroad while earning Northwestern credits (not transfer credits). For off-campus experiences, the college also collaborates with the Au Sable Institute of Environmental Studies, Focus on the Family Institute, EduVenture, and Jerusalem University College. The credits obtained from these off-campus experiences are transferable and may be used towards the requirements of a student's major. These programs help to make study abroad more accessible to students since Northwestern has minimal campus support staff to help facilitate study abroad experiences.

Creating a Study Abroad Office would increase study abroad opportunities and assist students in the application process. Students indicated on the 2008 HERI College Student Survey that 16.1% have "participated in a study-abroad program." This percentage is lower than the National Four-Year Private College sample average of 29.1%.⁴⁰ Centralizing study abroad experiences would not only increase the visibility of and facilitate participation in these programs, but it would also enable the college to document the experiences and collect assessment data from the students and organizations involved. The office could also monitor the fiscal effect on the college of increased student participation in study abroad programs.

Secondary schools: The Institute for Intermediate and Middle School Mathematics is the result of a partnership between White Bear Lake area schools and Northwestern. Initiated in 2007, it was designed to increase the capacity of teachers and close the achievement gap in mathematics that exists for economically disadvantaged students in the district. To achieve these goals, the institute offered intensive content training to mathematics teachers in grades four to eight and trained teachers to examine and apply student data to impact instruction. The first year of the project (2005-2006) involved 22 teachers in grades four to six who had participated in content training sessions during the 2003-2004 and 2004-2005

39. Institute of Technology Agreement, 5.31

40. 2008 HERI College Student Survey, 5.19

school years. In the second year of the project (2006-2007), the participants included another group of 22 teachers in middle and elementary schools who had limited content training. In 2007-2008, the third and final year of the study, 24 middle and elementary teachers participated in content training.⁴¹

The Science Research Institute (SRI) is a grant-supported collaboration between Northwestern and Concordia University, Saint Paul, to provide research opportunities for urban high school students. Thirty-eight individuals, including 3 college faculty, 3 high school teachers, 6 college students, and 26 high school students, participated in the project in 2007-2008. Funding for a continued collaboration is being sought.

Technology Collaborations: In an effort to maximize technological knowledge and application, Northwestern collaborates with other institutions in technology related endeavors.

Banner implementation: As described in Core Component 2a, Northwestern formally partnered with Bethel University, Macalester College, and the College of St. Catherine in fall 2005 to implement SunGard Higher Education's Banner® Unified Digital Campus system. The collaboration of these institutions, known as the Twin Cities Collaboration (TCC), allowed them to negotiate as a single unit with SunGard, resulting in significantly reduced implementation costs. Many benefits were realized during the 30 months of close collaboration: training and consulting provided by SunGard was shared, which decreased the cost of engagement hours and travel expenses; teams were formed from the schools to share workloads and to streamline processes; valuable information was exchanged regarding process issues and the implementation of best practices; negotiations were strengthened when problematic issues with SunGard needed resolution; technical support was shared among institutions during crisis or crunch times; and negotiations with other third-party vendors were strengthened because four institutions were involved. The TCC schools continue to freely share information and support on a wide variety of Banner-related topics and issues.

Another positive outgrowth of the TCC was the formation of the Upper Midwest Banner Users Group (UMBUG), comprised of nine Minnesota colleges and universities that currently use Banner. UMBUG periodically meets to discuss, collaborate, and share information, strategies, and successes related to Banner. Advocating for and gaining SunGard support for important issues is also a significant part of the group's work. (See the Office of Campus Technologies for further information on Banner.)

CLICNet: Cooperating Libraries in Consortium (CLIC) is a non-profit federation of the libraries of eight private colleges and universities in Saint Paul and Minneapolis. Incorporated by the college presidents in 1969, CLIC continuously

41. Institute for Intermediate and Middle School Mathematics Partnership, 5.32

works to improve library resources and services through cooperative efforts. CLIC-Net is a shared electronic catalog of the collections from 16 libraries. Collections from Northwestern College's Berntsen Library provide a sizable resource for other CLIC schools. (For more information on Berntsen Library collections, see Core Component 3d.) Berntsen Library faculty and staff contribute expertise in specific knowledge areas, upkeep to shared systems, leadership, and facilitation to various groups within CLIC. They also participate in shared investigations of new services and products.⁴²

MIS laboratory: In establishing the new Management Information Systems (MIS) lab at Northwestern in summer 2008, the MIS program collaborated with Pareo, Inc. of the Office of Campus Technologies to determine a vision and requirements for the lab. The lab previously was outfitted with out-of-date hardware that posed significant challenges to professors attempting to teach students industry standards in operating systems, networking, databases, and other information technologies. Pareo, Inc. researched and developed a design for the lab which included a cutting-edge VMware virtual server and desktop environment and 25 new PCs for use in the lab. Pareo, Inc. worked with Dell, Inc. to specify and procure the required hardware for the new environment. The lab was then installed by Pareo, Inc. and was first used in fall semester 2008.⁴³

Institutional Strengths and Recommendations for Improvement

Northwestern College demonstrates its responsiveness to its constituencies through active membership in professional organizations both Christian and secular. By partnering with institutions of higher learning in other parts of the world, Northwestern is able to address the academic needs of its global constituents. The college also participates in collaborative ventures with other colleges and universities in the Metro area as well as with secondary schools. Valuable partnerships result which increase learning opportunities for Northwestern students and generate learning experiences for constituencies. Through additional creative collaborations, Northwestern has enhanced both its technological, library, and computer lab resources. As the college continues to respond to its constituencies, it will need to allocate additional resources to expand its collaborative endeavors. The addition of administrative structures such as a Study Abroad Office would facilitate both increased participation in collaborative endeavors and assessment of them.

CORE COMPONENT 5D

Internal and external constituencies value the services the organization provides.

Northwestern College provides services that are valued and appreciated by both internal and external constituencies. The value placed on these services is demonstrated through data and through formal and informal feedback. Other sections of this document have focused on how services are valued by the college's internal constituencies. This section will examine responses from a representative sample of

42. CLICNet Information, 5.33

43. MIS Lab Information, 5.34

identified external constituencies, including prospective students, parents, alumni, donors, listeners, the Church, and the community.

Prospective Students and Their Families

The campus visit is an important recruiting tool for Northwestern College. Prospective students and their parents are given the opportunity to provide feedback to the college after visiting the campus. Visitors are asked to evaluate their experience by completing a survey administered by the Office of Admissions. Each year the college holds fall and spring preview days that include activities such as class visits, student panels, and financial aid sessions. Data collected after these events affirms their value to prospective students and their parents. Over 96% of prospective students and 94% of parents indicated that they found the overall orientation *Excellent* or *Very Satisfying*. The written responses received from participants are also extremely positive. Any suggested improvements included in the responses are considered in future program planning. Following are examples of feedback received from prospective students after they attended a campus visit:

“I love how friendly everyone was!”

“I was really impressed with my visit. Everyone was so welcoming and friendly.”

“This visit increased my already positive view of NWC.”⁴⁴

Published recruiting materials and website locations also provide important information about the campus for prospective students. These tools have been reviewed and modified in the last two years in response to feedback from prospective students.

Parents and Families of Current Students

The Office of Alumni and Parent Relations maintains regular contact with parents of current students and solicits feedback on the educational experience at Northwestern as well as services provided by the office. Currently parents are not surveyed in a formal way, but individual parental contact and informal feedback is sought. Examples of feedback shown below are representative of those received by the office.

“I am a parent of a [Northwestern] student who will be graduating in a few short days. I would like to take this opportunity to thank you for a job well done. You have been a crucial part of molding and shaping my son, Timothy. . . . The time he has spent on the [Northwestern] campus and with instructors who have personally and professionally spoken into his life is greatly appreciated. Timothy has a heart to honor God’s call on his life, and you have been a part of preparing him to do so. Being a parent

44. Campus Visit Evaluation Results, 5.35

who is geographically far away from St. Paul has been difficult at times, but I always knew Tim was in a good place largely because of you and your team's character and heart to train generations that follow."

—Parent of May 2007 graduate

"Aloha ~ From a parent thousands of miles away, I wanted to tell you that I really appreciate that the Parent Relations [Office] provides opportunities such as valentine boxes and other treats for our NWC students! Mahalo nui loa (thank you very much) and God bless!"

—Parent in Kaneohe, Hawaii

"[W]e enjoyed the weekend activities for parents. Not only was there a wealth of communication about our role, your role, and the student's role, there were good opportunities to connect with other parents. . . . As alumni, my wife and I are pleased to see that the standards of excellence that we experienced as students are just as important to the administration, faculty, and staff now that our daughter is a student. . . . The Financial Aid office was very helpful. Rick Blatchley answered our questions, updated us on our current bill, . . . [and] the Meet the Faculty session was very helpful in gaining an understanding of the type and amount of work our daughter can expect, as well as seeing first-hand the opportunities available to her."

—Parents and Northwestern alumni⁴⁵

Sibling Attendance: Multiple family members attending the college are an indication of parental satisfaction with the college experience. In 2007-2008, 373 students, representing over 20% of the student body, qualified for the "Family Discount," which means that they had a sibling currently or previously attending Northwestern.

Alumni

The Northwestern College Alumni Survey is regularly administered by the Assessment Office to alumni of the college. Alumni are queried regarding occupational and educational achievement, spiritual engagement, influence of Northwestern in their attaining college outcomes, and the extent to which the college prepared them in ways consistent with the college mission. Quantitative data from the Alumni Survey provides evidence that alumni are satisfied with their experience at Northwestern. Qualitative data provides further support that alumni value the education received. (For additional information on alumni satisfaction data, see Core Component 3c.)

As part of the program review process, surveys are also administered to the alumni of the academic department under review. These surveys solicit information regarding alumni satisfaction on the quality of the major and instruction as well as on departmentally selected questions specific to the major. Both quantitative and qualitative data suggest alumni satisfaction with academic programs at Northwestern. For example, 90.9% of respondents to the alumni survey for the Department of Biblical & Theological Studies *Strongly Agreed* or *Agreed* with the statement "This

45. Feedback received by Office of Alumni and Parent Relations, 5.36

department prepared me well for advanced study.” In the Department of Psychology 95.5% of alumni *Strongly Agreed* or *Agreed* with the statement “Faculty in my department were up-to-date in their knowledge of the field.” In the Department of Business 90.9% of respondents *Strongly Agreed* or *Agreed* with the statement “If I were starting over, I would select this major at Northwestern.”⁴⁶

Personal comments are also often included in these surveys or received unsolicited by the departments. For example:

“I’ve just received some great news. Effective Oct. 1, I will be admitted to the partnership at _____. Wanted to share my news because obviously I’m very excited. It’s been a goal since I joined the firm. Thank you for your great mentoring and teaching and the education that I got at [Northwestern College]. Not only from . . . accounting, business economics and ethics, but also the strong grounding I got in my faith and how to have a strong faith in the workplace and to show Christ in all that I do.”

“The Biology program prepared me very well for professional/medical school. I was as well prepared (if not more prepared) than many classmates who attended major universities.”

“Professors [in the Department of Christian Ministries] genuinely cared about us as students. I still consider some of them as mentors.”

Donors

Donor satisfaction is of critical importance to Northwestern College. The dramatic increase in the endowment over the last five years (up 400%) is a prime indicator of donor satisfaction. In the Envision Excellence Campaign Feasibility Study, 64% of those interviewed said that Northwestern is among the top three ministries they support. No donors stated that giving to Northwestern is a low priority in their total charitable giving.⁴⁷

Attendance at donor-related events is also an indicator of donor satisfaction. In 2007-2008, approximately 250 donors attended Christmas at Northwestern, 170 attended the Honors Scholarship Luncheon, and 300 attended the Envision Excellence Kick-off Dinner. The Planned Giving Seminars, which are hosted in each city with a Northwestern radio station, have been well received with an average attendance of 20 at each session.

Listeners

Radio listeners express appreciation for educational programming and for the support and service that Northwestern College Media provides. Each station compiles feedback from its listeners and collects quantitative data regarding the number of listeners for each program to help identify the programs most valued. Below is a brief sample of listener responses regarding Northwestern’s radio programming:

46. Departmental Annual Reports, 5.37

47. Campaign Feasibility Study, 5.4

"We are writing to you to express our gratitude for the wonderful services that your station provides to the Christian inmates here at Duluth Federal Prison Camp. . . ."

—Thirty inmates of Duluth Federal Prison Camp

"On August 1st my heart sunk when I heard the news of the 35W bridge collapse. I had just hung up the phone with my husband. . . . Minutes turned to hours turned to days before my husband was recovered. Over the last year I have found much comfort in listening to you and your radio station and I wanted to thank you."

—Wife of a victim of the 35W bridge collapse

"Aside from providing wholesome, family based programming to your many listeners, KDNE and KDNI have supported numerous city events and initiatives as a service to the public. Most notable are the city's [Duluth's] September 11 observation and our Veteran's Day program. . . . I also know that many of your listeners obey the scriptural admonishment to pray for me as the city's leader. . . ."

—Don Ness, Mayor of Duluth⁴⁸

The Church and Ministries

The services Northwestern College provides to local churches and ministries are highly valued, as evidenced through both formal and informal feedback. The Northwestern community serves churches and church-related organizations by participating in academic learning experiences, mission trips, parachurch ministries, recruitment on campus, and church programming.

Academic Learning Experiences: Academic learning experiences in churches and parachurch organizations are evaluated through supervisor feedback on evaluation forms. In 2008-2009, 100% of church-related organizations indicated that interns provided value to their organization, with 91% indicating that the interns exceeded their expectations. Services range from delivering Sunday morning sermons, leading prison ministries, and coordinating children's ministries and youth groups, to serving the homeless, victims of torture, and immigrant populations. Students also serve the church through academic experiences that involve website maintenance, accounting, camp counseling, developing marketing materials, training, fundraising, coordinating, mentoring, and tutoring. Informal feedback indicates satisfaction with the services provided:

"Alyssa is a wonderful young woman seeking God's leading. She has demonstrated a wonderful passion for the children of NE [Northeast Minneapolis] and has grown in her leadership abilities."

—Executive Director/Pastor, Living Hope Ministries

48. Feedback received from listeners, 5.38

"Sara has one of the most 'pure' hearts of a servant that I have witnessed in some time. Her problem solving an[d] computer skills make her an asset to any ministry. Residents commented on enjoying having her at Healing House. As a result, she was offered a part time position with Metro Hope Ministries!"

—Program Director, Metro Hope Ministries⁴⁹

Mission Trips: Approximately 40% of Northwestern students are involved in a mission trip at some time during their college years. The hosts of the mission trip teams are requested to complete a survey on the experience. Sample responses from the Host Evaluation form indicate that the host sites rate Northwestern teams very positively:

"This team was very helpful to our ministry in EVERY way. They had great attitude—were peaceable and respectful to others, loved . . . the children in the homes. . . ."

"The best short-term team we've ever had."

"It is obvious this team has had good training."⁵⁰

Parachurch Ministries: Parachurch ministries have also benefited from volunteer services provided by Northwestern students. Leaders of these ministries have expressed their appreciation by sending supportive feedback to the college. Representative examples include the following:

"World Relief is thrilled to work with Northwestern students to welcome persecuted refugee families into the Twin Cities. By engaging student leaders in serving people in poverty and need, we hope they will continue to work to change our city and our world."

—Patricia Fenrick, Executive Director of World Relief Minnesota

"Each Friday 30-60 Northwestern College students reach out to the homeless through Streetlight Ministries. The students are great going out and talking to the homeless, taking food, developing relationships, . . . helping in so many ways."

—Mary Beth, Marie Sandvick Center⁵¹

Recruitment on Campus: Churches and ministry-related organizations value the availability of Northwestern as a place where they are able to recruit individuals to serve in their own programs. Churches, Christian camps, ministries, and mission organizations are among the most consistent recruiters on campus, actively seeking interns, employees, and volunteers. The college has engaged with over 1,000 Christian organizations that have either recruited on campus or through the job-posting website.

49. Feedback received from churches and parachurch organizations, 5.39

50. Host Evaluation Form, 5.40

51. Feedback received from parachurch ministries, 5.41

Church Programming: Northwestern students, faculty, and staff are regular contributors to church programming. Student groups such as music ensembles, drama groups, and athletic teams, as well as individual students, faculty, and staff are invited to participate in church services, camps, retreats, and special events. The Church Relations Office coordinates many of these requests and solicits feedback from those served. Comments reflect the value that churches place on the service provided by the Northwestern community:

“Thanks, Tim, to you and your team for a GREAT night for our middle school students! I could tell things went well when I came in and saw that students didn’t want to leave, were having a great time together, and were mingling and having discussions with your Youth Crew students.”

—Pastor, Salem Church

“My wife and I very much enjoyed the class yesterday! Thanks again for making this valuable resource available to the pastoral community. From your background I know you know how important resources like this are to keep the fire burning!”

—Pastor Mark, Immanuel Church

“Last night the residents of St. Clare Meadows Care Center and the community of Baraboo had the privilege and pleasure to host the Northwestern Orchestra and Jazz Band. Our residents have not ceased to be delighted in the experience of having such a fine orchestra here to perform. We are all grateful and humbled. I am amazed at the goodness of God....The leadership was phenomenal....You sent a friendly, organized, and bright group of people to facilitate this tour. You have every right to be proud of the students. These wonderful musicians were also helpful and friendly to staff and residents. We hope for the return of the orchestra in the future.”

—Jan Berkebill, Volunteer Coordinator, St. Clare Meadows Care Center⁵²

The Community

Northwestern College’s service to the community is valued by the organizations and individuals it serves. By participating in service learning, internships, and service projects, the college is meeting identified needs. Northwestern also provides valuable services through the Child Development Center, campus facilities, and event services. Data and informal feedback received from its constituencies demonstrate their appreciation of the institution’s service to the community.

Service Learning: Northwestern contributes to the community through a broad range of service learning projects required in academic programs. Nearly 40% of faculty indicate that service learning is required in their courses.⁵³ Comments received from the organizations served demonstrate their satisfaction with Northwestern’s service learning programs:

52. Feedback received by Church Relations Office, 5.42

53. 2008 HERI Faculty Survey, 5.13

"I was very impressed with the high degree of professionalism of all the people with whom I had contact."

"Thank you to Dr. Erickson and his fall 2008 marketing class at Northwestern College...Dr. Erickson's marketing class conducted a research project for the University Campus Office. After defining the problem, creating questions, and identifying their target audience, the marketing class interviewed students at various locations on the University of Minnesota campus in order to find out where the students would go for help with an unplanned pregnancy. The results of their research showed us that we need to improve our name recognition on campus, and the marketing class provided us some practical recommendations for increasing our notoriety. As a result, we added a sandwich board display outside of our office for increased visibility. In addition, we added window film to our store front windows in order to protect the confidentiality of our clients. We are also planning a mailing to the freshman dorms in order to advertise our services. It was a blessing for me as the new branch director at the University Campus Office to receive this offer of assistance."

—Jennifer Meade, Branch Director, New Life Family Services, University of Minnesota Campus Office⁵⁴

Internships: The value of internships to the organizations served is documented through responses to the Evaluation of Interns form completed by on-site supervisors. For example, in the 2007-2008 survey, 87.7% responded that the value of the interns to their organization *Exceeds Expectations*.⁵⁵ The following representative quotations provide further evidence of the quality of Northwestern's interns:

"Kim did a great job. She is very interested in politics, and her enthusiasm was demonstrated in her work. Overall she was a real asset as we went through the ups and downs of the campaign."

—Assistant Field Staff, Coleman for Senate /08

"Krista [an accounting intern] worked well both when she was assigned to projects with other interns and also when working on her own. She had a good attitude, a good work ethic, and did not complain. She didn't get frustrated if she was given a task that seemed too basic or too complicated. She asked good questions and wanted to understand what she was working on. Krista was a valued member of her engagement teams."

—Campus Recruiting Manager, KPMG

"Shana [a day treatment intern] was very valuable to the staff and to the children in her group especially when a staff member left this summer. She helped ease the transition for the kids so that the staff loss was not as disruptive to the children's treatment."

—Washburn Child Guidance Center⁵⁶

54. Feedback received from service learning organizations, 5.43

55. 2007-2008 Evaluation of Interns, 5.44

56. Feedback from internships, 5.45

Service Projects: Northwestern has a history of supporting service to the community. Numerous and varied projects have been initiated through the Day of Prayer and Service, new student orientation service projects, student government, residence hall projects, and Light the Way, among others.

Representative comments from the community demonstrate appreciation for Northwestern's services:

"Last week a group of delightful young ladies left a note on our door, offering to come and help with the daunting job we faced in raking our large lawn. We are both in our 80's, have had heart surgery a few years ago and find it exhausting . . . to deal with this. You can imagine how overwhelmed we were with the very generous offer. They not only completed the front yard and bagged the leaves but three of them returned next week to help finish the back yard. They were not only hard workers but were so good natured and pleasant that [it] was a joy to visit with them. They absolutely refused to accept any money. You should feel proud of them."

—Roseville Neighbor

"[I am] writing to express our great appreciation for your 'Light the Way' ministry of hospitality and kindness to the Crystal Evangelical Free Church Encouraging Single Moms group and their children. I have personally heard many expressions of thanks from the women for this extraordinary gift of love and kindness to them."

—Pastor Steve Goold, Crystal Evangelical Free Church⁵⁷

The Child Development Center: The Child Development Center (CDC), housed adjacent to Presbyterian Homes Assisted Living, is highly valued by the parents of the children enrolled and by the elderly residents living nearby. In the Parent Questionnaire 2008, the overall response to the childcare services was overwhelmingly positive. Comments from the survey and from informal responses submitted by the parents reveal their appreciation of the CDC.

"I am comfortable with what my child is learning and how my child's progress is measured. I have the opportunity to discuss what is learned and how it is measured. . . ."

"My child loves it there! She is challenged and learns intergenerational social skills."

"When the doctor . . . heard that [the child] was at your center for pre-school, she remarked how [Northwestern's] CDC was the best preschool placement for [the child] in the area and that she refers all of her pediatric

57. Feedback from service projects, 5.46

patients to your center because of the way all of you help children . . . be the most successful despite developmental delays or issues. She really talked up your expertise in working with children and was very happy that he was in your program. I thought that you would appreciate knowing that your preschool program carries such a strong, positive reputation with a medical doctor specializing in child development.”⁵⁸

Campus Facilities: Nazareth Chapel, with its red Numidian marble and its arched stained-glass windows, serves as one of the most active wedding venues in the Twin Cities. Other college venues such as Maranatha Hall, the Blue Room, Riley conference rooms, residence halls, the Ericksen Center, and other athletic facilities are also frequently used by those outside of the Northwestern community. The frequency of bookings along with return bookings, demonstrates constituents’ satisfaction with the campus facilities. The following representative quotations provide further evidence of community appreciation for Northwestern facilities:

“I want to say how pleased we were with the event and how smoothly things seemed to flow! We received many compliments from our guests who were very impressed with the campus grounds, chapel and the Blue Room facilities.”

—Faith Drewa, CRM Corporate Meetings, Finance Administrator, Boston Scientific Corporation

“Our congregation had a 25th ordination anniversary dinner . . . in the Blue Room. I wanted to let you know that working with . . . staff was a great experience. [They were] accessible, answered all our questions and helped us use the space in the best way. The video person was also very easy to work with. Thank you for a wonderful experience in our planning of this special event in the life of our congregation.”

—Jan Frederickson, Director of Shared Ministry

Event Services: Ticket sales are another means of indicating the value of Northwestern’s services to various constituent groups. In 2007-2008, the ticket office sold and/or printed tickets for over 82,000 constituents, including the general public, faculty, staff, Northwestern students, alumni, and radio listeners. Approximately 26,000 tickets were sold for events held at the college while close to 56,000 tickets were sold for events held in other locations. In addition, almost 37,000 tickets were sold for organizations other than Northwestern for such events as concerts, theater productions, and seminars.⁵⁹

Institutional Strengths and Recommendations for Improvement

External constituencies clearly value the services Northwestern College provides. Through a wide range of programs and activities, faculty, staff, and students are actively engaged in serving the community both on campus and off campus. The

58. Feedback received by the CDC, 5.47
59. Event Services Records, 5.48

organizations and individuals benefitting from these services have often expressed their gratitude to the college through formal evaluations and informal comments or letters. As constituencies continue to demonstrate the value they place on Northwestern's services, the college needs to expand its strategies for collecting, sharing, and celebrating these responses. Doing so would encourage and further affirm faculty, staff, and students in their commitment to service.

CONCLUSION

Institutional Strengths

- Northwestern College successfully learns from its constituencies by collecting quantitative data, soliciting feedback from advisory and focus groups, and utilizing personal experiences within the community.
- By analyzing the information gathered from its constituencies and assessing its own capacity, Northwestern has determined viable and effective strategies and programs to meet a wide variety of identified needs.
- To fulfill its mission, Northwestern actively engages with its external constituents by providing diverse academic programming, hosting on-campus events and opportunities, and participating in off-campus volunteer opportunities and services.
- Northwestern's professional affiliations, global partnerships, and collaborations enable it to build effective bridges among diverse communities, to address their needs, and to mutually benefit from these relationships.
- External constituencies clearly demonstrate their appreciation of Northwestern's commitment to service and its success in meeting their needs.

Recommendations for Improvement

- Northwestern College will establish more consistent assessment processes for the evaluation of service activities and programs.
- Northwestern will expand the nature and types of its listening strategies to ensure breadth and depth of feedback from constituencies.
- To enhance its capacity to serve others well, Northwestern will address the need for additional resources to support internships and service learning.

- Northwestern will consider the feasibility of creating a Study Abroad Office and a Service Learning Office.
- Northwestern will expand its strategies for collecting, sharing, and celebrating feedback received from its external constituents.



Conclusion

CONCLUSION

OVERVIEW: THE FOUR CROSS-CUTTING THEMES

Northwestern College is an effective, high-performing institution that possesses the attributes required for accreditation by the Higher Learning Commission. An overview of the cross-cutting themes evident throughout the Self-Study Report demonstrates that Northwestern has met the established benchmarks. The overview clearly indicates that the college has the capacity to fulfill its mission and that it is committed to maintaining integrity and quality in a future marked by economic and cultural change.

THE FUTURE-ORIENTED ORGANIZATION

Engages in Planning

Northwestern College is engaged in effective institutional planning initiatives that are well informed by evaluation and assessment processes. The Long Range Strategic Plan, which reflects broad collaboration among internal and external constituencies, undergoes periodic review and revision to ensure its viability in shaping the future of the college. Based upon findings from the Space Utilization Study, the 2003 Campus Master Plan provides a strategic framework for facility and plant planning through 2020. The January 2006 Campus Technology Assessment Report informs technology planning and has resulted in significantly improved operations on campus, including a new Enterprise Resource Planning system. Planning for diversity has generated admissions, residence life, and global initiatives that promote a cross-cultural community. Over the past decade, Northwestern has significantly strengthened its ability to plan realistically for the future.

Is Driven by the Mission

Northwestern College is passionately committed to its mission of providing a Christ-centered higher education that helps students to grow as individuals, to succeed in their profession, and to provide godly leadership. The mission serves as the foundation for the college's Vision Statement, Priority Goals, Philosophy of Education, and Declaration of Christian Community. Northwestern strives to subordinate all levels of planning to the goal of fulfilling the mission. All college-related decisions, ranging from enrollment management and technology to facilities and academic programming, are accountable to the mission. For example, the decision to revise procedures for determining admissions and financial aid was rooted in the mission's emphasis on Christian commitment. The Northwestern community is dedicated to mission-driven planning and strategic improvements.

Understands Social and Economic Change

Northwestern College recognizes the necessity of identifying and realistically responding to societal and economic trends. By utilizing data collected from a variety

of sources, the college plans for changes in areas such as finances, enrollment management, facilities, academic programming, technology, and diversity. The Northwestern College Planning Model, an interactive computer program with the capacity to simulate future economic and operating conditions, informs the institution's discussions and decisions regarding its allocation of resources and future growth. By obtaining both quantitative and qualitative data from its internal and external constituencies, Northwestern is able to analyze and prioritize needs along with its capacity to meet those needs. Examples of changes resulting from the application of data include the increased use of electronic media in recruitment, the development of online courses for Post Secondary Enrollment Options students, and the creation of the position of Vice President for Global Outreach and Leadership Development.

Focuses on the Futures of Constituents

Northwestern College plans for the future of its faculty, staff, and students by providing opportunities for continued growth and by preparing them to live and work in a global, diverse, and technological society. For faculty and staff, Northwestern offers a tuition grant program, professional development workshops, annual events such as the Faith & Thought Lecture series, and financial support for participation in professional conferences. Through these and other opportunities, the college demonstrates its dedication to preparing employees for a future of learning and productive service. For students, the college provides funding and opportunities for learning which include such activities as participation in professional conferences and competitions, field experiences and research, symposiums and lectures, and honors classes. Cross-cultural opportunities, like the Freedom Tour, and experiential learning opportunities, including academic internships and study abroad options, further prepare students for engagement with a rapidly changing world.

Integrates New Technology

Over the past decade, Northwestern College has made significant strides in utilizing technology to meet the needs of its constituents. By increasing technology assessment and significantly investing in technology services and programs, the college has demonstrated its commitment to providing a technological environment that is relevant, instructive, and productive. The highlight of the college's technological advancement is the recent implementation of Banner, the new Enterprise Resource Planning system. All business-related functions now originate from this single management system, allowing for greater efficiency, controls, and consistency of information. Another example of Northwestern's implementation of cutting-edge technology is its recent application of VMWare's Lab Manager product, which provides a virtual learning environment for Management Information Systems majors. This product allows students to create images and access them from any computer on campus. As these and other technological advancements demonstrate, Northwestern is positioning itself as an institution marked by technological strengths in its administrative and academic operations.

THE LEARNING-FOCUSED ORGANIZATION

Assesses Student Learning

Northwestern College has been successful in creating a campuswide culture of assessment. The associate provost for academic affairs oversees the assessment of traditional programs, while the director of the Division of Graduate and Continuing Education (GCE), in consultation with the associate provost, oversees the assessment of non-traditional programs. The college has established student learning outcomes and assessment processes throughout institutional, programmatic, and course levels. These outcomes and processes initiate a cycle of evaluation and application of data designed to facilitate continuous improvement. While much assessment data reflects strengths in Northwestern's majors and programs, it also helps identify specific areas for improvement. As a result of the application of this data, majors have been developed or discontinued, curricula have been revised, and pedagogical strategies have been modified. Continued efforts to review and revise learning outcomes and assessment plans demonstrate Northwestern's commitment to assessment processes that are both effective and useful.

Supports Learning

Northwestern College supports learning by creating effective learning environments and providing a wide range of resources to meet diverse student needs. The college's engaging and caring community encourages personal interaction among students, faculty, and staff, and its commitment to excellence fosters a stimulating environment for learning. Northwestern's distinctive emphasis on the integration of faith, learning, and living promotes students' spiritual and intellectual growth. The college also provides strong academic support systems to facilitate the success of its diverse learners. By offering services ranging from the Transition-to-College Program and the Disabilities Office for Support Services to the Eagle Scholars Honors Program and the Leadership Development Program, Northwestern strives to accommodate students of differing abilities and interests. The Office of Public Safety, Health Services, Counseling Services, and Food Service support learning environments by addressing students' physical and emotional needs.

Supports Scholarship

Northwestern College supports scholarship for both faculty and students. The college provides professional development funds for faculty, which are often used for scholarly memberships, conferences, or resource materials. Sabbaticals and release time are granted for research, writing, scholarly travel, or other professional activities. The college also offers faculty development programming that includes workshops, training sessions, and forums related to such topics as teaching techniques and instructional technology. Northwestern supports student scholarship by facilitating opportunities for participation in professional conferences and competitions, field experiences and research, and joint publications with professors. Within the past five years, two faculty and four students have received prestigious

Fulbright scholarships and have worked in such countries as Taiwan, Africa, and Japan. The college celebrates faculty and student scholarly achievements through the bestowing of awards, publicity in the college magazine and website, brochures, and book signings.

Creates the Capacity for Lifelong Learning

Northwestern College encourages the capacity for lifelong learning by promoting a breadth of knowledge and skills, the development of Christlike attitudes and values, and the exercise of intellectual inquiry. The newly designed Core Curriculum and the Living and Learning Community Goals clearly promote the range of knowledge, skills, and attitudes necessary for a life of learning and servant leadership. Co-curricular activities, such as writing for the college newspaper or singing in the College Choir, and extracurricular programs, such as the daily chapel sessions and Student Missions Fellowship activities, provide further opportunities for students to integrate the physical, intellectual, and spiritual. Academic internships and service learning projects promote the application of knowledge, skills, and attitudes in settings beyond the classroom.

Strengthens Organizational Learning

Northwestern College is committed to learning from its constituencies through both formal and informal processes. Ongoing evaluation and assessment cycles provide reliable data that helps inform decisions and strategies for continuous improvement. From the evaluation of human resources and governance to the evaluation of technology and academic programs, Northwestern gathers information from a wide variety of sources. Environmental scanning, surveys, program reviews, advisory groups, and personal input provide valuable data which helps the college determine its strengths and weaknesses. Soliciting feedback from constituencies has guided fundraising efforts, generated new academic programming, and facilitated changes in curricula. Northwestern recognizes the significance of learning from and responding to its constituents.

THE CONNECTED ORGANIZATION

Serves the Common Good

A commitment to serve society is intrinsic to the Christ-centered higher education Northwestern College provides. The mission statement underscores the institution's goal of preparing students to contribute effectively to society through their profession and to serve as godly leaders in their individual, local, and global communities. The Core Values include a focus on people and an engagement with culture. The Vision Statement encapsulates the institution's overarching goal of impacting the world for Christ through an education rooted in wisdom and understanding. The Philosophy of Education statement situates its foundational principles in a commitment to community, ministry, and meaningful participation in society. The Declaration of Christian Community provides guidelines for admin-

istrators, faculty, staff, and students in light of their representation in the broader society and their individual responsibilities as ambassadors for Christ. The Northwestern community wholeheartedly embraces these mission documents and their emphasis on actively serving society.

Serves Constituents

Northwestern College serves its constituents by listening to them, determining their needs, and analyzing its capacity to meet those needs. The college obtains valuable information from its constituents through quantitative data, representative input, and individual feedback. By listening and responding to prospective students and their families, parents of current students, alumni, donors, radio listeners, the Church, and the larger community, Northwestern is able to serve them effectively and well. Positive responses from parents of prospective students confirm their satisfaction with the college's fall and spring preview days, letters of thanks from radio listeners affirm their valuing of Northwestern's radio stations, and feedback from internship supervisors and mission trip hosts indicate their approval of Northwestern students, their work, and their spirit of service. Data from alumni and donors further demonstrates their satisfaction with the institution as a whole.

Creates a Culture of Service

Northwestern College creates a culture of service by engaging with its constituents through professional, academic, and service-oriented opportunities. Experiential education, which includes academic internships, student teaching, and student radio programming, allows students to serve their constituents while receiving training in their profession. Specialized academic programs, like the Pathway Project and the Northwestern College Bible Institute, are designed to meet the needs of specific communities of individuals. Service learning projects, whether embedded in programs or specific courses, enable students to learn while giving back to their communities. On-campus activities involving sports, music, and fine arts, along with sponsored events such as the Youth Workers Breakfast and the Set Apart women's conference, provide opportunities for service to the community within the environs of the college. The Northwestern community also serves the surrounding community through off-campus volunteer work, service projects, co-curricular performances, and participation in professional organizations. The college's Child Development Center and radio ministries further extend the nature and scope of Northwestern's services. By creating and sustaining a strong culture of service, the college is committed to meeting the needs of a wide variety of constituents.

Collaborates

To help meet the needs of increasingly diverse constituents in a rapidly changing world, Northwestern College engages with other organizations through a variety of affiliations, consortiums, partnerships, and collaborations. Affiliations with many professional organizations, such as the Council for Christian Colleges and Universities and the Council of Independent Colleges, help keep the college informed

of educational standards and best practices. International relations with HCJB Global and Daystar University have provided valuable cross-cultural insights for the Northwestern community and extended the college's mission across the globe. Academic collaborations, like those established with the Institute of Technology at the University of Minnesota and the Science Research Institute, provide unique opportunities for student learning and for student and faculty service. Technology-related collaborations, such as the Twin Cities Collaboration and CLICnet, facilitate shared knowledge and resources. These mutually beneficial relationships strengthen Northwestern as an institution committed to effective service.

Engages in Healthy Internal Communication

Established governance and administrative structures at Northwestern College help facilitate communication across all levels of the organization. These structures, which include the Board of Trustees, administration, president's cabinet, Administrative Council, Dean's Council, academic departments, faculty committees, Faculty Senate, and student government, among others, are primary channels for the sharing and receiving of college-related information. Other communication channels include college publications, *theROCK*, the *Pipeline*, and the *Journal*. To enhance communication, especially between employees and administration, Northwestern has recently implemented a variety of strategies, including listening lunches, quarterly divisional meetings, and e-devotionals called Light Reminders. The college is committed to improving the quantity and quality of communication campuswide and will continue to determine and implement strategies for stronger, more effective communication.

THE DISTINCTIVE ORGANIZATION

Has an Unambiguous Mission

At Northwestern College, the mission statement and related documents effectively articulate the institution's distinctive identity and goals. Committed to its mission, Northwestern provides an education that is grounded in the truths of Scripture, rigorous in preparing students to participate meaningfully in society, and dedicated to the pursuit of truth and excellence. Northwestern's mission is clearly evident and accessible through the college's printed and electronic media, tagline and logo, and unique Core Curriculum. The mission is well understood and widely endorsed by administrators, faculty, staff, and students. Campuswide revision of the mission documents is an ongoing process marked by collaboration and a determination to preserve Northwestern's evangelical heritage for future generations.

Appreciates Diversity

Northwestern College recognizes the complexity and diversity of the societies it serves and its responsibility to prepare students for meaningful service within those societies. The mission and related documents, including the college's Statement on Unity, both implicitly and explicitly acknowledge the importance of diver-

sity. Northwestern's admission standards and community demographics demonstrate a broadening of diversity within the last decade. Planning for diversity has involved initiatives related to admissions and residence life, multicultural unity, intercultural competencies, and global relations. The college prepares students to participate in a diverse society by facilitating experiential learning opportunities, such as academic internships and study abroad, and by providing cross-cultural experiences both inside and outside the classroom.

Is Accountable

As an institution of higher education, Northwestern College affirms the essential values of integrity and accountability. To help promote these values, Northwestern has developed and distributed detailed handbooks and guidelines, codes of conduct, and processes for grievances and complaints. The college strives to portray itself accurately to internal and external constituencies, to hold itself financially accountable, and to abide by local, state, and federal laws and regulations. Ongoing evaluation and assessment processes have been established to help ensure integrity and accountability, resulting in a strong culture of assessment at the institutional, programmatic, and course levels. The college has identified and clearly articulated student learning outcomes and implemented varied assessment strategies to help ensure that these outcomes are being met. Through both formal and informal assessment efforts, ranging from annual surveys to unsolicited letters, Northwestern learns from the constituencies it serves and documents that those services are widely valued.

Is Self-Reflective

Northwestern College recognizes that self-reflection is a vital component to continuous improvement. Over the last decade the college has made significant strides in establishing processes that encourage systematic evaluation. The Long Range Strategic Planning process draws upon the insights of a broad range of internal and external constituents in its periodic review of the organization and its future goals. Additional evaluation processes have been implemented in human resources, governance, technology, facilities, academics, and student services. These processes, which range from faculty and staff evaluations and technology assessment to financial audits and academic program reviews, encourage the analysis of strengths and weaknesses while often clarifying needs. Northwestern participates in further evaluative processes in response to changing conditions or specific circumstances. The Core Curriculum Oversight Committee and the Jethro Commission are two examples of self-reflective processes initiated due to identified needs.

Is Committed to Improvement

Northwestern College is committed to self-reflective processes because they often lead to positive change. The evaluative measures established throughout the college have resulted in a wide variety of improvements, including, among others, the implementation of a new Enterprise Resource Planning system, the development of

a Capital Improvement Plan and Campus Master Plan, the restructuring of the Office of Student Development, the revision of grievance policies, and the piloting of a new course development form. The shaping of the new Core Curriculum and the significant improvements in shared governance resulting from the Jethro Commission provide further evidence of the college's use of evaluation to generate change. Northwestern is committed to enhancing evaluation processes which inform and direct improvements and ultimately help ensure a viable future.

SUMMARY: INSTITUTIONAL STRENGTHS AND RECOMMENDATIONS FOR IMPROVEMENT

CRITERION ONE MISSION AND INTEGRITY

Institutional Strengths

- Northwestern College's mission documents clearly reflect its evangelical Christian heritage and vision for the future.
- Northwestern's mission documents are readily accessible in various formats to internal and external constituencies.
- Campuswide revision of mission documents is an ongoing process.
- Northwestern's mission documents support an expanding multicultural and diverse community.
- Diversity among Northwestern's administration, faculty, staff, and students continues to increase.
- Northwestern's mission documents are well understood and widely endorsed by its employees.
- Governance and administrative structures provide strong evidence of the institution's ability to effect change for the common good.
- The shift in the board's functioning model from managerial to policy and oversight has strengthened the institution's approach to governance.
- Continued revision of administrative policies and procedures clearly reflect Northwestern's commitment to identify and address governance needs.
- Northwestern is actively engaged in upholding and protecting its integrity.

Recommendations for Improvement

- Northwestern College will increase its efforts to communicate changes in mission documents effectively, creatively, and timely to ensure broad understanding and support of the mission.
- Northwestern will confirm, publicize, and implement initiatives that will encourage diversity within a Christ-centered community, particularly in regard to decreasing the gender gap and increasing multicultural representation.
- Northwestern will facilitate stronger communication between the Board of Trustees and Northwestern employees to help clarify how the board's oversight of the mission manifests itself in actions and the decision-making process.
- Northwestern will determine strategies to strengthen channels of communication between administration and faculty, staff, and students.
- Revision of formal procedures involving such areas as grievances and complaints will be ongoing as Northwestern seeks to address concerns expressed by faculty, staff, and students.
- Northwestern will identify needs related to upholding its integrity and will increase its efforts to strengthen and preserve it.

CRITERION TWO

PREPARING FOR THE FUTURE

Institutional Strengths

- Northwestern College's institutional and Long Range Strategic Plan allows the college to respond effectively to societal trends and to prepare realistically for a future marked by economic and cultural change.
- Through its ability to simulate future economic and operating conditions, the Northwestern College Planning Model informs resource allocations, financial decisions, and mission-related goals, helping to ensure the institution's continued viability.
- Northwestern has made significant strides in meeting its short-term and long-term goals, especially in the areas of finances, technology, and facilities.

- Northwestern has significantly increased its revenue from enrollment in traditional and Graduate and Continuing Education programs and its institutional advancement funds, including grants, planned giving, and endowment.
- Northwestern demonstrates its commitment to faculty and staff by allocating the majority of the operating budget to salary and benefits and by prioritizing the increase of faculty and staff compensation levels.
- Major additions and improvements to facilities have addressed concerns regarding campus space needs.
- A well-developed technologies infrastructure and increased funding have strengthened Northwestern's technology resources.
- Northwestern has a strong, clearly established pattern of assessing programs and departments, analyzing evaluative data, and implementing strategies to address weaknesses and build upon strengths.

Recommendations for Improvement

- Northwestern College will continue to utilize its planning structures to respond to current and future economic challenges.
- Northwestern College will ensure that its strategic planning processes are thoroughly integrated into all levels of the institution.
- Northwestern will improve its institutional evaluation by identifying best practices in obtaining, analyzing, and applying data to inform its mission-based decisions.
- To ensure effective facilities budgeting, Northwestern will reconcile capital and operational budgets with facilities needs.
- As supported by its mission, Northwestern will plan for new programs and initiatives that can meet the educational needs of a shifting population and enhance its commitment to building a unified cross-cultural community.
- Northwestern will allocate necessary funds to the Division of Graduate and Continuing Education to sustain its current programs and to develop new high-quality programs.

- Northwestern will strengthen its efforts to increase its endowment, to meet faculty and staff compensation benchmarks, and to address staffing needs in areas such as academics, student support services, and institutional research.
- Northwestern will determine a continuous and formalized procedure for leadership evaluation at all levels from the president to the department chairs.
- Northwestern will continue to address space needs for faculty, staff, and students.
- Northwestern will maintain a strong and academically productive technological environment while addressing concerns related to technological advancements and applications.

CRITERION THREE

STUDENT LEARNING AND EFFECTIVE TEACHING

Institutional Strengths

- Student learning outcomes and assessment processes are established at the institutional, programmatic, and course levels at Northwestern College.
- Student learning outcomes and assessment processes enable Northwestern to systematically collect and apply data for continuous improvement.
- Effective teaching is clearly recognized as central to the academic culture and mission of Northwestern by administration, faculty, staff, and students, who indicate a high opinion of faculty teaching in all venues.
- Effective teaching is well supported collegewide through established expectations, professional development opportunities, and assessment processes.
- Processes and procedures are in place which ensure that faculty are the primary agents in shaping the curriculum.
- Northwestern's learning environments are characterized by personal engagement among community members; a commitment to academic excellence; the integration of faith, learning, and living; and strong academic and student support systems.

- Students acknowledge the strength of Northwestern's learning environments by demonstrating their overall satisfaction with their Northwestern College experience.
- Northwestern has made significant strides in the past ten years in enhancing the library, supporting academic and classroom technology, and creating department-specific learning spaces; these improvements continue to support student learning and effective teaching.
- Northwestern has plans in place to address current and future learning resource needs, including the need for additional specialized learning spaces.

Recommendations for Improvement

- To increase the level and extent of assessment data provided to internal constituencies, Northwestern College will address the needs of the Office of Institutional Research, including staffing and resource issues.
- The Division of Graduate and Continuing Education (GCE) will increase the collection and application of assessment data under its new leadership and the reassignment of duties in GCE.
- To continue to promote quality teaching, Northwestern will address issues related to faculty job satisfaction, faculty terminal degrees, and revisions in the faculty evaluation process.
- Northwestern will strengthen its efforts to increase professional development funding and to expand faculty teaching resources, including the development of a Center for Teaching and Learning.
- Northwestern will further develop and implement the assessment cycle for Academic Support Services programs such as the Transition-to-College Program and the Athletic Department Accountability Study Plan.
- Northwestern will ensure that students' academic and career advising needs are being met through collegewide advising systems.
- As enrollment grows, Northwestern will determine ways to sustain and extend the quality of its learning resources by ensuring sufficient funding for needs related to the library, technology, classrooms, and specialized learning spaces.

CRITERION FOUR ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Institutional Strengths

- Northwestern College's mission documents, affiliations and memberships, funding, and academic programs strongly support a life of learning for its students, faculty, staff, and administration.
- Acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are clearly reflected in the newly revised Core Curriculum, the Living and Learning Community Goals, degree programs, academic opportunities, and co-curricular activities.
- Northwestern's systematic evaluation processes solicit feedback from a broad range of constituents; these processes directly inform curricular decisions and help ensure curricular relevance and usefulness.
- Northwestern has made significant strides in providing opportunities for students to research and publish, to participate in honors classes, and to broaden their educational experience through diverse co-curricular and extracurricular activities.
- Northwestern's experiential learning opportunities prepare students to live and work in a global, diverse, and technological society.
- Northwestern's Christian worldview and curricula provide a strong foundation for the ethical and responsible acquisition and application of knowledge.
- In recent years Northwestern has improved its documentation of guidelines for the ethical and responsible acquisition and application of knowledge.

Recommendations for Improvement

- Northwestern College will continue to formalize, revise, and increase communication regarding policies related to academic freedom, the responsible acquisition and use of knowledge, academic dishonesty, copyright laws, and intellectual property.
- Northwestern will clarify policies involving the equitable distribution of funds for student participation in professional conferences and competitions.

- Northwestern will consider the feasibility of creating and maintaining a Study Abroad Office and of increasing funding to support study abroad opportunities and field research.
- Northwestern will improve its recognition of achievement across the institution.
- Northwestern will continue to assess and revise the Core Curriculum, particularly in light of the tension between required and elective courses and the desirability of foreign language.
- Northwestern will increase the oversight of assessment and the analysis of data from the Center for Graduate Studies to ensure a depth and breadth of learning.

CRITERION FIVE ENGAGEMENT AND SERVICE

Institutional Strengths

- Northwestern College successfully learns from its constituencies by collecting quantitative data, soliciting feedback from advisory and focus groups, and utilizing personal experiences within the community.
- By analyzing the information gathered from its constituencies and assessing its own capacity, Northwestern has determined viable and effective strategies and programs to meet a wide variety of identified needs.
- To fulfill its mission, Northwestern actively engages with its external constituents by providing diverse academic programming, hosting on-campus events and opportunities, and participating in off-campus volunteer opportunities and services.
- Northwestern's professional affiliations, global partnerships, and collaborations enable it to build effective bridges among diverse communities, to address their needs, and to mutually benefit from these relationships.
- External constituencies clearly demonstrate their appreciation of Northwestern's commitment to service and its success in meeting their needs.

Recommendations for Improvement

- Northwestern College will establish more consistent assessment processes for the evaluation of service activities and programs.

- Northwestern will expand the nature and types of its listening strategies to ensure breadth and depth of feedback from constituencies.
- To enhance its capacity to serve others well, Northwestern will address the need for additional resources to support internships and service learning.
- Northwestern will consider the feasibility of creating a Study Abroad Office and a Service Learning Office.
- Northwestern will expand its strategies for collecting, sharing, and celebrating feedback received from its external constituents.

REQUEST FOR CONTINUED ACCREDITATION

Northwestern College has conducted a thorough self-study of the organization, using input from multiple committees and participants representing a broad cross-section of the community. This document and supporting materials demonstrate that Northwestern has met the five criteria established for accreditation. Therefore Northwestern respectfully requests continued accreditation for a period of ten years by the Higher Learning Commission of the North Central Association of Colleges and Schools.



Federal
Compliance

Institutional
Snapshot

FEDERAL COMPLIANCE

Credits, Program Length, Tuition

The Higher Learning Commission (HLC) expects an affiliated institution to be able to do the following:

Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education;

Justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education;

Justify any program-specific tuition in terms of program costs, program length, and program objectives.

In fall 1999, Northwestern College completed the transition from a quarter to a semester academic calendar. Credits and program length follow common practices used in higher education. The academic year consists of two semesters, with each semester divided into two quads. Courses are offered either as semester or quad courses. A semester is approximately 15 and one-half weeks long, including class sessions and finals week for traditional programs. Program length in some majors is influenced by state department of education licensing standards or by accreditation requirements. FOCUS and graduate programs are offered in an accelerated format following common practices in higher education. The program length and completion requirements for all programs are clearly published in the *College Catalog*.

Principles that determine beginning and ending dates, class schedule, and days in recess were determined by a committee comprised of members representing faculty, staff, and administration.

While differences in tuition charges do exist among venues, Northwestern does not charge program-specific tuition. Additional fees are charged for some courses such as science labs, physical education courses, or music lessons. Cost information is published annually in the *College Catalog* and on the college Website.

Organizational Compliance with Higher Education Reauthorization Act

The HLC requires that

- all organizations receiving Title IV funds provide documentation relevant to Title IV compliance;
- the Self-Study Report evaluates the organization's default rate and its plans, if needed, for reducing default;

- the organization comments on compliance with Title IV mandated student notification requirements, such as campus crime reporting and release of completion/graduation rate.

Northwestern College is in full compliance with all requirements of the Higher Education Reauthorization Act of 1998. Copies of all documents relevant to Title IV compliance will be available to the HLC’s consultant-evaluator team. These documents include the Program Participation Agreement and the Eligibility and Certification Renewal form, which will be available in the Resource Room.

Appropriate administration of the federal aid program is demonstrated each year through the filing of the annual Fiscal Operations Report and Application to Participate (FISAP). Every year the college hires an audit firm (LarsonAllen) to perform the Financial Aid OMB Audit as well as the Financial Audit. Over the years the audits have acknowledged that the Financial Aid office is competently run and in compliance. Copies of recent audits are available for the team’s inspection in the Resource Room.

Default Rates: Northwestern maintains a lower than average default rate in Federal Family Education Loan Program (FFELP). The college credits the lower than normal default rate to the types of students and their families that it attracts. Northwestern complies with the required default prevention counseling to students in the entrance and exit interviews. During these sessions students are required to review and be tested on materials presented. These counseling tools are available to students online through the college website.

Default Rates for the Last Five Years

Year	Default Rate
2002-2003	1.00%
2004-2005	0.30%
2005-2006	0.20%
2006-2007	0.90%
2007-2008	Not yet available

Crime Rates: Northwestern is in compliance with Title IV requirements regarding the reporting of crime statistics. The Office of Public Safety publishes campus crime information on the campus Website. Crime statistics from incidents on campus property and the surrounding area are published on the site for the last three years as required by federal law. A reporting of all incidents is kept in the Public Safety office in hardcopy format and is available upon request.

The Office of Public Safety produces and distributes crime prevention information to all community members. Materials include brochures, posters, bookmarks, and material related to motor vehicle security, bicycle security, residence hall security, and numerous other safety concerns. In addition, information about the campus escort service and personal safety and security issues are distributed at various locations throughout the campus.

Release of Completion/Graduation Rates: Northwestern publishes its completion/graduation rates yearly in the *College Catalog*. The catalog is available online on the college Website. Graduation rates and statistics are reported to the US Department of Education, the National Center for Education Statistics (NCES) through the Integrated Post Secondary Education Data System (IPEDS) reports, the Minnesota Department of Education, as well as the Board of Trustees.

Federal Compliance Visits to Off-Campus Locations

Northwestern has been in compliance with the HLC policies on off-campus location site visits.

Northwestern operates a campus in Quito, Ecuador. In compliance with the HLC rules, a site visit was completed in June 2002. In March 2009 another site visit of the Quito campus will be conducted.

The FOCUS adult degree completion program has operated off-campus sites in the Twin Cities area since receiving approval from the HLC in February 1992.

Advertising and Recruitment Materials

The HLC requires that organizations referencing their HLC affiliation include HLC contact information. Northwestern College refers to its affiliation with the HLC in print and online materials. The self-study process revealed that Northwestern did not consistently provide the HLC's URL along with other contact information. All materials and online references have been revised to include this information.

Northwestern clearly and prominently provides its own contact information so that prospective students and other constituents are aware of how to reach appropriate college personnel.

Professional Accreditation

Two Northwestern College programs hold professional accreditation or state licensure:

- Northwestern is an accredited institutional member of the National Association of Schools of Music (NASM).

- Teacher education programs at Northwestern are approved by the Minnesota State Department of Education for the education and licensure of teachers. All licensure programs offered are officially approved by the State.
- No adverse actions have been taken by these agencies. Northwestern holds no dual institutional accreditations.

Organizational Record of Student Complaints

Northwestern College is in full compliance with the HLC expectations for maintaining of institutional records of non-trivial student complaints. A chart detailing complaints received and their disposition for two prior years will be available in the Resource Room. Additional information is available for review in the following locations:

Type of Complaint	Location of Information
Harassment / Discrimination	Office of Student Development / Human Resources
Equal Opportunity / Employment	Human Resources
Academic Issues	Registrar’s Office
Financial Aid Disputes	Office of Financial Aid
Student Life / Disciplinary	Office of Student Development

Public Notification of a Comprehensive Evaluation Visit

Following the guidelines established by the Higher Learning Commission, Northwestern College announced publicly its institutional Self-Study and April 2009 evaluation visit. Advertisements soliciting public comment were placed in the local newspapers, the *Arden Hills Bulletin*, *Shoreview Press*, *Roseville Review*, *StarTribune*, as well as the *Minnesota Christian Chronicle*. Notices were placed in the student newspaper, *The Column*, the Alumni e-newsletter and in the internal website, theROCK. Extensive internal communications were also used to build awareness and encourage involvement throughout the Self-Study process.



Appendix

MISSION STATEMENTS

Vision Statement

Because of God's compelling love, we will teach wisdom and understanding to reach all nations for Christ.

Mission Statement

Northwestern College exists to provide Christ-centered higher education equipping students to grow intellectually and spiritually, to serve effectively in their professions, and to give God-honoring leadership in the home, church, community, and world.

Core Values

Spiritually Grounded
Intellectually Challenging
People Centered
Culturally Engaging
Contagiously Christian

Priority Goals

- Enhance integration of biblical faith, learning and living.
- Pursue excellence in the quality of faculty, staff, students, programs, and facilities.
- Establish fiscal strength.
- Sustain managed growth of ministries, attaching a diverse Christian student body and media audience.
- Enhance technology capabilities to increase learning and improve the efficiency of operations.
- Develop and communicate identity.



Northwestern's educational programs and radio ministries are firmly founded upon definitively-formulated and explicitly-stated biblical doctrines as follows:

I. THE SCRIPTURES

We believe that the Scriptures of the Old and New Testaments are verbally and plenary inspired of God, are inerrant in the original writings, and are the infallible authority in all matters of faith and conduct (II Tim. 3:16).

II. THE GODHEAD

We believe in one God, eternally existing in three persons, Father, Son and Holy Spirit (John 1:1,2). These three are equal in every divine perfection and execute distinct but harmonious offices in the work of creation and redemption (John 15:2).

III. THE FATHER

We believe in God the Father, Creator of heaven and earth, perfect in holiness, infinite in wisdom, measureless in power (Gen. 1:1, Ex. 15:11, Job 12:13, Matt. 19:26). We rejoice that He concerns Himself mercifully in the affairs of men, that He hears and answers prayer (Matt. 6:6), and that He saves from sin and death all who come to Him through Jesus Christ (John 1:12).

IV. THE SON, JESUS CHRIST

We believe in Jesus Christ, the eternal and only begotten Son of God, conceived by the Holy Spirit, born of the Virgin Mary, sinless in His life, making atonement for the sin of the world by His substitutionary death on the cross. We believe in His bodily resurrection, His ascension into heaven, His present high priestly intercession for His people (Heb. 9:24), and His personal, visible, imminent (Heb. 9:28), and premillennial return to this earth according to His promise.

V. THE HOLY SPIRIT

We believe in the Holy Spirit, who came forth from God to convince the world of sin, of righteousness, and of judgment, and to regenerate, sanctify, and comfort those who believe in Jesus Christ (John 16:7,8).

VI. THE SALVATION OF MAN

We believe that man was created in the image of God (Gen. 1:26), that he sinned in Adam, and that all men by nature and by choice are sinners having incurred not only physical death but also that spiritual death which is separation from God (Rom. 3:23). We also believe that "God so loved the world that He gave His only begotten Son that whosoever believeth in Him should not perish but have everlasting life." Therefore, those who by faith, apart from human merit, works, or ceremonies, accept Christ as Lord and Saviour are justified on the grounds of His shed blood and become children of God. We believe in the bodily resurrection of the just and the unjust (I Cor. 15:22, Acts 17:31). The saved will rejoice forever in God's presence, and the lost will be forever separated from God in everlasting conscious punishment. We believe that every human being is responsible to God alone in all matters of faith (Jude 24).

VII. THE CHURCH

We believe in the Church—a living, spiritual body of which Christ is the Head and of which all regenerated people are members. We believe that a visible church is a company of believers in Jesus Christ, buried with Him in baptism and associated for worship, work, and fellowship (Eph. 1:22,23). We believe that to these visible churches were committed for observance "till He come" the ordinances of baptism (Matt. 3:13-15) and the Lord's Supper (I Cor. 11:23-26); and that God has laid upon these churches the task of persuading a lost world to accept Jesus Christ as Saviour and to enthrone Him as Lord and Master. We believe that human betterment and social improvement are essential products of the Gospel. We believe that Church and State must be kept separate as having different functions, each fulfilling its duties free from the dictation or patronage of the other.

VIII. THE RESPONSIBILITY

We believe that we are under divine obligation to contend earnestly for the faith once delivered unto the saints by proclaiming to a lost world the acceptance of Jesus Christ as Saviour and the enthroning of Him as Lord and Master (Jude 3, Acts 16:30, Col. 3:1-3).

09/07

I have read the Doctrinal Statment of Northwestern College and am in complete agreement with it. Furthermore, I am affiliated with a church whose doctrinal position is substantially in agreement with this doctrinal statement.

SIGNATURE _____ DATE _____

PHILOSOPHY OF EDUCATION

Northwestern College endeavors to provide education that is grounded first and foremost in the truth of the Bible and in God as the Ultimate Reality of the universe. Based on an intimate knowledge of the Word of God and a deep, growing relationship with Jesus Christ, all other knowledge is interpreted in its properly and accurate perspective. The study of the Bible and theology and the practice of personal spiritual disciplines is the foundation upon which all other disciplines rest. When the apparent truths of an academic discipline conflict with the truth of God's Word, we put our trust in God's revealed truth in the Bible.

Having an educational philosophy with its central core steeped in the revealed Word of God, we endeavor to provide a well-rounded education that equips students with a broad understanding of the world God has created. Our approach to education reflects a commitment to the values of community, life-long learning, ministry, integrity, and the pursuit of excellence. This approach enables our students to develop the skills and the knowledge necessary to be effective in a variety of professions, to become leaders, and to be enthusiastic witnesses of God's truth to the world. Northwestern College equips students to study the world with rigor, to participate meaningfully in society, to apply critical thinking skills in all inquiries, to express themselves with confidence, and to have an overwhelming sense of God's infinite wisdom regarding all things.

FOUNDATIONAL BELIEFS

We believe that all intellectual inquiry begins with a set of assumptions based on faith. We further believe that, from the beginning, God has revealed truth to humanity by His Word and by His creation. Because of the Fall, sin impairs our capacity to reason rightly and to know truth. It is only God's redemptive work of new creation through Jesus Christ, revealed in the Bible, that has restored our potential for rightly discerning and interpreting truth.

All creation reflects God's glory. Likewise, God has invested us with his image that we might glorify Him by seeking to know Him and the design and purpose of His creation. Northwestern, as a community of faith and learning, is dedicated to that inquiry.

At the core of the College's educational purpose is the pursuit of truth as revealed in the Bible and through God's creation. Therefore, the study of the Bible is central in our approach to education. Our pursuit of truth begins with the assumption that the Bible is the "governing discipline"—the foundation from which all other disciplines emerge and the ultimate judge of all fields of inquiry. The Bible (correctly interpreted through the guiding instruction of the Holy Spirit and proper interpretive methods) is the lens through which we interpret knowledge discovered in all other subject areas. We believe that there is a consistency between biblical truth and truth discovered through reason and experience; however, we hold that when apparent conflicts occur, all truth claims defer to the truth revealed in the Bible.

God has made his people stewards of his creation and has provided a general revelation of himself through all that he has created. Believers are called to apply their God-given abilities to understand, organize, and use what God has revealed. Consequently, Northwestern College strives to instill in students the desire to pursue truth as a life-long calling, to provide them with the tools to learn the truths in the Bible and in all of God's creation, and to be witnesses of God's redemptive glory throughout the world.

EDUCATIONAL VALUES

The College's foundational beliefs and theological positions result in a commitment to the following core educational values.

COMMUNITY

The College seeks to create a learning community that encourages its members to grow academically, spiritually, and abundantly as individuals created in His image. In order to build such a community, Northwestern requires that all members profess faith in Jesus Christ as their Savior and Lord. The community recognizes and respects the contributions that individual and cultural differences make to strengthen the College. Yet, because we are all united in Christ, we emphasize the common bond that we share through our Christian faith. That unity motivates community members to apply biblical truth to decision-making in every area of College life—academic, public, and personal.

LIFE-LONG LEARNING

The relentless, lifelong pursuit of truth, knowledge, and wisdom is central to the calling of each person who is committed to following Jesus Christ. Believers affirm Christ's involvement in all of life and recognize that all things have been created by and for him. Therefore, we must explore the creation and develop its resources as we nurture our own God-given creativity. Accomplishing these tasks requires an integration of faith with learning and culture and a submission of every aspect of thought and life to the will and the wisdom of God.

MINISTRY

Christians are to use their God-given abilities in Christ's service. Individuals who bear Christ's image must be able to integrate faith and learning as they bear witness of him to the world. Therefore, servant leadership and ministry that communicates God's truth effectively are part of the sacred calling in an individual's life. The College seeks to nurture this calling throughout its living and learning community. Servant leaders committed to God's truth have a positive influence in their homes, communities, and professions.

INTEGRITY

Integrity is a hallmark of Northwestern's existence as a community committed to the Lordship of Christ. As individuals and as an institution, we strive for moral consistency between our stated beliefs and our actions. We strive to deal with one another and with those outside the College with honesty and fairness in all academic affairs, policies, financial dealings, and publications.

PURSUIT OF EXCELLENCE

Members of the learning community bear witness to God's character of excellence. High standards for teaching, scholarship, and performance, with a commitment to continual development, characterize a learning community that seeks to demonstrate excellence in all of its endeavors.

WISDOM AND LEADERSHIP IN THE CULTURE

Acquiring a biblical worldview is a mandate for each person committed to following Jesus Christ. Members of the College community must learn to interpret culture from a biblical standpoint and to influence it accordingly. At Northwestern College, a community of faith and learning, we dedicate ourselves to this task for the glory of God.

EDUCATIONAL FRAMEWORK

CURRICULUM

The Northwestern College curriculum is built on its foundational beliefs and educational values. The curriculum affirms our commitment to the mission of the College and the Christ-centered faith. Through the formal curriculum, as well as structured experiences outside of the classroom, Northwestern seeks to prepare graduates for a life of servant leadership and effective vocation. The College curriculum's ultimate learning outcome is to enable graduates to discern what is true, good, and noble in all disciplines through critical examination within their field of study. To this end, the curriculum is designed to assist students in the pursuit of truth as revealed in God's Word and in the living truth revealed in His creation and sustaining work in the world.

The Northwestern College curriculum is composed of general studies, electives, and a required academic major. The Bible is the theological frame of reference for the curriculum. Study of Scriptures and theology woven within the tapestry of the general core curriculum provides graduates with the knowledge to apply biblical principles in the development of a Christ-centered worldview.

Completion of an academic major provides depth of knowledge and equips graduates to integrate faith and knowledge within their field, laying the foundations for graduate work, career and professional development. Graduates are encouraged to add breadth to their academic programs through completion of elective courses and experiences as program structures allow. A wide range of co-curricular and extra-curricular activity enriches and complements the community life and educational experiences of students.

METHODOLOGY

The Northwestern College learning community is characterized by a faculty that effectively models scholarship and mentors students in their educational growth. Pedagogical methods are selected and evaluated based on their effectiveness in promoting student learning of content, skills, and attitudes within the curricular framework, and for their consistency with best practice within the fields of inquiry.

OUTCOMES

Graduates grow in knowledge of the created world through the study of the arts and sciences and the ideas that have shaped human thinking. They are prepared for life in a global society by understanding themselves and others and by developing meaningful ways to interact with various cultures. The education received at Northwestern equips graduates to think critically, reason analytically, solve problems, use technology and the tools of inquiry effectively, and to express themselves clearly and confidently in speaking and writing.

In order to realize their full potential as image-bearers of Christ, students are encouraged to grow in humility and joy, to engage in their studies with diligence and integrity, and to live in community with self-control and discernment.

DECLARATION OF CHRISTIAN COMMUNITY

WE WILL HONOR CHRIST

We at Northwestern College & Radio have decided that whatever we do, for as long as we choose to be involved in this community, as students, teachers, administrators, on the board of trustees, as employees in the college or the radio ministry, wherever we choose to live, our relationship to Jesus Christ and commitment to obey God's Word will be at the very center. This promise to God and to each other is what binds us together and sets us apart from the world. We believe that it is our duty, honor and delight to live under the Lordship of Christ, to study His Holy Scriptures, to reach all nations with the gospel of salvation through faith in Christ and teach them how to be disciples, to participate in the relentless and joyous pursuit of His truth, and we believe it is our privilege and responsibility to live in community with other believers who feel the same.

WE WILL STRIVE FOR CHRIST-CENTERED COMMUNITY

We, as members of Northwestern's Christ-centered community, will strive to love our God and each other as He loves us (Matt. 22:37–39): with kindness, mercy, faithfulness, gentleness, grace, patience and perseverance (Gal. 5:22, 23; Jas. 1:4). We will love what is good and abhor what is evil (Rom. 12:9). We will seek righteousness and justice. We are willing to be as servants to each other. We will encourage and support each other (Heb. 10:24). We value the passionate exchange of ideas, but we will strive to resolve conflicts with humility, kindness, mutual respect and Christ-like love (Col. 3:13, 14). We are to be faithful witnesses to the gospel (1 Pet. 3:15), people of integrity, practicing good works and self-control, with lives filled with prayer, joy and thanksgiving (1 Thes. 5:15–22).

AS EMPLOYEES, WE WILL SEEK CHRIST-CENTERED COMMUNITY

As employees of Northwestern, we agree to put Jesus Christ at the center of our lives and work. We will strive to live and work in Christ-like community, dedicated to each other and our God, for the betterment of His Kingdom, His people and to Northwestern. We will respect each other: our peers, our students, our listeners, those to whom we answer and those who answer to us (1 Pet. 2:17), knowing that Christ has brought us together to further His plan and for His glory. We will value individuality and work for commonality (Phil. 2:2). We will strive to protect the weakest members of our community (Psa. 41:1). We voluntarily abstain from certain activities that might draw us or others away from God (1 Cor. 8:9–13; Gal. 5:19–21), particularly on behalf of those students and listeners who are new to their freedom and have placed themselves in our environment or in our care.

AS LEADERS, WE WILL SEEK CHRIST-CENTERED COMMUNITY

As leaders in the Northwestern community, whether serving as a manager, director, department head, vice president, cabinet member, president or board member, we will be prayerful in our decisions, receptive to the needs of the community, dedicated to the present and future welfare of Northwestern. We will be good stewards of the responsibilities that have been temporarily placed in our care, and seek God's wisdom with humility and a servant heart, and pursue excellence with compassion and Christ-like love (Col. 3:12).

AS FACULTY MEMBERS, WE WILL SEEK CHRIST-CENTERED COMMUNITY

As faculty members, we dedicate ourselves to our students and to each other in the community for the glory of God and the relentless and joyous pursuit of His truth. We will strive for excellence as teachers and as scholars. We will be good stewards of the responsibilities of our positions, building up and encouraging those around us (1 Thes. 5:11), and be faithful mentors and instructors to the students whom God has temporarily entrusted to our care.

AS STUDENTS, WE WILL SEEK CHRIST-CENTERED COMMUNITY

As students at Northwestern College, we will strive to create an atmosphere of Christ-centered community. We will put our relationship to Jesus Christ at the center of our lives and our studies (Gal. 2:20). As students, we agree to watch out for each other, support each other, encourage each other, push ourselves and each other to work our hardest, to live with integrity, to pursue God's truth, to do our very best for the benefit of ourselves and other students, the benefit of Northwestern College, its faculty and staff, and for the glory of our Lord and Savior Jesus Christ (Col. 3:17). In our language and our actions, we will honor and respect those in leadership positions. We will consider the weaknesses of others as important as our own freedoms or personal strengths for the greater good (Rom. 14:19–21), acknowledging that each student comes to Northwestern from a different place in his or her spiritual journey. We agree to protect the weaker members of the community, even ourselves. We will depend on each other and be dependable. We understand that many rules and guidelines at Northwestern College, instituted and followed by the whole community for the safety and benefit of all, were created to instruct and steer us into right choices, foster true Christ-centered community during our years here, and teach us how to spread Christ-centered community to others.

NORTHWESTERN WILL BE SET APART

We pledge to set ourselves apart as a community of believers for the glory of God. We will hold ourselves accountable to each other, so that, with the sustaining support of the Holy Spirit, we will stand together against the dangers of our fallen world and our own sinful impulses.

We stand together against all that the Bible clearly condemns: greed and materialism, dishonesty (plagiarism included), prejudice, social injustice, impurity and debauchery, casual and disrespectful use of the name of the Lord, drunkenness, violent behavior, occult practices, hatred, jealousy, pride and discord, immodesty in dress or behavior, sexual immorality (including the use of pornography), premarital sex, homosexual behavior and all other sexual relations outside the bounds of marriage between one man and one woman, murder/homicide (including abortion), slander, gossip, gluttony, vulgar or obscene language and any activities that are illegal (Col. 3:5–11; Gal. 5: 19–21; Rom. 1:21–27; 1 Cor. 6:9–10).

We also stand together to better carry each other's burdens (Rom. 14:19–21). We understand that sometimes, for the cause of a stronger, safer society and workplace and the gentle support of each other, we are called to exercise our freedom to abstain from activities that might cause others to fall away.

We stand together to protect our community from any illegal or dangerously addictive substances, knowing they can destroy the lives of all who become entangled with them. The sale, possession, and use of non-medicinal drugs, and the recreational use and abuse of over-the-counter and pharmaceutical drugs are strictly prohibited.

We do not care to participate in society's casual acceptance of gambling. Any games of chance where money or valuables are risked on the outcome will not be promoted and should be avoided by all members.

The Bible clearly demonstrates that throughout the cultures of the Old and New Testaments, the moderate use of alcohol is accepted and prevalent (e.g. 1 Tim 5:23; Isa. 55:1). In our contemporary American culture, however, the abuse of alcohol has been the cause of tremendous heartache and tragedy, particularly in the hands of the young, and we will stand together as a community to make sure that the use of alcohol will not be promoted, nor its abuse tolerated at Northwestern (cf. Prov. 23:20; Eph. 5:18).

Likewise, Northwestern will not participate in society's casual acceptance of tobacco, a substance whose highly addictive qualities and life-threatening potential have been well documented. Although the Bible does not deal directly with the use of tobacco, the Lord clearly expects His children to value their own lives as well as protect the lives of others (cf. Gen. 9:6; John 15:13).

We agree and accept that Northwestern and all its functions will be alcohol and tobacco free. This includes on or around all campus properties, owned or leased, all college vehicles, whether on or off campus and all Northwestern events, wherever they may be held.

As members of the Northwestern community who are not traditional undergraduates, we will refrain from the consumption of any tobacco products or alcoholic beverages at any Northwestern-related event or gathering, formal or informal, and/or at any public or private setting in which any traditional undergraduate members are or are likely to be present.

If we are traditional undergraduates, we will refrain from the consumption of alcoholic beverages and tobacco products.

We agree not to participate in any kind of entertainment that could be considered immodest, prurient, or harmfully violent (Eph. 4:2; 5:1-2; Gal. 5:22-23). We will seek the guidance of the Holy Spirit and hold each other accountable (Matt. 18) when participating in all forms of amusements and entertainment such as television, music, video, video games, movies, internet, concerts and dancing.

We agree to abide by the student and employee handbooks for specific guidelines, information on special provisions (for example, the sacramental use of wine) and all related disciplinary procedures.

WE WILL EXERCISE RESPONSIBLE FREEDOM

As faithful followers of Christ and as members of Northwestern, we will exercise our God-given freedoms responsibly, with thoughtful discretion. In all matters of entertainment and culture, we will keep as a guide the words of Philippians 4:8: "Finally, Brothers, whatever is true, whatever is noble, whatever is right, whatever is pure whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things."

I agree not to participate in any kind of entertainment that could be considered immodest, prurient, or harmfully violent (cf. Gal. 5:19-23). We will seek the guidance of the Holy Spirit and hold each other accountable (Matt. 18:15-19) when participating in all forms of amusements and entertainment, such as television, music, video, video games, movies, Internet, concerts and dancing.

A COMMUNITY WITHOUT BORDERS

We seek a joyous and enriching community, set apart for the glory of God, inhabited by people who treat each other with Christ-like love, humility and kindness, working together for the benefit of Northwestern in the pursuit of God's truth and the spread of His gospel.

As long as I enjoy the privilege of membership, wherever I am in the world, I will strive to represent my community with integrity. I will remember that I am, above all, an ambassador of Christ and His Kingdom. Officially, I will consider myself a member of the Northwestern College community for the entire length of my employment, my leadership role, and/or my association as a student.

THIS IS OUR COVENANT

This document is formal statement of individual commitment and shared purpose. If I do want to live by the principles and expectations of this document, I will sign my name to it and understand that I am a member of the community of Northwestern College, its educational programs and its media ministries. By signing my name, I will make this document my personal declaration. By omitting this signature I understand that I will not be accepted as a student or retained as an employee. Failure to abide by the guidelines here can result in disciplinary action up to and including the loss of employment and/or expulsion.

I wish to be a member of this Christ-centered community. I will follow these guidelines with integrity, and I want to experience the privileges and benefits that, with God's grace and support, Northwestern College members can hope and expect to enjoy.

STATEMENT OF UNITY

After considerable discussion and prayer, we wish to affirm our commitment to biblical unity within the diversity that exists in the Body of Christ (1 Corinthians 12:12-26). It is our desire that every person in the Northwestern Community be accepted and valued, regardless of gender, race, color, social status, ability/disability, age, ethnicity, or gifts. We believe that because Christ has reconciled us to God, and to one another, we must seek to maintain the unity of the Spirit in the bond of peace (Ephesians 4:1-6). Wherein we fail to do this, we should humbly seek forgiveness from God and one another. We pledge to lead our community in the process of reconciliation and the restoration and maintenance of God-honoring relationships among His people. We desire to be role models who will glorify God through our demonstration of biblical unity.

**STUDENT FINANCIAL AID HISTORY
1999-2008**

	98-99	99-00	00-01	01-02	02-03
Institutional Funding	5,003,216	5,146,606	6,380,119	7,344,433	8,046,608
College Endowments	434,013	538,595	528,505	615,025	579,962
Employee Tuition Waivers	624,705	883,730	849,995	1,037,663	1,186,467
Federal State Grants	3,051,386	3,380,355	3,657,882	3,710,266	3,903,512
Outside Scholarships	372,359	586,847	428,459	535,398	619,273
Student Loans	5,018,800	5,912,558	5,902,016	6,262,894	7,085,903
Parent Loans	1,150,116	1,264,925	1,761,706	1,207,033	1,336,190
Fed/State Work-study Subs	396,328	552,882	611,689	846,422	630,217
	16,050,923	18,266,498	20,120,371	21,559,134	23,388,132

Number of Recipients Served	1490	1533	1559	1533	1550
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	03-04	04-05	05-06	06-07	07-08
Institutional Funding	9,177,263	9,195,079	11,771,231	10,522,931	10,830,280
College Endowments	447,929	157,438	-	809,005	781,081
Employee Tuition Waivers	1,049,712	1,057,933	915,842	1,099,041	1,081,825
Federal State Grants	3,742,292	3,629,283	3,560,280	4,232,201	4,730,277
Outside Scholarships	558,734	418,651	549,556	825,817	859,336
Student Loans	8,268,064	8,900,822	9,459,114	11,983,452	12,568,595
Parent Loans	1,611,059	987,765	3,859,420	3,973,169	4,992,097
Fed/State Work-study Subs	657,916	838,645	908,340	1,085,688	983,555
	25,512,969	25,185,616	31,023,783	34,531,304	36,827,046

Number of Recipients Served	1615	1617	1668	1701	1752
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2008 SELF-STUDY SURVEY

Percent responding *Strongly Agree* or *Agree*, excluding *Can't Rate*

	BOT	Admin	Faculty	Staff	Total
	N-14	N-12	N=67	N=143	N=242*
The work of the Board of Trustees focuses on the mission of NWC	100	100	81.8	91.8	87.4
The Board of Trustees enables the president to exercise effective leadership	76.9	71.4	73.7	90.3	82.8
The faculty has influence on academic decisions made by the college	NA	100	68.8	86.7	77.2
The people within the administrative structures of NWC are committed to the mission of the college.	85.7	100	73.4	89	82.9
The faculty has ownership of the college's curriculum	NA	100	71.4	81.3	79.3
I have experienced effective communication at NWC	92.9	66.7	57.6	69.6	64.3
NWC evaluates its governance structures regularly	78.6	44.4	48.8	76.5	63
NWC demonstrates integrity in its practices and relationships	100	100	61.3	81	74.3
My department has incorporated global and social changes in its planning processes.	NA	90.9	87	85.2	86.8
My department has incorporated technological changes in its planning processes	NA	100	92.1	97.2	95.8
My department has incorporated environmental changes in its planning processes	NA	80	54.8	64.2	63.6
My department utilizes innovation and change.	NA	100	86	92	90.6
NWC has supported professional development (including training, conference attendance, etc.) for employees in my department.	NA	100	82.2	82.7	84.5
My department uses evaluation and assessment for continuous improvement.	NA	91.7	90.3	76.6	81.2
Planning processes in my department are linked to the budgeting process	NA	90.9	87.3	95.2	92.4
Constituencies are involved in the planning processes in my department.	NA	70	76.1	74.3	73.4
My department has adequate financial resources to accomplish its goals and purposes.	NA	30	33.3	34.6	32.6
Significant changes at NWC result from strategic planning	92.9	90.9	75	84.7	80.5
Faculty understand their role at Northwestern	NA	77	74.2	71.7	73.7
Faculty are encouraged to incorporate innovative methods of teaching	NA	85.7	82	90.9	85
I have made changes and innovations in my courses as a result of faculty workshops and retreats	NA	NA	57.1	NA	57.1
NWC is committed to excellence in the learning expected of students.	100	91.7	88.1	97.6	93.8
The integration of technology into the College is a priority at Northwestern.	100	90.9	90.6	89.9	89.7
NWC is committed to building a diverse educational community.	84.6	90.9	80.3	96.7	84.8
NWC has an adequate grievance process for employees	NA	100	40	61.3	55.7
Media services available at NWC are adequate to meet educational program needs	NA	75	79.7	73.7	75.8
Library services available at NWC are adequate to meet educational program needs.	NA	87.5	90	86.1	87.8
The College administration demonstrates it values a life of learning.	100	90.9	69.6	92.9	85.4
The NWC Board of Trustees demonstrate it values a life of learning	85.7	83.3	53.1	92.5	79.7
I experience academic freedom at NWC.	NA	83.3	73	91.5	81.7
The variety of preparation, training, experience, and backgrounds of faculty in my department enhances the breadth of learning for students.	NA	80	95.5	88.4	92.2
My department illustrates or reflects a variety of cultural and experiential backgrounds.	NA	90.9	76.6	72.2	75.8
My department prepares graduates to work with technology in their field.	NA	NA	85.2	55.7	79

2008 SELF-STUDY SURVEY

Percent responding *Strongly Agree* or *Agree*, excluding *Can't Rate*

My department prepares graduates to work in a global society.	NA	NA	91.9	91	91.3
My department prepare graduates to work in a diverse society.	Na	NA	86.4	88.2	88.6
I know and understand the mission of the College.	100	100	95.4	100	98.7
NWC has effective methods for "listening" to employees.	NA	100	42.4	65.4	58.8
I understand how my job function supports the mission of the college.	NA	100	96.8	97.1	95.8
I help to connect students with individuals and organizations, to assist the student with their professional/career development.	NA	85.7	90.5	79.8	84.6
Events such as Office Bites, President's Prayer Breakfasts, and other campus-wide events for employees are effective tools for creating a culture of community on campus.	NA	80	56.9	82.5	73
On-line communication tools such as the "Journal", "prayer requests" and "Light Reminders" are effective ways of creating a culture of community on campus.	NA	90.9	71.6	89.1	83.4

*Note: Not all respondents indicated a category.

NORTHWESTERN COLLEGE

BOARD OF TRUSTEES

OCCUPATION LIST

2008-2009

TRUSTEE	OCCUPATION	FIRST ELECTED
Alice E. Balzer	<u>Secretary Of The Board Of Trustees</u> ; Public Relations, Hostes, Homemaker, Siloam Springs, AR	9/12/03
L. John Buyse	Founder/Former President, McLean Midwest, Champlin, MN	12/16/88
Dr. Alan S. Cureton	President, Northwestern College & Radio, St. Paul, MN	12/13/01
Megan Doyle	Founder, Hope for the City, Minneapolis, MN	9/26/08
Mary C. Edwards	Vice President/Public Policy, Fairview Health Services, Minneapolis, MN	9/17/04
David E. Kelby	Sr. Vice President, Treasurer (retired), General Mills, Inc., Minneapolis, MN	9/21/00
Dr. George Kenworthy	President & CEO, Reconciliation Associates, Hamel, MN	9/17/04
Carole Lehn	Former Vice President, Finance with West Group; Executive Area Manager, Arbonne Int'l.	9/26/08
Lauren Libby	President and CEO of Trans World Radio, Cary, NC	12/19/97; 9/26/08
Arnold (Bud) Lindstrand	Former President and CEO, ODS Health Plans, Portland, OR	9/17/04
B.A. Blue Olson	Former Principal, Booz Allen and Hamilton, Teacher – Youth and Adult, Prior Lake, MN	9/12/03
Dr. Robert Pickering	Psychologist, Private Practice, Phoenix, AZ	9/21/00
Dr. Sara A. Roberston	<u>Vice Chair of the Board of Trustees</u> , Former Vice President of Development, Pioneer Clubs, Wheaton, IL	12/21/90
Grover Sayre	<u>Chair of the Board of Trustees</u> ; Attorney/Shareholder: Leonard, O'Brien, Spencer, Gale, & Sayre, Minneapolis, MN	9/12/03
Daniel E. Stoltz	Executive Vice President/CFO of SPIRE Federal Credit Union, Falcon Heights, MN	9/29/06
Dr. Selwyn Vickers	Chairman of the Minnesota Pancreas and Liver Center; surgeon at the U of M Medical Center, Minneapolis, MN	9/26/03

NORTHWESTERN COLLEGE

ACADEMIC ADMINISTRATION

2009-2010

Member	Degree(s)		Start Date
	Held	Title	
Alford H. Ottley	Ph.D.	Provost/Vice President for Academic Affairs	7/31/06
Barbara A. Lindman	Ph.D.	Associate Provost	9/20/72
Mark D. Baden	Ph.D.	Dean of Faculty	9/1/82
Kathleen Black	Ph.D.	Director of Eagle Scholars Honors Program	9/9/81
David E. Erickson	Ph.D.	Special Assistant to the President	6/1/93
Susie A. Brooks	M.A.	Director of Academic Technology	6/5/07
Fredrick M. Iglesia	D.Min.	Director of NWC Bible Institute & Assistant Professor of Biblical & Theological Studies	3/20/98
Don F. Johnson	Ph.D.	Dean, Graduate and Continuing Education	8/1/90
Ruth A. McGuire	M.L.S.	Director of Library Services	8/17/98
Elsi Penaranda	M.A.	Director of NWC Christian Center of Communications	2002
Louis Porter, II	M.A.	Director of Multicultural Affairs	8/1/06
Yvonne RB-Banks	Ed.D.	Director, CAPPS (Center of Academic Programs for Support Services) and Assistant to the President for ADA Initiatives	8/1/98
Andrew L. Simpson	M.A.	Registrar	4/6/98
Kari K. Steinbach	M.Ed.	Director of ALPHA	8/30/99

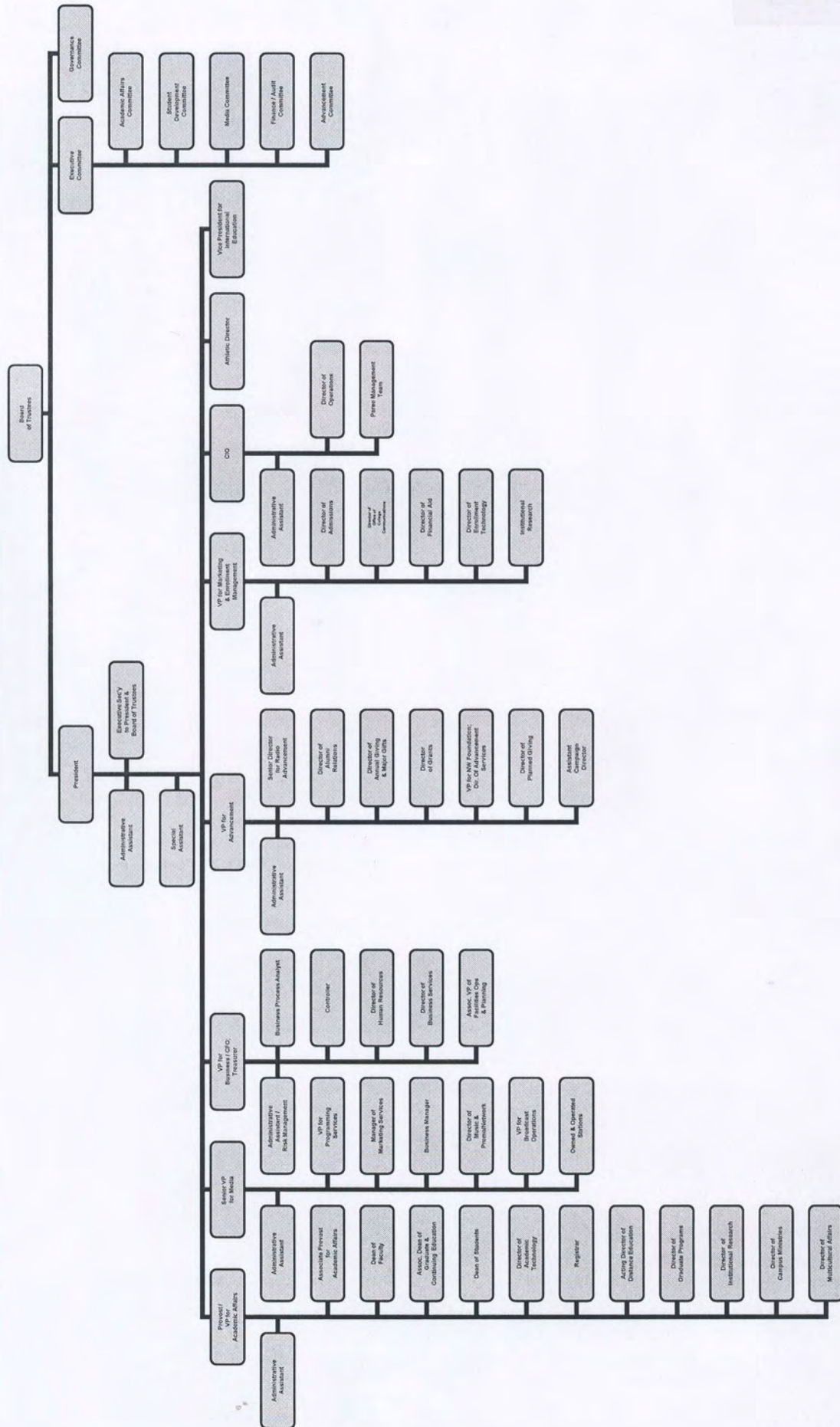
NORTHWESTERN COLLEGE

ADMINISTRATIVE STAFF

2009-2010

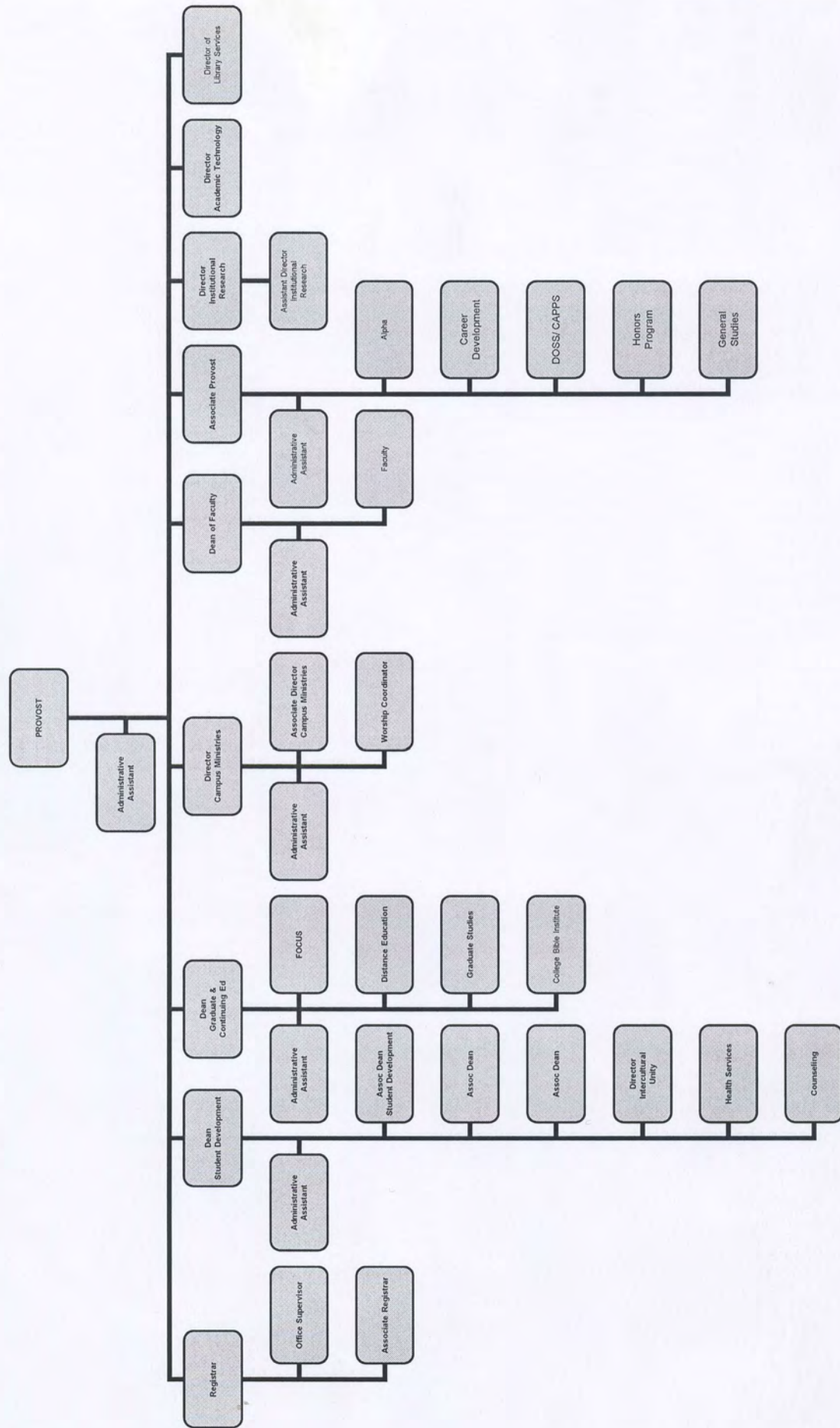
Member	Degree(s)		Start Date
	Held	Title	
Richard L. Blatchley	B.A., B.S.	Director of Financial Aid	9/5/78
Paul A. Bradley	M.A.	Dean of Student Development	6/27/94
Alisha J. Cora	M.S.	Director of Grants	2/10/03
David D. Danielson	J.D.	Director of Planned Giving	11/1/04
John T. Delich	M.A.	Director of Major Gifts & Annual Giving	7/1/97
Marla K. Dennison	M.B.A.	Director of Business Services	10/20/03
Kenneth K. Faffler	M.A.	Director of Admissions	5/31/88
Monica R. Groves	M.Ed.	Director of Student Services	8/1/85
Mathew B. Hill	M.A.	Director of Athletics	7/30/99
Sandra J. Hofer	M.A.	Director of the Child Development Center	8/15/94
Rachelle D. Holm	M.A.	Director of Annual Giving	6/9/08
Brian L. Humphries	B.A.	Associate Vice President/Facilities Operation & Planning	6/26/06
James K. Johnson	M.A.	Director of Alumni & Parent Relations	11/29/06
Bryon D. Krueger	B.S.	Controller	4/1/96
Linda Mayes	M.A.	Director of Career Development	5/27/08
Marita K. Meinerts	M.A.	Director of Marketing & Communication	12/17/07
Dean D. Paulson	M.Div.	Director of Campus Ministries	8/6/92
Cynthia P. Reedstrom	RN, B.S.N.	Director of Health Services	9/12/05
Timothy A. Rich	B.A.	Director of Human Resources	5/17/03
Kirby R. Stoll	B.S.	Senior Director of Advancement Services, Vice President of Northwestern Foundation	11/26/01
Danette C. Wilfahrt	M.A.	Director of Counseling Services	8/10/86

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Northwestern College & Radio

Office of the Provost/Vice President for Academic Affairs



NORTHWESTERN COLLEGE

PRESIDENT'S CABINET

2009

Member	Degree(s) Held	Title	Start Date
Alan S. Cureton	Ph.D.	President	1/14/02
Alford H. Ottley	Ph.D.	Provost & Vice President for Academic Affairs	7/31/06
Paul H. Virts	Ph.D.	Senior Vice President for Media	9/09/02
Douglas R. Schroeder	B.S., C.P.A.	Vice President for Business & Finance, CFO	4/17/00
Amy Bragg Carey	M.A.	Vice President for Advancement	10/01/03
Brook A. Berry	M.A.	Vice President for Marketing & Enrollment Management	8/01/05
Raymond C. Kuntz	M.S.	Vice President of Campus Technology, CIO	2/01/06
Timothy A. Rich	B.A., P.H.R.	Director of Human Resources	3/17/03

~~~ Northwestern College -- Traditional Undergraduate Program ~~~												
Ten-Year Enrollment History by Department and First Major, Fall 1999 through Fall 2008												
Department and First Major	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008		
<b>ART AND GRAPHIC DESIGN</b>												
Art	26	37	28	37	38	34	28	28	34	40		
Digital Media Arts							2	12	24	23		
Graphic Design	59	71	72	62	63	67	58	63	74	93		
AASB--Graphic Design	1	0										
Total -- Art and Graphic Design	86	108	100	99	101	101	88	103	132	156		
<b>BIBLICAL AND THEOLOGICAL STUDIES</b>												
Biblical Studies	23	35	34	33	38	34	31	40	43	49		
Ministry [1]	12											
Pastoral Studies [1]	14											
Associate of Arts and Bible [2]	21	10	15	8	5	3	8	6	3	1		
Certificate in Bible	1	0	0	1	1	2	1	1	3	1		
Total -- Biblical and Theological Studies	71	45	49	42	44	39	40	47	49	51		
<b>BUSINESS</b>												
Accounting	32	23	17	23	33	34	34	28	40	42		
Business/General Business/Business Administration	70	83	95	118	109	116	114	126	111	123		
Finance	21	26	24	22	24	30	25	25	33	31		
Human Resources	7	3										
International Business	20	17	18	13	17	11	15	12	18	25		
Management--Computer Information Systems	7	2	1									
Management Information Systems	25	38	45	36	27	14	14	14	18	21		
Marketing	23	26	41	40	42	47	48	35	52	60		
Office Management/Office Administration	2	1										
AASB--Business Administration	9	1										
AASB--Office Technology	3	1										
Total -- Business	219	221	241	252	252	252	250	240	272	302		
<b>CHRISTIAN MINISTRIES</b>												
Adult and Family Ministry												
Christian Education Ministry	29	25	21	26	23	11	12	10	4	2		
Children and Family Ministry/Children's Ministry	4	8	11	10	10	9	16	18	14	19		
Intercultural Studies/Cross-Cultural Ministry	28	36	38	46	38	49	57	58	63	50		
Ministry [1]		18	33	46	43	43	43	42	40	35		
Pastoral Ministry												
Pastoral Studies [1]		16	16	21	13	15	18	16	11	1		



~~~ Northwestern College -- Traditional Undergraduate Program ~~~												
Ten-Year Enrollment History by Department and First Major, Fall 1999 through Fall 2008												
Department and First Major	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008		
Urban Studies/Urban Ministry												
Youth and Family Studies/Youth Ministry	58	69	65	72	66	76	73	69	60	50		
Total -- Christian Ministries	119	172	184	221	193	203	219	219	216	186		
COMMUNICATION												
Broadcasting & Electronic Media/Broadcasting	23	35	36	35	44	57	69	77	73	73		
AASB--Broadcasting & Electronic Media/Broadcasting	1	3	1	3	1	1	2	2	0	0		
Communication [3]	92	84	73	92	100	110	121	73	37	9		
Communication Studies [3]								30	34	37		
Journalism [3]								5	12	19		
Public Relations [3]								12	30	43		
Theatre [3]								11	19	16		
Total -- Communication	116	122	110	130	145	168	192	210	205	197		
EDUCATION												
Comm Arts & Literature Education/English Education	22	32	39	34	29	28	29	26	32	33		
Early Childhood Education		10	31	24	24	22	22	22	25	30		
Educational Studies						2	2	0	0	2		
Elementary Education	208	221	205	195	200	167	168	160	161	143		
ESL Education	22	26	19	28	36	27	30	37	35	30		
Mathematics Education	21	20	17	24	24	27	24	27	21	24		
Music Education	54	41	38	34	36	43	49	49	44	44		
Physical Education	19	28	26	30	27	26	17	15	12	17		
Physical Education and Health							5	7	9	13		
Social Studies Education	20	26	31	37	29	23	29	23	27	30		
Visual Arts Education/Art Education	11	18	18	20	11	10	9	6	10	10		
Total -- Education	377	422	424	426	416	375	384	372	376	376		
ENGLISH AND LITERATURE												
English	42	48	48	46	44	45	56	67	68	71		
Teaching English to Speakers of Other Languages	4	3	3	8	3							
Total -- English and Literature	46	51	51	54	47	45	56	67	68	71		
HISTORY AND RELATED FIELDS												
History	56	42	45	45	49	47	62	66	59	62		
Social Science -- HIS Concentration	5	2	1	1	2							
Total -- History and Related Fields	61	44	46	46	51	47	62	66	59	62		


~~~ Northwestern College -- Traditional Undergraduate Program ~~~ Ten-Year Enrollment History by Department and First Major, Fall 1999 through Fall 2008												
Department and First Major	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008		
MODERN LANGUAGES AND CULTURES												
Spanish	1	11	18	15	9	12	2	2				
MUSIC												
General Music/Music	27	17	28	29	33	35	39	33	32	25		
Music Performance	12	29	23	31	36	29	29	29	23	20		
Total -- Music	39	46	51	60	69	64	68	62	55	45		
PHYSICAL EDUCATION, HEALTH, AND KINESIOLOGY												
Kinesiology/Sports Studies [4]	31	39	32	21	22	30	39	57	74	73		
PSYCHOLOGY												
Criminal Justice [5]												
Psychology	89	97	114	110	137	130	148	134	154	150		
Social Science -- PSY, CRJ, SOC Conc [5]	44	48	41	45	50	37	33	18	5	1		
Total -- Psychology	133	145	155	155	187	167	181	167	186	173		
SCIENCE AND MATHEMATICS												
Biology	69	74	83	86	93	85	98	96	84	86		
Engineering Dual Degree/Math-Engineering Dual Degree		4	8	5	15	15	20	24	30	33		
Mathematics	13	15	11	13	11	11	10	9	15	15		
Pre-Engineering [6]	10	8	4	5	3	3	3	3	3	0		
Associate in Science [6]	2											
Total -- Science and Mathematics	94	101	106	109	122	114	131	132	132	134		
OTHER												
Interdisciplinary Studies						2	3	1	5	3		
Undeclared or Special Students	29	41	35	21	27	49	52	36	16	17		
Total -- Other	29	41	35	21	27	51	55	37	21	20		
<b>GRAND TOTALS</b>	<b>1422</b>	<b>1568</b>	<b>1602</b>	<b>1651</b>	<b>1685</b>	<b>1668</b>	<b>1767</b>	<b>1781</b>	<b>1845</b>	<b>1846</b>		



Faculty Teaching FTEs by Faculty Department and Faculty Type  
FALL 2008

Primary Faculty Department	Full-Time	Part-Time					Row Totals	% FT	% PT
		P&A Contract	3/4-Time	1/2-Time	Adjunct	Total_PT			
Art and Graphic Design	8.00		1.67		0.50	2.17	10.17	78.66%	21.34%
Biblical and Theological Studies	13.00		2.41		2.83	5.24	18.24	71.27%	28.73%
Business	8.00		1.50		0.92	2.42	10.42	76.80%	23.20%
Christian Ministries	8.00				0.92	0.92	8.92	89.69%	10.31%
Communication	9.50		0.83		1.17	2.00	11.50	82.63%	17.37%
Education	13.83		5.56	0.56	3.46	9.58	23.41	59.08%	40.92%
English and Literature	8.00		1.50		2.83	4.33	12.33	64.86%	35.14%
History and Related Fields	4.00					0.00	4.00	100.00%	0.00%
Phys Ed, Health, and Kinesiology	2.00	1.22			0.50	1.72	3.72	53.76%	46.24%
Modern Languages	1.00		0.75		0.42	1.17	2.17	46.15%	53.85%
Music	11.00		3.00		2.53	5.53	16.53	66.55%	33.45%
Psychology	4.00		0.92	0.50	1.75	3.17	7.17	55.79%	44.21%
Science and Mathematics	9.00		1.67		1.42	3.09	12.09	74.46%	25.54%
Column Totals or Overall %	99.33	1.22	19.81	1.06	19.24	41.33	140.66	70.62%	29.38%

Notes about methodology:

- 1) Used contract FTE values for full-time, 3/4-time, and 1/2-time faculty.
- 2) Used ratio of instructional salary to total salary for those with "Professional and Administrative" contracts. (P&A faculty are coaches with full-time faculty status but less than 50% instructional duties.)
- 3) Calculated adjunct faculty FTEs by taking 1/12 of the sum of teaching credits in organized classes and teaching-credit equivalents in individual instruction (i.e., private music and education field experience), per department rules. The output of an Argos faculty load report in Banner was the primary reference document.
- 4) Determined faculty members' primary department from faculty contracts and Faculty Load Report output, which included departments of classes taught, team-teaching percentages, and HR position titles, among other clues.



FACULTY HIGHEST DEGREE BY DEPARTMENT AND STATUS  
FALL 2007, FALL, 2008

FALL 2007	Dept	Full-Time			P&A--Fac Stat		3/4-Time			1/2-Time			Adjunct			LT Bach	Row Totals		
		Doct	Term	Mast	Bach	Mast	Bach	Doct	Mast	Bach	LT Bach	Mast	Bach	Doct	1st Prof			Mast	Bach
	AGDE		5	1	1						1							8	
	BIBL	11		2				1				1		3	2			20	
	BUSA	1		6						1			1	1	5			15	
	CMIN	5		2									1		3			11	
	COMM	5		5											2	3	1	16	
	EDUC	6		5	3		1	4							6	1		26	
	ELIT	5		4			1	1					1		5	1		18	
	HIST	3											1					4	
	KNLG	2				3	1	1								1		8	
	MLAN			1					1							1		3	
	MUSC	6		5			1	1					2		3	2		20	
	PSYC	5						2					1	1	1			10	
	SCMA	5		3				2		1			1	1	3	1		17	
	Col Totals	54	5	34	4	3	1	6	9	3	1	1	1	8	5	30	10	1	176

FALL 2008	Dept	Full-Time			P&A--Fac Stat			3/4-Time				1/2-Time		Adjunct				Row Totals				
		Doct	Term	Mast	Bach	Mast	Bach	Doct	Term	1st Prof	Mast	Bach	LT Bach	Doct	Mast	Doct	Term		1st Prof	Mast	Bach	LT Bach
	AGDE		6	1	1				1				1				1					11
	BIBL	11		2						1						3		3	1			23
	BUSA	2		6							1		1				1	1	2			14
	CMIN	5		3													1		2			11
	COMM	4		6															1	2		14
	EDUC	6		6	2			1						1					8			28
	ELIT	5		3													2		5	1		18
	HIST	4																				4
	KNLG	2					3	1												2		8
	MLAN			1								1								1		3
	MUSC	7		4					1								1		3	5	1	23
	PSYC	4												1			2		1			12
	SCMA	5		4									1				1		2			14
Col Totals		55	6	36	3	3	1	3	1	1	12	3	1	1	1	11	1	7	25	11	1	183

Notes. 1) "Term" refers to the M.F.A. in Art, which is generally considered a terminal degree in that field of study. 2) "1st Prof" refers to M.Div. and J.D. degrees.  
3) "LT Bach" means less than bachelor's degree. 4) "P&A--Fac Stat" applies to athletic coaches with full-time faculty status but less than 50% instructional duties.



## CAMPUS BUILDINGS INVENTORY

2008

Name	Purpose and Description	Square Feet	Yr Occupied	# Classrooms	# Offices	# Labs/Studios
Berntsen Resource Center	Library. Houses informational services and materials. Includes 85,000 volumes, reference materials, classrooms, computer labs, media services, electronic library, archives, and staff offices.	29,257	1993	2	10	1 computer lab 1 listening/viewing center 1 archives 1 microfiche lab
Ericksen Center	Indoor athletic complex. Includes performance court, jogging track, racquetball courts, locker rooms and training facilities, fitness center, laundry room, classrooms, offices, lounge, and concessions	46,296	1996	3	18	1 gym 2 fitness/training rooms 1 track
Mel Johnson Media Center	KTIS Headquarters, studios and production. Department of Communication offices. Student radio station, WVOE, Television studio, production areas, Student publication offices - <i>Column</i> and <i>Scroll</i>	42,039	2003	4	73	Student Radio station Television studio, 4 Production rooms, Green Room, 8 editing, Web design
Nazareth Hall	Includes classrooms, offices, labs, Student Development, Maintenance, Registrar, non-traditional education programs, student government offices, bookstore, cafeteria, and print shop.	126,300	1972	9	162	5 science labs
Powerhouse	Houses heating system, campus facilities offices and storage.	13,131	1972	none	10	none
Reynolds Field	Outdoor athletic complex. Includes football/soccer, baseball and softball fields, and a storage garage.	10 acres	1990	none	none	none
Riley Hall	Primarily administration and business offices. Includes administration, business, and campus security offices; also classrooms, conference rooms, and gym facilities.	58,418	1972	19	61	1 conference room 3 computer labs
Totino Fine Arts Center	Main auditorium & Fine Arts Center. Includes auditorium, Denler Art Gallery, classrooms, labs, faculty offices, and practice rooms.	63,713	1982	3	33	1 black box theater 3 music studios 13 practice rooms 1 art gallery 1 photography room 5 art/graphic studios
Office Center	Office of Marketing and Communication, Center for Graduate and Continuing education	21,600	2008	none	25 - Third Floor	none
Robertson Student Center	Student Center. Includes these facilities: snack bar, classrooms, laundry, chapel, lounges, reception area, computers, recreation, swimming pool, and saunas.	41,078	1980	3	10	1 practice room

# CAMPUS RESIDENCES

2008

Name	Purpose and Description	Square Feet	Yr Occupied	Living Units	# Lounges	Optimum Occupancy	Current Occupancy
Hartill Hall	Women's residence hall. Each unit contains kitchenette, bath, and living and sleeping quarters.	52,463	1980	117	9	338	312
Knutson Hall	Men's residence hall. Each unit contains kitchenette, bath, living and sleeping quarters.	53,958	1980	117	9	340	325
Moyer Hall	Men and Women's residence hall. Each quad contains kitchenette, 4 baths, living room, and 4 bedrooms.	18,816	1972	12 quads 22		88	87
South Campus	Apartments for men and women. Includes laundry facilities.	19,791	1993	apartments 17	1	84	77
Southeast Campus	Apartments for men and women. Includes laundry facilities.	20,663	1997	apartments 29	1	64	52
Snelling Terrace	Apartments for men and women. Includes laundry facilities.	36,855	2000	apartments 13	1	107	92
Antioch	Apartments for men and women. Includes laundry facilities.	18,969	2000	Apartment 1	1	48	41
Arden Hall	Apartments for men and women. Includes laundry facilities.	76,120	2008	152	2	316	271



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