Mid-Cycle Self-Evaluation Report
March 2016

We, the people of Northwest University, carry the call of God by continually building a learning community dedicated to spiritual vitality, academic excellence, and empowered engagement with human need.
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Part I: Overview of Institutional Assessment Plan

We have been executing our current process of institutional assessment for the past four years. Overall, we are very satisfied with the effectiveness of the system for academic, co-curricular and support departments and have significantly improved departmentally and institutionally from cycle of assessment implementation.

Assessment of Mission Fulfillment

This section provides an overview of how Northwest assesses mission fulfillment and an explanation of the roles and interactions of the stakeholders involved.

The Mission of Northwest University:

We, the people of Northwest University, carry the call of God by continually building a learning community dedicated to spiritual vitality, academic excellence, and empowered engagement with human need.

Definition of Mission Fulfillment

In order to assess both the work of individual departments and overall mission fulfillment, Northwest University established an assessment system, communicated through our assessment matrix that is applicable to all areas of the institution, from academic programs and student development to administrative support offices and facilities maintenance (Assessment Matrix Template). Along with providing agreed upon outcomes, assessment indicators, findings, and an analysis of findings, a program or department’s matrix delineates a standard for success and assigns a success score to every outcome and indicator. In addition, every outcome corresponds to one of our four core themes. This process allows us to compile the matrices from all areas of our University to facilitate institution-wide assessment and core theme achievement. Northwest University defines institutional mission fulfillment as an overall average Success Score of 3.0 or higher on a 4.0 scale for all core theme outcomes.

The Success Score is described as follows:

4 = significantly exceeded the Standard for Success
In our Success Score rubric, a 4 signifies that the department or program is fully reaching its goals in this area. This score indicates that no improvement or change is necessitated and that maintaining current practice will ensure the ongoing success of the department and its contribution to achieving the mission of the University.

3 = met the Standard for Success
In our Success Score rubric, a 3 signifies that room for minor improvement remains and/or is possible for the specific departmental outcome, but that at the present time, this item is sufficiently fulfilled for the purposes of the department and its contribution to the mission of the University. No urgent improvement is necessary, although vigilance remains important.

2 = partially met the Standard for Success
In our Success Score rubric, a 2 signifies that attention to the specific area is needed in order to fully achieve the purposes of the department and its contribution to the mission of the University. This specific area needs to be considered a priority for improvement that should be addressed within the next few months.
1 = did not meet the Standard for Success
In our Success Score rubric, a 1 signifies that immediate attention to this area is necessitated in order to achieve the purposes of the department and its contribution to the mission of the University. This specific area must be considered a high priority and addressed immediately.

X = outcome not addressed; need to revise the outcome or select a different indicator

Through the application of this matrix to the assessment of our core theme outcomes, we are able to gain a summative evaluation of how well we are fulfilling our mission.

**Acceptable Extent of Mission Fulfillment**

By utilizing this process, we establish reasonable standards for success that highlight both worthy achievement and areas necessitating improvement and encourage sustainable growth toward increased mission fulfillment. We recognize that our assessment process, including the standards for success for the indicators of achievement for many of our core theme outcomes, is often qualitative in nature. Nevertheless, we find this to be a very effective system to assess mission fulfillment and implement positive change for the following reasons:

- The standards for success are established by those who are most knowledgeable in that area and, therefore, most able to apply best practices and accepted professional standards to the assessment of their outcomes.
- Whenever possible, the standard for success is tied to regional or national norms established outside our institution.
- The standards for success are reviewed by the appropriate dean, supervisor, director, or vice president who is also in a strong position to ascertain whether reasonable standards for success have been established.
- The primary purpose of these standards for success is to measure change over time, and to that end, the system works very well.
- If, over time, a standard for success proves to be set too high or too low, it can be adjusted in the same way that indicators can be changed.

Most significantly, this system of assessment is successful in measuring mission fulfillment and sustainability because our core themes are a direct application and representation of the mission statement. Linking a core theme to every programmatic and departmental outcome ensures that the entirety of our institution is represented in the assessment of mission fulfillment. In addition, the core themes are designed to be formative, as they encourage us as an institution to devote human and financial resources to those advances most closely tied to the fulfillment of our mission.

Thus, Northwest University finds that a Success Score of 3.0 on a 4.0 scale for core theme outcomes represents a reasonable level and extent of mission fulfillment. Further, we have found that the use of this scale over time has had both a motivational and corrective effect on institutional priorities and budgetary allocations.

**Assessment Cycle**

The assessment cycle begins with identifying outcomes (learning outcomes for academic programs and departmental function outcomes for co-curricular and support services) and appropriate
indicators based on the collection of verifiable data throughout the academic year. Department directors evaluate the results of data collection and make changes based on those findings. The vice president of the appropriate division reviews the completed matrices as part of his or her annual departmental evaluation and strategic planning. A summary is included in departmental reports to the Board of Directors and informs annual strategic planning. Similarly, the faculty, specifically program directors and deans, evaluate academic programs each year and implement changes for improvement including, when necessary, proposed curriculum changes to be considered by the Academic Affairs Committee. This assessment is based on student achievement of learning outcomes for each course, degree, and major. The results of these assessments are described by the academic deans in their fall assessment report to the Provost, who then includes germane information in his report to the Board of Directors. In addition, timely and/or significant findings that emerge from institutional and departmental assessment cycles, such as student success and retention, community engagement and employee satisfaction, and customer service work are regularly presented in board meetings and utilized in strategic planning. This process ensures that assessment is reviewed at all levels of the institution, and yet empowers the staff and faculty to lead the changes necessary for improvement.

All assessment information, including processes and cycles, annual academic and departmental assessment matrices, deans’ reports, and survey results and comparisons are posted on the Strategic Data Dashboard on the Eagle intranet.

This annual cycle, with one of our core themes—community and culture, spiritual vitality, academic excellence, or empowered engagement—tied to every outcome, ensures that the assessment process is formative in nature and encourages us as an institution to devote human and financial resources to those advances most closely tied to the fulfillment of our mission.

**Evaluation of Core Themes**

This section provides a brief description of Northwest University’s four core themes and analysis of the continued validity of their respective outcomes. See exhibits for a matrix that includes all four core themes, outcomes, and indicators.

**Core Theme One: Building a caring community and enduring culture**

**Outcome One:** Students enjoy productive relationships with faculty, staff, and fellow students which support their educational outcomes and enhance personal development.

**Outcome Two:** Employees are able to fulfill their sense of calling at the University, enjoying rich relationships with one another and having confidence in the University’s leadership.

**Outcome Three:** Alumni, Boards, and other constituencies demonstrate commitment to the University and each other through ongoing participation in activities that support the Northwest University community.

**Outcome Four:** Northwest employees are able to successfully complete their job responsibilities in a manner that strengthens our community and builds an enduring culture.

Core Theme One is derived from the opening words of the University’s mission statement: “We, the people of Northwest University, continually build a learning community.” We understand that the University is not primarily programs, buildings, policies or endowments; a university is first and foremost the people. We continue to believe that our University will only be successful if we, the people of Northwest University, are successful at working together in healthy relationships. Thus, our outcomes
intentionally include all our stakeholder groups: students, employees, alumni, board members, and community constituents. The indicators tied to these outcomes continue to be effective in assessing our institutional work on Core Theme One, including the level of satisfaction and sense of community within each of these groups. The surveys used to assess these outcomes—Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE), Adult Student Priorities Survey (ASPS), and Best Christian Workplace Institute Employee Engagement and Organizational Culture Survey (BCWI)—have proven to be informative in identifying our strengths and weaknesses and shaping strategies for improvement. Measuring the participation of alumni, board members, and other constituents in institutional events as well as in donations to the university has been an important assessment, pointing to an area of needed growth for the institution.

Core Theme Two: Developing Christian commitment and Spirit-formed lives

Outcome One: Students develop a personal theology as demonstrated by the accumulation of biblical knowledge and regular opportunity to integrate Christian faith with the study of theory and practice in all fields of academic discipline.

Outcome Two: Students’ behavior reflects a commitment to a relationship with God.

Outcome Three: Traditional students engage in the development of a set of Core Capacities designed to support the development of Christian citizens.

Outcome Four: The work of Northwest employees contributes to students’ understanding of Christian thought and encourages actions and engagements consistent with spiritual formation.

Spiritual vitality is at the center of Northwest’s mission statement and institutional identity. However, assessment of spiritual vitality has proven difficult because of its inherently inward and personal nature. The Council on Christian Colleges and Universities defines spiritual formation as “the biblically guided process in which people are being transformed into the likeness of Christ by the power of the Holy Spirit within the faith community in order to love and serve God and others.” In order to measure outward indicators of these inward processes, we have focused on two aspects of spiritual vitality: 1) a growing understanding of Christian thought and its application to specific academic disciplines, and 2) actions and engagements consistent with spiritual formation. Thus, we measure biblical knowledge and faith integration through academic assessment, and we measure student behavior that reflects a commitment to a relationship with God through annual surveys that quantify student participation and engagement in activities designed for the purpose of strengthening a relationship with God. Because our co-curricular programming is intended to support our students’ growth as Christian citizens, we also measure the success of our co-curricular programs and the extent to which students are engaged in a process of personal character development. Although we remain confident in our Core Theme Two outcomes, we have adjusted our indicators and data sources (surveys) in an attempt to more effectively measure them. Specifically, we believe our previous indicators were overly reliant on Campus Ministries and Chapel related items and needed to better reflect the holistic faith integration for which we strive.

Core Theme Three: Advancing academic engagement through teaching, learning, and scholarly production.

Outcome One: Curricular programs and co-curricular programs intended directly to support the academic mission of the University successfully utilize the annual assessment process to continually advance academic engagement.
**Outcome Two:** Students perceive their experience at Northwest University to be challenging and academically engaging, and are satisfied with the quality of all aspects of their academic experience.

**Outcome Three:** All groups within our community of learning (students, faculty, administration, and staff) are engaged in scholarly production consistent with professional expectations and scholarly interests.

**Outcome Four:** The work of Northwest employees contributes to student’s curricular and co-curricular learning and advancement of academic engagement.

Northwest’s mission describes us as continually building a learning community dedicated to academic excellence. Core Theme Three specifically addresses the vitality of all academic programs including both curricular offerings and those co-curricular activities intended to directly support the academic mission of the University. We have developed a robust system for annual academic assessment which allows individual departments to exercise their expertise and creativity in the development of programmatic outcomes and indicators of outcome achievement. Data from departmental assessment matrices provides an accessible snapshot of current levels of achievement within the academic programs and those departments that directly support them. Additionally, we use NSSE and SSI items to measure students’ perceptions of Northwest as challenging and academically engaging, and their satisfaction with the quality of all aspects of the academic experience. This assessment has been particularly important because it has highlighted some areas that we are currently working to improve. Because we expect all groups within our community of learning (students, faculty, administration, and staff) to be engaged in scholarship and to exhibit a commitment to learning, we record and evaluate annual scholarly production and the contribution of Northwest employees to student’s curricular and co-curricular learning and advancement of academic engagement.

**Core Theme Four: Empowering people with the vision and tools to meet human need in their personal and professional lives.**

**Outcome One:** Graduates are sufficiently prepared for entry-level positions within their field of study.

**Outcome Two:** Northwest offers opportunities for individuals to expand their level of professional development.

**Outcome Three:** Northwest students have formative cross-cultural experiences.

**Outcome Four:** Students are involved in service and other expressions of engagement with human need.

**Outcome Five:** The work of Northwest University employees encourage and contribute to students’ professional development, vocational preparation, cultural intelligence, and service.

The biblical narrative portrays a deep sensitivity to human need. The ongoing response to this story forms our explicit basis for ethical and compassionate action. Core Theme Four reflects the aspect of Northwest’s mission statement that recognizes that the proper expression of community, spiritual vitality, and academic excellence is service—engagement with human need. The primary arena of service for most of our graduates will be in their professional lives. Therefore, we place high value on preparing graduates for the transition from their preparation phase within the institution to their first or next professional position. To measure our success in this area, we record the number of professional development activities we offer, the level of participation at these events, and the number of student internship and practicum placements we make. We also analyze the ratings of capstone and professional synthesis experiences made by supervisors and students. We are proud of our work in this area and believe it to be
an important institutional distinctive. Thus we have very high expectations and goals connected to this core theme. As a result, we have added indicators and modified our standards for success to better align this outcome with the importance that it carries for our future success.

As described, our four core themes are a practical application of our mission. In the time since we have developed and adopted the mission statement and core themes, they have become firmly embedded in our institutional culture and have shaped our strategic plan, resource allotment and budgeting, and workplace priorities.

Part II: Two Examples of Assessment

For two examples of our work in operationalizing our mission and core themes, we have chosen Core Theme One and our traditional undergraduate Business Administration program. Core Theme One was selected because it has become an institutional priority over the last few years. The Business Administration program was selected because it is representative of the assessment of student learning that is occurring institution-wide, but in a program without the specific external requirements of programs like Nursing and Education.

As referenced above, because our assessment system is most effective at measuring change over time, and because an opportunity to make changes and improve the methodology of the assessment is built into the system, each of these represent just a snapshot of the current year. It is likely that slight changes (improvements) will be made each year. Thus, as a result, our indicators, and even our outcomes, may change over time as departments determine which are most helpful, effective, and relevant in assessing departmental functions and purposes.

Example One: Assessment of Core Theme One

Core Theme One: Building a caring community and enduring culture

Description:

Core Theme One is derived from the opening words of the University’s mission statement: “We, the people of Northwest University, continually build a learning community.” We understand that the University is not primarily programs or buildings or policies or endowments; a university is first and foremost the people. Our University will only be successful if we, the people of Northwest University, are successful at working together in healthy relationships.

Outcome One:

Students enjoy productive relationships with faculty, staff, and fellow students which support their educational outcomes and enhance personal development.

<table>
<thead>
<tr>
<th>Indicator of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Students: NU meets or exceeds the CCCU average for items 13a, 13c, 13d, and 13e in the NSSE, as reported during students’ freshman year.</td>
</tr>
<tr>
<td>NSSE Directions for 13a, 13c, 13d, and 13e: Indicate the quality of your interactions with the following people at your institution:</td>
</tr>
<tr>
<td>• Students</td>
</tr>
<tr>
<td>7-point Likert Scale, from Poor to Excellent</td>
</tr>
<tr>
<td>• Faculty</td>
</tr>
</tbody>
</table>
7-point Likert Scale, from Poor to Excellent
- Student services staff (career services, student activities, housing, etc.)

7-point Likert Scale, from Poor to Excellent
- Other administrative staff and offices (Registrar, financial aid, etc.)

Traditional Students: NU meets or exceeds the CCCU average for items 13a, 13c, 13d, and 13e in the NSSE, as reported during students’ senior year.

NSSE Directions for 13a, 13c, 13d, and 13e: Indicate the quality of your interactions with the following people at your institution:
- Students
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (Registrar, financial aid, etc.)

Traditional Students: NU meets or exceeds the CCCU average for items 2, 3, 5, 6, 10, 13, 14, 22, 30, 45, and 76 in the SSI.

SSI Directions: My level of satisfaction:
- 1 – not satisfied at all
- 2 – not very satisfied
- 3 – somewhat dissatisfied
- 4 – neutral
- 5 – somewhat satisfied
- 6 – satisfied
- 7 – very satisfied

2. The campus staff are caring and helpful.
3. The faculty care about me as an individual.
5. Financial aid counselors are helpful.
6. My academic advisor is approachable.
10. Administrators are approachable to students.
13. Library staff are helpful and approachable.
14. My academic advisor is concerned about my success as an individual.
22. Counseling staff care about students as individuals.
30. Residence hall staff are concerned about me as an individual.
45. Students are made to feel welcome on this campus.
76. Being on this campus is contributing to my spiritual growth.

Adult evening, online, extension campus, and graduate students: NU meets or exceeds the CCCU average for items 2, 7, 11, 14, and 40 in the ASPS.

ASPS Directions: My level of satisfaction:
- 1 – not satisfied at all
- 2 – not very satisfied
- 3 – somewhat dissatisfied
- 4 – neutral
- 5 – somewhat satisfied
- 6 – satisfied
- 7 – very satisfied

2. Faculty care about me as an individual.
7. The staff at this institution are caring and helpful.
11. My academic advisor is concerned about my success as an individual.
14. Faculty are fair and unbiased in their treatment of individual students.
40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.
Reflection:

These indicators provide direct assessment of factors that contribute to outcome one. All student populations are surveyed through various instruments and our CCCU peer institution survey results serve as a benchmark for comparison. The overall assessment average of Outcome One is a score of 2.75, not quite reaching our goal of 3.0 or greater. Our NSSE scores were down a bit in 2014. We are addressing a number of items in response and expect an increase when we administer the NSSE this spring.

Outcome Two:

Employees are able to fulfill their sense of calling at the University, enjoying rich relationships with one another and having confidence in the University’s leadership.

| Indicator of Achievement | NU scores 3.75 or better (on a 5.0 scale) for 80% of items that relate to a sense of calling (4, 6, 9, 10, 12, 22, 26, 34, 52, and 54) in the Best Christian Workplaces Institute (BCWI) survey. BCWI Directions: Select level of agreement: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
4. I am motivated to put in extra effort beyond what is expected to help My Organization succeed.
6. My Organization provides good job security.
9. I would prefer to remain with my organization even if a comparable job at a higher pay level were available in another organization.
10. I am very satisfied with the opportunities I have to use my spiritual gifts in my job.
12. Overall, I am very satisfied with the level of Christian fellowship and spirituality at my organization.
22. The mission and goals of my organization make me feel my job is important.
26. I am very satisfied with the opportunities I have to use my skills in my job.
34. My organization acts on the suggestions of employees.
52. My organization seeks the suggestions of employees.
54. My organization involves employees in decisions that affect them.

NU scores in the top 50% in items that relate to a sense of calling (4, 6, 9, 10, 12, 22, 26, 34, 52, and 54) when compared to peer institutions participating in the BCWI survey.
BCWI Directions: Select level of agreement: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
4. I am motivated to put in extra effort beyond what is expected to help My Organization succeed.
6. My Organization provides good job security.
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26. I am very satisfied with the opportunities I have to use my skills in my job.
34. My organization acts on the suggestions of employees.
52. My organization seeks the suggestions of employees.
54. My organization involves employees in decisions that affect them.
NU scores 3.75 or better (on a 5.0 scale) for 80% of items that relate to employee relationships (17, 29, 31, 36, 39, 47, 48, 49, 50, and 53) in the BCWI survey.

BCWI Directions: Select level of agreement: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

17. My supervisor cares about me as a person.
29. I am satisfied with the recognition I receive for doing a good job.
31. Someone at work encourages my development.
36. At my organization we strive to help one another maintain life balance.
39. Long-term loyal relationships with those we serve are highly valued at my organization.
47. In my work area we work effectively as a team.
48. At my organization, there is generally good teamwork across departments.
49. The people I work with exhibit good conflict resolution skills.
50. My organization's leaders explain the reasons behind major decisions.
53. The employees in my work area feel free to voice their opinions.

NU scores in the top 50% in items that relate to employee relationships (17, 29, 31, 36, 39, 47, 48, 49, 50, and 53)

BCWI Directions: Select level of agreement: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

11. My organization's leaders exhibit the fruit of the Holy Spirit (love, joy, peace, kindness, etc.).
13. My organization's leaders keep a focus on putting Christ first in daily decision-making.
15. At my organization leaders are humble.
16. There is a high level of trust at my organization between senior leadership and employees.
19. My organization's leaders behave with fairness and integrity.
20. My organization's leaders demonstrate compassion for people at all levels.
33. My organization is well managed.
37. My organization conducts its activities openly and honestly.
50. My organization's leaders explain the reasons behind major decisions.

NU scores 3.75 or better (on a 5.0 scale) for 80% of items that relate to confidence in University leadership (11, 13, 15, 16, 19, 20, 33, 37, and 50) in the BCWI survey.

BCWI Directions: Select level of agreement: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

11. My organization's leaders exhibit the fruit of the Holy Spirit (love, joy, peace, kindness, etc.).
13. My organization's leaders keep a focus on putting Christ first in daily decision-making.
15. At my organization leaders are humble.
16. There is a high level of trust at my organization between senior leadership and employees.
19. My organization’s leaders behave with fairness and integrity.
20. My organization’s leaders demonstrate compassion for people at all levels.
33. My organization is well managed.
37. My organization conducts its activities openly and honestly.
50. My organization’s leaders explain the reasons behind major decisions.

**Reflection:**

Northwest University administers the Best Christian Workplace Institute survey biannually to assess employee workplace satisfaction. The results of the survey allow us to record the health of our workplace over time as well as compare our results to participating peer institutions. The overall assessment of Outcome Two indicates this area requires ongoing attention. Our score of a 2.17 falls below our 3.0 success score, but reflects improvement from an average score of 1.33 in 2013.

**Outcome Three:**

Alumni, Boards, and other constituencies demonstrate commitment to the University and each other through ongoing participation in activities that support the Northwest University community.

<table>
<thead>
<tr>
<th>Indicator of Achievement</th>
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<tbody>
<tr>
<td>The number of donors giving to the University annually will meet or exceed the average of the preceding 3 years.</td>
</tr>
<tr>
<td>The percentage of participation in giving by the University’s Board of Directors and the University’s Foundation Board of Trustees will meet or exceed the average of the preceding 3 years.</td>
</tr>
<tr>
<td>The percentage of alumni participation in giving will meet or exceed the average of the preceding 3 years.</td>
</tr>
<tr>
<td>The attendance of alumni and constituents at NU events will meet or exceed the average attendance of the preceding three years.</td>
</tr>
</tbody>
</table>

**Reflection:**

Participation in alumni events and/or update networks demonstrates an intentional effort to stay connected to the University. In addition, financial support of University programs is a reliable indication of our constituencies’ identification with and support of the University’s mission and programs. The overall assessment of Outcome Three indicates that this is also an area of improvement, as we scored above our standard at a 3.4 average, in comparison to a 2013 score of 3.25.

**Outcome Four:**

Northwest employees are able to successfully complete their job responsibilities in a manner that strengthens our community and builds an enduring culture.

<table>
<thead>
<tr>
<th>Indicator of Achievement</th>
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</thead>
<tbody>
<tr>
<td>The average of the Core Theme One indicators meet or exceed the Standard for Success for the departmental and academic matrices.</td>
</tr>
</tbody>
</table>

**Reflection:**

The matrices are established by those most knowledgeable in the area to be assessed, with the support of their respective dean, director, supervisor, or vice president. This ensures that the outcomes are
appropriate and the indicators and standards for success align well. The connecting of everyday job responsibilities to the University core themes supports campus-wide mission fulfillment. The overall assessment of Outcome Four indicates that this area is a strength, as we exceeded our standard with a 3.4 average, an increase over 3.0 in 2013 (Departmental Assessment Reports and Academic Assessment Reports are available on the Strategic Data Dashboard).

The current comprehensive assessment of Core Theme One results in a 2.93 score, which is below our 3.0 standard established in our definition of mission fulfillment progress. However, this score also demonstrates continual improvement when compared to the score of 2.71 during our last comprehensive assessment visit of 2013. These results, along with the survey reports they are based on, are disseminated institution wide, including to the administration and board, via the Strategic Data Dashboard. Additionally, specific and pertinent SSI, NSSE, ASPS, and BCWI results are distributed to all appropriate departments in support of their ongoing planning and improvement. Some recent initiatives implemented in response to this scoring are discussed in Part III: Work Prior to Year Seven of this report.

**Example Two: Academic Assessment for Business Administration Major**

Our traditional undergraduate Business Administration program is a representative example of the assessment of student learning that occurs in our programs and majors. The actual Business Administration matrix is included with the attached exhibits. The matrices for all our academic programs are available on the Strategic Data Dashboard (Academic Assessment Reports). In addition, academic programs and majors are all categorized as contributing to Core Theme Three (Advancing academic engagement through teaching, learning, and scholarly production) and thus the scores below are included in our overall assessment of Core Theme Three.

**College of Business: Business Administration Major**

*Description:*

Our traditional undergraduate Business Administration program is a representative example of the assessment of student learning that occurs in each of our programs and majors.

*Outcome One: Core Level business knowledge*

Graduates demonstrate knowledge from a variety of business disciplines and apply the knowledge and skills to reach solutions to business needs. Graduates understand and demonstrate general theories, principles, processes and skills in: Accounting, Economics, Finance, Management, Marketing.

<table>
<thead>
<tr>
<th>Indicator of Achievement</th>
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<tbody>
<tr>
<td>Class averages on outbound exam from Peregrine Academic Services (administered to all seniors in major).</td>
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</tbody>
</table>

*Reflection:*

This indicator provides direct assessment of student learning as outlined in outcome one. The overall assessment of outcome one for this year was poor, with the average score at only 42.63%. This was a 6.03% lower total than benchmark program comparisons and the lowest program score we have recorded. A probable reason has been identified (an unexpected mid-semester lead professor resignation, replaced by a less experienced adjunct, resulting in lower student commitment to the exam and the importance of the results). A full-time replacement was put in place this academic year.
Outcome Two: Major Knowledge and Skills

Graduates demonstrate knowledge and skills required for effective careers in business administration.

Indicator of Achievement
Class averages on BMGT 4333 Business Strategy game.

Reflection:
This indicator provides direct assessment of student learning in the areas of finance and operations. The overall assessment of Outcome Two, an averaged score of 54.5%, is higher than the mean of 50% and thus at a success score of 3. No changes were necessary in this area.

Outcome Three: Innovation & Critical Thinking

Graduates identify problems, analyze information, form conclusions and propose innovative solutions within the business context.

Indicator of Achievement
The averaged ranking by outside business leaders on student’s written business plan in the Social Venture Planning Competition and Board Presentation.

Reflection:
This indicator measures student learning through practical application of writing a business plan. The overall assessment of Outcome Three, an averaged score of 4.16 on a 1-5 scale, is higher than last year’s score of 3.8 and thus at a success score of 3. No changes were necessary in this area.

Outcome Four: Communication

Graduates communicate correctly and purposefully in written and oral presentation formats.

Indicator of Achievement
The averaged ranking by outside business leaders on student’s oral presentation of their business plan in the Social Venture Planning Competition and Board Presentation.

Reflection:
This indicator measures student learning through practical application of presenting a business plan. The overall assessment of Outcome Four, an averaged score of 4.16 on a 1-5 scale, is higher than last year’s score of 3.8 and thus at a success score of 3. No changes were necessary in this area.

Outcome Five: Integrity & Ethics

Graduates understand and approach ethical issues in business from an informed Christian perspective.

Indicator of Achievement
The averaged score using a 5-point scale from a random sample of 10 students on a BUSM 4403 Reflective Essay assignment.
Reflection:

Over the last year this course was taught by an adjunct whose essay assignment did not address the rubric questions, thus the standard score was not applicable. This error will be rectified for 2015-2016 assessment.

Outcome Six: Professionalism

Graduates develop a career strategy and obtain practical experience in their major field.

<table>
<thead>
<tr>
<th>Indicator of Achievement</th>
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<tbody>
<tr>
<td>The averaged rubric score using a 5-point scale from the internship site supervisor in BUSM 4943 Internship evaluation.</td>
</tr>
</tbody>
</table>

Reflection:

This indicator provides direct assessment of students’ performance in their internships. The overall assessment of Outcome Six, an averaged score of 4.95 indicates the overall strong work of our students and results in an overall standard score of 4. However, in order to more effectively measure the development and execution of specific skills, a new assessment instrument will be used in the future.

For the 2014-15 academic year, the average success score for the Business Administration program is 2.67, compared with an average score of 2.76 for all College of Business traditional undergraduate programs. These scores demonstrate the strength of the College of Business, but also the need for continued refinement and improvement. These results are disseminated institution wide, including to the administration and board, via the Strategic Data Dashboard and are utilized throughout the year within the College of Business for purposes of curriculum development, program review, and strategic planning.

Part III: Work Prior to Year Seven

As previously stated, we have been executing this process of institutional assessment for the past four years. This system has proven to be very effective for both our academic, co-curricular and support departments, and the findings have resulted in the implementation of many refinements and improvements departmentally and institutionally. At our last Comprehensive Review, based on the average scores for the four core themes, Northwest was fulfilling our mission with a 3.04 Success Score (with mission fulfillment defined as a Success Score on the Core Theme Objectives of 3.0 or higher on a 4.0 scale).

Moving forward to year seven, we need to continue to use our assessment results to guide our work at both an institutional and departmental level in order to maintain mission fulfillment. At an institutional level, we need to continue to devote human and financial resources to those advances most closely tied to the fulfillment of our mission as measured by our assessment process. Prior to year seven our current strategic plan will expire and Northwest will develop a new five-year strategic plan based in large part on this core theme assessment. At a departmental level, we need to continue to use our assessment processes and findings to encourage constant refinement and improvement.

This year we are implementing two changes based on the assessment of Outcome One of Core Theme One: Students enjoy productive relationships with faculty, staff, and fellow students which support their educational outcomes and enhance personal development. The first change is focused on customer service. Our survey results from the past few years indicate that our students are often not satisfied with their interactions with some support departments. This problem will be addressed in two ways. At the institutional
level, a Customer Service Taskforce has been created and has begun work on a Customer Service Handbook, with policy that will outline expectations ranging from acceptable timeframes for returning a voicemail to messaging and suggested language use in email. As part of this work, customer service training will be provided to all staff offices on various topics. Our Human Resources office plans to target training some sessions around practical application with others focused on culture and attitude. At the departmental level, directors will now include a customer service objective on their departmental assessment matrix. This objective will measure student satisfaction specific to each department and its functions and will increase accountability in this area.

A second change is in regard to student voice and administrator communication. One new finding from last year’s assessment results (SSI plus follow-up focus groups) is that students do not feel that they have sufficient communication with university administrators, nor that they have an adequate voice in the campus community. This year we created a website to foster student expression. This NU Suggestions website serves as a virtual “comment board,” accepting student suggestions, which are then assigned to an area for review and response. University administrators provide the appropriate response—thanks, reporting on resulting changes, answering questions, etc. As this process is refined, our hope is that it will increase students’ feelings of having a voice, their belief that administrators engage in communication, and, ultimately, their ownership of the university.

Additionally, the Provost and President have begun to hold regular town hall meetings with traditional students, adult evening and graduate students, the Resident Assistants, and the Student Senate. Along with increasing communication, students have begun to provide a number of good ideas that offer Northwest an opportunity to re-examine practices and processes both big and small, and implement changes to improve the overall campus experience.

In our Year Seven Comprehensive Self-Evaluation, we plan to demonstrate that our assessment is supporting our institutional priorities through our core themes and strategic plan. Ideally, the areas of strengths and weakness that were described in this report and the changes implemented in response to them will be addressed and no longer salient. The reason our assessment process has proven effective is that it both measures and encourages change over time. Thus as we address issues and implement new initiatives, areas of weakness can become areas of strength, enabling us to shift our focus to new problems or to further strengthening existing areas.
List of Exhibits

Assessment Matrix Template
Core Theme One Ratings
College of Business Assessment Matrices
College of Business Assessment Report