NORTHWEST UNIVERSITY

COLLEGE OF BUSINESS

SELF-STUDY REPORT

Submitted to the Accreditation Council of Business Schools and Programs

Submitted: December 14, 2020
Site Visit: March 1-3, 2021

Northwest
UNIVERSITY

COLLEGE OF BUSINESS SELF-STUDY REPORT

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INSTITUTIONAL OVERVIEW

INTRODUCTION

Northwest University is a regionally accredited, Christian institution awarding associate, baccalaureate, and graduate degrees. The business program, which began in 1993, offers a variety of degree options for traditional students and working adults. Initial accreditation of the business program was achieved through the Accreditation Council of Business Schools and Programs (ACBSP) in 2010. The purpose of this self-study is to assess if the business program demonstrates excellence based on ACBSP Standards and Criteria for Baccalaureate/Graduate Degree Programs and to acquire reaffirmation of accreditation in 2021.

It is imperative to note that this assessment was conducted during a leadership transition period. Dr. Teresa Gillespie, the Dean of the College of Business for 10 years, retired at the end of our self-study year. In preparation for reaffirmation, she designated an ACBSP self-study team in August 2019, which included Dr. Rowlanda Cawthon, Dr. Shannon Fletcher, and Dr. Tony Pizelo, to be responsible for preparing our self-study report. In addition to Dr. Gillespie's departure in May 2020, one full-time faculty member retired, another was terminated, and we lost our MBA program coordinator due to reorganization efforts. The remaining staff member who took on aspects of the MBA program coordinator's responsibilities and who regularly prepared assessment reports for accreditation then retired in September 2020.

Dr. Cawthon assumed the role of interim Dean on June 1, 2020 and was ratified as the official Dean of the College of Business by the Northwest Board of Directors on November 18, 2020. While learning her new role, she hired a program coordinator and continued working collaboratively with the ACBSP self-study team. Despite challenges resulting from the COVID-19 pandemic and faculty and staff losses, together we managed to complete our self-study report. Every member of the College of Business, including Dr. Gillespie, contributed to the development of this report in some way.

We strive for continual improvement and will be amendable to all feedback from the ACBSP Site Visit Team to drive program excellence for our students, stakeholders, and constituents.

CONTACT INFORMATION

Name of institution: Northwest University

Name of business school or program: College of Business

Name/title of president/chancellor: Dr. Joseph Castleberry

Name/title of chief academic officer: Dr. Jim Heugel

Name/title of business unit head: Dr. Rowlanda Cawthon

Academic year covered by the self-study: 2019-2020

INSTITUTIONAL OVERVIEW

The institution's self-study coordinator contact information:

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Title: Dean & Associate Professor

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Date of submission of this self-study: December 14, 2020

The primary institutional contact information during the accreditation site visit:

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IDENTIFICATION OF INDIVIDUALS WHO HELPED PREPARE THE SELF-STUDY

Dr. Rowlanda Cawthon, Dean & Associate Professor

Dr. Shannon Fletcher, Associate Professor

Dr. Jeremy Chambers, Assistant Professor

Dr. Tony Pizelo, Associate Professor

Dr. Todd Nelson, Associate Professor

Jessica Pillay, Graduate Enrollment Counselor

Bamana Larsen, Program Coordinator

Dr. Teresa Gillespie, Dean (Retired)

Dori Titterness, Office Coordinator (Retired)

REVIEW OF ALL ACADEMIC ACTIVITIES

Table 1 Review of all Academic Activities is in Evidence File – Institutional Overview A.

ORGANIZATIONAL CHARTS

The following organizational charts are in Evidence File – Institutional Overview B:

1. Institution's organizational charts:
   - Office of the President
   - Office of the Provost
   - Office of the Chief Financial Officer
   - Office of Advancement
   - Church Relations and Campus Ministries
2. Business unit organizational chart:
   - College of Business

CONDITIONS OF ACCREDITATION

Institutional Accreditation

Northwest University is regionally accredited by the Northwest Commission on Colleges and Universities. In addition, the university holds membership in the Council of Christian Colleges and Universities. The council is committed to cultivating communities of educational excellence in which the Lordship of Jesus Christ is central.

Statement of Mission – Institution

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.

Statement of Mission – Business Unit

We are a learning community committed to academic excellence in business education within the context of Christian faith and service.

Public Information

The following catalog information is based on the 2019-2020 Undergraduate Academic Catalog and 2019-2020 Graduate Academic Catalog (see Evidence File – Institutional Overview C).

Listing of the business degree programs:

1. Undergraduate catalog page number(s) 506-529 (College of Business – Traditional); 601-603, 609-612, and 618-620 (College of Business – Non-traditional)
2. Graduate catalog page number(s) 188-191 (College of Business - MBA)

Academic credentials of all faculty members:

1. Undergraduate catalog page number(s) 679-695
2. Graduate catalog page number(s) 235-239

Academic policies affecting students, along with a clear description of the tuition and fees charged the students:

1. Undergraduate catalog page number(s) 37-44 (Tuition & Fees); 58-76 (Academic Policies & Procedures)
2. Graduate catalog page number(s) 23-27 (Tuition & Fees); 28-39 (Academic Policies & Procedures)

Statement of mission for the institution:

1. Undergraduate catalog page number(s) 7-8
2. Graduate catalog page number(s) for the graduate 7-8

Statement of mission for the business unit or program:

1. Undergraduate catalog page number(s) 506 for the undergraduate program
2. Graduate catalog page number(s) 187

After reviewing the 2019-2020 academic catalogs, a few changes were made to the 2020-2021 academic catalogs that impact the College of Business. First, Information Technology is no longer listed as an undergraduate degree option for the College of Business. All technology-related programs are now the responsibility of the Creatio Center for Technology, Media, and Design. Second, the business unit's mission statement is better identified in the undergraduate catalog with bold lettering. Last, the graduate academic catalog was updated to include program outcomes and all business faculty who teach graduate courses.

Accreditation of Doctoral Programs

The Center for Leadership Studies has two new interdisciplinary doctoral program tracks. Admitted students have the option to earn a Doctor of Education in Organizational Leadership or a Doctor of Philosophy in Organizational Leadership. They can choose from concentrations in Business Leadership and Consulting, Higher Education Leadership, Leading Ministry Organizations, and District and School Leadership.

The Business Leadership and Consulting concentration is a new business concentration, which has a designated faculty lead from the College of Business. In addition, business faculty regularly teach for the program. Although the doctoral program is operational, no students have yet graduated. As required, accreditation for these programs will be requested at the appropriate time.

Campus Where Business Degrees Can Be Earned

Business programs are offered at our main campus located in Kirkland, Washington. Northwest University has multiple extension sites; however, the College of Business does not manage those locations.

Reliable Information to the Public

Information related to conferred degrees, program results, learning outcome results, and assessment results for business students is made available to the public through the Northwest University website. Constituents can directly access this information by navigating to the College of Business webpage, selecting Additional Links, and then Accreditation Information.

The following assessment and program results for the College of Business are currently posted:

1. Graduates by ACBSP Accredited Programs for 2016 – 2020
2. Program Results for Business Students for 2015 – 2020
   - Enrollment Trends for All Business Programs
   - Traditional Program Retention Trends (First-time, Full-time Freshman & Transfers)
   - Retention and Attrition Trends for Non-Traditional Undergraduates
   - Retention and Attrition Trends for MBA On-campus
   - Retention and Attrition Trends for MBA Online
3. Student Learning Outcome Assessment Results for 2012 – 2020
4. Peregrine Assessment Results by Student Segments for 2019

BUSINESS PROGRAM'S ORGANIZATIONAL PROFILE

Organizational Description

Northwest University, which was founded in 1934 by the Northwest Ministry Network of the Assemblies of God, is a private, regionally accredited Christian liberal arts institution awarding associate, baccalaureate, master's, and doctoral degrees. Originally known as Northwest Bible Institute, its institutional name was changed to Northwest Bible College in 1949, Northwest College of the Assemblies of God in 1962, and Northwest University in 2005. With over 70 majors, the university is organized into six colleges, to include the College of Business. The Center for Leadership Studies and Creatio Center for Technology, Media, and Design are newly developed educational centers. Northwest University is located in Kirkland, Washington, on a semi-wooded tract of 56 acres that overlooks Lake Washington and the city of Seattle.

The first business major was offered to traditional undergraduate students in 1993. Three years later, a degree completion program, Leadership Education for Adult Professionals (LEAP), was developed for working adults. This program paved the way for offering a viable business degree option for non-traditional undergraduate students. In 2003, after an increase in interest among both traditional and non-traditional undergraduate students and an expansion of course offerings, the School of Business was officially created and offered its first MBA courses. Several years later, the business program name was formally changed to the College of Business.

Through the College of Business, traditional students can earn baccalaureate degrees in Accounting, Business Administration, Management, Marketing, and Music Industry Business. We offered a Bachelor of Arts in International Business; however, due to low degree enrollment, the program was eliminated. Students earning a Bachelor of Arts in Business Administration can pursue a concentration in International Business. Similarly, students pursuing a Bachelor of Arts in Marketing can pursue concentrations in Marketing, Digital Marketing, or Professional Sales. A unique aspect of our traditional undergraduate programs is that students are required to take an international business trip and complete a business internship as a junior or senior. The College of Business works in partnership with the College of Adult and Professional Studies, formally known as LEAP, to provide online baccalaureate degrees in Business Management and Organizational Management for non-traditional students. We had an Adult Evening program, which ended in May 2019, for non-traditional undergraduate students to attend on-campus classes.

Our MBA program, which is offered on-campus and online, was modified to provide an opportunity for students to choose a designated concentration in Leadership, Project Management, or Non-Profit Management. Due to decreased enrollment, our Public Safety Administration concentration was discontinued. Three years ago, a 5-year MBA pathway was created for traditional undergraduates. In 2016, a collaboration between the Center for Leadership Studies and the College of Business resulted in the development of a concentration in Business Leadership and Consulting for the Ph.D. and Ed.D. programs. Through this effort, the College of Business can provide greater opportunity for current and future business students to envision a progressive and sustained educational plan in business at Northwest University.

What delivery mechanisms are used to provide your education programs, offerings, and services to students?

Educational programs are delivered through classroom and online environments at our main campus. We use two learning management systems to deliver our courses: Discovery and NUOnline. Discovery is primarily used for on-campus courses, where students communicate with professors, upload assignments, and access grades and feedback. NUOnline is our e-learning platform, which provides a consistent online learning experience for students.

What is your organizational context/culture? What is your stated vision? What are your stated values?

As a Christian university, we aim to create a culture in the College of Business that is grounded in our faith. Our stated vision is the following: "We will be a leading innovator in Christian business education and entrepreneurship." Together, we espouse the following values in our teaching and relationships with others:

1. **Learning**: We create a learning environment that is experiential, life-long, integrated, and communal.
2. **Faith and Integrity**: We exhibit Christian character and discipleship, display consistency between faith and action, and work eagerly to fulfill our individual callings.
3. **Innovation**: We identify new solutions, create positive social change, and offer pragmatic flexibility for growth and development.
4. **Leadership**: We engage in transformative leadership that includes open and clear communication, trust and respect, and supportive team partnerships.
5. **Professionalism**: We demonstrate expertise by staying current in our discipline, providing consistent quality of work, and viewing business as an extraordinary opportunity to serve others.

In terms of distinctiveness, we pride ourselves on offering experiential learning opportunities that prepare students for the real world. There is a required internship and international business travel course for all traditional undergraduate students. Business faculty and staff are deeply committed to mentoring and coaching students. For example, we pray with and for our students, provide biblical guidance as they journey through life's challenges, and spend time with them outside the classroom and designated office hours. Northwest University faculty are required to serve as academic advisors; consequently, this provides increased opportunity to build long-lasting, meaningful relationships with our students. We offer small class sizes that enable us to fully engage students and create a collaborative learning environment where everyone is valued. Traditional students can choose from a variety of majors that are designed to prepare them for the workforce. Our MBA program includes distinct concentrations and a 5-year pathway for traditional undergraduate students. MBA graduates can also transition seamlessly to the doctoral program through the Center for Leadership Studies, where they can earn a terminal degree with an emphasis in Business Leadership and Consulting.

What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees.

Based on the Fall Enrollment report dated November 13, 2019, total university enrollment was 2,409 students. During fall 2019, undergraduate enrollment for the College of Business included 212 full-time and 47 part-time students. For the graduate program, there were 68 full-time and six part-time students enrolled. During AY 2019-2020, we had seven full-time faculty, three staff, and approximately 58 adjuncts to serve our on-campus and online business students.

Due to a termination, retirements, and a reduction in workforce in May 2020, we now have two staff and four tenure-track faculty members. Bamana Larsen, who was hired as our new program coordinator in September 2020, has the educational level to teach undergraduate business courses. She is currently pursuing a Ph.D. in Organizational Leadership with a concentration in Business Leadership and Consulting. For AY 2020-2021, we had to increase our adjunct instructor pool to ensure that we offer a sufficient number of courses for our students. Dean Cawthon was granted approval in November 2020 to hire two new tenure-track faculty to begin in AY 2021-2022.

Table 1: College of Business Faculty and Staff Profile, which shares demographic data of our business unit, is presented in Evidence File – Institutional Overview D. Our business unit has become increasingly diverse. Dr. Cawthon was the first Black, female, tenured faculty at Northwest University and is now the first Black person to hold deanship. As the new Dean, Dr. Cawthon took immediate steps to diversify her adjunct instructor pool and staff. In September 2020, she hired the first Black, male adjunct to teach for the MBA program and a staff member from the Republic of the Congo who transitioned internally from the College of Ministry. Additionally, in October 2020, she hired a Black, female adjunct and a White/Chinese-American instructor to teach undergraduate courses. The latter is particularly important because we serve many Chinese international students. Northwest University does not have an organized bargaining unit, and we mainly contract adjuncts. We believe all our faculty and staff have the experience and passion needed to influence the spiritual, academic, and professional development of our business students.

What are your major technologies, equipment, and facilities?

We have a designated Instructional Technology Center that provides resources and training to faculty, staff, and students to ensure effective use of our learning management systems. Classrooms at the main campus include Windows PCs with touchscreen, Panopto cameras, and document cameras. During summer 2020, all our classrooms were updated to accommodate both on-campus and remote instruction. Classrooms now include an HDTV and widescreen projector. A Chief Technology Officer was hired, who immediately assessed our technological capacity and is now upgrading our information systems. We are in the process of implementing Microsoft 365 campus wide.

We have five residence halls and apartments where students living on-campus may reside. We also have a dining hall, student center with a coffee shop, library, gym, and chapel. Business students have equal access to these facilities. To accommodate for growth in enrollment for all academic programs, including the College of Business, the university must expand its resources. In November 2019, the Kirkland City Council and Houghton Community Council approved a Master Plan for the next 20 years. The proposed plan includes expanding the chapel, adding a new residence hall, and building other educational facilities.

INSTITUTIONAL OVERVIEW

What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?

The College of Business has four key student segments—traditional, non-traditional (including adult evening), MBA on-campus, and MBA online. Throughout this self-study, we refer to students based on the following segment descriptions:

- Traditional–undergraduate students attending school on-campus
- Non-Traditional–adult undergraduate students attending school online
- Adult Evening–adult non-traditional undergraduate students attending school on-campus
- MBA on-campus–graduate students attending school on-campus
- MBA online–graduate students attending school online

Traditional undergraduate students require instruction that increases their business acumen and provides experiential learning opportunities that prepare them for transition into the work world. Adult undergraduate students desire a convenient degree option that permits them to work full-time while leveraging their existing business experience and expertise. Most non-traditional students view earning a baccalaureate degree as an opportunity to realign their career path. MBA students expect to gain the necessary business knowledge, skills, and abilities that will leverage them as managers/leaders and create promotional opportunities.

Key stakeholder groups for the College of Business include students, business faculty and staff, alumni, the Board of Directors, the Foundation Board of Trustees, the Business Advisory Board, business leaders and employers, churches, donors, administrators, and other departments of Northwest University. These entities expect us to provide academic services that are consistent with our institution's and business unit's mission and values while providing a distinctly Christian business education experience.

Students are the direct recipients of the programs and services we provide. Compared to other stakeholder groups, we believe they hold a greater voice in the development of our business practices and services. We rely on business faculty and staff to meet often with students outside the classroom. They are on the front line and are directly engaged with students, so their voices matter, too. Our MBA Alumni Board, which was inactive during AY 2019-2020 due to staff transitions, is designed to engage alumni and give them a voice in our business efforts. Similarly, our Business Advisory Board, which consists of business leaders and employers, guides our efforts, and advises us on being strategic, innovative, and forward thinking. Faculty are actively engaged in church relations and we are equally committed to building our donor base. The Dean consults with the Board of Directors, Foundation Trustees, administration, and other departments to ensure consistency in practices and collaboration with our counterparts.

What are your key partnering relationships and communication mechanisms?

The College of Business has key internal partnering relationships with the College of Adult and Professional Studies and the Center for Leadership Studies to provide business courses that are relevant and meaningful for our students. Communication with these entities is consistent and occurs when necessary. The Deans have a bi-weekly Deans Conferral meeting where they share ideas and concerns and discuss pressing issues. These meetings establish a regular communication mechanism for the College of Business Dean to actively engage with other Deans and the Provost. The College of Business holds monthly meetings where staff and faculty have a voice and can share their ideas and concerns. Another communication mechanism is Faculty Council, where full-time faculty have an opportunity to share their thoughts and opinions related to all academic activities and policies. Before COVID-19, the Business Advisory Board convened once per semester on-campus for a working lunch. Alumni, business leaders, and employers provide input directly to us through periodic meetings held at the university.

Organizational Challenges

What is your competitive position? Include your relative size and growth in the education sector and the number and types of competitors. What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

We are a medium-sized, faith-based institution in a metropolitan area surrounded by highly ranked public and private universities. The main campus of the University of Washington (UW) is directly seven miles due west across Lake Washington, with two eastside branch locations within five miles from our campus. UW's Foster School of Business has thriving undergraduate and MBA programs and an Executive MBA program. Seattle University (Seattle U), a private school close to the city center, also has strong undergraduate and MBA programs. Their Albers School of Business and Economics offers undergraduate, MBA, and Leadership Executive MBA degrees. Our closest competitor in terms of program similarities is Seattle Pacific University (SPU), also a private, Christian institution. SPU, which is located 12 miles west across Lake Washington, has competitive undergraduate and MBA programs with additional graduate degree programs in Data Analytics in Business and Information Systems and Management. These programs are more expensive but have well-established reputations and international accreditation through the Association to Advance Collegiate Schools of Business. In addition, we face additional competition from City University (CityU) and local community colleges.

A competitor self-assessment was developed to rank our attractiveness compared to that of several 4-year universities with undergraduate and graduate business programs in our area (see Evidence File – Institutional Overview E). For this self-assessment, a 5-point scoring rubric was created with 5 = extremely attractive, 4 = quite attractive, 3 = moderately attractive, 2 = slightly attractive, and 1 = least attractive. Dr. Cawthon gathered competitor information and conducted the initial assessment using the 5-point rubric, which requires examination of 13 key areas. Then, Jessica Pillay, the Graduate Enrollment Counselor, who is responsible for gathering MBA competitor data annually for administrative purposes, reviewed and affirmed the findings.

Based on the 5-point rubric, the average scores for each university were as follows:

1. University of Washington – 4.0 (*quite attractive*)
2. Seattle University – 3.6 (*moderately attractive*)
3. Northwest University – 3.0 (*moderately attractive*)
4. Seattle Pacific University – 2.8 (*slightly attractive*)
5. City University – 2.6 (*slightly attractive*)

Northwest University is small compared to other universities in relative size and does not have a long-standing history like its competitors do. Nevertheless, our business programs are a moderately attractive option. We do recognize that our self-assessment rating is very close to that of our major competitor (SPU) and almost falls in the slightly attractive range. To increase our attractiveness, we must identify more creative program offerings at both graduate and undergraduate levels and implement initiatives to improve our ranking among other universities in the Northwest. Our Christian faith focus is what attracts students to our community. The College of Business must continue to build on this brand; however, for reasons related to longevity and sustainability, we must also identify more distinct services or products to offer that are uniquely different from what our competitors offer. On a positive note, the 5-year MBA pathway is gaining momentum and serves as a distinctive option compared to our competitors. Our geographic location is also an advantage over our competitors, particularly for working adult students who live or work on the eastside of Seattle and who are seeking educational opportunities.

What are your key strategic challenges? Include education and learning, operational, human resources, and community challenges, as appropriate.

The competitor self-assessment completed by Dr. Cawthon demonstrates a clear need to make improvements. During a strategy brainstorming exercise conducted in October 2019, College of Business faculty and staff identified four top strategic challenges. By focusing on the following critical areas, we believe we will improve our competitive position in the business education sector and become more attractive to students:

Building a Viable Brand (Who We Are)

To thrive among our competitors, we must shine in the market and establish our program as one of prestige and excellence. Brand development was a strategic challenge during initial accreditation, and while we have improved and diversified our program offerings, it continues to be an area of development. We have a strong Christian identity; however, this must be coupled with a distinctive business purpose to ensure differentiation and sustainability. Our goal is to develop a brand that aligns with our organizational mission but also resonates with current and prospective business students, faculty, staff, business leaders, and employers. To advance this effort, the new Dean will lead a "Strategic Revisioning Initiative" in 2021 that will lay the foundation for building a more viable brand. The initiative will include engagement with experts with experience in strategic development and marketing, listening and learning sessions with key stakeholders, and the development of a new vision, mission, and values by fall 2021.

Providing Robust Student Career Planning Services

We frequently receive feedback from undergraduate and graduate students that our current Student Career Planning services are not robust enough for their needs. Our Work Readiness Initiative, which is designed to ensure students have the right knowledge, skills, and abilities to transition into the workplace, will be deployed institution-wide in fall 2021. An FTE will be added to the Career Services department to support this effort. Levi Davenport, the current director, will continue to host job fairs and maximize his business connections. His efforts have resulted in many business students' securing internships and permanent jobs. Within the business unit, we will continue hosting events through the Entrepreneurship Club and create more in class opportunities for guest speakers. We will also explore and plan for an annual job fair for business students. Traditional undergraduate students are required to complete a business internship. Dean Cawthon recently hired an adjunct with extensive experience in career development who will teach one section of Business Internship beginning in fall 2021. For the past few years, employers have given our business students positive internship evaluation ratings. Admittedly, we have not leveraged this data. The new Dean will reach out to these employers and work on building a referral database for business students searching for internships in the future.

Building Strong Partnerships

Developing strong partnerships with outside organizations and corporations can lead to increased enrollment, better brand recognition, potential scholarships, internships/jobs, and potential donors. Currently, we do not have a strong partnership program, because no significant amount of strategy or persistent outreach has been dedicated to this effort within the College of Business. Building a solid partnership program will require intentionality and commitment from the Dean of the College of Business, faculty, and staff.

Building a Solid Donor Base

Our ability to expand and grow is contingent on financial resources. There is pressure to fundraise throughout all academic departments at colleges and universities across the nation. Because we are a non-profit, we must work harder to acquire additional capital to create a more attractive business program. Northwest University has a donor base, but these funds are not designated for any specific department, including the College of Business. The new Dean is committed to working with the Development Office to make the College of Business a cornerstone of the Northwest University's fundraising practices. We believe that increasing our involvement in fundraising activities will also help us build our brand.

These strategic challenges are discussed in more detail in Standard 2. The supplemental strategic plan recommends goals, key objectives, short- and long-term action plans, and key measures for each challenge.

How do you maintain an organizational focus on performance improvement? Include your approach to systemic evaluation and improvements of key process and to fostering organizational learning and knowledge sharing.

To continually improve performance, we have systematic performance improvement measurements in place at the student, faculty, staff, administrative, program, and organizational levels.

Student Level: Each academic year, graduating seniors and MBA students complete field tests from Peregrine Academic Services. Student performance is also measured and assessed through comprehensive examinations, project assignments, and written research reports in some classes. Exit interviews are also conducted for undergraduate and graduate programs. We analyze performance annually and benchmark our results to those of peer institutions to identify areas of improvement and best practices.

Faculty Level: Course evaluations are administered though the Office of the Provost. Northwest University partners with IDEA (Individual Development and Educational Assessment) to provide mechanisms for evaluating courses each semester. All students, including those in the College of Business, are emailed a link to the evaluation. Course evaluation instructions, which can be accessed through the Office of the Provost website, explain that instructors should designate 15 minutes during one of the final classes of the semester to allow students to complete the evaluation to increase completion rates. Online instructors are asked to provide encouragement through email and forum announcements. Results from these assessments are analyzed and addressed during the Annual Faculty Self-Evaluation process, with the goal of improving performance and accomplishing teaching goals. Faculty are also expected to analyze and interpret course evaluation results for tenure and promotion.

Staff Level: Northwest University expects supervisors to provide employees ongoing feedback and coaching to manage performance. Staff are evaluated during the first 90 days of employment, which involves the completion of a self-reflection worksheet that is designed to determine if the employee is a good fit. The annual performance evaluation serves to discuss job performance, set goals for professional development, establish objectives for meeting department and organizational goals, and discuss expectations and accomplishments. This process is managed by the institution's Human Resources Department.

Administrative Level: The Office of the Provost uses a 360-degree review to assess the performance of academic Deans. The instrument evaluates management practices, relationships, and internal human relations. Results are used to measure performance success and identify areas of improvement.

Program Level: All academic programs and departments are required to complete annual assessment plans that are reviewed by leadership. These assessments inform our practices and program development each academic year. All academic assessment reports and matrices are reviewed and monitored by the Office of the Provost.

Organizational Level: Every other year, staff and faculty are asked to complete the Best Christian Workplace Institute Evaluation, which explores employee satisfaction and engagement. Results from this report can be analyzed by each department, so it offers valuable insights for the College of Business. In addition, students complete the National Survey of Student Engagement. The report summarizes results within four themes: Academic Challenges, Learning with Peers, Experiences with Faculty, and Campus Environment. Key findings related to high-performing items, low-performing items, perceived gains, and satisfaction results offer a benchmark for improving performance at the organizational level.

Taken together, these required evaluation methods provide an opportunity to maintain a focus on systematic performance improvement at multiple levels. Results compel us to work collaboratively on organizational learning and knowledge sharing.

STANDARD 1: LEADERSHIP

CRITERION 1.1 – KEY ACTIONS OF THE LEADER OF THE BUSINESS UNIT

Criterion 1.1 The leader of the business unit is to be accountable for the development, execution, and continuous improvement of the programs and process in the business unit and for their compliance with the ACBSP Standards and Criteria.

Criterion 1.1.a Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

Ultimate accountability for the development, execution, and continuous improvement of educational programs and activities for the College of Business rests with the Dean. The Dean is responsible for overall strategic planning, operational planning, and the implementation of strategy. Dr. Teresa Gillespie, the former Dean of the College, was responsible for initial accreditation and oversaw reaffirmation of accreditation for this self-study. In August 2019, she commissioned the ACBSP self-study team, which consisted of Dr. Rowlanda Cawthon, Dr. Shannon Fletcher, and Dr. Tony Pizelo. Before retiring in May 2020, Dr. Gillespie wrote this standard and contributed to other areas of this self-study report. The team finalized the report for submission.

From June 2008 to May 2020, Dr. Gillespie was responsible for developing new programs and setting values and performance expectations for students, faculty, and staff. At the time of this self-study, the business unit was the product of her leadership.

Key highlights from Dr. Gillespie's tenure as Dean include:

2008 - 2012

- Reviewing and revising all undergraduate and graduate curricula
- Administering the first nationally normed business test (i.e., ETS field test)
- Establishing the Business Advisory Board
- Developing a mission statement and 5-year strategic plan (2011- 2016)
- Writing new program goals for all business programs
- Establishing the MBA Alumni Board
- Initiating an international travel course required for all business majors
- Acquiring initial candidacy and receiving accreditation with ACBSP in 2011

CRITERION 1.1 – KEY ACTIONS OF THE LEADER OF THE BUSINESS UNIT

2013 – 2016

- Encouraging faculty to attend and participate in ACBSP conferences
- Assuming ACBSP leadership positions (i.e., by-laws committee chair and commissioner roles)
- Overseeing growth of MBA enrollment programs (from 35 to over 70)
- Adding new staff support for MBA student services (e.g., graduate enrollment counselor and MBA program coordinator positions)
- Launching new online MBA and undergraduate programs
- Designing a new Professional Sales minor for the undergraduate program
- Adopting the Peregrine Academic Services comprehensive test for all programs
- Hiring the first Black, female tenure-track faculty for the College of Business and Northwest University

2017 – 2020

- Hosting induction ceremonies for undergraduate students newly admitted to the COB
- Adding a Digital Media Marketing concentration to the undergraduate program
- Adding a new Organizational Management major in the Adult Evening and online programs
- Preparing the 2017 ACBSP Quality Assurance Report, which resulted in no notes or conditions and was identified as ‘Best in Class’ for Standards 1 and 3
- Facilitating the creation of three new scholarships for business students (e.g., MBA Scholarship, Business Advisory Board Scholarship for Undergraduate Students, and Real Estate Investment Scholarship)
- Partnering with the Center for Leadership Studies to create a Business Leadership and Consulting concentration for the Ph.D. and Ed.D. programs
- Appointing an ACBSP self-study team to prepare and lead reaffirmation of accreditation

Key actions of the Dean, faculty, and staff during the 2019 – 2020 self-study year include:

- **Annual Half-Day Planning Retreat**: Every year at the end of August, before the traditional school year begins, the Dean leads full-time faculty and staff in reviewing the COB strategic plan, examining actions during the past academic year, and establishing activities for the upcoming year. In 2019, the assessment results from the previous year and resulting program changes were discussed. Specifically, we explored the reason for a lower score for traditional students in the Business Strategy Game compared to the previous year; we used a worksheet to assess the career strategy program goal for traditional undergrad students; and we explored an opportunity to offer an MBA program in China.
- **Monthly College of Business Meetings**: The Dean led monthly meetings with faculty and staff to discuss current strategic initiatives and program changes. Meeting minutes for AY 2019-2020 are available in Evidence File – 1.1 A.

CRITERION 1.1 – KEY ACTIONS OF THE LEADER OF THE BUSINESS UNIT

- **Academic Affairs Committee Meetings**: Each month, the Dean met with the Academic Affairs Committee (AAC) to review and approve all changes to the academic programs of the university. The committee consists of all academic Deans and representatives from each college. During the self-study year, Dr. Rowlanda Cawthon, who participated in the committee meeting with Dr. Gillespie, served as the faculty representative from the College of Business. When business faculty approved program changes, Dr. Gillespie presented them to the Academic Affairs Committee. While proposals for the AAC are archived, a better process must be implemented to track all changes approved by business faculty for the AAC.
- **Deans Conferral Meetings**: The Dean met bi-monthly with the Provost and other academic Deans to discuss common concerns and university-wide issues that affect the College of Business, which the Dean then communicated to the COB faculty and staff. For example, one concern was that undergraduate students were not recognizing senior culminating courses as such. The Dean relayed this concern to the business faculty; as a result, we agreed to change the course name of our culminating senior course from "Policy and Ethics" to "Business Senior Capstone: Policy and Ethics."
- **MBA Enrollment and Program Support**: The Dean met bi-monthly (and sometimes more often) to review MBA enrollment strategies and enrollment goals with Jessica Pillay, the MBA Enrollment Counselor. She also met frequently with Charisma Kekaulike, the MBA Program Coordinator, to discuss MBA program support issues, such as course schedules, adjunct faculty, student events, advising, and individual student or faculty concerns. Faculty who teach MBA courses also interacted with Jessica and Charisma on MBA concerns.
- **Business Advisory Board**: Two Advisory Board meetings are scheduled every year, generally in October and February. During the self-study year, as in previous years, the Dean facilitated the meetings. The board provided advice and encouragement, offering general promotion and support of the business unit. Due to COVID-19 and transition of the Dean, only one meeting was held during AY 2019-2020. Meeting minutes are available in Evidence File – 1.1 B.
- **Individual Faculty and Staff Evaluations**: Each year, including the self-study year, the Dean met with each faculty and staff member separately to evaluate their performance and to mutually set goals for the following year. The Dean also met separately with business faculty and staff as needed to discuss specific assignments or other issues. Evaluations are forwarded to the Provost's Office and Human Resources.

- **Student Focus Groups** – As in previous years, the Dean met with undergraduate senior students in November and April for a program review. She interviewed some of the second-year MBA students in September and met with students in the graduating MBA class in December. These focus group meetings not only serve as a way for stakeholders to have a voice, but they also provide an opportunity to gather feedback for making curriculum and/or program changes. For example, students in the undergraduate fall 2019 focus group explained that the course material in the Business Internship class overlapped with the topics in the Business Communication course. Dr. Gillespie then met with the Business Internship course instructor to re-design the course to avoid this overlap for spring 2020. The accounting students also described how much they appreciated the session on Quick Books in the Intermediate Accounting II course, which had been a new experiment in that course. Dr. Gillespie communicated this to the instructor so that the Quick Books session would continue.
- **College of Business and University Events** – Throughout the year, there were several business events during which the Dean spoke to students and stakeholders about the mission and vision of the business program. These events included 1) new undergraduate orientation for business students in late August, 2) fall and spring orientation sessions for new incoming MBA students, 3) MBA graduate dinners in fall and spring, and 4) traditional undergraduate business student admission to a major Business Gala sponsored by Delta Mu Delta. At other guest speaker lecture series and at the Entrepreneurship Club events, the Dean or other faculty reference our vision to be a leader in Christian business education.

Taken together, these key highlights and actions demonstrate the extent to which the Dean was involved in leading the College of Business and including faculty and staff in the deployment of our values and performance expectations.

Criterion 1.1.b Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

Table 1: List of Key Performance Measures Regularly Reviewed by Administrators and Faculty is provided in Evidence File – 1.1.C. Our responses to Standards 3, 4, 5, and 6 describe these and other performance measures more fully.

CRITERION 1.1 – KEY ACTIONS OF THE LEADER OF THE BUSINESS UNIT

Criterion 1.1.c The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performance of administrators and faculty are evaluated.

The university maintains three manuals: one for employees, one for staff, and one for faculty, with distinct information applying to each group. Each of these manuals is posted on the Eagle website. Any changes to the employee, staff, and faculty manuals require approval by the Board of Directors. Changes to the faculty manual require approval by the Faculty Council and the Board. The employee, staff, and faculty manuals can be viewed here:

1. Employee Manual – https://eagle.northwestu.edu/departments/employee-manual/
2. Staff Manual – https://eagle.northwestu.edu/departments/staff-manual/
3. Faculty Manual – https://eagle.northwestu.edu/departments/faculty-manual/

Northwest University has developed and follows regular, systematic evaluation processes for faculty, staff, and administrators.

Full-time faculty are regularly and consistently evaluated through the tenure and promotion process. Faculty must apply for tenure if they want to remain employed at Northwest University. At the appropriate time, the faculty member submits a tenure portfolio demonstrating development in the areas of teaching, scholarship, service, and commitment to the biblical, evangelical faith. This process is discussed during the New Faculty Orientation process. Additionally, the Provost and Tenure and Promotion Committee conduct a seminar for faculty members who are close to submitting their promotion data. The faculty manual describes the process for evaluation, retention, promotion, and termination for full-time faculty.

Furthermore, all faculty participate in an annual self-evaluation process that occurs between January and March. By the end of January, faculty members write a self-evaluation, which is submitted to the respective Dean. During February and March, Deans meet with all the faculty members in their college to discuss areas of feedback and potential development. As part of this process, when specific areas of needed improvement are identified, the Dean and Provost work together on a development plan.

Every faculty member, including adjunct instructors, are evaluated at the conclusion of each course by students. We partner with IDEA (Individual Development and Educational Assessment) to provide a mechanism for evaluating courses. The course evaluations are reviewed by the Dean, the individual faculty member, and the Provost. Evaluations that are consistently below a 4.0 (on a 5.0 scale where 5 = high) for continuing faculty and/or include strong negative comments by students signal a concern. The Dean will then evaluate whether there is a teaching or performance issue that should be addressed. Depending upon the situation, the adjunct instructor might not be rehired.

CRITERION 1.1 – KEY ACTIONS OF THE LEADER OF THE BUSINESS UNIT

For all staff members, an evaluation process is conducted after their initial 90-day assessment period and then annually with a performance review, no later than January 31. The first step in the process begins with staff members completing a self-evaluation of the extent to which they have achieved goals established from the previous years. This self-evaluation is provided to the supervisor, who completes an evaluation of the employee's performance on each item that is part of the individual's job description. The supervisor schedules a meeting to discuss the employee's self-evaluation, the supervisor's assessment, and goals for the upcoming year. Following the meeting, the employee completes a brief report on the process, including whether feedback has been provided by the supervisor on a regular basis.

Briefly, all staff are evaluated every year on four types of goals:

1. **Job goals**: personalized goals that clearly define tasks that will be required to complete the job
2. **Project goals**: activities the employee should pursue with a clearly defined beginning and end
3. **Professional development goals**: six-month goals that will help professional growth
4. **Performance goals**: basic requirements of the position that are clear and measurable

The university's Eagle website includes forms and instructions for the staff evaluation process: https://eagle.northwestu.edu/departments/human-resources/performance-evaluations-2/.

The Dean submits an annual self-assessment to the Provost following this same process. The Dean is evaluated by the College of Business faculty and staff as part of a 360-degree review. These results are discussed with the Dean and Provost. Findings from the review and from the College of Business's responses in the Best Christian Workplace Survey may, as appropriate, be incorporated as goals for the Dean for the next year. For example, in 2017, the "team cohesiveness" scores for the College of Business faculty and staff were lower compared to other departments. Accordingly, one of the Dean's goals for 2018 was to work on building stronger team relationships among the College of Business's faculty and staff. One activity to address this goal was that we all spent an afternoon together at the local bowling alley at the end of 2018.

The Provost and other administrators also follow a similar self-assessment and review process, including a 360-degree assessment. Ultimately, all staff and faculty are subject to review by the Board of Directors.

CRITERION 1.2 – SOCIAL RESPONSIBILITY

Criterion 1.2.a Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and faculty pertinent to this criterion.

As a faith-based university, we are especially concerned that our actions reflect the highest values of moral character and ethical virtue. Our vision statement, "Carry the Call with heart, head, and hand," is grounded in the following:

- **Heart**: The founders of Northwest University built a community of faith and learning focused on serving people who are pursuing God's call on their lives. We are convinced that God continues to call every man and woman to a life of faithful, devoted service. Northwest University is committed to being a university of choice for students who are passionate about confirming and clarifying God's call.
- **Head**: We believe that the best response to God's call is to develop exceptional character and competence. A commitment to scholarship and discipleship grows out of a worldview anchored in Scripture. Northwest University integrates faith and truth with powerful, effective teaching in Ministry, Arts, Science, and the Professions. The entire university community strives to engage biblical Christianity with every aspect of life.
- **Hand**: Northwest University finds its crowning joy in thousands of alumni serving in nearly every profession around the world. They are people showing Christ's love through hands of compassion. Our faculty model is "lives of whole-hearted service." Our students make an impact for the Kingdom in numerous outreaches and ministries. Northwest University is committed to preparing people for service and leadership, doing God's work in God's world.

This vision anchors what we do at Northwest University, especially among employees. Faculty, staff, and administrators follow a "Community Covenant," which is an ethical code describing our commitment to treat others with dignity, respect, and honesty. We review the covenant as a community at the beginning of the academic year. The covenant, which is reprinted in the Employee Manual, can be viewed here: https://eagle.northwestu.edu/departments/employee-manual/employee-manual/community-covenant/.

The university conducts its business in adherence with the highest ethical standards, which are stated explicitly in policy manuals. This approach is part of Northwest's ethos and values in the sense that all individuals representing the university take responsibility to operate with high ethical standards. Adherence to the standards of good practice of such organizations as the Evangelical Council for Financial Accountability (ECFA), the North American Coalition for Christian Admission Professionals, the National Association of Student Financial Aid Administrators, and the American Association of Collegiate Registrar and Admissions Officers demonstrates Northwest's commitment to integrity in all dealings.

CRITERION 1.2 – SOCIAL RESPONSIBILITY

The university subscribes to ethical standards in managing and operating the institution, including in all dealings with the public and with the Northwest Commission on Colleges and Universities and in the fair treatment of students, faculty, administrators, and staff. Northwest University is a member of ECFA. This entity provides guidance on board governance, financial transparency, integrity in fundraising, and proper use of charity resources. ECFA's Seven Standards of Responsible Stewardship, which we adhere to, can be viewed at https://www.ecfa.org/PDF/ECFA_Seven_Standards_of_Responsible_Stewardship.pdf.

From a financial standpoint, Northwest University follows policies approved by the Board of Directors and all applicable state and federal laws. Twice per year, departments prepare a compliance report in relation to various state and federal laws, and these compliance reports are reviewed by the Senior Leadership Team of the university. Regular reporting is given to the Northwest University Board of Directors regarding governance of financial resources to ensure we are meeting applicable state and federal laws. In addition, each year the university undergoes a financial statement audit by an independent audit firm. Audits are posted on the Northwest University website at https://www.northwestu.edu/about/finances/.

Financial summaries are sent by the Chief Financial Officer to the Board monthly and are posted on the Strategic Data Dashboard. Additionally, the budget process that includes Deans and directors allows for an understanding of our financial resources. Deans and directors work with software (Management Viewer) to consistently be able to track the status of their department's actual monthly spending compared to their annual budget.

Northwest University's Human Resources office coordinates the promotion of a drug-free workplace, sexual harassment, and Title IX training on a biannual basis, which is required for all benefit-eligible employees. The training is conducted through an online system so that employees can complete the process in a timeframe that is conducive to their schedules. The drug-free workplace training notifies employees that unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace at Northwest University. The sexual harassment training teaches employees what sexual harassment is, explains that employees have a right to a workplace free of sexual harassment, reviews complaint procedures, and encourages employees to use it. The Title IX training introduces employees to the Education Amendments of 1972 that protect people from discrimination based on sex or sexual misconduct in any federally funded education program or activity. The training addresses each area included in Title IX: Discrimination, Harassment, Sexual Violence Retaliation, and potential impacts on students, staff, and faculty.

Complaints and grievances are addressed in a fair, equitable, and timely manner. Grievance policies for a wide range of issues such as complaint resolution, discrimination, and ethics violations are outlined in the Employee Manual. The faculty appeal process concerning promotion, tenure, discipline, and termination is outlined in the Faculty Manual. Complaints from employees or students regarding discrimination, harassment, sexual harassment, and sexual violence are handled according to Title IX policies. Employees or students may file a complaint with the university's Title IX Coordinator or with an Equal Opportunity Grievance Officers. Information regarding Title IX complaints is available to employees as part of the Employee Manual. Students can access the policy as part of the Student Handbook. It is against the university's policy to discriminate or retaliate against any person who has filed a complaint concerning a violation of the nondiscrimination policy or who has testified, assisted, or participated in any manner in any investigation proceeding or hearing concerning the policy.

Student academic appeals are discussed and resolved weekly by the Academic Services Team. Appeals that are financial in nature are referred to the Financial Policies and Procedures Committee. Student conduct violations are appealed at the next level of decision-making authority within the student conduct process. Decisions made by the Chief Judicial Officer (Dean of Student Development) are sent to the Administrative Judicial Council, which consists of the faculty council chair, Provost, and president. All students are afforded the right to an appeal of disciplinary action. The appeal process is outlined in full in the student handbooks.

Additional practices by the university to foster an atmosphere of legal and ethical compliance include:

- Setting professional ethics and Christian morality expectations for all employees
- Conducting the Best Christian Workplace Survey every two years
- Consulting regularly with legal counsel
- Requiring a pre-hiring background check on all employees and part-time instructors
- Following a progressive disciplinary process
- Complying with the U.S. Department of Education reporting standards regarding financial aid and with the IRS Form 990 requirements
- Ensuring our business practices are reviewed by a separate committee of the Board of Directors, our bank, and NWCCU, our regional accrediting association

In addition, Northwest has developed and implemented clear policies related to conflicts of interest on the part of members of the governing board, administration, faculty, and staff. Employees, foundation trustees, and board members are required to disclose any possible or perceived conflict of interest. Board members and foundation trustees complete a questionnaire on an annual basis about possible conflicts of interest to ensure that the majority have no contractual, personal, or familial financial interest in the institution or in any decision made by the institution. The Dean of the College of Business is a member of the Northwest University Foundation Trustees. Additionally, board members and foundation trustees are expected to recuse themselves from the decision or from any attempts to influence the decision when a conflict of interest exists.

CRITERION 1.2 – SOCIAL RESPONSIBILITY

Criterion 1.2.b The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Northwest University and the College of Business are committed to creating an environment of positive societal impact. One of our core values as a university is that we are dedicated to "empowered engagement with human need." This means, in part, that we care about reconciliation of people and communities, we have compassion for the needs of individuals, and we display care for the world. In the business unit, we view business education as an extraordinary opportunity to serve others, to create positive social change, and to contribute to a vibrant economy. We teach these values to our students and model them in the administration of our program.

In addition, service to the community is provided by both student and faculty. This service includes engaging with local churches and members of the surrounding community. Faculty in the department are very active in their churches and in their communities. For example, during this self-study year:

- The Entrepreneurship Club hosted monthly events with an outside speaker for the entire student body. Outside speakers have included Steve Gandara, Founder of Excellent Cultures Consulting; Steve Carr, CFO of Union Gospel Mission; Paul Hayes, the Executive Director of Harborview Medical Center; Alison Mandi, Financial Planner for RBC Wealth Management; and Dr. James Croone, Dr. Jeremy Chambers, and Dr. Rowlanda Cawthon. The last group held a discussion panel on Faith, Race, and Business in fall 2020.
- Professor Tom Sill and his wife hosted a weekly gathering of 80 international students at Green River College, a public college granting mostly AA degrees.
- Dr. Jeremy Chambers mentored leaders in a Young Life fellowship group that he started in 2014. He also pastors a small church, serves on the Boosters Club for a high school in Renton, and is on a career advisory board for the Renton school district.
- Dean Gillespie served on the Vestry (Board of Directors) for her church.
- Dr. Todd Nelson hosted monthly networking events at his law firm.
- Dr. Rowlanda Cawthon is often asked to speak at local churches. She spoke as a guest at City of Faith Church, whose members are primarily from the Republic of the Congo. There were approximately 50 people in attendance, and an onsite interpreter translated her message into French. Dr. Cawthon was invited to speak by a Northwest University business alumnus. She is committed to maintaining relationships with former students and uses these connections to be of service to the community.

- Dr. Cawthon required undergraduate students in her BMGT 3103 Organization and Management Theory course to engage in a service project assignment related to business. Every semester, each student is assigned to a team. Together they work with a leader of an organization of their choosing to help them identify internal business issues. Using knowledge gained from class, students develop viable recommendations. In spring 2020, Dr. Cawthon included an additional expectation, which required students to meet with the leader after preparing their final report to share their recommendations in hopes that the insights would be of service to the organization. This course is required for all business students, so students have an opportunity to use their business learning to serve either non-profit or for-profit entities in the local area.

Figure 1.1: Table for Impact on Society presents societal requirements, key compliance processes and measures (see Evidence File 1.2 A). Business faculty and staff collectively agree that we can do more to engage students and have greater societal impact. The new Dean is committed to identifying an annual service project initiative that both students and faculty can engage in that impacts society. Specifically, the initiative will allow students to leverage and apply the business learning they have gained toward a departmental service project.

Criterion 1.2.c The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Faculty and staff in the College of Business are expected to adhere to the institutional policies and practices discussed in the previous section. Such expectations are discussed during performance reviews and during the tenure and promotion process. We also work collectively to hold each other accountable from an ethical standpoint.

Deans and faculty, including those in the College of Business, sign a contract affirming their commitment to adhering to the Christian faith, which we believe establishes our ethical framework. Traditional undergraduate students are expected to sign a Statement of Faith. The College of Business adopted an MBA Oath (see Evidence File – 1.2 B) that is reviewed and discussed with all MBA on-campus students. Specifically, Dr. Rowlanda Cawthon included the MBA Oath in her curriculum for BUSM 5413 Organizational Management. Each time she taught the course, she reviewed the oath with students, affirmed its significance to the business unit, and discussed how MBA students should engage in the workplace. When Dr. David Troupe took on the course during the self-study year, he maintained this practice. The syllabus for this course includes the MBA Oath as required reading for Week 2 (see Evidence File – 1.2 C).

The Dean of the College of Business meets quarterly with John Jordan, the Chief Financial Officer (CFO), to review the budget and to ensure financial compliance. There is also opportunity to meet monthly with Reba Mart, the Controller with the Accounting Office. These practices ensure accountability and adherence to financial ethical standards.

CRITERION 1.2 – SOCIAL RESPONSIBILITY

Explain how ethical academic practices are ensured.

The university has established an Academic Honesty Policy, which is described in its undergraduate and graduate catalogs. The business unit communicates its policy to our business students in our college syllabi, and we remind students of our policy during classes. We also use the proprietary detection software of Turnitin.com to watch for plagiarism in student research papers. This practice has encouraged more accurate academic writing, as has faculty's providing relevant, timely feedback to students.

We did not experience any academic dishonesty issues during this self-study year. For students who engage in such behavior, discipline may include no credit on an assignment, a fail in the course, and in extreme cases, termination from the program. In these cases, students always can pursue an academic appeal, as described in our catalogs.

In the College of Business, we include a discussion of business ethics in nearly all of our course offerings. We also have a separate business ethics course in each program. Since most of our faculty teach some aspect of business ethics, this encourages us to be more aware of ethical issues that we may encounter as teaching professionals.

Criterion 1.2.d The business school or programs should have a process in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

As previously explained, the university has several operational policies and checks in place to ensure ethical, legal, and regulatory compliance in every aspect of the university. The College of Business follows these policies and procedures. The business dean works closely with the Provost, human resources, and the CFO to ensure adherence to applicable laws, rules, and regulations. Dean Gillespie is an attorney with experience in private legal practice, and she has taught business law and other law courses since 2000. Thus, she was particularly sensitive to legal and regulatory concerns.

As a former state government employee, Dr. Cawthon, the new Dean of the College of Business, understands the importance of regulatory and legal compliance. This experience and her commitment to meeting weekly with the Provost, monthly with the controller, and quarterly with the CFO have resulted in regular monitoring of aspects of regulatory and legal compliance in the College of Business. Dr. Cawthon has also worked closely with Human Resources and with the Office of the Provost to ensure compliance in recent hiring, retirement, and termination transitions. Both Dean Gillespie and Dr. Cawthon served as Equal Opportunity Grievance Officers during this self-study year. In these roles, they were responsible for understanding and examining compliance with Title IX.

Evidence File – 1.2 D includes Figure 1.2: Table for Ethical Behavior. The information presented is based on efforts and experiences of Dean Gillespie. Dr. Cawthon will identify and update these processes to ensure the College of Business is effectively monitoring regulatory and legal compliance.

STANDARD 2: STRATEGIC PLANNING

CRITERION 2.1 – FORMAL PROCESS TO DETERMINE STRATEGIC DIRECTION

Criterion 2.1 The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

Dr. Teresa Gillespie, the former Dean of the College of Business, facilitated the development of the 2017-2021 Strategic Plan (see Evidence File – 2.1 A). In fall 2019, in preparation for the self-study, we reviewed the strategic plan. It was discovered that the existing strategic plan only addressed short-term action plans for 2017-19 and did not include short- and long-term action plans for 2020-2021 or key measures, which are required for Standard 2. In short, what was identified as a 5-year strategic plan only covered 2017-2019.

To address this issue, Dr. Rowlanda Cawthon led strategic discussions with faculty and staff. We conducted candid conversations about our vision and mission and about the strategic challenges we are currently facing. Because the dean was preparing to retire, we engaged in strategic discussions, knowing that there would be a transition in leadership. COVID-19 made it difficult to implement any ideas from our strategic discussions in the short-term. Consequently, our plan shifted to using this self-study assessment period to identify short- and long-term actions and key measures that the new dean could use as a framework for future strategic efforts. These action plans and key measures are documented in a Supplemental Strategic Plan (see Evidence File – 2.1 B), which serves as a complement to the 2017-2019 Strategic Plan.

Dr. Gillespie spearheaded the following strategic planning activities:

Summer 2016 Strategic Planning Committee Meeting: The dean met with select faculty and staff members (Professor Larry Ishmael, Dr. Rowlanda Cawthon, and Jessica Pillay) for a formal strategic planning brainstorming session during summer 2016. During this meeting, the committee conducted a SWOT analysis on the College of Business and discussed how the unit's vision, mission, and values fit within the institutional vision, mission, and values. The committee then collaborated to track additional insights and ideas that were later used by the dean to further develop and write the 2017-2021 Strategic Plan.

Additional insights for the strategic plan were solicited during several College of Business staff/faculty meetings, but much of the strategic plan was developed and written independently by the dean and then shared with the rest of the department.

CRITERION 2.1 – FORMAL PROCESS TO DETERMINE STRATEGIC DIRECTION

Summer 2019 Deep Dive/SWOT Analysis with Marketing Department: During summer 2019, the dean, graduate enrollment counselor, MBA program coordinator, assistant professor, and office coordinator met with select members of NU's Marketing team to conduct a deep dive SWOT analysis on the College of Business. This session was initiated by Marketing but was facilitated by Dr. Rowlanda Cawthon. The session provided interdepartmental collaboration and dialogue between the College of Business and Marketing, helping to inform the overall marketing enrollment/recruitment plan that Marketing developed in fall 2019 for the College of Business (see Evidence File – 2.1 C). Many of the discussion points from this session were in line with the College of Business's previous SWOT analysis and strategic planning efforts from summer 2016. Thus, this session was a good opportunity to revisit key elements of our 2017-2021 Strategic Plan.

Fall 2019 Strategic Brainstorming Session: In fall 2019, College of Business faculty and staff had a brainstorming session to identify strategic challenges to be addressed in the Institutional Overview section of the self-study. Results from the strategic discussion were compiled in a worksheet, and each faculty and staff member was asked to rank their top three areas of concern and to describe challenges associated with each (see Evidence File – 2.1 D). Upon completion of the worksheets, Dr. Cawthon compiled the data and identified the top four strategic challenges that were collectively noted by faculty and staff. These challenges are presented in the Institutional Overview section of this self-study report.

After the top four strategic challenges were identified, Dr. Tony Pizelo, Dr. Rowlanda Cawthon, Dr. Todd Nelson, and Dr. Jeremy Chambers were tasked with establishing new strategic objectives, short- and long-term action plans, and key measures for each. On January 29, 2020, the final draft was presented to College of Business faculty and staff for input and consideration. This process resulted in the development of a Supplemental Strategic Plan with recommendations for the new dean.

Criterion 2.1.a The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how the faculty and staff members participate and/or have a voice in the strategic planning process.

When the strategic plan was developed by the initial strategic planning committee during summer 2016, it was presented to all College of Business faculty and staff during several departmental meetings. Discussions were held and feedback was acquired, which the dean then incorporated into the 2019-2021 strategic plan.

The Marketing Deep Dive SWOT analysis was a good opportunity for staff members to provide their unique voices and perspectives. The staff members involved were Jessica Pillay (Graduate Enrollment Counselor), Andrew Northway-Meyer (MBA Program Coordinator), and Dori Titterness (Office Coordinator). The marketing director requested Dr. Cawthon (Assistant Professor) to support them in this effort.

CRITERION 2.1 – FORMAL PROCESS TO DETERMINE STRATEGIC DIRECTION

Since the development and implementation of the 2017-2021 Strategic Plan, the makeup of the College of Business has changed significantly. We acquired one new staff member and three new full-time business faculty. To ensure their ideas were incorporated in this effort, they actively participated in the development of the Supplemental Strategic Plan.

Due to challenges from COVID-19 and other external environmental factors, we acknowledge that the strategic challenges identified in fall 2019 might shift in priority and new challenges will be identified. We do believe that the resulting supplemental plan still provides a starting point for the new dean, faculty, and staff to work collaboratively to build a new 5-year plan that aligns with ACBSP standards and criteria and paves the way for a transformative future for the College of Business.

Criterion 2.1.b The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current program period.

Strategic plan results for 2017-2019 along with our new strategic objectives and the timetable developed during this review period are presented in Evidence File – 2.1 B. As required, the new strategic objectives and timetable for the transitioning dean are summarized in Figure 2.1: Table for Strategic Direction (see Evidence File – 2.1 E).

CRITERION 2.2 – STRATEGY DEVELOPMENT

Criterion 2.2.a Strategic action plans should address both short-and long-term objectives.

Figure 2.2: Table for Action Plans, which summarizes short- and long-term objectives for each proposed strategic objective, is presented in Evidence File – 2.2 A.

Criterion 2.2.b The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Figure 2.3: Table for Action Plan Measurement, which includes proposed performance measurements pertaining to each short- and long-term action, is presented in Evidence File – 2.2 B.

Criterion 2.2.c The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders as appropriate.

All business faculty and staff were emailed the proposed 2020-2021 Supplemental Strategic Plan (with Recommended Action Plans for 2022-2027) in February 2020. It was not more widely distributed or communicated to other stakeholders due to the anticipated transition of deanship.

STANDARD 3: STUDENT AND STAKEHOLDER FOCUS

CRITERION 3.1 – STUDENT SEGMENTS

Criterion 3.1 The business school or program must determine (or target) the student segments its educational programs will address.

During her tenure, Dr. Teresa Gillespie implemented several formal and informal methods for acquiring feedback from students and other stakeholders. Using insights gained from this self-study, Dr. Rowlanda Cawthon will partner with faculty and staff to build on these efforts and streamline our data collection methods. Our strategic revisioning efforts, which we will begin in spring 2021, will include listening and learning sessions with our key stakeholders, including our targeted student segments. We want students to have a voice in the development of our new vision, mission, and values, which we plan to roll out formally in fall 2021.

State targeted and served student segments.

The targeted and served undergraduate business student segment includes the following:

- **Traditional**–undergraduate students attending school on-campus
- **Non-Traditional**–adult undergraduate students attending school online
- **Adult Evening**–adult non-traditional undergraduate students attending school on-campus

This segment includes traditional undergraduates, typically 18-24 years old, and adult undergraduates, typically 25-55 years old. We also classify our adult undergraduate students as working professionals. Our on-campus undergraduate population includes international students from various places, especially China. We no longer have an Adult Evening program; however, we included this population of students in this report because the program was still active during our self-study year.

The targeted and served graduate business student segment includes the following:

- **MBA On-campus**–graduate students attending school on-ground/on-campus
- **MBA Online**–graduate students attending school online

This segment includes adult professionals with an average age of 27 years old. Due to our 5-year BA/MBA program, traditional undergraduate students are also included in this segment. They enter the program during their senior year. Our MBA program also serves international graduate students of the same average age.

CRITERION 3.2 – MAJOR STAKEHOLDERS

Criterion 3.2 The business unit will have identified its major stakeholders and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Major stakeholders for the College of Business, other than current business students, include:

- Alumni
- Employers
- Businesses leaders, community leaders, and churches
- Prospective students
  - Traditional undergraduates
  - Adult professionals
- Donors
- Parents of traditional undergraduates
- Northwest University faculty, staff, and administrators
- Board of Directors, Foundation Board of Trustees, and Business Advisory Board

Briefly describe how you gather and use relevant information from students and stakeholders.

We gather relevant information from students in several ways. Students evaluate each course and instructor at the end of each semester. The dean reads all evaluation report summaries. Each professor, including adjunct instructors, can access their course evaluations through the Campus Labs portal. If necessary, the dean meets with the instructor to address specific course concerns. Beverly Westlake, Director of Operations for the College of Adult and Professional Studies (CAPS), provides a roll-up of evaluation scores for each online business course. The business dean uses this information to determine if business adjuncts will continue to teach. When appropriate, the dean solicits feedback from Dr. Shannon Fletcher, who is the faculty lead who monitors adjunct faculty members' performance for online programs. We also track aggregate student evaluation scores each semester so that we can compare student satisfaction across the program every semester.

CRITERION 3.2 – MAJOR STAKEHOLDERS

College of Business course evaluation summative reports for fall 2019 and spring 2020 are included in Evidence File – 3.2 A. Our ratings are benchmarked with those of all classes in the IDEA (Individual Development and Educational Assessment) database. For fall 2019, our summative score on a 5-point scale is 4.2, which is the exact same as IDEA's average. In spring 2020, our summative score dipped to 4.0, which is slight below IDEA's score of 4.2. The report also indicates that we fall in the average category for key areas measured. We do not have scores that fall in either the top 10% or bottom 10%. Similarly, all IDEA scores fall in the average category. While summative reports are available in IDEA, this is the first time we have accessed and used the report. This report includes relevant student-rating information and might be good to include in Figure 3.3: Student and Stakeholder Focused Results for the next Quality Assurance Report. Accordingly, the new dean will explore the utility of this report and discuss with faculty how to use the data more effectively.

GATHERING AND USING INFORMATION FROM TRADITIONAL UNDERGRADUATE STUDENTS

Chart 1: Traditional Undergraduate Course Satisfaction, which summarizes aggregate student course evaluation scores in the traditional undergraduate program (where 5 = high), is presented in Evidence File – 3.2 B. Generally, a course evaluation score of 4.0 or higher for an experienced professor and 3.6 or higher for a new professor indicates that students were generally satisfied with the course. Lower scores might indicate a problem with teaching methodologies. The dean reviews evaluation results in more detail, reading all student comments, and then following up with faculty when necessary. In some cases, instructors have not been rehired.

As the chart demonstrates, we were at or above an average of 4.0 (our target) during the last nine semesters. For continued improvement, the dean has implemented additional training during business faculty meetings to improve teaching quality and indirectly course evaluation results. In addition, all full-time faculty are required to take a course offered through the Office of the Provost in their 2nd year of hire. The course is designed to improve teaching practice and ensure faculty integrate faith in their curricula. Part-time faculty can participate in faculty training conducted through CAPS and can meet with the dean to learn best practices for teaching business students.

Another method for gathering relevant information from students is focus groups. The dean meets with undergraduate seniors as a group each year to evaluate individual courses and the entire program. This information is particularly relevant, because students are better able to look back and consider the learning contribution of each course. Students have been very open in their praise and criticism of specific courses, activities, and instructors. Many of the program changes we have made were initiated based on annual senior focus group comments. One specific example involves the formation of the Business Statistics class. Prior to the fall 2019 semester, business students were required to take the Introduction to Statistics class that is offered in the College of Arts and Sciences. This class has a science rather than a business emphasis. Students routinely complained about the class. In response, the College of Business developed and is now offering Business Statistics every semester.

CRITERION 3.2 – MAJOR STAKEHOLDERS

GATHERING AND USING INFORMATION FROM NON-TRADITIONAL STUDENTS

In our business online courses offered in collaboration with CAPS, we ask students to complete evaluations at the conclusion of every course. This category includes feedback from non-traditional students and from some traditional undergraduate students who are permitted to take one online course per semester. Results from these evaluations are presented in Chart 2: Non-Traditional Undergraduate Course Satisfaction (see Evidence File – 3.2 C). For this set of assessment data, most scores are above our 4.0 target. However, for fall 2018 and spring 2020, satisfaction scores were below target. The more recent scores went from 4.4 in 2019 to 3.98 in 2020. We found that some of the same reasons for deficiencies noted in the MBA online narrative also applied here. To ensure online students complete course evaluations, a process is now imbedded in Week 7 for all online courses. The student course evaluation is set up in Week 7 as an assignment. This practice encourages students to fill out the evaluations and faculty to remind students to fill out the evaluations. It is worth noting that our on-campus Adult Evening program ended in spring 2020, resulting in our remaining students transitioning to online. This may also be a reason for the drop in score. The new dean is aware of the lower satisfaction scores among non-traditional students and will work collaboratively with the online business faculty lead and CAPS personnel to improve the ratings.

In addition, we conduct a comprehensive program exit survey that addresses learning outcomes, how well the program meets the university's mission, satisfaction with services, and spiritual development. Program satisfaction data from non-traditional students are presented in Chart 3: Adult Evening Undergraduate Program Satisfaction (see Evidence File – 3.2 D). The chart reflects positive historical results that trend above our target of 4.5 from 2012-2018, showing strong satisfaction. However, our average score from 2019 dipped from 4.5 to 3.9, which is below our target. The Adult Evening program for on-campus students ended in Spring 2020 due to anticipated incremental decline in enrollment in the coming years. As a result, there is no longer a need to assess this program.

GATHERING AND USING INFORMATION FROM MBA STUDENTS

Chart 4: MBA Course Satisfaction indicates that student course evaluation averages for nearly all on-campus graduate business courses are trending above 4.25 (see Evidence File – 3.2 E). The most recent average score of 4.27 in spring 2020 is slightly above our target. We are aware of a dip in scores for spring 2019. This result was addressed by Dr. Teresa Gillespie and resulted in certain part-time faculty being replaced. Chart 5: MBA Online Course Satisfaction presents course satisfaction results for our MBA online program (see Evidence File – 3.2 F). Our satisfaction score was above our target for spring 2019 and summer 2019 but dipped from 4.0 to 3.5 between fall 2019 and spring 2020. Further inspection of these results revealed that faculty who were teaching online courses were not directly encouraging students to complete the evaluations. As a result, several classes did not have enough completed evaluations to be acceptable for analysis. Another factor is that the evaluation system did not include some new faculty.

CRITERION 3.2 – MAJOR STAKEHOLDERS

A comprehensive program exit survey is conducted for the MBA online program to gather relevant program satisfaction data. Chart 6: MBA Program Satisfaction suggests that we met our 4.3 target from 2016-2019, but dipped slightly below our target in 2020, with an average score of 4.19 (see Evidence File – 3.2 G). As previously noted, the new dean and faculty are working toward improving business programs. We believe results from this self-study will better position us to make needed changes after we develop a new mission, vision, and values statement for the College of Business in 2021.

In the on-campus MBA, we conduct focus groups during an in-person dinner with graduating students at the conclusion of their program. The discussion is open-ended to allow for uninhibited student comments. To capture the feedback, the dean takes notes and makes improvements accordingly. The following questions are posed to soon-to-be MBA graduates:

- What were your initial goals for the MBA?
- Which goals were met? Which were not met? Why?
- What did you expect but did not receive from the MBA?
- What were unexpected outcomes from the MBA?

One example of an MBA program change that resulted from student and stakeholder feedback was the addition of a course in Applied Economics for Managers. Feedback indicated the need for economic tools for managers through which they can assess local, national, and global markets and economic developments. This course was created by one of our faculty who has both an academic background and a managerial background in business.

In November 2019, the graduate enrollment counselor and MBA program coordinator conducted exit interviews with a graduating on-campus cohort. The process involved their meeting with the cohort and asking a series of interview questions to gain insights for improving the program for future MBA students. Unfortunately, the program coordinator who maintained the completed questionnaires is no longer working for the College of Business, and the incumbent cannot locate the documents to serve as evidence for this report. Jessica Pillay, the graduate enrollment counselor, reported that students liked their cohort model and expressed that the College of Business did a good job creating a sense of community. Students felt connected to the business unit but not to the university. They vocalized that because we are in a tech hub with Microsoft, Google, and Amazon in our community, we should be doing a better job of integrating technology into the MBA curriculum. In addition, the cohort expressed a desire to connect with other cohorts. These details were shared with Dr. Teresa Gillespie. The new dean will consider this and other feedback to make improvements to the MBA experience for students. Jessica Pillay expressed that this is a viable method for gathering information that the new dean should implement permanently. The agenda and interview questionnaire from the session are presented in Evidence File – 3.2 H. Using these documents as a guide, Bamana Larsen, the new program coordinator, and Jessica Pillay began conducting exit interviews again in December 2020. The results and supporting documentation from the MBA exit interviews will be available at the time of the site visit.

CRITERION 3.2 – MAJOR STAKEHOLDERS

GATHERING AND USING INFORMATION FROM FACULTY AND STAFF

We also survey the College of Business faculty and staff satisfaction through a Best Practices in Christian Workplaces Inventory (BCWI). This is completed every other year. Chart 7: COB Faculty and Staff Satisfaction demonstrates that survey scores show satisfaction that is below our target (see Evidence File – 3.2 I). The average score for the College of Business for 2019 is 3.66; our target is 4.0. We have not met or exceeded the target in the last several years. Improving scores for each category of the assessment is a key area of focus for our new dean, who will thoroughly review the most recent scores, meet with business faculty and staff to explore reasons for the results, and make incremental improvements. As with other areas of concentration in the business unit, we believe recent changes in personnel will have a positive impact on business faculty and staff satisfaction scores. The 2019 BCWI Comprehensive Report, which presents College of Business ratings in each category respectively, can also be accessed in Evidence File – 3.2 J.

GATHERING AND USING INFORMATION FROM BUSINESS ALUMNI

We recognize the need to stay in contact with alumni and to listen to their concerns. Every two years, a survey is conducted with Northwest University graduates at the institutional level. The most recent survey results are from 2019. A compilation of the data received from the 2019 Northwest University Graduate Survey is presented in Evidence File – 3.2 K. The target population for this assessment included all Northwest University alumni who attended either online or on-campus. Of the 180 respondents, 24 were undergraduate business alumni (traditional and non-traditional), while 18 were MBA alumni. The survey focused on three key areas: 1) satisfaction with guidance sought from faculty or staff; 2) employment in their field; and 3) preparation for life, career, and/or graduate studies.

The results for the first key area indicate that 69% (11 of 16) of the undergraduate business respondents and 33% (6 of 18) of MBA respondents did seek some sort of guidance. Chart 8: Business Alumni Satisfaction with Guidance indicates that 82% (9 of 11) of undergraduates and 100% (6 of 6) of MBA students who responded to this section of the survey were either very satisfied or satisfied with the guidance they received (see Evidence File –3.2 L). The two undergraduate students who provided qualitative feedback indicated that minimal guidance was offered, and professors are “out of touch with the modern era of business and technology.” These students graduated in 2018, and we have made significant changes since this time. For example, we have a new Creatio Center for Technology, Media, and Design, and we are embarking on a “Ready to Work Initiative” that will better prepare students for transition into the workforce. Technology programs that were housed within the College of Business are now part of the Creatio Center. This reorganization represents a positive move for students and for our stakeholders, which will result in some creative, innovative programming options for our business students.

CRITERION 3.2 – MAJOR STAKEHOLDERS

For the second key area, 85% (11 of 13) of undergraduate business respondents and 80% (12 of 15) of MBA respondents indicated they were employed in a field related to their major or employed in an unrelated field by choice. The two business students who offered qualitative reasons for being employed in an unrelated field not by choice suggested that they had no professional connections in Seattle; staff did not help, even after being asked for assistance; and they did not have sufficient skills for the Seattle job market.

Last, the graduate survey yielded interesting findings related to being prepared or well prepared for life, career, and/or graduate studies. For example, among the 37 business graduates who responded to this prompt, 88% (14 of 16) of undergraduate alumni and 94% (17 of 18) of MBA alumni reported being well prepared or prepared. Data results for this prompt are depicted in Chart 9: Business Alumni Preparation for Life, Career, and/or Graduate Studies (see Evidence File – 3.2. M). One undergraduate student who provided feedback stated that the "marketing program is outdated" and "missed the mark." An MBA student expressed that there is no computer science degree. This comment is consistent with the feedback obtained from Jessica Pillay when she conducted a cohort exit interview in November 2019. The new dean is brainstorming ideas with Craig Chapman, the Director of Creatio Center for Technology, Media, and Design. These ideas include creating an MBA concertation in Information Technology and/or Data Analytics. The College of Business will be engaging in strategic re-visioning in 2021, and we anticipate that existing programs, such as Marketing, will be reviewed and new program ideas will be generated from our discussions with students, stakeholders, and our internal partners.

The graduate survey offered relevant findings. Admittedly, we have not effectively used the feedback gathered from this assessment to make changes within the business unit. Although the data results are positive, the College of Business must review the data early on and leverage the feedback. Also, the new dean should explore an internal process for gathering data from a larger business alumni sample. The survey was sent broadly to Northwest University students, and the assumption is that we might get a higher response rate if the survey is distributed by the business dean.

Dr. Teresa Gillespie, the former dean, collected satisfaction surveys from MBA alumni during networking events that they were invited to attend. Satisfaction data among MBA students from 2014, 2016, and 2018 are presented in Chart 10: MBA Alumni Satisfaction (see Evidence File – 3.2 N). Results indicate that satisfaction dropped from 4.88 in 2016 to 3.53 in 2018 among this alumni segment. Without having more recent data, it is difficult to ascertain current satisfaction. The new dean will host virtual listening sessions with alumni and other stakeholders in 2021 for strategic re-visioning purposes. The end goal is to identify a clear pathway for maintaining connections with alumni and giving them a voice in the new direction of the College of Business.

CRITERION 3.2 – MAJOR STAKEHOLDERS

We have an MBA Advisory Board; however, due to staff transitions, the alumni board was inactive during our self-study year. Generally, we hold an annual MBA alumni dinner and have periodic alumni events. During the annual event, an alumnus of the year is selected and presented with an award. In 2018, Michael Green was the last recipient to receive the College of Business Alumnus of the Year Award. We encourage alumni to attend and invite current undergraduate business students so that they can network with alumni. We asked business alumni, current students, and faculty to join our online LinkedIn group, "Northwest University College of Business Group," which currently has 253 members. In the past, this was managed by the MBA program coordinator. With staff transitions, we have not effectively managed this communication and networking platform. Bamana Larsen, the new program coordinator, will revive the MBA Advisory Board and our LinkedIn Group. Agendas from previous MBA Advisory Board meetings are included in Evidence File – 3.2 O.

We invite all alumni to participate in and attend special events, such as the President's Banquet, Internship Fair, and Homecoming and Family Weekend, which was hosted at the institution level during an Internship Fair in November 2018. During this Homecoming and Family Weekend, five of the nine organizations were represented by our alumni. Also, Cheryl Jakana, an MBA alumna and adjunct faculty, was the guest speaker for our most recent College of Business event for Homecoming and Family Weekend. As indicated in Table 1: College of Business Guest Speaker List, we also invite alumni to serve as guest speakers for our undergraduate courses (see Evidence File – 3.2 P).

The College of Business has identified that the process of gathering input and feedback for both undergraduate and MBA alumni needs significant adjustments to ensure we are gathering relevant data from alumni. The survey process has low response rates, has few quantitative questions, and is too generally applied. Therefore, the dean has historically focused on information-gathering methods other than just the surveys.

ADDITIONAL METHODS FOR GATHERING AND USING INFORMATION FROM STAKEHOLDERS

We also use less formal methods to gather relevant information from students. For example, all our full-time professors are academic advisors. The academic advising process requires all junior and senior undergraduate students to meet with their advisor in person every semester. While the discussion is primarily focused on what courses to take next, this is also an opportunity for us to learn if there are aspects of a course or program that are not working. Since students keep the same advisor during the entire time they are in their major (with few exceptions) and generally take several courses from that faculty member, most students become comfortable discussing concerns with their advisor.

CRITERION 3.2 – MAJOR STAKEHOLDERS

All full-time faculty members keep regular office hours for students to drop in and talk. The dean also has an open-door policy for students as well as faculty. The dean has regularly met with MBA students to talk about personal, career, course schedule, and course issues. In addition, the MBA coordinator (now College of Business program coordinator) solicits feedback from MBA students on a regular basis. One example includes a recent situation involving an MBA adjunct professor's having challenges using Zoom technology. The program coordinator met with students, visited the remote course, and held meetings with the professor to resolve the challenges. The dean also was very involved in resolving this issue. In both the traditional undergraduate and MBA programs, our program coordinator will frequently hear first about student concerns. As appropriate, she passes these details on to the dean for resolution.

Other informal avenues for listening to students are during social events, such as Open House for prospective business students, the Internship Fair, Homecoming and Family Weekend, and other events hosted by the university. Our undergraduate students also formed an Entrepreneurship Club. The club advisor meets regularly with the Entrepreneurship Club student president and other officers. Students also email questions or concerns to faculty, to their advisor, or to the dean. It is especially convenient for instructors and students to communicate via email and other electronic media. Every course has its own website space in our learning management system, which is a "Moodle-based" platform we call Discovery. Faculty members can post supplemental resources, host forum discussions, and easily communicate with students via email.

We obtain relevant information from prospective students in several ways. For prospective undergraduates, the university hosts "Northwest Friday" once per month. This program allows high school and transfer students to experience campus life: attending chapel and select classes, eating in the cafeteria, meeting an enrollment counselor, etc. The dean and/or another business faculty member attend to answer questions and help with program information. In these individual conversations, we learn what parents and prospective students are interested in. For example, parents have continued to ask about employment opportunities for graduates. We prepared a supplement to the general marketing of the university that provided specific information on employment of recent graduates. We also have an Academic and Career Advising Center on campus to serve students with an annual employment/networking event.

The business graduate enrollment counselor and program coordinator also meet regularly with prospective students and are particularly aware of current trends. To provide a greater opportunity to gather information from this stakeholder group, Jessica Pillay, the enrollment counselor, implemented an in-person interview process a few years ago. This practice, while time consuming, has enabled faculty, staff, and the dean to gather information from prospective students.

CRITERION 3.2 – MAJOR STAKEHOLDERS

As indicated in Chart 11: Student Internship Evaluations, we also hear from employers through our internship evaluation form (see Evidence File – 3.2 Q). All our traditional undergraduate students participate in an internship. At the conclusion of the internship, the site supervisor completes a final evaluation of the intern and can add other comments. The dean reads all the evaluations. In Chart 11, we show the evaluation results for 49 students that were submitted during the relevant school term. The results reflect the most recent evaluations, averaging 4.85 out of 5. We are very pleased with the evaluation scores and the positive feedback we receive from the employers about our business students. Organizations seeking an intern from Northwest University routinely contact the dean or our program coordinator by phone or email, which is another opportunity to listen to these stakeholders. Several example student internship evaluations completed by employers are provided in Evidence File – 3.2 R.

We also work to foster relationships with local business leaders, employers, and community organizations. The dean and faculty are involved in several business and community organizations to ensure that we are listening to and learning from these stakeholders. The College of Business has had representation at the local Rotary club in downtown Kirkland. The dean, faculty, and business students have also been involved with “KIROS,” a Christian business networking group that has a monthly breakfast meeting, and with C3 Leaders, another networking organization for Christian business leaders. The dean and faculty have recruited guest speakers, internship sites, Business Advisory Board members, and adjunct professors from these organizations.

We include churches in our stakeholder focus as well. Some of our business students have worked as interns for churches and helped with business operations, including management and marketing. Many of our students initially learn about Northwest University from the recommendation of a pastor or other Christian leaders. Since our university was founded by and is affiliated with the Assemblies of God denomination, we endeavor to stay current on the needs and opportunities in the denomination for business education. As a professor, Dr. Rowlanda Cawthon was frequently asked to speak at students’ home churches. Through these experiences, she has built better relationships with students and their families, especially parents. As the new dean, one of her priorities is to extend her reach by participating in more church conferences, seminars, and events as a Northwest University representative.

CRITERION 3.3 – PERIODIC REVIEW PROCESSES

Criterion 3.3 The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions. Describe your periodic review processes pertinent to this criterion.

Describe your periodic review processes pertinent to this criterion.

The College of Business has several listening and learning methods to keep current with educational service needs and directions. Table 2: Listening and Learning Methods for Stakeholder Groups identifies specific practices we have implemented for maintaining stakeholder relationships (see Evidence File – 3.3 A).

The periodic review processes pertinent to this criterion involve a collaborative effort among the dean and the faculty members during the business unit's regular meetings. Additionally, the dean meets informally with students and other stakeholders to ensure they feel heard. The dean hosts unplanned events to communicate with stakeholders. For example, because of COVID-19, the dean conducted Zoom sessions to share information and collect feedback from key stakeholder groups (e.g., with MBA students and adjunct faculty). Given the sudden modality and technology changes, it was necessary to obtain real-time feedback. Specifically, the Discovery platform for each course had to be adapted to accommodate the transition from on-campus courses to remote courses. During this process, faculty were meeting with all business majors and receiving feedback as to the effectiveness of the adapted methods and new learning platforms, which included the use of Zoom. As information was collected, it was reported to the dean, the Provost, and other faculty members. At the institutional level, there is also a Teaching Contingencies Committee that is responsible for gathering information to provide the right resources and training for faculty using the new HyFlex model, which combines classroom and remote teaching modalities. The dean and assigned faculty and staff are responsible for implementing changes in response to periodic reviews.

CRITERION 3.4 – USE OF INFORMATION OBTAINED FROM STUDENTS AND STAKEHOLDERS

Criterion 3.4 The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion.

As expected, the business unit collects information from our students and stakeholders. To do this, we use the methods to listen and to learn that were described in Criterion 3.2. Educational programming, offerings, and services are the key areas that we must focus on regularly, and we must use information obtained to make short- and-long term improvements. For this reason, we thought it necessary to specially outline our formal process for making educational adjustments using information gathered.

For significant course changes, we engage in the following activities:

1. We collect information from the stakeholder group.
2. The dean shares information with and solicits input from faculty during regular business meetings.
3. A Subject Matter Expert (SME) among the faculty is assigned to research and develop the course.
4. The new course is explained in a proposal prepared by the dean and presented at a Deans Conferral for feedback, and the proposal is then submitted to the Academic Affairs Committee (AAC) for approval.
5. Once approved by the AAC, the proposal moves on to the Faculty Council for further approval.
6. If approved by the Faculty Council, the change is forwarded to the Registrar's Office for inclusion in the Course Catalog.
7. The course is assigned to a qualified faculty member who develops and finalizes the course.

This overarching process guides all academic changes that must be approved by the AAC and Faculty Council. One specific example of how we used information from stakeholders and followed this process is from AY 2019-2020. Based on direction from the Board of Directors, a business theology course was added to the MBA program, replacing Legal and Ethical Responsibility. The board communicated that graduate programs lacked a clear faith integration course, so Faith, Ethics, and Business will be offered as a permanent course beginning in spring 2021. Additionally, based on feedback from the Business Advisory Committee, we added Applied Economics for Managers.

CRITERION 3.4 – USE OF INFORMATION OBTAINED FROM STUDENTS AND STAKEHOLDERS

Another academic review process prompted by the Office of the Provost for the first time during AY 2019-2020 includes program reviews. At the institution level, all academic departments, including the College of Business, were required to review each major for undergraduate programs. Evidence File – 3.4 A includes a review of business majors conducted by faculty. These reviews allowed us to form a current perspective on recent enrollment trends and competitive offerings for each undergraduate major. The new dean will closely analyze the details from the review and explore how the insights might influence the planning of educational programs, offerings, and services in the College of Business.

With respect to course evaluations, this is one of our primary methods for gathering feedback that will most certainly be used to improve educational practices in the College of Business. For tenure promotion purposes, tenured faculty are required in their tenure portfolios to explain how they have adjusted based on student satisfaction and dissatisfaction feedback. They are also expected to include performance improvement goals in their annual evaluations. Course evaluations are available for review.

A detailed list of student/stakeholder groups and their requirements along with features of our educational programs and practices used to meet these requirements are provided in Figure 3.1: Table for Student and Stakeholder Groups (see Evidence File 3.4 B).

Criterion 3.5 The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders. Define and describe your processes pertinent to this criterion.

Define and describe your processes pertinent to this criterion.

To attract MBA students, the business dean and graduate enrollment counselor work closely with our marketing team. As noted in Standard 2, the College of Business meets annually (before the new academic year) and now quarterly with the marketing department to assess our marketing needs. For recruitment purposes, our marketing department designs brochures, webpages, print ads, online ads, and radio commercials for the entire university, including the College of Business. For example, in November 2020, the marketing director worked with Jessica Pillay, our graduate enrollment counselor, to identify marketing strategies for increasing MBA enrollment. This included an automated email sequence, deployment of online adds, radio spots, and a virtual information session that included the dean, faculty, and staff. Once the new dean gets acclimated to the role, we plan to host a podcast and a blog and to do more video testimonials. Examples of promotional material for the College of Business are available upon request.

We also have dedicated enrollment counselors for each program (traditional undergraduate and MBA). They are directly responsible for recruitment, for making initial contact with prospective students, and for following up with inquiries and applicants. Regular information sessions are conducted for prospective undergraduate students by the Admissions Department. As a professor and now as the new dean, Dr. Rowlanda Cawthon is routinely asked to meet with prospective undergraduate students and their families for on-campus visits. All business faculty are required to participate in Northwest Fridays, which is a regular event designed to introduce and immerse prospective students in our community. On the graduate side, Jessica Pillay engages in one-on-one information meetings with prospective online and on-campus MBA students. This one-on-one interaction positively impacts inquiry to applicant conversions. She conducted her first group information session in November 2020 and will continue this practice given the high number of event registrants. This tactic and other recruitment strategies were adopted due to stagnant MBA enrollment for spring 2020.

The College of Business follows several strategies to retain students. We make sure that the MBA and CAPS students we admit are a good fit with our mission and format. For traditional undergraduate students, the university requires a faith commitment. Although a similar commitment is not required for CAPS and MBA students, we communicate to prospective students that all our instructors are Christians and teach from a Christian worldview perspective. Those individuals who are uncomfortable with or uninterested in this generally do not apply.

In the MBA program, our cohort format helps us retain students. Each cohort (15 to 24 students) takes all their courses together. Students thus build strong relationships with each other, providing encouragement to get through the difficult times. CAPS students also develop a strong attachment to their advisors. Two advisors are assigned for all online students, including business students, through the CAPS. For our on-campus MBA program, many courses are generally taught by business faculty who are available for students. In addition, Jessica Pillay has played a vital role in recruiting MBA students; she is responsible for the growth of the program over the last five years. Chart 12: MBA Retention Rates by Percent illustrates the retention rate of our MBA students for the past few years (see Evidence File – 3.5 A). We had MBA retention rates of 95% for fall 2019 and 93% for spring 2020, which is above our target of 10% attrition rate. Our retention rate was 76% in spring 2019, so these results are welcomed. We believe that the high retention rate is primarily due to this cohort model and strategic recruiting efforts. We have found that when a student does drop out of the program, it is usually due to financial issues (such as employment layoff) or relocating to another area.

The traditional undergraduate program is a de facto cohort model, because the class size for each major is relatively small. In their junior and senior years, students typically take most of their courses together with the same students. Again, students become friends under these circumstances. The undergraduate students are also supported by the Student Development and Campus Ministry programs. We also have a Wellness Center (which includes health and emotional counseling) that is available to all students.

Another feature of all our programs is the flexibility of allowing students to take an incomplete in a course that they were unable to finish due to circumstances beyond their control, such as a severe illness or a death in the family. This grace period helps retention in that students do not necessarily have to drop out of their program completely when they experience a challenging time. Of course, if students do not resolve the incomplete and finish the course by the end of the next semester, the grade in that course reverts to a fail.

We have several processes to build relationships with stakeholders, which are outlined above. For alumni, this includes involving them in specific events. We have an MBA Alumni Board that was created in part to plan networking events, such as the annual MBA Alumni dinner. MBA alumni speak as guest lecturers in all our programs, and several have served as adjuncts in our undergraduate program. We encourage all alumni to join our LinkedIn page, and we invite alumni to participate as judges when holding Shark Tank events. We have several alumni who have offered internships to our undergraduate students.

Other opportunities to build relationships with alumni and business leaders include the Business Advisory Board, social events (such as the Internship Fair, Shark Tank, networking luncheons and dinners, etc.), and the dean's participation in local community and business groups. We also invite business leaders to speak as guest lecturers and, depending upon their academic qualifications, teach as adjuncts. Some of the business leaders who have spoken in our classrooms in the past year (in person or via Zoom) are listed in Table 1: College of Business Guest Speaker List (see Evidence File – 3.2 P).

CRITERION 3.6 – PROCESS TO SEEK INFORMATION AND RECEIVE COMPLAINTS

Criterion 3.6 The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe processes pertinent to this criterion.

We employ several formal and informal methodologies to seek information from students, including complaints about their program. In the MBA, the dean works at building relationships with students from the very beginning of the program, so that they will feel comfortable to share both positive and negative feedback about their courses and educational experiences. The dean participates in the initial MBA orientation session and meets with students one on one. Dr. Rowlanda Cawthon is known among students for being an active listener and addressing student concerns. She plans to visit every MBA class at least once per month to greet students and give announcements. The methodology used most often is that MBA students send emails to the dean, to the graduate enrollment counselor, and/or to the program coordinator, as well as to their business instructors.

In the traditional and non-traditional programs, students share information, including complaints, with the College of Business dean, faculty, and staff, through the advising process, during faculty office consultations, via email, and through course evaluations. Our program coordinator, faculty lead for business online programs, and the CAPS administrators also receive information from students.

On a more formal basis, we gather information from all students via evaluation forms at the end of each course and from focus group sessions. MBA students also participate in an online program assessment at the end of their program. Traditional undergraduate and CAPS students are asked to complete satisfaction surveys as well.

We also use both formal and informal methods to obtain information from business alumni. As described previously, there are several events that alumni are invited to participate in, such as the Internship Fair, Shark Tank, and MBA Alumni Dinner. These events are often opportunities for alumni to talk with the dean or a faculty member. As previously indicated, we also conduct surveys of MBA and traditional undergraduate alumni.

Our partnership with business leaders and employers is particularly important to us. We ask all internship supervisors to rate the effectiveness of our student interns. We also solicit their comments about our internship process. Our program coordinator and dean are also generally involved in email communication and/or phone conversations with these employers. As described above, we formed a Business Advisory Board in 2009 for the explicit purpose of hearing from business leaders about current trends and requirements. This board has been quite useful to our growth as a business college in that the Business Advisory Board has provided strategic counsel to the dean. We also obtain information on a more informal basis from business leaders who speak in classes and attend networking functions with us.

We obtain information from prospective students, donors, and parents primarily through conversations during events.

CRITERION 3.7 – SYSTEM OF ASSESSING SATISFACTION AND DISSATISFACTION

Criterion 3.7 The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction.

As previously described, we regularly assess satisfaction for traditional, non-traditional, and MBA students for each course. A score over 4.0 on a 5.0 scale (where 5 = high and 1 = low) is a general indication that students are satisfied with the course. A score below 3.75 indicates some degree of dissatisfaction.

In addition, we assess satisfaction of graduates at the end of each program, and we survey satisfaction among alumni through the graduate survey administered at the institution level and during networking events hosted by the College of Business. Dr. Teresa Gillespie administered surveys to business students that were designed to assess satisfaction and dissatisfaction of the students' business experience.

Another assessment we use with employers and site supervisors of our interns is to ask them to evaluate the work of our interns. This gives us additional information about whether we are successfully preparing students for the work environment. As indicated, we have adopted the practice of conducting exit interviews for every on-campus MBA graduating cohort to further assess satisfaction and dissatisfaction. As previously noted, we do assess employer satisfaction using the Student Internship Evaluation Form (see Evidence File – 3.2 R).

Satisfaction and dissatisfaction are also assessed at the institutional level using the Student Satisfaction Inventory and the Best Practices in Christian Workplaces survey for faculty and staff. Figure 3.2: Table for Student and Stakeholder Satisfaction, which specifically describes the key measures used to monitor student and stakeholder satisfaction and dissatisfaction in the College of Business, is summarized in Evidence File – 3.7 A.

CRITERION 3.8 – PERTINENT ASSESSMENT RESULTS

Criterion 3.8 The business unit should present graphs or tables of assessment results pertinent to this standard.

As required, Figure 3.3: Student and Stakeholder Focused Results, which illustrates how well the College of Business satisfies student and stakeholder needs and expectations, is presented in Evidence File – 3.8 A. It should be further noted that this file includes pertinent graphs and some information that has already been shared throughout this standard.

STANDARD 4: MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AND PERFORMANCE

CRITERION 4.1 – LEARNING OUTCOME ASSESSMENT PROGRAM

Criterion 4.1 The business unit shall have a learning outcomes assessment program.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Dr. Teresa Gillespie, former Dean of the College of Business, spent her tenure developing and refining learning outcomes for all our business programs. In collaboration with business faculty, the new dean will review each set of learning outcomes and make necessary adjustments over the next year. In addition, as required by the Northwest Commission on Colleges and Universities, all course learning outcomes will be mapped to program learning outcomes and will be presented in all business course syllabi. Dr. Rowlanda Cawthon will begin this process with faculty in spring 2021 for implementation in fall 2021.

Learning outcomes for traditional undergraduate programs are presented below:

Graduates with a degree in Accounting are able to:

1. Apply business concepts and theories to solve business challenges.
2. Write a realistic entrepreneurial business plan.
3. Explain how economic, political, legal, and financial environments affect international business operations.
4. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
5. Analyze the components of an audit plan.
6. Interpret financial statements and related disclosures employing GAPP principles.
7. Develop a career strategy in the Accounting field.

Graduates with a degree in Business Administration are able to:

1. Apply business concepts and theories to solve business challenges.
2. Write a realistic entrepreneurial business plan.
3. Explain how economic, political, legal, and financial environments affect international business operations.
4. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
5. Develop a career strategy in the Business Administration field.

Business Administration Concentration:

6. Recommend a business strategy based on organizational data in Accounting, Finance, and marketing.

International Business Concentration:

6. Gain an experiential understanding of the international dimensions of business functions by participating in in-depth cultural immersion programs.

Graduates with a degree in Management are able to:

1. Apply business concepts and theories to solve business challenges.
2. Write a realistic entrepreneurial business plan.
3. Explain how economic, political, legal, and financial environments affect international business operations.
4. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
5. Evaluate best practices for resolving human resource issues within an organization.
6. Recommend a business strategy based on organizational data in Accounting, Finance, and Marketing.
7. Develop a career strategy in the Management field.

Graduates with a degree in Marketing are able to:

1. Apply business concepts and theories to solve business challenges.
2. Write a realistic entrepreneurial business plan.
3. Explain how economic, political, legal, and financial environments affect international business operations.
4. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
5. Analyze market research data that will solve a marketing problem.
6. Prepare and deliver a professional sales presentation.
7. Develop a career strategy in the field of Marketing.

Graduates with a degree in Music Industry Business are able to:

1. Apply business concepts and theories to solve business challenges.
2. Write a realistic entrepreneurial business plan.
3. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
4. Prepare a brand marketing strategy for a particular musician.
5. Develop a career strategy in the Music Industry Business field.

CRITERION 4.1 – LEARNING OUTCOME ASSESSMENT PROGRAM

Learning outcomes for non-traditional undergraduate programs are presented below:

Graduates with a degree in Business Management are able to:

1. Apply business concepts and theories to solve business challenges.
2. Write a realistic entrepreneurial business plan.
3. Analyze the risks and rewards of launching a new product or service in a foreign country.
4. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
5. Evaluate best practices for resolving human resource issues within an organization.
6. Recommend a business strategy based on organizational data in Accounting, Finance, and Marketing.
7. Develop a career strategy in the Business Management field.

Graduates with a degree in Organizational Management are able to:

1. Apply business concepts and theories to solve business challenges.
2. Analyze the risks and rewards of launching a new product or service in a foreign country.
3. Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.
4. Evaluate best practices for resolving human resource issues within an organization.
5. Apply conflict resolution skills to a real-life situation.
6. Develop a career strategy in the field of Organizational Management.

Learning outcomes for the MBA program are presented below:

Graduates with a Master of Business Administration degree are able to:

1. Develop a strategy based on analysis of Finance, Operations, Marketing, and Management.
2. Create innovative business processes, products, and solutions through critical thinking and problem solving.
3. Design clear and strategic professional communications.
4. Evaluate ethical issues in business and leadership through the framework of truth and personal integrity.
5. Manage project teams and processes effectively and efficiently.

CRITERION 4.1 – LEARNING OUTCOME ASSESSMENT PROGRAM

Describe your learning outcomes assessment process for each program.

Prior to retiring, Dean Gillespie identified new faculty leads for our overarching business programs, including:

- Traditional undergraduate–Dr. Jeremy Chambers, Assistant Professor
- Non-Traditional undergraduate–Shannon Fletcher, Associate Professor
- MBA On-campus–Dr. Tony Pizelo, Associate Professor

Dr. Tony Pizelo replaced Dr. Don Doty as the MBA faculty lead; Dr. Jeremy Chambers is a newly appointed lead; and Dr. Shannon Fletcher is continuing in this role.

During the self-study year, Dr. Gillespie was responsible for the learning outcome assessment process for both traditional undergraduate and MBA programs. Dr. Doty assisted with graduate program efforts up to his departure, and Dr. Fletcher was responsible for non-traditional undergraduate programs. For each program learning outcome, a relevant course and measurable student action or product within that course are identified for assessment purposes. The intent of the assessment is to examine mastery of each outcome. Based on this approach, assessment data are collected throughout the year and compiled in a report for faculty and for the Office of the Provost.

This learning outcome assessment process is repeated annually. However, going forward, the faculty leads identified above will be responsible for collecting learning outcome assessment data for their respective areas, and the dean will compile the final report for distribution. Over the last 10 years, we have made changes to course curricula and procedures based on these assessment data and this analysis process.

Identify internal learning outcomes assessment information and data you gather and analyze.

Identify external learning outcomes assessment information and data you gather and analyze.

Identify formative and summative learning outcome assessment information and data you gather and analyze.

Figure 4.1: Table for Student Learning Outcomes Assessment Data, which identifies internal, external, formative, and summative learning assessment information and data, is available in Evidence File – 4.1 A.

CRITERION 4.2 – REPORTING RESULTS AND TRENDS

Criterion 4.2 To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

Each year, the dean and two faculty leads (online program faculty lead and MBA faculty lead) put together an Annual Assessment Matrix featuring curriculum data that are collected and assessed in relation to course outcomes (see Evidence File – 4.2 A). This team meets a couple of times each year to review the results and discuss future changes.

The assessment matrix is distilled into Figure 4.2: Measurement and Analysis of Student Learning and Performance, which tracks year-over-year trends (see Evidence File - 4.2 B). The assessment matrix is distributed to the Associate Provost and Provost at the end of the year and is circulated to business faculty, so that this core group is informed of how well the College of Business is meeting its objectives. At the beginning of the academic year, business faculty review the results and discuss possible future modifications.

In addition, the dean prepares an annual report that includes a narrative about major changes to curricula, their impact based on comparative data, and faculty and student research. The Annual Assessment Report for AY 2019-2020 is available in Evidence File - 4.2 C. Additionally, the highlights of these reports are shared with the Business Advisory Board and with the Board of Directors of Northwest University.

Based on feedback from faculty, advisors, and administration, each of the faculty leads makes appropriate modifications to the curriculum, which are specified in Criterion 4.4. Sometimes these modifications require formal changes to the curriculum that are submitted to the Academic Affairs Committee, while other times the faculty lead facilitates coaching conversations with faculty or changes an assignment prompt.

CRITERION 4.3 – SELECTION AND USE OF COMPARATIVE INFORMATION DATA

Criterion 4.3 Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. Describe the business school's or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

The main assessment comparison for Northwest University is ACBSP Region 7, which is our conference region. We compare how the average business student scores on the Peregrine Academic Assessment within each of our modalities (traditional, on-campus, blended, and MBA) to their respective data set from the ACBSP Region 7.

At the end of each academic year, the dean either runs a comparison report in Peregrine or assigns one of the staff or faculty to do so. Once the report is run, it is sent to all faculty members for review so that they can look at how students have performed in each concentration area across all modalities.

Data from the Peregrine report are inserted into the Quality Assurance Report and an annual report for the Provost and Assistant Provost. This data allows us to benchmark with other ACBSP Region 7 business schools. Our target is to meet or exceed the average scores of other business schools in our region that use the Peregrine assessment. As shown in Figure 4.3: Table for Comparative Information and Data (see Evidence File - 4.3 A), the 2019 total comprehensive assessment score for the traditional undergraduate program is 52.6, which is slightly lower than the ACBSP Region 7 total score of 54.3. The non-traditional score was 62.3, which is significantly higher than the ACBSP Region 7 average score of 54.3. The comparison score for non-traditional students puts us in the 86th percentile. The MBA's program also scored well overall, at 60.3 to the ACBSP Region 7 comparison group score of 55.1. We are very pleased with the non-traditional and MBA scores and are looking to improve the traditional scores so that they are above average as well. The comprehensive targets and results for traditional, non-traditional, and MBA programs are highlighted in red in Figure 4.3. Scores for each business category are also listed.

Although not included in Figure 4.3: Table for Comparative Information and Data, traditional business students who completed the Peregrine assessment in fall 2020 had an average score of 61.2, which is higher than the ACBSP Region 7 average score of 53.9. This comparison score places our students in the 87th percentile for this assessment period. We did not include these results in Evidence File – 4.3 A because they fall outside of our self-study year. While the more recent Peregrine executive summary is exciting, on a more granular level, there are some areas where we are scoring in the bottom 10th or 20th percentiles. Some of those areas include ethical issues, ethical standards, international corporate strategies, artificial intelligence, and equal employment opportunity. We are particularly interested in the lower scores in business ethics because we pride ourselves in emphasizing ethics in all our business programs.

CRITERION 4.3 – SELECTION AND USE OF COMPARATIVE INFORMATION DATA

For context, Dr. Todd Nelson, who administers the traditional comprehensive exam, provides students with a study guide and conducts a study review with the class prior to the exam. For the most recent assessment period, the exam was not proctored like in previous years. With COVID-19, we have both remote and on-campus attendance. This change has resulted in many faculty members' adjusting how they administer exams in all of our business courses. Table 1: Traditional Peregrine Executive Summary for 2020 is included in Evidence File - 4.3 B.

CRITERION 4.4 – CONTINUOUS PROCESS IMPROVEMENT

Criterion 4.4 The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

Each year, assessment measures are reviewed, and changes are made based on assessment results. Below are examples of program improvements based on what we have learned from analyses of assessment results:

CAREER STRATEGY IMPROVEMENT—TRADITIONAL PROGRAM

In 2016, we realized that we were not assessing whether students in the traditional undergraduate program had a career strategy by the time they graduated. Therefore, in 2017, we implemented a Business Internship course that had several classes throughout the year focused on helping students develop a career strategy. Seeing the value in this ready-to-work initiative, Dean Gillespie asked Dr. Rowlanda Cawthon to develop a career strategy assignment for her Human Resources Management course. That request resulted in a "Career Strategy Worksheet" assignment for students to complete. This worksheet asks students to identify specific action steps they will take within six months of graduation. In 2018, it was found that the Career Strategy Worksheet was effective. To improve the process, the dean decided to distribute this worksheet when she visited the Policy and Ethics course instead of having the class instructor do so. In 2019, business faculty thought the Career Strategy Worksheet would be more effective if distributed in a class that reflected a student's major, so it was distributed in Accounting II for Accounting majors, Market Research for Marketing majors, and in the Business Internship class for Music Industry Business majors. Business Administration and Management majors completed the worksheet in Human Resource Management. In 2020, students completed the exercise and found it to be useful; however, not all students are enrolled in the classes where it is distributed. Therefore, business faculty will discuss if this exercise should be distributed in a different class or possibly through a different means entirely.

PERSONAL ASSESSMENT INSTRUMENT IMPROVEMENT—NON-TRADITIONAL PROGRAM

In 2019, we incorporated the Enneagram Test for the first time instead of the Birkman Assessment in the Business Management and Organizational Management non-traditional programs to give students insight on how their personality types influence their career choices. Compared to the Birkman, the Enneagram Test is readily available, less expensive, and used more frequently in organizational settings. In 2020, student papers were more deeply reflective than in previous years; however, the papers rarely discussed their career strategies. This might have been because the assignment prompt was adjusted when the Enneagram Test was added. Therefore, the assignment prompt will be adjusted for AY 2020-2021 to incorporate critical thinking about a career strategy.

CRITERION 4.4 – CONTINUOUS PROCESS IMPROVEMENT

INTERNATIONAL BUSINESS COURSE IMPROVEMENT—TRADITIONAL PROGRAM

In 2017, traditional undergraduate students scored 8% below the mean in the Global Business topic of the comprehensive exam. For the 2018 academic year, the International Business class was restructured to include more instruction throughout the year in addition to the 10-day international trip. A new assignment was introduced to fit the new program outcome of "explain[ing] how economic, political, legal, and financial environments affect international business operations." Also, the class was modified to be a junior-level class (rather than a senior-level class) so that students complete their international trip and International Business course before taking the comprehensive exam during their senior year. In 2019, we continued to make changes to the International Business class as the class size was too large (55 students in one classroom). Instead, the class was divided into two sections – those going to China and those traveling to Japan. The change was also made to make this course mandatory for all business majors. These changes resulted in a significant increase in the comprehensive score from 52% in 2018 to 84% in 2019. For 2020, we decided that all students would go to the same country for their international experience because the number of students enrolled in this class shrank. Due to COVID-19, students were not able to travel internationally during our self-study year. However, they still performed well on the comprehensive exam, earning an 80%. The new professor believes a better measurement of student success would be a final paper instead of the exam. An essay will be the new measurement instrument beginning in spring 2021.

BUSINESS STRATEGY GAME IMPROVEMENT—TRADITIONAL PROGRAM

In 2018, the interactive simulation in which undergraduate students compete against other colleges in selling a product (e.g., shoes) over a 10-year cycle witnessed scores that decreased from 65% in 2017 to 48%. We thought this decline might have been attributable to a new faculty member's teaching the course or that it took a year to understand the simulation technology. However, in 2019, we discovered after this number continued to drop (to 39%). Clearly, the reporting was incorrect. Previously, the assessment used individual scores rather than team scores. We will revert back to how the game was previously scored for the 2021 assessment and beyond. However, Business Strategy was not offered in the spring 2020 academic year, so there are no assessment results to measure.

CRITERION 4.4 – CONTINUOUS PROCESS IMPROVEMENT

ENTREPRENEURIAL BUSINESS PLANNING COURSE IMPROVEMENT—NON-TRADITIONAL PROGRAM

The Entrepreneurial Business Planning course is only offered online and in the adult evening program. In 2018, the students' entrepreneurship business plans were vague; their underlying ideas were elementary. Students commented in their evaluations that they did not see real value in this course. Due to this feedback, the course curriculum was overhauled and rebuilt with completely new assignments and discussions. The feedback from the students was overwhelmingly positive. Moreover, the summative papers were much stronger in 2019, with a 3.375 score. Because the same instructor taught the class in 2018 and 2019, some of the old class content was unintentionally transferred into the new course. The faculty lead spoke to the faculty member about following the new course design. In 2020, the students' entrepreneurship assignments were even stronger at 3.85. To continue improvement on this assignment, the faculty lead will adjust the assignment prompt so that the format of the assignment follows a business plan design rather than APA formatting and includes more peer review.

STRATEGIC MANAGEMENT COURSE IMPROVEMENT—NON-TRADITIONAL PROGRAM

In 2018, students commented that they were tired of having Starbucks as the primary case study in the class. Due to this feedback, in 2019, the online and adult evening course was completely rewritten to align more with the traditional course and draw from 10 different company case studies. In 2019, although students appreciated the variety of case studies used in class, they struggled on their final assignments to use a significant amount of academic research in their reports and leaned heavily on their opinions and experience. Scores from 2018 to 2019 increased slightly, from 54.7 to 55.9. In 2020, students' papers were significantly better and included more research, and they earned an average score of 62.3. Some students still struggled with developing a strategy to enhance business outcomes, so the course content will be reevaluated to help guide the students in strategy development for spring 2021 courses.

PROJECT MANAGEMENT COURSE IMPROVEMENT—MBA PROGRAM

We added a new program goal in 2019 pertaining to project management and included a pre- and post-assessment comparing students' project management skills in their Project Management course. In 2019, students' learning increased 44.9% from the pre- to the post-test, and in 2020, there were similar results, with an increase of 41%. These are great results that we want to advertise on our website and make more public. These results are discussed in the AY 2019-2020 Assessment Matrix.

CRITERION 4.4 – CONTINUOUS PROCESS IMPROVEMENT

COMPREHENSIVE ASSESSMENT IMPROVEMENT – TRADITIONAL PROGRAM

In 2015, 2016, and 2017, traditional undergraduate students' average scores were four to five points below the mean score of 49 on the Peregrine comprehensive test. However, these same students earned an average of a 65 against a mean of 50 on the Business Strategy Game. So, it seemed that students were not sufficiently motivated to take the comprehensive exam seriously. Therefore, in 2017, we made the changes to include more review in the Policy and Ethics course (BUSM 4403), and we also determined that 10% of each student's grade for the class would be based on how well they perform on the comprehensive exam. Previously, students were given points for simply finishing the exam. After these changes were made, in 2018, the average score was exactly the mean (49%). In 2019, the scores dropped again to 4.5 points below the mean. In response, business faculty reviewed course syllabi to ensure that content was covered in foundational business classes. Also, we scheduled sophomores to take a pre-test comprehensive exam, so we had a more recent test with which to compare 'post' test scores. In spring 2020, students scored 52.62, which is the best score in the past 3 years. It appears that the efforts are working. Students scored rather low in management topics for spring 2020, which is our self-study year. However, traditional business students who completed the comprehensive exam mid-fall 2020 scored significantly higher than in the previous semester. Our management score in 2019 was 45.5%, which put us at the bottom 4% of ACBSP Region 7 schools. The most recent number from fall 2020 was 67.5%, which put us in the 94th percentile of ACBSP Region 7 schools. It is not immediately clear why the management scores were lower in spring 2020. It could have been due to shifting to fully remote learning mid-semester due to COVID-19 and other factors. Given the significant difference between spring 2020 and fall 2020, the faculty member responsible for teaching management courses will review Peregrine results for Spring 2021 and make necessary adjustments from there.

These were major improvements based on assessment results. Additional program, course, and curriculum improvements based on both formal and informal feedback from students and stakeholders are also noted in Standard 3.

STANDARD 5: FACULTY AND STAFF FOCUS

CRITERION 5.1 – HUMAN RESOURCE PLANNING

Criterion 5.1 The business unit will have a Human Resource Plan that supports its strategic plan.

Dr. Teresa Gillespie, the former Dean of the College of Business, hired all full-time faculty and one staff member currently in the business unit. She was the first dean to hire a Black, female, tenured faculty at Northwest University, and has worked to hire faculty and staff who would support the strategic direction of the College of Business. There were a few faculty and staff member transitions during our self-study year which are described in the next section of this report. As the new dean, Dr. Rowlanda Cawthon will ensure that faculty and staff have what they need to be successful in their respective roles. She is also open to feedback from the ACBSP site visit team and will work diligently to ensure improvements are implemented so that we meet all standards and criteria outlined in Standard 5.

In an appendix, present your current human resource (HR) plan.

Our Human Resource Plan, which was developed by Dr. Teresa Gillespie during her tenure, is presented in Evidence File – 5.1 A.

In a brief statement here, explain your HR plan's relationship to your strategic goals.

To support our strategic goals and develop our reputation as a quality business college, we aim to hire and develop high-level faculty in each major area of business. Our strategic goals as presented in Standard 2 are:

1. Build a Strong Brand
2. Enhance Internship and Career Planning Services for Business Students
3. Build Alumni, Community, and Business Relationships
4. Build Financial Resources

Dr. Rowlanda Cawthon, Dean of the College of Business, was appointed in an interim capacity on June 1. She was permanently ratified to the position by the Board of Directors in November 2020. At the time of her initial appointment, one faculty had retired, another was terminated, and one staff position was lost due to a reduction in workforce. On the other hand, with the closure of the Adult Evening program, one business faculty member was reassigned, making her more available to work in on-ground programs in the College of Business. So, although Dr. Cawthon's faculty position was not filled, it was a net loss of approximately .375 FTE. Nevertheless, she came into the interim role with two open faculty positions and one fewer staff members.

CRITERION 5.1 – HUMAN RESOURCE PLANNING

After her office coordinator retired at the beginning of fall 2020, she hired Bamana Larsen as the new program coordinator. Bamana, who holds a B.S. in Business Administration and an Executive Master of Business Administration degree, comes with more business experience and education than the previous incumbent. Dr. Cawthon was approved to hire two new business faculty to begin in fall 2021. Going forward, she will aim to hire faculty and staff who are not only experientially and academically suited but have the character and desire to advance the business unit's strategic goals and objectives.

The consensus among business faculty and staff is that we must hire high-quality faculty with business expertise who can help build our brand image. We collectively agree that we must also work toward improving career planning for business students. This focus will require us to develop business students who are favored by employers. We do a good job building relationships with students; however, we recognize that more can be done. Executive leadership and the Board of Directors expect the new dean to be involved in building partnerships with alumni, employers, business leaders, and the community. She is also charged with engaging with the Development Office, which is responsible for donor relations, to make the College of Business a cornerstone of the Northwest University's fundraising practices. Whom we hire and how current faculty and staff work together will have a significant impact on our ability to accomplish these strategic efforts.

The details provide in the current Human Resource Plan are relevant. However, Dr. Cawthon will update the plan as part of our "Strategic Revisioning Initiative" in 2021. The above strategic goals, which are addressed more fully in our Supplemental Strategic Plan, will be a key framework from which the new dean may draw (see Evidence File – 2.1 B).

CRITERION 5.2 – EMPLOYMENT PRACTICES

Criterion 5.2.1 The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives.

Explain how the composition of your faculty provides for intellectual leadership relative to each program's objectives.

For this self-study year, each program was led by a full-time faculty member qualified with experience and educational training in their discipline. Table 1: Composition of Faculty for Each Business Program depicts that each respective faculty member has the intellectual capacity and leadership ability relative to each program area (see Evidence File – 5.2 A). It is worth noting that Tom Sill retired, and Dr. Don Doty was terminated in spring 2020. They are included in this table because they were still employed for most of our self-study year. Dr. Jeremy Chambers is now the faculty lead for undergraduate programs and is teaching accounting courses. Dr. Tony Pizelo is the faculty lead for the MBA program, replacing Dr. Doty. Dr. Shannon Fletcher is teaching Dr. Rowlanda Cawthon's management courses until a new faculty person is hired.

Also, every core business discipline area is led by a full-time faculty member in the College of Business, except for Music Business Industry. Dean Cawthon has oversight of the Music Business Industry program. Steve Smith, who works for the Creatio Center for Technology, Media, and Design, provides support and direction relative to the Music Business Industry major. However, Steve is a 43-year recording veteran who has collaborated with artists like Seven Wonder, Garth Brooks, and Donna Summer. He has worked at Northwest University for over 10 years as a creative director and educator. Because of the work he has done in the educational sector, Steve has been nominated twice by the Grammy Foundation (National Association of Recording Arts and Sciences) to receive the Music Educator Award. In addition, several of the albums he helped to produce received Grammy Awards. Steve brings a level of expertise and wealth of experience unparalleled in the music business industry field. We believe his professional experience and work in higher education justifies his role as an adjunct for the business unit, despite his lack of the academic qualifications prescribed by ACBSP standards. Table 2: Composition of Faculty for Each Business Discipline provides an at-a-glance view of qualifications and experience for each faculty (see Evidence File – 5.2 B).

CRITERION 5.2 – EMPLOYMENT PRACTICES

Explain how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

We can provide a few examples of the breadth and depth of theory and practical knowledge among faculty in the College of Business. Dean Cawthon was in management and held other positions with the Washington Department of Corrections that increased her business expertise in her leadership capacity for over 12 years. She also worked in sales for Oberto Sausage Company, as well as her employment in marketing for Drugstore.com and Eddie Bauer. Todd Nelson, J.D., is a law partner and has practiced law for over 30 years. Dr. Chambers is a business owner of three ACE Hardware stores and a Benjamin Moore paint store. Dr. Fletcher has worked in the media industry and has started two different businesses. Dr. Pizelo was an executive in the financial industry for over 20 years and is certified with the SHRM-SCP designation.

Because Teresa Gillespie, J.D., was the dean during our self-study year, and Tom Sill, and Dr. Don Doty, were on the faculty during the self-study year, they are also included here. Dr. Gillespie's background in law and corporate management is extensive. She had previously served as in-house litigation counsel for a Fortune 100 company for 17 years, handling disputes involving contracts, employment discrimination, intellectual property, environmental land use, municipal law, and personal injury. As a company manager, she witnessed firsthand the ethical and organizational challenges of mergers, spin-offs, downsizing, and other corporate transition issues. Her courses included vivid illustrations of legal and ethical dilemmas facing business leaders. Tom Sill is a Certified Public Accountant and worked in auditing, forensic accounting, and as a systems analyst. He practiced accounting in the corporate world for Boeing; worked for Hagen, Kurth, & Perman, an auditing firm; served as forensic accounting consultant; and worked in real estate. Dr. Doty is certified in human resource compliance through SkillSoft. He is active in executive coaching, mentoring, assessment, and data analysis. He has experience with 360-degree assessment, Birkman stress testing, Gallup StrengthsFinder, and QUAL interview and field research. Dr. Doty worked in staff development consulting for The Geneva Group, strategic planning for Mercy Ships, and as a commercial real estate manager for Newhall Land and Farming Company. We expect to hire equally qualified replacements for Sill and Doty.

Criterion 5.2.2 In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe how you develop qualified full-time and part-time faculty; how you orient new faculty to the program; how you orient new faculty to assigned course(s); how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses; and how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching method.

CRITERION 5.2 – EMPLOYMENT PRACTICES

The dean is primarily responsible for recruiting, hiring, training, observing, evaluating, and developing full-time and adjunct faculty. Recruitment of tenure-track faculty begins with preparing and advertising the job description on the Northwest University website and other channels, such as the Chronicle of Higher Education and the Christian Business Faculty Association. We also utilize many sources and referrals to locate and recruit adjunct professors. These channels include our extensive networks of alumni, business contacts, Northwest University Boards of Directors and Trustees, and referrals from existing faculty. We look for someone with professional business expertise, managerial experience, teaching background, faith fit, and educational qualifications.

Once a reasonable number of qualified applicants are identified, a Search Committee, which includes the Provost, dean, faculty, and an outside representative (usually from another college) conducts an initial review of the application packets. Qualifying candidates are interviewed via Zoom. Then campus visits are scheduled for the top candidate(s). The campus visit includes interviews with full-time business faculty and staff, a meeting with the President, a faculty forum to which all faculty members are invited, and a meeting with the Provost. The final hiring decision is authorized after an interview with the Executive Committee of the Board of Directors. For adjunct faculty, the dean reviews resumes/CVs, conducts interviews, and forwards the hiring paperwork to the Office of the Provost. Adjunct faculty members are not required to meet face-to-face with the Provost, President, or Board of Directors. Recruitment procedures for tenure-track faculty are outlined in the Faculty Manual, which is in Evidence File -5.2 C.

The Northwest University process for hiring requires an application, background check, and orientation with our Human Resources Department. This orientation includes training on our sexual harassment policy, technology training, review of federal FERPA guidelines, ALICE (active shooter) training, and other training as required. After the professor is cleared to work by our Human Resources Department, they attend New Faculty Orientation, which is led by the Provost. This training includes several hours of orientation to Northwest University. At these sessions, the group discusses issues such as grading consistency, classroom management, and integration of faith into coursework. In addition, new faculty are assigned a mentor to assist them with other practical issues.

Once oriented, the business unit onboarding process begins. The Provost hosts a day-long orientation for all new full-time faculty members. In the College of Business, both new tenure-track and adjunct faculty meet with the dean to discuss expectations, curriculum, and textbook options. Typically, the dean provides a sample syllabus and course outlines to follow. Once the course has been drafted, the dean reviews the syllabus, initial course lesson plans, and textbook(s). Lynette Sorenson, Educational Technologist, provides one-on-one support as needed to assist the new faculty in Discovery, our learning management system, as well as providing other technological resources. Once the course starts, the dean observes the professor’s teaching, reviews course evaluations, and discusses ways that the professor can improve.

CRITERION 5.2 – EMPLOYMENT PRACTICES

For tenure-track faculty, after their first year, both the business dean and Provost conduct an in-class observation and meet with students to hear their perspective regarding the new faculty's performance. Full-time faculty members are also developed through our annual self-evaluation process. Every year, all full-time faculty members must write a personal evaluation of their work during the previous year, especially how they met their annual goals. This evaluation also includes goals for the upcoming year.

The dean reviews the evaluation, meets with the faculty member, and writes comments on the meeting, and forwards the evaluation to the Provost for review. If the dean and faculty both agree on the developmental goals, then the strategy for reaching those goals are discussed. Additionally, if there are any concerns about a faculty member's performance, those growth areas are addressed at this time.

At the beginning of year two, faculty complete the Faculty Faith and Learning class that is led by the Provost and Associate Provost. The following year, the dean conducts a Year 3 Performance Review. This process includes an administrative review of the faculty's professional portfolio and involve extensive input from students, peers, and administrative personnel during both semesters. This review is designed to gather important documentation of professional competence, identify areas for further professional growth, and make recommendations for subsequent retention, promotion, and tenure considerations. In year four, faculty are invited to a tenure portfolio preparation meeting hosted by the Tenure Promotion Committee.

Northwest University seeks to cultivate an instructional climate that values its faculty members and the academic process. The development of faculty effectiveness demands periodic, regular assessment. Therefore, each faculty member, without regard to rank or tenure or full- or part- time status, are subject to regular periodic review in accordance with general standards.

The standards for assessing faculty effectiveness related to tenure and promotion include the following:

- **Standard 1**: The faculty member demonstrates a commitment to, and practice of, a biblical evangelical faith.
- **Standard 2**: The faculty member demonstrates teaching and/or librarianship competence and ever improving professional methodologies as appropriate to the academic discipline.
- **Standard 3**: The faculty member demonstrates scholarship appropriate to one's discipline.
- **Standard 4**: The faculty member demonstrates a consistent pattern of service, professionalism, and collegiality.

Each of these standards must be addressed in a faculty member's tenure portfolio.

CRITERION 5.2 – EMPLOYMENT PRACTICES

Tenure-track faculty are also encouraged to engage in peer assessments, which provide a model for collaboratively learning. A peer assessment system could involve partners who observe and coach each other with administrative support in pre- and post-conferencing. It could involve teams of three to four peers forming discussion groups to interact on case presentations, shared portfolios, or participate in coaching rounds after teaching observations. Additional opportunities for development include grants for faculty research, sabbatical leave, and faculty enrichment assistance funding.

The College of Adult and Professional Studies (CAPS) has additional methods for training, recruiting, and monitoring for adjunct instructors—including individual orientation for all new faculty members as well as a half-day training session twice per year. A typical training agenda includes the following topics (among others):

- What is an adult learner?
- How to deal with plagiarism
- How to grade quickly and effectively
- How to help ESL students succeed in the classroom

Additionally, CAPS monitors student responses to new instructors and provide hands-on mentoring throughout their first course. Bamana Larson, the new Program Coordinator for the College of Business, was recently onboarded as an online instructor. She explained that the onboarding training that she received through CAPS was done well. The training is conducted online and walks the new instructor through the entire teaching experience from start to finish. In addition, Lesley Gabel, Director of Curriculum and Faculty Development for CAPS, conducted several check-ins: one right before the course's launch and then during weeks 1, 3, 5, and 7 to review the quality and timeliness of grading and feedback. This approach orients adjunct faculty exceptionally well.

After being in the position for several months, the new dean recognizes a need to improve the onboarding process for adjunct faculty who teach on campus. While the Provost conducts a New Faculty Orientation, the business unit dean must develop a more structured onboarding and mentoring process similar to the one developed by CAPS. Dr. Shannon Fletcher, the online business faculty lead, provides direct support and mentorship to online business adjunct faculty. The dean provides the majority of onboarding resources and support to on-campus adjunct faculty. When appropriate, adjuncts are referred to full-time faculty who are content experts for assistance. For example, when Dr. Cawthon was given a course release to work on the self-study during AY 2019-2020, she met several times with the new adjunct (Dr. David Troupe) who took over her MBA class. This connection proved to be a meaningful learning and onboarding experience for the faculty member. Dean Cawthon will explore utilizing business faculty leads to develop a structured process to ensure adjuncts are sufficiently supported and mentored throughout their educational journey with the College of Business. Subsequently, this approach will free up the dean to conduct more class observations and one-on-one performance discussions with adjunct faculty.

CRITERION 5.2 – EMPLOYMENT PRACTICES

Explain how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses.

Since we are a small program, we generally do not have multiple faculty members teaching the same course. However, full-time faculty in the College of Business are open to meeting and sharing their knowledge with other faculty. When Dr. Cawthon transferred her MBA class to Dr. Troupe, she did the following:

- Held a lunch at a local eatery to provide advice and review the entire Organizational Management course with him.
- Prepared the course in Discovery and updated the syllabus, so that he could transition seamlessly into his new teaching role.
- Engaged in several phone conversations to discuss best practices for executing the course.
- Invited him to visit one of her classes and then gave him an opportunity to provide her with peer feedback.

When we "hand off" a course, it is not uncommon for a full-time faculty member to engage in one or more of these activities with adjuncts or other full-time faculty. Since all courses are developed in Discovery, the previous course is captured in the system and can be easily transferred to both current and new faculty once they have been hired. They will have access to the syllabus, assignments, course resources, and all course documents.

Explain how you provide for course monitoring and evaluation.

As described in Standards 3 and 4, we ask all students in every course (both undergraduate and graduate) to complete a course evaluation. The dean reviews all these evaluations, including student comments. As appropriate, the dean discusses any issues or concerns with the faculty member who can access their completed course evaluations through the IDEA portal.

For CAPS courses, the evaluations are also reviewed by Dr. Fletcher and the CAPS staff. A first- time instructor who receives low student evaluation scores is generally not rehired. CAPS instructors are also asked to respond to student comments in writing. This step ensures that student concerns, such as instructor responsiveness or classroom discussion, are addressed.

CRITERION 5.3 – FACULTY QUALIFICATIONS, WORKLOAD, AND COVERAGE

Criterion 5.3.1 The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

Present your faculty qualifications in a table such as Figure 5.1.

Figure 5.1: Table for Faculty Qualifications, which presents business faculty qualifications, is provided in Evidence File – 5.3 A.

Provide credit hour production data by faculty member, separately for full-time and part- time faculty.

Figure 5.2: Table for Faculty Credit-Hour Production, which includes credit-hour production for each faculty member, is presented in Evidence File – 5.3 B.

Present your coverage of programs by academically and/or professionally qualified faculty members in a table such as Figure 5.3.

Figure 5.3: Table for Faculty Coverage Summary, which provides program coverage by academically and/or professionally qualified faculty, is presented in Evidence File – 5.3 C.

Criterion 5.3.1.a Document every full-time and part-time faculty member teaching courses in the business unit. A recent vita (not over two years old) for all business faculty should be provided and included as an appendix in the self-study report.

We have curriculum vitae for all full-time faculty (see Evidence File – 5.3 D) and part-time faculty (see Evidence File – 5.3 E) who taught for the College of Business during our self-study year. Most faculty used a standardized curriculum vita template that was created for the purpose of this self-study.

Criterion 5.3.1.b Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- **At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms for definitions of academically and professionally qualified).**
- **At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.**
- **One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.**

If your faculty qualifications as presented in Figure 5.3 meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

CRITERION 5.3 – FACULTY QUALIFICATIONS, WORKLOAD, AND COVERAGE

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels. You must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

As shown in Figure 5.3: Table for Faculty Coverage Summary (see Evidence File – 5.3 C), we clearly meet the first criterion, as 99% of our undergraduate level credit hours and 100% of our graduate level credit hours are taught by doctoral and professionally qualified faculty. We also meet the second criterion for undergraduate credit hours with a 43% credentialing rate, but we are just short of the graduate credit hours standard with a rate of 68%. While slightly below 70%, the graduate rate is within five percent of the historically acceptable faculty-credentialing level.

CRITERION 5.4 – FACULTY DEVELOPMENT

Criterion 5.4 Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4.

Figure 5.4: Table for Deployment of Faculty by Program, which presents our deployment pattern, is provided in Evidence File – 5.4 A.

Criterion 5.4.1 The business unit shall have at least one full-time doctoral or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time doctoral or professionally qualified faculty member who teaches in that major field at that location. Please label this listing "Deployment of Faculty by Major and Location."

All accredited business courses and programs are offered under the direction of the College of Business located at the Kirkland campus. Table 1: Deployment of Faculty by Major and Location demonstrates that we have full-time academically and/or professionally qualified faculty teaching for nearly all business majors at this location (see Evidence File – 5.4 B). Given the uniqueness of the Music Business Industry degree, Steve Smith, Creative Director for Creatio Center for Technology, Media, and Design, teaches in this this major. Steve is a full-time Northwest University employee. As outlined in his curriculum vitae, Steve has unique qualifications that meet this specialized need.

CRITERION 5.4 – FACULTY DEVELOPMENT

Criterion 5.4.2 The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement, and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

As stated above, all programs are offered at our Kirkland location. Each program is led by a full-time faculty member qualified with experience and educational training in their discipline, as illustrated in Evidence File – 5.2 A. The business dean is responsible for assigning faculty leads and ensuring there is sufficient oversight for each major. Our assessment process is outlined in more detail in Standard 4; however, the dean meets with faculty leads individually and directs faculty to assess majors each semester for the annual assessment matrix and report, which is submitted to the Office of the Provost. The College of Business has three faculty leads. Dr. Jeremy Chambers is the faculty lead for the traditional undergraduate programs; Dr. Tony Pizelo is the faculty lead for the on-campus MBA program; and Dr. Shannon Fletcher is the faculty lead for online business programs with the dean providing support for the online MBA program. We also have individual faculty assigned to provide leadership for each traditional undergraduate major. In fall 2021, new titles will be designated for faculty who oversee an entire program (Department Chair) and those who have oversight of a specific major (Faculty Lead). The new dean, Dr. Cawthon, will collaborate with the Provost to formalize these descriptions. This distinction is important because some business faculty have expressed concern about their not knowing the responsibilities that align with these designated leadership roles.

CRITERION 5.5 – FACULTY SIZE AND LOAD

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5 to summarize your faculty loads.

As Figure 5.5: Table for Faculty Load illustrates, the College of Business had enough faculty to fulfill our mission of excellence effectively in educating business students going into our self-study year (see Evidence File- 5.5 A). It is important to note that by the end of spring 2020, we were down three faculty due to a retirement, promotion, and termination. Two of these faculty positions were approved to be filled in fall 2021.

Criterion 5.5.1 ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following areas:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

The appropriate teaching load for a full-time faculty member at ACBSP Accredited Baccalaureate Institutions has historically been limited to not over 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy and has been accepted by ACBSP only under emergency circumstances.

Explain how you determine the appropriate teaching load for your faculty.

Northwest University maintains a standard 9-month annual teaching credit load of 24 undergraduate credits or 18 graduate credits. A 12-month contract teaching load translates into 30 credits for undergraduate courses or 22 graduate credits. For a mix of undergraduate and graduate courses, credit load is calculated as follows:

- 3-credit undergraduate class = 3 credits
- 3-credit CAPS online class (x.7) = 2 credits
- 3-credit MBA class (x1.3) = 4 credits

CRITERION 5.5 – FACULTY SIZE AND LOAD

Most of our full-time faculty members teach a combination of on-campus MBA and traditional undergraduate or online MBA and non-traditional undergraduate courses. Due to a reduction in workforce in spring 2020 and challenges associated with COVID-19, we are currently operating in an emergency environment, with some faculty teaching overloads. As previously noted, in May 2020, we lost a total of three faculty. During AY 2020-2021, two full-time faculty taught more classes than usual. Moreover, we relied on adjuncts to take on more class instruction responsibilities. Some faculty also teach in other programs outside the College of Business to gain additional teaching experience and to supplement their income.

Explain how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions.

As Figure 5.5 indicates, all full-time faculty are involved in activities other than classroom teaching. For each academic year, the dean is required to complete faculty planners for each full-time faculty member (and adjuncts) for the Office of the Provost. The planner is designed to track teaching credits, service credits, and separately contracted teaching opportunities. Faculty are expected to teach 24 credit hours and complete eight service units of essential work per year. Service activities may include all the functions listed above, expect classroom teaching assignments, which falls within the teaching credits category. The number of hours credited to teaching and service activities work out this way:

- 24 teaching credits + 8 service units X 45 hours =1,440 hours
- 9 months X 40 hours per week = 1,560 hours
- 1,440 hours + 120 hours (2 weeks at Christmas, 1 week at Spring Break) = 1,560 hours

Our Faculty Workload Worksheet, which is managed by the Office of the Provost, provides a standardized list of university-wide and departmental assignments along with estimated service units for a service activity (see Evidence File – 5.5 B). Also, the College of Business Faculty Planner for AY 2020-2021 demonstrates our process for managing workloads for full-time faculty (see Evidence File – 5.5 C). The dean also uses this information to assign work as needed to the program coordinator. These practices enable the dean to know if faculty and staff are of sufficient numbers to ensure performance of the above nine functions.

Explain the institutional policy that determines the normal teaching load of a full-time faculty member.

A normal teaching load for a full-time faculty member is described in the "Instructional Load" section of the Faculty Manual (see Evidence File – 5.2 C). The institutional policy specifically states:

CRITERION 5.5 – FACULTY SIZE AND LOAD

INSTRUCTIONAL LOAD

- The normal teaching load for full-time Faculty Members should be 12 undergraduate hours (9 graduate hours) and 4 service units per semester. Faculty Members must be available for assignment of classes all five (5) instructional days in the week. In the case of full-time music faculty, three (3) private lessons should be considered one (1) instructional hour, or other variations as approved by the Provost.
- The Provost and deans must be responsible for tailoring appropriate employment loads for faculty. Some of the complexities that must be considered are private music and drama lessons, labs, field hours, practica, research, administrative assignments, thesis and independent studies supervision, class size, class type, etc.

GRADUATE CREDITS AND UNDERGRADUATE CREDITS

- Because full-time graduate faculty have research as part of their regular expectations, for the purposes of calculating full-time faculty loads, a graduate credit equals 1.35 undergraduate credits.
- For the purpose of calculating full-time faculty loads, CAPS credits equal .7 undergraduate credits.
- An undergraduate teaching load is 24 teaching credits (equal to 18 graduate credits) and 8 service units.
- A 12-month undergraduate teaching load is 30 teaching credits (equal to 22 graduate credits) and 10 service units.

CLOCK HOURS

For faculty members, as part of an annual contract:

- One undergraduate credit equals 45 clock hours (approximately 3 hours for every teaching contact hour).
- One graduate credit equals 60 clock hours (approximately 4 hours for every teaching contact hour).
- One service unit equals 45 clock hours.

The business unit dean is expected to follow this policy when developing faculty planners for full-time business faculty. If issues are identified in the report, the Provost will address the immediately with the dean and faculty member.

CRITERION 5.5 – FACULTY SIZE AND LOAD

Demonstrate that no faculty member (full- or part-time) has a combination of teaching and other responsibilities that is inconsistent with fulfilling all nine functions effectively.

Figure 5.5: Table for Faculty Load, demonstrates that business faculty members have a combination of teaching and other responsibilities that is consistent with fulfilling all nine functions effectively (see Evidence File – 5.5 A). All university faculty, including those in the College of Business, must complete a form and report outside work to the Office of the Provost. If there are inconsistencies that prevent a faculty member from fulfilling their responsibilities effectively, they are addressed accordingly. Expectations are clearly outlined in the faculty employment agreement, which establishes conditions for employment. As previously noted, faculty planners completed by the dean and reviewed by the Provost, also specify work teaching and service unit responsibilities related to the nine functions.

Explain how your part-time faculty members participate in these essential functions.

Most part-time faculty members are employed in business or are self-employed. Many are active in professional activities and/or community service. Because of these job requirements, part-time faculty members are not expected to engage in all nine essential functions. Relevant functions for this group include classroom teaching assignments, administrative activities, and business and industry interaction. We do value when part-time faculty engage in scholarly and professional activities. A curriculum vita detailing education and experience for each part-time faculty is included in Evidence File – 5.3 E.

Criterion 5.5.2 A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

As described in the Faculty Manual, the dean and Provost are responsible for tailoring appropriate employment loads for faculty. Faculty who are assigned extra responsibilities, such as field hours, research, dissertation/thesis supervision, etc., will have fewer course assignments so that their combined teaching credit hours (24) and service units (8) do not exceed 32 credits. For example, service units were adjusted for Dr. Cawthon, Dr. Fletcher, and Dr. Pizelo due to their work preparing and writing our self-study report. As evident in the faculty planner for AY 2019-2020, Dr. Cawthon was given a course release for taking the lead on ACBSP self-study activities and the others' service unit allocations were also increased (see Evidence File – 5.5 C). Also, the additional work that Dr. Cawthon took on for the doctoral program through the Center for Leadership Studies is also taken into consideration. If faculty members exceed their 32-credit load, the Provost ensures they are sufficiently compensated.

CRITERION 5.6 – FACULTY EVALUATION

Criterion 5.6.1 Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

Explain how you monitor/evaluate your faculty's teaching.

We evaluate faculty members' teaching in several ways. After each course, all students complete a course evaluation, which is reviewed by faculty and the dean, respectively. As appropriate, the dean works with the faculty member to improve teaching methodologies. The dean and the Provost also observe courses periodically. Teaching is also monitored on a more informal basis by listening to students during one-on-one meetings with the dean, advising sessions, focus groups, and other opportunities, as described more fully in our responses to Standard 3 prompts.

Additionally, teaching is evaluated as part of our annual assessment process. As described in the Faculty Manual, every full-time instructor submits an annual self-evaluation in January, which includes a review of the faculty member's teaching and professional development. The self-evaluation is reviewed by the dean and discussed in a face-to-face meeting. The dean makes comments on the self-assessment, includes developmental goals, as appropriate, and forwards this documentation to the Provost.

Teaching evaluation is an integral part of the tenure and promotion process. As outlined in the Faculty Manual, Northwest University expects each full-time faculty member to demonstrate teaching competence and "ever improving professional methodologies" appropriate to one's discipline.

Faculty must include the following items in their tenure portfolio as evidence:

- Description of methods used and new developments incorporated for effectiveness in teaching or librarianship
- Documentation of ongoing participation in faculty development activities
- Exhibits that demonstrate efforts at improving teaching or librarianship competence including, but not limited to, items such as:
  - a philosophy of teaching or librarianship statement with supporting documentation
  - a critical evaluation of teaching practice including strengths, weaknesses, and a reflection on how one has improved over time
  - a statement on how students wrestle with faith and academic discipline
  - student evaluation summary data for all classes for the last 4 semesters (minimally)

CRITERION 5.6 – FACULTY EVALUATION

Assessment of "teaching" can be demonstrated to the Tenure and Promotion Committee using the following methods:

- Self-assessment through annual professional growth plans and reflection on professional development.
- Student assessments of teaching competence using mid- and end-of-course assessments and/or anecdotal evidence such as notes of compliment or complaint.
- Peer assessments of teaching or librarianship competence resulting from observation and consultation.
- Administrative assessments of teaching or librarianship competence resulting from observation and review of other assessments and evidence.

Taken together, these evaluation practices enable us to effectively monitor and evaluate teaching of business faculty.

Explain how you monitor/evaluate your faculty's student advising and counseling.

Full-time faculty members who advise undergraduate business students have been doing this works for many years, so they are familiar with the process. Each business faculty member has received training from our Academic Success and Advising Office as well as assistance from the dean. Faculty at Northwest University understand that advising sessions are great mentoring opportunities to provide counsel to students. Thus, faculty members consider advising to be a significant part of their workload.

Undergraduate student advising takes place once each semester. The dean is always available for consultation in the case of a challenging advising situation. Additional monitoring of the advising process is provided by the Registrar's Office and Academic Success and Advising. Students are also counseled to take responsibility for their course selection. Thus, if a faculty member were to provide the wrong advice unintentionally, students can help to mitigate any issues that may arise. Advisors and advisees also receive grad audits to ensure students are on track for graduation.

All faculty members keep at least five hours of office time, which are communicated to students and posted outside their office doors. Since our offices are adjacent to each other, it would be obvious if a faculty member were not maintaining their office hours. When issues arise, students can report their concerns to the dean as well as the director of the advising office. Both entities help to monitor advising practices among faculty. The dean is ultimately responsible for evaluating if faculty are meeting expectations related to advising and counseling

CRITERION 5.6 – FACULTY EVALUATION

Explain how you monitor/evaluate your faculty's scholarly, professional, and service activities (see glossary of terms for scholarly activities).

Evaluation of scholarship, professional affiliation, and service is also part of the annual assessment process described previously. In January, every full-time faculty member prepares a self-assessment, which includes a focus on scholarship, professional, and service activities. As with teaching practices, these areas must be sufficiently addressed by faculty during the tenure and promotion process.

Faculty must include the following information in their tenure portfolio as evidence:

- A description of scholarly activities relating to both the academic discipline and the teaching of it
- Documentation of continuing education
- Documentation of one's participation in scholarly discussion
- Personal portfolio exhibits, which demonstrate creative scholarship may include, but are not limited to, items such as:
    - a record of readings related to the content of one's field or to the practice of teaching;
    - published research;
    - research resulting in new course development or revision of an existing course; and
    - creative work appropriate to one's discipline (works of fine art or music, creative writing, etc.).

Assessment of "scholarly, professional, and service activities" can be demonstrated to the Tenure and Promotion Committee using the following methods:

- Self-assessment where the faculty member writes a self-assessment focusing on creative scholarly activities appropriate to the academic discipline
- Peer-assessment where the peer assessor writes an assessment resulting from observation, discussions and collaborative efforts
- Administrative assessment where the administrative assessor reviews the evidence, self and peer assessments and makes individual assessment based on observation and discussion with the faculty member

Demonstration of service by the faculty member can be monitored by:

- A curriculum vita summarizing service to the university community
- Letters of record
- Annual end-of-year reports
- Description of advising activities
- Description and documentation of service to one's professional organizations
- Description and documentation of service to the church
- Description and documentation of service in the community

CRITERION 5.6 – FACULTY EVALUATION

These practices provide the basis for monitoring faculty's scholarly, professional, and service activities.

Explain how you monitor/evaluate your faculty's business and industry relations; how you monitor/evaluate your faculty's development activities; and how you monitor/evaluate your faculty's consulting activities.

All full-time faculty members write an annual review of their teaching, scholarship, service, and faith commitment every January. "Service" includes participation in professional organizations, as well as consulting work and other involvement in the business community. The dean meets with each faculty member to review their personal assessment, discuss developmental activities, and establish goals for the coming year, as appropriate. The dean writes comments on each assessment and forwards them on to the Provost.

In addition, the dean submits a report to the Board of Directors every six months detailing faculty's involvement in business and industry relations and development activities. This practice ensures the dean's ongoing engagement with faculty and provides opportunities to explore what they have done each semester to meet this criterion.

The faculty tenure and promotion process also includes a review of faculty engagement with outside organizations, including business and industry, as well as consulting efforts.

Explain how your faculty and staff demonstrate and promote a student focus.

Student focus is one of the strongest attributes of our faculty. Our faculty members learn student names early in the semester and take the time to build relationships with students outside the classroom. For example, Dr. Todd Nelson officiated a business student's wedding and visited another student at the hospital when the young man was battling cancer. Dr. Cawthon, Dr. Nelson, and Tom Sill attended that same student's wedding. Dr. Cawthon is known for going on walks with students, taking them to lunch, and attending church with them. She has also managed to develop relationships with students' parents even after they have graduated. Also, before retiring, Sill hosted an annual event in May at his home for business students that included his renting a taco food truck.

Our full-time faculty members are generally in their offices for much longer than the five-hour-per-week minimum for office hours, maintaining an "open door" policy for students. Students understand that they can drop by and speak with their instructor whenever they need to. Our advising process also encourages a strong relationship between faculty and students. Faculty members talk with their advisees about career aspirations, suggest development opportunities, and help them navigate through personal challenges they may be experiencing.

CRITERION 5.6 – FACULTY EVALUATION

Our student focus is also illustrated by our participation in outside activities with students. Dr. Tony Pizelo and Dr. Shannon Fletcher hosted students on our 12-day international business trip to China in 2019. A similar type of international trip has been held each year. For example, when Dr. Cawthon took students to Prague, Budapest, and Vienna during her first year as a professor, they sought permission from their parents to extend their trip with her to Athens, Rome, and Barcelona. The international trip had to be cancelled in 2020 due to COVID-19 travel restrictions; however, these experiences create an opportunity for faculty to demonstrate how much we genuinely care about our students.

Jessica Pillay, Graduate Enrollment Counselor for the College of Business, has augmented her recruitment practices over the years so that they are student centered. For example, it was her idea to conduct admission interviews for the MBA program. She believed that the interviews would give us an opportunity to meet prospective students face-to-face as well as give them a sense of how much we value our students. Jessica is the first point contact for this student segment, so her ability to demonstrate student focus is key. Our office coordinator who retired in fall 2020, was well known among our undergraduate students for her care and genuine concern for them. She attended many athletic events and was known for engaging and encouraging students across campus. Bamana Larsen, our new Program Coordinator, has already proven that she will bring the same level of support for both our undergraduate and graduate students.

Explain how your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives.

Our pay scale system is based upon performance and length of service. Faculty members who receive strong student evaluations and engage in viable teaching practices, scholarship, service, and development activities, are recommended for promotion by the dean. Executive leadership and the Board of Directors recognize the need to increase financial resources to improve the pay of faculty and staff. Except for 2020, faculty and staff received modest bonuses for the past several years.

Dr. Cawthon, as the new dean, understands the importance of recognizing faculty and staff for their everyday efforts. She gives praise often during face-to-face meetings and email correspondence. She is committed to identifying other recognition opportunities to ensure business faculty and staff know they are valued.

Faculty are often recognized for their scholarship efforts during our monthly Faculty Council meetings. For example, Dr. Tony Pizelo, who received Best in Region for the ACBSP Region 7 Conference for his presentation, was recognized along with others by the chair of our meeting. Also, immediately upon hearing the news, Dr. Cawthon shared it with the President, Provost, and business faculty and staff.

CRITERION 5.6 – FACULTY EVALUATION

Explain how you improve your faculty/staff evaluation system.

The staff performance evaluation process is managed by the Human Resources Department. The staff evaluation system was revised extensively in 2009. Since then, there have been improvements to enhance the process. The current performance process consists of several parts, which include 1) an employee self-reflection, 2) review of responsibilities, 3) creation of a professional development plan, 4) preparing an overall performance summary, and 5) an opportunity for employee comments and response. There are extensive instructions for a supervisor to adequately plan or a performance review. Dr. Cawthon, the new dean, has not navigated through this specific process; she will, however, draw from her previous experience and the Human Resources Director to conduct an insightful, valuable performance evaluation experience for staff.

The Provost manages the faculty evaluation process, which was improved several years ago to focus more on development, instead of a recital of positive accomplishments during the year. With this shift, there is greater opportunity for the dean to support faculty in the tenure and promotion process as well as help them accomplish their personal and professional goals. The faculty self-evaluation process, which is described in the previous section, is intended to act as an encouraging, informative process. Faculty are advised that they should not see this process as annual justification of one's employment. The intent is for each faculty member to engage in thoughtful self-reflection and goalsetting, engaging in a meaningful conversation with the dean. If executed effectively, this evaluation allows the dean to provide direction, support, encouragement, and praise. As a professor, Dr. Cawthon experienced this process with her predecessor, Dr. Teresa Gillespie. She recognizes that this approach hinges on having a trusting and collaborative relationship with faculty. Dr. Cawthon is very much committed to using her understanding of the self-evaluation system to leverage faculty for tenure and promotion.

With both processes, the dean plays a critical role in ensuring this is an ideal learning opportunity for the dean and employee. After going through the evaluation process with staff in December 2020 and faculty in January 2020, Dr. Cawthon will follow up with them to identify areas of improvement and success and make need adjustments during the next evaluation periods.

CRITERION 5.7 – FACULTY OPERATIONAL PROCEDURES, POLICIES, PRACTICES AND DEVELOPMENT

Criterion 5.7.1 Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty and staff members. Written information on all of these must be available to faculty and staff members.

Present in an appendix a copy of your Faculty Handbook, or equivalent, and here explain how it is disseminated in your institution. If this appendix does not address these bulleted items, please explain why not.

- Faculty development, including eligibility criteria
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

A copy of the Faculty Manual is located in Evidence File – 5.2 C. The manual is available to all faculty members electronically, on the Provost's website. The manual addresses all items listed above in some degree of detail.

Explain how your institution improves these procedures, policies, and practices.

The procedures, policies, and practices we use at Northwest University are continually reviewed and improved. The Faculty Manual is regularly updated, generally at least twice per year. It is maintained by the Faculty Council; the burden of initiative for its contents is borne by faculty. All changes to the Faculty Manual are made by a majority vote of the Faculty Council and subject to approval by the Board of Directors.

Criterion 5.7.2 Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part- time faculty should participate in appropriate faculty development activities.

Explain how you determine faculty and staff development needs.

Faculty and staff needs vary depending upon the experience and interest of each individual. We initially determine needs by simply asking the employee what they need in a planning meeting with the dean. We also discuss development needs during an annual evaluation meeting that is also held with the dean. Sometimes a development opportunity will become available during the year and be suggested by the dean or the faculty member. The dean also encourages faculty to attend conferences and training. For example, in 2018, Dr. Gillespie learned about a business conference held in Seattle on "Big Data," sponsored by Tableau. Dr. Pizelo attended the conference and was able to integrate insights gained into his Business Statistics class. Another effective way to determine faculty and staff needs is through direct observations and thorough review of evaluation results. The new dean is committed to engaging in more class observations and working more closely with staff to continually assess their needs.

Explain what orientation and training programs are available.

Northwest's Faculty Development Committee sponsors "Professional Day" training twice per year for all full-time faculty, before the new semester commences. Topics vary, but have included Myers-Briggs personality assessment, shared governance, mission statement development, tips on providing guidance to students on writing assignments, cultural and racial awareness, and cultures of the university.

Faculty members also receive periodic training through the Instructional Technology Center. The mission of the Instructional Technology Center (ITC) is to provide support for the instructional goals of Northwest University by providing services and training to faculty, staff, and students that will enable them to expand their knowledge and use of current and emerging technologies.

Orientation for new faculty generally is provided by the Office of the Provost. This training consists of regular monthly meetings with the Provost and other new faculty members. At these sessions, the group discusses issues such as grading consistency, classroom management, and integration of faith into one's discipline-specific coursework. In addition, each new professor is assigned a mentor. New faculty are also trained in our information technology system and review of university employment procedures. Part-time faculty also receive an initial orientation by the administration staff and review of the curriculum by the dean.

Faculty can also request faculty enrichment assistance funding through the Office of the Provost to attend conferences. The Faculty Development Committee recommends such allocations if the opportunity will lead to the growth and development of the faculty member. Northwest University also maintains a reimbursement of expenses program for both faculty and staff.

CRITERION 5.7 – FACULTY OPERATIONAL PROCEDURES, POLICIES, PRACTICES AND DEVELOPMENT

The Human Resource Department hosts a "Staff Professional Development Day" each year. A Staff Development Committee was recently developed that is responsible for staff training and staff onboarding. This group will lead activities for the annual development day. The Chief Financial Officer and Human Resources Director share oversight of this committee.

The business dean provides orientation and training related to the College of Business for faculty and staff as needed.

Explain how you get input from the faculty and staff about their development needs.

We receive input both formally and informally from faculty and staff regarding their development needs. Every January, faculty write a self-assessment in which they address their own development needs. The process is similar for staff who have performance evaluations in December. Each staff member is required to complete a self-reflection as part of this process. Self-assessments and self-reflections are reviewed by and discussed with the dean.

Faculty members are also encouraged to request development (or "enrichment") funds from the Provost at the beginning of each summer. Our business staff meet often with the dean to discuss work assignment projects. During these discussions, development opportunities are discussed.

Explain how you allocate faculty and staff development resources.

The Provost sets aside funds each year for development and is generally able to fund attendance at conferences and other training sessions for faculty. For example, the Provost provided funding for Dr. Fletcher, Dr. Pizelo, and Dr. Cawthon to attend ACBSP events. Development resources are allocated based on availability and impact on development. The Faculty Development Committee decides allocations for enrichment funds. The business dean also has financial resources allocated in the College of Business budget for faculty and staff development opportunities.

Explain how you make development activities available to part-time faculty.

Part-time faculty are encouraged to attend the training session every six months held by CAPS and are required to attend other required training to stay on the agenda as an instructor. Part-time faculty are sometimes invited to the semi-annual "Professional Day" that is required for full- time faculty. In addition, the Provost has sponsored training sessions just for part-time faculty. The business dean will also engage in development activities with adjunct faculty.

CRITERION 5.7 – FACULTY OPERATIONAL PROCEDURES, POLICIES, PRACTICES AND DEVELOPMENT

Explain whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

The "Faculty Development" section of the Faculty Manual details the process for applying for grants and sabbatical (see Evidence File – 5.2 C). Grants for faculty research include the Bible Lands Studies Grant, Faculty Study Grant, Pope Faculty Research and Enrichment Grant, Shirley and Ray Clark Grant for Faculty Scholarship, and Subvention for Faculty Publication. Other topics in this section include sabbatical leaves and Faculty Educational Expense Reimbursement. Sabbatical leaves after seven or more years of continuous service may be granted by the university for the purpose of pursuing professional development (e.g., doctoral study, post-doctoral study, research, writing, or educational relevant travel).

Similarly, the "Academic Procedures" section of the manual details the process for faculty's using student assistants. When a faculty member's student contact hour load is high, the member may need additional assistance in such tasks as reading or grading of papers. The Provost determines eligibility for such aid at the beginning of each semester, using a formula established by the Financial Planning and Priorities Committee, informing the faculty member how many hours of aid have been authorized.

CRITERION 5.8 – SCHOLARLY AND PROFESSIONAL ACTIVITIES

Criterion 5.8.1 Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

5.8.1 Scholarship

To demonstrate compliance with Criterion 5.8.1, explain the types of scholarly research in which your faculty members are involved and the publications in which your faculty members have recently published.

Northwest University has adopted a modified Boyer approach where scholarship is defined to include the following five types of intellectual involvement:

- The scholarship of teaching
- The scholarship of discovery
- The scholarship of integration
- The scholarship of faith integration
- The scholarship of application

These five types of scholarship are equally recognized, accepted, and respected. The overall performance of each faculty member is assessed by a Tenure and Promotion Committee that holds to a high standard of excellence.

Figure 5.6: Scholarly and Professional Activities summarize each faculty member's scholarly and professional activities for the last three years (see Evidence File – 5.8 A). In alignment with the ACBSP's use of the Boyer model, we classified scholarly and professional activities with the following codes:

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

A summary of the scholarly activities that our full-time faculty participate in is presented in Evidence File – 5.8 B.

CRITERION 5.8 – SCHOLARLY AND PROFESSIONAL ACTIVITIES

Explain how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

The College of Business, with funding from the Office of the Provost, improves the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission by offering research grants and various university awards and other grants that honor and fund faculty scholarly and professional activities. In addition, all faculty are contracted to provide service hours over and above their teaching loads. This system is structured with the Boyer model in mind.

5.8.2 Professional Activities

To demonstrate compliance with Criterion 5.8.2, describe professional activities in which your faculty members are involved and how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

The professional activities for full-time faculty are briefly summarized in the Summary of Scholarly and Professional Activities document provided in Evidence File – 5.8 B and their curriculum vitae in Evidence File – 5.3 D. As previously noted, the faculty planner process enables the Provost and dean to improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's and business unit's mission.

Criterion 5.8.3 Scholarship for Doctoral Program

The College of Business does not have an accredited doctoral program. However, we are currently in partnership with the Center for Leadership Studies, which offers a Ph.D. in Organizational Leadership and Ed.D. in Organizational Leadership with concentrations in Business Leadership and Consulting. Should we pursue accreditation, we will ensure a minimum of 80 percent of the academically and/or professionally qualified faculty members' providing education to doctoral students actively participate in the scholarship of teaching, discovery, integration, and application.

STANDARD 6: EDUCATIONAL AND BUSINESS PROCESS MANAGEMENT

CRITERION 6.1.1 – EDUCATIONAL DESIGN

Criterion 6.1.1 Business programs must describe and explain its approaches to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

The College of Business has significant latitude to develop and make curricular changes to our undergraduate and graduate programs. Any adjustments that require input from faculty and necessitate changes to the undergraduate and graduate catalogs, must be approved through a formal process. We have worked diligently to ensure our programs meet the Common Professional Component (CPC). In terms of business process management, key areas such as undergraduate admissions, advising, counseling, information technology, etc. are driven at the institutional level. The business unit is expected to collaborate with respective departments to ensure we provide our students with meaningful educational experiences. Much of what is presented in this section is institution specific; however, business processes for which the business unit is responsible are discussed in some degree of detail.

Approach to the design of educational programs and offerings.

Our design and development of new course offerings directly flows from our assessment and strategic planning process. We start by considering what courses and programs will contribute to achieving our first strategic goal of enhancing our reputation as a quality program. We have built our business programs around ACBSP standards, so we strive to include sufficient Common Professional Components in every undergraduate business major. Related to this goal, one of our objectives is to develop a niche specialty in digital media. We have tried to enhance this program through special course offerings, such as a popular course in Social Media Marketing, which we have offered for the past three years. In fall 2020, we will be offering a Marketing Analytics course, which will also strengthen this concentration in our Marketing major.

Our second strategic goal, to improve enrollment, is also a factor in our approach to educational design. For example, we have been working on building a Finance Lab that will support a major in Finance. We know from our research that a Finance Lab will attract more students to our institution. Dr. Tony Pizelo has been working to secure funding for this Finance Lab. As we get closer to this goal, we plan to offer more courses in Finance. Finally, as described below and elsewhere, other course and program changes originate as a direct result of listening to stakeholders.

We have an academic assessment process that will be discussed in more detail later that also informs the design of COB programs and course offerings.

CRITERION 6.1.1 – EDUCATIONAL DESIGN

Methods of making curricular changes related to the business school's mission statement and strategic plan.

The process for program changes follows a consistent procedure. Once we determine that a new course or program fits our mission, the dean works closely with business faculty to design the new offering. The faculty member or dean will write a course description and course outcomes, prepare an outline of course content, and explain how the new course fits into the program and why an existing course cannot meet the same outcomes. These elements are discussed with the other business faculty in regularly occurring College of Business meetings. If the program change only involves offering a course that we might or might not offer again, we can include the newly offered course as an experimental or "topic course" without other approvals.

However, if the program changes involve permanent revisions to the catalog, then a further process is required. The dean discusses the approved changes with the Provost. If the changes impact other colleges on campus, then the proposal might also be discussed in Deans Conferral, a biweekly meeting for the Provost and all academic deans. If the Provost or other deans have concerns about the proposed changes, the dean will then take these concerns back to the COB faculty for further review and, if appropriate, modify the proposed changes.

The next step is to present the program changes to the Academic Affairs Committee (AAC), which meets monthly. The AAC consists of the Provost, the deans of each college, the registrar, the librarian, and elected faculty representatives from each college. Proposals to the AAC must follow a strict format, describing the proposed changes and the rationale for those changes. Some examples of AAC proposals submitted during AY 2019-2020 are included in this report (see Evidence File - 6.1.1 A). The AAC serves as an advisory cabinet to the Provost and the deans in the administration of academic policies, as well as a study committee for faculty in the development of educational objectives, curricular programs, and academic policies. All proposed program changes are thoroughly vetted by the AAC. Minutes of the AAC's meetings are available through our internal Eagle website.

Once approved by the AAC, proposals related to curricular changes along with admission or graduation requirements, must then be confirmed by the Faculty Council. The faculty retain curricular oversight through the Faculty Council. The Faculty Council's curricular prerogatives and responsibilities include reviewing the philosophy and educational objectives of the university and recommending the general curricular patterns and the content of degrees, majors, academic foci, and minors whose study or implementation have been authorized by the Board of Directors. In support of this work, the AAC serves as a subcommittee of the Faculty Council. This oversight and approval process ensures that all colleges comply with the broader university criteria.

CRITERION 6.1.1 – EDUCATIONAL DESIGN

Describe and explain use of student and stakeholder input in this process.

We have made several programmatic changes based upon direct student and stakeholder feedback. For example, every semester, the dean convenes a focus group with traditional undergraduate business seniors. For the past few years, the students have routinely complained that the two-credit "Introduction to Entrepreneurship" course was too much work for just two credits. This was a required course for all students, yet the focus group discussions and student course evaluations consistently showed that many students were not interested in starting their own businesses. Based on this consistent feedback, the COB followed the process described above and eliminated this required course for the traditional business majors. The course will still be offered as a business elective.

Another example of stakeholder input is the "Business Communication" course. Several years ago, Teresa Gillespie, the previous Dean of the College of Business, asked the Business Advisory Board to identify the most important skills they looked for in hiring a newly graduated employee. The Board unanimously valued strong writing skills. At that time, all traditional business majors took a two-credit introductory course called "Business as a Profession." This course provided an overview of business fields and introduced students to soft skills, such as networking and resume writing. After additional research and conferral with business faculty, the COB replaced the "Business as a Profession" course with the three-credit "Business Communication" course highlighting a stronger focus on developing writing skills.

As required, Figure 6.1: Table for Educational Design, which outlines several curricular changes, student and stakeholder input approaches, and measurement methods for COB course development and redesign, is included in Evidence File - 6.1.1 B.

CRITERION 6.1.2 – DEGREE PROGRAM DELIVERY

Describe the degree program delivery for each program to be accredited.

The business degree program delivery presented in Figure 6.2: Table for Degree Programs includes (a) the length of time it takes a full-time student to complete the degree (as cataloged and on average), (b) the program delivery methods employed, and (c) the number of contact hours for each degree program to be accredited (see Evidence File - 6.1.2 A).

As Figure 6.2 indicates, our traditional undergraduate programs meet the historical standard of 45 actual contact hours for a three-credit course. Our graduate program is designed specifically for working professionals. Classes meet one night per week, plus one Saturday for four hours over a period of seven weeks. With 32 actual contact hours, our master's degree program exceeds the required 30 semester credit hours. The dual-degree MBA program allows qualifying traditional undergraduate students to begin taking graduate courses as undergraduate students, with 12 credits being applied to both their bachelor's and master's degrees. Through this program, students can graduate with a combined Bachelor of Arts and Master of Business Administration within a total of five years. The online MBA, which requires 39 completed semester credits, is structured the same way as the on-campus program. The target student assignment hours total for the online MBA program is approximately 135-145 hours over eight weeks for a three-credit course. Course developers are expected to complete an Online Course Audit Tool – Planning Sheet when developing graduate curriculum. This tool is used to document estimated hours of work for students (e.g., required readings, multi-media, discussion forums, Zoom sessions, and other assignments for all business courses).

IF YOUR UNIT CONFERS NON-TRADITIONAL BUSINESS DEGREES, SUCH AS ACCELERATED, COMPETENCY BASED, EXECUTIVE, ETC., DESCRIBE HOW.

Describe how non-traditional programs support and/or relate to the business school or program's mission and objectives.

The College of Business is a Christ-centered learning community committed to academic excellence in business education. We sponsor a broad range of undergraduate business programs that serve traditional-age and adult professional students. Adult learners who desire a business degree can enroll in our online Bachelor of Arts in Business Management and Bachelor of Arts in Organizational Management programs. Courses are offered online through an accelerated learning model. Through these programs, we teach business skills within the context of a Christian perspective, empowering students to serve as leaders and managers with competence and integrity. We have two business program outcomes that relate directly to our mission, and these outcomes permeate all business programs. Adult undergraduates who earn business degrees will be able to:

- Apply business concepts and theories to solve business challenges.
- Evaluate ethical dilemmas and other issues in business from a Christian faith perspective.

CRITERION 6.1.2 – DEGREE PROGRAM DELIVERY

All students, including those in our non-traditional programs, take a series of core business courses in the fundamentals of economics, accounting, management, marketing, and finance. Students in our non-traditional programs are also required to complete a minimum of two biblical courses as part of their core curriculum requirements and learn about ethical dilemmas and other issues from a Christian perspective throughout their business core courses. By offering courses that address these key outcomes in both our Bachelor of Arts in Business Management and Bachelor of Arts in Organizational Management programs, we ensure alignment with the business program's mission and objectives.

Describe how credits are earned in these programs.

During this self-study year, we delivered non-traditional business degree programs both on-campus and online for adult undergraduates. However, due to a successive decline in enrollment over the past several years, the decision was made to eliminate non-traditional on-campus business programs, with final courses being offered during the 2019-2020 academic year. The online non-traditional undergraduate programs were retained due to steady enrollment and anticipated growth potential.

Like the graduate program, when developing curriculum for our online business programs, course developers are also required to complete the Online Course Audit Tool - Planning Sheet. This helps standardize the online curriculum design process and ensures that students spend approximately 120-135 hours on business-related assignments for a three-credit course. Chart 1: Credit Breakdown for Non-traditional Programs depicts how credits are earned for the online Bachelor of Arts in Business Management and Bachelor of Arts in Organizational Management programs (see Evidence File - 6.1.2 B).

Describe how you assess their academic merit.

We believe academic merit exists for our online non-traditional programs. The Bachelor of Arts in Business Management degree is designed to provide adult learners with the skills necessary to pursue and develop effective business practices. Students enrolled in the program's comprehensive courses are equipped with an expansive base of foundational business knowledge and skills. Additionally, students learn to pursue ethical and effective ways of conducting business in managerial and leadership roles. The Bachelor of Arts in Organizational Management degree prepares students for leadership positions in business, government, and nonprofit organizations. This program emphasizes the development of leadership and management skills, with the goal of assisting students who seek advancement in their current field or transition into leadership positions.

CRITERION 6.1.2 – DEGREE PROGRAM DELIVERY

Adult learners who are 25 years of age and older are distinctly different in cognition, motivation, and knowledge when compared to traditional students (18 to 24 years of age). Research indicates that adult learners require a different educational methodology for effective learning. Malcolm Knowles, an adult learning theorist, conducted extensive research on the needs of adult learners. He developed the theory of andragogy, which is a framework that suggests adult learners with life experience want to apply what they learn to their own situations, backgrounds, and worldviews. Furthermore, andragogy focuses on learning as an active process that allows adults to participate in the learning experience through discussion and debate, case studies, simulations, and hands-on learning techniques. According to Knowles, the underlying assumptions of andragogy describe an adult learner as someone who engages in the following:

1. Has an independent self-concept and who can direct his or her own learning;
2. Has accumulated a reservoir of life experiences that is a rich resource for learning;
3. Has learning needs closely related to changing social roles;
4. Is problem-centered and interested in immediate application of knowledge; and
5. Is motivated to learn by internal rather than external factors (Merriam, 2001, p. 5).

Our non-traditional undergraduate business programs are designed with these assumptions in mind. Although a minimum age is not required for our non-traditional business programs, the vast majority of students are adult learners with professional working experience. Through the online platform, adult learners can self-direct their own learning. Students are encouraged to connect with faculty; however, they can do so on their own terms. While there are assignment due dates, students can regulate their time and complete assignments based on a weekly schedule that works best for them. Students are provided learning resources and assignments that build on and expand their existing business knowledge. For example, course developers are expected to create curriculum using current textbook editions, to integrate sufficient scholarly reading, and to recommend other up-to-date print or multi-media resources that increase students' business acumen. Assignments include discussion forums that allow for debate and critical analysis; practice and learning quizzes; applied learning activities, such as case studies, video presentations, and simulations; and summative projects that drive problem solving, evaluation, and practical application gained throughout the course. Additionally, some faculty integrate face-to-face options, such as Zoom, to enhance the learning experience. We believe these and other practices underscore the academic merit of our non-traditional undergraduate business programs.

CRITERION 6.1.2 – DEGREE PROGRAM DELIVERY

Provide trend data of results comparing traditional to non-traditional students SLOs as required in Criteria 4.2 and 4.3.

All traditional and non-traditional business program seniors are required to take a Comprehensive Outbound Exam, which tests their business knowledge in several undergraduate Common Professional Component topic areas. The comprehensive business exam from Peregrine Academic Services is one of our best measures for assessing our students' year-to-year academic performance and comparing their performance with that of students in other business programs. Trend data presented in Chart 2: Peregrine Exam Trend Data reflect how our traditional and non-traditional students tested compared to each other at Northwest University (NU) and compared externally with students from other ACBSP universities (see Evidence File – 6.1.2 C).

As the data suggests in Chart 2, NU's non-traditional students earned higher mean scores compared to those of both internal traditional students and external traditional and non-traditional students for three consecutive years. The average mean score for NU non-traditional students compared to that of non-traditional ACBSP external students was 54.7% to 51% in 2018, 55.49% to 53% in 2019, and 62.3% to 54.8% in 2020. NU non-traditional students had a steady increase in their mean percent score each year, which implies they are consistently gaining business knowledge. Conversely, NU traditional students when compared to traditional ACBSP external students had an equal score of 49% in 2018, 47.4% to 52.2% in 2019, and 52.62% to 52.3% in 2020. While the score for NU traditional students was stronger in 2020 than in previous years, there was no noteworthy increase in the mean scores compared to those of other universities.

Our traditional undergraduate courses are equivalent to 15 weeks of classes at approximately three scheduled classroom hours per week. Non-traditional courses are offered online in an accelerated format of seven weeks, with students spending a minimum of 120 hours on course-related work throughout the entire course. Full-time students register for at least four courses, usually two in each session to balance their workload. To reach the 120-hour expectation, the typical student in an online undergraduate course spends approximately 17 hours per week (120 hours/7 weeks) on required assignments and activities. The trend data presented above affirm that even with an accelerated course format, non-traditional students are just as capable as, if not more capable than, traditional students to accomplish student learning outcomes outlined by our business unit.

CRITERION 6.1.3 – UNDERGRADUATE COMMON PROFESSIONAL COMPONENT (CPC)

Criterion 6.1.3 Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.BA., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all coverage of the two-thirds of a three (3) semester credit-hour course (or equivalent) or approximately 30 coverage hours.

To satisfy this criterion, faculty were asked to independently complete an abbreviated course syllabus for each of the business core courses they teach (see Evidence File – 6.1.3 A). While the dean made some necessary suggestions, submissions were completed by faculty to ensure an objective and accurate reflection of Common Professional Component (CPC) coverage hours. Results from each completed abbreviated course syllabus are presented in Figures 6.5a, 6.5b, and 6.5c for both traditional and non-traditional undergraduate programs (see Evidence File – 6.1.3 B). As Figure 6.5a indicates, we exceed the criteria of coverage for the CPC in our traditional undergraduate program. It should be noted that the course BUSM 3662 Introduction to Entrepreneurship, which was a required two-credit business course, was eliminated during this self-study year.

Since our non-traditional undergraduate courses are offered online, we relied on approved Online Course Audit Tool - Planning Sheets (see Evidence File – 6.1.3 C) for courses listed in Figure 6.5b to estimate CPC coverage hours. As previously noted, courses are developed by content experts with specific workload guidelines to ensure students spend a minimum of 120 hours on course-related work and activities throughout the entire course. For this criterion, the goal was to demonstrate that assigned readings, multi-media, and assignments that contribute to the 120-hour requirement cover the expected CPC topics for our online business core courses. As the totals indicate in Figure 6.5b, we meet the 30 coverage hours for each CPC topic for the Bachelor of Arts in Business Management program. However, as identified in Figure 6.5c, we fell short in two CPC areas for the Bachelor of Arts in Organizational Management program. There are two required communication courses for the Organizational Management program, COMM 3563 Conflict Resolution and COMM 3243 Interpersonal Communication, which were not included in Figure 6.5c.

CRITERION 6.1.3 – UNDERGRADUATE COMMON PROFESSIONAL COMPONENT (CPC)

Accounting is covered for an estimated 21 hours for the Organizational Management major. Even though there are low coverage hours, students performed above average on the Peregrine exam in accounting. To address the low coverage for this CPC in Figure 6.5b, a case study covering ethics in accounting was added to BUSM 4563 Business Ethics (see Evidence File – 6.1.3 D). It is also worth noting that Session 6 of this courses focuses specifically on "Governance, Accounting and Finance." The course developer assigned to redevelop the course in June 2020 was instructed by Dean Gillespie to include an accounting ethics case study to ensure accounting is addressed. The other deficient area is related to quantitative statistical techniques. For the Bachelor of Organizational Management program, students are not required to take statistics due to the program's focus on preparing students for roles in leadership and management. The intent of this program degree is to target adult students who are interested in business but who do not intend to pursue jobs that require an understanding of statistics.

CRITERION 6.1.4 – CURRICULUM DESIGN BEYOND CPC

Criterion 6.1.4.a For each program or major, curriculum design must provide breadth and depth beyond Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

The hours presented in Figure 6.6: Table of Baccalaureate Curriculum Credits demonstrate that we provided breadth and depth in our curriculum beyond the CPC through generalized education, elective courses, and specialized business courses (see Evidence File – 6.1.4 A).

Criterion 6.1.4.b Schools of business and programs should demonstrate a sufficient foundation in general education which should, generally, be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

As outlined in Figure 6.6, all business undergraduate students, including non-traditional students, complete a minimum of 60 credits in general education. For our traditional programs, general education constitutes 48% of the program, and for non-traditional programs, general education constitutes 50% of the program. Therefore, in all our undergraduate programs, we meet the established criteria.

Northwest University ensures that graduates possess certain knowledge, attitudes, and skills to be effective servant leaders in today's dynamic world. The purpose of our Core Curriculum is stated in the [2019-2020 Undergraduate Academic Catalog](). The following outcomes were developed for the Core Curriculum, with some slight revisions approved by the AAC and Faculty Council in recent years:

1. Demonstrate an understanding of Christian beliefs and values and a Christian worldview along with spiritual development in a manner consistent with faith in Jesus Christ.
2. Articulate a biblically- and theologically informed worldview and its implications for living out one's faith in an ever-changing context.
3. Demonstrate critical thinking skills and the ability to communicate effectively.
4. Demonstrate scientific and mathematical reasoning.
5. Demonstrate knowledge of and reasoning within the humanities and social sciences.

The Office of the Provost has oversight of our Core Curriculum and assesses the viability of these outcomes for students. A Core Curriculum assessment process has been conducted annually beginning in 2014. During this timeframe, learning from the assessment process has been particularly helpful in adjusting new courses, such as Identity and Vocation along with Faith in Society, which were added to the Core Curriculum in 2013. However, some challenges have arisen related to developing actionable responses to this current approach of assessing portions of the Core Curriculum. To address this, the Provost established a representative taskforce of deans and faculty members to develop an assessment plan that will generate assessment data that are both meaningful and actionable. Moving forward, departments that provide oversight for key Core Curriculum courses will begin assessing those courses in addition to assessment of program outcomes currently conducted.

In addition to offering a variety of general education courses, our undergraduate programs also provide specialized business courses and elective courses that extend beyond the CPC requirement. We understand the importance of having educational processes that focus on students' active learning for the development of (1) problem-solving skills, (2) intellectual curiosity, and (3) capacity for creative and independent thought and action. The College of Business does not currently have a curriculum review committee. However, the dean is responsible for assessing curriculum and ensuring that one or more courses that include active learning assignments exist for each major. Such assignments are also included in several required core business courses.

These are some examples of assignments that are designed to increase students' problem-solving skills, intellectual curiosity, and creative and independent thought for each business program:

- **BACT 4133 Federal Income Tax** is a required course for the Accounting major. Students complete several homework assignments in Excel using equations to show how they arrived at their answers. The assignments help them understand the theory behind taxation while practicing hands-on calculations that are represented on tax forms.
- **BMGT 3203 Human Resource Management** is a required course for the Management major. Students are required to engage in a graded team project that involves their partnering with a real organization to assess their human resource practices and provide viable solutions to address underlying problems. The team works on the project the entire semester and is required to present their findings and solutions to the entire class.
- **BMGT 4333 Strategic Planning and Managing Change** is a required course for the Business Administration major. Throughout the semester, students are engaged in a business strategy simulation. The class is divided into teams and is assigned tasks of running a company in competition with companies managed by others in the class. This learning experience mirrors real-world competitive conditions and requires students to think rationally and logically about what business decisions they need to make to be successful.
- **BMKT 3533 Web Design and Layout** is a course for the Marketing major. The summative assignment for this course requires students to build a functional website. They are free to select the purpose and genre of their website and have the entire semester to develop it, and they receive ongoing feedback from the instructor.
- **BMGT 3713 Artist & Repertoire** is a required course for the Music Industry Business major. Students are required to plan a special event and execute it before finals week. This includes explaining the project scope, developing a promotion and attendance strategy, and demonstrating creative and technical excellence.
- **ENTP 3363 Entrepreneurial Business Planning** is a course for the Business Management major. Students' final assignment requires them to develop a business plan that explains the business opportunity, value proposition, industry analysis, marketing strategy, funding and resources, and strategic goals and key activities.

CRITERION 6.1.4 – CURRICULUM DESIGN BEYOND CPC

- **BUSM 4723 Project Management** is a course for the Organizational Management major. Students complete several applied learning activities in which they assume the role of a project manager and must explain how they will execute a project.
- **BMGT 3103 Organization and Management Theory** is a required upper-level business course that all business students must complete. Over an entire semester, students work collaboratively in teams to help an organization address organizational issues and develop viable recommendations to solve those problems based on learning gained from the course. Each team is expected to identify what solutions their selected organization agreed to implement.

Syllabi that include more detailed descriptions of the above assignments are provided in Evidence File – 6.1.4 B. While experiential, or active, learning is addressed in many of our undergraduate programs, we do recognize a need to develop and implement a formal process for reviewing and assessing the quality of curricula developed. The College of Business will model other colleges on campus by developing a formal Curriculum Review Committee. A primary function of the committee will be to ensure relevant business courses include quality active learning activities.

CRITERION 6.1.5 – OTHER BUSINESS-RELATED PROGRAMS

Criterion 6.1.5 Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total curriculum devoted to business. Other business-related programs might include programs such as organizational management and leadership, sports management, master of science management, hotel and motel management, computer information systems, masters of information systems, etc.

We did not offer any other business-related programs during this self-study year.

CRITERION 6.1.6 – CURRICULUM DESIGN IN GRADUATE PROGRAMS

Criterion 6.1.6 Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency-based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students.

The hours of graduate level work in business coverage beyond the CPC:

Our MBA curriculum, which is 39 credits, was originally designed to provide graduate-level work in business coverage beyond the basic undergraduate CPC. However, we do recognize the need to cover some undergraduate work for non-business degree admittance. As presented in Figure 6.7, non-business undergraduates admitted into the program are required to complete a .5-credit pre-requisite course in Finance and a .5-credit course in Intermediate Accounting to ensure they are prepared for graduate-level coursework in Financial Management and Intermediate Accounting for Managers. Unlike students who are admitted with undergraduate business degrees, these students are required to complete a total of 40 semester credits. The requirement for this preparation is determined during the admissions process.

The catalog description and a list of courses for the MBA program can viewed in our electronic 2019-2020 Graduate Academic Catalog.

How do you determine the appropriate number of hours of graduate-level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning?

To ensure compliance with Criterion 6.1.6, Dean Gillespie established that faculty should devote no more than .5 credits (about 4 hours) to review undergraduate concepts in graduate courses. The dean is responsible for assessing graduate curriculum to determine if faculty are spending more or fewer than 4 hours reviewing undergraduate concepts in MBA courses. Chart 3: CPC in Graduate-Level Courses identifies the portion of the following graduate courses that review basic undergraduate CPC in the MBA program (see Evidence File – 6.1.6 A).

ACBSP expects that at least 30 credits are at the graduate level, so we have nine credits that can be used for undergraduate review. Because the review totals three credits, the other 36 MBA credits are devoted to graduate education. To ensure this expectation is followed, Dean Rowlanda Cawthon will create a curriculum development guide for graduate faculty that clearly outlines this requirement.

CRITERION 6.1.7 – EDUCATION (DESIGN AND DELIVERY) EVALUATION

Criterion 6.1.7 The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

Figure 6.8: Table for Education Evaluation identifies keys areas of education evaluation for the College of Business (see Evidence File – 6.1.7 A). Student evaluation of the course instructor, an annual assessment matrix, and an annual assessment report are required by the institution. The Provost expects the dean of the College of Business to regularly observe faculty in the classroom; however, this evaluation process is managed internally throughout the business unit.

Northwest University consistently utilizes an effective system of assessments to evaluate quality of learning in all programs. An assessment model implemented throughout the institution relies on a matrix that is annually completed by faculty and deans. The assessment matrix includes (a) program learning outcomes, (b) indicators for measurement, (c) findings, and (d) analysis. The process is completed each fall for the preceding year, with all departments submitting matrices by the end of September. This timeline allows for data collection during the year and for faculty to complete and review the process after returning from the summer break. Beginning in the fall of 2019, the Assessment and Accreditation Committee established an institution-wide expectation for an assessment plan to be completed by the end of October annually. The goal of the assessment process is to identify areas of strength and areas of improvement. Completion of the matrix requires identifying changes to be implemented. In addition to completing a matrix for each academic program, each dean writes an assessment report that is submitted to the Provost and reviewed by the Accreditation and Assessment Committee. The committee reviews all completed matrices and provides feedback to the dean. For the College of Business, the assessment matrix focuses on each program area. The AY 2019-2020 assessment matrix and assessment narrative for the College of Business is included in (see Evidence File – 6.1.7 B).

Northwest University partners with IDEA (Individual Development and Educational Assessment) to provide the university's mechanism for evaluation of courses. All business courses are surveyed each semester to collect student feedback in relation to learning and teaching practices as an indicator of course and faculty effectiveness. When teaching face-to-face or hybrid courses, business instructors are admonished to designate 15 minutes during one of the final class sessions to allow students to complete the course evaluation. For online courses, instructions are included in a Week 7 assignment folder that instructs students to complete their evaluations. In addition, online instructors are advised to provide encouragement through emails and forum announcements for students to complete the assessment. Instructors have access to course evaluation reports approximately one month after courses close. Faculty receive an auto-generated email with a link to a summary report.

CRITERION 6.1.7 – EDUCATION (DESIGN AND DELIVERY) EVALUATION

At any given point, the Dean of the College of Business is expected to observe faculty in the classroom and provide feedback related to areas of improvement and success. Teresa Gillespie, the former dean, generally documented these observations in faculty hard files or provided verbal feedback. To standardize this process, Dean Rowlanda Cawthon developed an Observation and Evaluation of Faculty Teaching form to begin formally tracking and documenting observations during AY 2020-2021 (see Evidence File – 6.1.7 C).

CRITERION 6.2.1 – EDUCATION SUPPORT PROCESSES

Criterion 6.2.1 Business programs should describe their use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all education locations and on the Internet.

Educational support processes are coordinated at the institutional level. We have specific services in place related to counseling, advising, placement, student development, and library. In addition, we have computer facilities and office space to accommodate student and faculty needs.

The university's Campus Ministries department provides student support through Christian formation development. Personnel in this department are cognizant of the need to reach out to all populations of students attending Northwest University. This department also includes the Wellness Center, which offers counseling, nutrition, and medical services, with primary attention to the traditional undergraduate population.

Our Academic Success and Advising Office provides ongoing support in areas of advising, testing, tutoring, writing, career support, and disability accommodations. The university employs a hybrid advising model for traditional undergraduate students that follows the appreciative advising philosophy. Students are advised by professional advising staff for their first two years as a student, or until they reach 60 credits, following which they are advised by a faculty advisor. The appreciative advising philosophy works to build a strong relationship between the student and advisor based upon the student's strengths and trust. To this aim, advisors invite students to meet every three weeks during the student's first semester to work through the following phases of the model: disarm, discover, design, deliver, and don't settle. Both the professional advising staff and faculty advisors are trained on the appreciative advising model and on the specific curricular areas and graduation requirements for the students. The dean and nearly all faculty in the College of Business serve as faculty advisors. MBA students are advised by the business unit's program coordinator.

The Director of Career Development, who reports to the Director of Academic Success and Advising, assists with placing students in internships and jobs. However, primary support is related to résumé and cover letter review, interview coaching, skill assessment, and career counseling. This one person serves the entire student body (both undergraduates and graduates), so it is not uncommon for students to seek career advice from their dean and faculty advisor. The College of Business recognizes the need to develop internal departmental resources to better serve business students' career development needs. The interim dean is committed to exploring how this can be improved internally, including better strategic management.

CRITERION 6.2.1 – EDUCATION SUPPORT PROCESSES

Student Development facilitates student experiences and services centered on thriving, belonging, and learning. Personnel in this department are tasked with managing community life at Northwest University through student leadership (Student Activities Board and Associated Students of Northwest University), residential life, housing, and multicultural life. At the heart of Student Development is a commitment to providing care for students and creating an environment where they can thrive academically and personally. Student Development is also responsible for the Undergraduate Community Handbook and Graduate/Online/Adult Evening Student Handbook.

The Northwest University Library employs qualified personnel who understand and work toward fulfilling the university's mission. All six full-time employees hold bachelor's degrees, and four have earned a master's degree. The library director and two full-time faculty librarians hold Master of Library and Information Science degrees from institutions accredited by the American Library Association, while the Instruction and Outreach Coordinator holds a Master's in Teaching degree. To support the variety of programs at Northwest, the library provides databases that cover multiple subjects and interdisciplinary areas. They support all university programs regardless of delivery format and are always available in all locations.

Figure 6.9: Table for Education Support Processes provides a summary of usage, feedback collection methods, and assessment results for several of the educational support areas mentioned above (see Evidence File – 6.2.1 A). Satisfaction results from the 2019 Student Satisfaction Inventory (SSI), which is for traditional undergraduate students, are specifically presented for health services and counseling, academic advising, career placement, computer labs, and library. Data results are also presented from the 2020 Adult Student Priorities Survey (ASPS) for face-to-face graduate students 25 years and older.

- The entire report SSI is available at: https://eagle.northwestu.edu/departments/strategic-data/files/2019/12/Northwest-University-SSI-11-2019.html.
- The ASPS report is available at: https://eagle.northwestu.edu/departments/strategic-data/files/2020/06/Northwest-University-ASPS-04-2020.html.

For both surveys, students respond to each item on a 1 to 7 Likert scale, with 7 = high and 1 = low. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5. The results presented in Figure 6.9 do not separate business students from other students. However, business students have equal access to these educational support resources.

CRITERION 6.2.1 – EDUCATION SUPPORT PROCESSES

How do you ensure that education support processes are performing effectively? Explain how the following types of information are used to evaluate your support processes:

1. Feedback from students, stakeholders, faculty members, and staff;
2. Benchmarking;
3. Peer evaluation; and
4. Data from observations and measurements

With a particular focus on equity, including closing equity gaps in achievement, Northwest University has created and maintained effective learning environments with appropriate programs and services to support student learning and success in each delivery model (traditional undergraduate, face-to-face graduate, and online). The university is committed to tracking student perceptions of the learning environment and of support programs and services. Several surveys, including the National Survey of Student Engagement, Student Satisfaction Inventory, and Adult Student Priorities Survey are administered on regular schedules to solicit student feedback. Results from these surveys are posted on the Strategic Data Dashboard, with results regularly reviewed by the Institutional Research Team and Retention Task Force. Relevant findings are distributed to all employees and made available on the Strategic Data Dashboard. Specific findings related to individual departmental service are provided specifically to directors to ensure review and follow up, if needed. These various surveys allow us to compare results to institutions that have been selected as benchmark and cross-applicant institutions based on the type of institution, size, program offerings, etc. The university has found this process to be helpful in identifying current areas of strength along with potential issues to work on.

As specific issues arise, appropriate groups, such as the Retention Task Force or Academic Services Team, are tasked with conducting additional research and/or developing interventions. In recent years, the faculty manual section related to timely feedback on assignments was adjusted based on consistent feedback received through surveys and follow-up conducted in focus groups. Additionally, in the fall of 2020, new policies were implemented in the traditional undergraduate program; faculty now require a “low-stakes” assignment early in the semester and maintain attendance records for the first three weeks of each semester. These changes were also made based on feedback from student surveys, follow-up with focus groups, and evaluation of the university’s retention report.

A second program that aims at supporting student learning and success with a particular focus on closing equity gaps is a mid-term grade intervention, which our Student Development team and Academic Advising staff work together to carry out. Any student who has a C- or lower in any one course or who has lower than a 2.0 overall GPA is contacted for an individual appointment to offer counsel and support while there is ample time to make changes that can improve the student’s academic standing. The Academic Success and Advising Office offers free tutoring to all students in key subject areas, and it also offers individualized academic skill counsel, academic life coaching, time management strategies, and other similar resources.

CRITERION 6.2.1 – EDUCATION SUPPORT PROCESSES

The Information Technology (IT) department provides technical support for all members of the university community. IT personnel provide service to faculty, staff, and students throughout the day and are available to respond to any situations that arise prior to class times. This includes being available before evening courses, which typically start at 6pm. During business hours, IT staff can be contacted via a ticketing system, phone, or email. Additionally, the university provides students with access to computer labs and study spaces in the library. We have four computer labs on campus, and each college has a computer area for students who might need immediate access. The university regularly monitors classrooms as well as auxiliary spaces to support effective learning environments. Classroom furniture is regularly updated by the Registrar's Office. Full-time faculty have assigned offices to meet regularly with students. There are also three designated office spaces for adjunct faculty if they need a space to meet with students while on campus.

The Student Development staff consistently works with students to provide support for student learning. For the past several years, the university has implemented a retention-focused behavioral intervention team called the Student Care Group. The Student Care Group is a cross-departmental committee that meets regularly to discuss, assess, and manage cases in which a student exhibits concerning behavior. The group is a centralized body that receives reports of student concerns related to student well-being, safety, and/or success, and it works together to support the student thoughtfully and holistically. Much of our interventions for individual students are managed through this collaborative group of Wellness Center, Student Development, Academic Success/Advising, and Campus Ministries personnel. This group allows us to address academic achievement gaps through holistic and individualized interventions.

There are several specific programs and services that the Student Care Group (along with other departments) has implemented to support learning and student success. One such program is for students who are admitted on success standing. This admissions determination is made based on a student's incoming GPA and test scores. If our admissions team determines that a student would benefit from additional support to succeed, then the student is required to take a lighter credit load in their first semester and enroll in an Academic Success class. Additionally, our Student Development Team works with Admissions, Academic Success, and Advising to identify first generation students. This collaboration is designed to help them feel welcome and to give them a sense of belonging by inviting them to an open-panel discussion with staff and faculty members who were also first-generation college students. The goal of this is to learn the students' stories and to offer additional support throughout their academic journeys, particularly in their first year.

CRITERION 6.2.1 – EDUCATION SUPPORT PROCESSES

A second program the university uses to better understand learning environments is end-of-course student ratings of instruction, which are conducted in all delivery models. Deans, faculty, and program staff review these responses to consider areas of strength along with potential development opportunities. One of the ways the university has focused on effective learning environments and student support collectively is by providing training for full-time faculty. In recent years, faculty development sessions at retreats and Pro Days have addressed several related topics, including stereotype threat, teaching to diverse populations, and teaching and evaluating the work of international students. These sessions generally include opportunities for faculty to consider applications to their own programs and/or courses.

Staff in the Academic Success and Advising Office work to accommodate the needs of students with disabilities and learning differences to provide them with equal access to education. To help faculty know how to implement accommodations, the director of the Academic Success and Advising Office provides instructions on the accommodations letters students give to faculty members. Additionally, the director of the Academic Success and Advising Office offers informational seminars for individual colleges at the dean's request, and the director also offers individual consultations.

Many of the services and processes described above are also available to non-traditional students served through the College of Adult and Professional Studies. For graduate programs that are delivered in face-to-face formats, support systems have been built into each college through having designated program staff. For example, the College of Business has a Graduate Enrollment Counselor and Program Coordinator who collaborate to support the educational and service needs of graduate students. Typically, support staff in these roles help with the enrollment process, registration, and advising throughout the program. Students may also access online writing support as needed.

CRITERION 6.2.2 – BUSINESS OPERATION PROCESSES

Criterion 6.2.2 Business programs should ensure effective management of their key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

Describe your key business operations processes.

Northwest University has centralized most of its business operations. All educational departments, including the College of Business, are served by administrative teams at the institutional level. Consequently, financial resources, marketing, information services, public relations, etc. are not the direct responsibility of any individual college. The business operation process over which the College of Business has some oversight is managing the budget allocated to operate its business programs.

Northwest University's budget cycle process includes participation from college deans and department directors. All deans and directors prepare high-level budgets in December each year to aid university leadership in determining budget priorities. In February and March, deans and directors meet with the Chief Financial Officer (CFO) and Controller to review their respective budgets for the upcoming fiscal year. This process includes revenue budgeting and staffing and operational expense budgeting. Once all department budgets are prepared and balanced, the final budget for the upcoming year is consolidated and presented in May to the Finance Committee of the Board and to the full Board for final ratification. All deans meet quarterly with the CFO to discuss the current financial status for their respective college.

The College of Business, like other departments, works collaboratively with various administrative teams (i.e., Advancement, Accounting, Admissions, Registrar's Office, Student Development, Human Resources, Provost's Office, President's Office, Information Technology, Marketing, etc.) to coordinate operational efforts and to address needs and issues as they arise. For example, the Marketing Department meets with departmental faculty and staff, including the College of Business, prior to the upcoming academic year to discuss strategic efforts. Recently, during Summer of 2019, a professor from the College of Business facilitated a SWOT analysis session with the marketing team, which was then used as a framework for their discussion with other departments. Similarly, the College of Business and other departments support Admissions by participating in events and meeting one-on-one with prospective students. The College of Business and other departments support institutional business areas as appropriate. The Provost is the gatekeeper and determines the level of engagement that academic departments will have in overarching operational efforts. Additionally, the institution's Graduate and Online Enrollment Team allows for collaboration among enrollment personnel who recruit for graduate and online programs.

We have an Operations Dashboard that documents and shares financial, employee, and academic and campus practices that are not typically included in the employee manual or academic catalog.

CRITERION 6.2.2 – BUSINESS OPERATION PROCESSES

Explain how you determine your key customer requirement.

While students are our primary customers, we also recognize the need to gain feedback from faculty and staff, because they are first in line to ensure our students' needs are adequately addressed. To determine requirements for students, faculty, and staff, we solicit regular feedback through survey instruments, face-to-face dialogue, and observations.

Explain how you set measures and/or indicators and goals.

We use an inclusive approach to setting measures and goals. At the institutional level, several committees have been developed that are responsible for establishing measures and goals for critical areas in the institution. For example, we have a Strategic Planning Committee that was responsible for developing and implementing a new five-year strategic plan, called "Forward Together", for 2018 through 2023. This committee is responsible for assessing the institution's strategic plan on an ongoing basis. The academic and department assessment process cycles end at a time when results can inform the annual strategic planning goals and budget creation for the following year, both of which take place in December. Additionally, departmental leaders are responsible for setting measures and goals with faculty and staff in their respective areas that align with their departmental strategic plans.

Explain how you monitor performance.

We have several committees in place that are responsible for monitoring performance. For example, the Assessment and Accreditation Committee is responsible for reviewing assessment activities at the institutional, programmatic, and departmental levels, which enable us to effectively monitor our performance. The committee spearheaded the development of the Academic and Departmental Assessment Matrices, which hold department leaders responsible and accountable for monitoring performance in their respective areas. In Spring 2020, a New Program Development Committee, led by the Provost and Senior Vice President of Advancement, was created. The focus of the committee is to monitor market research and rely on quality data in the decision-making process for creating new programs. This is a representative committee that includes members from admissions, marketing, academics, and student financial services. The 2019-2020 Departmental Assessment Matrices for Administrative Services, Advancement and Enrollment, and other key operational areas are available for review at https://eagle.northwestu.edu/departments/strategic-data/data/departmental-assessment-reports/.

CRITERION 6.2.2 – BUSINESS OPERATION PROCESSES

Describe how you evaluate and improve business operation processes to achieve better performance, including cost and productivity.

We evaluate and improve business operation processes to achieve better performance using the following assessment methods:

- Annual budgeting cycle;
- Annual program review process;
- Academic and departmental assessment matrices;
- Best Christian Workplace Institute to assess employee satisfaction; and
- National Survey of Student Engagement (NSSE), Student Satisfaction Survey (SSI), Adult Student Priorities Survey (ASPS), and Graduate Survey Report to assess student experience(s)

In addition, we assess data collected from (a) student evaluations of faculty, (b) enrollment reports, (c) retention reports, and (d) focus groups with students, faculty, and staff.

All these processes and data points contribute to ensuring that the university continually evaluates our business operation processes to make improvements when necessary.

Describe how you use the following types of information to evaluate your key business operation processes.

1. Feedback from students, stakeholders, faculty members, and staff;
2. Benchmarking;
3. Peer evaluations; and
4. Data from observations and measurements.

As noted above, we use feedback from students, faculty, and staff on an ongoing basis to improve our business operations. For example, insights gained from the Best Christian Workplace Institute have been used to improve employee-related internal processes. Similarly, feedback from NSSE and SSI were used to make changes to our advising model for traditional undergraduate students.

Northwest University tracks many aspects of our effectiveness in the context of, and in comparison with, two lists of institutions that are monitored and adjusted over time as needed. The first group of institutions, benchmark institutions, comprises five universities that are in the same category (Regional Universities – West) in the US News and World Report rankings. These five universities are viewed as a comparison group. The second list, the cross-applicant group, was selected from NU's cross-applicant schools for traditional enrollment as of fall 2018. This list is viewed as an aspirational group, allowing Northwest University to identify current gaps and potential areas for targeting improvement. These benchmark and cross-applicant groups are used in a variety of ways, including in comparisons of retention and graduation rates. Faculty and staff are also encouraged to begin with these lists of universities when doing comparative research for such topics as tuition rates or curriculum.

CRITERION 6.2.2 – BUSINESS OPERATION PROCESSES

The university recently completed the Year-Seven Evaluation of Institutional Effectiveness process with the Northwest Commission on Colleges and Universities (NWCCU), which included a peer evaluation approach to assess our institution in Spring 2020. Provost Jim Heugel serves as a peer evaluator for NWCCU. He uses the knowledge from institutional site visits to learn about what other institutions are doing and to improve our processes, and he has encouraged deans and faculty to serve as peer evaluators.

Northwest University has worked diligently to maximize data results from observations and measurements. For example, during AY 2019-2020, focus groups were conducted to discuss survey questions and low data results from the most recent Best Christian Workplace survey. Focus group facilitators met with small groups of faculty and staff to understand the results. This not only gave employees an opportunity to have a voice, but it also allowed facilitators to observe the non-verbal reactions of those involved in the focus groups. During AY 2020-2021, these focus groups will be followed by administrator listening tours, in which data from the Best Christian Workplace survey and focus groups shaped discussions with leadership. This type of process demonstrates one way that data contributes to evaluating business practices. Similar approaches are followed when evaluating student experience surveys and other data points.

A critical area for the College of Business is enrollment. Success in this area not only rests with the business unit but is directly influenced by our business operation processes. Figure 6.10: Table for Business Operations Processes presents program performance results using enrollment as a significant key indicator for all our programs (see Evidence File – 6.2.2 A). As the table indicates, enrollment is steadily increasing for our online business programs. For the upcoming year and beyond, we must identify initiatives and implement practices that will drive enrollment on-campus. This table had to be modified from what was presented in the last Quality Assurance Report developed by the previous dean to ensure alignment with ACBSP criteria. The new dean and faculty will identify additional performance measures to ensure the right goals are established to measure organizational effectiveness.

CRITERION 6.3.1 – ADMISSIONS POLICIES AND PROCEDURES

Criterion 6.3.1 The business unit should include in an appendix (or refer to the page in the catalog wherein are found) the policies and procedures for undergraduate admission to its programs in the business unit.

Admissions policies and procedures are clearly stated in our 2019-2020 Undergraduate Catalog for admission to the College of Business.

- General admission information for all traditional undergraduate programs is described in the Admissions Requirements section of the electronic catalog.
- Specific admission information for the College of Business is located in the Admission to the College of Business section of the electronic catalog.

As required, these resources explain policies and procedures for admission of first-year students and admission for students who are transferring from within the institution to undergraduate business programs.

CRITERION 6.3.2 – EXTERNAL ARTICULATION PROCESS

Criterion 6.3.2 The business unit should include in an appendix (or refer to the page in the catalog wherein are found) the policies and procedures of articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For traditional programs, the Office of the Provost manages the external articulation process for all programs at Northwest University. The dean and faculty of the College of Business are not directly involved and do not communicate with administration or with two-year institutions regarding these efforts. However, when scenarios arrive that require review of business curriculum from other institutions, the Registrar's Office consults with the College of Business Dean and faculty.

The development of Northwest University's Core Curriculum in 2013-14 was based partially on a desire to offer a general education program that would allow transfer students to maximize their credits. Northwest University awards transfer credit and credit for prior learning according to clearly defined standards and policies that are widely published and easily accessible. Undergraduate students and constituents can review the policies and procedures in the Transfer of Credits into Northwest University section of the 2019-2020 Undergraduate Academic Catalog.

Northwest University accepts college- and university-approved Associate of Arts (AA) degrees from public community colleges in Washington and Oregon. The university has Direct Transfer Agreements with 30 community colleges. Students interested in traditional undergraduate programs can review a list of these colleges and their direct transfer degrees and access detailed transfer course equivalency information in the Transfer Guide on our website. When patterns of student enrollment have been identified and/or there is expressed interest from another institution, Northwest University has occasionally developed transfer agreements between the institutions. While we have a minimal number of these agreements, they are available for all employees to view on the Operations Dashboard. As an example, Northwest University has a transfer agreement with Alphacrucis College in Australia and New Zealand, which allows graduates entry to our MBA program.

As required, Figure 6.11 Table for External Articulation identifies colleges that Northwest University has articulation and transfer agreements with (see Evidence File – 6.3.2 A). The "Business Unit Impact" column in Figure 6.11 reflects whether business coursework from designated colleges has previously been transferred and accepted at Northwest University, which would increase the likelihood that they will be accepted again. This column also indicates if an articulation agreement directly impacts the College of Business. Several colleges and universities listed in the Transfer Guide have previously-approved transferable business courses that are not listed in this table because we do not have a formal agreement with them.

CRITERION 6.3.2 – EXTERNAL ARTICULATION PROCESS

Northwest University, which is accredited through the NWCCU, has established safeguards to ensure academic quality, so that any awarded credits are appropriate for programs. All undergraduate students, including those transferring to the College of Business, may transfer up to 60 credits of coursework from regionally accredited colleges and universities, provided they show a grade of C- or better. Credit transfers from non-accredited institutions are limited to a total of 30 credits and are considered on a course-by-course basis. Transferred courses must be comparable in nature, content, academic quality, and level. Students who have received credit at another institution submit official transcripts from all schools attended for an official evaluation prior to initial registration. The Admissions Office ensures that all transcripts are submitted to the Registrar's Office, which conducts evaluations and maintains student records. During the enrollment process, admissions staff have been trained to answer questions about the potential for transfer credits. The Registrar's Office is staffed with two transcript analysts to implement policies related to transfer credit. When questions arise about courses, the Registrar's Office staff may contact the academic deans to request review.

The policies regarding transfer credit for graduate programs are included in the graduate catalog. Each college, including the College of Business, established transfer credit policies that are appropriate for the field and degree offered. Details for the College of Business are located in the Admission Requirements section of the 2019-2020 Graduate Academic Catalog. Overarching expectations for all Northwest University graduate programs can be reviewed in the Transferring Credits from Other Institutions section of the main graduate catalog. While the Admissions Office is responsible for ensuring mechanisms are in place to avoid requiring traditional students to unnecessarily duplicate courses, the graduate enrollment counselor works collaboratively with the dean of the College of Business to assess the transferability of coursework for graduate students.

Because the College of Business does not manage the transfer and articulation process, persistency rates and other key performance-related indicators for transfer students and transfer credits earned from ACBSP-accredited member institutions were not tracked.

CRITERION 6.3.3 – GRADUATE PROGRAM ARTICULATION & ADMISSIONS POLICY

Criterion 6.3.3 A graduate program must have an admission policy that accepts students who can reasonably be expected to succeed in a graduate business school.

All graduate programs at Northwest University have a graduate enrollment counselor who is responsible for recruiting and admitting prospective graduate students based on their respective admission policies. The College of Business takes a holistic approach to graduate enrollment and seeks to admit students who can reasonably be expected to succeed.

Our admissions committee, comprising the graduate enrollment counselor, MBA program coordinator, online advising specialists (for online program applicants), and/or the dean, reviews each application item carefully, assessing an applicant's work experience as a business professional and providing equal weight to each component of the application. All prospective graduate students are expected to submit an online application and provide their résumé and official transcripts(s) to complete their application packet. For students with a GPA below 3.0, an academic history explanation essay and two letters of recommendation are required. Applicants are required to attend an admissions interview, which allows committee members to meet face-to-face with each interviewee. They are individually evaluated with two guiding values in mind: (1) reasons to admit, not deny and (2) recruiting to retain. We ultimately seek applicants who show scholastic aptitude and potential and will be active contributors to their cohorts.

When determining admittance of international students, a representative from the International Student Services department is included in the application process and serves as a liaison for students admitted to the MBA program. In addition to submitting the standard application materials, international students whose native language is not English must submit a minimum score of 580 (or equivalent) on the TOEFL exam as part of the application process. As with domestic students, we work diligently to ensure international students are set up for success and can reasonably be expected to succeed in our graduate program. Additionally, Northwest University admission expectations for international students that the College of Business must adhere to are further described in the International Student Admission Requirements section of the 2019-2020 Academic Graduate Catalog.

For applicants with a conferred undergraduate degree, the College of Business admission policy is described in the Admission Requirement section of the 2019-2020 Graduate Academic Catalog. For 5-year BA/MBA students, the admission policy is slightly different because they do not have a conferred undergraduate degree. Admission procedures for this dual-degree program are explained in the 5-year BA/MBA segment of the 2019-2020 Undergraduate Academic Catalog.

CRITERION 6.3.3 – GRADUATE PROGRAM ARTICULATION & ADMISSIONS POLICY

The primary classifications given to graduate students admitted to the MBA program include non-degree, conditional, probationary, and suspended. These designations, which are described in the Admission Requirement and Conditional Admission Status sections of the 2019-2020 Graduate Academic Catalog, are summarized as follows:

- **Non-business**: Students who are admitted to an MBA program who have an undergraduate degree that is not in business. Such students must demonstrate a basic understanding of marketing, management, finance, accounting, economics, and the legal environment of business. This requirement can be met by prior work experience or satisfactory completion of BUSM 5001 – Introduction to Finance and Accounting.
- **Conditional**: Conditional admission status may be offered to students who meet entrance requirements at Northwest University but do not have a completed application. Admission to the College of Business is conditional based upon satisfying specific requirements prior to full admission. Individuals admitted on conditional standing will not be permitted to take courses for more than one term or session.
- **Probationary**: Probation is a temporary status intended to help focus the student's effort while concentrating the program's resources to address and remedy the causes of insufficient academic progress. Students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the MBA program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status.
- **Suspended**: If the student's GPA has been below 3.0 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 3.0 overall grade point average to graduate.

The graduate enrollment counselor makes the non-business classification at the point of admittance to the MBA program. In collaboration, the dean, enrollment counselor, and COB program coordinator, who advises graduate students, apply conditional, probationary, and suspended classifications when appropriate.

Our MBA courses are only offered in the evening and online; we do not offer this program during the day. There is no significant difference between the evening and online programs in terms of admission and classification. For both modalities, we are committed to admitting students who can succeed, and we have adopted admissions procedures that include a thorough review of all candidates and a consensus among admissions committee members. A key admission requirement is the student's demonstrable business experience and a 3.0 or higher GPA. If prospective students do not meet the GPA requirement, they may be asked to complete the GMAT and must receive a minimum 500 score. In conjunction, letters of recommendation, student essays, and performance during an interview serve as viable methods to reasonably assess students' academic fit. Taken together, we believe these admission requirements enable us to admit capable graduate business students.

CRITERION 6.3.4 – ACADEMIC POLICIES FOR PROBATION, SUSPENSION AND READMITTANCE

Criterion 6.3.4 Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Undergraduate academic policies for probation, suspension, and readmitting of students, which are managed at the institution level, are stated in the Grading and Grade Point Averages section of the 2019-2020 Undergraduate Academic Catalog.

The Dean of the College of Business is responsible for administering academic policies in these areas at the graduate level. When a graduate student has a GPA less than 3.0 (B), they are placed on academic probation. The COB program coordinator, who advises and monitors grades for on-campus students, communicates with them about their academic standing. Online academic support specialists, who work for the College of Adult and Professional Studies, provide the same support to online MBA students. Students placed on academic probation in the MBA program receive a letter letting them know they have one semester to bring their GPA to a 3.0 or higher, and if they do not, they will be dismissed from the program.

If a student must be suspended for academic reasons, the dean is responsible for managing this process to mitigate any challenges that might arise between the student and COB program coordinator. If a graduate student desires to be readmitted to the MBA program after a suspension, they must reapply and follow the abbreviated admission requirements. While academic policies for probation and suspension are addressed in the Academic Progress section of the 2019-2020 Academic Graduate Catalog, there is nothing in the catalog that explains the policy for re-admittance of students who were suspended. To initiate this catalog addition, the dean of the College of Business will present a proposal to deans' conferral and the Academic Affairs Committee. To ensure compliance with this criterion, the dean will submit a proposal to have this included in the 2020-2021 graduate catalog.

CRITERION 6.3.5 – ACADEMIC POLICIES FOR RECRUITMENT, ADMITTANCE AND RETENTION

Criterion 6.3.5 Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Undergraduate student recruitment, admission, and retention are organized and maintained at the institutional level through the Admissions Office. The Director of Enrollment Management reported the following recruitment efforts for prospective students on behalf of the College of Business:

- Broad recruitment and marketing efforts communicate the different types of programs within the business unit (Marketing, Management, Accounting, etc.) and emphasize the vast internship opportunities that students can leverage for their professional development amidst our thriving regional business environment. Admissions also highlights the business study abroad trips as a distinctive element of the curricular program.
- Marketing and recruitment efforts advertise the business programs five-year MBA track for undergraduate students.
- Marketing campaigns highlight student success stories and faculty expertise.
- Prospective students receive proactive outreach to learn why a student is drawn to their major –i.e., "what led you to business?" "what kinds of things interest you in a business program?"
- Multi-channel outreach campaigns (text messages and phone calls) are completed bi-monthly to inquiries and applicants interested in business.
- Admissions has interns (current students) who are business majors. These student representatives are leveraged in prospective student outreach, paired with business majors.
- The Marketing department sends digital marketing campaigns to prospective business majors, highlighting faculty blogs, providing program updates, and disseminating timely communications.
- During in-person campus visits, business courses are offered for prospective students to attend. During open house, in-person, and virtual visits, business faculty are available to meet with prospective students.

Admission standards for all undergraduate programs require students to be high school graduates and have a previous grade point average of at least 2.5. For traditional undergraduate programs, enrollment determinations are made based on completed applications that include biographical information, an essay, official transcripts, and college entrance test scores. These expectations are outlined in the Admission Requirements section of the 2019-2020 Undergraduate Academic Catalog. We have five dedicated admission counselors who work directly with students throughout the admissions process. They are available to answer questions, to make internal networking connections, and to onboard new admittance.

CRITERION 6.3.5 – ACADEMIC POLICIES FOR RECRUITMENT, ADMITTANCE AND RETENTION

While every employee at Northwest University influences student retention in some way, the Academic Success and Advising Center plays a crucial role in this effort. The director reported the following practices to help retain students:

- Requiring students to participate in SOAR, as our research indicates that we are 60% more likely to retain a student if they attend SOAR than if they are advised in an individual appointment without the SOAR experience. This is a new practice as of 2 years ago.
- We have adopted the appreciative advising model as of 4 years ago, which emphasizes relationship with students, which research shows is a significant predictor of retention and graduation. Two years ago, we also shifted to advising all students in the advising office for their first two years or until they reach 60 credits, so that we can provide strong support in the critical transition to NU.
- We work collaboratively with Student Financial Services, the Registrar's Office, Housing, and Student Development during the priority registration periods to identify students who are not moving through the steps of registration. We designate which department would most effectively reach out to the student, and we continuously track the student's progress until they are registered. This has increased our progress toward our retention goals.
- We do an excellent job of advising them on their course selection and sequencing. This ensures that they move through their academic path in an efficient manner, which will avoid unnecessarily extending their time at the university, which costs them time and money.

Graduate recruitment, admission, and retention are organized and managed within the College of Business. As aforementioned, the graduate enrollment counselor plays an integral role in recruiting graduate students for the online and on-campus programs. There are two enrollment periods (September and January), which align with the online program. To streamline the recruitment process, an MBA enrollment/recruitment calendar was created by Jessica Pillay, who has been recruiting MBA students for the past several years. Currently, our lead source for recruiting MBA students is word of mouth. However, an increasing number of students are reporting that they find out about our program through the website. With the new dean on board, the graduate enrollment counselor is open to exploring and implementing new recruitment strategies.

The admission policy for the MBA program is outlined in the previous section. Once a student is admitted, the graduate enrollment counselor and COB program coordinator collaborate to ensure a smooth onboarding experience. All new MBA students are required to attend New Student Orientation, which is attended by the dean, graduate faculty lead, enrollment counselor, and program coordinator.

Once an MBA student is admitted, their primary contact is the COB program coordinator, who provides advising support to MBA students. In the past, the coordinator was primarily responsible for retaining students. The new dean recognizes a need to identify more concrete graduate retention practices.

CRITERION 6.3.6 – RESULTS OF ENROLLMENT MANAGEMENT

Criterion 6.3.6 Summarize results for enrollment management not reported elsewhere in the report.

You should include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12 is encouraged.

In preparation for writing this report, it became evident that the College of Business must implement viable data collection methods to better assess retention rates. We do have access to enrollment and graduation data; however, it would be ideal to have enrollment, graduation, and retention data collected live for business programs. The dean will explore existing resources to determine what options are available to better collect enrollment, retention, and graduation data.

ENROLLMENT EFFECTIVENESS

Figure 6.12a: Graph for Enrollment Management presents business enrollment comparison trends from 2015-2020 (see Evidence File – 6.3.6 A). The data suggests that our two top enrollment segments has continually been traditional undergraduate and MBA on-campus students. However, we saw noteworthy increases in 2020 among our non-traditional undergraduate and MBA online segments. To increase online enrollment for the MBA online program, between summer 2019 and fall 2020 we made the following improvements:

- Eliminating the 6 rolling starts, which allowed us to manage advising and retention better and recruit larger online cohorts twice a year (in September and January).
- Implementing a structured interview process for online applicants, which allows us to attract higher quality applicants, and it helps us establish a more seamless on-boarding experience for students.
- Implementing the $150 tuition deposit, which has increased retention from 'confirmed' to 'registered.'

As indicated in Figure 6.21a, there has been a decline in enrollment since 2016 among our top two segments. With declining enrollment numbers for both the traditional undergraduate and MBA on-campus programs, we must explore creative enrollment strategies and collaborate more with the Admissions Office on their recruitment and retention efforts. The new dean will partner with key operational areas to identify more effective enrollment strategies.

RETENTION EFFECTIVENESS

Retention data is collected at the institutional level for traditional programs. Specifically, data is collected for traditional first-time, first-year freshman and transfer students. Our initial method focused on collecting data over "five" terms because it provided a sense of whether students were retained into their major. Over time, we found that we were still losing students, so we now cover "seven" terms as students near graduation.

CRITERION 6.3.6 – RESULTS OF ENROLLMENT MANAGEMENT

Table 6.12b: Traditional Program Retention Trends shares retention data for traditional students, including transfers, who indicate a College of Business major when beginning their educational studies at Northwest University for fall 2015, 2016, 2017 and 2018 (see Evidence File – 6.3.6 B). This retention data is the most current and presents results up to fall 2020 for each incoming population. During each successive year, overall retention rates (highlighted in yellow in the table) for first-time, first-year business freshman were 60% or above. With respect to transfer students, overall retention rates (highlighted in orange in the table) fell below 60% in fall 2015 and fall 2017. The data suggests that we must do more to retain business students from admittance to completion. For both first-time, first-year freshman and transfer business students, we acknowledge that an 85-90% retention rate is an achievable target.

Compared to other Northwest University colleges, our average retention rate for first-time, full-time traditional freshman is the highest, with the College of Business averaging 78.48% in the 5 Term Freshman Retention Report and 67.86% in the 7 Term Freshman Retention Report. Similarly, compared to other colleges our average rate of 72.92% is the highest in the 5 Term Transfer Retention Report for traditional transfer students. We have the second highest retention rate of 65.52% among this same population in the 7 Term Transfer Retention Report. The full college retention rate comparison reports can be viewed here:

- 2016-2018 First-time, Full-time Traditional Freshman Retention Reports (5 Term and 7 Term) are available in Evidence File – 6.3.6 C.
- 2016-2018 Traditional Transfer Student Retention Reports (5 Term and 7 Term) are available in Evidence File – 6.3.6 D.

Figure 6.12c: Table for Retention and Attrition Trends for MBA On-campus reflects graduation trends, dropout rates, and retention rates for Cohorts 22-28 (see Evidence File – 6.3.6 E). Our retention rates improved significantly during AY 2019-2020 compared to previous years. The retention rate for MBA Cohort 28 was 93% in spring 2020, and 95% for Cohort 27 in fall 2020. We had a strong retention rate of 92% for Cohort 25 in fall 2018, then the retention rate for Cohort 26 went down to 76% in spring 2019. It is difficult to narrow down specific reasons for the decline. However, we did transition between three different program coordinators within the last few years who were responsible for advising and serving as the key contact for MBA students. Getting acclimated to the job and the need to learn a new role could have impeded staff from engaging with students at a quality level. Thereby, impacting students' perception of the program.

CRITERION 6.3.6 – RESULTS OF ENROLLMENT MANAGEMENT

Figure 6.12d: Table for Retention and Attrition Trends for MBA Online students reflects a retention rate above 85% for all semesters between spring 2018 and fall 2020, except for spring 2019 (78%) and summer 2018 (75%) (see Evidence File – 6.3.6 F). The data also revealed retention rates of 100% for fall 2020, fall 2019, and summer 2019. This positive trend in retention for MBA online students is likely due to hiring an additional advisor. In summer 2018 and spring 2019, when retention rates were 75% and below, there was only one advisor managing the needs of online students. This may explain the lower retention rates. During AY 2019-2020, the advisors for the College of Adult and Professional Studies and the graduate enrollment counselor for the College of Business implemented a collaborative interview process for online recruitment. This new approach gives students a positive first encounter and likely influenced the good retention rates from Fall 2019 to present.

Figure 6.12e: Table for Retention and Attrition Trends for Non-Traditional Undergraduates presents retention rates for the Business Management and Organizational Management online programs (see Evidence File – 6.3.6 G). Between spring 2018 and fall 2020, retention rates for the Business Management program dropped below 80% in fall 2018 (74%) and spring 2020 (77%). For the remaining semesters, retention rates were above 80%, with 100% rates in summer 2018, summer 2019, and fall 2020. For the Organizational Management program, retention rates fell below 80% in summer 2018 (75%) and spring 2019 (50%). The retention rate was 80% in spring 2018 and 100% respectively in fall 2018, summer 2019, fall 2019, spring 2020, and fall 2020. The data reveals positive retention trends for both programs; however, we must explore why retention rates dropped below 80% during some semesters. Data for these programs were collected manually by the College of Adult and Professional Studies in December 2020. If we had a more robust approach for collecting live retention data, we could analyze reasons for attrition in real time.

The business faculty and dean meet with incoming freshman who express interest in business during orientation at the start of each academic year. Students are not assigned an academic advisor in business until after completing 60 credits. With this new process, the business unit must explore options to engage students during their first two years since our contact is minimal. The dean, faculty and staff are regularly engaged with MBA on-campus students. However, we plan to increase our level of interaction with MBA students (both online and on-campus) to continue our positive retention trend.

CRITERION 6.3.6 – RESULTS OF ENROLLMENT MANAGEMENT

GRADUATION RATE EFFECTIVENESS

Figure 6.12f: Graph for Business Degrees Conferred by Program, presents data related to degree conferrals for all business programs from 2014-2020 (see Evidence File – 6.3.6 H). Our highest area of degree completion is among MBA on-campus and traditional undergraduate programs. Our numbers for our MBA online and non-traditional online are increasing, so we anticipate seeing more degrees conferred in our online business programs. As such, graduation rates depicted in Figure 6.12f indicate that students are steadily graduating from all our business programs. Nevertheless, we must work to increase the quality of programs and services we offer so that increased numbers of students are graduating over the coming years.

Additional enrollment information for the entire university is available on our Strategic Data Dashboard, which can be viewed during the site visit.

CRITERION 6.3.7 – IMPROVEMENT IN ENROLLMENT MANAGEMENT

Criterion 6.3.7 Improvement in Enrollment Management will be pursued on a continuous basis.

Improvements in enrollment management are pursued on a continuous basis at the institution level. Like the academic deans, the director of enrollment management goes through an annual administrative program assessment process, which is reviewed by the Vice President of Advancement. The assessment from AY 2019-2020 is included to demonstrate how improvements are deployed (see Evidence File – 6.3.7 A).

Undergraduate enrollment efforts are managed by the Admissions Office for traditional programs. The university has a partnership Ruffalo Noel Levitz, a consulting firm, to provide services related to increasing enrollment and graduation rates of our students. Over the years, this collaboration has helped us identify areas of improvement in our enrollment practices at both the graduate and undergraduate levels.

We also have a Retention Task Force (RTF) that has been tasked with the ongoing work of annually analyzing the retention report, identifying underperforming populations, and identifying interventions. More recently RTF has been focused on developing a more sustainable and scalable process for obtaining retention data for non-tradition programs specifically. For this report, MBA retention data was determined manually. The College of Business has reached out to the RTF to identify a more effective approach to gathering and accessing retention data for MBA students. This data will enable us to better manage our enrollment practices for continuing online and on-campus students.

The College of Business has direct responsibility for graduate enrollment for on-campus and online. Jessica Pillay, the Graduate Enrollment Counselor for the past several years, has been instrumental in contributing to the following improvements:

- Development of a viable enrollment strategy.
- Creating application checklists for the on-campus and online MBA programs.
- Establishing an official MBA enrollment process and procedures.
- Instituting an MBA orientation event.
- Developing an Enrollment Counselor to Program Coordinator hand-off process that includes an admission funnel approach.
- Creating a scholarship award opportunity for new enrollees.
- Aligning the online MBA program start dates and course sequencing with the on-campus program.

CRITERION 6.3.7 – IMPROVEMENT IN ENROLLMENT MANAGEMENT

Documents that explain some of these efforts are in Evidence File - 6.3.7 B. This file includes the graduate counselor's Orientation Checklist, MBA Enrollment Process, MBA Recruiting Hand-Off Process, Enrollment Summit PPT, and the Fall 2020 Enrollment Overview Report.

To ensure improvements are deployed for graduate programs, the GOE team was created. This team, which includes all campus graduate enrollment counselors, is responsible for discussing, reviewing, and implementing improvements to the graduate enrollment process. Although this team has gone through an evolutionary process, its purpose is to establish consistency and best practices for its enrollment efforts. The first ever enrollment summit was conducted in September 2019. It provided an opportunity for GOE team members and the Admissions Office to share their annual recruitment plan. This annual event also provides an opportunity for those responsible for enrollment at the graduate and undergraduate levels to share their efforts with the larger community and ensure a broader sense of learning and accountability.

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 engagements

with human need.