

NWC Accreditation: Giving In or Moving Up?

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By: John A. Beck
Senior Church History
Prof. Fredrich
April 16, 1984

ACKNOWLEDGMENTS

I wish to express my sincere gratitude to Pres. Carleton Toppe of NWC. Without his help in supplying the necessary information and in cluing me in to the real issues of matter this paper would not have been possible.

My thanks also go out to the faculty of NWC for the time given to thoughtfully answering the survey questionnaire which I sent them. Their answers and comments allowed me even greater insight into the situation.

Finally, I wish to thank my wife Cindy, who, though she was very great with child, typed, corrected and organized the final copy of this paper. Her work saved me many hours of labor and gave me much quality time with our children. For all of this I am very grateful.

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NWC Accreditation: Giving In or Moving Up?

As the title of the paper suggests, there are at least two distinct angles of approach one can take, and which has been taken, as they look at the accreditation process which has been underway at Northwestern College (NWC) for the last ten years.

Some are deeply concerned that the influence a secular organization like the North Central Association of Colleges and Secondary Schools (NCA) might exert on NWC would result in NWC "giving-in" to secular educational values. This danger, many feel, would outweigh the actual and potential benefits membership in NCA brings.

Others who are close to the situation are convinced not only that accreditation is not harmful, but that it definitely has many benefits. They also leave the impression that the entire process of accreditation has been a factor in the educational development of NWC without detracting from its confessional and doctrinal stance and without diminishing its educational goals and objectives. If anything at all has actually come of this, some will see it as "moving up".

It is the latter viewpoint that seems most appropriate to me. After reading and re-reading the documents available regarding accreditation I have come to feel that the educational program of NWC is "moving up" and confessional principles have not been compromised.

It is also my feeling that an overview of the history of the accreditation of NWC, a survey of major areas of concern (of the NCA), and a look at the response to these problems by NWC will support this viewpoint.

It would at this time, be appropriate to add a brief disclaimer. It is not my intention to show that the accreditation process is the sole or even primary reason that NWC seems to be upgrading their educational program. The studies, self-evaluations and long hours logged by the faculty over the past ten years may very well have taken place without the accreditation situation on the scene. I believe, however, that NCA provided much of the impetus and aided in fine-tuning these self-studies so they could truly be effective.

BACKGROUND

Why did NWC get into the accreditation process anyway? Whose ideas was it? Considering the background of NWC one could guess that the ideas didn't arise from within. This is true impart. The beginnings came most obviously as a result of contact made with NWC and other Wisconsin colleges in 1974 by UW-Madison. The Book of Reports and Memorials 1975 (BoRaM) reported the following:

"A major problem confronting Northwestern College at this time is the issue of accreditation. The university of Wisconsin system is requiring of all un-accredited colleges in Wisconsin to become candidates for accreditation by September of 1976. Failure to comply will result in the severe reduction of transfer value of an undergraduate student's credit." (pg. 14-15).

Because any number of NWC graduates had used the UW system mainly Madison and Oshkosh in pursuing post-graduate studies in the past and could be expected to do so in the future, the message from Madison was one which needed to be addressed. Externally this was the moving force behind initial accreditation proceedings.

There were, however, internal considerations that could not be overlooked. With accreditation, students at NWC would become eligible for government loans and grants not available otherwise.

The benefit to the student body is undeniable. I can testify personally to that fact. In 1976, I enrolled as a freshman before candidate for accreditation status had been granted. The result was the end of my bank account. In 1977 and subsequent years government grants were much appreciated. The numbers support the contention that this aid would be markedly beneficial to the student body as a whole. The 1981 BoRaM report (pg.27) indicates that 92 students received a total of \$86,216.

Finally, it was the parents of students who began to push for accreditation. Those who had children at DMLC and NWC were eager for the same benefits at NWC as at DMLC.

At any rate, sufficient reasons existed to begin the process. The next question would be; What do we do now? The proper channels had to be observed and so the Board of Control took the matter under advisement. Though they considered accreditation a "vexing problem" (BoRaM 1975, p. 15) their resolution was to petition the Commission on Higher Education to explore accreditation with NCA (BoRaM 1975, p. 17). The CHE endorsed this resolution and in convention our Synod voted to explore NCA accreditation with the stipulation: "That such exploration cease if the college finds any conflict with the Synod's scriptural principles or philosophy of education, or if the college finds any conflict with its purpose and program" (Proceedings, 1975, p. 56).

The work of exploration and study then fell into the hands of the NWC faculty. President Carleton Toppe took the lead in contacting the regional office of NCA. His purpose was to determine exactly what would be required of NWC to be considered for accreditation. Once informed the wheels were set in motion.

HISTORICAL OVERVIEW

The initial requirement of NCA for NWC was to prepare a Status Study Report. This was prepared by the faculty and administration of NWC and presented in November 1975. A visitation team for NCA arrived on campus in April 1976 after an assistant executive director of NCA had approved the report. The visitation team reported on their visit and NWC responded to that report in July of 1976.

We can note here that the pattern for the entire accreditation process was set forth in this first phase. The sequence in each phase of accreditation is as follows: 1. Status (Self-) Study Report of NWC 2. Visitation and report by NCA 3. Response by NWC to the NCA report. The phases of accreditation can be listed chronologically according to when each group of the above three steps took place. These phases are as follows: 1. 1975-1976 2. 1978-1979 3. 1980-1981 4. 1983-1984.

1975-1976 Documents

As mentioned NWC's first responsibility was to prepare a Status Study Report. This report, submitted in November 1975 is far-reaching in scope and very general in content. This was to be expected, because the purpose of this first formal accreditation step was to inform. As comprehensively as possible, NWC sought to inform NCA in virtually every aspect of their college setting. Some of the highlights will be covered here.

A key portion of the report is the very first paragraph. In this paragraph NWC set forth their principles, purposes, objectives and policies. Thoughts that are critical to the entire accreditation procedure, especially in light of the secular nature of NCA, jump out from the page. NWC is a pretheological school. Everyone concerned with the school confess all the truths of the inerrant, inspired Scriptures etc. and its purpose is to serve the WELS. Objectives include preparation for Wis. Luth. Seminary

(the fundamental objective) and a well-rounded education. Above all, the college wished to operate as a Christian institution in every phase of campus life (Status Study Report, 1975, p. 1). The thoughts contained here do not change essentially in any of the reports to follow. They are at the very root of the NWC position.

Regarding the objective of a well-rounded education, NWC did describe theirs as a liberal arts curriculum, but they added "which emphasizes history, languages, and religion" (Status Study, 1975, p. 8). It is also described as "selective" (Status Study, 1975, p. 8) and as being prepared to meet the requirements of Wisconsin Lutheran Seminary (WLS). The current educational program is laid out here and considerable time spent discussing the rationale behind the program. The classical roots, stress on languages and the place of religion in the curriculum is stressed and reiterated.

Matters of lesser significance include sections on finances, (in good order), the physical plant (an excellent facility), and administration.

Other significant statements about itself come up in the area of personnel. Here two points are important: 1. "Professional development is a matter of formal or informal programs on the part of the individual faculty members." 2. "The college assumes almost all expenses connected with the advanced study. . ." By these statements NWC reflected a casual and yet supportive view toward faculty development.

Perhaps most interesting to note is the section dealing with problems. The problem areas the faculty identified in 1975 are as follows: 1. Co-existence with the Preparatory School 2. Student union - a need was felt to have one 3. Expansion of Library facilities - a detailed report had been presented already 4. Future enrollment and recruitment 5. Administration - Personnel - concern over dual responsibilities of staff 6. Resources for expansion. We will see that these problems as a group

were not the main problems others saw in NWC and in time these problems as a group would not receive the greatest attention.

The report submitted by NWC was approved in April of 1976 and the first visitation team from NCA visited NWC. The team consisted of Edward Lindell, Pres. of Gustavus Adolphus College, Dr. Charles Stoneburner, Assoc. Professor of English, Denison University, and Robert Wolverton, Pres., College of Mount St. Joseph on the Ohio.

Their response to NWC can be labelled as favorable and yet the report begins to raise questions that subsequent NCA visitation teams would come back to time and again. On page two of their report the team praised the NWC staff and also called into question their educational background. The lack of doctorates on the faculty was of some concern but more so was what NCA described this way: "Northwestern College apparently can take scholarly development or let it alone . . . it is possible that its competence has made it complacent" (Report of a Visit, 1976, p. 3). NCA supported this opinion by calling to attention; the lack of encouragement toward further study, the absence of a sabbatical policy, the failure to collect scholarly publications and articles and the fact that there is no advance in rank or salary for those who do pursue further study (hence no incentive?).

Teaching style was questioned as well. Though the team encountered no sub-standard teaching they did describe it as "run-of-the-mill, routine, mechanical and awkward" (Report of a Visit, 1976, p. 4).

The library and curriculum were both questioned though only mildly. The library being described as "uneven" and the curriculum as "lopsided" (p. 5). However, much of the report was very complimentary. Faculty members were praised for their service, devotion and close contact with

the student body. The physical plant and maintenance were highly touted and the financial strength of NWC was impressive to the team.

The first visitation team suggested the following major areas of concern which needed special attention if NWC wished to pursue accreditation: 1. Curricular balance 2. Complete separation from the preparatory school 3. Library holdings 4. Faculty preparation. The NCA, acting on all they had seen and convinced that NWC was aware of problem areas and working on those problems, recommended NWC be granted Candidate for Accreditation status without condition.

The response of NWC to the NCA report is brief and concentrates its thoughts on just two aspects of the NCA report: the curriculum and the academic preparation of the faculty. I'll let their response answer why they chose to limit their reply:

We are doing this not only because we consider these aspects to be basic to an evaluation of the college but also because these features of the school are more difficult to interpret to the education world (Response, 1976, pg. 1)

What follows in the Response is basically a defense and explanation of the unique educational program of NWC.

A prominent point to note is NWC's characterization of its program as one that constitutes a dualism. In a sense, the school is two schools in one doing a balancing act. NWC is a blend of secular and sacred, the world and the Word. It is both rational and suprarational. The Response indicates that the two are "not mutually exclusive" (1976, p. 8).

The report explains how this is true and why it is true. As a pre-professional theological school it is committed to providing men trained for the Seminary and, in view of this, is limited in the theological curriculum. Liberal Arts selections will have to take a back seat in such an arrangement. Value to the preacher and church must be given first priority.

Observations follow regarding faculty preparation. Here the Response highlights the extra experience the faculty has via the parish ministry in most cases. The years spent in the field and the skills that must be practiced and developed while in the field are fine tools in the classroom.

The point of NWC's response is made quite clear. The reason for the defense they offered on behalf of themselves is this: "Our primary concern is to qualify a judgment that the college might be indifferent to the need for academic competence or even remiss in its responsibility for providing the ministry of the church with a respectable college education" (p. 4). As a final note it was the colleges primary concern in this initial phase of accreditation (especially in this response) to insure that "the principle and policies, the goals and standards of a somewhat unique small college be better understood" (p. 5).

1978-1979 Documents

As a preface to the overview of the 1978-1979 documents we note that in Sept. of 1977 NWC brought in Dr. Larry Barrett as a consultant to assist the college in the accreditation process. His findings supported previous conclusions that the curriculum was "lopsided" (heavily weighted with languages), that faculty preparation was not what it could be, and the teaching loads were too heavy. What is more he pin-pointed closely related concerns - the minor role of the library in learning and what could be termed inflated credit hours.

Dr. Barrett especially emphasized teaching technique. He felt that curriculum and other such problems could be alleviated greatly by a change of teaching style. He called for more self-learning, more questioning and study, and less lecture. This was emphasized under the section directed to faculty preparation as well. In this section, he seemed

little concerned about the lack of Ph D's but very concerned about a lack of awareness of the potentialities of teaching techniques. We should also add that Dr. Barrett left the school with a good deal of respect for, and confidence in, this college community.

The 1978 NWC report (Biennial Visit Report) is much more defined than the 1975 report. It specifically addresses itself to concerns Dr. Barrett highlighted in his consultation report. The report also includes enrollment and financial statistics.

At this point, the concerns and comments of NWC in the 1978 report will only be summarized. Their application to NCA criteria will be discussed later.

In the area of curriculum the noteworthy thought expressed is that NWC is atypical regarding the asymmetry of its curriculum and the number of credit hours. This, however, is not without reason. The college is unique with its language program and is unique in that it studies languages with the sociological, philosophical and ethical aspects in mind. This is in keeping with the liberal arts educational mindset.

Comments on teaching loads were rather general. It was asserted that men can "wear two hats" effectively and at the same time, the college indicated a desire to ease overloads where they arise. A possible solution discussed in this document was a quarter system.

Faculty preparation and teaching style drew the most comments and because these responses will be discussed in greater detail further along in the paper, let it suffice here to say that NWC vigorously defended the academic standards of the faculty and introduced a significant new thought in defense of its teaching style.

Library resources, improvements and plans are given in some detail in this report. Statistics are given on library use and the unique

nature of the college is explained regarding library use. The report notes (quite validly - from personal experience) that students in the dorms often pass library books around the dorm, study in their rooms rather than the library, or have fairly comprehensive libraries of their own started. As a result of these factors library use (according to statistics) appears lower than what it might be.

The October 1978 visit by the NCA team of Robert Baker of Kenyon College and Walter Mink, Macalester College received the most openly favorable and upbeat report of any visitation. The visiting team exhibited a great deal of understanding of NWC. This attitude is clear in each of the three areas to which the team addressed itself: i.e. general observations, the response of the college to previous concerns and evaluation per candidacy criteria.

The 1978 team's initial observation is quite revealing:

Northwestern College must be understood in terms of its relation with its constituency and its role in the general organization of the Wisconsin Synod . . . Both faculty and students accept and value a tradition in which the role of the pastor in his parish and the father in his family provide the model for faculty-student interactions.

From these initial remarks it is clear that these men were willing to evaluate NWC on its level, in accordance with the unique situation in which the college operates.

Some of the pertinent observations made include references to; call of professors and their academic background; curriculum balance and possible expansion in some courses; devotion of student and faculty alike; and the library.

The team also reacted favorably to NWC response to specific needs. The Report (p. 9) noted these areas of concern: 1. Relation to the preparatory school 2. Curricular balance 3. Library holdings 4. Faculty

preparation 5. Teaching style. Concerning these areas the Report states:

"The College has addressed all of these items in a positive manner and the present team gave careful attention to the evidence of progress."

In this portion of the report the evaluation team defends the NWC curriculum insofar as it is consistent with the purpose of NWC. Expansion of existing programs is suggested, but only as a way of developing currently available resources.

As for the faculty preparation and teaching style, we can again say that this team looked at each topic in the context of NWC and not so much from a secular liberal arts framework. This team found the faculty well-informed and actively pursuing the exploration of instructional alternatives.

The team's summary statement is indicative of the entire report:

In view of the stability and century-long history of the College and based on the assessment of the evaluation team of the response of the College to areas of concern expressed by previous visitors the following recommendation is made: The evaluation team recommends that Northwestern College be continued in Candidate for Accreditation status at the Bachelor's degree-granting level and, that a comprehensive evaluation be scheduled for no later than two years 1980-1981 to evaluate the institution for initial accreditation.

The effort expended by the 1978 evaluation team in understanding NWC was not lost on the NWC faculty. Their Response in February of 1979 was "an acknowledgment of the validity of a number of the observations and evaluations made by the evaluation team" (p. 1). The report, at least implicitly, expressed its appreciation for the fair shake it had received.

NWC appreciated suggestions regarding curriculum changes while reiterating the difficulty of instituting any changes and the feeling that classical language study contributes considerably to a liberal arts education.

The library situation, as it had been all along, was a matter where NWC agreed that improvements were necessary and were underway. Studies

were ongoing regarding course requirements and the whole matter of teaching technique continued to be examined.

1980-1981 Documents

1980 proved to be a pivotal year in the accreditation process. With that year's self-study report NWC was in line to be approved for initial accreditation, a step up from candidacy status. With this in mind, NWC once again provided a fairly comprehensive Self-Study Report which addressed itself directly to the accreditation process as it had developed thus far.

Once again, the Report begins with the basics: philosophy and purpose. This is revealing. Indeed, what appears obvious is the continued need NWC felt to keep their school and its functions in the proper context. An outside organization cannot understand NWC without first understanding why NWC exists. To keep their position clear NWC reports: "The college plans no change in its present single purpose of providing pre-seminary training for the pastors of the Wisconsin Evangelical Lutheran Synod." (p. 2).

One item which receives somewhat greater attention in this report is the student profile. The academic competency of incoming students is highlighted. Furthermore, time is devoted to a brief description of efforts that were being made to retain students. This was, at least implicitly, an opportunity to justify the heavy course loads which are characteristic of the NWC program. It is pointed out that "student dropouts are due less to academic inability than to change of vocational intent" (p. 5).

Reports on financial status, facilities, administration and NWC - NWPS relations are given. These reports differ little from previously reported material. What is new to these reports are brief addendas. These addenda simply offer further explanations or address themselves

to specific NCA concerns. Where these actually relate to the pertinent questions at hand will be included later.

The next three major portions of the report are the real meat of this study. The faculty, course of studies and library are covered, each with reference to NCA concerns. As per faculty, this report sticks closely to previous reports. The unique experience the professors have, often in the parish ministry, is again brought forth. Current positions on faculty development are related (including the development of a standing committee for faculty development) and finally the teaching style is once again explained.

The information regarding curriculum does reveal some changes had been made (i.e. course hours reduced to 149 from 153), however, the report states that no major changes had occurred. The English department received three additional hours, a lab program was added to science and a required quarter of ecclesiastical Latin was added. The conclusion reached by the college after a 1979-1980 curriculum review was the "the reinforcement of the conviction that the needs of the synod's pastor-training program are still being served well by the current course of studies" (p. 24).

The library report is complete and shows definite efforts to improve library holdings and facilities. The report makes this very clear. The concluding thoughts are indicative of the report: "Increased use of the library remains a goal of the college. As more class discussion courses are added and other courses are modified, this usage is expected to improve" (p. 34).

A final word on NWC's 1980-1981 report is a general observation that a complete reading of the document seems to support. This report is very optimistic. NWC appeared at this point to be eager for and expectant of initial accreditation.

What may have come as a bit of a surprise to the faculty was the critical report of the visitation team which came to NWC in January of 1981. Their report was definitely the most critical thus far and perhaps even more unsettling was the introduction (or amplification) of another NCA concern. The NCA team which came to visit consisted of Robert Broughton, Vice Pres./Business Manager and Treasurer of Colorado College; William Fisk, Prof. of History, Muskingum College; Robert Watson, Prof. of Religion, Hiram College; and William Neptune, Prof. of Chemistry, Oklahoma Baptist University.

An interesting aspect of the 1981 NCA report is the distinction made between observations which are "consultative in nature" and suggestions which are of "sufficient gravity" to influence accreditation. In other words, this team not only evaluated accreditation criteria and reported on these specific items, but they also took the liberty to offer general comments which they felt were valuable.

An example of one of these general observations is informative to catch the tone of this portion of the report. Regarding NWC's close association with the Synod the team praised and then bemoaned the situation within the space of two quick paragraphs (p. 3). On one hand this connection freed the administration from fund-raising responsibilities and on the other it contributed to the "conservative nature of the college making any kind of change."

The new point of concern for this team revolved around financial matters. While the team was impressed with the fiscal fitness of NWC they were troubled by the absence of a separate (from NWPS) statement of costs. Two main reasons are evident. To begin with, without such a statement the college's costs can't be compared accurately with the norms in the industry. Secondly, an external audit on a regular basis

is a NCA requirement for accreditation. Furthermore, the team reports: "In making this recommendation the Team is essentially concerned with financial planning and public accountability" (p. 9).

The matter of the library drew considerable attention and in most cases the team expresses, at the very least, an underlying dissatisfaction with the library. Continued attention to library needs was considered most appropriate. To the NCA team, library funding was simply not adequate to keep pace with appropriate new acquisitions. Continued physical improvements were stressed to improve the study atmosphere. The team also revealed specific library needs demonstrating the inadequacy of the holdings in science (out-of-date), as well as revealing shortages in English, philosophy and psychology. To remedy these problems the team urges further inter-library loan arrangements and above all, the acquisition of new materials at a much increased pace.

While the curriculum at NWC had been (and would continue to be) under scrutiny by the NCA this team recognized that this was a "sensitive and critical issue" which was receiving "considerable attention" by the faculty. Nevertheless this team still found: 1. the curriculum excessive in its prescription, 2. the need for greater liberal arts options, 3. too little time devoted to extra-class preparation and 4. credit hours may yet be considered inflated.

Positive comments in this area are noteworthy as well. While the teacher-centered and authoritarian approach to learning still predominates a few important changes were noteworthy in the estimation of this team. A lab was introduced, more discussion sessions have been employed, and more papers were being written. All of which encourage greater student participation in the learning process.

In the area of faculty preparation the team's feelings were rather strong; additional graduate education for all teachers should be established. The M. Div., in their estimation is not proper preparation for teaching. Additionally, too few faculty members gave evidence of current contact with scholarly developments in their fields and were, in fact, using out-dated resources. The teams conclusions in this area are evident in this observation: "Professional development among the faculty thus is a critical need in the College" (p. 17). Specific recommendations for improvement (which are presented here at some length) will be discussed later.

As mentioned earlier, 1980-1981 was a pivotal time for NWC accreditation for it was up for initial accreditation. For this reason, the 1981 NCA report includes a report of certification statements (i.e. Does NWC live up to official NCA accreditation guidelines?). What is very clear in this portion of the report is that NWC had fulfilled its requirements with exception of criterion Four re. an external audit. This, however, was not sufficient grounds for denying accreditation (provided it was completed in the near future). What should also be noted here is the dissatisfaction NCA still expressed about the liberal arts aspect of NWC. Their dissatisfaction did not lead them to recommend denial of accreditation. Indeed accreditation was recommended with a comprehensive evaluation to be scheduled in five years (1985-1986).

The NWC response to this report was very favorable and replied directly to each of the problem areas highlighted by NCA. Library improvements were being undertaken as suggested and agreement with the NCA was wholeheartedly expressed. The curriculum question brought a defensive stand from NWC and revealed once again the hesitancy toward curricular changes. Assurance was given that careful study would continue. Teaching style and

faculty preparation received the most attention. Directive teaching and the value of a role model (the teacher) were cited as pros for the currently employed teaching technique. Careful attention was also given to dispel any thoughts that the faculty is neglectful in its professional development. The response indicates that this simply is not true.

The most interesting documents to consider in this 1980-1981 phase of accreditation are probably the BoRaM of 1980 and 1981. For the first time, the accreditation situation found itself, in some detail, on the pages of official synodical writings. Previously the situation had received cursory notice. Again this highlights the importance the years 1980-1981 had in the entire accreditation process.

At this point we can turn our attention to the significant points of information contained in the 1980 BoRaM. The report presented there is the work of the NWC committee on accreditation which was presented to the entire faculty. The three chief concerns identified by the committee are as follows:

1. We felt we did not know the North Central Association (NCA) as well as we would like.
2. We needed to be clear whether our problem was a matter decided by God's Word or a question left to Christian judgment.
3. We had not sufficiently clarified what it means to have a secular agency evaluate us. (p. 26)

Point number one asks simply "What is NCA?" The committee provides a brief description and more importantly alleviates some concerns that obviously were on their minds. For example; Is NCA a threat to NWC's standards? The committee makes these comments:

The greatest possible threat to member schools seems to come from the federal government rather than from the accrediting associations, a prospect the associations themselves will strive to prevent. So far, governmental interference and control have not created insurmountable problems, but the future is unsure. This will bear watching.

Will North Central put pressure on our school to increase the number of Ph.D's on its faculty? The move from quantitative to qualitative standards already suggests that should not happen. The Handbook on Accreditation assures us further that in undergraduate schools "proficiency in classroom instruction and teaching" is the primary consideration (p. 27).

Point two asks; "Does God's Word say, "Thou shalt not"? Pertinent observations regarding the concern over doctrinal or confessional concern follow:

What we are to avoid in the world is "the lust of the flesh and the lust of the eyes, and the pride of life."
 . . . we are not to love sin. We are to combat the temptations to give in to sin. It does not bar us from enjoying and appreciating the blessings that surround us and may be ours in this world if that is possible without sin.

DMLC insists its involvement has not in any way threatened a compromise in its Christian purpose.

With the preceding thoughts in mind the committee reached this conclusion: "There does not appear to be a clearcut warning in Scripture that compels our Christian colleges to withdraw from the accreditation process" (p. 27).

Point three asks; "Who can evaluate education?" Because Christians and non-Christians alike share many points in common in the educational field, the committee felt NCA could evaluate acceptably much of NWC's educational program. As a final conclusion to this report, adopted by the NWC faculty April 10, 1980, the committee found "No compelling reason to withdraw from the accreditation process at this time" (p. 28). At the Synod Convention of 1981 the Synod voted to endorse accreditation.

The 1981 BoRaM includes an even more complete report of the accreditation issues. Here we find a pro/con report expressing the split opinions of the NWC faculty. The report speaks for itself in these main points:

I. Arguments FOR the accreditation of NWC

- A. Through accreditation, Northwestern's credits are readily transferable to other colleges and universities.
- B. Through accreditation, Pell grants (BEOG) and other government aids become available to our students.
- C. Through accreditation and membership in the North Central Association, the college benefits from the self-study process and from the criticism of educators from outside our synodical circles.
- D. Accreditation has now been accepted by Northwestern's sister school, Dr. Martin Luther College.
- E. The North Central Association does not espouse an official philosophy to which all its members must subscribe.
- F. The accreditation process to this point has not required us to violate any scriptural principle.

Summary: Accreditation with the North Central Association is a means which the Synod and Northwestern College may rightly and profitably use to support and benefit the educational program of the college.

II. Arguments AGAINST the accreditation of NWC

- A. North Central visitors express the emphases of secular education in their criticisms of and suggestions for Northwestern's educational program in such areas as:
 - 1. Calling of faculty
 - 2. Faculty priorities
 - 3. Curriculum and teaching style
- B. Northwestern College does not need accreditation, since over ninety percent of its graduates continue their training at the seminary, and almost all of these go on into the Synod's pastoral ministry.
- C. While it is possible in theory for a college to withdraw from the North Central Association at any time, withdrawal would become increasingly difficult as the college would come to depend on its membership in the Association for the availability of financial aids and for the assurance of academic respectability.
- D. Apprehensions and observations about secular influence on a college like Northwestern have been expressed by other voices besides our own.

Summary: Accreditation with the North Central Association while offering some immediate advantages,

opens Northwestern College to a continuing secular influence which will be to the detriment of the college's service to the Synod.

1983-1984 documents

As we step into the last phase of accreditation one thing is very clear. By this time the issues at hand are very evident. Both NWC and NCA knew what they were dealing with. Consequently, the overview of the materials of these years will be particularly brief. However, the information in these years will find expression in the discussion regarding specific problems and specific responses to those problems.

The 1983 NWC Report came a couple years earlier than had been expected by NWC and than had been recommended by the NCA team of 1980.

Though the recommendation called for a 1985-1986 review the review committee of NCA moved the date ahead to 1983-1984. "The committee felt that the procedures involved in faculty development and internal planning needed better articulation; it also requested that the college provide a separate, external audit of its finances".

As was alluded to, this report contains much of the same old (but updated) information. What we will note is the detail and depth that characterizes this report. Point by point evaluation of NCA concerns is undertaken, statistics are provided and a major inclusion is a three-page student evaluation. The most vigorous new undertaking however, is the preparation and inclusion of two valuable surveys: The NWC Curriculum Survey and the Student Life and Attitudes Survey (Appendices B and C). These surveys provided valuable insights into the program at NWC.

In February of 1984 the NCA team of Dr. Charles Crupi, Prof. of English, Albion College; Dr. John Lapp, Provost and Prof. of History, Goshen College; Dr. Henry Loess, Prof. of Psychology, College of

Wooster; Dr. John Horner, Pres. of Hanover College visited NWC. Their report included, as the previous team's had, a section of advice and suggestions presenting their views of NWC strengths and weaknesses. As strengths they singled out: the people (loyal, dedicated, devoted), the facilities (excellent, well-maintained, one of the greatest strengths), the students (homogenous, friendly), the Greek program, and the dedication to improvement (of the library, curriculum, etc.).

Concerns over weaknesses were expressed. They include: poor pension plan, uneven teaching loads, lack of an Academic Dean, lack of faculty evaluation, inadequate bookstore, administrative weaknesses, library use deficiencies, and certain weak areas re. student life.

The upshot of the review, however, comes in the evaluation of the criteria for accreditation. The conclusion is that NWC meets all thirteen of the "General Institutional Requirements" and they satisfactorily comply with all four "Evaluative Criteria". In view of this, the NCA team recommended continued accreditation of NWC with a review to be scheduled for 1993-1994 (cf. NCA Worksheet For Statement of Affiliation Status, Appendix D).

With the fine recommendation of the most recent NCA team in hand one certainly can imagine the NWC faculty breathed a sigh of relief. Indeed, in an interview with Pres. Toppe, he revealed that this recommendation truly was a relief. There was one snag, however. The NCA visitation team's report was subject to a Committee of Readers whose job it was to approve or disapprove of the visitation team's recommendation. This group apparently found reason to disapprove and as a result the Response of NWC in July 1984 was directed toward the concerns of the Readers. The Response was sent to the NCA Review Committee for their consideration.

NWC addressed concerns such as "the tentative nature of the institution's understanding of its statutes and obligations as a liberal arts college", "precarious enrollment conditions", and a "long and significant list of concerns expressed by the team". In each case NWC's answer was brief and to the point. One also detects the underlying feeling on NWC's part that the Committee of Readers simply were not well enough informed to make the judgment they did and were not cognizant of the fact that NWC had dealt with each of these issues. At any rate, NCA ultimately upheld the decision to continue accreditation until 1993 without further review.

The material presented thus far should serve to acquaint the reader with procedures, processes and results of the NWC accreditation situation. What should be clear now is that the major points of contention have crystallized over the course of the years. It is in those major points of conflict that the real accreditation story is told. For this reason, in the following section we will devote ourselves to an examination of the major accreditation issues (between NCA and NWC). The purpose is to evaluate. The plan of attack will be to enunciate the problem (as per NCA's viewpoint), delineate NWC's responses in each case and upon doing this the author will evaluate according to his best judgment and understanding.

ACCREDITATION ISSUES

A. Curriculum

1. Too prescribed
2. Imbalance
3. Course loads

The first area of concern we will look at is the whole matter of curriculum. Is it too prescribed, imbalanced, or overloaded? NCA suggested that it was all of the above. The degree to which they pursued this viewpoint depended upon the evaluation team involved. Some men were sympathetic and moreover, were strong liberal arts men.

The thought that NWC's curriculum is too defined shows up in the 1978 NCA report. "There is an inflexibility in the present arrangement imposed by the core requirements" (p. 7). However, this statement is about as far as the team goes on this point. The 1981 team writes: "This tightly prescribed curriculum reflects a modest leniency introduced recently at the College. The present North Central Team suggests that the current prescription is still excessive. . ." (pg. 13). The 1984 report does not change the tune either. They describe curriculum as "overly and narrowly prescribed" (p. 11). Obviously a real problem was perceived by the team from NCA.

Imbalance in the curriculum between the narrow objectives of pre-seminary instruction and liberal arts are mentioned as a weakness as well. The 1976 team made no bones about it. "It is impressed by the concentration in languages; but it has to judge the education to be lopsided" (p. 5). The 1978 report recognized that curricular balance is a matter of taste but some would certainly find NWC too specialized. The 1981 report called for "stronger and more numerous options in the liberal arts" (p. 13).

Finally, the NCA teams (as well as consultant Dr. Larry Barrett) found problems with the course loads. Specifically they objected to an excessive number of in-class hours and perhaps a deficiency in hours of out-of-class preparation. The charge was that credit hours were inflated and not equal to the expectations of other liberal arts colleges.

How did NWC respond? We can preface all their responses with what has been mentioned already in this paper. NWC is a unique college with a unique and specific goal and purpose. Pre-Seminary training is the fundamental goal and certain minimum requirements are absolutely necessary to achieve this goal (which has been met with outstanding success).

The response to the charge of "too prescribed" went about as far

as it could. NWC simply stated and restated the necessity of meeting the entrance requirements of WLS and indicated that it really does not have a whole lot of freedom in this area.

The defense regarding curricular imbalance is more intense. In this case NWC presents compelling arguments to show that classical language study is not simply an exercise in technique but is far more than that. It is the study of literature with the sociological, philosophical and ethical aspects all present. Moreover, religious courses contribute a historical and cultural point of view.

Deeply rooted in this question is the concern over what would go in the event of curricular changes. Obviously the language program (a distinctive and most vital aspect of the college) would suffer. This point is cause for much struggling and debate and NWC left no doubt for the accreditation teams that they were struggling with this matter. It is an ongoing matter of concern. This is important to note. NWC has not remained static. They have actively pursued the feasibility of curriculum change. In fact, what we must note re. NWC's response is that changes have taken place. The 1983 report outlines these changes (most recently the reduction of hours from 153 to 149 in 1980). NWC has responded to curriculum concerns.

B. Faculty

1. Preparation
2. Teaching style
3. Load

Faculty concerns expressed by NCA tend to reveal both the secular nature of NCA and their liberal arts point of view. Faculty preparation is an example. Almost from the beginning NCA teams were critical (again in widely varying degrees) of the lack of doctorates on the NWC faculty. This external consideration which was downplayed even by the accreditation teams themselves probably did not wound the pride of the NWC faculty too

deeply. What probably did raise a few eyebrows were comments like this one from the 1981 report: "Additionally, too few of the Northwestern faculty give evidence of continuing current contact with scholarly developments in their fields" (p. 16). Other NCA statements indicated that faculty members may have been negligent in making use of readily available resources (scholarly journals, professional societies, etc.). In short, they urged faculty preparation on whatever level was possible and graduate work at a university was held out as the very best course of action.

Teaching style was taken to task by the teams as well. They point out that teaching at NWC is teacher-centered and authoritarian. The students participation is, for the most part, passive and not conducive to real learning. NCA suggestions include offering more discussion opportunities, assigning more papers (with significant subject matter), evaluating teaching technique and taking advantage of outside resources (seminars, etc.) which are instructive in educational methods.

Teaching loads were criticized by NCA teams. They were simply too great to handle effectively. Dual responsibilities and teaching in different disciplines were discouraged so the Professor might devote more time to study in his field.

NWC responded with some very sound arguments to support the academic integrity of their faculty. The M. Div. was held out as a fine qualification for instruction in language and religion courses. What is more, in receiving this degree the faculty men had actually put in graduate level work at the Seminary. Practical experience was called on as an important factor in faculty development. Most of the men have years of field experience which involves scholarly (sermon) study week after week. These arguments are good, at least from our point of view, but I think NCA would have considered them inadequate if NWC had not gone a step further.

They actually began to put a greater emphasis on individual study and preparation.

Increased faculty study resulted for two main reasons (or so it appears). For one thing, the college has and offers solid financial backing to anyone interested in extra studies. Secondly, encouragement is offered to those who express interest and whether or not NWC has a well-defined program for study the fact remains that the current faculty has a fine record of graduate study (cf. 1984 Response - faculty members engaged since 1975 are listed together with their graduate work they have undertaken). The 1983 Self-Study Report also relates the increased use of faculty workshops, seminars and membership in professional societies.

NWC's response to teaching style criticisms was two-fold; to articulate the purpose of their teaching style (1980 Self-Study) and to survey the students for their input (1983 Self-Study). Defending their teaching style the NWC faculty made it clear that the method most often used was not chosen because the professors were indifferent or did not know better or were just plain boring. The reasons are real and valid.

One of them is the sense of obligation to pass on a heritage of apostolic doctrine. Faithfulness to a confessional stance influences teaching style. . . Its authoritative character results from a commitment to an absolute, namely, the inerrant Word of God. . . Furthermore, the teaching is shaped by the clearly defined purpose of the college. . . (Self-Study 1980, p. 20).

In this connection, we note also the exegetical method involved in much of the language program. This simply does not lend itself to discussion or other such techniques.

This kind of background did not stop the NWC faculty from pursuing courses of action which would result in improved teaching. Along with a responsibility to be a role model and to teach in accordance with the previously mentioned factors, the faculty also recognized the need for

students to expand their horizons and find expression for their thoughts. The survey of 1983 indicates that this may be what is happening. Teachers were utilizing visual aids, more discussion courses were being offered and in general students at the college indicated they were more involved in the learning process than alumni perceived themselves to be. Most encouraging is the conclusion reached by the faculty: "there still is room for improvement, notably: to involve the student more in the learning process and to show more enthusiasm in teaching" (p. 20).

C. Library

1. Physical concerns
2. Book selection
3. Use

Physical concerns that NCA has consistently expressed are numerous. The size of the building itself has been questioned and a larger facility would be recommended. The size of the library budget is called into question. Both the 1981 and 1984 NCA reports stress that the budget though it has improved, is still inadequate. Additional funding is strongly encouraged. The size of the holding is inadequate and the rate of expansion needs substantial improvement. Another physical concern is the lack of private study areas and other features which bring about a more desirable study atmosphere.

Book selection draws heavy criticism. The 1981 NCA report says: "The unevenness of the holdings can readily be discerned. . . Weaknesses are clearly evident . . ." (P. 10). The 1984 report urges professors to continue "to request relevant books" (p. 10). A check of science holdings by the 1981 team revealed another problem. Many books are outdated. Previous checks had shown duplicates and books of questionable worth for the library which could be culled from the shelves (also providing more useful shelf space).

Finally, library use is a concern of NCA. The numbers are, to their thinking, much too low. Though later reports do indicate increased usage. Curriculum and teaching style are the underlying factors and the NCA teams seem to indicate that the library is quite useful, if the student is required to use it.

In response to the library recommendations we can say that NWC was more than responsive. From the start there was agreement regarding deficiencies and needs and from the start the college was working toward library improvement. There was no hiding the fact that NCA had identified some serious library shortcomings. This is clear in the distinct lack of apologetic responses re. the library. In each of the other areas of concern, the reader can detect in the NWC reports a defensive posture being taken. Not so with the library.

NWC responded to the various size problems in different ways. In 1978 plans were made and carried out which added 1400 square feet to the facilities. Shelf space was gained by the culling of 1,270 books in the years 1980-1983, and plans are being considered for a new Library - Administration building to deal with the space problem. Library funds are considered adequate and have been increasing. Library holdings are on the upswing with 1,518 volumes added in 1982-1983 and a library committee and faculty which are working together toward continued growth. The atmosphere of the library has improved somewhat with the inclusion of a pleasant reading area complete with carpet and easy chairs.

Library balance seems to be a particular interest at NWC. Specific weaknesses were noted and are being confronted on a regular schedule. The tables included in the 1983 Report highlight the emphasis on strengthening the weak areas. Books that needed to be culled have been and the general impression is left that the holdings are at least at the point of beginning to reach a respectable balance.

Statistics of library use are also encouraging and indicative of the greater emphasis the library is receiving today. The need for even greater use has not been lost on the faculty and the question of library use will continue to be pursued. We also note here, that factors which influence NWC's low library usage figure still exist and will continue to influence such externals as head-count checks and circulation figures. The curriculum (languages, etc.), personal student libraries, and dorm setting of the college will keep numbers down, though use may actually compare very favorably to other colleges. It is a matter that continues to be investigated.

EVALUATION

The evaluation which follows constitutes the author's opinion. It has been formed by a thorough reading and study of the available materials apart from the information gathered by the questionnaire which follows this section. At the outset, I indicated that the accreditation process was valuable for NWC. At this point, I would like to explain my understanding of the situation.

First a disclaimer. The opinion which follows may not be the most accurate opinion for a number of reasons. For one, I am an outsider to the accreditation proceedings. I can only go on the information available. Secondly, it is a subjective evaluation when it comes to determining how much influence NCA may have had on a given situation. Finally, it would seem that the full effects of accreditation can not be seen now, but will be evident much further down the road.

General impressions are in order then. Self-study is valuable. NCA expected, promoted and fine-tuned the self-study process. Accreditation procedures called for self-study and the undertaking of self-studies

on a regular basis are distinctly valuable. They are for anyone in any profession. I would expect all the pastors and teachers in our Synod to engage in regular self-study. Honest evaluation lays the groundwork for improvement. This is no less true for the men entrusted with the important task of serving the Synod on the NWC faculty.

NWC is a unique educational institution, and they clearly articulated that very point. Anyone concerned about the college should be pleased to know how true this is. I certainly am. NWC hesitated in no way whatsoever when it came to expressing their purpose, goals, and objectives. NWC is a horse of a different color in the area of liberal arts. It does not, however, have to offer any apologies for this. It did not and this is valuable. The standing of NWC is clearly defined.

Was there Scriptural compromise involved? Or even more simply put; Do secular influences really have an impact on an institution with such well articulated goals? No. The faculty committee's report is the one to adopt. Simply because a secular agency wants to evaluate something does not make it wrong. Christians constantly call on others (Christian or non-Christian) to make evaluations for them (i.e. financial affairs, medical advice, etc.). This does not presuppose a compromise of doctrinal convictions. I feel the accreditation matter will bear this out. Furthermore, what this process has revealed is the adequacy of the checks and balances of our Synodical structure. After evaluation by the faculty and Board of Control, evaluation by the CHE and final approval by the Synod in convention I feel convinced that the appropriate decision has been reached.

Now to the specific areas of concern. Regarding the curriculum, I would agree that NCA has legitimate concerns. It is a proper response by NWC to study the ongoing questions of curricular imbalance, prescription

and the like. Is the curriculum too prescribed or imbalanced? Perhaps it is. While a student, I would have said yes. Two months from Seminary graduation, I can see areas where I would have enjoyed and benefitted from additional courses. It is a question that needs to be addressed and NCA made that very clear. This has been a benefit to NWC. I am also convinced that NWC's responses are for the betterment of NWC and ultimately for our pastoral ministry at large. (This is not to say that the curriculum as it stands is not effective. It is very much so.) The faculty is actively involved in discussing the hard questions pertaining to curriculum. At the very least, NCA and the accreditation process has been a catalyst for these discussions.

I am really not in a position to comment on the academic preparation of the NWC faculty. I know that any of our Seminary graduates have received a solid education and life as a parish pastor constitutes continuing education. These points are valid. Furthermore, the lack of doctorates does not concern me. What NCA may have uncovered (for the good of anyone to whom it applies) is a lackadaisical attitude toward scholarly self-improvement. If the NCA concerns over the lack of further study by the NWC faculty members are at all real, and if faculty members have responded at all to those concerns and sought to improve the mastery of their subjects, then accreditation has been beneficial in this area as well.

Regarding teaching style, I will admit that many of the courses left me a little dry. Many courses were not particularly inspiring or motivational and many simply did not lend themselves to variety. But beyond the externals, the fact remains that a lot of learning took place. So, what value do we credit the NCA with in their concerns over teaching style. Two things appear valuable. The first is obvious. Everyone can improve. I would guess that there is not an educator at work today

who couldn't improve his presentation. Sometimes we need to be reminded not only of our shortcomings but of our potentialities as well. NCA has sparked an interest in overcoming the former and recognizing the latter. A second valuable point is found in the definition and explanation of the basic NWC teaching style. It is teacher-centered and authoritarian but not without a very good reason. I appreciated understanding the rationale which underlies the basic lecture method.

My comments regarding the library will be brief. Admittedly, I made limited use of the library in my years at NWC. Most often, there simply did not seem to be a need to use it. However, I would say that library improvements were and are in order. The college has acknowledged this fact all along, so the validity of NCA's arguments is really not in question. In the long run, NWC's continued commitment to improving the library will be a boon to all who use it and the library will be an even more vital tool in the preparation of our Synod's pastors.

Moving up or giving in? This question was posed at the outset of this paper. To my estimation there is no question as to which response is proper when considering the question of accreditation. The entire process has been a matter of moving up for NWC. Over the course of the last ten years NWC has pursued a series of self-studies that have been integral in promoting new and higher levels of competency in education at NWC. The degree to which NCA deserves credit for this development is probably not definable, but the results are evident in any number of ways. The quality of our Synod's pastoral candidates will be positively affected for years to come. For this I am grateful, grateful to the faculty of NWC for their dedication to excellence and their willingness to serve their church in the very best way possible. NWC is moving up. The accreditation process deserves this fair appraisal.

SURVEY QUESTIONNAIRE

The material which follows is the compilation of results from a survey questionnaire sent to 16 faculty members who were involved in the accreditation process. Comments of significance will be included. The purpose is to allow the NWC faculty to speak for themselves and to allow their opinions to be seen. Of the 16 men who received the questionnaire, 13 replied. Of these 13, there were three who did not answer properly and whose questionnaires could not be tabulated. What follows then is the results gathered from ten fully completed questionnaires. For the original questionnaire please see Appendix A.

(The numbers in parentheses indicate the average strength of
of feeling on a 5 point scale.)

1. Were you initially (ca. 1974) for or against pursuing accreditation?

For: 3 (4.3)	Against: 7 (4.6)
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2. Did you feel initially that doctrinal standards would or could be compromised?

Yes: 6 (4.3)	No: 4 (4.5)
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3. Do you feel doctrinal were (or are) compromised in any way now as you look back?

Yes: 2 (5)	No: 8 (3.3)
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4. The North Central Association (NCA) basically came up with three major areas of concern:
 - A. Curriculum (imbalance)
 1. Do you believe the curriculum was or is imbalanced?

Yes: 7	No: 3
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 2. Do you feel NCA expressed legitimate concerns over the curriculum?

Yes: 7 (3.4)	No: 3 (2.6)
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 3. Do you feel that subsequent (to NCA reports) studies of the curriculum have been beneficial to NWC?

Yes: 8 (3.9)	No: 1 (3)	Not Yet: 1
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4. Would you personally be in favor of curriculum changes?

Yes: 10 No: 0

Indicate what changes seem favorable:

"1. Reduction of language component. 2. Further reduction of total hours, with teaching style requiring more reading, writing and independent study. 3. More liberal arts offerings."

"Throw the whole thing out and start over! I also believe there is a real need for more study in Comparative Religions, Current Events, Minority Cultures, and perhaps even some practical use of the Latin by offering some Spanish electives. I'm not too sure that Prof. Sellnow's 01-02 Religion shouldn't be something that all students get."

"Western Civilization courses prior to electives. Science revamped. Philosophy course required. Improve written composition standards. Choice of German-Latin programs as recommended by WLS. Required American history course."

"One improvement should be made - election of courses should be restricted - too many valuable courses are avoided!"

"Three foreign languages in Frosh year - too much. Drop semester of German."

"One-semester course in Phil. and Sociology required; the present two-semester course in Psych. be reduced to one semester in view of its over-lapping with Psych. A two-semester Spanish elective. No restrictions as to the areas in which electives must be taken."

"Change the science course into 'doing science' instead of the history of science. Offer four different science electives. . . include some basic computer programming. . . Have an elective in economics, including personal budgeting and investment suitable for the parish pastor. Offer religion electives. . . (contemporary issues in the Lutheran church, comparative religions in the U.S., world religions. . . Decrease the number of semester hours required for graduation from the current 149 to between 130-135. . . Teach a two-semester (8 hours) Western Civilization course. . . Require a greater measure of writing competence by requiring every student to carry at least one composition elective. . . Expand the elective offerings in various areas of psychology and counseling. Basically change the curriculum from a past-oriented, classical curriculum to a liberal arts curriculum which permits a person to develop those talents which he has in abundance and at least open up to him new horizons in which he may have little or no expertise."

5. General impression - NCA has or has not (circle one) aided curricular development at NWC.

Has: 7 (3.4) Has not: 3 (2)

6. General comments re. curriculum:

"What has helped has been the self-study process promoted by NCA."

"While it needs updating from time to time, the basic curriculum has stood the test of time for over 100 years and should be retained."

"We may finally be looking at the large language component which we require and maybe (just maybe) we will be ready to admit that it is an overdoing of a good thing. One of the outside evaluators commented something to this effect: 'Your curriculum is a sterling example of the model curriculum of the '90's - the 1890's.'"

B. Faculty (preparation and teaching style)

1. Do you feel that NCA concerns over the lack of doctorates and academic preparation were legitimate in 1974?

Yes: 5 (3.4) No: 4 (4.8) Yes and No: 1

2. Do you feel the above concern is more or less (circle one) legitimate today?

More: 3 (2.7) Less: 6 (4.1) Equal: 1

3. Has faculty preparation improved on the whole in the past ten years?

Yes: 10 (3.3) No: 0

4. Does NCA deserve credit for this?

Not at all: 3 Some: 7 Very much so: 0

5. As an individual, do you feel you have improved your academic preparation?

Yes: 9 (2.7) No: 1 (5)

6. Does NCA deserve credit for this?

Not at all: 5 Some: 5 Very much so: 0

7. Do you feel NCA concerns over teaching style were legitimate in 1974?

Yes: 8 (3.8) No: 2 (2.5)

8. Do you feel the above concern is more or less (circle one) legitimate today?

More: 2 (3.5) Less: 7 (3.1) No answer: 1

9. Has the teaching style of the faculty as a whole improved over the last ten years?

Yes: 9 (3.4) No: 0 No answer: 1

10. Does NCA deserve credit for this?
Not at all: 1 Some: 9 Very much so: 0
11. As an individual, do you feel you have improved your teaching style?
Yes: 10 (2.5) No: 0
12. Does NCA deserve credit for this?
Not at all: 4 Some: 6 Very much so: 0

13. General comments re. Faculty:

"The faculty is more open to change than it was in 1974"

"In my opinion the Lord God has improved the faculty and its teaching style via Calls. More refinements and other Calls will continue to improve the faculty."

"The NCA evaluation certainly has generated greater awareness of teaching styles. There is more concern for classroom discussion, for library use, for example."

"Excellent faculty - dedicated, competent."

"Some members are too old - to set in their ways too change - Tradition is still too strong. The same old way was good enough."

"The faculty is solid, enthusiastic, well-prepared in general and well qualified for the task the Lord (not NCA) has set before it."

"The administration at NWC does not encourage advanced graduate work (at least beyond the Master's Degree) in any energetic way: it remains pretty much at the initiative of the individual and then NWC will pick up the bills. One sabbatical has been granted to go beyond the Master's (in the last 10 years)."

C. Library (size, imbalance, usage)

1. Do you feel the library as a whole serves the college:
Poorly: 1 Adequately: 7 Well: 1
Very well: 1 Excellently: 0
2. Does it serve your department:
Poorly: 1 Adequately: 3 Well: 3
Very well: 1 Excellently: 1
3. Do you feel the library has improved in the past ten years?
Yes: 10 (3.2) No: 0
4. Does NCA deserve credit for this?
Not at all: 0 Some: 9 Very much so: 1

5. As an individual, has your awareness of library needs increased:

Not at all: 1 Some: 8 Very much so: 1

6. Do you feel you make greater efforts to recommend books or periodicals for library acquisition now than ten years ago?

Yes: 6 No: 4

General Impressions

"Neither NCA nor any other outside agency can properly evaluate the WELS program of pre-seminary (and seminary) training - because more than academics is involved. The training of the hearts and souls of ministerial students, developing a wholesome respect for the Word, learning to keep the intellect and reason subservient to the Word, encouraging and developing the christian virtue of selfless service and commitment - all this is even more important than the academic, and it can be taught and evaluated only by those who already have this training.

With all due respect to NCA and the good it does, I honestly and sincerely feel it has no place in our ministerial training program. I cannot judge its use on our campus as sinful, but I do judge its use as ill-chosen and unfortunate."

"We have learned from the process without compromising our Scriptural principles."

"NWC was forced to take a good look at itself."

"Basically 1 Cor. 6:1-5 is applicable in this matter also."

QUESTIONNAIRE: The accreditation of NWC (ca. 1974-1984).

(Please feel free to explain your answers.)

1) Were you initially (ca. 1974) for or against pursuing accreditation?

- Indicate the strength of your feelings for or against:

1 2 3 4 5 (Circle one, 5=the strongest feeling.)

2) Did you feel initially that doctrinal standards would or could be compromised?

- How strongly did you feel? 1 2 3 4 5

3) Do you feel doctrinal were (or are) compromised in any way now as you look back?

- How strongly do you feel? 1 2 3 4 5

4) The North Central Association (NCA) basically came up with three major areas of concern:

A. Curriculum (imbalance)

Do you believe the curriculum was or is imbalanced?

Do you feel NCA expressed legitimate concerns over the curriculum?

How strongly do you feel? 1 2 3 4 5

Do you feel that subsequent (to NCA reports) studies of the curriculum have been beneficial to NWC?

How strongly do you feel? 1 2 3 4 5

Would you personally be in favor of curriculum changes?

Indicate what changes seem favorable:

General impression- NCA has or has not (circle one) aided curricular development at NWC.

Rate your opinion. 1 2 3 4 5

General comments re. curriculum:

B. Faculty (preparation and teaching style)

Do you feel that NCA concerns over the lack doctorates and academic preparation were legitimate in 1974?

How strongly do you feel? 1 2 3 4 5

Do you feel the above concern is more or less (circle one) legitimate today?

How strongly do you feel? 1 2 3 4 5

Has faculty preparation improved on the whole in the past ten years? Rate your opinion. 1 2 3 4 5

Does NCA deserve credit for this? (choose one)
not at all some very much so

As an individual, do you feel you have improved your academic preparation? Rate how much. 1 2 3 4 5

Does NCA deserve credit for this? (choose one)
not at all some very much so

Do you feel NCA concerns over teaching style were legitimate in 1974?

How strongly do you feel? 1 2 3 4 5

Do you feel the above concern is more or less (circle one) legitimate today?

How strongly do you feel? 1 2 3 4 5

Has the teaching style of the faculty as a whole improved over the last ten years? Rate your opinion. 1 2 3 4 5

Does NCA deserve credit for this? (circle one)
not at all some very much so

As an individual, do you feel you have improved your teaching style? Rate how much. 1 2 3 4 5

Does NCA deserve credit for this? (circle one)
not at all some very much so

General comments re. faculty:

C. Library (size, imbalance, usage)

Do you feel the library as a whole serves the college; poorly, adequately, well, very well, or excellently? (circle one)

Does it serve your department; poorly, adequately, well, very well, or excellently? (circle one)

Do you feel the library has improved in the past ten years? If so, rate the improvement. 1 2 3 4 5

Does NCA deserve credit for this? (circle one)
not at all some very much so

As an individual, has your awareness of library needs increased; not at all some very much so (circle one)

Do you feel you make greater efforts to recommend books or periodicals for library acquisition now than ten years ago?

(Please give any impressions you have of the accreditation process; positive or negative.)

Credit Hour Requirements

NWC requires 149 semester hours of credit for graduation. This is approximately 20 hours more than the requirements in other liberal arts colleges. The NWC graduation requirements should be

	Pastors	Sem	NWC	Sem.Fac.
a) increased.	1	0	2	0
b) retained basically unchanged.	68	76	95	12
c) reduced.	16	12	23	0

The standard freshman course at NWC consists of 20 semester hours per week. Freshmen at other colleges routinely carry 15/16 hours per week. The NWC freshman load should be

a) increased.	0	0	0	0
b) retained basically unchanged.	65	68	80	11
c) reduced.	19	18	40	1

Language Requirements

German

The present requirements include 2 years of high school German and 4 semesters of college German. In addition a student may carry German electives in his junior and senior years.

The NWC German requirements should be

a) increased.	2	4	7	1 (for majors)
b) retained basically unchanged.	43	43	65	9
c) reduced.	34	34	47	1 (for majors)
d) dropped.	6	4	2	*0 *1-Lat/Ger opt

If you checked c, how many years of high school German and semesters of college German should be required?

_____ high school years

_____ college semesters

Latin

The present requirements include 4 years of high school Latin and 2 semesters of college Latin. In addition a student may carry 1 Latin elective in his junior or senior year.

The NWC Latin requirements should be

a) increased.	0	1	2	1 (for majors)
b) retained basically unchanged.	42	34	33	10
c) reduced.	38	46	70	1 (for majors)
d) dropped.	6	4	17	

If you checked c, how many years of high school Latin and semesters of college Latin should be required?

_____ high school years

_____ college semesters

NWC CURRICULUM SURVEY

Classical Greek

The present requirements include 5 semesters of classical Greek before a student translates the New Testament. In addition a student must carry at least one Greek elective in his junior or senior year. This makes a total of 6 semesters of classical Greek.

The NWC classical Greek requirements should be

	Pastors	Sem	NWC	Sem.Fac.
a) increased.	10	2	4	0
b) retained basically unchanged.	51	57	80	8
c) reduced.	24	28	38	4
d) dropped.	0	0	1	0

If you checked c, how many semesters of classical Greek should be required?

_____ college semesters

Hebrew

The present requirements include 4 semesters of Hebrew. In addition a student may carry one Hebrew elective in his senior year.

The NWC Hebrew requirements should be

a) increased	30	26	16	0
b) retained basically unchanged.	54	62	103	12
c) reduced.	1	0	3	0
d) dropped.	1	0	0	0

Prescribed Curriculum

Of the 149 semester hours required for graduation, 119 (80%) of the hours are prescribed and 30 (20%) are elective. The percentage of elective hours should be

a) increased.	20	33	71	3
b) retained basically unchanged.	60	53	49	8
c) reduced.	4	0	1	1

Currently elective hours are available only to juniors and seniors. The distribution of elective hours should

a) remain the same.	46	43	63	10
b) include the sophomore year.	30	39	53	2
c) include the freshman and sophomore years.	9	5	5	0

The 119 prescribed hours are in the subject areas listed. Please indicate your opinion about the need for each subject area in the prescribed curriculum.

Subject	Hours	% of prescribed curriculum	reduce	retain	increase
Religion	20	17%	_____	_____	_____
Greek	18	15%	_____	_____	_____
English (English includes 3 hours in speech.)	15	13%	_____	_____	_____
Hebrew	14	12%	_____	_____	_____
German	12	10%	_____	_____	_____
History	10	8%	_____	_____	_____
Science	8	7%	_____	_____	_____
Latin	6	5%	_____	_____	_____
Mathematics	6	5%	_____	_____	_____
Psychology	6	5%	_____	_____	_____
Music	4	3%	_____	_____	_____

Which, if any, of the above areas should be eliminated from the prescribed curriculum?

Which, if any, areas should be added to the prescribed curriculum?

See following pages for results.

Votes to reduce listed in order for each group.

<u>Pastors</u>		<u>Sem.</u>		<u>NWC</u>		<u>Sem.Fac.</u>	
Ger	41	Lat	43	Lat	76	Gre	2
Lat	41	Ger	38	Ger	56	Ger	2
Mat	19	Sci	32	Sci	42	Lat	2
Sci	18	Mat	27	Mus	25	Mat	1
Mus	14	Mus	22	Gre	24		
Gre	9	Eng	10	Mat	18		
His	5	Gre	7	Eng	9		
Psy	5	His	4	His	5		
Eng	2			Heb	2		
Rel	1			Rel	1		
Heb	1			Psy	1		

Votes to retain listed in order for each group.

<u>Pastors</u>		<u>Sem.</u>		<u>NWC</u>		<u>Sem.Fac.</u>	
His	74	Gre	73	Heb	103	Eng	12
Eng	65	His	71	His	96	Ger	12
Rel	63	Eng	60	Psy	92	His	12
Mus	63	Heb	60	Gre	91	Sci	12
Gre	61	Rel	58	Mus	89	Mus	12
Sci	59	Mus	57	Eng	85	Rel	11
Mat	56	Mat	49	Mat	83	Mat	11
Heb	54	Sci	45	Sci	69	Psy	11
Psy	52	Psy	44	Rel	66	Gre	10
Lat	42	Ger	41	Ger	60	Ger	10
Ger	40	Lat	41	Lat	41	Lat	10

Votes to increase listed in order for each group.

<u>Pastors</u>		<u>Sem.</u>		<u>NWC</u>		<u>Sem.Fac.</u>	
Heb	28	Psy	40	Rel	56	Ger	2
Psy	26	Rel	27	Eng	27	Lat	2
Rel	17	Heb	26	Psy	27	Rel	1
Gre	16	Eng	16	His	21	His	1
Eng	16	His	10	Mat	19	Psy	1
Mat	8	Mat	9	Heb	17		
Mus	6	Gre	7	Sci	13		
Sci	5	Ger	6	Mus	8		
His	3	Sci	6	Ger	7		
Ger	2	Mus	3	Gre	5		
		Lat	2	Lat	4		

Votes to eliminate from prescribed curriculum, listed in order for each group. (Single votes not recorded.)

<u>Pastors</u>	<u>Sem.</u>	<u>NWC</u>	<u>Sem.Fac.</u>
Lat 13	Mat 10	Lat 27	
Ger 6	Lat 6	Mus 12	
Mat 5	Mus 5	Mat 11	
Mus 4	Sci 5	Sci 10	
		Ger 7	
		Clas.Gre 3	

Votes to add to prescribed curriculum, listed in order for each group. (Single votes not recorded.)

<u>Pastors</u>	<u>Sem.</u>	<u>NWC</u>	<u>Sem.Fac.</u>
Spanish 9	Computer 16	Computer 29	Spanish 2
Computer 5	Spanish 8	Spanish 9	Art 1
Counseling 4	Fin.Man. 3	Sociology 3	Log 1
Adv.Comp.Eng. 2	Business 3	Commun. 3	
Compar.Rel. 2	Man. 2	Cur.Ev. 2	
Art 2			

German/Latin/Spanish - Relative Value

Which language has been of greater service to you?

	Pastors	Sem	NWC	Sem.Fac.
a) German	32	44		12
b) Latin	51	36		5

Of how much value was Latin for you as a preparation for further education?

a) No value	2	10		1
b) Some value	38	43		1
c) Considerable value	34	23		6
d) Great value	11	9		4

Of how much value has Latin been for you as an educated man in the ministry?

a) No value	9	11		0
b) Some value	51	33		4
c) Considerable value	24	8		5
d) Great value	1	1		4

To what extent have you used your knowledge of German in your ministry?

a) Never	10	7		0
b) Rarely	41	27		1
c) Occasionally	28	18		4
d) Frequently	7	9		10

Of how much value is a knowledge of German for an understanding of Lutheran history and theology?

a) No value	23	5		0
b) Some value	41	48		0
c) Considerable value	15	21		7
d) Great value	6	10		6

Of how much value would it be for you as a pastor to have a basic knowledge of Spanish?

a) No value	32	5		4
b) Some value	37	49		7
c) Considerable value	12	14		1
d) Great value	5	7		0

Which modern language would you find more valuable for your ministry?

a) German	41	23		10
b) Spanish	38	50		1

Elective Curriculum

Multiple electives are offered in history, English, German, Greek, and music. Single electives are offered in Hebrew, Latin, human biology, philosophy, logic, art, and sociology. If NWC were to expand its elective course offerings, which subject areas should it consider? (Check a maximum of three.)

anthropology
art
computer science
economics
group dynamics
history
literature
mathematics
philosophy
political science
psychology
religion
science
sociology
speech
Spanish
other _____

Elective Areas recommended by order of preference for each group. (Single votes not recorded.)

	<u>Pastors</u>	<u>Sem.</u>	<u>NWC</u>	<u>Sem.Fac.</u>
anthropology				
art				
computer science	Computer 55	Computer 71	Comput 107	Comput 8
economics	Spanish 38	Spanish 45	Rel 48	Speech 8
group dynamics	Speech 34	Psy 35	Speech 43	Spanish 7
history	Psy 31	Econ 30	Spanish 42	History 3
literature	Religion 24	Religion 20	Psy 36	Phil 3
mathematics	Econ 21	Speech 17	Econ 34	Psy 3
philosophy	GroupDyn 12	Ant 6	History 18	Religion 3
political science	Soc 12	GroupDyn 6	Math 15	Econ 2
psychology	Ant 10	Science 6	Pol.Sci. 14	GroDyn 2
religion	Phil 9	Pol.Sci. 5	Soc 13	Lit 2
science	History 7	Art 4	Phil 9	
sociology	Math 6	Lit 4	Science 9	
speech	Art 5	History 3	Lit 7	
Spanish	Lit 5	Math 3	Ant	
other	Pol.Sci. 3	Phil 3	GroDyn 5	
	Science 3	Soc 2	Art 3	
		Mech 2		

Meeting Objectives

NWC's first objective is "to prepare students qualified to enter the Wisconsin Lutheran Seminary." Please evaluate how well NWC accomplishes its first objective.

	Pastors	Sem	NWC	Sem.Fac.
a) Very effectively	52	47	62	10
b) Reasonably effectively	33	37	53	3
c) Ineffectively	0	1	1	0

NWC's second objective is "to produce graduates with a well-rounded education." Please evaluate how well NWC accomplishes its second objective.

a) Very effectively	24	17	16	6
b) Reasonably effectively	57	53	81	6
c) Ineffectively	5	16	21	0

NWC must strike a balance between pre-seminary and liberal arts courses to attain the two objectives mentioned above. The present NWC curriculum appears

a) over-balanced toward pre-seminary.	20	22	53	0
b) well-balanced.	57	47	55	11
c) over-balanced toward liberal arts.	7	18	9	1

NWC CURRICULUM SURVEY

Classroom Expectations

In my experience, expected preparation per class hour at NWC was

	Pastors	Sem	NWC	Sem.Fac.
a) too little.	16	6	8	3
b) about right.	56	50	76	8
c) too much.	15	28	33*	0

*Four students put their votes between "about right" & "too much." One said "incon

In my experience, expected library use for NWC classes was

a) too little.	57	55	44	11
b) about right.	26	29	76	0
c) too much.	0	2	1	0

In my experience, the expectations for major written assignments, class presentations, and other independent work were

a) too low.	33	27	23	10
b) about right.	49	55	95	1
c) too high.	3	3	4	

This questionnaire was completed by

a) an NWC alumnus at the Seminary.	<u>87</u>
b) an NWC alumnus in the ministry from	
1 - 10 years.	<u>54</u>
11 - 20 years.	<u>29</u>
c) a Seminary professor.	<u>13</u>
d) an NWC junior.	<u>72</u>
e) an NWC senior.	<u>50</u>

Remarks (if you wish to add comments you feel the questionnaire did not give you an opportunity to make):

Appendix C

STUDENT LIFE AND ATTITUDES SURVEY

Group Surveyed:	<u>Number Surveyed</u>	<u>Number Responded</u>	<u>Return %</u>
NWC: Juniors	72	72	100
Seniors	50	50	100
	<u>122</u>	<u>122</u>	100
Sem: Juniors	45	34	76
Middlers	47	31	66
Seniors	45	22	49
	<u>137</u>	<u>87</u>	64
TOTAL:	259	209	81

*** All numbers below are the percentages of those who responded. ***

Part I: College Services

	<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Poor</u>	<u>Unsatisfactory</u>	<u>Good or Excellent</u>	<u>Satisfactory or Better</u>
1. Recruitment program	4	36	42	17	1	40	82
2. Orientation for new students	6	39	41	9	5	45	86
3. Explanation of academic policies in college catalog and student handbook	16	43	34	7	0	59	93
4. Availability of your faculty advisor	24	32	29	12	3	56	85
5. Helpfulness of your faculty advisor in assisting with your educational program	9	23	40	22	6	32	72
6. Availability of counselors for non-academic (personal) matters	20	30	28	17	5	50	78
7. Do/did you consult with faculty members other than your assigned advisor for personal matters.						YES: 57	NO: 43
8. Faculty interest in student progress	23	36	23	16	2	59	82
9. Tutoring services for academic deficiencies	9	27	33	25	6	36	69
10. Do/did you receive financial aid?						YES: 63	NO: 37
*** Questions 11-16 were for those who answered "Yes" to Question 10 ***							
11. Pre-college information on the availability of financial aids	6	30	34	26	4	36	70
12. Financial aid information provided to students on campus	14	42	28	13	3	56	84
13. Amount of your financial aid	20	38	30	11	1	58	88

	<u>Ex</u>	<u>Go</u>	<u>Sa</u>	<u>Po</u>	<u>Un</u>	<u>G/E</u>	<u>S/B</u>
14. Your on-campus job	35	46	12	7	0	81	93
15. Assistance given to completing financial aid forms	8	34	43	11	4	42	85
16. Processing of application and payment schedule of financial aid	13	52	22	10	3	65	87
17. Dormitory facilities	29	52	17	2	0	81	98
18. Classroom facilities	15	55	27	3	0	70	97
19. Library facilities	12	25	29	22	12	37	66
20. The hours that the library is open	8	23	39	20	10	31	70
21. Bookstore	5	15	40	28	12	20	60
22. Music facilities	10	43	38	8	1	53	91
23. Athletic facilities	32	47	19	1	1	79	98
24. Parking facilities	5	39	29	19	8	44	73
25. General condition of buildings and grounds	55	37	7	1	0	92	99
26. Cafeteria food	0	22	42	22	14	22	64
27. The hours that the cafeteria is open	4	29	40	17	10	33	73
28. Canteen services	18	55	24	2	1	73	97
29. Health services	2	29	49	12	8	31	80

Part II: Student Activities

1. Check all activities in which you participate/participated at NWC:

Interscholastic sports:

Football	32
Cross Country	8
Soccer	21
Basketball	10
Wrestling	11
Baseball	11
Tennis	8
Golf	9
Track	4

Intramural sports:

Football	49
Tennis	14
Bowling	29
Soccer	56
Basketball	78
Volleyball	74
Softball	66

Music:

Male Chorus	46
Touring Chorus	25
Band	18
Pep Band	15
Jazz Ensemble	13
Barbershop Quartet	7
Keyboard Instruction	19

Other

Black & Red	25
Dorm Council	15
Forum	19
Mnema	11
Recruitment	31

2. Which has the best overall program:
- | | |
|----|--------------------------|
| 36 | Interscholastic sports |
| 58 | Intramural sports |
| 1 | Music |
| 5 | Dramatic/Literary groups |

3. Which is in the greatest need of improvement:

21 Interscholastic sports
 6 Intramural sports
 39 Music
 34 Dramatic/Literary groups

	<u>Ex</u>	<u>Go</u>	<u>Sa</u>	<u>Po</u>	<u>Un</u>	<u>G/E</u>	<u>S/B</u>
4. Announcement of planned activities	10	52	28	9	1	62	90
5. Extracurricular activities in general	13	57	23	5	2	70	93

Part III: Student Life

1. General atmosphere on campus	7	49	29	15	0	56	85
2. Your relations with the faculty	13	53	25	8	1	66	91
3. Your relations with other students	26	58	14	2	0	84	98
4. Freshman initiation	12	44	23	9	12	56	79
5. Open dorm policies	6	32	31	20	11	38	69
6. Car policies	2	23	28	30	17	25	53
7. Marriage policies	4	39	34	14	9	43	77
8. Dorm Council's effectiveness	3	35	35	21	6	38	73
9. Dorm Staff's effectiveness	5	39	39	13	4	44	83
10. Cultural programs offered on campus	3	28	40	23	6	31	71
11. Opportunities for spiritual growth in general	21	37	27	8	7	58	85
12. Morning chapel	30	54	13	2	1	84	97
13. Evening chapel	23	54	19	3	1	77	96
14. Faculty-student discussions/Convocations	19	30	35	15	1	49	84
15. Your overall experience at NWC	15	63	18	4	0	78	96

Part IV: General

1. Please list what you feel are the major strengths of NWC:
 (Three blanks were given. Answers which appear on 20% or more of the surveys are listed here.)

48 -- Close friendships
 34 -- Christian atmosphere/Word of God in classroom and campus life
 29 -- Faculty (entire or in part)
 22 -- Curriculum

2. Please list what you feel are the major weakness or concerns of NWC:

21 -- Curriculum should be modified

3. Do you feel the college provides quality education? YES: 98 NO: 2
4. If you had it to do over again, would you still attend NWC? YES: 91
 NO: 7
 UNDECIDED: 2

APPENDIX D

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: NORTHWESTERN COLLEGE
Watertown, WI 53094

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation
at the Bachelor's (arts and sciences curricula
degree-granting level

DATE OF THIS REVIEW: February 13-15, 1984

DATE OF SAS: June 22, 1981

CONTROL: Northwestern College is a private, not-for-profit
institution affiliated with the Lutheran
Church-Wisconsin Evangelical Lutheran Synod.

Institution Recommended Wording: NO CHANGE.

Team Recommended Wording: NO CHANGE.

Commission Recommended Wording: _____

STATUS: Northwestern College is accredited by the Commission
on Institutions of Higher Education of the North
Central Association of Colleges and Schools.

Institution Recommended Wording: NO CHANGE.

Team Recommended Wording: NO CHANGE.

Commission Recommended Wording: _____

**EDUCATIONAL
PROGRAMS:**

The College offers programs leading to the Bachelor's
(arts and sciences curricula) degree.

Institution

Recommended Wording: NO CHANGE.

Team

Recommended Wording: NO CHANGE.

Commission

Recommended Wording: _____

LOCATIONS:

The College's programs are offered at its campus in
Watertown, Wisconsin.

Institution

Recommended Wording: NO CHANGE.

Team

Recommended Wording: NO CHANGE.

Commission

Recommended Wording: _____

STIPULATIONS:

The College should include in the next self-study a
external audit and deal explicitly with (1) evidence
of comprehensive internal planning, and (2) upgrading
of faculty with emphasis on subject matter preparation

Institution

Recommended Wording: NO CHANGE.

Team

Recommended Wording: None.

Commission

Recommended Wording: _____

REPORTS REQUIRED: None.

Team Recommended Wording: NO CHANGE.

Commission Recommended Wording: _____

FOCUSED
EVALUATIONS: None.

Team Recommended Wording: NO CHANGE.

Commission Recommended Wording: _____

COMPREHENSIVE
EVALUATIONS: Northwestern College's most recent comprehensive
evaluation occurred in 1980-81. Its next
comprehensive evaluation is scheduled for 1983-84.

Team Recommended Wording: Northwestern College's most recent
comprehensive evaluation occurred in 1983-84. Its next
comprehensive evaluation is scheduled for 1993-94.

Commission Recommended Wording: _____

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