

Division of  
**INNOVATIVE ADULT  
EDUCATION**  
MidAmerica Nazarene University

**Self-Study Report  
2007-08**

Higher Learning Commission Self-Study Report  
Prepared by  
Division of Innovative Adult Education

**1. Criterion One: Mission and Integrity**

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

**Core Component – 1A. The office’s mission is clear and articulates publicly the office’s commitments.**

The Division of Innovative Adult Education (IAE) developed and adopted a mission statement that is prominently displayed in the office. It reads:

Our purpose is to provide a quality educational opportunity for adult learners that encourages individuals to experience spiritual, intellectual, personal, and professional growth in an atmosphere of personal care, service, and teamwork.

This statement is also found in the MidAmerica Nazarene University College Catalog, in the IAE Student Handbook, and on the convocation program (see Appendix A).

The mission statement reflects the mission, vision, values, and goals by indicating that IAE provides “a quality educational opportunity” that encompasses “spiritual, intellectual, personal, and professional growth.” As IAE believes in personal service to each individual, the statement also reflects that priority. The division seeks to serve all adult learners who choose to enter the AA program or the BA degree completion program. The mission also indicates concern for the members of IAE as service is provided to students through an atmosphere of caring and teamwork. Decisions made within the division are weighted against the mission statement.

During the semi-annual strategic planning meetings of the IAE office faculty and staff, goals and plans are reviewed along with the mission statement. No changes have been made to the mission statement as it continues to indicate the purpose of the division.

**Core Component – 1B. In its mission statements, the office recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

The IAE mission statement is all encompassing and does not place limits on any diverse population or culture. The mission statement recognizes and encourages growth in a variety of areas (spiritual, intellectual, personal, and professional) of all students who are educated under the umbrella of Innovative Adult Education. The statements made in the student handbook (see Appendix A) express the organization’s beliefs and expected behavior while respecting the individual beliefs of our adult learners.

Innovative Adult Education boasts a diverse population of students (see Appendix A). Because the program recruits students throughout the Kansas City metro area, those

who enter the program represent a variety of races, religious affiliations, age groups, genders, and nationalities.

**Core Component – 1C. Understanding of and support for the mission pervade the office.**

The faculty, staff, and students are in full support of the IAE mission statement. Throughout the enrollment process, service and personal (individual) care is taken with each student. The policy and procedure manual (available on the IAE server drive) directs the faculty and staff in the treatment of and responsibility to potential and current students. Students are presented with the educational standards and goals at convocation within the students handbook (see Appendix A) as well as during the convocation presentation.

Decisions made at IAE strategic planning sessions, which take place at semi-annual meetings (see Appendix A for representative agendas) are based on the mission of the division. Five and ten year strategic plans are discussed and updated at these meetings. The decisions and plans are incorporated in the Next Steps computer-based document. Budgeting priorities (see Appendix A for 06-07 budget) support the educational endeavors of the division through direct expenses for student materials (books, copying, food) as well as for indirect expenses (curriculum updates, class photos, graduation photos).

The division faculty, adjunct faculty, staff, and student workers are all aware of and in support of the mission through the service and excellent education provided to the adult student in IAE. Cross training is completed so employees are empowered to provide service outside their regular job description. Comments collected from student evaluations (see Appendix A for representative samples) highlight that students are impressed with the service, support, and education they receive from the IAE Division. These types of comments indicate that the division is meeting the mission that has been established.

**Core Component – 1D. The office’s governance and administrative structures promote effective leadership and support collaborative processes that enable the office to fulfill its mission.**

The following is a list of the faculty and staff, their degrees, and their length of employment in the IAE division:

Division Chair

Dr. Jerri Lynn Sapp, Ed.D. in Adult Education 12 years

Faculty

Dr. Terry Gunter, Ed.D. in Adult Education 18 years

Rev. Bob Humphrey, ABD Ed.D. in Leadership in Higher Ed Admin 6 years

Rev. Lois Perrigo, MRE 10 years

Support Staff

Mrs. Kathy Adamson, BA 10 years

Mrs. Brenda Doerr 2 years

#### Admission Staff

Mrs. LeAnn Yantis, MBA

7 years

Mr. Kevin Mokhtarian, BA

1 year

The policies and procedures manual documents how the division works to meet its goals as well as addressing its mission statement. The document is fluid and is updated as new situations arise or as changes in the division warrant. Decisions made at the semi-annual strategic planning meetings are incorporated into the manual and revisions stem from the discussion at these meetings.

Distribution of responsibilities is determined by those best qualified to complete the task. While the division chair is ultimately responsible for all reports and actions taken in the name of the division, faculty and staff members have specific responsibilities and duties. Examples would include the following scenarios:

1. Admission staff are responsible for recruiting and informing potential students of the program qualifications. These staff members continue working with potential students up through convocation when they relinquish them to the faculty advisor who will continue to work with them throughout the program.
2. Support staff have divided their responsibilities between reception/data entry and faculty support/curriculum. While cross-training is necessary, this division of responsibility assists students, faculty, and staff in knowing who to channel information to or collect information from.
3. Faculty take specific responsibilities on committees: Lois Perrigo—Outcomes, Terry Gunter—General Education, and Bob Humphrey—Graduate and Adult Council. Jerri Sapp serves on the Graduate and Adult Council and chairs the Faculty Development Committee. All faculty serve on Program Review committees.
4. Specific projects are also distributed throughout the office based on expertise. Bob Humphrey leads discussion on curriculum for Management and Leadership; Terry Gunter coordinated the writing of new curriculum for Adult and Professional Development; Lois Perrigo makes suggestions for changes to Biblical Perspectives and Values curriculum. Jerri Sapp presents Blackboard training as well as reviewing all new course proposals and reviewing development documents.

Daily discussions and decisions are made as the need arises. There is an open-door policy within the office so that nothing must be put off until later if a response is needed. The division works as a team in assisting each other with daily work as well as special projects. Communication also takes place in two specific meetings held each month. The Administration Team meets the first Wednesday of each month to make decisions dealing with policies and procedures. This Team consists of the division chair, all faculty, and the admission staff. A second IAE Staff meeting takes place the third Wednesday of each month. Updates are provided about enrollment in the program and short-term classes, requests are made for additional information,

and general topics are discussed that affect the running of the office. All the IAE faculty and staff attend this meeting which is chaired by the division chair. While the agenda for both of these meetings is distributed by the division chair, other items are added at the meeting. This meeting also is instrumental in team building (Appendix A for copies of agendas and minutes).

**Core Component 1E. The office upholds and protects its integrity.**

Our mission is the essence by which we operate. When decisions are made, whether for policy or in an individual case, academic integrity as well as service to our students are foremost in the process. The division personnel are aware of federal mandates such as HIPPA, FERPA, ADA, and copy write laws. The division personnel are conscious of and careful of disclosure laws as well as being cautious on what can and cannot be promised or implied to potential and current students.

Recently, ADA required that a new desk be provided for the division chair to accommodate her carpal tunnel. One faculty member has been moved to the first floor of the office building to accommodate his health concerns. IAE remains conscious of the needs of its students when approached with requests for special accommodations and follows the requirements for documenting these needs.

The Student Handbook is very specific about required attendance and grievance policies. In the lock-step program, faculty guides include not only the curriculum, but also grading requirements. In this way, students and faculty are aware of the requirements and there is little room for doubt of how grading and attendance is handled. If a dispute of grading should arise, the IAE division follows the process outlined by the Graduate and Adult Council (see Appendix A) utilizing the necessary forms. This is done in a timely manner as outlined in the policy.

Semi-annual Adjunct Faculty meetings are held to address concerns of the IAE faculty and to present new information. Integrity and consistent implementation of policies and procedures are mandated. Faculty are encouraged to discuss concerns or individual problems with the full-time faculty or the division chair. Special circumstances are taken into consideration on a case-by-case basis when they fall outside the printed policies. However, at no time is the academic integrity of the program allowed to be called into question.

Spirituality is specifically mentioned in the IAE mission statement, and the IAE division is aware of God's presence in all aspects of the program. Prayer and devotions are encouraged in the classroom as well as taking place in the division's office. IAE considers itself a mission field as many of its adult learners have no personal relationship with God. There is always opportunity to share Christ as each division member works with students and each other while maintaining our integrity of "doing what we say we will do."

Brochures and promotional materials (see Appendix A) clearly present the programs. Information and assessment meetings provide potential students with information prior to being required to pay a fee as is the practice of other degree completion programs. Students frequently mention on the student evaluation forms (see Appendix A) that we dealt with them fairly and honestly and presented the

information in a clear and concise manner. The comments frequently reflect that there were no hidden costs or extensions of time.

## **2. Criterion Two: Preparing for the Future**

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

**Core Component – 2A. The office realistically prepares for a future shaped by multiple societal and economic trends.**

The IAE division's strategic planning documents and Next Steps documentation indicate the future plans and goals being considered for IAE (See Next Steps and Appendix B). For each initiative being considered, the division completes a market study and, frequently, a survey of current or past students. For example, a survey was conducted in 04-05 in preparation for both a new major and possibility of offering a blended program.

Economic trends and crises affect the IAE division's enrollment. Disasters such as 9/11 have repercussions as potential student entrench themselves. The same is true when layoffs occur, as evidenced during the Sprint layoffs. While the division cannot anticipate these occurrences, steps have been taken to off-set as many affects as possible by offering inexpensive short-term courses that allow students to be more conservative in their spending while working toward a degree. Shifts of responsibilities within the IAE division allow more emphasis to be placed on enrollment and follow-up when it is necessary.

The IAE division has and continues to function in a multi-cultural society. Faculty of minority cultures have been encouraged to apply and have been hired to teach in different areas of the programs as shown in the faculty list (See Appendix B). More so than the traditional programs, the IAE division is diverse in its student population as indicated in the demographics report (See Appendix B).

As the division develops strategic plans for improvement or addition of programs, the history and what the division is known for always comes into question. Can the division continue to serve its adult population with the service and high educational standards it has become known for? If the answer to this question is yes, then the division takes action. If not, then new initiatives come to a grinding halt.

**Core Component – 2B. The office's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

In response to this component, the answer must be "no." During the summer of 2005, without any consultation or warning, an IAE faculty position was moved to a different division. The division was not allowed to retain this position or hire a replacement. This has put the division in a major state of overload. The current faculty had to pick up the additional work load. As strategic plans were already implemented to increase the number of MHR groups offered, the division chair was forced to serve as a faculty advisor on overload. The other faculty members had to accept additional advising of students and MHR groups. As the AA program continues to expand, the number of students being advised has increased. While these responsibilities were

once spread between five people, they now must be divided among four. Advising of reactivating students is also being spread among the remaining faculty members. This is a time-consuming task and requires the faculty advisor to review the entire file and transcript of the returning student, call and meet with the student, and determine a plan for the student to complete their degree. The advisor then tracks the student individually.

Other factors have also limited the faculty—one of which is Outcomes Assessment. Due to the lock-step program and the extensive use of adjunct faculty, the current full-time faculty are responsible for all data collection and evaluation of the program classes and all general education courses. In order to provide release time for the Outcomes coordinator in the office, the other full-time faculty members must take on even more work load. As a result, no other initiatives can be implemented by the IAE Division at this point. If AA continues to grow steadily, the service that the division currently provides to its students will suffer, impacting enrollment and retention.

With office man-power at a low, it continues to take all available resources to continue achieving the high quality education and service that IAE has been known for. Faculty and staff are putting in additional hours and are attempting to work both harder and smarter. The use of student workers has allowed some of the more “rote” tasks to be accomplished at a minimal cost.

Grant funding for adult education is limited. The only monetary resources will continue to be the regular approved budget for the IAE division.

Job descriptions for all positions were previously very specific. Now, adjustments are continual when the workload becomes too great for an individual. This includes both faculty and staff positions.

In order to better use the resources allocated to IAE, the division has continued to look for methods to outsource time-consuming tasks. This includes printing of curriculum, purchasing books and material in quantity, splitting costs over academic years, etc. The greatest resource drain on IAE is the increasing costs of books. In attempting to stay competitive, IAE has attempted to keep program costs as low as possible. However, as book costs continue to rise, increases are difficult to anticipate.

The Next Steps document indicates that, although limited by resources—both human and monetary—IAE continues to meet its goals. The division makes informed planning decisions based on resources as well as economics. Planning is forward-thinking, however implementation can frequently not be realized due to lack of resources.

**Core Component – 2C. the office’s ongoing evaluation and assessment processes provide reliable evidence of academic effectiveness that clearly informs strategies for continuous improvement.**

Monthly meetings are held with two office groups. The first is with the Administrative Team. This group involves the division chair, all full-time faculty, and admission personnel. During this meeting, goals and concerns are discussed and decisions

made that affect the educational endeavors. There are also decisions made for changes in office schedules (See Appendix B for representative minutes).

The second meeting is held with the entire full-time faculty, admission, and office staff. Along with discussions concerning the minutes of the Admin Team meeting, the entire office makes plans and decisions that affect the office support staff. Reports are presented at this time regarding enrollment in program and short-term courses as well as upcoming events that could affect work flow in the office (See Appendix B for representative minutes).

Both of these meetings review and assess the on-going strategic plans that have been determined by the Division. Also important to the assessment of the division are the two IAE Development Days held each year. The fall meeting focuses on reviewing of strategic plans, development and adjustment of five-year and ten-year goals, adjustment of goals, and an opportunity to celebrate successes and discuss those items that were not successful. At times, the meetings will include a team-building exercise. The spring meeting provides opportunity to discuss successes and concerns, team building, and celebration of successes (see Appendix B for representative agendas and minutes).

**Core Component – 2D. All levels of planning align with the academic unit’s mission, thereby enhancing its capacity to fulfill that mission.**

As shown in the minutes of Administrative Team, Staff Meeting, and Development Day, decisions made by the IAE Division are always centered around the educational needs of adult learners and the quality of service that can be provided. The planning processes align with the budget as the division consistently uses its funds for the enhancement of the program and the needs of its students (See Appendix B). The long-range goals have recently shifted due to the lack of personnel. The Division continues to focus on its mission even though expansion in the division cannot take place without replacement of personnel (See electronic Next Steps and Appendix B).

The items referenced above provide evidence of the Division’s knowledge and attempts to meet the changing needs of its students and faculty (See Appendix B for IAE Faculty Meeting agendas and Week 50 evaluation forms). By using student feedback as guidelines, the division can continue to meet the needs of the constituency. With the increasing use of adjunct faculty, the information that is gathered at the fall and spring IAE Faculty Meetings is instrumental toward establishing outcomes and collecting critical data from instructors to make division-wide changes.

### **3. Criterion Three: Student Learning and Effective Teaching**

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

**Core Component – 3A. The office’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

Full-time and adjunct faculty have been involved in the development of student learning outcomes, the measures to be used, and the collection of the data to determine the success of the outcomes (See Appendix C minutes of IAE Faculty meeting and IAE Outcomes meetings).

The Program outcomes are clearly articulated and feed directly into course outcomes (See MNU catalog and Appendix C). Assessment measures and outcome results are reviewed and changes made (feedback loop) by the full-time IAE faculty. Multiple measures are used and evaluated (See Appendix C). IAE evaluate program outcomes, course outcomes, and general education outcomes. Documents articulating the results have been placed on file in the IAE office, with the Outcomes Assessment Committee Chair, the General Education Committee Chair, and the document room where data is being collected and filed. Due to the extensive material, these documents have not been included in the appendix.

IAE has an excellent graduation rate ranging from 70% to 87% based on when calculated (see Appendix C). Graduates of the IAE AA degree continue into the BA degree and from there, up to 25% report continuing into graduate programs. Data is collected on these figures at week 50 of the program, through reports to the *Accent* magazine, and can be tracked through the Goldmine enrollment system. This information is reported regularly in the Annual Report to the Academic Dean and is sometimes used in advertising and promotional material.

**Core Component – 3B. The office values and supports effective teaching.**

The IAE Division hires and retains qualified instructors who are instrumental in evaluating and updating the lock-step curriculum (See Appendix C for list of instructors and degrees). Instructional materials are developed by using current faculty who are involved in discussion groups held at IAE Faculty meetings (See Appendix C for IAE Faculty Meeting agendas).

Professional development is provided to its full-time faculty through the Faculty Development sessions held on-campus as well as off campus conferences including CAP, CAEL, and CAHEA. The IAE full-time faculty are members of these organizations.

Professional development for adjunct faculty takes place at IAE faculty meetings and the semi-annual Faculty Orientation sponsored by the University. As books and materials become available, they are provided to adjunct faculty as reference materials. Recently, the IAE division provided the books *A Handbook for*

*Adjunct/Part-Time Faculty and Teachers of Adults* by Donald Greive and *The Lifetime Career Manager* by Cabrera and Albrecht.

Effective teaching is evaluated by two methods. For full-time faculty, evaluation follows the standard process articulated in the Faculty Development and Evaluation Manual. Faculty are evaluated by students after each module or short-term class is taught. A standard evaluation form is utilized that collects data that can lead to improved instruction as well as material selection (see Appendix C for IAE evaluation form example). Along with the standardized questions, individual comments are also collected. Students are also welcome to provide additional comments and feedback by contacting their faculty advisor or the division chair.

**Core Component – 3C. The office creates effective learning environments.**

Student evaluation forms collect information on curriculum, instructional materials, registrar, library services, financial aid, cashier services, and IAE admission and advisor assistance. These evaluation forms are reviewed by the division chair and guides recommendations for improvement of these services (see Appendix C for IAE evaluation form example).

Outcome assessment meetings along with strategic planning meetings also include evaluation and recommendations for changes to support services offered by MidAmerica Nazarene University. IAE has had difficulty, however, in convincing other support areas on campus to provide available times and assistance to adult learners. Examples include drastically cut evening library hours in the summer even though adult students still need access to the library; 8:00 to 5:00 office hours in most student services areas; and difficulty getting buildings unlocked for regularly scheduled classes. The adult population brings diversity to the MNU campus that is apparently not recognized by the institution.

Academic advising is based on individual student needs. The focus is always on assisting the student in the learning process. A variety of advising methods exist. Accessibility is the greatest contribution in assisting the adult students to be successful in their educational endeavors. Faculty advisors are available to their students prior to each class meeting, by email, and by phone. By being available to students, they can be guided to make appropriate academic choices that will enhance their education and assist them in being academically successful. A variety of tools are used to keep students apprised of their academic progress (See Appendix C).

The IAE division has encouraged the use of classroom technology and the Blackboard platform. While Blackboard is not required in the MHR program, a number of professors are using the grade book function as well as posting syllabi and assignments. The IAE office utilizes email blasts to students to keep them aware of new elective classes being offered. IAE also offers many online courses using the Blackboard platform.

The quality of our program is regularly reviewed through week 50 evaluations (see Appendix C) and discussion at strategic planning meetings, Admin Team meetings, and Staff meetings. As these meetings are held regularly, the systems used are

evaluated with planning for changes and for maintaining high quality education and services.

**Component – 3D. The office’s learning resources support student learning and effective teaching.**

Unfortunately, the learning resources on campus are not always available to adult learners and cannot be accessed. The library example provided above is probably the most severe detriment to the adult student population.

Overall, technology resources continue to improve throughout campus. Training is available one-on-one for adjunct faculty who desire additional assistance on the Blackboard platform and the use of the classroom console. Traditional students who serve as ResTechs are utilized as trouble-shooters for classroom technology, but they are not available during traditional breaks or during the summer. Training and encouragement to use the technology are emphasized at IAE Faculty Meetings.

The IAE adult students are frequently as technology savvy as the ResTechs, so classroom technology can be used for classroom presentations by students.

#### **4. Criterion Four: Acquisition, Discovery, and Application of Knowledge**

**The office promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

**Core Component – 4A. The office demonstrates, through the actions of its administrators, students, faculty, and staff, that it values a life of learning.**

The IAE budget is most heavily weighted for promoting learning for its students. The budgeted amounts reflect the expenses needed to provide instruction, books, and materials (See Appendix D for budget allocations). The division's mission guides the division in finding ways to assist students in their quest for a life of learning. Because the division serves students who are beyond the age of traditional college students, it is important to note that life-long learning is being accomplished by these students. The services provided (evening and weekend times for classes, providing books as part of the program, scheduling a variety of non-traditional times for admission and counseling assistance) show, through the actions of the division, that learning for a life time is necessary and important.

Professional development opportunities are offered, as stated previously, to full-time faculty and staff. Due to budget constraints, full-time faculty are only allowed to attend one conference per year, but are active in on-campus faculty development. Staff are provided with opportunities to attend training sessions as they become available from outside vendors. Currently one faculty members is also enrolled in a doctoral program.

Students are publicly acknowledged for their accomplishments in a number of ways. The *Accent* provides a venue for reporting achievements. The IAE Division recognizes a member of each MHR group with the Award of Excellence for leadership, scholarship, and service. These students are nominated by their peers and selected by IAE faculty (See Appendix D for criteria). The student chosen is also awarded a partial scholarship in the MBA program. At commencement, these students are presented with a medallion to wear to designate excellence in education.

Applied research is what IAE is all about! Improvements to the program and delivery system, while based on the mission of the division and institution, revolve around an application-based model. Student experiences are part of each class and the learning is developed so it can be utilized immediately. The Project Thesis is a formal applied research project that each student completes prior to graduation. This project is based on "real life" situations and ways to improve a student's workplace (See Appendix D for further description).

**Core Component – 4B. The office demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

The MHR curriculum is specifically designed to develop a breadth of knowledge and skills (sample curriculum is available in IAE office). One specific example is the

Project Thesis that takes a student from the inception of an idea through critical evaluation, literature research, data collection and summary, to a final conclusion and recommendation section. The student is guided toward gaining knowledge and skills throughout the program that assist in developing this capstone project.

While IAE students frequently transfer in much of their general education requirements, with the addition of the AA program and MAPP classes, general education can now be offered by the division (see Appendix D for list of classes). These classes are offered with the understanding of adult needs and focus on incorporating life experiences and knowledge into the educational process. These classes not only meet the general education requirements while offering them in an adult-friendly environment, but also meet the IAE mission of responding to the needs of adult students through scheduling and advising. This process is reviewed each time decisions are made that will affect IAE students and may include course additions, changes in schedules, new advising methods, etc.

Learning outcomes are tied directly to the IAE global outcomes and/or specific general education outcomes (see Appendix D for example of course/gen ed/global outcomes). The IAE Division is designated as “Sprinting” in the Outcomes program. Because life long learning and experiential learning are hallmarks of the IAE educational process, continued learning is emphasized throughout the program curriculum. IAE adult students bring a level of knowledge to each class. Outcomes are designed to integrate that knowledge into the material and activities presented in the class. This method goes beyond learning that is obtained through books and lecture to an application of the information being presented. Critical thinking is an intentional component (see Appendix D for specific activity) of the IAE curriculum. This method of inquiry prepares students and emphasizes the need for continued learning.

**Core Component – 4C. The office assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

The IAE office regularly evaluates and reviews MHR courses for updates. (See Appendix D for schedule). Occasionally, the curriculum will be totally rewritten due to book changes, but frequently is updated due to book edition changes. A growing method of introducing new concepts is to encourage professors to submit additional exercises and activities to be included as supplemental material for other professors to use.

Many of the classes offered in the MHR program provide discussion of diverse populations in the work force. Modules such as Human Resources Administration, Group and Organizational Behavior, and Interpersonal Communication are particularly organized to cover this material. AA courses include Conflict Resolution, Sociology of Business, and others that also present specific work-related methods of dealing with diverse populations.

The final evaluation that is presented at week 50 collects data on what students learned in the program and were able to utilize in the work place. Other information

collected on the evaluation form (See Appendix D for sample) provides new concepts to be added to the curriculum.

**Core Component – 4D. The office provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibility.**

The type of research completed by the IAE division students is most evident in the Project Thesis assignment. Students are instructed on the methods of collecting data and the appropriate use of that data by use of a standard curriculum as well as instruction by the Project Thesis Advisors. Students who complete this assignment for their business must have a contact person in the business to approve the research to be conducted. The students may also choose to have the project restricted or non-restricted. With student approval, some non-restricted Projects are kept as samples in the IAE office. In all instances, the final document is returned to the student for their use. (Curriculum and sample Projects are available for review in the IAE office.)

Other research that is completed by the IAE office is usually collected through evaluation forms or specific information by use of a survey. The data that is collected is always done without identifying names and is used for the sole purpose of the study.

## **5. Criterion Five: Engagement and Service**

**As called for by its mission, the office identifies its constituencies and serves them in ways both value.**

**Core Component – 5A. The office learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

The mission of the division and the institution guide the division in serving its students with the best education and service that can be provided with the resources available. Personnel in the division are committed to these goals. The office personnel are cross-trained in order to respond to needs of the students or community members who may call. Voice mail is rarely used at the initial contact level in order to respond quickly and concisely to these requests.

The week 50 evaluation forms is a scan of the needs of the students (see Appendix E for example of evaluation form). When specific information is needed regarding a particular policy, previous students are contacted by email and data collected. Recently, the division was considering a change in the attendance policy. An environment scan was completed, utilizing current and previous students. Responses were collected electronically and evaluated (See Appendix E for summary).

The IAE division serves a diverse population (See Appendix E). Not only is there a diverse ethnic population, but also a diverse age population. Because of this diverse population, the division personnel are always aware of the differences and similarities of student and potential students and react accordingly.

**Core Component – 5B. The office demonstrates has the capacity and the commitment to engage with its identified constituencies and communities.**

Many of the IAE students are readily involved in extra-curricular organizations and activities through volunteering at work, in their community, and through their churches. IAE does not offer additional avenues for co-curricular activities. The division recently collected information about volunteer activities in which IAE student participate (See Appendix E for summary). It was also decided to offer “Toys for Tots” as a division-wide volunteer activity in the 2007-08 academic year.

The IAE faculty and staff model this type of involvement by personal example. All IAE faculty are involved in their local churches in a variety of methods. Many serve as Sunday School teachers, ushers, greeters, and participants in other activities. These same individuals serve the community through local organizations and campus activities that are tied to the traditional student population. Lois Perrigo opens her home to traditional students each Sunday for a noon meal. Bob Humphrey portrays Santa Claus at the annual Christmas dinner on the MNU campus. Jerri Sapp volunteers weekly at the Kansas City Rescue Mission, teaching classes to participants of the Christian Development Program.

The lack of resources to provide responsiveness to constituencies continues to plague the division. Currently a full-time recruiter is needed to assist in maintaining

the level of services needed in the admissions area. The loss of a faculty member position has created a problem in providing the highest level of service. Office hours have been expanded slightly, but a lack of personnel withholds the division from expanding further.

**Core Component – 5C. The office demonstrates its responsiveness to those constituencies that depend on it for service.**

The IAE division has established excellent relationships with the community colleges in the Kansas City area, particularly with Johnson County Community College. There is a specific articulation agreement that is provided by the Registrar's office (See Appendix E).

The Graduate and Adult Director of Admissions and the Associate Director of Admissions belong to a collaborative organization called Kansas City College Admission Professionals that works with other institutions in the area to plan education fairs and maintain relationship. The members of this organization frequently refer to other institutions when the needs of potential students cannot be met at the initial institution.

The transfer policy for IAE is very liberal, but in line with the institution's guidelines. The division works closely with the Registrar's office when accepting transfer credit. As the faculty in IAE are responsible for evaluation of transcripts, consistency can be maintained for the adult population. Many adult students are pleasantly surprised when they realize that most of their previous college credit units will transfer into the IAE programs.

Wonderful support is received by the division from the community leaders. Mayor Mike Copeland, former Mayor Larry Campbell, Fire Chief George Bentley, as well as fire department and police department officials from Lenexa, Shawnee Mission, Kansas City Kansas, Kansas City Missouri, and Overland Park are excellent spokespeople for the IAE division programs. Other community leaders who have expressed support of the IAE programs include individuals from churches as well as organizations such as Sprint, DaimlerChrysler, Harley-Davidson, T-Mobile, Yellow Freight, and UPS.

Employees from these organizations are encouraged to attend the institution and the IAE programs. The tuition remission programs offered by many of these organizations fit into the costs of the MHR program. Word-of-mouth creates excellent advertising for both the University and the IAE programs.

**Core Component – 5D. Internal and external constituencies value the services the office provides.**

Evaluations collected throughout the program as well as the final evaluation provides specific evidence of the value placed on the education and services provided by the IAE division (See attached samples of week 3 and week 50 evaluations). These internal constituents are the life blood of the division and their needs must be met in order to remain viable and competitive.

Many MidAmerica Nazarene University employees have gained their bachelor degrees through the IAE division. The program is seen as a valuable method of degree completion for employees and therefore an important educational program of the university.

The IAE programs have enhanced the metro area through the implementation of businesses developed through the Project Thesis. These include Rick Armstrong's grant for the development of the KCK motorcycle unit; Joy Blunt's grant to move the Kansas City Rescue Mission to its current location; and Trish Lanham's business feasibility study to start a bindery business.

## SUMMARY

*IAE Mission Statement: Our purpose is to provide a quality educational opportunity for adult learners that encourages individuals to experience spiritual, intellectual, personal, and professional growth in an atmosphere of personal care, service, and teamwork.*

The IAE Mission Statement encompasses all that we do. What more can we say? We provide a quality educational opportunity to adult learners who have not been able to attend an institution of higher learning due to family and work responsibilities. The quality of our program is continually being improved through revision of curriculum, through outcomes assessment that leads to changes in our delivery, and through the instructors who are excited about the learning process.

The IAE students leave with more than education, personal satisfaction, and tools that will help them be successful in the work world, however. They take with them a spiritual message that runs like a thread through the IAE classes—God loves you and has a plan for your life. Students are encouraged and nurtured by the faculty and staff of IAE who believe that being ethical and encouraging in the name of Jesus Christ will reach the adult population. In reaching these people, we are also reaching their families and co-workers in the process. What a mission field! The strength of the IAE Division is that we approach our students in this way. In so doing, we not only meet the IAE Mission Statement, but also the mission of MidAmerica Nazarene University.

The Division of Innovative Adult Education also returned to MidAmerica approximately \$1.8 million dollars of net income each year. This is no small amount. Through hard work and cost-cutting, the division has maintained this net income amount through a number of years. An area that MidAmerica Nazarene University should see as a concern in the IAE Division is the lack of faculty and staff to continue to keep up the level of quality service that has been a hallmark of the division. During the past few years, the Division has lost a part-time staff person and a full-time faculty position. The Division was not allowed to replace these positions, which has caused a severe overload in both areas. The IAE Division has reached a saturation level at a time when new programs should be ramping up.

A new major and a blended program have been on the drawing board for three years. There is no one available in the division to work on these programs and move them into a full-blown proposal. There is also no one to work with students in these new programs if they are fully-developed and implemented. The IAE Division could easily return an additional \$400,000 during the first year to the institution if it was allowed to begin these programs with adequate personnel and funding.

The Division of Innovative Adult Education can offer much more to the institution if it is adequately staffed. Without this staffing, the Division can only continue to offer the Management and Human Relations program along with the Associate of Arts program at the current level of enrollment.