

**INNOVATIVE ADULT EDUCATION
SELF-STUDY**

*Summary of
Strengths and Opportunities for Improvement
Recommendations*

***Criterion 1
Cayla Bland***

<i>Strengths</i>	<i>Opportunities for Improvement</i>
The IAE Division mission statement is clearly stated.	The IRC recommends that the mission statement be displayed more consistently in written material. The mission statement was not found in the catalog, student handbook, or brochures. Also the mission statement on the website was hard to find (only under MHR section – might be better placed on the IAE general page).
Strong teamwork in the division is clearly seen as well as regular faculty and strategic planning meetings. Meeting minutes demonstrate that faculty and staff have a clear understanding of the mission and that support for the mission pervades the division. It is clear that the mission statement is valued in all they do.	The IRC suggest that the IAE division be more proactive in addressing issues of diversity in a more purposeful way. Add wording to mission statement that more clearly articulates multicultural awareness (i.e. “Adult learners in a multicultural society, etc.). Address diversity more purposefully in strategic planning meetings and/or monthly meetings.
The IAE division demonstrates effective leadership, collaboration and teamwork among the division faculty and staff which enables the division to fulfill its mission.	It is unclear to the IRC if the division is able to involve adjunct instructors sufficiently enough in planning meetings for them to understand, support, and live out the mission statement in the same way that the full time faculty and staff do.
The IAE division has clearly written policies and procedures that uphold and protect its integrity. Policies are clearly written in student and faculty handbooks and on the web site.	The IRC recommends that the IAE division look into options for having more frequent meeting for adjunct instructors to ensure all are as well informed as full time faculty and staff.

Criterion 2
Rick Badley

<i>Strengths</i>	<i>Opportunities for Improvement</i>
The IAE division has developed short-term and long-term goals. These goals are used as decisions are made.	The IRC recommends that the IAE division provide a summary of specific ways that assessments, student surveys, and market studies have been used to improve the program.
The IAE division has efficiently aligned duties within the division in order to offer a quality program in spite of a reduction in the number of faculty.	The IRC recommends that the IAE division provide data to clearly show that minority faculty have been encouraged to apply and teach within the division.
The IAE division is well-organized. Regular meetings are held to keep everyone within the division informed.	The IRC recognizes that the IAE division's growth is limited by the loss of one professor who was not replaced. We recommend that this position be filled as funds become available.
The IAE division has a clear view of its mission within the university, and this mission drives decisions and programs within the division.	

Criterion 3
Martin Dunlap

<i>Strengths</i>	<i>Opportunities for Improvement</i>
The IAE division demonstrates a consistent practice of self evaluation and adjustment of learning for its students.	The IRC encourages the IAE division to offer more frequent opportunities for adjunct staff development throughout the academic year.
The IAE division schedules regular collaborative meeting times for faculty to evaluate data and adjust student outcomes.	The IRC encourages the IAE division to consider the development of online degree completion opportunities with no geographic boundaries.
The IAE division has well qualified faculty and provides ongoing staff development for improvement.	The IRC recommends that support services needed by non-traditional students be adjusted to accommodate the IAE division programs.
The IAE division encourages technology use by instructors to enhance student learning.	
The IAE division retains a large percentage of enrollees throughout the program as well as a high graduation rate.	

Criterion 4
Delia Pittman

<i>Strengths</i>	<i>Opportunities for Improvement</i>
IAE division clearly demonstrates the value it places on life-long learning. Faculty development is an integral part of the division.	The IRC suggests that the division have examples of Project Thesis papers available for the HLC committee to review during the HLC site visit. The IRC also suggest that exemplar examples be available on-line for students.
The Project Thesis paper helps to demonstrate the value of life-long learning.	The IRC recommends that an example of Project Thesis be included in the appendices to demonstrate the linkage between curricular and co-curricular activities.
IAE division displays support of the value of intellectual inquiry throughout its educational program through Project Thesis, MAPP courses, and learning outcomes.	The IRC suggests that specific examples be included explaining how the IAE division has made changes based on feedback provided on course/program evaluations.
IRC commends the IAE division for the work on program outcomes and evidences provided that those outcomes are met.	The IRC recommends that the division include examples of how curricular evaluation involves alumni, employers and other external constituents. This could be cross-referenced with information in criterion 5D.
Project Thesis is an excellent example of ensuring that students acquire, discover, and apply knowledge responsibly.	The IRC suggests that IAE include evidence of the ways in which the division ensures the integrity of the research in the Project Thesis is maintained by students.
The narrative report has included many examples of evaluations and surveys.	

Criterion 5
Mike Gough

<i>Strengths</i>	<i>Opportunities for Improvement</i>
The IAE division benefits internal constituencies by helping employees of MNU complete their college degree.	The IRC encourages the IAE division to provide evidence of ways they meet the needs of diverse demographics.
The IAE division does an excellent job of benefiting the community by increasing the education level of the workplace, especially through the project thesis.	The IRC recognizes that the IAE division lost one professor who has not been replaced. We encourage that an additional professor be added as soon as resources are available.
The IAE division is responsive to its constituencies by gaining input through evaluations and surveys.	
The IAE division does a great job of providing excellent service to its adult students by having Financial Aid meet with students in the evening, providing text books in class, and a place where students can get food during the evening.	
The IAE division is consistent with its stated mission.	

Internal Review Committee Report
Response to:
Division of Innovative Adult Education's Self Study Report

*(IRC Committee Members: Rick Badley, Martin Dunlap, Mike Gough,
Delia Pittman, & Cayla Bland, Chair)*

Criterion One: Mission and Integrity

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

The IRC finds that the division of Innovative Adult Education (IAE) provides sufficient evidence to demonstrate that it operates with integrity to ensure the fulfillment of its mission. The narrative articulates a clear mission statement and provides evidence of structures and processes that support the mission. In addition the IAE division provides evidence that it involves administration, faculty, staff and students in its fulfillment of its mission. The IRC commends the IAE division on its deliberate efforts to be true to its mission. The IRC has only a few recommendations as will be stated below.

Core Component 1A: The division's mission is clear and articulates publicly the division's commitments.

The IRC commends the IAE division for its clear articulation of its mission and commitment to adult learners. The mission statement 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.”

The IAE division demonstrates its commitment to provide quality education by meeting regularly to plan and improve its programs as demonstrated by strategic planning meeting minutes and reports. In addition program evaluations reflect the mission by receiving feedback concerning the quality of education, the spiritual, intellectual, personal and professional growth opportunities as well as the level of personal care and service students receive in the program. Teamwork in the division is clearly seen in its involvement of all full time faculty and staff in planning meetings, an equal delegation of duties such as the writing of meeting minutes, and team building activities. The IRC recommends that the IAE division articulate their mission publicly in a more consistent way. The mission statement was found on the web under the MHR program only and on the convocation program brochure. It also is reported to be prominently displayed in the office. Although the narrative states the mission statement is in the catalog and student handbook, the IRC did not find it there. The information is implied on brochures and advertisements, but not quoted. The IRC recommends the statement be put in the University catalog, the student handbook and on brochures. The mission statement on the web might be better found on the IAE division general page so it can be seen to cover all programs instead of just the MHR program.

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

The narrative states that the “mission statement is all encompassing and does not place limits on any diverse population or culture.” The IRC agrees that the statement can be applied to any adult learner regardless of gender, race, religion or socioeconomic status. The IRC also commends IAE for articulating its non-discrimination policy on brochures and displaying pictures of students from diverse ethnic backgrounds on its advertisements. The Fall 2006 Enrollment Demographics report demonstrates IAE division’s diversity of gender and shows the program to have a slightly higher minority diversity than the University as a whole.

The IRC, however, would like to challenge the IAE division to be more proactive in addressing the issues of diversity in a more purposeful way. The IRC recommends that the IAE division add wording to its mission statement that would more clearly articulate its awareness and commitment to the recognition of diversity such as “adult learners in a multicultural society...” In addition the IRC recommends that the issue of diversity be part of the semi-annual strategic planning committee and monthly agenda items in order to raise awareness and be able to better acknowledge and address the issue of diversity.

Core Component 1C: Understanding of and support for the mission pervade the division.

The IAE division’s narrative demonstrates that there is an understanding and support of their mission statement as evidenced by the following statements. The IAE division provides a discussion of policies and procedures during their development day agenda items. Regular administrative and faculty meetings provide a time to implement the facets of their mission including quality education, service and personal care of each student. Student evaluations highlight the quality of service, support and education that they have received. The IAE division budgeting prioritizes the education endeavors such as books, copying, food, curriculum updates, class photos, etc. Finally, brochures highlight the IAE division’s commitment to the needs of the adult learner and the standards of the educational program.

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

The IRC commends the IAE division on its strength of leadership, collaboration and teamwork among the division faculty and staff. It is clear through meeting agenda items and reports that full time faculty and staff are given structure, support, and that collaboration and input is encouraged. Delineation of duties is clear and policy and procedures are well documented in all literature. The Division Chair provides direction and leadership as well as involving all full time faculty and staff in the creation of policies and procedures. Team building is also valued in development days. The IAE division also relies heavily on adjunct faculty. It was unclear to the IRC how effective the division is in involving these adjuncts in the understanding of the mission, as well as policies and procedures of the program.

Core Component 1E: The division upholds and protects its integrity.

The IRC commends the IAE division on its efforts to uphold its integrity. The IAE division has clearly written policies and procedures for students and faculty in handbooks and on the web site. The IAE division makes faculty, staff and students aware of federal mandates such as FERPA, ADA, and copyright laws. A summary of this information is included in the handbooks. Specific requirements for attendance, grading and grievance policies are clearly stated in handbooks, on the website and materials. Semi-annual adjunct faculty meetings are held to communicate policies and procedures as well as uphold academic integrity. The IRC was unclear how well attended these meetings were by adjuncts. In addition the IRC recommends that the IAE division look at options for having more frequent meetings for adjunct instructors to ensure all adjuncts instructors are as well informed as full time faculty.

Criterion Two: Preparing for the Future

Criterion Statement: The division's allocation of resources and its processes for evaluation and planning demonstrates its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

The IRC finds that the IAE division's resources and its processes for evaluation and planning demonstrate that it has the capacity to fulfill its mission; it has the capacity to improve the quality of its education; and it has the capacity to respond to future challenges and opportunities. The IAE division is particularly strong in developing the organization and processes for evaluation and planning. As in most areas across campus, the division could accomplish more with a larger allocation of resources. However, the IRC feels that the IAE division has worked to maximize their efforts with the resources they have been provided.

Core Component 2A: The division realistically prepares for a future shaped by multiple societal and economic trends.

The IAE division appears to have a realistic view of how the division is affected by societal trends and they have used this knowledge to plan for the future. The division also shows the flexibility to adjust and adapt to changes in their market.

The IAE division has done well in developing short-term and long-term goals that drive its processes. The division meeting minutes show a well-organized division that includes everyone in the planning process. The narrative and the Next Steps document indicate that the IAE division collects information from its constituents as it prepares for the future. Numerous student surveys are included in the report and references are made to market studies that have been performed. The IRC commends the IAE division for the extensive work done in collecting this data. However, there is no evidence within the Self Study Report that shows how the data are used after it is collected. The IRC recommends that documentation be collected to show how these studies have been used to drive changes in the curriculum and in the program.

The narrative states "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." However, the faculty list included in the report is simply a list of names and it is unclear to the IRC if minority groups are represented. More detailed information is needed to support this statement.

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

The IAE division states that they have not met this component due to cuts in the faculty. However, the IRC feels they have done an excellent job of realigning their duties so they can continue to offer a quality program in spite of a reduction in their faculty. The IRC recommends to the university's administration that the IAE division's budget be reevaluated as finances become available. The appendix lists four full-time faculty and 38 adjunct instructors that have taught in the IAE division. This seems like an abnormally high number of adjunct instructors, and the division could better fulfill its mission within the University if a larger percentage of the load could be shifted to full-time faculty.

Core Component 2C: The division's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The IAE division is very-well organized. Evidence is provided of regular meetings that are used to keep all members of the division, at all levels of service, informed about issues within the division. The meetings are divided into three groups to get the maximum results from each one. The two IAE Development Days seem to be a particularly efficient way to keep all faculty informed and maintain quality and consistency from course to course. This is important with the number of adjunct faculty used within the IAE division.

This core component states that the division should provide reliable evidence "that clearly inform strategies for continuous improvement." This portion of the core component is not addressed in the narrative for this core component. The IRC would like to have seen some specific examples of ways that the loop was closed and the evaluation processes were used for continuous improvement.

Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The IAE division has a clear view of its mission within the University, and evidence suggests that decisions are driven by the missions of the division and the University. The focus of the IAE division is constantly on providing the best program for their students with the resources that have been provided. The IRC feels that this core component is one of the strengths of the IAE division.

Criterion Three: Student Learning and Effective Teaching

Criterion Statement: The division provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The IRC recognizes that the IAE division fulfills its educational mission through multiple practices. The IRC commends the IAE division for its involvement of adjunct and full time faculty in the development of outcomes, assessment measures, and collection of appropriate data demonstrating an effective practice for analysis and adjustment of learning for its students. The IAE division also demonstrates that collected outcomes data are analyzed to make necessary adjustments in educational practice and teaching behaviors for the benefit of all students. The graduation rate is further evidence that these practices are effective in maintaining quality instruction in the program.

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

The IAE division’s narrative and accompanying documentation provide evidence that articulating program course and education outcomes are a priority in maintaining the quality of their program. The emphasis placed on collaborative meeting time to discuss and adjust outcomes on an ongoing basis strengthens the IAE division. A well articulated consistent program evaluation by students provides support for their evidence of data collection and analysis for program improvement.

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

The IAE division is commended for valuing and supporting effective teaching. The comprehensive list of available adjuncts from both on-campus and surrounding communities indicate some emphasis on building an eclectic group which should benefit the learning experiences of the students. The IRC recommends the list include earned degree descriptions.

Staff development appears to be a priority. Incorporation of numerous opportunities for full-time faculty to develop in ways that will enhance student learning is evidenced through the many descriptive documents describing staff development days and meetings. The IRC recommends an increase in the frequency of adjunct instructor meetings as ongoing staff development opportunities. This could be more beneficial for adjunct instructors professional growth.

Evaluative measures designed to encourage growth and support positive instructional techniques demonstrate the IAE division’s intention to provide a positive teaching and learning environment for students and instructors.

Core Component – 3C. The division creates effective learning environments.

The IAE division narrative indicates active gathering of evaluative information in areas associated with productive student learning. Forms gathering information in seemingly all areas associated with student’s successful learning experiences demonstrate efforts from the IAE

division to continue adjustment and improvement in all areas. The IAE division does mention some difficulty accessing necessary support services during times when most of their courses are offered.

Emphasis on technology usage by instructional staff is important to the division. There is evidence that instructors are encouraged to use the Blackboard platform for instructional delivery whenever possible. Although the IAE division does offer some courses in an online environment, the IRC recommends future planning include further expansion of online learning enabling students to complete a degree in an online environment. Given the number of students attending MNU who return home without completing their degrees, the IAE division's positive contribution to the MNU education zone through online degree completion could enhance the outreach of the university.

Core Component – 3D. The division's learning resources support learning and effective teaching.

IRC recognizes the concern expressed by the IAE division regarding availability of campus resources when IAE division courses are offered. The importance of the availability of university support resources such as library, bookstore, student ID, when traditional students are not on campus is of utmost concern and the IRC encourages the university to address this problem.

The IAE division does provide evidence that they make every effort to aid their learners with technology needs through staff development and use of on-campus technology support. Since adult learning experiences occur during the evening and weekend, students' access to university services and computer labs appears to be an issue that needs the university's support.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement: The division 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.

After review of the IAE division's narrative report, the IRC finds that the division does promote a life of learning for its faculty, administration, staff and students; foster and support inquiry, creativity, practice, and social responsibility; and is consistent throughout with its mission statement. The IAE division has provided sufficient evidence to demonstrate its strengths in this area. The IRC has only a couple of minor recommendations to further support this criterion. The IRC commends the IAE division for its continuous efforts to develop programs that encourage a lifestyle of lifelong learning and inquiry for all constituents involved.

Core Component 4A: The division demonstrates, through the actions of the administrators, students, faculty, and staff that it values a life of learning.

The IAE division's description demonstrates a commitment to a life of learning. The flexible scheduling (i.e., weekends, evenings, online courses) promotes lifelong learning in the nontraditional student population that comprises the majority of students in the program. In addition, the IAE division has obtained the assistance of ancillary departments to support the nontraditional student in the quest for lifelong learning.

While it is noted that professional development opportunities are limited due to budget constraints, the IAE division has been actively involved in faculty development sessions on campus.

The Award of Excellence is wonderful evidence of how the division supports the outstanding performance of students in the IAE program. Criteria for the nomination of students for this award include areas of leadership, scholarship, and service. Public acknowledgement of student accomplishments are recognized in various venues.

The IAE division has a "capstone" project that is based on "real life" experiences. Project Thesis requires students to identify a situation in the work place, research the situation and solutions, and apply this knowledge to their current work conditions. This project is an ideal example of how the division promotes and values a life of learning for students, faculty, and staff. One suggestion from the IRC would be for the division to have examples of prior Project Thesis papers available for the HLC committee to view, and to perhaps have exemplar examples available on-line to students.

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 Project Thesis described above requires the exercise of intellectual inquiry through critical evaluation, literature research, data collection and summary, and final conclusions with recommendations for the work place situation. While this is an outstanding example of this criterion, course descriptions of all MAPP courses also offer support of intellectual inquiry. The appendices demonstrate strong evidence reinforcing this criterion.

The IAE division does support the acquisition of a breadth of knowledge through its program requirements. MAPP courses are offered through the division to meet general education requirements and the needs of the adult learner through flexible scheduling and advising.

Learning outcomes are well-defined in the appendices as well as a schedule for reviewing the division mission, MAPP courses, and other required courses. Students are encouraged to incorporate life experiences into classroom discussions and activities. There is sufficient evidence in the appendices to support critical thinking and experiential learning as a basis for this program. The IRC commends the IAE division for all of its work on program outcomes and evidences demonstrating how those outcomes are met. The IRC recommends that an example of a Project Thesis be included in the appendices (or cross-referenced) as an example of how the division demonstrates linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

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

The appendices support that the IAE division regularly evaluates and reviews courses for necessary updates. In this way the division states that it uses a feedback loop from program evaluations and from the final evaluation in Week 50. Books are updated as editions change and curriculum revisions are conducted in response to these evaluations. The IRC recommends that specific examples of changes that took place based on course evaluations or program evaluations be provided in the appendices.

Courses in the MHR program intentionally include discussions of diverse populations in the work force as well as work-related methods of dealing with diverse populations. The IRC recommends that the division include examples of how curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of knowledge and skills gained. Perhaps this information could be cross-referenced with information in criterion 5D.

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

The main evidence supporting this criterion is Project Thesis. The components of this project do require that students acquire, discover, and apply knowledge responsibly. Other research in the division include evaluation forms and surveys. One recommendation of the IRC is to supply evidence that the division provides effective oversight and support services to ensure the integrity of the research and practice conducted by its students.

Criterion Five: Engagement and Service

Criterion Statement: As called for by its mission, the division identifies its constituencies and serves them in ways both value.

The IRC finds that the IAE division demonstrates that it learns from its constituencies and seeks to serve them by engaging them through various research tools. The IAE division has presented the IRC with adequate evidence to demonstrate its responsiveness to its constituencies. The IRC recognizes that the IAE division is known for its close relationship with its students. The evidence supports the fact that the IAE division listens to its constituency groups and responds with new programs or designs in order to better serve its students and the community. The IAE division serves as a role model to other departments of the University by its intentional service to its students and responsiveness to their needs. The IAE division is consistent with its stated mission to provide the best education and service that can be provided with the resources available.

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

The IAE division demonstrates its desire to learn from its constituencies. The fact that the IAE staff is cross-trained in order to better serve the needs of its students is one example. Appendix E illustrates their desire to listen to the students. The Week 50 evaluation form looks at the total program. Student Services, the Cashier's office, the Registrar's office, and the Career Center are important aspects in meeting the needs of students in the IAE program, though they are not under the IAE umbrella. Each class is evaluated as well and the IRC recommends this form to be included in Appendix E. The IAE division also does a good job of gaining input from students in regard to policy changes. An example of a recent policy change is included in Appendix E. This demonstrates a way in which the IAE division analyzes its capacity to better serve its students.

The IAE division identifies the fact that it serves a diverse population. Appendix E illustrates the demographics of the population of the University and IAE in particular. The report states, "...the division personnel are always aware of the differences and similarities of student and potential students and react accordingly." This statement is clear in its intent, yet it does not provide evidence of how this is implemented.

Core Component 5B: The division has the capacity and the commitment to engage with its identified constituencies and communities.

The IAE division is different from the other undergraduate divisions in that all of its students live off campus and are older than most traditional students. The IAE division faces a challenge in engaging with its constituencies. As stated in the report, "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."

The report does document activities that the staff is involved with as volunteers. They are to be commended for their work in various organizations. The Project Thesis is one key way the IAE division connects with its constituencies and is mentioned in another section.

One area that the IAE division indicates it is lacking is with the loss of a faculty member who was not replaced. This has created a problem in that the other members of the staff have to do extra work to cover for this loss. The University should evaluate this situation and add an additional professor when resources become available.

Core Component 5C: The division demonstrates its responsiveness to those constituencies that depend on it for service.

The Director of Admissions and Associate Director of Admissions for adult programs belong to the Kansas City College Admission Professionals which works with area institutions in order to arrange educational fairs which benefit the constituencies of IAE. The IAE division also works with other institutions in order to have a seamless transfer program. The IAE division should be commended for this work which makes it much easier for students to transfer courses and be served in an effective manner.

The IAE division should be highly commended for its relationships with the community and its leaders. Through the adult programs (IAE and graduate programs), MidAmerica Nazarene University receives much attention in the community. IAE serves the community well by educating local employees who are able to better their careers and at the same time help local businesses be more successful. The report also provides a good list of community leaders who have supported MNU through the IAE program. Because of the good education their employees receive at MNU, the employers and community leaders highly support the IAE program. Several local businesses, including Sprint, encourage their employees to attend the IAE program in order to finish their undergraduate degree.

Because of IAE's responsiveness to the needs of adult learners, word-of-mouth is one the best marketing tools for the program.

Core Component 5D: Internal and external constituencies value the services the division provides.

The IAE program collects evaluations after each course and at the end of the program. An example of the Week 50 evaluation is provided. The IAE program should be commended for the careful work it does in being responsive to its students.

The IAE division has served its internal constituencies quite well by allowing many employees of MNU to earn undergraduate degrees. This is a great asset to each person as well as to the institution as a whole.

A major way in which the IAE division serves the external community is through the project thesis. This is a year long project which includes a component from each course. Most often, it addresses an issue from the student's work setting. The report lists examples of how this project has impacted the community, a non-profit business, or a local business. The IAE division should be highly commended for this valuable service to the community. MNU employees who have graduated from the program have also benefited the institution with these projects.

Note on Process:

The Internal Review Committee (IRC) for the Self-Study of Innovative Adult Education held its first meeting on November 9, 2007. During this meeting, copies of the IAE division's narrative and supporting documents were distributed to the IRC members and a plan for review was established. The IRC members were assigned individual Criterion as follows: Criterion 1 – Cayla Bland; Criterion 2 – Rick Badley; Criterion 3 – Martin Dunlap; Criterion 4 – Delia Pittman; and, criterion 5 – Mike Gough. In preparation for the IRC's second meeting, each member was asked to read the entire report and then to concentrate on his/her assigned Criterion. The IRC's second meeting was held on December 12, 2007. The purpose of this meeting was two-fold; first, to engage the IRC members in a discussion of their initial reactions to the report as a whole and, second, to hear initial comments on the criterion assigned to each member for in-depth analysis. The IRC's third meeting was held on January 29, 2008. At this meeting each Committee member presented his/her analysis and preliminary Criterion report after which the Committee reached conclusions regarding the report in its entirety. The IRC members were asked to revise their Criterion reports according to the consensus of the IRC and to present their revised Criterion reports at the scheduled February 19, 2008 meeting. At the February 19th meeting, the IRC members reviewed revised Criterion reports and solidified conclusions regarding their overall assessment of the program's adequacies and deficiencies in fulfillment of each of the Criterion. The IRC members also submitted a *bullet-point* list of strengths and opportunities for growth in electronic form to the IRC Chair for inclusion in the final report. The IRC final report was submitted to Mark Ford, Chair, MNU's Outcomes Assessment Committee, on Monday March 3, 2008. The report was submitted in both electronic and hard-copy form.