



## Chapter 4

MINI CASE STUDY



Criterion Two: **Preparing for the Future**

## CHAPTER FOUR: CRITERION 2 - PREPARING FOR THE FUTURE

*MidAmerica Nazarene University's allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future Challenges and opportunities.*

### Introduction

Leadership and strategic planning is not about fixing the present but preparing for the future. “Simply put, strategic planning determines where an organization is going over the next year or more, how it’s going to get there and how it’ll know if it got there or not.”<sup>1</sup>

### Core Component 2A

*MidAmerica Nazarene University realistically prepares for a future shaped by multiple societal and economic trends.*

### Primary Strategic Objectives

In his first presidential address to the Board of Trustees on November 16, 2005 President Robinson, outlined his vision for the future of MNU. The five strategies for MidAmerica Nazarene University’s future are:

1. Achieving academic excellence in every program;
2. Developing a vibrant, mission-driven enrollment among old and new constituents;
3. Creating a 21st-century campus for academics, community life, and athletics;
4. Ensuring institutional viability with financial stability;
5. Solidifying our institutional identity, including our unwavering commitment to be a thoroughly Christian liberal arts university in the Wesleyan-Holiness tradition.

Later, these five strategies were streamlined into three key challenges which face the University. Item 4 is the financial challenge, item 2 is the enrollment challenges, and Items 1, 3 and 5 above were consolidated into the quality challenge. All university planning and action items must be linked to one of these three priorities.

**Financial Challenge:** Ensuring institutional viability with financial stability will require the following tasks:

- Expense reduction and containment
- Increasing revenue streams
- Restructuring the debt

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1 Carter McNamara – “Strategic Planning in Nonprofit or For-profit Organizations” (1997-2007)

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- Increasing salaries and wages
- Balancing the budget and practicing institutional discipline
- Building reserves (\$5M)
- Eliminating short term borrowing (in 5-6 years)

**Enrollment Challenge:** Maximizing the present and reaching the future will require the following:

- Increasing enrollment with a limited denominational pool
- Reaching new constituents who fit MNU's mission
- Retaining students during economic stress and decreasing student loan options
- Increasing efforts in marketing, recruiting, admissions, registration, and retention
- Stringent institutional assessment and analysis
- Extensive market research
- Defining the MNU experience
- Creating a comprehensive branding and marketing strategy

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**Quality Challenge:** Comprehensive Institutional Excellence involves the following tasks:

- Keeping the promise of quality Christian higher education
- Strengthening the culture of constituent service
- Orienting ourselves for continuous improvement
- Defining excellence and pursuing it.
- Acting on the 2007 Culture Survey and its "hard" data
- Developing comprehensive performance management systems
- Exploring scholarship
- Seeking academic excellence
- Redefining faculty development

## Planning Structures

Significant planning structures exist which help the University prepare for its future and to forecast major societal and economic trends in a way which is consistent with the three key challenges.

The current structures include:

### *The Board of Trustees*

The Executive Committee of the Board of Trustees is the central body of the Trustees that acts in a planning role. The committee meets three times a year and is composed of eight elected members. Executive Committee meetings are not simply reactive in nature but include input from the president and vice presidents. The frequency and nature of Executive Committee meetings lend themselves to strategic planning. The Executive Committee has been heavily involved in the current financial situation. President Robinson is in dialogue with the chair of the Board of Trustees about potentially moving one out of every four Board meetings off campus and centering its focus on strategic planning. His plan for the future is that the whole Board of Trustees should become more involved in planning, structuring meeting agendas, and a wider



*The Faculty Handbook is available in the physical and virtual resource rooms and on compact disc.*

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range of dialogue with campus constituents. This paradigm shift expands the role and function of trustees to include strategic planning and generative thought in addition to their fiduciary responsibilities. The transition to this format and paradigm has begun with a revision of new trustee orientation and the consideration of the whole Board of Trustees concerning a trustee job description and expectations. The challenge is to engage the Board in a proper balance of policy and implementation, avoiding management.

Each of the five vice presidents works with the Board of Trustees to provide information and feedback for the ongoing planning process. The five trustee committees are: Enrollment Development, Student Development, Finance, University Advancement, and Academic Affairs. Last year a change was made so that each vice president actively engages his or her committee chairperson in the formulation of the meeting agenda. Further, vice presidents have been instructed to include trustees in strategic planning groups within their areas. In certain instances, trustees are included via teleconferencing in these planning sessions.

### ***The President's Cabinet***

The President's Cabinet carries out formal and informal modes of preparing for the future by conducting an annual budgeting process, planning for long range construction projects and developing new programs and initiatives. The Cabinet is the final gatekeeper for approval of operational policy and practice. This group is also moving towards a more strategic approach. Dr. Robinson would like the Cabinet to look at direction versus detailed operations, and to be involved in the non-legislative process. During the spring 2008 semester, the Cabinet met weekly (outside of regular cabinet sessions) to work on the priority challenges emerging from Team MidAmerica, the Strategic Positioning Committee and the President's office. The Cabinet is moving towards discussion and integration of current issues versus the previous approach of individual cabinet members presenting reports.

The Cabinet is working together to achieve unified goals instead of having separate silos for each area. This integration is illustrated by a recent discussion which led to moving counseling to the Student Life Center to create a Wellness Center. The Student Life Center is a centrally located office that serves many other functions and offers students more anonymity when coming to the Wellness Center. The Cabinet discussed the affect of this change on other offices and what was best for the University. There was also discussion about a potential move of the Campus Bookstore or the Admission Office to Dobson Hall. This would provide more room for these departments and the opportunity for other amenities and services. After a cost-benefit analysis, the Cabinet decided to leave the Bookstore and Admission's office in their current locations. It was determined the best use for Dobson Hall was the Graphic Design and Visual Arts program. Campus Center received a facelift to accommodate the needs of Admission's and the Wellness Center. This plan was enacted in the summer of 2007 and was fully implemented by August 2008. An area for ongoing improvement is for the Cabinet to continue to bring resources to the table and discuss the

campus wide impact of decisions.

The Strategic Initiatives Plan was updated in March of 2008 with revisions that included new proposals and updates to the items that have been completed or modified. University Advancement has set a goal for the MNU Foundation to increase the total assets from its current \$17 million to \$20 million in 2010 and \$25 million by 2015. University Advancement is in the silent phase of fundraising for the Business and Leadership Building, having raised a lead pledge of \$4 million toward the total estimated cost of \$8.5 million. The initial design is complete and the goal is to have the building started by 2010 with the Campus Center expansion project underway by 2012. A \$1 million pledge has been received for that project.

### ***Team MidAmerica***

This group used to be a key component of the strategic thinking and planning process of the University during the late 1990's and early part of the next decade. The group was composed only of budget managers. The original purpose of Team MidAmerica is stated in the Faculty Handbook. Its purpose was "to provide a broad-based perspective, feedback and input core for the entire strategic process. The process of arriving at the strategic initiatives and the implied action plan was to involve a broad segment of the educational community. Team MidAmerica, a representative group of faculty, staff and students, met regularly for strategic planning."<sup>2</sup> Dr. Robinson first used the Team as a prioritization and benchmarking body. However, the president found the Team to be too large and unwieldy to function as a strategic planning body and is now looking to the Cabinet, ad hoc groups, and the Board of Trustees for strategic planning initiatives and discussion.

Currently, Team MNU is not an active strategic planning body and has been re-purposed as the internal communication hub of the University. Team MNU ensures adequate and accurate information flow in terms of what is going on and why. It provides a venue for face-to-face communication and feedback between administration, faculty, staff and students. Team members are the eyes and ears of the institution, and receive input from and provide feedback to all units. For example, when the Associate Student Government proposed an "Internet fast", questions arose in Team MidAmerica regarding library and instruction related issues. Team MNU discussed these concerns. Other strengths of the Team MNU structure is the ability to consider both academic and non-academic issues and providing a place for staff to provide input and receive campus wide information.

Opportunities for further improvement of Team MidAmerica exist. Because of the original composition of budget managers, Team MidAmerica was weighted heavily towards administrators and directors (staff). There is a need to review the current composition to determine its effectiveness to include more faculty and student representation. Another recommendation under review is to determine whether all directors from an area need to be members of Team

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2 Faculty Handbook 1.6.4

MidAmerica.



*Strategic Positioning Committee documents are available in the resource room.*

### **Strategic Planning Committee**

An ad hoc planning committee was formed in March 2007, consisting of two members of the Board, the president, vice president for finance, and an accounting professor who is a CPA with financial analysis experience. The result of these meetings was the recommendation of the formation of an ad hoc Strategic Positioning Committee (SPC) whose purpose was an evaluation of the allocation of financial resources and staffing. The committee’s mandate was to explore relevant data and make recommendations to the president, President’s Cabinet and Board of Trustees for the fulfillment of MidAmerica’s mission with responsible financial management. Composed of fourteen employees from all areas of the campus community, this committee provided a diverse knowledge base. The desired results were effective and efficient operations with competent and motivated personnel and consistent positive cash flow with adequate reserves. Recommendations were to include elimination or addition of programs, elimination or reassignment of personnel, and the review and/or revision of structures, policies and practices.

The Strategic Positioning Committee’s activities centered around the following issues:

*Table 2a-1: SPC Agenda*

<b>Focus</b>	<b>Questions</b>
People	Do we have the right people? Do we have the right amount? Are the right people doing the right things?
Product	Our product is education. Customers <ul style="list-style-type: none"> <li>• undergraduate</li> <li>• graduate and adult</li> </ul> Quality of product Marketplace <ul style="list-style-type: none"> <li>• Real Competition</li> <li>• Segmentation</li> </ul>
Processes	How do we “make” our product? <ul style="list-style-type: none"> <li>• To meet the needs of our stakeholders?</li> <li>• To be excellent and innovative?</li> </ul> How do we market our product <ul style="list-style-type: none"> <li>• To our customers?</li> <li>• To our community?</li> </ul> How do we support our customers?
Culture	Alignment Accountability Action oriented Data driven

Benchmarking efforts are still inadequate but are now being addressed by the President’s Cabinet, ad hoc committees and the Board of Trustees. The reports of the Strategic Positioning Committee were submitted to the Board of Trustees for future planning. More information on the Strategic

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Positioning Committee is included under financial resources later in this section.

## Planning Documents

The University has six major planning documents: 1) a physical master plan which includes a prioritized plan for building construction; 2) an academic master plan, Next Steps document, which outlines goals and initiatives for academic divisions; 3) an enrollment management plan establishing the optimal number of students and determining a plan to integrate graduate and professional programs with traditional undergraduate programs; 4) a university advancement plan; 5) a financial plan which includes short term debt and financial stabilization, how to structure and make monthly and annual decisions; 6) a strategic initiatives plan which outlines the major goals of the cabinet for the University.



*Institutional planning documents are available in the physical and virtual resource rooms.*

One area for improvement that the self-study community advisory group recognized is the need for a human resource plan for the University. This should include a performance management system, staffing levels and replacement charts as the institution looks to the future, expands academic programs, and expands related student support services. With regard to enrollment and fundraising plans, a faculty representative to the stakeholder advisory group also pointed out that the faculty are willing to assist in this process and have been involved in the past.

A 2008 HLC focused visit team report found that MNU presently has no written technology plan. MidAmerica acknowledged the team's concern that it must formalize its technology plan and that it must address the particular requirements of online course/program delivery. In response, a six member task force was organized and deployed to create a five year technology plan for the University. The plan will guide the development of hardware, software and human resources as they relate to institutional and educational technology at MNU. The president has authorized a comprehensive outside technology audit to serve as a starting point for the work of this task force. The five year plan will address the issues of electrical power backup and redundant servers noted by the visiting team.

## Processes Linked To Planning

While planning structures, committees and documents are critical for effective planning, it is equally important to demonstrate that processes exist which inform this planning. Program review and the assessment system are two mutually supporting methods of continuous improvement at MidAmerica Nazarene University. Program review is undertaken every five years to encourage self-study and planning within units. A planning document<sup>3</sup> exists which provides the philosophy, structure and timeline for program review at MidAmerica. The purpose of program review is unit-level improvement through a systematic, cyclical review process. The structure of the review is based upon The Higher Learning Commission self-study questions but the questions are re-written so that they are appropriate for department level analysis. The process assists each office in evaluating the strengths and weakness of each of its department with relationship

<sup>3</sup> View program review planning document at [www.mnuprogramreview.wiki.zoho.com](http://www.mnuprogramreview.wiki.zoho.com).

to program relevancy and provides a basis for assessing current issues and needs and making recommendations for future directions. The review results in recommendations for program development and, where appropriate, modification. The goal of this progression is to promote and maintain quality, efficiently administered offices and programs. Program review serves as a planning document for the office under review. The unit and the University use the results of program review as a guide for decisions concerning resource allocations, staffing, admissions standards, curriculum content, and other related matters. Recommendations based on program review are considered in relationship to availability of resources, institutional mission, and master planning goals.

Assessment works in conjunction with Program Review to continuously improve the effectiveness of MidAmerica Nazarene University. The University has an assessment planning document which provides an overview of the philosophy and structure of assessment at MNU. The Student Learning Assessment System is utilized for the assessment of and improvement in student academic achievement at MidAmerica Nazarene University and is comprised of four major processes (Planning, Implementation, Measurement, Assessment). Each process feeds into the next process and is used as a continuous cycle to maintain strengths, correct weaknesses, and continuously improve the curriculum and co-curriculum. For a full discussion of assessment see Core Component 2C, pp. 77-80; Core Component 3A, pp. 86-100; Core Component 4B, pp. 146-149; and Core Component 4C, pp. 154-155.

Inherent in these two plans is the requirement that these processes contribute to self-regulation and ongoing program revision through effective feedback and accountability mechanisms.

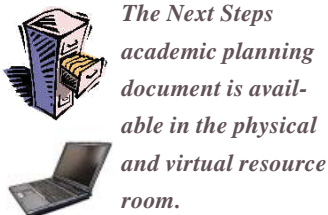
### ***Unit Planning Activities***

Each office is responsible for developing planning documents which drive their activities and which connect to and support institutional plans.

The specific plans of academic departments flow from and align with institutional goals which are expressed in the Next Steps<sup>4</sup> document. Academic units are also required to provide a summary of their planning activities in the annual report submitted to the vice president for academic affairs. The Religion Division is a good example of how the Next steps document is used as a planning guideline. This division has historically carried a proportionally heavy load within the total University academic framework due largely to the fact that the division offers four mandatory general education classes required of all MNU undergraduate students. The division has been able to maintain with integrity its general education responsibilities while at the same time handling the appropriate array of major classes. By using the faculty handbook formula and documenting their activities in the Next Steps planning document, the division was able to make and document its plan to hire an additional full-time professor to better serve its students.

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<sup>4</sup> *Next Steps: Goals for Academic Affairs*, is available in the virtual resource room in the strategic planning [documents folder](#).



The Division of Nursing also illustrates how planning at MidAmerica meets the changing demands and needs of society. Within the Division of Nursing, capacity issues are at the forefront of nursing faculty concerns. Media attention to the nursing shortage has created demand for nursing programs. Faculty have been dealing with the issue of capacity by increasing the number of lab sections, filling one full-time position that had been deleted, hiring clinical teaching associates to accommodate more clinical groups, rearranging the scheduling of home health and community service clinicals, and dealing with the tension of providing optimal learning activities with increasing numbers of students in classes. In Fall 2006, nursing was the largest traditional undergraduate major<sup>5</sup>. To address the growing number of nursing majors, the Nursing Division planned for and hired a BSN completion program coordinator in the Spring of 2007. However, the BSN completion program solution did not solve the capacity demands of the traditional program. The Nursing Division had to create specific planning documents<sup>6</sup> to help it manage projected workloads. Assigning credit for clinicals involving indirect supervision varies each year depending on how many students the division actually has in the senior year, the location of various clinical sites so that faculty are not spread over such a wide geographic area, and specialty areas selected by seniors in their Nursing Internship experience.

The Graduate Studies in Education department has used research to implement new programs including the ESOL endorsement program, and revision of the masters program to align with national standards

The Office of the Registrar determined through their assessment model planning that 75% of the transcripts received were not being evaluated within five working days of receipt. Their study also showed that only 86% of the transcript requests were processed within five working days. The office was able to take advantage of this planning document by hiring a full-time technology coordinator to implement transfer articulation functionality to increase productivity. They also adjusted the staff work load to allow the staff member responsible for transcript requests the ability to process requests within five working days.

The Student Development administrative unit uses assessment documents, minutes, and other written sources as planning tools for the wide array of programs, services, policies, and activities it provides to constituents. The assessment documents for Student Development administrative sub-units contain objectives which measure the enduring and essential aspects of their current capacities. Likewise, each department demonstrates their capacity to fulfill its current, specific goals by devising plans through which they will achieve them. Minutes from various committees and groups within Student Development constitute written records for this planning. Examples include minutes from the Residential Life Team (RLT), the Student Life Council (SLC), Associated Student Government (ASG), and Residence Hall Council (RHC).



*Minutes from: Residential Life Team, Student Life Council, Associated Student Government and Residence Hall Government are available in the virtual resource room.*

<sup>5</sup> MNU Databook 2006, p. 52

<sup>6</sup> Nursing Division's responses to criterion two committee questions, p.1. This document is available in the criterion two file in the physical resource room.

In 2005, the Humanities Division developed a new theatre major in conjunction with the University's plan to complete the Bell Cultural Events Center (BCEC) in the fall of 2007. The Humanities Division's Theater Department was instrumental in the planning and development of the space needs and design for the new program. The theatre program director was on the original (BCEC) architectural committee, serves on the BCEC Executive Committee, developed the theatre major requirements, and guided the division through the academic approval process.

The development of the Masters in Pastoral Leadership also illustrates how MNU solicits input from constituents and responds to suggestions regarding new initiatives. Research was gathered from talking with pastors at district assemblies and retreats, surveys conducted at conferences, and e-mail surveys distributed to district superintendents and pastors. Consideration was also given to graduate programs already in operation. Data collected indicated that primary concerns pertained to the cost of a program and availability in hard to reach areas. Based on the discoveries that pastors' concerns related to helping the church be more responsive and effective in their unique setting, the Pastoral Leadership in Community Context degree was developed. This degree will focus on sociological, psychological, and theological necessity to understand both the dynamics of community building and the strategies for responsive ministry in communities. More information on this proposed degree is included with the requests for institutional change in Chapter Nine and Appendix One of this report.

### **Planning for Diversity**

In August 2003, a diversity task force was organized at MidAmerica Nazarene University. The task force was comprised of volunteers from a cross section of students, faculty, staff, alumni, and community leaders. One of their first tasks was to assess the attitudes, perceptions, and climate of diversity among students. From this information, recommendations were made which provided key objectives and direction to the task force.

When Dr. Robinson became president in 2005, one of his key initiatives was that MNU understand and embrace its function in a multicultural society. The cabinet and the Board of Trustees saw the need for an assistant to the president for diversity and cultural competency. This position reports directly to the president of the University in order to emphasize the significance of diversity. The assistant to the president was charged with guiding the University's efforts to increase levels of awareness and engagement in the growing diversity represented on campus.

The University diversity committee (formerly the diversity task force) is now one of the University's administrative standing committees. Its members are appointed by the president and are to represent the full range of University constituents (e.g., administration, staff, students, community). Primary responsibilities of the committee include:

1. To plan, sponsor and promote multicultural events which enhance multicultural understanding and communication, diversity competencies, and non-discriminatory actions.

2. To conduct campus-wide assessments of faculty, staff, and students to determine whether persons are treated fairly, without discrimination in regards to race, gender, religion, age, color, national or ethnic origin and/or disability in practices related to admission, academic services, community life, retention, recruitment, hiring, promotion, and salary considerations.<sup>7</sup>

The assistant to the president is charged with the responsibility of planning and implementing institution-wide cultural competency education for faculty, administration, staff and students. The goal of these educational activities is to move from diversity awareness through diversity sensitivity to diversity competency. The expectation is that all personnel will be involved in at least one cultural competency educational experience annually.

The diversity committee and assistant to the president have implemented several initiatives including the establishment of a minority student scholarship, the formal celebration of Martin Luther King Day and a partnership with the city of Olathe to provide a forum for cultural learning. They work to create awareness of multicultural issues through dialogue and training efforts, events that educate the campus community, and the creation of practices and improvements in all institutional settings that emphasize sensitivity and are inclusive in nature.

In 2007, the president and special assistant to the president formed a community advisory council composed of persons within the broader business and civic community to provide both perspective and advice concerning the University's diversity practices and the University's position among the various ethnic communities in the Kansas City metro area. The advisory council has provided significant consultation concerning hiring practices and the involvement of influential community leaders in University academic programs and activities.

The planning activities of specific departments dovetail with the overall institutional emphasis on diversity planning. Student Development's Community Life Committee has planned and implemented multiple coordinated efforts with the Black Student Union (BSU) which culminated in a planning day and other scheduled activities and efforts grounded in our appreciation of the diversity we engage in our campus community.<sup>8</sup>

The Spiritual Life Office has increased its intentional planning of and contributions toward social justice causes such as the MNU AIDS project<sup>9</sup> and many international causes and crises as an extension of MNU's global mission and our desire to educate and involve students beyond the cultures they have known. To that end, Spiritual Life, with the assistance of key faculty members, administrators, and Community Life, have purposefully planned for chapel speakers and multicultural experiences during chapels that demonstrate multicultural, cross-cultural, and diversity perspectives that provide richer co-curricular experiences for students, staff, faculty, and administrators.

7 Faculty Handbook 1.7.3

8 Student Development's responses to criterion two committee questions, p.2. This document is available in the criterion two file in the physical resource room.

9 Id. at p.2 and Appendix 3.

The Division of Nursing also aligns its specific diversity plans with the overall institutional plan. Affiliations with various clinical settings are designed to provide cultural experiences for students which are different from the suburban Johnson County and include: Duchesne Clinic (serving primarily a Spanish-speaking population), Guatemala Widows and Orphans Program, Health Partnership of Johnson County (serving an un- or under-insured population), the Kansas City Rescue Mission (serving the homeless population), and Truman Medical Center (serving an inner city population).

The Education Division's ESOL endorsement program focuses strongly on diversity and the achievement of non-English speaking students in the Olathe School District. This Division also works through its planning processes to place practicum students in Title 1 schools that have a high ethnic diversity.

Faculty of minority cultures have been encouraged to apply for Innovative Adult Education (IAE) faculty positions and have been hired to teach in different areas of the programs. More so than the traditional programs, the IAE Division is diverse in its student population as indicated in the demographics report.<sup>10</sup> MNU provides sign language and Spanish interpreters at new hire orientation. Spanish speaking training is also offered in Facility Services. With many Hispanic people in its employ, the institution wants to be sure they are properly trained and assimilated into the workplace.

In 2008, MNU partnered with the City of Olathe to host the African American History Month Lecture Series. The University is also partnering with the City of Olathe to host the Cultural Learning Links which are panel discussions about multiculturalism and diversity issues in the city and surrounding metropolitan area.

The University is one of the primary sponsors and participants in Olathe's Americana Jubilee, a city wide celebration of the diverse ethnic and cultural communities among the citizenry. Additional information regarding MidAmerica's commitment to diversity can be found in Core Component 1B, pp. 33-36.

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### **Planning To Preserve Historical Heritage**

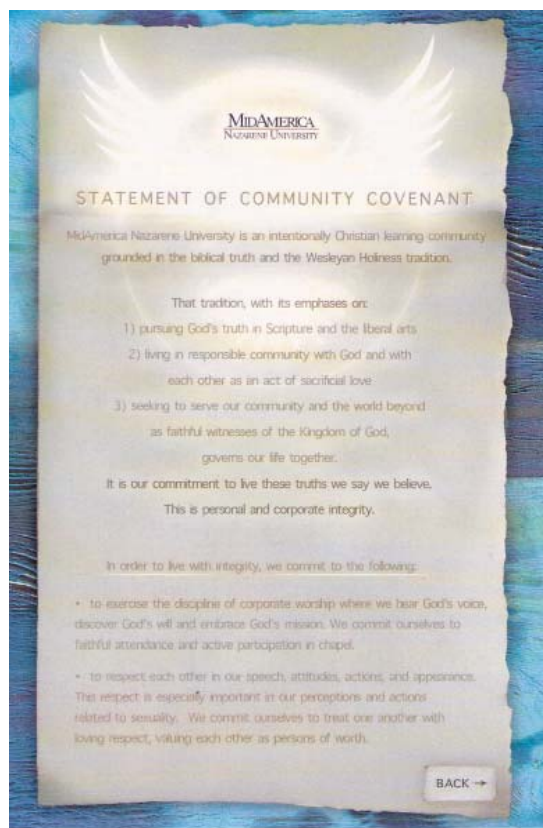
As a Nazarene institution of higher education, it is crucial to identify, preserve, emphasize, and continue the core aspects of our history and heritage through programs, services, and personnel. This is accomplished through the following:

1. Appreciation for the worth and dignity of all people
2. Participation in Christian worship, ministry, discipleship, and service
3. Commitment to the co-curricular education of students

<sup>10</sup> 2008 MNU Databook, p.30.

4. Development of the whole person
5. Grounding in the Wesleyan-Holiness evangelical tradition

More specifically, we ensure that core aspects of our identity are preserved for our students. The transformation of students' lives is facilitated by experiences, policies, services, mentoring, and the communication of expectations that are grounded in our Christian faith. This begins with the signing of the "Community Lifestyle Covenant" by each traditional student during the new student orientation process.



 *The full Community Covenant is available in the virtual resource room.*

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The historical perspective of the University – the Wesleyan-Holiness tradition – is appropriately maintained by the Religion and Philosophy Division in its course offerings that are permeated with historical and theological anchor points that define the University's mission and vision. The traditional Nazarene history class, CHST 3003 Nazarene Heritage, is a core class for all Religion Division majors where the Nazarene denomination's unique history and beliefs are studied through class presentations, key texts and on-site visits to some of the international offices of the Church of the Nazarene.<sup>11</sup>

All MNU faculty members, by signing their employment contracts, agree to ascribe to the doctrines and standards of the current *Manual* of the Church of the Nazarene and agree to

<sup>11</sup> Division of Religion's responses to criterion two committee questions, p. 28. This document is available in the criterion two file in the physical resource room.

exemplify personal, moral, and religious conduct that is above reproach.

Another activity that exemplifies the maintenance of MNU's historical perspective is the chapel program. Chapel has recently been redesigned to reflect a new menu of options and activities in order to be responsive to student need. Three weekly chapel services provide occasions when the various segments of the University can join together for worship, instruction, and encouragement to serve. MidAmerica is committed to being both a learning and faith community and chapel services are designed to provide an opportunity to contribute to the integration of faith, learning, and living. Regularly scheduled Campus Community Chapels attended by employees from across campus, are a means of encouraging and continuing the institution's evangelical traditions and educating new members of the campus community about its Christian heritage.

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While non-traditional adult students at MNU are not required to attend chapel, there is a strong emphasis placed on values and ethics within each curriculum. In the management and human relations major, an accelerated degree completion program for adults, Biblical Perspectives and Personal and Social Values classes are required. Professors are encouraged to begin classes with a devotional, scripture reading, or prayer.

In light of the positive commitments of the Community Covenant our core identity is reinforced through the redemptive nature of the student judicial process. It is expected that many students will struggle with personal values and lifestyle choices during college years. MNU desires to be sensitive to this particularly during the disciplinary process where it provides supportive counseling necessary for constructive personal growth. The student judicial process is distinctive and has been used as a model by other like institutions. The judicial process allows for a hearing with regard to disciplinary situations.

The University also intends to preserve the residential emphasis of our identity and to generate new initiatives that will strengthen residential life. Student Development has initiated a new residential scholarship aimed at students who may not be able to either return to school or live on campus without this help. To encourage learning in the residence halls, two new programs have been implemented, Life University and Women's Symposium. Life University is "a light-hearted informative conversation about real-life stuff that matters", such as finances, relationships, and preparing for employment after college. The Women's Symposium is aimed at helping women lead a balanced life, exploring issues such as body image and transitioning to life after college. The residence halls at MNU are meant to provide more than a place for sleep or studies. They exist to provide an environment for personal growth. The learning which takes place outside the classroom is of equal value to that within the classroom. By living together, students are exposed to people with different backgrounds, habits, ideas, personalities, and ways of meeting needs. Through the process of learning to live with different people, students learn more about themselves.

## **Analysis of Planning Effectiveness**

Much of the foregoing narrative of this section of the report has provided a careful description of MidAmerica's planning structures and processes. The purpose of this section is to examine the effectiveness of planning at MNU. A review of planning activities at MNU indicates a mixed bag of strengths and weaknesses. Planning documents and meeting minutes of key committees were inspected and reveal that planning for the future is taking place. While it is possible to establish that planning is occurring, in some cases there is room to add specifics to the planning process such as metrics, action items, timelines, phases, etc. An additional indicator that the planning process is working is that the University is able to demonstrate success stories derived from previous university-wide planning cycles. Planning results are perhaps the most important measure of effectiveness. Please see Core Component 2B, pp. 75-77, for a discussion of planning successes. In contrast, conclusions drawn from the analysis of the *Best Christian Workplaces Survey* indicate that the University can do a better job of managing the organization "as a whole" through the development and implementation of strategic performance goals. While these issues were not at the top of the list of the comparable institutions either, the gap in the way in which the items were rank ordered indicates the need for additional attention by the institution. See Core Component 1D, pp. 39-41, for a full discussion of the *Best Christian Workplaces Survey*.

## **Core Component 2B**

***MidAmerica Nazarene University's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.***

Through out its forty year history, the University has faced cash flow pressures that have challenged its ability to continue to carry out its mission. In spite of this, MidAmerica has persevered to provide quality educational programming due to the commitment of its faculty, staff and key supporters. Much of the financial stress has been caused by the need to maintain and expand the viability of its growing physical plant.

## **Human Resources**

MidAmerica Nazarene University's human resources are one of the greatest assets of the University. The University's faculty and staff are committed to the mission of the University to educate and prepare students for a promising future. In 2001, MidAmerica hired a full-time human resources director to centralize the hiring process, create employee development programs, improve employee relations and enhance employee benefit packages through strategic planning. The Human Resources Office ensures that MNU adheres to governmental regulations by establishing appropriate policies regarding hiring, promotion, discipline, separation, non-discrimination, equal opportunity, etc.. In 2004, a part-time payroll associate position was added to provide additional resources in order to process payroll effectively. This became a full-time position in the summer of 2008 due to the increased work load in HR and the need for additional accounting support.

However, one of the greatest strengths is also one of the greatest challenges. As the educational environment continues to change, MidAmerica has struggled at times to adapt quickly to these changes. As new programs and buildings have been developed there has not been enough funding to increase the support staff, sometimes causing a decline in morale due to overwork. While the following table indicates that student-to-faculty ratios have declined over the past four years, the University should conduct a study to determine whether the correct number of faculty are deployed in each discipline.

*Table 2b-1: Faculty Staffing And Enrollment*

	1999	2002	2003	2004	2005	2006	2007	2008
# of full-time faculty	79	59	76	76	86	86	86	84
# of part-time faculty	48	98	88	96	84	98	97	99
FTE faculty	92	101.5	106.7	108	113.2	111.1	108	107.5
FTE students (Fall)	1400	1662	1661	1774	1615	1624	1573	1602
Student headcount (Fall)	1559	1825	1925	1985	1779	1823	1720	1743
FTE student/FTE faculty	15.21	16.37	15.56	16.42	14.26	14.61	14.56	14.90

Table 2b-1 is an analysis of faculty staffing in relation to enrollment. The ratio of FTE students-to-faculty reached maximum efficiency in 2004 and has declined since that time.

MNU helps employees succeed by providing financial resources for staff and faculty professional development. For a full discussion, please see Core Component 3B, pp. 106-110, and [Core Component 4A, pp. 136-138](#).

As technology has evolved and increased in magnitude across the campus, additional staff has been added to the Information Technology Office and job descriptions have been changed and human resources have been added to adapt. As more students bring computers to campus, more resources were needed to relieve an already strapped IT staff to provide support for students, faculty, and staff. In 2001, a user support analyst was added to accommodate this need. A “best practices” approach to administrative software required additional solutions to be added to increase productivity for Admissions and University Advancement. IT responded in 2003 by reorganizing to make room for a database programming analyst position to assist in writing software code to integrate disparate software systems with Banner™ administrative software. Responsiveness to faculty technological issues and problems is a high priority. Because of increased classroom technology and the inability to respond to technology issues in a timely manner, an additional user support analyst was hired in 2006 and a web designer was hired in 2008.

Throughout academic and non-academic offices, human resource development includes:

1. Support for professors in doctoral programs by reducing university committee assignments.

2. Continued training and requirements for faculty to utilize Blackboard™ for online course supplementation.
3. Online courses piloted by the divisions in support of the Cabinet's requests to update and reorganize summer school and offer online courses.
4. All classrooms are updated with new computers on a timely cycle that allows quality development of any new equipment and up-to-date technology.
5. Harvest Worker Program: allows five hours of work per week to assist faculty in administrative work. The program has strengthened the quality of education by freeing up faculty members to work on essential tasks.
6. Hiring a full-time graduate faculty member in Education for research and grant writing. Over \$185,000 in grants have resulted.
7. Free tutoring support is provided for students through Kresge Center.
8. Coaches also provide study tables to encourage academic pursuit and progress.
9. Strategically hiring faculty to emphasize or build new/revised majors.



*Budgets and expenditure reports for units, programs, and the organization as a whole; and the organizational audits for the prior five years are available in the physical and virtual resource rooms.*

## **Financial Resources**

### ***Facing The Challenge***

The University has faced varying degrees of financial pressure since its inception in 1966. The cyclical nature of enrollment has made summer borrowing an annual necessity for many years. In the fall of 2004, there were 1202 traditional undergraduate students. In 2005 the actual undergraduate headcount was 47 under budget (1118 actual, 1165 budgeted) resulting in nearly a \$1 million revenue shortfall. The budget for 2006 was reduced to 1135 undergraduate and student headcount was 100 under the budgeted number, resulting in a revenue shortage of nearly \$2 million. The budgeted headcount for 2007 was drastically reduced to 1005 from 1135 the previous year to avoid another revenues shortfall. The actual student headcount for 2007 was 26 higher than the budgeted headcount number, 1031.

“...Over the past two years we have been faced with a perfect financial storm. We had two consecutive years of decreased tuition revenues. First-time freshmen and transfer students, whose numbers were greater than the year before, didn't replace all the seniors who graduated. The final bills for Bell Center and the main entrance on Mur-Len came due, and we were \$2 million short because of reduced and/or unfulfilled pledges and unexpected increases in costs. Major gifts we received consistently in prior years did not materialize. We counted on these gifts in our budgeting process....

...In an effort to deal with these shortfalls, we did our best to meet our obligations for these fixed assets with funds from our operational accounts. We paid our construction bills, but began to fall behind in operations to the place where we had to increase our line of credit with our bank.

As with any situation where expenses are greater than income, we were faced with a challenging situation. Our long-term debt (mostly in bonds) was healthy, and we were meeting our obligations in paying it down on schedule. It was the short-term debt load that was the problem.”<sup>12</sup>

In May of 2008, the site visit team for a requested focused visit for change noted that “MNU had approximately \$15 million in institutional debt, about half of which was long-term and half short-term. A deficit budget was projected for AY 2007-2008. The University was using operational funds to pay capital expenses...”<sup>13</sup>

### ***Financial Plan - So what is being done to stabilize the University’s finances?***

President Robinson discussed his plan to address the University’s financial situation in the *Accent Magazine*. “In recent months we’ve taken important steps to address the short-term debt and the overall financial balance sheet. The plan is simple:

1. Reduce expenses
2. Increase revenue
3. Balance the budget and live within it.
4. Restructure the debt to a manageable load, pay it down, and build reserves so we don’t have to borrow anything more in the future.

I (Dr. Robinson) know it will take some time to complete this process, but I’m confident we are on the right track to achieve the goal in five or six years. The plan is simple, but it requires individual and corporate discipline to achieve.

We are reducing expenses by adjusting our workforce, consolidating responsibilities, seeking cost-saving adjustments in operations and, unfortunately, holding salaries at current levels for a second consecutive year. We’re increasing revenues by starting academic programs that have potential for positive cash flow and enhancing programs that have that same promise... The restructure and consolidation of our debt service...will replace an expensive burden with a more reasonable one and allow us to get back to a surplus operational account...”<sup>14</sup>

To accomplish this restructure and consolidation, MNU received \$7 million from 30-year long-term bonds which will pay off most of the institution’s short-term debt at the bank. In addition, MidAmerica borrowed \$3.5 million in short-term, low interest municipal bonds from the Kansas Independent College Fund that covered the remaining \$1.5 million in short-term debt at the bank and paid off a \$1 million loan from the MNU Foundation. While this provides relief, MNU will still owe \$1.5 million in internal university funds. The short-term bond money will be paid back spring 2009, when the University plans to access its bank line of credit to provide funds for April,

12 Accent Magazine, Volume 32, Number 2, Summer 2008, pp. 7-8

13 Report Of A Requested Focus Visit For Change, Assurance Section, May 12-13, 2008, p. 6

14 Accent Magazine, Volume 32, Number 2, Summer 2008, p. 8.

May and June.

Marketing consultants have been hired to help the University enhance recruiting efforts. Several focus groups have been conducted and a comprehensive branding and marketing plan is under development in order to positively impact enrollment. The University Branding Committee completed its work in October 2008. The plan includes the following general brand statement and includes a revised purpose, vision, values/signature commitments and summary speech. After consideration by the Board of Trustees, the University's mission statement remains the same.



*The Branding Plan is available in the virtual resource room.*

The Executive Committee and Cabinet have been proactive in appointing ad hoc committees to assess the situation. The Ad Hoc Strategic Positioning Committee (SPC) was co-chaired by the vice president for finance and an accounting professor who is a CPA and has experience in the corporate world in dealing with cash flow shortages. The committee was comprised of fifteen people from across the campus community representing the various constituencies and departments to provide maximum input. The SPC searched for ways to reduce expenditures in the operating budget. However, because of lean budgeting for years and the high percentage of fixed expenses in the budget, few cost savings were found. The co-chairs discussed personnel reductions in an attempt to cut costs but soon realized that would be limited to staff and administration and it would take deep cuts to make an appreciable difference in expenses. Because of the nature of faculty contracts any reductions in faculty would take two to three years to enact. It was, therefore, decided that a proactive approach was more appropriate. MidAmerica Nazarene University would offer an early retirement option for faculty, restructure academic administration, and grow its way out of the short term debt situation through increased undergraduate and graduate enrollment.

The long range financial plan is to grow revenues by 5% per year and hold expenses to a 3% increase. The difference of 2% will reduce short term borrowing by \$500,000 to \$600,000 per year for the first 1-2 years. In year three it is projected that new academic programs will provide much higher revenue and reduce the borrowing at a much faster pace. The vice president for enrollment development had projected a 5% increase in new students, and increased retention for 2008-2009. While the overall retention rate did increase, the number of freshmen declined. Graduate and Adult Council has also developed a satellite campus in Liberty, Missouri and has plans to add additional programming in this new market to be discussed later in this report. Approval was also obtained to enter the online education market beginning with the Master's of Education program. Finally several new graduate and adult degrees have been developed for the Olathe campus as well:

1. A major to offer as an accelerated bachelor's degree completion program
2. A Master of Pastoral Counseling.

MidAmerica Nazarene University has also been able to provide funds to several academic divisions beyond the University's own resources by obtaining federal grants and through generous gifts:

1. The Division of Science and Mathematics purchased replacements for all significant instrumentation in the Chemistry instrument room; purchased DNA identification equipment; replaced microscopes used by the Biology department and replaced or augmented the models, skeletons, computers and other equipment used in anatomy and physiology laboratories.
2. The Division of Nursing obtained equipment funded through the Department of Energy.
3. The Division of Business Administration received \$60,000 since 2005 through a generous alumni gift. This money was designated for scholarships and to help Students in Free Enterprise (SIFE). These funds have supported and strengthened the quality of education that the division provides. The Division also obtained donor funds to remodel its offices and the Metz Hall lobby.
4. Scholarship assistance from sources outside of the University has been a part of the Division of Fine Arts recruitment and retention effort for a number of years, primarily in the Department of Music. The effort to obtain and allocate resources will intensify with the move to the new facility. With the development of the degree in Graphic Design, effort must be forthcoming in acquisition of external funding for scholarships.

### **Physical Resources**

MidAmerica Nazarene University has a beautiful campus located in the heart of Johnson County Kansas, one of the fastest growing counties in the Midwest. The buildings on the spacious 105 acre campus are built in a colonial style architecture that reflects a culture of grass roots Americana. MidAmerica's commitment to the Arts is evident in the newly constructed Bell Cultural Events Center. New programs have been developed for the new building, including the Performing Arts Series, which has attracted nationally recognized talent. The new performance hall and black box theatre were critical elements of the building for the recently developed theatrical major.

Existing buildings have also received face lifts with several renovation projects each year. Even with funding shortages, renovations, general maintenance and preventative maintenance have generally proceeded as scheduled. With the addition of the Bell Cultural Events Center, Dobson Hall was renovated to allow for growth and improved "content-specific" facilities for the graphic design/art department. The admissions area, located in the Campus Center, was also renovated in December of 2007 to provide a more pleasing first impression for prospective students and parents. MNU felt these renovations were critical in being proactive in its recruiting efforts. For a full discussion of new physical facilities since the Commission's last visit, please see Chapter 1, pp. 9-10.

At times, academic program success has presented new challenges to MidAmerica Nazarene University to be able to provide sufficient financial and physical resources. In the case of the Graduate Studies in Management program, new and innovative accommodations were required and the program was moved to new quarters in the Eby Building (13795 South Mur-len Road,

adjacent to the main campus) in February 2004. This leased space contains four classrooms with state-of-the-art classroom technology, including team boards, wireless computer connections, and in-classroom printers; two faculty offices; and, space for two support staff members. By providing a professional environment with wireless access to the internet and University library resources, the University's decision to invest in this new facility has contributed immeasurably to the student's overall experience.

To provide a complete analysis of the physical resources that the University offers and to demonstrate that this resource base supports the institution's educational programs it is necessary to get sense for whether users feel facilities are adequate. A survey was e-mailed to 995 traditional undergraduate students in March of 2008 with 336 students responding. Students were asked to rate the overall quality of MNU's academic resources (labs, library, etc.), Kresge Center and dorm facilities using a Likert scale. With regard to academic resources the greatest number of responses (44.44%) rated the quality as "good". 69.3% rated academic resources as either "good" or "excellent". With respect to Kresge Center, the most common response (46.2%) was "not applicable" indicating perhaps that the students had not taken advantage of, or did not have a need for, Kresge services. 45.03% of respondents rated Kresge Center's quality as either "good" or "excellent". With regard to dorm facilities the most frequent response (34.8%) was that the quality is "average." 40.06% of students, however, rated dorm quality as either "good" or "excellent".



*University surveys  
are included in  
Appendix 8.*

A survey was also e-mailed to 306 current graduate students in March of 2008 with 167 responding. Graduate students were asked to rate the overall quality of MNU's facilities using a Likert scale. The most frequent response (40%) was that the quality is "good". 75.88% rated facilities quality as either "good" or "excellent."

The Student Satisfaction Inventory (SSI), administered only to undergraduate students, was also used to analyze whether students feel facilities are adequate. Five of the SSI's 98 items are related to physical resources and all five item results were statistically significant. With regard to parking resources, dorm facilities and campus maintenance student satisfaction at MidAmerica Nazarene University exceeds comparable institutions. With regard to Campus Center facilities, the survey suggests that MNU students are less satisfied than their counterparts at comparable institutions.

*Table 2b-2: SSI Items Related To Physical Facilities<sup>15</sup>*

Item	MNU Satisfaction/ S.D.	4-Year Private Institutions Satisfaction/ S.D.	National Mean Difference
21. The amount of student parking space on campus is adequate.	4.13 / 1.87	3.68 / 2.02	0.45

<sup>15</sup> 2008 Student Satisfaction Inventory Results are located in Appendix Seven of this report.

23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	5.31 / 1.44	4.51 / 1.70	0.80
28. Parking lots are well-lighted and secure.	5.35 / 1.49	4.87 / 1.66	0.48
52. The student center is a comfortable place for students to spend their leisure time.	4.39 / 1.95	4.87 / 1.68	-0.48
72. On the whole, the campus is well-maintained.	5.95 / 1.00	5.56 / 1.41	0.39

Although the above instruments are limited as to the breadth of information that they provide, it can be reasonably concluded that users feel facilities are adequate. One area that really stands out and where the University must continue to make improvements is the Campus Center. In addition, several successful programs still suffer from inadequate physical resources. With the success of athletics, athletic training, and nursing programs, classroom space in Cook Center is barely able to accommodate both nursing and athletic department classes. Nursing needs both a simulation and a skills lab. Not having both labs continues to challenge faculty to find ways to utilize the simulators to the extent that they should be used.

## Library Resources

The Mabee Library has continued to add additional databases, which support each academic division. These databases include approximately 62,000 periodicals of which approximately 20,000 provide access to full-text articles. The library has piloted additional research databases that support the curriculum of the University. The reference librarian and evening and weekend reference staff provide enhanced reference service through face-to-face instruction, e-mail, phone, and instant messaging assistance. In addition to the databases, the library continues to develop and maintain its collection of audiovisual, print, and reference materials. Many of the materials ordered result from faculty input.

The library utilizes the services of two book jobbers in the ordering of most materials: Emery-Pratt and Midwest Library Services. Emery-Pratt is used to order non-university press titles; Midwest Library Services to order university press titles. The library also utilizes online vendors such as Amazon.com, Christianbook.com, Alibris.com, and AbeBooks.com in order to find the best price or to replace lost items. The library subscribes to 225 print periodicals.<sup>16</sup> The current issues are organized alphabetical by title within their specific disciplines. Titles crossing disciplines are filed in a section titled "Interdisciplinary". This has improved access to the print journals and magazines by students and faculty. The library has adopted a five-year weeding plan to assist in the maintenance and development of the collections. The library has continued to develop its collection of music and non-music CDs, including audiobooks on CD, and DVDs.

<sup>16</sup> See Appendix Four of Mabee Library's responses to criterion two committee questions for a current periodical list. This document is available in the criterion two file in the physical resource room.

The Teacher Education Resource Center (TERC) is housed on the second floor of Mabee Library. This collection consists of materials for PreK-12 programs, including subject-specific curriculum kits, video recordings, sound recordings, big books, text books, teaching guides, planning guides, and additional resources used in the classroom. This room also has a television with a VCR for viewing videotapes and two computer workstations with a printer for research.

The following table shows the funding for books and periodicals/databases for the past ten years.

*Table 1-3: MNU Library Budgets*

Fiscal Year	Book Funds	Periodical/Database Funds	Total Funds
1998-99	37,000	57,000	94,000
1999-00	37,900	62,100	100,000
2000-01	25,500*	62,000	87,500
2001-02	35,000	70,000	105,000
2002-03	35,000	70,000	105,000
2003-04	36,000	75,000	111,000
2004-05	36,000	75,000	111,000
2005-06	37,000	76,000	113,000
2006-07	38,000	79,000	117,000
2007-08	55,000**	80,000	135,000

\* Library budget was frozen halfway through the fiscal year by the administration due to budget issues.

\*\* Funds were transferred from other budget line items as we needed to replace a number of books that were weeded from the library collection.

The following statistical table compares the collections, budgets and staffing at all the Nazarene universities and several Coalition of Christian Colleges and Universities (CCCU) campuses.

*Table 1-4: Library Volumes By Comparable Institution*

School	Total Volumes	Volumes/FTE	Volumes. Added
MidAmerica Nazarene University	108,238	78.72	1,336
Olivet Nazarene University	201,801	58.80	3,838
Northwest Nazarene University	178,165	113.99	2,381
Point Loma Nazarene University	177,434	63.55	n.a.
Southern Nazarene University	100,249	49.51	1,815
Trevecca Nazarene University	146,863	73.10	2,160
Mount Vernon Nazarene University	96,619	37.39	1,687
Eastern Nazarene University	115,075	97.85	2,623
Cedarville University	175,251	59.94	6,880
Greenville College	127,529	92.53	3,000
Roberts Wesleyan College	128,832	74.90	3,787

*Table 1-5: Library Budgets and Staff by Comparable Institution*

School	Book Funds	Total Mat. Funds	Library faculty/ library staff
MidAmerica Nazarene University	38,000	117,000	3/2.33
Olivet Nazarene University	129,400	384,806	6/8
Northwest Nazarene University	65,909	219,500	4/2.5
Point Loma Nazarene University	67,495	168,446	5/6
Southern Nazarene University	72,622	217,074	3/4
Trevecca Nazarene University	115,638	424,914	7/3
Mount Vernon Nazarene University	61,137	180,788	3/5
Eastern Nazarene University	53,641	190,490	4/2.75
Cedarville University	228,690	558,986	9/16
Greenville College	37,587	94,441	3/1
Roberts Wesleyan College	158,217	443,811	5/6

The SSI, administered only to undergraduate students, is used to analyze whether students feel facilities are adequate. One of the SSI's 98 items is related to library resources and the result was statistically significant. With regard to library resources student satisfaction at MidAmerica Nazarene University exceeds comparable institutions.

Table 2b-2: *SSI Items Related To Mabee Library*<sup>17</sup>

Item	MNU Satisfaction/ S.D.	4-Year Private Institutions Satisfaction/ S.D.	National Mean Difference
18. Library resources and services are adequate.	5.52 / 1.17	5.28 / 1.41	0.24

Also, as mentioned above, a March 2008 survey of undergraduate students indicates that with regard to academic resources (labs, library, etc.) the most frequent response (44.44%) rated the quality as “good”. 69.3% rated academic resources as either “good” or “excellent”.

The above analysis indicates that there is still room for improvement with regard to total volumes, book funds, total material funding and staffing. Even so, student satisfaction related to library resources remains high.

## Technology Resources

MidAmerica Nazarene University spends a significant amount of money to provide technology resources which support, maintain and strengthen its educational programs. The 2008-09 annual budget for Information Technology is \$ 1,296,728.

<sup>17</sup> 2008 Student Satisfaction Inventory Results are available in Appendix Seven of this report.

In July, 2008, MNU was awarded \$289,000 from the Department of Education as part of the Western Kansas Initiative for our Master's of Education program. The Western Kansas Initiative is designed to bring higher education curriculum and instruction to the rural areas of Kansas where educational resources are not readily available. MNU has begun the implementation of this project which will include the following methods:

1. Apple iPhones and computers will be distributed to Master's of Education (M.Ed.) faculty members;
2. In conjunction with iTunes University, M.Ed. faculty will prepare and download instructional content and lectures;
3. Beginning Spring, 2009, graduate students enrolled in the M.Ed. program will receive an iPod and will access the iTunes University as a content exchange for learning;
4. Currently, the M.Ed. program uses BlackBoard™ for all assignments.

At MidAmerica, 90% of all academic classrooms are equipped with a laptop computer with wireless keyboard and mouse, TV, VCR, DVD player, overhead projector, ceiling mounted LCD projector and whiteboards. As financial resources come available, TeamBoard's®, Interwrite Schoolpad's® and video presenter's have been added to classrooms where instruction styles require the availability of this technology. Faculty and staff are provided with laptop computers and the following software applications which are updated on a regular schedule:

*Table 2b-3: MNU Software Systems*

<b>Software System</b>	<b>Vendor and Version</b>	<b>Used For Students/Faculty/Staff</b>
ERP (HR/Finance/Student, Financial Aid)	SunGard Banner 7.3 Accounts Receivable 7.3 Finance 7.3 Financial Aid 7.3 Student 7.3 BannerWeb General 7.3 BannerWeb for Student 7.3 BannerWeb for Faculty 7.3	Staff     Faculty/Students
Learning Management System	Blackboard 8.0	Students/Faculty
E-mail	Zimbra Collaboration Suite, Network Edition and Open Source Edition	Faculty/Staff (Network Edition) Students (Open Source Edition)
Calendaring	Zimbra Collaboration Suite, Network Edition	Faculty/Staff
Library	Polaris Library System, v.3.3	Faculty/Staff/Students
Directory Services	OpenLDAP	Faculty/Staff/Students

Room Scheduling	SunGard Banner w/ customized front end	Faculty/Staff
Alumni	Blackbaud Razor's Edge 7.0	Staff
Smart Card	N/A	
Help Desk	N/A	
Billing	N/A	
E-Commerce/Online Payment	TouchNet Payment Gateway	Students
Bookstore	Follett Courseworks	Staff
Dining Services	Pioneer Foods iMAP	Staff
Career Services	N/A	
Admissions	Goldmine	Staff
Content Management	EMC Documentum Xtender Solutions	Staff
Payroll System	ADP	Staff
Database's used on Campus	Oracle, SQL Server, MySQL	
Operating Systems used on Campus (Please mention the versions/ flavours being used)	Linux (RedHat Advanced Server, Debian), Windows Server (2000, 2003)	
Any hosted, managed or on-site applications?	All applications hosted onsite except Payroll System	

Finally, significant investments have been made to update the University's networking and bandwidth capabilities. MNU has deployed wireless access points in all classroom spaces, most administrative spaces, and are completing the rollout in our dorms and green spaces. This has allowed students, staff, faculty and guests to enjoy "internet anywhere" access, freeing them from being tethered to a desk.

To determine how stakeholders view MNU's technology resource, a graduate student survey was e-mailed to 306 current graduate students in March of 2008 with 167 responding. Graduate students were asked to rate the overall quality of MNU's technology resources using a Likert scale. The most frequent response (42.94%) was that the quality is "excellent" with the second highest response (37.65%) indicating that the quality is "good."

### **Flexibility of Planning**

Universities that want to stake out a position in this uncertain and volatile educational marketplace must stay nimble. Departments at MNU often must prepare effectively for a future they cannot predict. This requires that planners at MNU anticipate multiple scenarios, formulate strategies for each, execute the most likely strategy and be prepared to quickly adopt one of the alternate strategies if the situation warrants.

The planning processes in Graduate Studies in Education (GSE) have shown flexibility in responding to unanticipated needs for program reallocation, downsizing, and growth. Decline in

M.Ed. enrollment was, in part, responsible for the redesign of the program. Allocation of faculty and resources (from on campus cohorts to online cohorts) were made to adjust to the unanticipated response to the MET blended online program (from the anticipated one cohort to three cohort groups). This adjustment was possible because MET faculty had been provided with appropriate training. Allocations for required on campus housing were not as flexible, which resulted in turning some students away and housing related problems for those staying on campus.<sup>18</sup>

University planning processes indicate flexibility in the following areas:

1. Faculty made necessary sacrifices to save funds for the University by limiting spending and not requesting budget increases in direct response to unanticipated enrollment drops.
2. Divisions participated in the mandate of the Board of Trustees to report on the feasibility of all majors on campus. As a result, faculty responsibilities have been shifted in several areas.
3. Two media courses (Video Production and T.V. Programming) were placed on alternate year course schedules to accommodate theatre courses as a result of the new major.

The approach of Student Development has primarily been to prioritize when necessary in order to re-evaluate, delay or postpone purchases as needed. This strategy has been employed regarding equipment purchases such as residence hall furniture, hiring of staff, and making improvements and repairs to office areas. One recent example involved hiring for a Resident Educator position during the Fall of 2006 when residential enrollment was less than projected. A part-time Assistant Resident Educator was hired and therefore postponed hiring of a full-time Resident Educator. Job responsibilities were appropriately reassigned within Student Development. Two Resident Assistant (R.A.) positions also went unfilled. As enrollment ebbs and flows, the amount of funding for Community Life and related student programs must be adjusted. As the pool of available funds for programming and activities decreases, the Associated Student Government (ASG) adjusts allocation to various student organizations.<sup>19</sup>

## **Achieving Goals**

“Unless you have a definite, precise, clearly set goals, you are not going to realize the maximum potential that lies within you.”<sup>20</sup> By setting clearly-defined goals, MidAmerica subsequently has measurable examples and take pride in the achievement of those goals.

In 2000, the Division of Education made a decision to seek national accreditation. The process was lengthy and involved a great many people and divisions. In 2004 all 10 programs were approved at the state level and in 2006 MNU received word that the Education Division was nationally and state accredited.

<sup>18</sup> “Graduate Studies in Education Survey” is located in Appendix 0 of GSE’s responses to criterion two committee questions. This document is available in the criterion two file in the physical resource room.

<sup>19</sup> Student Development’s responses to criterion two committee questions, p.5. This document is available in the criterion two file in the physical resource room.

<sup>20</sup> Zig Ziglar quote. Source: [http://www.woopidoo.com/business\\_quotes/goal-quotes.htm](http://www.woopidoo.com/business_quotes/goal-quotes.htm)

The Admissions Office shows a history of achieving its planning goals through their events detail planning sheets, monthly travel calendars and weekly application reports.<sup>21</sup>

The Human Resources planning goals achieved include:

1. Wellness Program – This program was first implemented in 2004. The first on campus Wellness Fair was held in the fall of 2004 with expanded fairs being held in the fall of 2005 and 2006. The Walking Program was added during the summer of 2005 which resulted in coverage in the Olathe newspaper. The Wellness Program continues to be expanded each year. Starting January 16, 2007, a Weight Management and Nutrition class is being offered free to employees. Additional classes are scheduled throughout the year.
2. Payroll Vendor Changes – In order to meet audit requirements/Sarbanes Oxley requirements the University moved to a new payroll vendor in February 2007.
3. EAP program – The Employee Assistance Program through New Directions was added in July 2006 to provide additional resources for employees. Through this program employees and their families have access to resources to help with various problems that may arise in their lives.
4. Manager Meetings – In March 2006, manager meetings were introduced to provide training and information to all supervisors and managers. The format of these meetings varies depending upon the subject being discussed. For example, outside speakers are included as well as training sessions to understand time and attendance reporting.
5. Training – Through the EAP program the University has provided access to speakers on various subjects. During the fall of 2006 two seminars were provided for managers and “Lunch & Learn” sessions were open to all employees. A “Lunch & Learn” was held on December 12, 2006 for all interested employees on the subject of Professional Communication Skills.



*Analysis of assessment data can be found in assessment day meeting minutes and in the Assessment records book which are available in the physical resource rooms.*



*For 2007-08 these items are available at <http://assesslearningat.mnu.wiki.zoho.com>*

Community Life and the Associated Student Government (ASG) have intentionally planned for greater and more effective connections with both the commuter presence and multicultural student population at MNU. Since 2004 these efforts have resulted in the following outcomes:

1. A sustained and involved Commuter Student Council that advocates for commuters needs and concerns and regularly sponsors events that build community among commuters;
2. Funding sources have been initiated for multicultural events through ASG; and
3. Campus-wide dialogue and education regarding diversity and the role of Black Student Union (BSU) at MNU has complemented and affirmed and emphasized that all people are of equal value to God and are worthy to participate in the building of His kingdom.

The Division of Nursing achieved its goal of initial accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2002 (prior accreditation was through the National League for Nursing). A totally revised curriculum was initiated in the 2001-2002 academic year. A new

<sup>21</sup> Admissions office's responses to criterion two committee questions, p.2, B-6 to B-16 and B-26 to B-41. This document is available in the criterion two file in the physical resource room.

general education core was approved for the BSN, making the program more accommodating to transfer and second degree students. One goal that has not been achieved is the establishment of a graduate level nursing program, even though the University receives frequent inquiries regarding this.

In the 2003 Board of Trustees Meeting there was concern expressed about housing three freshmen per room in the residential halls. Plans were made to build an additional residential hall to alleviate this situation and the building was completed in the fall of 2006.

## Core Component 2C

*The university's ongoing evaluation and assessment processes provide reliable evidence of University effectiveness that clearly informs strategies for continuous improvement.*

MidAmerica Nazarene University's ongoing evaluation and assessment processes give direction and guidance as the institution prepares to maintain and improve upon academic effectiveness in the future.

Evaluation tools are employed by administrative offices and academic divisions across campus to provide evidence that MNU is on track to meet institutional expectations. The Education Division requires its students to take a Praxis II content exam and the Principles of Learning and Teaching exam that is produced nationally by the Educational Testing Service (ETS). The Division also posts its Title II report, in compliance with the Kansas Department of Education mandate, which indicates how MidAmerica compares and ranks with all other institutions across the state.<sup>22</sup> Another example of extended assessment and data collection is evidenced within the Department of Music. The piano student receives evaluations from Class Piano I, II, III, and IV as well as in juried assessments before a committee. Strengths and areas for improvement are thereby continuously revealed, and the student is the beneficiary of such feedback.

Non-academic units have also been trained in outcomes assessment. The Admissions Office uses the recruitment funnel<sup>23</sup> and event evaluation forms<sup>24</sup> to analyze the prospect pool and evaluate the effectiveness of recruitment events. The Office of Student Development has utilized the Student Satisfaction Inventory (SSI) as an evaluative tool. Meetings of Student Development personnel typically involve discussions of an evaluative and creative nature, leading to policies and procedures which would enhance effectiveness. Minutes<sup>25</sup> of such meetings document discussions and decisions leading to improved efficiency. The Admissions Office utilizes a variety

<sup>22</sup> Division of Education's responses to criterion two committee questions, p.4 and Appendix B. This document is available in the criterion two file in the physical resource room.

<sup>23</sup> Admission's responses to criterion two committee questions, p.3. This document is available in the criterion two file in the physical resource room.

<sup>24</sup> Id. at p.3.

<sup>25</sup> Student Development's responses to criterion two committee questions, pp. 6-7 and Appendix Seven. This document is available in the criterion two file in the physical resource room.

of evaluation forms regarding official (SOAR, Junior and Senior visit days) and unofficial (e.g. individual) campus visits.<sup>26</sup> This feedback helps reveal the effectiveness of their procedures and gives indications of future practices for increased effectiveness. The Human Resource Office receives results of various reports and surveys across campus. Data is compiled, analyzed, and compared with businesses and other educational institutions in an attempt to assess effectiveness and identify areas that need improvement. Surveys utilized include those from CCCU, Nazarene Global Ministries Center, KICA, U.S./Canada Council of Education, Best Christian Workplaces and IPEDS. The Director of Institutional Research is responsible for the organization and utilization of these databases.

Data is of little value, of course, unless it is analyzed and then applied to planning and procedures. Systems for the collection, analysis, and utilization of data are in place throughout MNU's academic and administrative offices. All offices maintain assessment meeting minutes. These are stored both electronically and on paper for easy access. MNU policy requires offices to set aside at least two meetings per academic year for the sole purpose of completing the feedback loop. MNU employees critically review data and action plans for program improvement are created and stored appropriately.

Realizing the growing importance of the national conversation on accountability in higher education, the University has appointed an associate dean to oversee assessment and program review. The associate dean chairs the university assessment committee, receives annual assessment reports from each office on behalf of the Outcomes Assessment Facilitation Team, and chairs an assessment review committee that provides annual feedback regarding the progress of each office in implementing an assessment program.

MidAmerica Nazarene University is committed to making evaluation and assessment efforts as workable and feasible as possible. Several academic divisions allocate release time to a professor to serve as the office's "assessment person," thus greatly enhancing the department's ability to complete and analyze ongoing assessment procedures. Divisions hold extra meetings to meet the ever-increasing demands of assessment. Efficient, ongoing evaluation and assessment is extremely time-consuming. The timing of assessment also unfortunately coincides with end of term responsibilities, creating a very stressful situation for faculty. Although they also receive release time (similar to the other divisions) the Humanities Division recommends further administration intervention in lightening the ever-increasing time involvement required of a faculty member in the area of assessment. The Department of Fine Arts also states that the reality of this flood of assessment procedures is placing major time pressure on faculty and support personnel. Academic offices acknowledge the importance of the three-hour allocation in helping MNU personnel deal with assessment. However, is this enough? MNU is faced with the ever-increasing assessment requirements of several external organizations, requirements over which the institution has little control. Compliance is essential. MNU fully realizes that such procedures will make the

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26      Id at p.3.

institution stronger, but must also continue to deal with the time issues assessment procedures create.

These are just a few examples of the thorough and ongoing evaluative tools being utilized by academic and administrative departments at MidAmerica Nazarene University in an attempt to provide data which would lead to interventions that enable the institution to successfully meet its goals with ever-improving efficiency. For a full discussion of assessment at MNU, please also see Core Component 3A, pp. 86-103; Core Component 4B, pp. 146-149; and Core Component 4C, pp. 154-155.

## Core Component 2D

*All levels of planning align with MidAmerica Nazarene University's mission, thereby enhancing its capacity to fulfill that mission.*

### The Mission Impacts Planning

The University's motto, "To Learn, To Serve, To Be," which encapsulates the mission statement, is evident throughout the planning processes of all units on campus. Planning at all levels takes place with the University mission in mind. As evidence:

1. Board of Trustees utilizes the University's mission in the selection of the president (in March 2005) and evaluates the president's recommendations on key executive leaders based primarily on mission-fit leaving the technical and experiential validations to the search process.
1. The Nursing Division has defined their mission, vision, values and goals in congruence with the University, the American Association of Colleges of Nursing, and the American Nurses Association Standards of Practice.<sup>27</sup> This philosophy of Nursing provides a foundation for the curriculum and learning environment for the program.
2. The Division of Business Administration has developed leadership curriculum and added an ethics class to support the Mission.
3. Student Development utilizes mission documents in its planning processes by annually evaluating the curriculum of the resident assistant class, as a way to ensure that content and experiences equip the RAs to meet their mission. Planning for events such as New Student Orientation bridges with academic affairs via freshman seminar thereby creating a cross-functional plan for successful adjustment and assimilation of new students into the campus community. It is the University's goal that new students integrate into the campus community through a variety of spiritual, academic, social and athletic events.

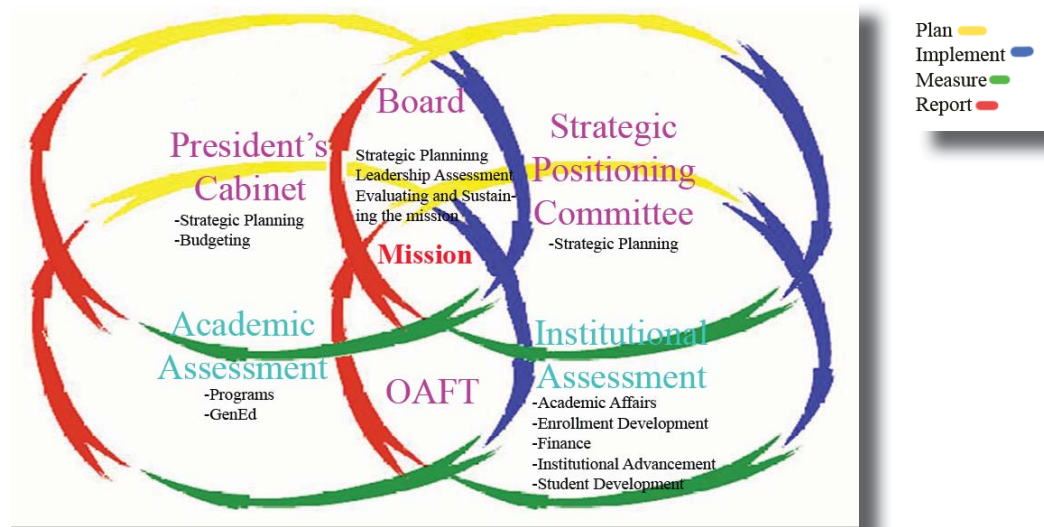
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<sup>27</sup> Nursing program's responses to criterion two committee questions, p.8. This document is available in the criterion two file in the physical resource room.

## Linking Planning, Budgeting and Assessment

When planning for the future, MNU is mindful of how these plans take specific account of budgeting and assessment processes and the overall financial situation. Whether through planning new buildings on campus, renovating current facilities, adding new faculty or staff, reducing operating budgets, or cutting back in various operational areas, the University attempts to connect their planning processes to these other processes. The President's Cabinet formally adopted the following conceptual framework to illustrate the connection between planning, assessment and budgeting at MidAmerica:

Figure 2d-1: Conceptual Framework Linking Planning, Budgeting and Assessment



Examples of the links between planning, budgeting and assessment include the following:

1. Planning for Spindle Residential Hall began in 2003 and was completed in the fall of 2006. The budget process that occurred in the spring of 2006 incorporated the costs associated with the new building such utility costs, personnel to clean and support the building, and bond debt payments.
2. The Bell Cultural Events Center (BCEC) was completed in the fall of 2007. The Board of Trustees and Cabinet wanted the residential hall and BCEC projects timed to come-online in two consecutive years so the University could budget for the increase in expenses related to the two buildings over two years instead of one. The BCEC was built with no long term indebtedness. Pledges were received for its construction. Because two large pledges totaling \$500,000 were not paid and 10% of other pledges were not collected, nearly \$2 million came from operations. For future planning, these realities must be factored into the construction schedule to ensure this shortfall does not occur again. Construction must not begin until 95% of the cash is in hand and the balance is from credible donors. The vice president of university advancement and vice president of finance now meet every six months to review outstanding

pledges to ensure the pledged amounts properly reflect anticipated results.

3. Building plans for the future business and leadership building and the expanded campus center will be coordinated and budgeted for in advance.
4. New academic initiatives including the M.Ed. online and the proposals for Master of Pastoral Leadership and Master of Pastoral Counseling degrees have required MidAmerica to link planning, budgeting and assessment. HLC's request for institutional change process requires the submission of a written request and supporting documentation demonstrating that the University has considered the impact that these new ventures will have on planning, budgeting and assessment.<sup>28</sup>

### **Implementation of Planning**

As an evidence of implementation of a planning process, a part-time assistant undergraduate dean position was added in the Spring of 2004. This was to provide better service to students and allow the VPAA more time for strategic planning. This was made a full-time position in the fall of 2005. A full-time graduate dean was added in the fall of 2006. These positions, which had been discussed and planned to come online for several years, were placed in the budget when they could be phased in.

Preparation and planning for events such as SCOUT and SOAR also keep MNU focused on preparing for students to visit campus and make their time here productive and effective. A Wellness Fair for faculty and staff includes an extensive campus-wide planning process. The Master of Educational Technology Graduate program started an online/blended delivery in June 2006 as a result of planning for a way to take the graduate program to students outside the Kansas City area. The Graduate Studies in Education operated with an online/blended delivery system and on HLC approval of November 2008 will add an exclusive online delivery.

### **Reprioritization of Goals**

Long range strategic plans are vital to the growth of an organization. A constantly changing environment, however, demands that the organization continue to reevaluate and reprioritize their goals in order to be successful. MidAmerica has demonstrated an ability to do this. As mentioned above, on pp. 50-53, the Cabinet reprioritized institutional goals including a revision of expenditures, the budgeting process and Team MidAmerica. As another example, the Master of Arts in Counseling determined in the summer of 2007 that it could better serve its students by offering another section and certification to the coursework. After proper documentation, the plan was approved and will begin in the summer of 2008. The University is flexible enough to change directions when necessary.

### **Planning Impacts Students**

MidAmerica Nazarene University is aware of the important relationship between providing excellence in education, providing opportunities for optimal student learning and adapting to

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28 HLC Handbook of Accreditation, Version 1:10/03, 7.2.3

change in an ever increasing diverse and technological world.

MNU is currently working to increase online programming. Much of the impetus for online education has been the direct result of a request from the Kansas State Department of Education (KSDE). In January 2002, KSDE issued a report, based upon its survey of 5,000 schools, highlighting several issues that deter in the recruitment and retention of teachers in rural Kansas, including: access to colleges and universities and opportunities for professional development. To respond to this problem, MidAmerica has secured grants and funding to provide video hook ups and internet access to the MNU campus from western Kansas. Development activities are underway in the Graduate Studies in Education to offer a completely online master's degree. In addition, to more fully serve the pastors in the Church of the Nazarene as well as other churches in our educational region, a Masters in Pastoral Leadership was approved by the cabinet and the trustees and is a part of this self-study in preparation for HLC approval. Plans are also being made to change continuing education offerings for pastors on our educational zone from on campus events to online opportunities. This would involve providing all zone pastors with access to Blackboard™, MNU's online learning management system for continuing educational opportunities. It is the institution's goal to become the technology service provider its educational zone. The University recognizes that many people will not come to campus for continuing education but would be able to participate in continuing educational opportunities if they were made available online.

### **Involving Stakeholders in Planning**

The planning process at MNU involves a plethora of external and internal constituents. The Division of Nursing connects through a nursing advisory committee, nursing service administrators, staff and patients. The Division of Innovative Adult Education currently has a focus group for the purpose of creating a new Public Administration Major. The group includes alumni, current students, area law enforcement personnel, and individuals involved in non-profit administration. The Education Division's ESOL grant was written in a collaborative effort with the Olathe School District and the GSE Advisory council is an important "sounding board" and advising board for this unit. MidAmerica has formed a Diversity Advisory Committee made up of community stakeholders in an ongoing effort to move from cultural awareness to cultural competency. The institution holds regular meetings with church leaders across the Midwest through its Sullivan Center to better serve the Church.

### **Conclusion**

Regarding Criterion Two, the University has prepared for its future through a variety of strategies. It has utilized environmental scanning, surveys, student learning assessments and other feedback instruments to capture trends, potential opportunities and to develop its educational programs. It has involved external and internal constituents in the planning process and verified that planning

for the future occurs throughout the campus. Planning for the future happens throughout the campus including ad hoc committees, Board of Trustees and the President's Cabinet. Based on this planning, resources are allocated by the President's Cabinet to strengthen academic excellence, provide financial stability, and enhance institutional identity in order to create a 21<sup>st</sup> century campus of excellence.

## **Strengths**

1. MNU's strategic plan was updated in March of 2008 with revisions that included new initiatives and updates to the items that have been completed or modified.
2. Six major planning documents guide the University: 1) a physical master plan, 2) an academic "Next Steps" plan, 3) an enrollment management plan, 4) a university advancement plan, 5) a financial stability plan, and 6) a strategic plan.
3. MidAmerica Nazarene University has a beautiful campus located in the heart of Johnson County Kansas, one of the fastest growing counties in the Midwest.
4. The University is able to provide specific evidence that it is able to achieve its strategic planning goals.
5. MidAmerica Nazarene University's human resources are one of the greatest assets of the University.
6. The University has a strong connection to its primary stakeholders, including its sponsoring denomination, its professional partners and the civic community.

## **Opportunities**

1. MidAmerica Nazarene University should pay particular attention to its ability to manage and reduce its debt.
2. Benchmarking efforts in the strategic planning process for quality improvement purposes are inadequate. While it is possible to establish that planning is occurring, specifics should be added to the planning process such as metrics, action items, timelines, phases, etc.
3. The Cabinet must continue to pursue unified planning for the campus and consider the campus wide impact of planning decisions.
4. Opportunities for further improvement of Team MidAmerica exist. The composition of Team MidAmerica is weighted heavily towards administrators and directors (staff). There is a need for more faculty and student representation. Another recommendation under review is to determine whether all directors from an area need to be members of Team MidAmerica. The University changed the make-up of Team MNU in the fall of 2008.
5. There is a need for a human resource plan for the University including a comprehensive performance management system. That system is currently under construction by the Human Resources office and an Ad Hoc Academic Excellence Committee.
6. There is a need for a technology plan for the University. A six member task force has been

created to accomplish this task.

7. The University should conduct a study to determine whether the correct number of faculty are deployed in each discipline.
8. The University must continue to address student concerns related to the Campus Center. In addition, several successful programs are hindered by inadequate physical resources.