

Chapter 6



Criterion Four: **Acquisition, Discovery, and Application of Knowledge**

CHAPTER SIX: CRITERION 4 - ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

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

Introduction

“I feel very prepared to go to dental school and I know that I’ve been well educated.”

Adrien Piercy
Class of 2008
Student representative to stakeholder focus group.

Providing an environment that fosters and promotes a life of learning was an objective of the pioneers who founded MidAmerica Nazarene University in 1966. Over the ensuing four-plus decades the student body grew and new majors and programs were added to the University’s list of academic offerings. During these years of change, the dream of building an environment where students are free to grow intellectually and spiritually remained steadfast. Owing to the vigorous and concerted efforts of the University’s Board of Trustees, administration, faculty, and staff, the tradition continues and the acquisition, discovery, and application of knowledge is the University’s first priority. This priority is the foundation of policies and actions. It is also integrated into the daily lives of its administration, faculty and staff; confirmed through the lives of its alumni; and, affirmed by its stakeholders in the wider community.

The primary purpose of this chapter is to provide evidence of MidAmerica Nazarene University’s dedication to the acquisition, discovery, and application of knowledge. This chapter identifies some of the practices considered distinctive and strong indicators of the University’s fulfillment of the criterion. Acknowledging that no institution is without flaw, this chapter summarizes those areas identified as presenting opportunities for improvement.

LEARNING - FOCUSED

Core Component 4A

MidAmerica Nazarene University demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

MidAmerica Nazarene University values a life of learning for students and employees as demonstrated by strong policies and fiscal planning that support academic freedom, faculty professional growth, staff development, and research and scholarship particularly related to teaching and learning. The University also demonstrates it values a life of learning through public recognition of the efforts of students and employees in their pursuit and application of knowledge.

Mission and a Life of Learning

MidAmerica Nazarene University’s mission statement and motto affirm that the institution “...seeks to transform the individual through intellectual, spiritual, and personal development for a life of



The MNU Catalog is available in the physical and virtual resource rooms, on compact disc and at <http://www.mnu.edu/academics/catalog.php>

service to God, the church, the nation, and the world.”¹

A broad measure of evidence of Board of Trustees’ commitment to the mission is reflected in the allocation of financial resources for instruction, student services, and instructional support. As shown in the table below, the percent of the University’s budget allocated for these functions has averaged 48% of the total university budget over the past decade.

Table 4a-1: Budget Trend for Instruction, Student Services and Instructional Support

Fiscal Year	Amount Allocated for Instruction, Student Services, Academic Support	% of Total University Budget
2005-06	\$ 11,567,003	47.3%
2004-05	\$ 10,973,655	46.4%
2003-04	\$ 10,392,529	46.4%
2002-03	\$ 9,752,107	45.8%
2001-02	\$ 10,358,495	48.5%
2000-01	\$ 9,324,808	45.5%
1999-2000	\$ 9,664,029	48.5%
1998-1999	\$ 10,838,199	58.3%

Employee Professional Growth and Development

A second measure of commitment to the acquisition, discovery, and application of knowledge is the University’s policies intended to continually upgrade the skills and expertise of its personnel. Examples include the University’s tuition remission, doctoral studies subsidization, sabbatical leave, and professional leave policies. The primary goal of all these policies is to encourage functional area expertise and connection to the wider academic and professional communities.

The University’s tuition remission policy provides eligibility for 100% tuition remission for full-time employees, their spouses, and their dependents enrolled in undergraduate degree programs offered by MidAmerica Nazarene University. For graduate programs offered by MNU, the tuition remission policy provides eligibility for 100% tuition remission for employees and 50% for spouses. Regular part-time employees are also eligible for percentage tuition waivers based on the number of hours worked in a year and years of service. In the last three years seventy-eight employees have used the Tuition Remission Policy for themselves, spouses or dependents. Of that number five full-time staff/administrators have completed undergraduate degrees and eleven have completed graduate degrees.

The University’s commitment to employee professional growth and development is found in its allocation of funds for: faculty members to complete doctoral programs; provision for sabbatical leave; and providing time and funds for attendance at conferences and workshops. The University may grant a maximum of six (6) sabbaticals each academic year. Shown in the table below is data related to the utilization of these policies.



The Faculty Handbook is available in the physical and virtual resource



rooms and on compact disc.



¹ 2008-2009 Catalog, p.4

Table 4a-2: Doctoral Program and Sabbatical Grants by Year

Fiscal Year	Number of Faculty Receiving Funds to Participate in Doctoral Programs	Number of Sabbatical Leaves Granted
2007-08	12	2
2006-07	14	6
2005-06	17	3
2004-05	17	3
2003-04	17	3
2002-03	16	4
2001-02	14	6
2000-01	18	6
1999-2000	20	6

Sabbatical leave is integrally linked to the ability of faculty members to fulfill their research aspirations through immersion in their specific areas of academic endeavor. Ultimately, sabbatical leave can enhance the transmission of knowledge in the classroom. Notable recent examples of the product of sabbatical leave include:

Table 4a-3: Sabbatical Results

Division	Sabbatical Activity
Fine Arts	Faculty member spent time in Japan studying Japanese folk music
Business Administration	Faculty member obtained certification in business ethics through Colorado State University
Innovative Adult Education	Faculty member developed educational programs, Transition to Work and Basic Life Skills, for Kansas City, Missouri homeless shelter
Humanities	Faculty member wrote <i>A Case Study of Leadership During Change at Midwest: An Institution of Higher Learning</i>
Religion and Philosophy	Faculty member wrote a monograph titled <i>Evangelical Worship in the 21st Century</i>
Science and Mathematics	Faculty member authored a textbook titled <i>Circuit Fundamentals for Digital Design</i>

Beyond formal policies encouraging professional development, the University demonstrates its commitment to faculty professional growth by regularly providing in-house faculty development opportunities for full-time and adjunct faculty. Each academic year, orientation days are planned and provided for all new faculty and adjunct faculty members and the Faculty Development Committee provides opportunities for continued professional growth each semester.² Examples of recent programs include:

1. "Blackboard Training: Course Set-up, Discussion Board, Grade Book, etc.."
2. "Retention and Motivation of Students."
3. "Teaching Styles and Activities to Enhance Learning."
4. "Curriculum Design and Assessment" (six week session via Blackboard™).

² See Core Component 3b at p. 108. See also: <http://mnufacultydev.wikispaces.com/>

5. *“Developing Online Learning Communities.”*

A wide variety of activities occur campus-wide that contribute to the development of University employees.

1. Staff are provided with funds to attend conferences and workshops that give opportunity for professional growth.
2. Staff training is provided through the Employees Assistance Program.
3. New faculty and adjunct faculty orientation covering a range of topics: FERPA, technology use, benefits, policy orientation.
4. President’s Breakfast Club where faculty have opportunity to present current research and study material.
5. Faculty Retreats.
6. Women Office Workers Luncheons.
7. Smith Holiness Lecture Series.
8. Cultural Performing Arts Series.
9. Department sponsored speakers and conferences.
10. Faculty and staff development sessions offered through the Kansas City Professional Development Council (KCPDC).

MidAmerica provides resources for faculty and staff members to hold memberships in professional organizations, attend continuing education, and subscribe to professional journals in order to build their knowledge base and to stay current in their field of expertise. Staff development is provided via on campus in-service training and information sessions as well as off campus conferences and meetings geared toward relevant trends, current issues, and topics specific to each area. Departments budget for these professional development opportunities so that staff members remain current and future-oriented in response to the mission. In addition, MidAmerica promotes joint discussion and interaction on a daily basis with an atmosphere that is very open to peer exchange and sharing of ideas. For a further discussion related to faculty and staff development please see Core Component 3B, pp. 106-110.

Through various programs, recent guest speakers on campus include:

1. **Mike Huckabee** - former Governor of the state of Arkansas and candidate in the 2008 Presidential election.
2. **Sam Brownback** – senior United States Senator from the state of Kansas and candidate in the 2008 Presidential election.
3. **Gordon McDonald** - author, speaker and teacher; pastor for more that forty years, most recently at Grace Chapel in Lexington, Massachusetts.
4. **Dennis Moore** - Democratic member of the United States House of Representatives since 1999, representing Kansas’s 3rd congressional district.

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A calendar of campus events is available in the physical resource room.

5. **Lloyd Ogilvie** - recently retired Chaplain of the U.S. Senate; author of more than 40 books and recipient of the Gold Medallion award for his writing.
6. **James Dobson** - founder and chairman of the board of Focus on the Family; producer of the daily radio program Focus on the Family and founder of the Family Research Council.
7. **Leonard Sweet** - theologian, author, and futurist, voted “One of the 50 Most Influential Christians in America” in 2006; currently the E. Stanley Jones Professor of Evangelism at Drew Theological School in Madison, New Jersey.

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The opening of the Bell Cultural Events Center in the summer of 2007, affords the University the opportunity to schedule more events for its students and the community at large. To insure that opportunity becomes reality, both the Board of Trustees and President’s Cabinet have signaled their support by allocating financial resources for the employment of a Bell Cultural Events Center Building Coordinator. This building combined with the devotion of human and financial resources ensures that events held in the Bell Cultural Events Center will bring the University in closer alliance with the larger community.

Campus and Wider Community Involvement in a Life of Learning

The Women’s Auxiliary comprised of MNU female employees; wives of MNU faculty, staff, and administrators; and community women who support the mission of the University meet once each semester. This group was organized to provide scholarships for MNU students through an endowment. This endowment was funded primarily through the sale of merchandise at the MNU Mercantile, part of the Homecoming and Autumn Auction tradition. In 2007-2008, the Auxiliary provided twelve \$1,000 scholarships to MNU students and contributed \$5,000 to the endowment fund.

FUTURE-FOCUSED

Life of Learning Beyond the Classroom Environment

The University’s commitment to a life of learning is not limited to the traditional classroom, faculty, staff, and administration. For example, MidAmerica Nazarene University provides leadership training and service learning opportunities for Associated Student Government (ASG) leaders. The students elected to fill these positions are able to attend Nazarene Student Leadership Conference (NSLC) training each year. ASG leaders along with Resident Assistants and Student Mentors are trained during a focused week of study each August. Training continues throughout the year to develop leadership skills and abilities. About fifty-five students participate in this training each year.

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Business students participate in MidAmerica Nazarene University’s Students in Free Enterprise (SIFE) team. One example of this program’s success occurred in 2005 when the University’s SIFE team earned a spot in the organization’s national competition. Each year MNU students participating in the SIFE program create economic opportunities in the community by organizing outreach projects that teach market economics, entrepreneurship, personal finance success skills and business ethics. In the academic year 2004-05, MNU SIFE team members organized nine projects in Olathe, including “Mix It Up,” which gave middle school students an opportunity to discuss ethical decision making.

The Ministry Resource Center (MRC) Conference held once each semester is sponsored by the office of Church and Community Relations and the Division of Religion and Philosophy. This conference provides a concentrated learning environment and a variety of resources for religion students and faculty as well as for pastors and lay leaders on the University's educational region. This conference is also open to all non-Nazarene pastors and church leaders in the community.

Freedom of Inquiry and a Life of Learning

The University seeks to achieve its educational mission of developing maturing individuals who are well versed in the liberal arts, career-focused, and possess a commitment to service in a Christian, holiness lifestyle. The general education program at MidAmerica Nazarene University exposes students to certain facts, ideas, and values in an attempt to awaken them to their potential and to assist them to develop ways of recognizing and expressing truth through the academic disciplines. It is the aim of general education to broaden students' understanding of revelation, creation, and culture; to develop their abilities to think clearly and creatively; and to articulate a Christian philosophy of life and vocation. Within these guidelines, courses offered at MidAmerica Nazarene University that particularly illustrate creative academic freedom in practice are Human Sexuality, Religions of the World, Understanding Multicultural Behavior, and History of Cults and the Occult.

The *Faculty Handbook* clearly defines academic freedom and responsibility in the classroom with regard to methods of discussion and presentation of subject matter as well as the choice of suitable textbooks and grading policies. The institutional policy on academic freedom refers to the *1940 Statement of Principles on Academic Freedom and Tenure*³ which was prepared jointly by the Association of American Colleges and the American Association of University Professors, and to "*Freedom of Teaching*"⁴ which was developed by The Higher Learning Commission. Many of the procedures in the Faculty Handbook were designed to implement the general terms and intent of these two documents. Additionally, the Faculty Handbook contains a brief statement on the rights and responsibilities of academic freedom.

The March 15-16, 2007 visit of Soulforce is a recent example of the freedom of inquiry in practice on the campus of MidAmerica Nazarene University. Soulforce, a gay rights advocacy group, formally requested permission to visit the campus and present the case against the University's position of prohibiting homosexual behavior. Soulforce sought permission to press their case at MidAmerica Nazarene University through Equality Ride, a group of university-aged students and young adults who travel by bus to Christian campuses. The group's purpose is to confront administrators, faculty and students over policies and practices that they consider discriminatory. After due consideration, University President, Dr. Ed Robinson, granted permission for the visit; briefed the campus community regarding the visit; opened campus forums for the visitors; and, extended hospitality throughout the group's stay. Due to the goodwill extended by the University, what could have been an unsavory confrontation was instead an exchange of competing life philosophies that facilitated



A summary of Soulforce's campus visit is available in the physical resource room.

3 Faculty Handbook, pp. 69-72

4 Faculty Handbook, pp. 70-71

cultural awareness and learning.

Supporting Scholarship and Research Activities

The Mabee Library and the Kresge Center are key components of the life of learning experienced by the campus community. Recently, Mabee Library fulfilled its goal of supplying one periodical, research or curriculum support database for each discipline offered at the University. In 2006, a librarian, well-qualified in library technology, was added to the staff. Serving in a dual position as faculty member and library staff member, this position ensures that the library will continue to thrive in the environment of changing technology.

In the last HLC visit in 1999, the team members believed that faculty usage of the library was relatively low. The following table shows the number of books checked out by the MNU faculty.

Table 1-7: Books Checked Out By Faculty

Fiscal Year	Books
1998-99	344 (low)
1999-00	882
2000-01	758
2001-02	565
2002-03	581
2003-04	502
2004-05	650
2005-06	885
2006-07	1,414 (high)
2007-08	645

The following table shows the number of database sessions and searches performed by faculty and students. The institution does not currently have the capability of breaking this data down into the two groups, but a reasonable inference can be drawn that faculty usage has dramatically increased because of electronic access.

Table 1-8: Database Sessions and Searches - All Users

Fiscal Year	Sessions	Searches
2002-03	6,384	26,656
2003-04	10,153	42,222
2004-05	12,922	45,157
2005-06	18,823	81,215
2006-07	19,779	87,618
2007-08	24,699	96,842

A library study group made up of faculty and library staff met on November 20, 2006. There was a faculty representative from each division along with all the members of the library staff. The library

director monitored the 90-minute meeting and notes were taken. Several questions were asked: what positive things is the library doing, what negative things is the library doing, how can we improve our services and how can we get our faculty to use the library more?

The faculty gave a number of suggestions which were developed into the following strategies to increase faculty usage.

1. Both the reference librarian and computer services librarian meet with each division annually at one of their staff meetings. At those sessions, they share new resources and databases, answer any questions or concerns the faculty might have, promote the library, and get to know the faculty members on a personal level.
2. All three librarians provide library instruction presentations to various classes and the library staff has developed a number of interactive tutorials and pdf's for various classes. The faculty is requesting more of these programs.
3. The faculty is starting to share in the weeding of out-dated books in the library collection.
4. The faculty is encouraged to submit requests to the library for items to be purchased for the library's collection. Each division is allocated a certain amount of money from the library's materials budget. These funds are used to order materials that will support the curriculum in the division, as well as more general research needs. Faculty also provide input on the addition of research databases and journal subscriptions.
5. The faculty has asked that the library staff advertise their services on the campus-wide TV system and this has been accomplished.
6. As more faculty have been working on their doctoral dissertations or research projects, they have requested assistance from the library staff.
7. The library staff has linked the library website to Blackboard™. Thus when the faculty has their students use Blackboard™ for their assignments, they automatically get the library website on their computers.
8. New faculty members are provided a library tour upon request. This program, however, needs to be expanded as a part of the new faculty orientation.

Non-traditional Student Scholarship

Students in the University's degree completion program, Management and Human Relations in the Division of Innovative Adult Education (IAE), show evidence of scholarship through the development of a project thesis. This academic experience, relatively unique at the undergraduate level, offers each student a forum to showcase applied research. Recent examples of project thesis topics include:

1. A feasibility study for the creation of a high-end audio store.
2. The development of a training process within the engineer, furnish, and install division at Sprint North Supply.
3. The development of an alternative sick leave benefits program for the Olathe Police Department.
4. A study demonstrating the importance of a step-by-step training program.

DISTINCTIVE

5. The development of a communication process—from corporate direction to store action.

FUTURE-FOCUSED

The Division of Religion and Philosophy is a University leader in providing scholarships to assist qualified students. During the 2005-2006 academic year, the Division of Religion and Philosophy awarded more than \$250,000 to qualified students through its Ministerial Student Scholarship Program. This scholarship program provides financial assistance to college students preparing to enter a full-time ministry assignment in the local church, in missions, or in evangelism within the Church of the Nazarene. The ultimate goal of the program is to help Nazarene ministerial students become more marketable after graduation by minimizing their indebtedness and maximizing their opportunities for practical experience.

The classroom experience at MidAmerica Nazarene University has been enhanced through the receipt of federal grants. Under the auspices of the Office of University Advancement and in concert with the Vice President for Academic Affairs, a grant development process was created and implemented. Major grants received to date have benefited the Division of Science and Math, the Division of Behavioral Sciences (Criminal Justice major), the Division of Nursing, and the Division of Education. The gross amounts of the most significant grants received by the University to date are:

1. Division of Science and Math and Division of Behavioral Science (Criminal Justice) (part 1): \$500,000.
2. Division of Science and Math and Division of Behavioral Science (Criminal Justice) (part 2): \$125,000.
3. Division of Science and Math and Division of Nursing: \$750,000.

Recognizing Achievement

Each academic year, a portion of one chapel service is devoted to recognizing faculty research and accomplishments. A booklet in which faculty members names along with their research and other activities undertaken during the previous academic year is distributed to all those attending the service. Examples of recent entries include:

1. Publication of “A Shepherd in a Wrinkled Suit,” in *College Faith* 3.
2. Presentation at the Nazarene Centennial Urban Renaissance Conference, in Philadelphia, titled, “Cultural Diversity and Its Impact on the Church in the New Millennium.”
3. Publication of “Applying the Reflective Judgment Model to Nursing Students” in *Dissertation Abstract International*.
4. Two months spent in Quetzaltenango, Guatemala studying Spanish and the traditional music of Guatemala.

The Office of University Advancement plays a vital role in relaying University happenings and achievements to the campus and wider community. News releases are posted on the home page of the University’s website on the same day they are published in local newspapers. Additionally, the Public



Grant process, applications and awards are available in the physical resource room.



A faculty accomplishment display is available in the physical resource room.

CONNECTED

Relations Office publishes a weekly electronic newsletter titled *The Monday Report* which informs the campus community of upcoming events and recognizes students and staff for their outstanding accomplishments.

The Office of Institutional Advancement also publishes *Accent*, a quarterly university magazine. This publication, widely distributed to University alumni, donors, businesses, churches, the local community and the campus community is a source of information not only related to campus events, but also the outstanding accomplishments of faculty, staff, students and alumni.

The American Heritage award is the highest non-academic award granted to a graduating senior. The award, made by faculty election, is based on campus citizenship, spiritual vitality, and all-round contribution to the University. The American Heritage award is presented at the spring commencement ceremony to one senior woman and one senior man. Outstanding seniors who have received this award are shown in the table below:



Commencement programs for various years are available in the physical resource room.

Table 4a-5: American Heritage Award Recipients

Graduating Year	Recipient-Woman	Recipient-Man
2007	Elizabeth Turner	Daniel Buxie
2006	Anne Margaret Bryant	Joshua Aaron Jakobtitz
2005	Heidi Lynn Miller	Andrew Phillip Secor
2004	Larissa Lynn Klinger	Christopher Paul Manbeck
2003	Kendra Renae Crow	Bryan Paul Beaver
2002	Nellie Yangmi	Jonathan P. Weathers
2001	Deborah Ann Buxie	Dorzell Everette King, Jr.
2000	Megan Diane Young	Donald Levi Miller
1999	Kelsey Elizabeth Crow	Stephen Walter Abbot

During the annual homecoming activities (fall semester), the University recognizes the achievements and accomplishments of alumni. At this time the Alumna and Alumnus of the Year awards are bestowed on the basis of outstanding achievements in career, contribution and service to the University, church, or local community. Additionally, the University's Alumni Council honors one or more individuals with the Carry the Torch award. Carry the Torch recipients are honored for their humanitarian contributions to the University, their church and community, and for their support and promotion of the University as an outstanding Christian Higher Education institution. Former student athletes are also recognized during the homecoming activities through their induction into MidAmerica Nazarene University's Athletic Hall of Fame.

Additional noteworthy awards and acknowledgement of the life of learning include:

1. University's Honor's List, Dean's List, and President's List—published each semester.
2. Honor's Chapel held in the spring semester to honor outstanding students in each academic unit.
3. Phi Delta Lambda honor society which recognizes students who display high ideals of learning, character, and Christian service. Phi Delta Lambda inductees are awarded scholarships and are honored at the chapter's induction breakfast.
4. Honorary degrees, Citation of Merit, Founder's Medallion, and Distinguished Community Service Awards.

Core Component 4B

MidAmerica Nazarene University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

LEARNING - FOCUSED



The minutes of major organizational committees, including the self-study committee are available in the virtual and physical resource rooms.

The University regularly reviews the relationship between its mission and values and the effectiveness of its general education. The mission statement, vision statement and motto of the University articulate the mission and values of the University. The importance of breadth of knowledge and skills is explicit in all these statements. Likewise, breadth of knowledge is a key element of curriculum design at all academic levels from the general education core to graduate programming.

The University's education requirements are deliberately designed to include courses that encourage and develop a commitment to continued intellectual development and a life of service. Division faculty members meet regularly to discuss the University's mission and verify, through the data collection process, the effectiveness of the general education core courses. The University's general education committee, which includes a representative from each academic division, meets monthly to review the general education program requirements, discuss assessments and effectiveness, and make changes as deemed appropriate. Likewise, the teacher education committee, composed of representatives from the nine academic divisions that house teacher education programs, meets monthly to assess the relationship of general education classes to state accreditation standards for teachers.

General Education

The General Education Committee oversees the annual institutional testing day each fall. This day requires all students of junior standing to take the College Basic Academic Subjects Examination (CBASE) developed by the University of Missouri. Four areas of this test are administered in order to ascertain the success of general education at the University. The areas are English, math, science and social studies. The results of these tests are compared with over 135 other institutions who participate in the exam each year. The general education committee examines these results and communicates them in writing to the various divisions of the University who offer classes to meet outcomes in these areas. Divisions are asked to respond to the data and determine changes that may be made in their general education classes as a result.

The University integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. The University grants Associate of Arts degrees in general business, liberal arts and music ministry; Bachelor of Arts degrees in thirty-six major fields, including licensure in nine different areas of education; a Bachelor of Science in nursing degree; a Bachelor of Music Education degree and master's degrees in five areas. These degree opportunities provide

more than just evidence of credit hours in a given field of study. The University ensures that students acquire knowledge and inquiry skills in all of its degree fields. The general education curriculum requirements include a wide variety of courses in several disciplines.

The courses and the learning outcomes for the general education curriculum are subject to continuous monitoring by the general education committee, the student learning assessment facilitation team, teacher education committee and by all the academic divisions of the University to insure that course offerings are adjusted as needed. Student learning assessment is a significant device used by these groups for reviewing the usefulness of the general education core at MidAmerica. **Currently, the major emphasis is on ensuring the use of assessment results to improve learning. The following table is a representative sample of Gen.Ed. program improvements which have been implemented as the direct result of assessment. These examples illustrate means of assessment for which the criteria for success were not met. The resulting general education committee analysis and intervention is listed in the column on the right under the heading “use of results.” Additional examples may be found in the Assessment Record Books and in the “assessment day” minutes of each office on campus.**

Table 4b-1: Representative Sample of 2006-2007 General Education Assessment Interventions

Program <i>Assessment tool</i>	Results	Use of Results
Bachelor of Arts <i>Final Exam in Ethics</i>	23/36 students (64%) scored 70% or better on the final examination in Ethics.	Increased focus on analytical skills and argumentation through course handouts and class practice activities.
Bachelor of Music Education <i>Senior Survey</i>	2/4 students (50%) “strongly agreed” or “agreed” that their “experience at MNU enhanced their understanding and use of the scientific method of inquiry and an awareness of environmental and technological issues.”	The General Education committee noted that the required curriculum includes a course in environmental stewardship but not one in which the scientific method is taught. Notification was sent to the chairman of the Fine Arts Division that the required curriculum for the BMed degree is not fully consistent with the official statement of the Scientific Literacy outcome.

The University’s core curriculum requirements demonstrate that students are provided with a wide range of opportunities to acquire and experience diverse avenues for gaining knowledge and skills that will aid in their current and continuing intellectual inquiry. To this end, the University’s faculty identified seven areas with specific learning outcomes that are required in order for students to function effectively in a chosen major and participate in an increasingly diverse world. These seven outcomes, along with classes that were specifically designed to meet them were laid out in the previous chapter. Not all classes are required in each area. Instead, students are provided options that allow them to fulfill desired outcomes

Table 4b-2: General Education Outcomes

Associate of Arts degree – Total of 63 credit hours	
General Education Core Outcomes	
Spiritual Development	6 credit hours
Self-Understanding	5 – 7 credit hours
Critical Thinking	3 – 6 credit hours
Effective Communications	6 credit hours
Social Responsibility	3 credit hours
Scientific Literacy	4 – 7 credit hours
Aesthetic Literacy	3 credit hours
Bachelors degree – Minimum of 126 credit hours	
General Education Core Outcomes	
Spiritual Development	9 credit hours
Self-Understanding	5 – 7 credit hours
Critical Thinking	6 – 9 credit hours
Effective Communications	6 – 10 credit hours
Social Responsibility	0 – 6 credit hours
Scientific Literacy	3 – 9 credit hours
Aesthetic Literacy	3 – 6 credit hours

A survey of the learning outcomes of general education and the classes that meet these outcomes indicates that they address various dimensions of personal growth and seek to prepare students to function in an increasingly complex world. Social, environmental, historical, technological, spiritual and aesthetic concerns are taken into account. Courses in the natural sciences, mathematics and computers prepare students to understand technological issues, while English, philosophy, psychology, American history, social science and fine arts provide them with the skills to interact. Experiential learning is also a key component in general education classes. Many classes, such as Ethics and Old Testament Literature, require projects that help students build teamwork skills. Classes meeting the outcome of aesthetic literacy, in particular, require observation and practice hours related to the arts. Most physical education and science classes involve hands on lab experiences typical of these subject areas.

Graduate Degree Programs

The University effectively assesses how well its graduate programs establish a knowledge base upon which students develop a depth of expertise.

Assessment of the Master of Education degree illustrates the way graduate programs are assessed at the University.⁵ In summary this plan provides for student and program assessment through various instruments including: alumni surveys, course evaluations, program evaluations and program self-studies. Data from these instruments are made available to instructors and administrators of the programs, evaluated by them and used to make changes to individual courses and the programs as a

⁵ See pages 9-21 of the Division of Education Assessment Plan booklet located in the criterion four file in the resource rooms.

whole. Various decision points for screening students have been identified in each program to provide feedback to and from students.

The Master of Arts with a concentration in Special Education began with the enrollment of 15 students in October of 2003, following an extensive collaborative process involving several institutions from Kansas, Missouri and Iowa. As a result of this two-year process, the Midwest Associated Colleges Consortium was formed with three institutions: MidAmerica Nazarene University, Baker University, and the University of Saint Mary. Following a 14-18 month program, involving 33 credit hours, and the passing of two content examinations from ETS, students become eligible for a provisional license from the Kansas State Board of Education. Students may enroll at any of the three universities belonging to the consortium in order to obtain a provisional license.

The Master of Arts in Counseling degree consists of a two-year program designed to train clinical professionals who are able to compassionately meet the demands of a diverse society. Assessment is carried out in a variety of ways including a series of internships closely supervised by faculty in order to determine readiness. Videotaping of client sessions (with permission) and other techniques are used to help the student self-assess as well as receive feedback from a mentoring professor and/or clinician.

The Master of Arts in Organizational Administration degree is a 52-week, 36-credit hour degree program designed to enhance student skills for a life of service in the business arena. This program includes courses in “Human Resource Management” and “Organizational Development.” Competence, cognizance and communication skills are assessed through various means, including supervisor and peer feedback, collaborative projects, objective examinations and student exit surveys.

The Master of Business Administration degree consists of a 96-week program designed to integrate curriculum courses in context with the University’s mission. The last course in the required 12 course sequence is a capstone experience which requires each student to develop and present one of the following: a business plan for a new business, a new venture proposal for an existing business or an analysis of an existing business plan of an existing business. The Business plan assessment tool is used to evaluate the outcome of the learning experiences provided in the MBA program.

Co-curricular Activities

The University links curricular and co-curricular activities that support inquiry, practice, creativity and social responsibility in a variety of ways. Throughout each academic year students are encouraged to participate in a variety of activities that support inquiry, practice and creativity. Student participation in Associative Student Government, the campus newspaper, the campus yearbook, sports teams, mission trips, community service projects in Freshman Seminar, and the Education Department’s program for licensure and degree programs provides for linkages between curricular and co-curricular activities. Students are introduced to the importance of community service beginning with their Freshman Seminar classes. The new student orientation program requires new students to complete a service learning experience that benefits the local community

CONNECTED



Consortium agreements are available in the virtual resource room.

LEARNING - FOCUSED

through participation in the Homeless Project, blood drives, the AIDS project, multiple mission trips and inner-city opportunities. The University’s commitment to social responsibility continues through student involvement in community service that is integrated into the academic curriculum for the various degree programs. Several chapels are organized throughout the academic year that provide recognition of students for special academic achievements, sports achievements and mission activities.

Students who participate in Associated Student Government (ASG) are given the opportunity to develop leadership and interpersonal skills by attending conferences that focus on the importance of delegating work, networking, and creative means for accomplishing an organization’s goals. Students in ASG are sponsored, encouraged, and assisted in their participation in the International Club and Students for Social Justice. Spiritual Life has partnered with Community Life through class councils and other student groups. While participating in ASG, students use their developing leadership skills for various student government activities. The following chart provides an example of the activities that students plan and executes:

Table 4b-3: Student Opportunities and Activities

ASG ACTIVITIES FOR 2007			
Recurring Activities			
Intramurals			
Sport	Participants	Teams	Notes
Softball	216	18	Record number this year
3 on 3 basketball	24		
Flag Football	90	6	
Game of the Week – Began last year. ASG picks one sporting event per week and highlights the halftime with an event or give-away.			
Weatherby Worship – Student led worship on Thursday night at 10pm with an average of 15-25 students per week.			
CEC Live – Biweekly on Sundays. Student programming in the Lobby of the BCEC featuring student talent in live performance setting. Depending on performers there can be 10-50 students.			
Round Table Discussions – a monthly topic in which faculty/staff members lead an informal discussion. Topics range from Christians engaging/embracing Culture to Sexual addictions. Average of 20 to more each month.			
Life University – An RHC educational programming event. Topics include finances after college, love, relationships, marriage and career development. As many as 70+ students have come as well as few as 17.			
TV2 Live Shows – Production of TV2 is shot before a live audience. Room seats 50 occupants comfortably.			
Activities by Month			
August/September			
Welcome Week			
Day	Activity	Participants	
Monday	Welcome Back Bash		
Tuesday	Rootbeer Fest/Sand Volleyball Tourn.	Gave away 400 mugs	
Wednesday	Movie on the Mall		

Thursday	Community Fair Concert on the Mall	Impossible to estimate participants at Community Fair
Road Trip to Cross Country vs. Baker – took 7 people to the meet.		
ASG/RHC Council Retreat - 78		
October		
Blood Drive – 97 participants signed up to give blood and 84 actually gave.		
CLEAR – Monthly student led worship service with 75 participants.		
Jersey Auction – Sponsored through ASG Community Relations		
Homcoming Week Activities		
<i>Day</i>	<i>Activity</i>	<i>Participants</i>
Monday	Softball Homerun Derby	
Tuesday	Homecoming Bonfire	100+
Wednesday	Pepsi Break	30+
	Movies that Matter	25+
Friday	Homecoming Student Banquet	237
	Bowling After Party	115
RHC Spook University – Great turn-out from community. 200-300 kids went through for treats.		
November		
Third Half Lock-In – All night activity in Land Gym sponsored by ASG and each class council. 175 students came through doors and 30 stayed overnight for pancake breakfast.		
Turkey Quest/CEC Live – 60 participants		
Student Leadership Forum – 40 participants		

Many students also participate in the writing, publishing and distribution of the campus newspaper and campus yearbooks. This activity further develops a variety of skills such as effective communication, effective use of time and research and evaluation of material to be used in publications.

One out of every three students at the University is involved with intercollegiate athletic teams. These formalized athletic activities provide vital links with curricular activities. Aside from GPA requirements mandated by the NAIA before a student can participate in an event, athletic participation nurtures creativity, leadership, problem solving and team building skills. Student athletes learn social responsibility and develop skills for living and working together effectively. Students not involved in varsity sports also have opportunity to participate in intramural sporting events and develop similar skills.

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Over 200 students each year participate in a variety of mission trips, both inside and outside the United States, during spring and summer breaks. These trips provide a greater breadth of understanding of world problems and students develop skills for communicating and accomplishing mission project goals. The trips foster inquiry into the global society and develop first-hand understandings of diversity. For a full discussion of student mission trips see Core Component 3C, pp. 120-123.

Each academic semester, students have the opportunity to participate in an exchange program or “Semester in Europe” with European Nazarene College (EuNC). In recent years, MNU has had up to three persons per semester participating one of these programs. This provides opportunity for these students, as well as others across both campuses, to explore international perspectives. Other similar opportunities to study abroad are available to students through the CCCU and other institutions

A variety of student clubs, sponsored by various academic units, help link curricular and co-curricular activities.

Table 4b-4: Student Clubs

Sponsor	Club
Division of Science and Mathematics	Medical Careers Club
Division of Science and Mathematics	Math Club
Division of Business Administration	Students In Free Enterprise (SIFE)
Faculty	Alpha Chi Honors Society
Faculty	Black Student Union
Students	Students for Social Justice
Faculty	Sigma Chi Omega
Division of Fine Arts	Guitar Club
Division of Education	Professional Teacher Candidate Organization
Division of Education	Pi Lambda Theta
Division of Behavioral Sciences	Criminal Justice Club
Faculty	Fellowship of Christian Athletes
Faculty	International Student Community
Division of Nursing	Kansas State Student Nurses Association
Division of Fine Arts	Pep Band
Division of Behavioral Sciences	Psi Chi

Each of the associations offers opportunity for further engagement in exploration of the world with like-minded or gifted students. Other groups are designed specifically to serve regional churches by offering weekend ministries of puppet ministry, special music and preaching. These include the Gospel Station, which is made up of student volunteers, and public relations singing groups, which are sponsored by the Church Relations Office of the University.

In addition, many faculty and staff members across campus model linking curricular and co-curricular activities. For example, an assistant professor of mathematics works at Garmin during summer months; a reference librarian is a member of the Olathe Public Library Board; a former chair of the Division of Innovative Education is involved in community service at the Kansas City Rescue Mission; a professor of practical theology pastors a small rural church near the university; and the director of MNU’s career development center is involved in organizing and/or participating in the Greater KC Employer Fair, the Heart of America Fair, Interview Day (a consortium of 9 different Universities), and MNU’s Teacher Career Fair.

Preparation of Alumni

The University's learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. MNU students enter into various vocations, following graduation, that require the continuation of intellectual inquiry necessary for maintaining competence in their selected vocations, such as nursing, ministry, elementary and secondary teaching, business and other leadership positions. They are also routinely accepted into graduate programs such as medical school, veterinarian school, law school, counseling, education, social work and seminary.

LEARNING - FOCUSED

The alumni outcomes assessment survey⁶ of August 2006 indicated that most alumni either “strongly agreed” or “agreed” that the University provided the appropriate skills, such as critical thinking, communication and writing, necessary for continued intellectual discovery.

The University's learning outcomes demonstrate effective preparation for continued learning. A survey of learning outcomes expressed in various mission and outcomes statements of the divisions and departments of the University indicate a strong focus upon this component. The Division of Behavioral Science, for example, introduces each of its purpose statements with the phrase “seek to produce life-long learners who.” The Division of Nursing identifies developing “life-long learners who strive for personal and professional growth as individuals who are responsible and accountable members of their profession and society” as a key learning outcome for their division.

The number of students entering continuing education programs, following their graduation from the University, demonstrates the effectiveness of preparation for continued learning. For example, data from 1999-2006 period shows that out of 85 graduates in the science areas 22 students entered medical schools, 4 students entered graduate schools in chemistry, 3 students entered dental schools, and 1 student entered veterinarian school. Of the 175 graduates in the Division of Religion and Philosophy over that same period 30% went on to seminary or other forms of graduate study. The number of students entering other graduate programs in other fields such as education, psychology and law is also indicative of the effectiveness of academic training at the University.

Performance of students on key professional exams is also a significant indicator of effectiveness for continued learning. Over 80% of MNU's nursing students passed their nursing board exams on their first attempt. The percent of education students passing state board exams for certification is also strong.

In the alumni outcomes assessment survey of August 2006, most students agreed that their MNU experience helped them develop an appreciation of life-long learning and that the general education program at MNU provided them with skills, such as, critical thing, communication and writing, which prepared them to work and live in a global, diverse and technological society. Of those who

⁶ Available in the criterion four file in the physical resource room.

responded to the survey 9 % were currently engaged in an advanced program of study.

Core Component 4C

MidAmerica Nazarene University assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.


Assessing the usefulness of curriculum is a multi-faceted process that requires input from a variety of the organization’s stakeholders including students, alumni, faculty, administration, Board of Trustees and the community at large. MidAmerica Nazarene University acknowledges the importance of continual assessment of its curriculum for usefulness and viability and has in place a number of mechanisms and policies aimed at producing high quality, timely curricula. The University provides a global perspective in its curricula; incorporates relevant technology in its operations and course delivery; and seeks diversity in its student body, staff, faculty, and administration. Evidence of the University’s commitment to maintaining the usefulness of its curricula is found in its policies and practices.

Student Learning Assessment Results

Student learning assessment is a significant device for reviewing the usefulness of curricula at MidAmerica. Currently, the major emphasis is on ensuring the use of assessment results to improve learning. **The following table is a representative sample of program level improvements which have been realized in major fields as the directly result of assessment. Additional examples may be found in the Assessment Record Books and in the “assessment day” minutes of each office on campus.**

Table 4c-1: Sample of 2006-2007 Assessment Cycle Interventions

Program <i>Assessment tool</i>	Results	Use of Results
Psychology <i>ETS major field test in Psychology</i>	13/13 (100%) scored within one standard deviation of the mean or better.	Student preparation was increased through the use of a study guide and early study notification system
Business <i>Exit Surveys</i>	On the 2006 exit survey, (question #19) 26 out of 41 seniors (63%) rated the division as “outstanding” or “good” with regard to teaching Business related technology skills.	Paid for two professors to take additional technology courses in response to exit survey data indicating room for improvement with regard to technology preparation.
Nursing <i>ATI-NCLEX predictor exam</i>	25/36 students (69.4%) passed on the first attempt.	Created a review course and study plan for all students in areas falling below the 50 th percentile on the exam.



Archived Assessment Records Books are available in the physical resource room. The 2007-2008 Assessment Record Book is available in the physical resource room and online at www.assesslearningatmnu.wiki.zoho.com.

Math Education <i>Cooperating Teacher Input/ Student Teaching Reviews</i>	4/4 students (100%) earned a passing evaluation from both their cooperating teacher and the University professor. However, in talking with cooperating teachers, the Math department learned that there was concern regarding the students' ability to successfully plan an entire unit.	Added a unit plan to the secondary math methods course.
Chemistry <i>Standardized Exam – General Chemistry</i>	The class average on the standardized exam at the end of General Chemistry was at the 25th percentile.	Added additional emphasis on problem solving in lectures and homework assignments.
Religion <i>Final Exam in Ethics</i>		Increased focus on analytical skills and argumentation through course handouts and class practice activities.

LEARNING - FOCUSED

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MNU divisions often benchmark their results against common practices in higher education, agency standards, and feedback from recent alumni/employers.

Environmental Scanning

A method used to determine the usefulness of the curriculum is environmental scanning. Whether the means is focus groups, alumni surveys, employer surveys, academic catalog reviews, community involvement, professional meeting attendance or the like, each division and program at MidAmerica Nazarene University is involved in environmental scanning. For example, the Humanities Division monitors the programs offered by Council of Christian Colleges and Universities member institutions and those offered by competitors in the Kansas City market. Professors within the Religion and Philosophy Division are regularly involved in outside activities that support and enhance their classroom responsibilities. Religion professors serve as youth workers, pastors and small group leaders in an effort to sharpen their skills while maintaining contact with the changing needs and desires of local congregations. It is a widespread practice that academic units use focus groups comprised of local professionals, faculty, alumni and community leaders to provide evaluation and input relative to their programming and any deficiencies which might exist.



Curriculum Change Process

The relevance of all course offerings is reviewed thoroughly and continually at all levels. Using environmental scanning techniques discussed above, the unit head and faculty ascertain the appropriateness of each curriculum and determine what adjustments are appropriate to meet student, community, and marketplace needs. When curricular change is warranted, the process of revision is carried forward according to the University's *Program Change Policy* or *New Course Proposal Policy*⁷. The checks and balances inherent in these policies assure that internal and external

stakeholders have the opportunity to monitor, comment on, and ultimately approve or disapprove proposed curricular changes and, thus, tend to increase the probability that change occurs in response to wide-spread and accepted environmental factors.

Program Review Cycle

A second process that assures the usefulness of the University's curriculum is the program review cycle. The academic program review process promotes academic excellence by providing regular, periodic analysis of academic units and the courses of study/programs which they offer. This review serves as a planning document for the academic unit and the results are used as a guide for decisions concerning resource allocations, faculty staffing, admissions standards, curriculum content, and other related matters. This review process involves a self-study conducted by the academic unit and uses questions similar to those used by the University for Higher Learning Commission accreditation. An Internal Review Committee comprised of faculty members from other offices evaluates the self-study report submitted by the division/program. In accordance with the academic program review timeline, each academic unit is reviewed approximately once every five years.


In 1998, the University formalized its academic program review timeline and over the ensuing academic years has diligently carried out internal reviews of its academic programs according to the timeline set forth. Between the academic years 1999-2000 and 2006-2007, twelve of the University's eighteen divisions/programs plus European Nazarene University have undergone review. The Associate Academic Dean of Accreditation, Program Review and Assessment in concert with the VPAA have been instrumental in establishing the internal review process, appointing Internal Review Committees (IRC), monitoring the progress of the IRCS, and enforcing mandates in areas identified for improvement.

The internal review process involves a number of prescribed steps. First, the VPAA in consultation with the associate dean appoints a team of full-time faculty members to make up the IRC. The IRC then accepts documents submitted by the division/program being reviewed; analyzes the narrative and evidence presented and generates a report based upon their findings. Finally, the IRC chair meets with the unit head, the VPAA and the associate dean to discuss the IRC's findings and to assist with the development of an action plan for the division/program to address the deficiencies found.

Specialized Accreditations

In addition to the curriculum monitoring necessitated by HLC accreditation, the relevance of divisional and program curriculum is verified through specialized accreditation:

- **Commission on Accreditation of Athletic Training Education** (Address: 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664; Phone: 512-733-9700).
- **Commission on Collegiate Nursing Education** (Address: One Dupont Circle, NW, Suite 530, Washington, DC 20036; Phone: 202-887-6791).
- **International Assembly for Collegiate Business Education** (traditional program only)



Program review plans, reports, IRC reports, action items and schedules are available online at www.mnuprogramreview.wiki.zoho.com. They will also be available in the physical resource room.

(Address: P.O. Box 3960, Olathe, KS 66063; Phone: 913-631-3009).

- **Kansas State Board of Education** (Address: Teacher Licensure, 120 SE 10th Avenue, Topeka, KS 66612-1182; Phone: 785-296-8010)
- **Kansas State Board of Nursing** (Address: Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, KS 66612-1230; Phone: 785-296-4929)
- **National Association of Schools of Music** (Address: 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; Phone: 703-437-0700).
- **National Council for Accreditation of Teacher Education** (Address: 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; Phone: 202-466-7496).

Internships and job placement

The relevance of curriculum is further measured through the feedback received from area employers who work with University divisions via student internships and practicum experiences. Within the business division, students may elect to enroll in an internship class in which they work with cooperating firms for practical training. The professor supervising the internship matches the students with an appropriate organization and closely monitors the student's progress on the job. The insights gained through internships allow students and the business division to continually review the connection between the business curriculum and the job skills required by area employers.



Employer feedback is available in the virtual resource room.

The Division of Religion provides its students in the practical ministry major an opportunity to work in a specific ministry assignment in a local church and under the direction of a mentor. Likewise in the urban ministry major, students are afforded a unique opportunity through the Bresee Institute in Kansas City to become engaged in an urban ministry assignment. Finally, the Business Division conducts an international business practicum in Africa for international business students each summer.

Through the use of internships and practicums, MidAmerica Nazarene University students are able to assess the usefulness of their curriculum before graduation and faculty are able to simultaneously ascertain the relevance of curriculum and the viability of teaching techniques. These opportunities undoubtedly contribute to the evidence provided by the alumni outcomes assessment survey, 2006. The average rating for the statement, "As a student at MNU, I gained the appropriate knowledge and skills (e.g. critical thinking, communication and writing) which prepared me to successfully work and live in a global, diverse, and technological society" was 2.2 ("Good" on the Likert scale) suggesting that the majority of respondents agreed that they were appropriately prepared.

Global Environment and Diversity

An important part of the University's commitment to transform the individual involves enabling students to gain the skills and knowledge required to function in diverse local, national, and global societies. This is accomplished through a variety of means including campus diversity initiatives, community events, on campus speakers, lecture series, the curriculum and a myriad of off campus

DISTINCTIVE

service and study opportunities.

A diversity task force was established to address the goal of increasing cultural diversity on campus. A special assistant to the president was appointed to further promote this goal. For more information on the topic of diversity please see Chapter 1, p. 19; Core Component 1B, pp. 33-36; and Core Component 2A, pp. 58-60.

MNU students, faculty and staff have the opportunity for regular interaction with individuals from other cultures through chapel programs and special community events. On January 16, 2007 MNU hosted “Living Life Together, Making the Dream a Reality”, the University’s first ever prayer breakfast honoring the legacy of civil rights leader Dr. Martin Luther King Jr. This now annual event involves leaders from area churches and the community of Olathe in addition to MNU faculty, staff and students.

Courses in the general education program at MNU support the goal of providing students with the skills and knowledge necessary to live in an increasingly diverse society and world. These courses include, Understanding Multicultural Behavior, Sociology, Music in World Cultures and Religions of the World. Moreover, all MNU students must demonstrate proficiency in a second language. Many majors require a practicum, internship and/or coursework that further supports the students’ understanding of other cultures. For instance, courses such as Social Psychology, Cultural and Social Anthropology, Cross Cultural Communication, Cultural Diversity in Education, International Business, Urban Ministries, Introduction to Christian Mission and Comparative Political Systems all seek to increase a student’s cultural understanding within their major field of study. The Division of Religion and Philosophy even offers a major in Intercultural Studies for those preparing for careers in missions and the Division of Business Administration offers an International Business major and minor for those students wishing to work in the global marketplace.

Graduate courses designed to equip students to live in a diverse society and world also exist. In the Master of Counseling (MAC) program, a class in Multicultural Counseling is offered. In the MAOA program, students may elect an International Marketing and Business option which culminates in a study experience outside the United States to observe the environment and conduct of business in other countries. In the M.Ed. program, graduate students take classes in Comparing World Views and Culturally-Responsive Teaching to gain the necessary tools of self awareness and culturally responsive instruction to navigate the ever-growing variety of needs seen within student populations.

Finally, MNU’s *Go Global* program and opportunities for international service learning encourage students to pursue studies and experiences that will deepen their appreciation and understanding of the world. For a full discussion of these international opportunities please see Core Component 3C, pp. 120-123.

Core Component 4D

MidAmerica Nazarene University provides support to insure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The pursuit of knowledge takes place at MidAmerica Nazarene University within a Christian context. The University has numerous policies, procedures, and practices that promote the responsible acquisition, discovery, and application of knowledge. These policies and procedures are outlined in the institution's specialized handbooks prepared for faculty, students, staff, departments, divisions, and programs. They promote professional, legal, and ethical standards of operation and conduct.

Study Skills and Student Learning

The University takes seriously its responsibility to help students transition from the monitored environment of home and high school to the more self-directed environment of university life. All freshmen are required to participate in new student orientation and take a freshmen seminar class which introduce them to college life, study skills, library services, and other means of acquiring knowledge. Students whose primary language is not English are required to score a paper-based score of 550 or computer-based score 214 on the Test of English as a Foreign Language (TOEFL).⁸ Developmental classes in reading, writing, and mathematics are required of students falling below required scores on the ACT or SAT exams.⁹

The academic standing of every student is evaluated at midterm and at the conclusion of each semester. The Registrar's Office sends a personal letter to every student who falls below required standards of progress for each class level. Faculty advisors and the director of retention receive notification of at-risk students. These students are promptly contacted to determine what needs to be done to insure their academic success.

Plagiarism and Academic Honesty

The University has a standard policy for plagiarism which is centrally enforced through the Academic Affairs office. Both the faculty and student handbooks detail the parameters of this policy and state consequences for violation. Freshmen and transfer students are advised of the academic honesty policy during new student orientation meetings. Professors are required to include a reference to the policy on their syllabi and the Kresge Center briefs both students and tutors regarding the seriousness with which this policy is followed. If a violation occurs, faculty members report it to the VPAA. A zero is assigned to student work for the first violation; a second violation in any class earns the student a failing grade for the course; and the student is expelled from school for a third violation in any MNU course.

The following survey summary indicates the degree to which faculty encounter instances of plagiarism, the frequency with which they must consult the various academic integrity and appeals

⁸ 2008-2009 MNU Catalog, p. 14

⁹ 2008-2009 MNU Catalog, p. 11

LEARNING - FOCUSED



The Faculty Handbook and the GSE, GSM and Nursing handbooks are available in the physical and virtual resource rooms.



policies and how often they report these issues to the VPAA.

Table 4d-1: Faculty Survey Results¹⁰

Student Violations and Faculty Use of Various Academic Judicial Policies			
Average # of Instances of Plagiarism		Student Handbook Use	
Traditional Undergraduate			
None	12	Never	5
1 – 5	20	Seldom	19
6 – 10	2	3 – 5x/year	8
More than 10	1	3 or more a semester	6
Not applicable	6	Not applicable	3
IAE Undergraduate			
Academic Honesty Policy Use			
None	3	Never	3
1 – 5	2	Seldom	13
6 – 10	0	3 – 5x/year	15
More than 10	0	3 or more a semester	9
Not applicable	30	Not applicable	1
Graduate			
Student Grievance Policy Use			
None	8	Never	11
1 – 5	3	Seldom	20
6 – 10	0	3 – 5x/year	4
More and 10	0	3 or more a semester	3
Not applicable	30	Not applicable	3
Number reported to the Dean			
Grade Appeal Policy Use			
All	4	Never	10
Most	3	Seldom	21
About Half	3	3 – 5x/year	5
Less than Half	3	3 or more a semester	2
None	11	Not applicable	3
None occurred to report	17		

Survey results indicate that plagiarism is more likely to be encountered by traditional undergraduate faculty members than by graduate and adult faculty. Among traditional undergraduate faculty members, the most frequent response was that they encounter plagiarism 1 to 5 times per academic year. The most common response for frequency of consultation with the institution's academic integrity and appeals policies was "seldom". Only 13 faculty members reported an incident to the VPAA.

Academic honesty is further promoted through the emphasis on professional ethics within most academic programs. This emphasis is an important strand within business administration, behavioral science, religion, innovative adult education, and nursing. This is especially evident in the procedures and guidelines for internship and practicum experiences. Graduate programs in business, counseling, and education also emphasize an ethical strand. All of the graduate programs have a class in personal and professional ethics which relates honesty and right practice to each particular field of study.

The University has a license with Turnitin.com[®] which allows professors to have students submit all written work through this electronic service. This service compares a student's written work against millions of books and other student submissions. Students are informed of this expectation in course syllabi and voluntarily submit work to verify that it is free from plagiarism. Many faculty members use this service as an additional way of reminding students of the importance of academic integrity.

This section of material has highlighted numerous policies, procedures, and practices that promote the responsible acquisition, discovery, and application of knowledge at MidAmerica Nazarene University.

¹⁰ Administered 2/25/2008 during faculty assembly. 41 responses

While such descriptions are relevant, they do not actually demonstrate that such structures promote the responsible acquisition, discover, and application of knowledge. An actual demonstration can be accomplished through the analysis of the results of a survey.

The 2006 alumni outcomes assessment survey rated MNU very highly with regard to its academic culture. On a Likert scale with 1 equaling “Strongly Agree” and 2 equaling “Agree,” alumni scored MNU in the following manner. The scores provide evidence that MidAmerica is accomplishing its intended purpose with regard to Criterion Four..

Table 4d-2: 2006 Alumni Survey

Statement Number	Average Rating
29. As a student, it was apparent to me that MNU embraced and promoted a culture that held all campus community members to clearly established standards of social and academic responsibility.	1.99
30. As a student, it was apparent to me that MNU embraced and promoted the responsible use of knowledge (discouraged academic dishonesty and plagiarism).	1.63
31. As a student at MNU, I was clearly aware of policies related to academic honesty and the legal and ethical use of intellectual property.	1.67

Copyright and Intellectual Property

The University seeks to abide by all federal copyright laws, including the Digital Millennium Copyright Act of 1998 and the Technology, Education, and Copyright Harmonization Act of 2002 at every level of the University’s operation. The interim library director of Mabee Library serves as the University’s copyright agent. This person attends conferences and receives regular updates and disseminates the information to faculty, staff, and students. The copyright agent provides faculty with a “best practices” guide for complying with copyright. Faculty are updated on a regular basis in Faculty Assembly on these matters. Further, the University has obtained licenses for video, scripts music and audio recording. The Theatre department obtains permission to produce plays from various publishers such as Dramatic Publishing; Samuel French; Baker’s Plays; Dramatists and others. The Fine Arts Department works through Lillenas Music, 2923 Troost, Kansas City, MO to secure permission for any recordings produced. The campus radio station KMNU - Channel 18, also pays license fees to the American Society of Composers, Authors, and Publishers (ASCAP) and Broadcast Music, Inc. (BMI) for rights to play and webcast music on the radio station

The University has standardized contracts¹¹ relating to the intellectual property of curriculum developed at the direction and expense of the University. Faculty members who act as curriculum developers enter into this relationship with the clear knowledge that the course materials developed

¹¹ The intellectual property agreement is located in the criterion four folder in the resource rooms.

are the property of the University.

Responsible Use of Knowledge/HIPAA and FERPA

The University attempts to protect student, faculty, staff, patient, and client health information at every level of operation. This is particularly true in Student Health Services, Counseling Center, Human Resources Office, and academic programs such as nursing and counseling. The patient privacy requirements of the federal Health Insurance Portability and Accountability Act (HIPAA) of 1996 is printed in various handbooks. The University attorney serves as a frequent consultant for the creation and enforcement of HIPAA procedures and regulations. No HIPAA violations have been reported to University administrators since the law was enacted.

Further, the University attempts to protect student education records at every level of operation. This is particularly emphasized in the Offices of Registrar, Financial Aid, Academic Affairs, Student Development and Student Accounts. The student privacy requirements of the Family Education Rights and Privacy Act (FERPA) are printed in various handbooks. The registrar acts as the University's FERPA compliance officer and provides training to staff and faculty as required. The University attorney serves as a frequent consultant for the creation and enforcement of FERPA procedures and regulations. No FERPA violations have been reported to University administrators for the past decade. On occasion, the University attorney addresses key administrators and faculty members in best practices for both HIPAA and FERPA compliance. This has proven to be a worthwhile preventative measure.

Training

Beyond formal policies encouraging compliance with these laws, the University demonstrates its commitment to ethical practice by regularly providing in-house training for all employees. Examples of recent programs include: *Copyright - Newest information on what to do and what not to do*; *HIPAA - Are you in Compliance in the Classroom?*; *FERPA*; *Publishing Journal Articles*; *Diversity Activities*; and *Legal and Philosophical Issues Surrounding Students with Disabilities*.

Student Financial Information

Great care is taken by the Office of Financial Aid, from the time a student applies for a student loan until the student graduates or withdraws from the University, to assure that all financial information is clearly understood. Student loan borrowers have knowledge of their loan rights and responsibilities. The office personnel work to make sure that all loan applications and forms are completed with accuracy and in a timely manner. Graduating seniors complete an online exit interview and are apprised of all of their rights and responsibilities once they leave the University with outstanding loans. Federal student loan default rates for MNU indicate how successful the Office of Financial Aid has been in providing students with this knowledge.¹²

¹² Financial Aid office responses to criterion four committee questions, p. 17. See also Appendix Three: Federal Compliance and Appendix Eight: Institutional Snapshot.

Conclusion

With respect to Criterion Four, MidAmerica Nazarene University has demonstrated a commitment to life of learning for its faculty, administration, staff, and students and has fostered and supported inquiry, creativity, practice, and social responsibility. This commitment is reflected in the percentage of financial resources that the University allocates for instruction, student services and instructional support. In addition, support for a life of learning comes from an effective tuition remission policy, a generous doctoral studies reimbursement program and a liberal sabbatical and professional leave program. Faculty members ensure that MNU's curriculum is current, useful and incorporates the breadth of knowledge appropriate for each particular degree and a variety of mechanisms are in place to assess the usefulness of the curriculum to students, alumni and employers. Policies and practice throughout the University cultivate intellectual inquiry and responsible acquisition of knowledge.

Strengths

1. A broad measure of evidence of commitment to a life of learning is reflected in the allocation of financial resources for instruction, student services and instructional support. Over the past 10 years an average of 48% of the total University budget has been set aside for these functions.
2. The University has an effective tuition remission policy.
3. The University has a generous doctoral studies reimbursement program.
4. MidAmerica has a liberal sabbatical and professional leave program.
5. The classroom experience has been enhanced through the pursuit and receipt of numerous federal and charitable grants.
6. Over 200 students each year participate in a variety of mission trips, both inside and outside of the United States. These trips provide a greater breadth of understanding regarding world problems, globalization and diversity.
7. The University demonstrates its support for a life of learning and the relevance of its curriculum through seven special accreditations.

Opportunities For Improvement

1. During Fiscal Year 2007-08 allocations for travel and training were limited due to budget constraints. It is anticipated that when it is financially feasible, the University will resume the practice of encouraging outside travel and training.
2. The annual faculty retreat has been postponed due to budget tightening.