

# Andrews University



## **THE ANDREWS EXPERIENCE:**

**STRATEGIC PLAN  
2001 - 2006**



*The intention is to make Andrews University a distinctive Seventh-day Adventist university among Christian universities. The goal is nothing less than a life-changing experience for every Andrews student in keeping with the highest ideals of the Seventh-day Adventist philosophy of education.*

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# THE MISSION OF ANDREWS UNIVERSITY



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Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist church.

*Accordingly, students are challenged:*

- 🔥 to be inquisitive
- 🔥 to think clearly and communicate effectively
- 🔥 to explore the arts, letters and sciences within the context of a Christian point of view
- 🔥 to develop competencies in their chosen fields of study
- 🔥 to prepare for a meaningful position in the work place
- 🔥 to respect ethnic and cultural diversity
- 🔥 to embrace a wholesome way of life
- 🔥 to heed God's call to personal and moral integrity
- 🔥 to nurture life in the Spirit, and
- 🔥 to affirm their faith commitment



*J. N. Andrews.*

# A VISION FOR ANDREWS UNIVERSITY



This strategic plan looks squarely at the single most important part of the university, namely, the Andrews student. Several factors prompted this focus: First, general agreement exists that student success in college warrants the ongoing attention of every educational institution including Andrews. Second, our historic commitment to the holistic education that transforms college students into knowledgeable, responsible and compassionate individuals has received new urgency at this time. Third, the Christian values and spiritual aspirations associated with an Andrews education must be shared with students in an overt and intentional way. Finally, it is our conviction that student success in these areas inevitably leads to institutional success.

Therefore, this strategic plan calls for Andrews University to forge an educational experience – an Andrews experience – whereby all members of a diverse student body are exposed to knowledge and its meaning, to responsibility and its undergirding values, and to eternal questions about themselves and their Creator. This exposure occurs in the intense but pleasant company of exemplary, caring

mentors and teachers, and the goal is nothing less than a life-changing experience for every Andrews student in keeping with the highest ideals of the Seventh-day Adventist philosophy of education.

In order to achieve this goal, the university will take the steps necessary to identify talented and industrious students who cherish the benefits of a good Christian education; to induct them into Andrews with ease and elegance and in sufficient numbers to increase the critical mass of our various student groups; to support them adequately with financial aid; and to teach them capably and in harmony with our Christian mission. The institutional resources devoted to this objective include faculty development, administrative and staff support, and campus facilities.

Behind this strategic plan lie the intentions of making Andrews University a distinctive Seventh-day Adventist University among Christian universities in the nation; a model institution for comprehensive Adventist tertiary institutions in the world; and the educational institution of choice for able and committed students, faculty, staff and administrators.

A handwritten signature in cursive script, reading "Niels-Erik Andreasen". The ink is dark and the signature is fluid and legible.

Niels-Erik Andreasen,  
President of Andrews University  
Summer, 2001



# EFFECTIVELY MANAGING THE ENROLLMENT PROCESS AT ANDREWS UNIVERSITY

## ***DEFINITION AND VISION***

The Enrollment Management department will identify Seventh-day Adventist and other Christian students who value the goals of Andrews University and will connect them with the university and its resources.

Towards this end, the staff of the department will work consistently to facilitate seamless and barrier-free interaction between the university and the student who desires to attend.

This will be accomplished by modeling superior and proactive customer service to students, their families, the thought leaders, schools, churches and other institutions and communities that are a part of their lives.

Additionally, Enrollment Management will develop processes that directly focus on and meet the needs of individual students. These processes will be designed to assure consistent measurement and accountability.

## ***GOALS FOR THE ENSUING FIVE YEARS***

1. Identify, refine, articulate and affirm the distinctive niche and market positions for Andrews University.
2. Develop a well-trained enrollment management team, effective and measurable processes and effective collaboration with other key departments on campus.
3. Develop, implement and champion a customer service-oriented seamless system for prospective students from inquiry to application to successful admission, enrollment and retention.
4. Develop strategic marketing materials and approaches that effectively and selectively target prospective students within defined market segments.
5. When appropriate, extend Andrews University's recruiting and retention reach and effectiveness by relying on alumni, parents, church employees, university faculty, staff and students and others as key players in those processes.

## ***PROJECTED OUTCOME***

Enrollment at Andrews University will increase by 15-20 percent within the next five years, bringing the eventual enrollment to 3500 (2000 undergraduate, 1500 graduate). This increased enrollment will be achieved by consistently and effectively focusing on the successful recruitment *and retention* of the key market segments.



***Enrollment Management will play a leading role in identifying distinctive niches and market positions for Andrews University; in developing inspiring and managing an effective enrollment team; and in relying on effective marketing recruitment and enrollment practices to target and attract appropriate market segments, hereby bringing the university's enrollment to desired levels.***

# UNDERGRADUATE STUDENT SUCCESS



## *DEFINITION AND VISION*

According to Noel Levitz, “Re-enrollment or retention is not the goal; retention is the result or by-product of improved programs and services in our classrooms and elsewhere on the campus that contribute to student success.” Therefore, this section deals with increasing student success, particularly the success of freshmen. To do this, we must offer programming that attracts students and then admit those students we can best serve.

Andrews’ current graduation rate of 45% (that is, the proportion of entering freshmen who will complete a degree within six years), is normative within the Adventist educational system but below national standards.

## *GOALS FOR THE ENSUING FIVE YEARS*

1. Define a freshman experience that invites the student to learn, enhances motivation, and integrates the entering student into a caring campus environment.
2. Provide students with an array of exciting and engaging learning opportunities. (See also plank on Faculty Development).
3. Make parents partners with the university in the development and learning success of their son or daughter’s undergraduate experience.
4. Establish an office of student success to advocate for resolution of student problems and changes that support increased retention.
5. Support students with special needs through a case management system with comprehensive input.

## *PROJECTED OUTCOME*

Studies of student satisfaction will show an increase in satisfaction indicators, and the six-year graduation rate for undergraduates will have increased to 55%.



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***Undergraduate students will be attracted and connected to programs that match their goals and will be supported in obtaining a successful experience. As a result, the graduation rate will increase.***



# UNDERGRADUATE STUDENT LIFE AND LEARNING ON CAMPUS

## ***DEFINITION AND VISION***

The development of Christian and specifically Adventist character encompasses a balanced spiritual, mental, social, and physical lifestyle. Student Services focuses on the multiple activities and exposures that connect living and learning.

This unified experience obviously implies substantial resources and funding.

The life of a student involves residential living, spiritual facilitation, social and cultural opportunities, mental exercise, mentoring, health and wellness, and physical provisions for comfort and lifestyle development. To assist in student growth, specific core values have been developed by each departmental area directly connected with the mission.

## ***GOALS FOR THE ENSUING FIVE YEARS***

1. To provide students with experiences that connect living and learning within a Christian context.
2. To provide students with an improved quality of life.
3. To provide programming that facilitates successful participation in the work place.
4. To provide students with a diversity of social and cultural opportunities.

## ***PROJECTED OUTCOME***

The above efforts will generate vitality and energy in the life of the university. Living and learning will become a reality that some may not have experienced heretofore. Students will be better prepared for a society in which they are expected to live, work, and contribute. Nurturing life from a Christian point of view will become axiomatic. Completing the expectations of Adventist education in a rounded manner would result. An appreciation of various cultural exposures would be achieved, a worldview would be formulated, and the ability to interact and contribute internationally would be enhanced.



***Students will have an Andrews Experience that is intentional, compelling, complementary, and filled with possibilities for the active formation of core Christian values.***

# CELEBRATING A DIVERSE, MULTICULTURAL UNIVERSITY COMMUNITY



## *DEFINITION AND VISION*

Andrews University is committed to the biblical and theological principle that God created humans in diverse forms and seeks to save all nations, kindreds, tongues, and peoples. Therefore, diversity is central to the mission of an institution serving the world church of Seventh-day Adventists. Diversity encourages inclusiveness and builds relationships, coalitions, and cooperation among the various ethnic, racial, and cultural groups, inclusive of mental/physical abilities.

As an international institution with a diverse student population representing more than 100 countries, the Andrews University campus is a microcosm of a global community. That provides an unparalleled opportunity for learning experiences for students, staff, and faculty. At the same time, it raises significant challenges.

## *GOALS FOR THE ENSUING FIVE YEARS*

1. Identify the needs of various students for services and support that assure academic success and completion of their degree goals.
2. Develop skills, knowledge, and attitudes about inclusiveness and multiculturalism that will enable faculty, staff, and administration to deliver appropriate and effective services to a diverse student population.
3. Develop an Institute for Diversity and Multiculturalism to undertake research and create programs which educate and promote inclusiveness as a spiritual focus in a multicultural community.
4. Enrich the learning experiences of each student so that he/she can function successfully in a global and increasingly diverse workplace.

## *PROJECTED OUTCOME*

As a result of our various action steps Andrews Alumni will report increased comfort with and competency in multiculturalism in their workplace, church and community compared to levels reported in the 2000 Alumni Survey.

Meanwhile graduation rates among minority students, specifically Hispanic and Afro-American segments, will improve significantly.



*The Andrews Experience will embody a multicultural environment that optimizes the learning experiences of its students and demonstrates the value of a global and diverse church living in community.*





## SPIRITUAL AND MORAL FORMATION

### ***DEFINITION AND VISION***

As the centerpiece of the university's mission, the spiritual and moral development of our students is worthy of our best intentional efforts. Faculty and staff can help create such a culture because they have been taught how to nurture students and because they themselves work in a supportive and caring campus community. Students will respond by making positive choices and by becoming increasingly self-directed in their own learning and development.

### ***GOALS FOR THE ENSUING FIVE YEARS***

1. Each student will be loved and valued by faculty and staff and by the members of the local church he or she chooses to attend.
2. Faculty and staff will nurture students toward greater spiritual and moral commitment and maturity as expressed in a life of dynamic Christian discipleship.
3. Faculty and staff will experience social and spiritual well-being through the nurture of Christian community on campus.
4. Students will live wholesome lives free from promiscuity and substance abuse.
5. Graduating students will be prepared and motivated to share their faith through their chosen professions.

### ***PROJECTED OUTCOME***

At the end of five years, our campus will be known as a mentoring Christian and specifically Adventist community for students. Enough consciousness-raising, enough training, enough community building will have occurred among faculty and staff to produce a core of individuals committed to mentoring students academically, professionally, and spiritually. The time will be approaching when "every professor is a spiritual guide and every syllabus a confession of faith." A majority of students will report experiences as part of a mentoring community where faculty and/or staff have guided them and cared about them and where they have developed enduring and supportive friendships with these mature adults and their own peers.



***We envision an Andrews Experience that surrounds students with love and acceptance and thus creates an atmosphere in which holistic development occurs.***

# FACULTY DEVELOPMENT AND THE ACADEMIC SUCCESS OF STUDENTS



## *DEFINITION AND VISION*

The academic success of students largely depends upon faculty members who are committed to student learning; who foster productive, interactive relationships with students; and who model a balanced lifestyle. Simply put, faculty success helps support and nurture student success. The faculty at Andrews University demonstrate their success through excellent teaching, generous service to the university and community, and dynamic professional growth and contributions to their discipline.

## *GOALS FOR THE ENSUING FIVE YEARS*

1. Faculty who demonstrate increased excellence in teaching.
2. Faculty who provide improved service to the University and the wider community.
3. Faculty who are growing and productive professionals in their own disciplines.
4. Faculty who understand and employ a growing amount of technology in the classroom to improve the quality of education.

## *PROJECTED OUTCOME*

Faculty will be excited about their discipline and their work at Andrews University. They will identify and document their area of excellence: teaching, research, or service. They will demonstrate effective methods of feedback and intervention that lead to student success.



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*Faculty will demonstrate success in the areas of teaching service and scholarship. In doing so they will draw students into unique and personal learning opportunities.*



## GRADUATE EDUCATION

### ***DEFINITION AND VISION***

Andrews University was created from Emmanuel Missionary College to provide graduate education to meet the professional personnel needs of the church. In the fall of 2000, 37% of the students enrolled were graduate and post-baccalaureate professional students.

Andrews University continues its leadership role in providing graduation education for the denomination. Its graduate alumni fill leadership positions of Adventist church organizations and institutions around the world. Thus, the quality of graduate education is of critical importance to the university.

Increasingly, graduate education is provided at a distance from the home campus by means of extension and field-based programs. Such forms of graduate education are further addressed below (International Education; Distance Education).

### ***GOALS FOR THE ENSUING FIVE YEARS***

1. Graduate education at Andrews is positioned and marketed through faculty-directed enrollment efforts that raise graduate programs to levels of enrollment appropriate to the discipline.
2. Graduate programs will offer research opportunities and faculty guidance that develop students in their critical thinking, analysis, and planning skills.
3. A continuous quality improvement (CQI) system builds and maintains excellence in graduate programs, policies, and processes so that all programs are current and reputable in quality.
4. Sufficient financial resources enable graduate students to concentrate on their studies.

### ***PROJECTED OUTCOME***

Church and community leaders will express recognition of the quality of Andrews University graduate programs. High caliber students will select Andrews University for graduate education. Quality improvement mechanisms will maintain current and sustainable programs.



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***Graduate students at Andrews University will study in quality degree programs that prepare them for leadership roles in the church, business, and community.***

# INTERNATIONAL EDUCATION LEADERSHIP



## ***DEFINITION AND VISION***

For more than two decades, Andrews University has facilitated learning by students in global classrooms through institutional affiliation, extension degrees, and, more recently, a field-based delivery system. Thus Andrews has not only attracted many international students to its campus, but has also nurtured the development of other institutions, provided leadership resources for the church, and fostered the world church's awareness of the essentials of higher education.

With the projected increase in church membership during the next decade, Andrews anticipates increasing its delivery of educational opportunities, particularly graduate degrees, to the world field in global classrooms distant from the home campus.

## ***GOALS FOR THE ENSUING FIVE YEARS***

1. Provide leadership preparation through graduate education internationally using field-based and extension models.
2. Consult with and mentor educational institutions in the provision of reputable, good-quality Christian education.
3. Expand the role of pacesetter among Adventist educational institutions in educating the church on the meaning and essential qualities of a higher education, especially the role of a university.

## ***PROJECTED OUTCOME***

Church leaders will recognize the primary role of Andrews University in the development of leadership personnel around the world. International venues and collaborative arrangements with other Adventist educational institutions will increase.



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***Andrews University educates and mentors the leadership personnel of the world  
Seventh-day Adventist church and its educational institutions.***



## **DISTANCE EDUCATION AND THE OFF-CAMPUS STUDENT**

### ***DEFINITION AND VISION***

Distance education is delivered to students away from the home-campus by electronic technologies either synchronous or asynchronous. (Generally not considered under this definition are students enrolled in studies on affiliated campuses or extension sites except as these may be served through electronic means).

For the traditional student, campus learning is considered the optimal modality. The use of electronic technologies designed for distance education may also benefit such on-campus students (e.g. by distributed education).

Although many learners will be adults seeking to complete a baccalaureate degree, Andrews University will also offer on-line education at the graduate level. Degree programs provided by on-site graduate faculty will be augmented with electronic resources, communications, and library databases.

### ***GOALS FOR THE ENSUING FIVE YEARS***

1. Grow courses available on-line in both quantity and quality in all schools of the university.
2. Develop faculty competence in instructional design and delivery, technology use, and appropriate pedagogical methods.
3. Assure adequate infrastructure to support services to off-campus students.
4. Collaborate with other SDA institutions in providing degree programs that could not be supported solely by Andrews University.

### ***PROJECTED OUTCOME***

At least 500 students will be enrolled in courses using distance education modalities. Faculty teaching such courses will be adept at providing high quality instructional design and in relating to such students as evidenced by course evaluations and anecdotal evidence.



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***Access to an Adventist Christian education will be provided to Adventist and non-Adventist learners unable to attend Andrews University in person.***

# PROVIDING AN ACADEMIC LEARNING COMMUNITY FOR UNDERGRADUATES



## DEFINITION AND VISION

The optimal learning environment for an 18-24 year old undergraduate student is a campus where face-to-face relationships with faculty and other mentors facilitate a positive transition from adolescence to adulthood. For an effective on-campus experience, however, the environment must be attractive and supportive.

The central part of the undergraduate experience, General Education is designed to prepare the student for life in a rapidly changing world. The College of Arts and Sciences, which provides nearly all of the General Education curriculum, therefore becomes the first educational home of the student. This “home” must be the best that can be provided.

## GOALS FOR THE ENSUING FIVE YEARS

1. Provide a location on-campus where undergraduates feel a greater sense of belonging and student identity as they move into adulthood.
2. Update the spaces used for larger undergraduate classes to accommodate twenty-first century technology.
3. Develop an appropriate faculty-based process for making the plans for these spaces.

## PROJECTED OUTCOME

Undergraduate students will experience the small-college “feel” that results from a greater sense of place, belonging, and identity with Andrews University. The effectiveness of the General Education curriculum will be enhanced by many out-of-class academic and personal conversations among students and faculty.



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***An improved undergraduate academic environment will be established by the construction of Buller Hall and renovation of Nethery Hall. These capital improvements will provide a place where various students experience most of their General Education coursework and meet informally to network and exchange ideas.***



## FINANCIAL RESOURCES & STUDENT FINANCIAL SUPPORT

### DEFINITION AND VISION

The financial resources of the university provide an essential component of support for achieving the university's mission of "educating its students for generous service." There are two major types of financial resources: resources for students and organizational resources that pay for the capital and operational expenses.

### GOALS FOR THE ENSUING FIVE YEARS

1. In consultation with Enrollment Services and Academic Administration, develop a financial and academic profile of the students, undergraduate and graduate, that the university wishes to enroll and implement the financial component of the plan by providing appropriate financial support.
2. Optimize the net revenue from students by use of the Noel Levitz financial aid leveraging model providing appropriate support for students and maximizing enrollment.
3. Improve the university's working capital to 65% of the level recommended in church policy, improve the institution's "Education and General" [E & G] bottom line to the mean for similar institutions or 3% (whichever is greater), and increase funding for "Operation and Maintenance" of Plant [O & M] to national norms for colleges and universities on a square foot basis.
4. Increase or reallocate E & G resources to provide increased capital renewal and replacement resources to a level equal to or greater than depreciation; and require that auxiliary profits plus depreciation be used for auxiliary activities in the current or future years.

### PROJECTED OUTCOME

Andrews University "educates its students for generous service." As a result of providing additional financial resources for students and optimizing that process for both the student and the institution's benefit, and as a result of aligning general institution resources for the support of operations, capital, and facilities, the university will be strengthened with increased enrollment and stronger financial reserves to optimize academic opportunities for the future.

As institutions of higher education compete for students, faculty, and scarce financial resources, Andrews will have grown its enrollment and better positioned itself financially to serve the need of students and its church constituent entities.



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***The institution will move to "the next level" in financial resources by providing additional aid for students (utilizing an optimum process), appropriate levels of operational support and liquidity to meet the institution's mission.***

# THE PUBLIC PROFILE OF ANDREWS UNIVERSITY



## DEFINITION AND VISION

University Advancement at Andrews University supports and promotes the mission of Andrews University and the vision and plans of its leaders, and seeks to implement effective, sound programs in fund-raising, public affairs, communications, alumni affairs and other externally focused programs.

Advancing Andrews University to its many public constituencies requires close coordination among interrelated units and services. Like links in a chain, each unit or service works together to strengthen the effectiveness of University Advancement, which encompasses alumni, development, planned giving and public relations.

## GOALS FOR THE ENSUING FIVE YEARS

1. To make friends for Andrews University.
2. To raise funds in support of Adventist Christian education at Andrews University.
3. To create an image that advances the cause of Adventist Christian education at Andrews University.

## PROJECTED OUTCOME

Implementation of the above goals will have the following results:

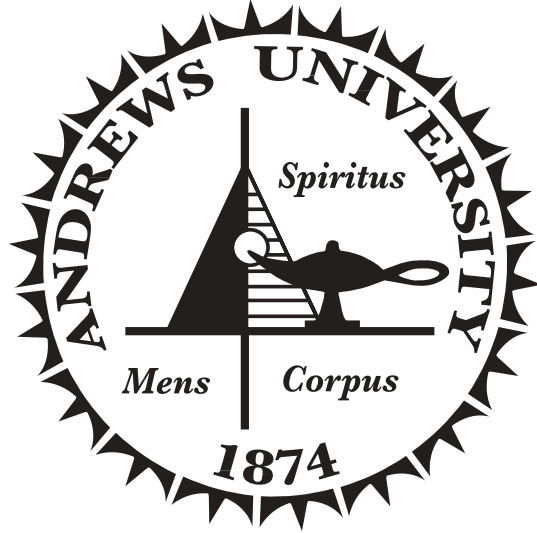
1. A 10% increase annually in external support income over a five-year period.
2. University Advancement serving as a model advancement program for other Seventh-day Adventist universities and colleges.
3. Recognition of Andrews University as a respected and well-supported institution by its alumni.
4. Completion of Capital Campaign activities: Seminary Hall – 2001, Performing Arts Center (pictured above) – 2003, new entry to the university – 2003, Buller Hall – 2004, Nethery Hall – 2005.
5. Strengthened and expanded relationships between Andrews University and Southwestern Michigan through
  - a. The events of the centennial celebration of Andrews University's move to Berrien Springs.
  - b. The construction of a new campus entrance to increase the accessibility and visibility of the campus to our local community.
  - c. The provision of quality music in the new Performance Center for the campus and the community.
6. Increased volunteerism by alumni, students and friends to enhance and facilitate organizational programming.



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***Major themes and messages of Andrews University will be communicated, and the support of friends and alumni will increase.***







Andrews  University

**BERRIEN SPRINGS, MI 49104**

**[www.andrews.edu](http://www.andrews.edu)**