

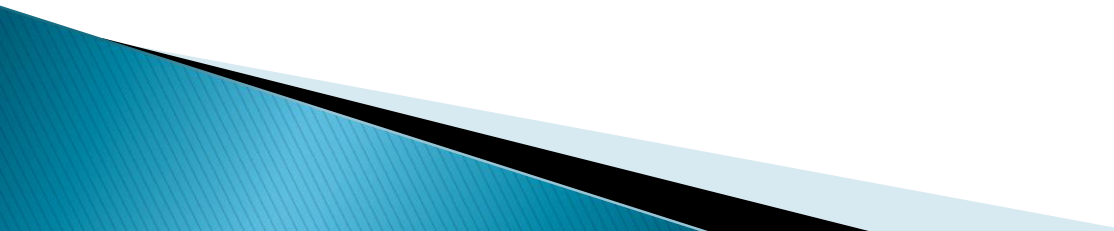
Am I Okay? Are You Okay? Using Benchmarking to Improve the Curriculum

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Am I Okay?

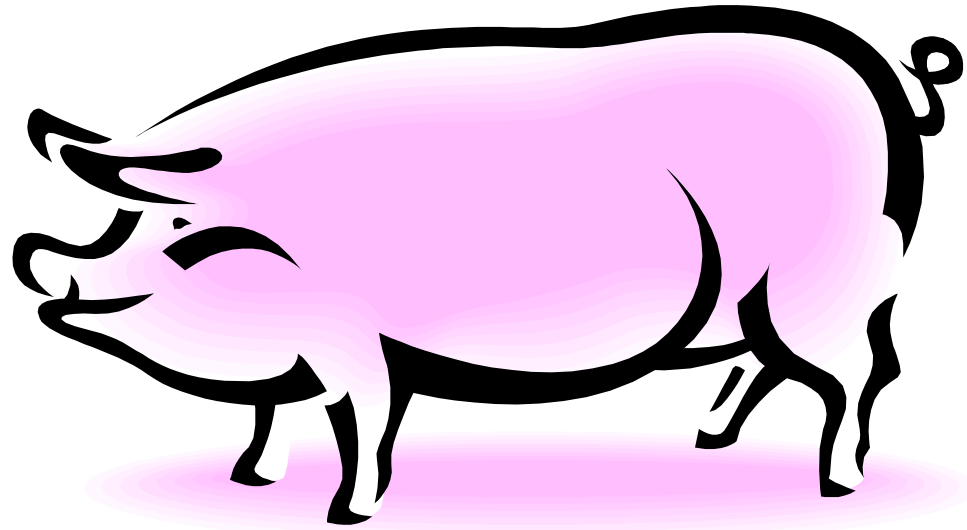
- ▶ Clear, measurable program objectives
- ▶ Assessment measures: KISS
 - A good assessment plan is a DOABLE assessment plan
 - It's not rocket science
 - One program at a time
 - Git 'her done! Improve measures later
 - First year is always a pilot—points you in a direction
 - Second year starts to get it right

Are You Okay?

- ▶ The value of Benchmarking
 - With whom?
 - What measures?
 - ▶ Discussion: What are the advantages and disadvantages of standardized measures?
ETS Major Field Tests vs. Home grown assessment tests?
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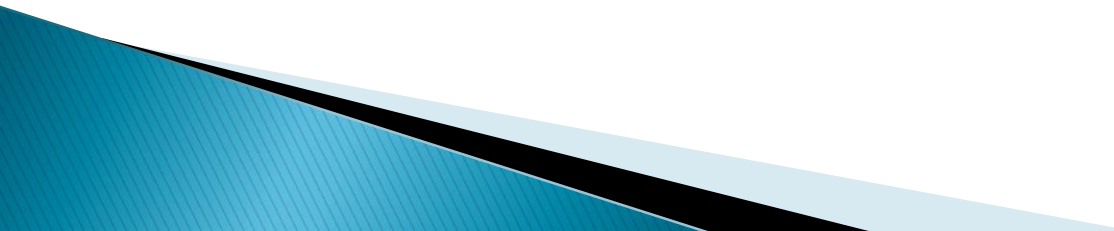
Standardized Measures

1. Adult students are less accustomed to timed, objective tests.
 2. Critical thinking skills of adults are more developed at entry.
 3. Adult education programs emphasize different skills (analysis over memorizing)
 4. Test may not cover the content of your curriculum
 5. Expensive (\$25 per student)
 6. Low stakes test → Low student motivation
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You can't fatten a pig
just by weighing it!

Assessment Questions to Ponder

- ▶ Are we “good”?
 - ▶ Are we “good enough”?
 - ▶ How do we know if we are “good enough”?
 - ▶ What measures do we need to find out if we are “good enough”?
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Benchmarking from the CCCU Center for Research in Adult Learning

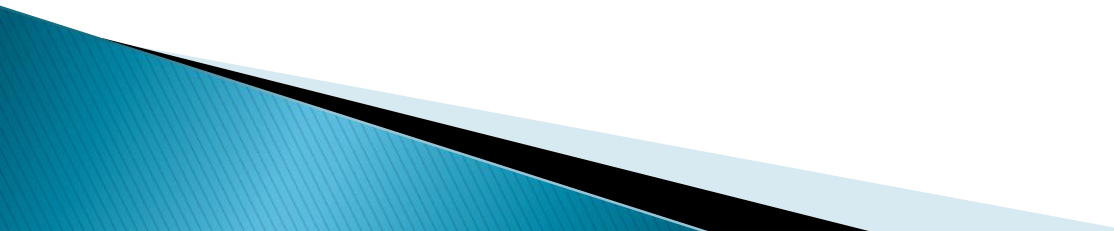
- ▶ Adult Student Learning Outcomes
 - 2nd year of project
 - About 10 schools participating
 - Common writing prompt
 - Beginning and graduating students
 - 3 faculty from each school as scorers
 - Critical Thinking, Written Communication, Christian Worldview
 - How does your school compare to other adult programs?

What did Indiana Wesleyan Learn?

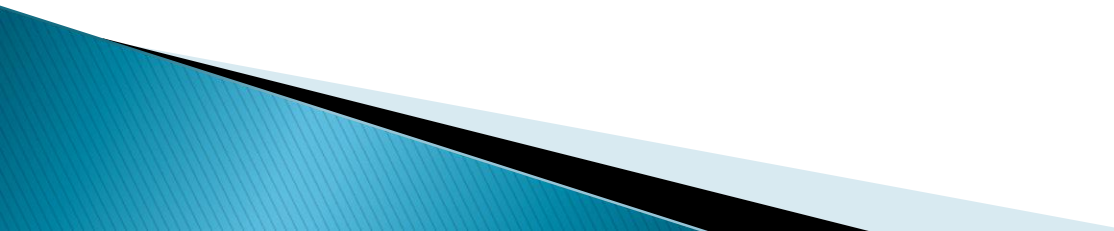
- ▶ **Critical Thinking**
 - Students significantly lower than those at other schools.
 - ACTION: Faculty Development in this area
- ▶ **Christian worldview**
 - Students significantly higher than those at other schools
- ▶ **Written communication**
 - Students lower but not significantly
 - ACTION: Faculty Development in grading and APA

Benchmarking from the CCCU Center for Research in Adult Learning

▶ Retention

- Common Entrance and Exit Surveys
 - 15 schools participating
 - Why do they come?
 - Who persists to graduation?
 - How does your school compare to other adult programs?
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What did Indiana Wesleyan Learn?

- ▶ Women are significantly more likely to persist to graduation in adult business programs.
 - ▶ Exiting business students pray more often than entering students.
 - ▶ Students who are very motivated by the convenient nature of our program are more likely to persist.
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What is the Center for Research in Adult Learning?

- ▶ Partnership between Indiana Wesleyan University and Council for Christian Colleges and Universities.

INDIANA WESLEYAN UNIVERSITY



**Council for Christian
Colleges & Universities**

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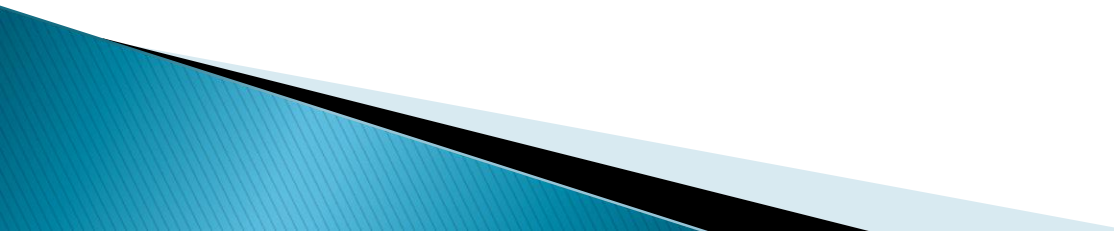
Cameron Wold– Colorado Christian Univ., CO

Deborah Wright– Montreat College, NC


Mimi Barnard– CCCU

Cynthia Tweedell– Center for Research

Research Agenda

- ▶ · Learning outcomes assessment for adults
 - ▶ · Benchmarking
 - ▶ · Retention of adult students
 - ▶ · Spiritual transformation of adults
 - ▶ · Best practices in online learning
 - ▶ · Teaching diverse learners
 - ▶ · Alumni surveys
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Strategic Goals

- ▶ · Sponsor at least one conference per year.
 - ▶ · Publish at least one monograph per year.
 - ▶ · Provide benchmarking data on adult education.
 - ▶ · Assist in student learning outcomes assessment
 - ▶ · Serve as a resource for research in adult programs.
 - ▶ · Coordinate projects at the request of institutions
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Join Us!

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www.indwes.edu/cral



QUESTIONS

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