



CCCU  
Center for Research  
in Adult Learning

IN PARTNERSHIP WITH INDIANA WESLEYAN UNIVERSITY

INDIANA  
WESLEYAN  
UNIVERSITY

# Key Innovations in Higher Education

How Does Higher Education Respond  
to a New Society?

Cynthia Tweedell, Ph.D.

# 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**

# Steering Committee

Richard Ellis– John Brown University, AR  
Don Finn– Regent University, VA  
Steve Holtrop– Huntington University, IN  
Lori Jass– Bethel University, MN  
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Anita Underwood– Nyack College, NY  
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

# Strategic Goals

- Sponsor at least one conference per year.
  - May 10-12, 2010 In Cincinnati
- Publish at least one monograph per year.
  - *Integration of Faith and Learning for Adults*
- 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

[www.indwes.edu/cral](http://www.indwes.edu/cral)

Keller, George. (2008). *Higher Education and the New Society*.

Baltimore: Johns Hopkins Univ. Press

- Population shifts
- Technological upheavals
- Volatile economic landscape

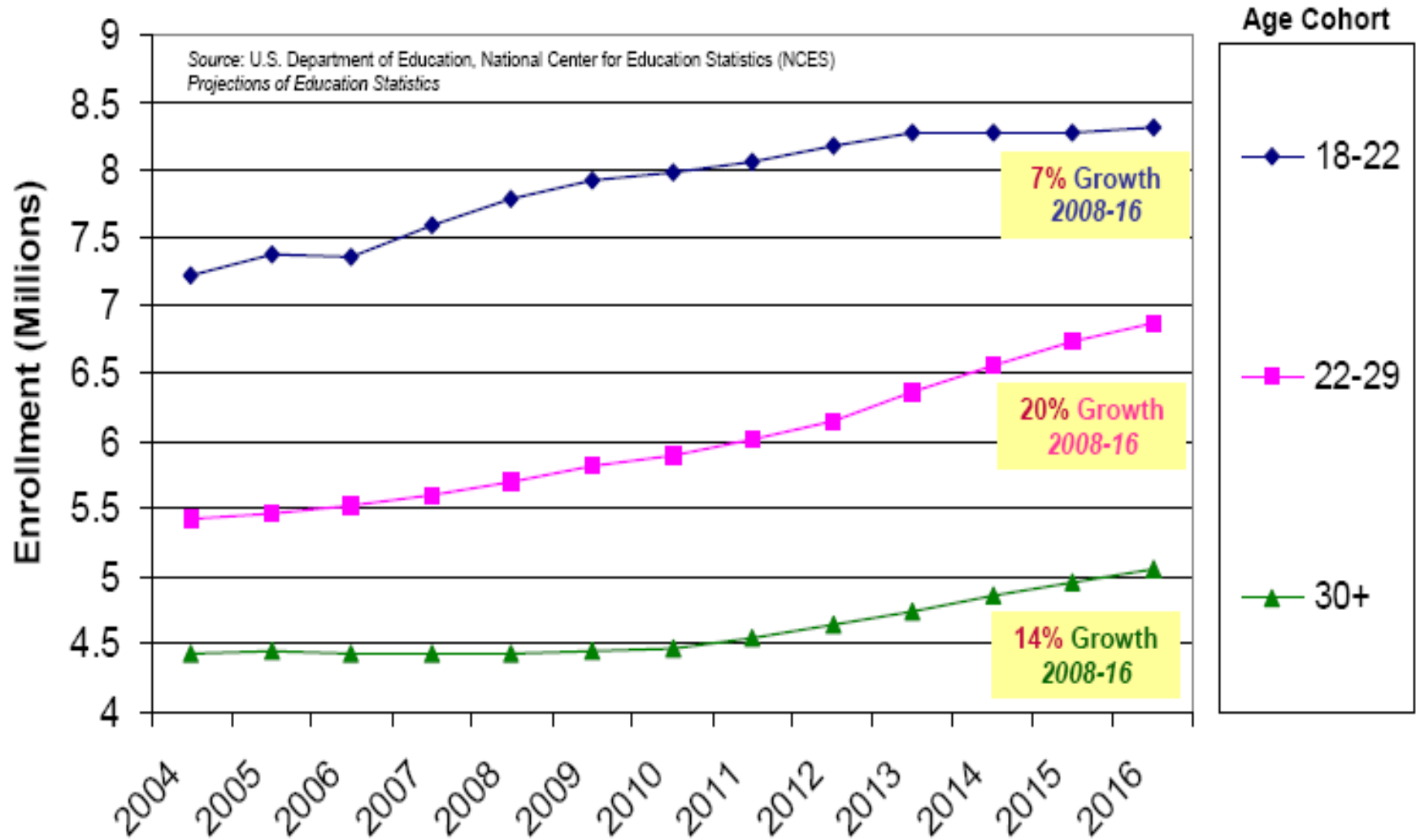
How does higher education respond?

# One Response: Accommodate Adult Learners

**43% of undergraduates are  
over age 24**

(National Center for Education Statistics, 2003)

# Projection of Enrollments by Age



Nearly all the structures  
for traditional students do  
not accommodate adults

# New Structure for a New Student

## Old Structure

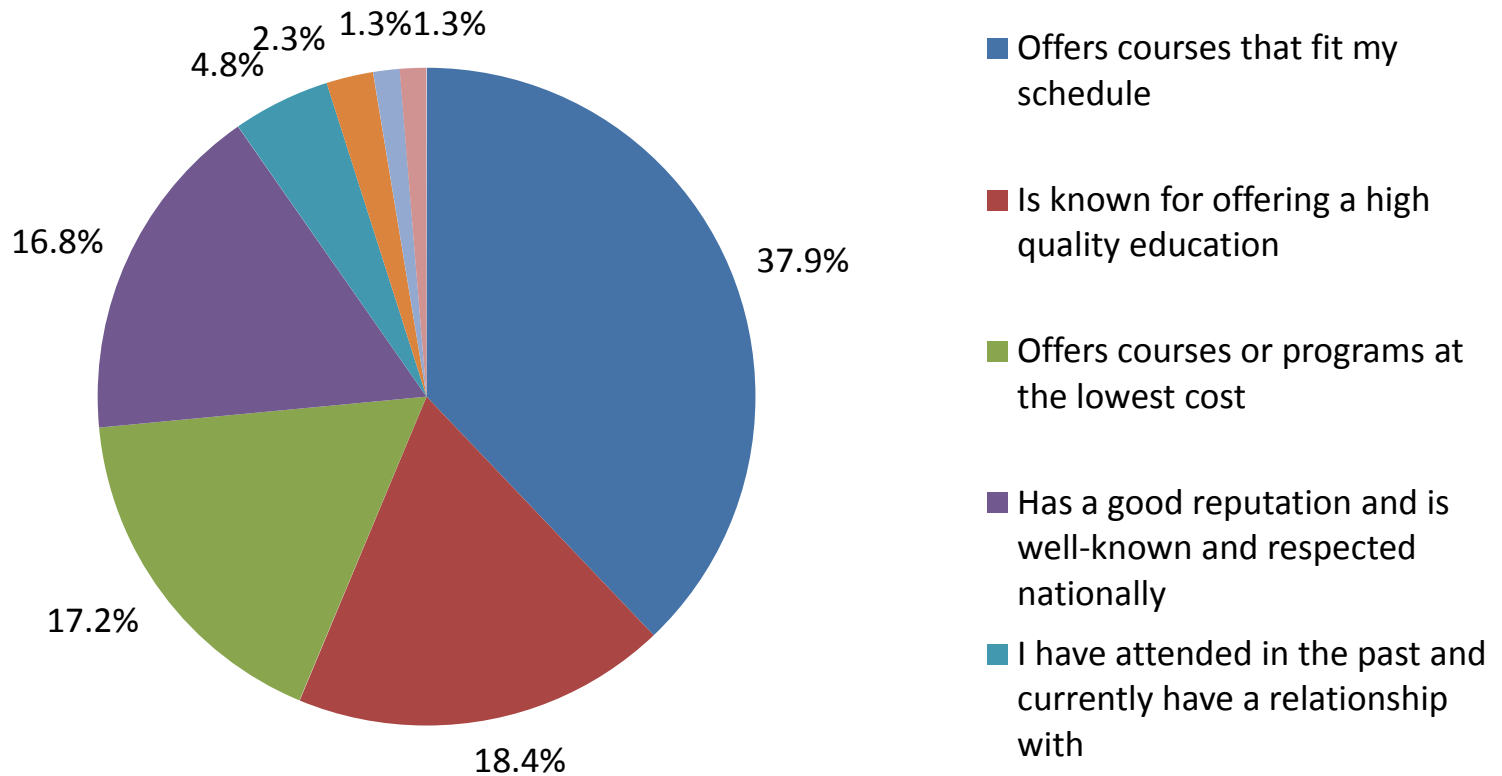
- Semesters (start 1x per yr)
- Full-time research faculty
- Daytime, weekday classes
- Travel to residential college
- Emphasis on theory and concepts
- Earn a degree

## New Structure

- Non-term (start anytime)
- Adjunct practitioner faculty
- Anytime, any day classes
- College comes to student
- Emphasis on practical application
- Certify competence

# Preferences for Adults

Which of the following best describes the type of institution you would be most interested in attending?



# Benchmarking from the CCCU Center for Research in Adult Learning

- Adult Student Learning Outcomes
  - 3rd 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?



# Writing Prompt

- Earlier this year, a successful and popular administrator at the Massachusetts Institute of Technology (MIT) lost her job after twenty-eight years when it was discovered that she had falsified her academic credentials on her resume thirty years before.
- **ISSUE: What is the appropriate response to this or other similar situations?**

<b>Scoring Rubric</b>	<b>Critical Thinking</b>	<b>Christian World View</b>	<b>Communication</b>
<b>5</b>	Identifies issues Challenges assumptions Thorough analysis	Clearly demonstrates an understanding of a Christian perspective. (Frequent references to biblical principles)	Free from distracting spelling, punctuation, and grammatical errors. Very well organized Meaning is clear
<b>4</b>	General connections, analysis and identification of issues	Frequently refers to a Christian perspective. Student has a reasonable understanding of Christian perspective. (Some references to biblical principles.)	Few spelling, punctuation and grammatical errors. Fairly well organized A few places where meaning is a little unclear.
<b>3</b>	Some analysis Vague identification of issue	Makes some mention of a Christian perspective. Student indicates some understanding of a Christian perspective. (Biblical principles referred to somewhat.)	Most spelling, punctuation, and grammar are correct, though some errors remain. Organization may detract from meaning. Some places unclear.
<b>2</b>	Incomplete analysis Fragmented understanding of issue	Demonstrates little understanding of a Christian perspective. (Biblical principles hardly or not mentioned.)	Spelling, punctuation, and grammatical errors are distracting. Organization and meaning unclear.
<b>1</b>	Vague analysis Basic lack of understanding	Makes no reference to a Christian perspective. Student does not appear to have an understanding of a Christian perspective. (Biblical principles not mentioned.)	Many spelling, punctuation and grammatical errors, making reader unable to follow ideas. Lacks organization. Meaning is very unclear.
<b>Score:</b>			

# 2008 Results: 6 Colleges

		<u>N</u>	<u>Mean</u>	<u>Std. Dev.</u>
<b>Critical Thinking</b>	Pre	109	* 3.27	0.80
	Post	127	* 3.49	0.72
<b>Written Communication</b>	Pre	109	* 3.06	0.83
	Post	126	* 3.36	0.70
<b>Christian Worldview</b>	Pre	109	1.92	0.97
	Post	126	1.83	0.92

# 2009 Results: 5 Colleges

		<u>N</u>	<u>Mean</u>	<u>Std. Dev</u>
<b>Critical Thinking</b>	Pre	107	*3.10	0.61
	Post	84	*3.34	0.73
<b>Written Communication</b>	Pre	107	1.77	0.80
	Post	84	1.97	0.82
<b>Christian Worldview</b>	Pre	107	*2.82	0.77
	Post	84	*3.49	0.75



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We invite Wisconsin Lutheran to be part of our projects.

Questions?