



CCCU  
Center for Research  
in Adult Learning

IN PARTNERSHIP WITH INDIANA WESLEYAN UNIVERSITY

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# CCCU Center for Research in Adult Learning

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INDIANA WESLEYAN UNIVERSITY

## Inaugural Conference

**Enhancing the Quality of Christ-Centered Adult Education**

May 11-14

Greenwood Education Center

The CCCU Center for Research in Adult Learning will serve Christian institutions by facilitating and encouraging research which will enhance the quality of Christ-centered adult programs.

## Conference Sponsors



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**CCCU Center for Research in Adult Learning  
Spring Conference  
May 11-14  
Greenwood Education Center  
Program**

**Monday: May 11 Pre-Conference-- Best Practices for Teaching Adult and Online Students**

8:30 Registration, coffee

9:00 Initial gathering, devotions, explaining procedures – Room 104/106

9:45 Break

10:00 Small group information gathering: **Best Practices for Teaching Adults**

Group 1: Online – Room 108

Group 2: On site – Room 110

11:30 Lunch (included in registration fee) Room 104-106

12:30 Keynote: ***Integrating Faith and Learning for Adult and Online Students – Room 104/106***

Dr. Cheryl Torok Fleming, Asst. Dean for Teaching and Learning, College of Adult and Professional Studies, Indiana Wesleyan University

2:00 Small group information gathering: **Best Practices for Integrating Faith and Learning**

Group 1: Online – Room 108

Group 2: On site – Room 110

3:15 Break

3:30 Presentation of results to whole group – Room 104/106

5:00 Dismiss for dinner on your own

**Tuesday, May 12**

8:30 Registration, coffee

9:00 Welcome, Devotions – Room 204/206: Dr. David Wright, Provost, Indiana Wesleyan University

9:30 Keynote: ***Adult Learning and the Future of Christ-Centered Higher Education – Room 204/206***

Dr. Mimi Barnard, Vice President of Professional Development and Research, Council of Christian Colleges and Universities

10:30 Break

**10:45 Concurrent Sessions 1**

- ***Using Wikis to Support Learning – Room 202***, Sarah Cecire, Associate Professor, Bluffton University  
This presentation will focus on ways that a wiki, a collaborative learning environment, can be used to support learning. The presentation will use a wiki with ideas from the presenter's classes including group projects, multimedia embedded into assignments, collaborative resource pages, reflective journals, and student created study-guides. The wiki will also include additional resources for faculty interested in using wikis with their students.
- ***Enhancing Curriculum in Adult Degree Completion Programs – Room 208***, Rick Upchurch, Director of EXCEL, and Steve Holtrop, Associate Dean for Graduate and Adult Studies, Huntington University  
This workshop will describe a process used to audit existing and new curricula and provide a useful tool to enhance the curriculum. The use of this audit tool will provide session attendees better awareness of adult learning theory, integration of course objectives and facilitation of student learning. This workshop will provide valuable information for all institutions using fixed curriculum for adult degree completion programs. The presentation of the curriculum audit tool in conjunction with practical learning activities will strengthen the adult program and provide better student outcomes. This session will present a curriculum audit tool which can be used to evaluate any piece of curriculum, evidencing strengths and weakness.

- ***The Integration of Faith and Learning in Online Courses and Programs – Room 212***, Mary Quinn, Assistant Professor, Malone University  
The number of students enrolled in distance learning programs or taking online courses continues to grow on a yearly basis. This growth provides CCCU colleges and universities the opportunity to reach more students and provide them with a biblical foundation for critical thinking. The purpose of this presentation is to continue the discussion of how faith and learning can be integrated in online courses and programs. Effective practices used in courses will be examined.
- ***Are Students Less Satisfied with Adjuncts? A Comparison of Course Satisfaction of Full-time and Adjunct Faculty – Room 216***. George Howell, Associate Dean for Business and Management Programs, Adult and Professional Studies, Indiana Wesleyan University  
This session focuses on two growing segments in higher education, adult students and business professors, and reviews the findings from a study that involved 1,725 students and 214 professors in business adult degree programs at five institutions of higher education. Seven variables were used to examine and compare student satisfaction among full-time and adjunct faculty members.

11:45 Lunch (included in registration) Room 104/106

#### 1:00 Concurrent Sessions 2

- ***The Influence of Globalization in Christian Higher Education: How Should it Impact How We Teach the Adult Learner? – Room 202***, Sandra Upton, Dean of Business Programs Professional and Graduate Studies, Cornerstone University  
Globalization has emerged as an important force in American higher education. This influence has resulted partly from a borderless global economy and that has, over the last several years, penetrated higher education all over the world. World systems are becoming increasingly linked, promoting values, cultures and strategies that encourage globally marketed driven organizations. These shifts have created competition for American universities and are challenging past and current educational and leadership paradigms and models. To remain relevant and competitive contributors in the world, American universities, including Christian colleges and universities, must fully position themselves as global leaders preparing globally literate students. This session will focus on what research suggests are the key strategic directions institutions of higher learning should be pursuing as they prepare adult learners for success in the global marketplace.
- ***Measuring Adult Student Learning Outcomes – Room 208***, Mary Moretto, Director, Goshen College; Cynthia Tweedell, Executive Director CCCU Center for Research in Adult Learning, Indiana Wesleyan University  
In 2007 CCCU members started the process of being proactive in evaluation of students in our adult programs. After meeting together the initial group felt we needed documentation and a benchmark of how well adults do in our accelerated programs. A task force was formed from interested CCCU participants. This group worked through phone conferencing to decide on the project, the grading rubric, and how the project would be administered. One college's experience will be discussed with the results of the first year's benchmark. The total National results will also be presented. An invitation to other CCCU participants will be given at this time.
- ***The Growing Influence of Spirituality in Adult Education – New Opportunities to Reach the Adult Learner – Room 212***, Alford H. Ottley, Provost, Northwestern College; Dionne Rosser-Mims, Assistant Professor, Troy University; Glen Palmer, Associate Professor, DeVry University  
The growth of spirituality in adult education programs is in and of itself remarkable for many reasons, not the least of which is the expanding definition of spirituality or the ways spirituality can be implemented in the instructional design as example. This study examines the rates of increase in spirituality in very specific communities, such as, urban, rural, minority and non-

minority communities and how the diversity of spirituality can be used to enhance instruction by the adult educator.

- ***The Comprehensive Online Solution – Room 216***, The Learning House, Inc.  
The Learning House, Inc. is a comprehensive, online education partner that helps colleges and universities offer and manage their online education programs. The Learning House provides a total online campus solution to its clients, including virtual course development, course publishing, learning management system hosting, marketing, 24/7 technology support, and faculty and staff training. The Learning House provides overall online education services and consulting to accredited institutions of higher education across the country.

2:00 Break

### 2:15 Concurrent Sessions 3

- ***Is Grade Inflation Even the Question? – Room 202*** Steve Holtrop, Associate Dean for Graduate and Adult Studies, Huntington University  
This presentation looks at GPA data submitted by CCCU adult programs and at resulting discussions about the differences between traditional and non-traditional programs. Discussion time will articulate a data-backed rationale for our adult programs and their extension of our institutional missions to widening circles of constituents.
- ***ePortfolio for Assessment of Program Outcomes and Student Learning – Room 208***. Scott Hamm, ACU Online, and Gary Tucker, Abilene Christian University  
The e-Portfolio has emerged as a key tool in assessing learning outcomes in online learning environments. In response to this approach, ACU Online developed a fully integrated multi-purpose e-Portfolio system. This study examined student and faculty perceptions of the ACU Online e-Portfolio as an assessment of student mastery of course, practicum and program outcomes. Data from a pre/post survey and modified content analysis offer factors contributing to effective assessment practices, instructional design, learner motivation and comparison of online and face-to-face learning environments.
- ***Relational Spirituality and Adult Students: What are the Measures of Spirituality for Adult Students in Non-Traditional Programs within the Council for Christian Colleges & Universities according to the Furnishing the Soul Inventory? – Room 212***, Chris Olson, Graduate, Azusa Pacific University  
This presentation is based on research for a doctoral dissertation aimed at understanding adult relational spirituality based on findings from the *Furnishing the Soul Inventory* in the context of Christian higher education and non-traditional programs (NTPs). A secondary purpose of this research was to assist CCCU member institutions in assessing the impact they are having on their respective adult students' spirituality by producing baseline norms in measure of relational spirituality. The findings suggest that adult students in CCCU institutions experience a moderate to high degree of spiritual vitality in terms of relational spirituality. Implications for CCCU institutions involved with adult students in NTPs are that adult spirituality can be influenced through program design and an adult pedagogical approach to learning.

3:15 Break

### 3:30 Concurrent Sessions 4

- ***Transitioning from Expert Professional to Novice Educator of Adults – Room 202***. Sonia Strevy, Coordinator, GROW Nurses, Karla Larson, Graduate Nursing Faculty, Becky Hoffpauir, Assistant Director – RNBSN Online, Judy Leach, Assistant Director RNBSN Program, and Carol Bence, Director Nursing Programs, College of Adult and Professional Studies, Indiana Wesleyan University  
With the growth of adult education, there is a need to prepare and develop faculty to meet the unique needs of this student population. An evidenced-based program to acculturate, socialize,

and empower the expert professional into the role of novice educator of adults is needed to support the faculty role and assist in retention of faculty. While studies have explored the characteristics and best practices of faculty, less research has been done regarding a mentoring path to transition expert professionals to exemplary faculty. This study explores the experiences of expert professionals who enter the role as novice educators of adults.

- ***Are We Making Any Progress in the Teaching of Writing for Adults?*** – Room 208, Falinda Geerling, Writing Specialist, and Robert McTyre, Director of the Department of Writing, Spring Arbor University

The teaching and grading of writing is one of the cornerstones of the adult learning environment and faculty members are on the frontlines of this process. This workshop will review findings from an online workshop specifically designed to encourage learning and facilitate discussion among instructors about best practices in the teaching and grading of writing. Included in this presentation will be a number of helpful suggestions to improve grading-of-writing methods.

- ***A Joyful Surprise: Discovering Adult Student Engagement*** – Room 212. Elizabeth Ritt, Dean, Judson Curry, Associate Director School of Adult Learning, and Patricia McCanna, PLA Coordinator and Advisor, North Park University

What happens when you intentionally set out to engage students in questions of faith and diversity on an urban campus? We were joyfully surprised by the transformative experiences of students and faculty as we built a culture of engagement integrated throughout the adult student experience. Using a case-study approach, this session will provide the practical skills, knowledge, and relevant survey data that can assist you in designing and refining your current adult education program to better align with your institution's commitment to adult student engagement and spiritual growth.

- Steering Committee Meeting (invitation only) Room 108

Evening Dinner on your own

**Wednesday, May 13**

9:00 Devotions, Room 204/206

**9:30 Concurrent Sessions 5**

- ***Integrating Faith, Differentiated Instruction, and Understanding by Design to Meet the Diverse Learning Needs of Adult, Post-Secondary Students in Christian Colleges and Universities – Room 202.*** Harry Hall, Associate Dean for Institutional Effectiveness, College of Adult and Professional Studies, Indiana Wesleyan University  
Instruction and learning is not a “one size fits all” activity: higher education faculty must become proficient in developing learning and assessment activities that accommodate the unique learning needs of their students instead of expecting their students to adjust their learning to the style most favored by the instructor. Instruction must be purposeful and designed specifically for the desired learning outcomes. This presentation will provide practical insights into how faculty can develop curriculum for diverse learners utilizing the principles of Differentiated Instruction and Understanding by Design. Understanding and being able to apply these concepts in the adult-centric classrooms are critical for faculty in order to meet the diverse learning needs of their students. The presentation will also demonstrate how faith can be integrated into curriculum design instead of being just a supplement to instruction or added on as an after-thought. Attendees at this presentation will receive instructional planning guides for effective curriculum development.
- ***Why is Faith Integration So Hard? – Room 212,*** Steve Holtrop, Associate Dean for Graduate and Adult Studies, Huntington University  
This presentation looks at models of faith integration in Christian degree programs for adults. The presenter concludes with lessons learned from a year of faculty-adjunct-administration dialogues and new faculty training sessions. Discussion time allows participants to share successes and probe the effectiveness of the prevailing models.
- ***Creative Marketing and Promotion of Adult Degree Programs-Becoming Viral – Room 216.*** John Durbin, Director of P.A.C.E ., Houghton College  
The competition to find new adult learners has increased dramatically. And the effectiveness of advertising has decreased as its cost has risen. If your program is placing ads and then waiting for the phone to ring, you’re going to be disappointed. This presentation will provide new ideas for increasing inquiries. And it will show how to identify and prospect for “reverse inquiries” which are those people who qualify for your program who have not expressed an interest in it.

10:30 Break

**10:45 Concurrent Sessions 6**

- ***Academic Excellence and Motivation Theories – Room 202.*** Gary Wilkinson, Associate Professor, Indiana Wesleyan University  
This presentation will review several theories of business motivation and draw parallels with the process of improving academic excellence. Business motivation theories are focused on improving productivity, which is the same motivation that we try to instill in students for their academic work. The integration of the major theories, specifically focusing on Expectancy Theory, will be discussed and some of the lessons of business motivation will be transferred to the academic setting. This presentation will also draw upon the work of the Taskforce for Academic Excellence within the Adult Studies Program at Indiana Wesleyan University.
- ***Adult Higher Education Market Trends – Room 216.*** Amber Simos, Assistant Director for Research and Program Development, Indiana Wesleyan University  
We all know that businesses across the country are experiencing difficulties as a result of the economic crisis, but how is adult higher education being affected? This session will explore trends in the industry that will likely affect each of us in the coming months and years. Information is based on national secondary data as well as primary research.

11:45 “Thank you” luncheon for presenters and organizers only- Room 104/106