



CCCU  
Center for Research  
in Adult Learning

IN PARTNERSHIP WITH INDIANA WESLEYAN UNIVERSITY

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# How Should We Structure Our Adult Ed Program to Maximize Effectiveness?

Cynthia Tweedell

Center for Research in Adult Learning

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Indiana Wesleyan University

CAAHE Spring Conference, June 2010

# 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**

# Strategic Goals

- Sponsor at least one conference per year.
  - May 16-18, 2011 in Indianapolis
- 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)



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# Research Focus for 2010-2011: Structures for Adult Programs Case Studies Analysis



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# The Impact of Adult Degree Completion Programs (ADCP) on the University

Pam Giles

# ADCP in the U.S.

- 1970 - 1991: adult enrollment grew by 171%
- Fall of 2004: 2.3 million students online
- Fall of 2005: 3.2 million students online
- 2002 online revenue: \$2.4 billion
- 2005 online revenue: \$7.1 billion

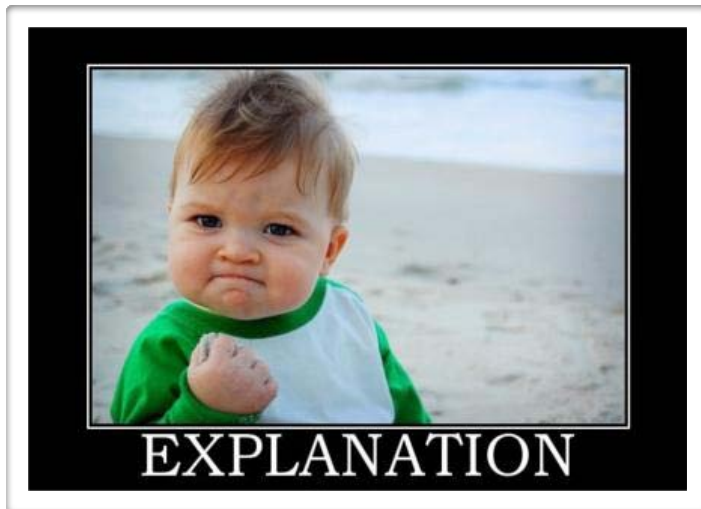
# Five Ways ADCP Impact the University

- Students
- Faculty
- Curriculum
- Mission
- Organizational Behavior

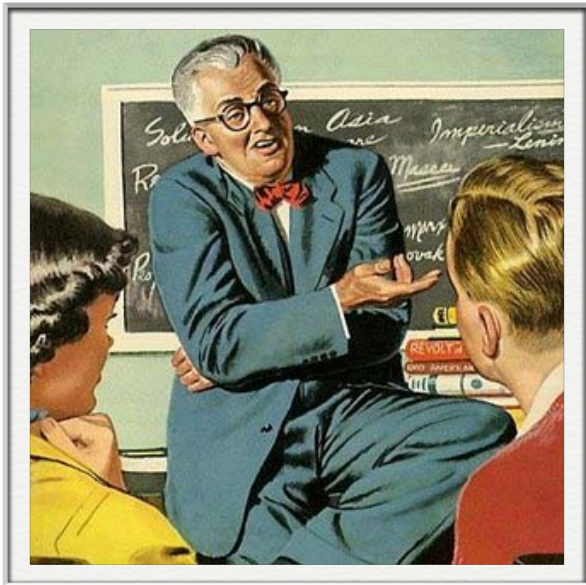
# Five Ways ADCP Impact the University



## Students



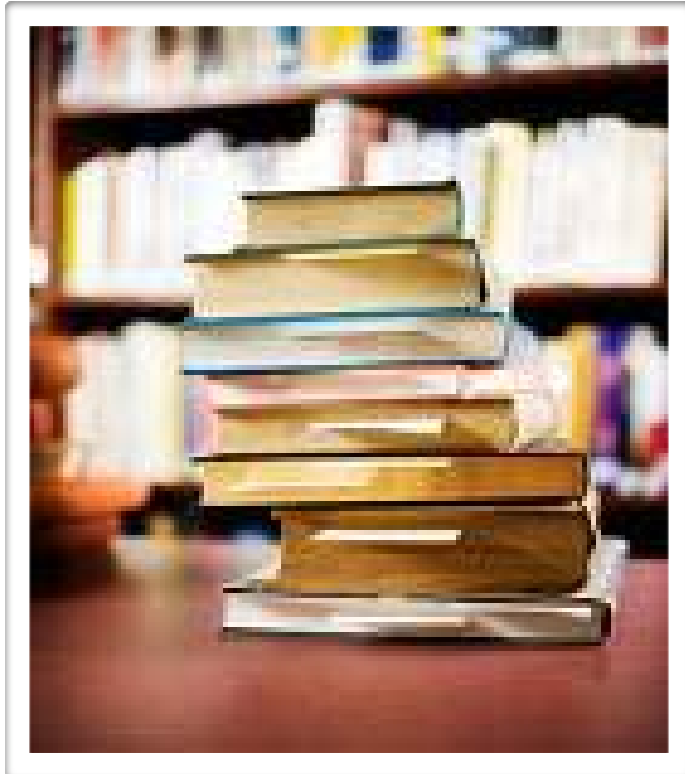
# Five Ways ADCP Impact the University



## Faculty



# Five Ways ADCP Impact the University



## Curriculum

# Five Ways ADCP Impact the University



## Mission

# Five Ways ADCP Impact the University



## Organizational Behavior

- Flexible structures
- Lateral communications
- Expert power
- Defined responsibilities
- Information exchange

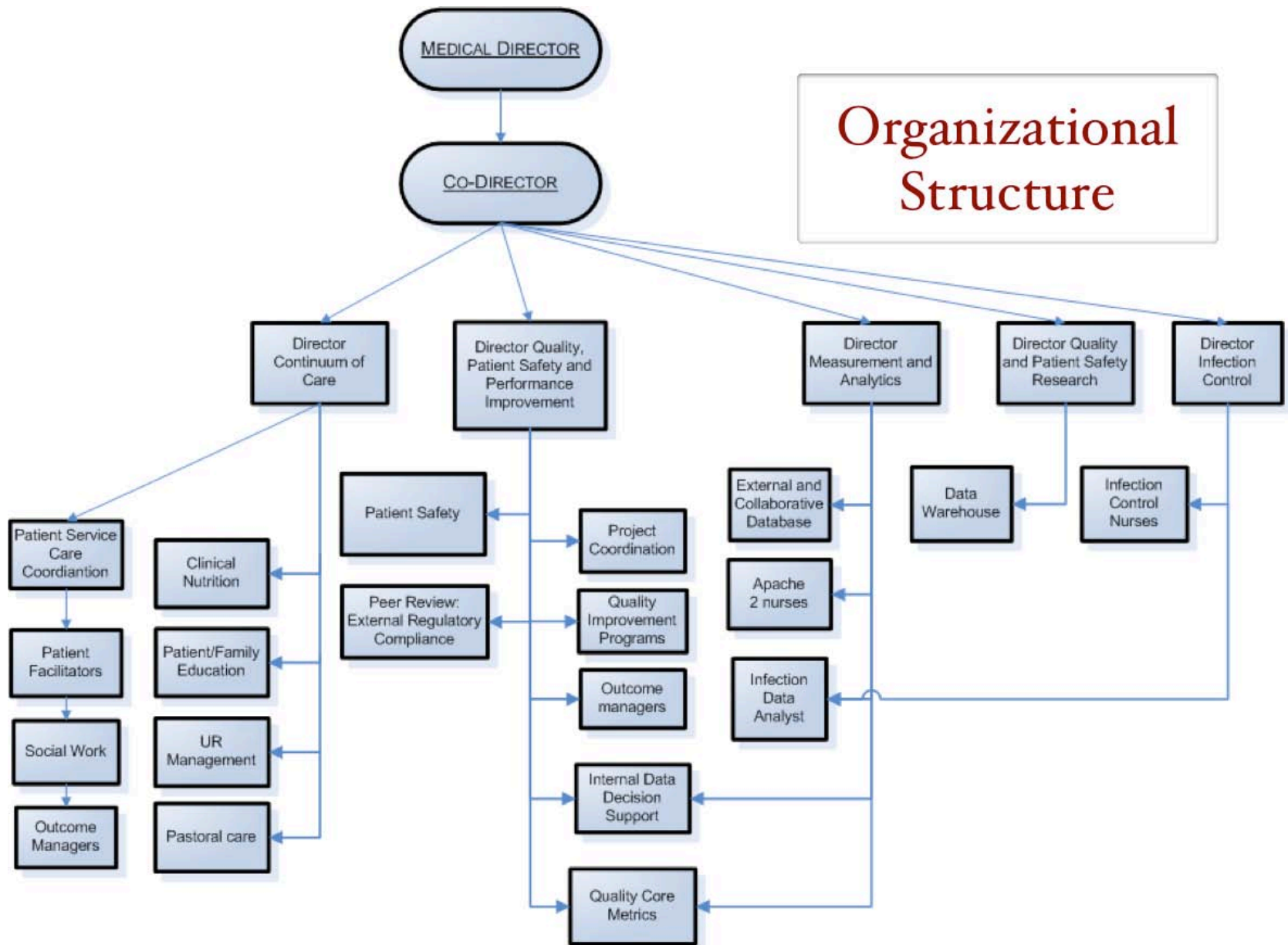


# Coping With Change

- Innovation speed
- Processing speed
- Recovery speed



# Organizational Structure



Quantitative growth calls for supportive subsystems of a specialized character not necessary when the system was smaller. In the second place, *there is a point where quantitative changes produce a qualitative difference* in the functioning of a system.

*A small college that triples its size is no longer the same institution* in terms of the relation between its administration and faculty, relations among the various academic departments, or the nature of its instruction (Katz & Kahn, 1978, p. 28).

## **OPERATIONS**

Financial Aid

Accounting

Enrollment

Recruitment

Textbook  
distribution

Technical support

## **ACADEMICS**

Admission

Progression

Revising existing  
programs

Launching new  
programs

Hiring/assigning  
faculty

Student issues

The program directors viewed themselves as “some combination of academic guardians, administrative gatekeepers and student advocates” ...whereas on the traditional campus these would be handled by ***three separate departments*** (Balzer, 1996, p. 135).

“Administration of an adult college requires a team of faculty with expertise in adult learning theory as well as administrators with operational understanding of how to administer multisite campuses, recruitment of students and faculty, delivery of resources, and student services (Smith, 2007, p. 21).



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# Three Structural Patterns for Adult Education Programs

# Pattern One: Department

- Department within a traditional college
- Small college
- Small program
- Growth limited
- Oversight by traditional academics
- Little cultural change to institution

# Pattern Two: Separate/Coequal School

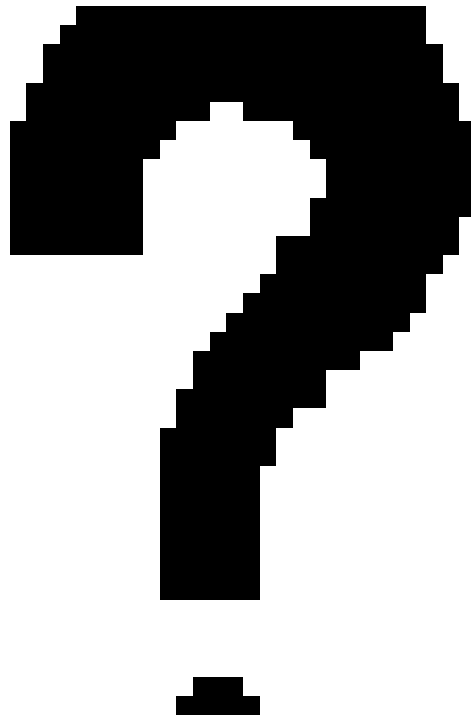
- Semi-independent structure
- Medium university
- Fast growth
- Autonomous control
  - Academic affairs
  - Student services
- Strong influence by marketing/enrollment management
- Changes the culture of the institution

# Pattern Three: Academic Control

- Adult ed component within an academic college/school
- Adult and traditional programs both report to an academic dean within college/school
- Slower growth
- Enhanced academic quality
- Less cultural tension/strain

# Conclusions

- Adult Degree Completion programs impact organizational behavior
- Administrative structures must change to cope
- Administrative structures impact pace of growth and revenue



# Questions?



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