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Crisis or Opportunity: An Investigation to Determine the State of Graduate Programs in Adult Education in the United States and Recommendations for Survival in the 21st Century

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CRISIS OR OPPORTUNITY: AN INVESTIGATION TO DETERMINE THE STATE

OF GRADUATE PROGRAMS IN ADULT EDUCTION IN THE UNITED STATES

AND RECOMMENDATIONS FOR SURVIVAL IN THE 21ST CENTURY

by

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Abstract

The history of adult education has extended over a relatively short period of time in the United States, and so concurrently have the programs of graduate education in the schools of Higher Education. Through the years, the backgrounds and occupations of the students enrolled in adult education changed. Graduate students in the fifties and sixties were primarily administrators from university-based programs (Houle and Buskey, 1966). The late sixties and seventies found those working in adult basic education (ABE) entering programs. During the seventies there was an increase in the number of students from the private and public sectors, along with educators in higher education and public health. While the eighties included students from a variety of organizations, they were concerned with many of the applications of adult education. The rate of development started to decline slightly during the eighties in both the numbers of institutions granting doctorates, and those individuals receiving doctorates. It was during this time that a shift in graduate enrollments and a decline in the number of programs nationally continued to dwindle. The purpose of this study is to investigate the current status of graduate programs in adult education, to explore the reasons for the increase or decline in the number of programs nationally in adult education, and to suggest ways in which adult education programs need to change in order to survive in the 21st century. A survey will be conducted among all of the schools that offer a graduate degree in adult education. It will look only at those colleges and universities in the United States that offer a master's or doctorate degree in adult education. This study will investigate the following research questions: 1) What has the enrollment trend in graduate programs in adult education been for the last 5 years? 2) What is the future of graduate programs in adult education?

3) What should be done to remain competitive and increase the number of graduate programs in adult education in the 21st century? 4) What effect if any have the CPAE Standards for Graduate Programs in Adult Education had on the number of programs nationally? During its seventy years, as an academic discipline, the field has spent a great amount of time examining itself as an emerging and distinct field. The significance of establishing itself as a legitimate field in education and one that is away from K-12 education. It seems clear that adult education programs continue to struggle to find their niche among university programs. As these programs start the 21st century, this crisis may present them with the opportunity to clearly define their mission and market.

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This is dedicated in appreciation and love to my parents, James and Phyllis McCarrron, who instilled in our family the value of an education and the gift of knowing that we could accomplish, whatever we wanted in life.

CHAPTER I

INTRODUCTION

Background of the Problem

The history of adult education has extended over a relatively short period of time in the United States, and so concurrently have the programs of graduate education in the schools of Higher Education. The first doctorate in Adult Education was awarded in 1935 at Teachers College, Columbia University, New York (Houle, 1968). Leyman was the first professor of adult education and founder of the first graduate degree in the field. The first Doctor of Philosophy in adult education was awarded to Wilbur C. Hallenbeck and Willian H. Stacy in 1935 at Columbia University (Knowles, 1962). The year 1935 was also the same year that Ohio State University, New York University, and the University of Chicago initiated graduate programs that led to a doctorate in Adult Education.

Eduard Lindeman in 1938 writing on the training of adult education practitioners, "If our thinking is relatively clear with respect to the goals of adult education and of the sort of equipment which an adult educator should possess, we should then be able to discuss more meaningfully how the training is to be done" (p. 96). Cyril Houle in 1960 stated similarly, "The educators of adults belong potentially not to a single profession but to a family of professions…however, the education of leaders can increasingly be built around a common core of tested knowledge and belief" (p. 126).

There has always been an ongoing concern as to what the content should be as one prepares professionals about to enter the field of adult education. Although most who engage in educating of adults have neither degrees nor formal training in adult

education. The number of graduate programs and those receiving degrees continue to grow.

The first graduate degree was awarded in Adult Education by Columbia University in 1935. Over the next thirty years, there have only been 16 adult education programs in existence, which have offered a master's or doctorate in North America by 1962 (Houle, 1964). In a survey conducted by Rose and Mason (1990), they found that over half the institutions, who responded, described departments with three or less full-time faculty members, indicating that small programs were becoming the norm. Peters and Kreitlow (1990) reported that there were approximately 66 doctoral programs offering Ed.D. or Ph.D. degree and 124 which led to a master's degree in North America. They also reported that there were nine certificate programs and 18 educational specialist degree programs in existence at that time. This represented an eightfold increase in the number of programs since the early 1960s.

Through the years, the backgrounds and occupations of the students enrolled in adult education changed. Graduate students in the fifties and sixties were primarily administrators from university-based programs (Houle and Buskey, 1966). The late sixties and seventies found those working in adult basic education (ABE) entering programs. The seventies saw an increase in the number of students from the private and public sectors, along with additional students in higher education and public health. During the eighties students came from a variety of organizations, and focused on many of the traditional applications of adult education.

The rate of development started to decline slightly during the eighties in both the numbers of institutions granting doctorates, and those individuals receiving doctorates.

This inconsistency was attributed to long time programs, such as Indiana University, Boston University, and Arizona State University, which had produced large number of graduates, were no longer graduating doctoral students (Peters and Kreitlow, 1990).

In reviewing the 1998 Directory of Adult Education Graduate Programs in North America there were 39 states that offered graduate degrees in adult education; while 44 schools offered both a masters and doctorate degree, 31 schools offered only a masters, and five others offered a doctorate only. An exact number of doctoral degrees granted is difficult to figure, but a study by Lifvendahl (1995) believes that there are more than 8,000 dissertations that have been completed in the area of adult education and continuing education.

<div align="center">Rationale for the Study</div>

Graduate programs in adult education grew at a dramatic rate across the United States up to the beginning of 1990, after which there was a shift in graduate enrollments and a decline in the number of programs. A major reason has been the demand for qualified adult educators to assist adults who seek further learning in order to cope with the effects of technological changes, to advance in their careers, to make career shifts, to obtain liberal education, and to enhance their personal development.

The Commission of Professors of Adult Education (CPAE) standards are a way of insuring, that the quality and success of adult education programs are continued through "...systematic review of courses, programs, and procedures to provide evaluative data for improving the programs" (Commission of Professors of Adult Education, 1986).

Purpose of the Study

The purpose of this study is to investigate the current status of graduate programs in adult education, to explore the state of programs nationally in adult education, and to suggest ways in which adult education programs need to remain competitive in the 21st century. A survey will be conducted among all colleges and universities in the United States that offer a master's, doctorate, or specialist degree in adult education. In order to investigate this problem, the survey will seek information regarding graduate programs that are based directly upon the CPAE Standards for Graduate Programs in Adult Education. A key tool in accessing the answers to the survey questions will be the direct interrelation to the standards. This study will investigate adult education graduate programs and their relationship to the CPEA standards. The findings of the study will show the status of surveyed adult education graduate programs, and their adherence to the standards.

Research Questions

This study will investigate the following research questions: 1) What has the enrollment trend in graduate programs in adult education been for the years 2000-2004? 2) What is the future of graduate programs in adult education? 3) What should be done for adult education program to remain competitive and increase in number during the 21st century? 4) What effect if any have the CPAE Standards for Graduate Programs in Adult Education had on the number of programs nationally?

As adult education developed into a more distinguished and recognizable profession, the beginning of professional organizations evolved to support its philosophies and teachings. The American Association for Adult Education (AAAE),

founded in 1926, and the Adult Education Association of the United States (AEA) have struggled through the years to communicate to both the novice and the adult public an understanding of their complicated and diverse undertakings. One of the major means of accomplishing this has been a sequence of adult education handbooks, covering a broad view of topics. The first three handbooks were published by the AAAE in 1934, 1936, and 1948. The plan was to issue a revision book every two years. This did not happen and was interrupted due to various reasons, including the outbreak of World War II and the ending of financial support from the Carnegie Corporation.

In 1955, the AEA Section on Training group came together, with educators interested in furthering the development of graduate work by the sharing of information. Prior to this time, graduate programs operated independently from one another. The central theme of the 1955 Allerton Park conference, as it became widely known, was to decide: 1) the content and purpose of graduate study, 2) the role of adult education professors, and 3) the recruitment and career placement of adult education graduate students (Krietlow, 1964). A year and a half later, with the financial support of the W.K. Kellogg Foundation, the AEA Section on Training group officially became the Commission of Professors of Adult Education (CPAE). Furthermore, Kriettlow (1964) stated that the primary purpose of the Commission under the grant was to: identify adult education as a field, develop a theory of graduate education, identify curriculum content for graduate education, identify both the present state of knowledge and new information needed for graduate study, develop methods of delivery, and develop means of evaluating graduate study. The significance of this conference was to explain and define adult education graduate curricula.

The Reports Committee of the CPAE published *Adult Education: Outlines of an Emerging Field of University Study* in 1964, which became generally known as the "Black Book". According to Houle (1991), a "portrait of a field in process and …in progress." Jensen in the preface of the Black Book stated that the purpose was to "introduce new ideas…about the conceptual foundations of adult education as a university discipline…" and hoped "…that the book will be of value to professors of adult education as they develop their programs of graduate study…"(p. xii). The Black Book verified the "…conceptual foundation of graduate programs, competencies that graduates should develop, and the role that graduate programs ought to play in the larger field of adult education practice" (Peters and Krietlow, 1991, p. 145).

In 1986, twenty years after the recommendations set out in the Black Book, the CPAE brought about and adapted the Standards for Graduate Programs in Adult Education. In describing their reasons for the standards the Commission reported that, "A concern for quality must dominate the planning, conduct and evaluation of graduate programs in adult education…As such, these standards provide established programs with guidelines for review and new programs with guidelines for establishing graduate study in adult education" (Commission of Professors of Adult Education, 1986, p. 1).

With the passing of these standards, the discussion regarding adult education program content and the traits of adult education practitioners has not ended. Brookfield (1988) contends, "There is a substantial body of literature examining the forms of knowledge to which aspiring or practicing adult educators should be exposed, and the skills they should develop or improve…" but " In reviewing the characteristics of graduate programs in adult education, and the literature surrounding the development of

this field as an area of academic study, it is apparent that there is a strong divergence of opinion as to how a doctorate should be conceived in terms of its purpose and function" (pp. 266-267).

Jarvis (1991) continues to support this explanation, "Graduate programs will probably continue to mirror the field of practice, insofar as the field continues to grow more complex and diverse in its many programs, agencies, types of learners and aims. However, this diversity will present a problem for developers of graduate programs in the future, who will have to find the proper balance between core areas of study and specialized studies and choose among aims--most programs being unable to be all things to all people." (p. 7)

Continued compliance is stated by Peter and Krietlow (1991), "However, adult educators do not agree on a framework for making…curriculum choices…and that the choices remain a local one, based on the interest of the professors designing the programs. If we are to have a profession of adult education, we need a coherent and systematic way of preparing professionals at the graduate level…" (p. 172). From its very beginning, some 68 years ago, 1935, to the present, the quality and content of adult education programs continues to be discussed and debated.

Limitations

This survey will be limited to those colleges and universities in the United States, which have a graduate school offering Adult Education programs at the master's or doctorate degrees level.

Delimitation

Participation will be limited to those schools, whose institutions were listed in the 1998 Directory of Adult Education Graduate Programs in North America. Programs not in the United States and individuals without e-mail addresses were automatically eliminated.

Definitions

Adult Education-The process by which men and women "alone, in groups, or in institutional settings…improve themselves or their society" (Houle 1972, p.32) by increasing their skill, their knowledge, or their sensitiveness. Knowles described it in a more specialized way, "a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives" (1980, p. 25).

Adult Education Association (AEA)- Formed in 1951 with the merger of the NEA and the AAAE and unlike its previous structure and focus, it established itself as a democratic organization rather that the elitist top-down structure of the AAAE (Knowles, 1977). AEA established the only research journal, originally entitled *Adult Education* and currently published by the AAACE as the *Adult Education Quarterly.*

Adult Educator- "…is defined as one, who has some responsibility for helping adults to learn" (Knowles, 1980, p 21). A professionally trained individual with a unique intellectual understanding of the field of adult education.

Adult Education Graduate Program- Academic programs found in an institution of Higher Education at the graduate level, whose primary area of study or specialization is in the field of adult education.

American Association for Adult Education (AAAE)- Founded in 1926 with the purpose of establishing a coordinated field of study in adult education (Knowles, 1977). Funding was provided by the Carnegie Corporation for the collection of facts and promotion of the concept of adult education (Essert, 1960).

Commission of Professors of Adult Education (CPAE)- In 1955 the Section on Training, a subset of the AEA, conducted a three-day meeting known as, the Allerton Park Conference to establish the CPAE. The primary purpose of this conference was to develop an agenda and purpose for adult education graduate programs (Kreitlow, 1964).

Continuing Education- A term found in higher education referring to evening and weekend degree-credit offerings for adults. An equivalent term for a definition of **adult education**, which is growing in use in North America (Merrian and Brockett, 1997). For most people, according to Houle (1980, p.125) it "means some organized effort to teach or to learn".

Curriculum- An educational activity or course of study within a given educational program, which is taken for credit, and combines with other courses to form an educational program.

Design- the plan developed to guide educational activity in a situation or the plan, which can be inferred by an analyst of that activity. Synonym: **program**.

Educator- One who seeks to improve other individuals or society by increasing their skill, their knowledge, or their sensitiveness. The term implies that the educator exerts purposeful effort to achieve such objectives through the people influenced may or may not intend to achieve them.

Full-time Faculty- An individual whose primary function is spent in one or more of a combination of teaching, administrating, supervising, coordinating, advising, developing programs, and researching adult education.

Handbooks of Adult Education- An encyclopedia-type overview, that defines the field of adult education, and has been published approximately every ten years starting in 1934 to the most current in 2000 (Merriam & Brookett, 1997).

Learner- One who increase his skill, his knowledge, or his sensitiveness. This result may be brought about as a result of purposefully educational effort on his part, purposefully educational effort on the part of an educator, or as a by-product of a random activity or one designed to achieve essentially non-educational purposes.

National Education Association (NEA) Department of Adult Education (formerly the Department of Immigrant Education)**-** It was established in 1921 and served to meet the literacy needs of the growing immigrant population (Merrinam & Brockett, 1997).

Part-time Faculty- An individual whose primary function is other than teaching, administrating, supervising, coordinating, advising, developing programs, or researching adult education. This could include persons whose primary function is related to business, government, academic administration other than adult education programs; and could include those who are committed to other academic programs, and graduate or other research appointments.

Practitioner- One who practices a profession, such as an adult educator.

Process- A series of related actions undertaken to bring about an educational result.

Profession- Should have an existence of a recognized code of ethics, and techniques of operation based upon some general principles (Taylor, 1952).

Program- ".is a series of learning experiences designed to achieve, in a specified period of time, certain specific instructional objectives for an adult or a group of adults" (Verner, 1964, p. 34).

Specialization- A concentration of studies and competencies in one specific activity, subject, or line of practice.

Strategy- A plan of maneuvers designed to bring about a complex result. Here given the specific meaning of a way of achieving the reconstruction of an institutional program.

Survey- A comprehensive examination of a situation, which describe the attitudes, beliefs, and behavior of a population, also called a **poll** (Patten, 1997).

Chapter II

LITERATURE REVIEW

This chapter will be divided into four sections. The first section will provide a historic review of graduate programs in adult education in the United States. The second section will provide a review of the movement to professionalization of adult education and the standards that led to the adoption of the Standards for Graduate Programs in Adult Education. The third section will investigate the adoption of standards and the impact of standards on adult education graduate programs. The fourth section will chart the decline in enrollment and phasing out of graduate programs for the preparation of professionals in adult education.

Historical Review

First Half of 20th Century

The history of adult education has covered a relatively short period of time in the United States, and so concurrently have the programs of graduate education in the schools of higher education. The first course offered at the university level occurred at Columbia University in 1917, entitled "Educational Problems of the Immigrant". The Smith-Hughes Vocational Act of 1917, which provided federal funds to support the teaching of vocational education and "in the promotion of such education in agriculture and the trade and industries…(and) in the preparation of teachers of vocational subjects…" (Smith-Hughes Act 1917, p. 1). During the 1920s the Teachers College at Columbia University began offering a series of courses solely for the adult educator. This in turn led to the first Doctors of Philosophy in Adult Education being awarded in 1935 to Wilber C. Hallenbeck and William H. Stacy (Knowles, 1962). Lyman Bryson of

Columbia University was the first professor of adult education and the founder of the first graduate degree in the field.

Soon after the growth of the adult educational movement of the mid-1920s, there arose a need to organize the adult education courses across the country. It was the American Association for Adult Education (AAAE), founded in 1926, whose focus was to establish the field of Adult Education as a reputable field in both academic study and practice (Knowles, 1977). In its constitution, Article II describes the purpose of AAAE as follows, "Its object shall be to promote the development and improvement of adult education…to provide for the gathering and dissemination of information concerning adult education aims and methods of work…to conduct a continuos study of work being done in this field and to publish from time to time the results of this study" (represented in Cartwright, 1935, p. 17).

The National Education Association (NEA) Department of Adult Education was founded in 1921 to meet the literacy needs of the growing immigrant population (Merrinan & Brockett, 1997). Its role was that of a professional society for public school workers, which provided individuals services to those in need. By 1927 the Association shifted its focus to a more general scope and established goals similar to the AAAE by organizing professional conferences, generating surveys, and functioning as a clearinghouse for information in the field. The increased range of coverage led to confusion and problems in overlapping membership, even though there was little evidence of tension between the two associations (Knowles, 1997).

As time went on, the differences between the two associations increased (Knowles, 1977). The roots of the NEA remained focused on the practitioners.

Publications and conferences emphasized teaching techniques, subject matter,

administrative issues, professional improvement, and legislative information. As a result,

members began complaining that they needed to belong to two organizations, thus

prompting a search to coordinate joint publications and conferences. Ultimately, due to

these problems of dual memberships and both organizations losing their financial

backings, each was discontinued and a new association was formed, the Adult Education

Association of the U.S.A. (AEA) in 1951 (Luke, 1992).

The AEA developed a large and diverse membership with a wide range of

occupations represented. Most of its members sought information on practice techniques

of education and leadership, while those of the former AAAE stressed information

gathering. Despite these two opposing views that would continue to trouble the

organization, it was able to carry out a number of important contributions to the field

(Stubblefield & Keane, 1994). One of the most significant was the founding of an

academic framework for graduate study and the distribution of research in the field. The

AEA created the only research journal in Adult Education, originally called *Adult*

Education and currently published by the American Association for Adult and

Continuing Education (AAACE), as the *Adult Education Quarterly.*

At the same time Columbia University was preparing to graduate the first

doctorates in Adult Education, the *Handbook of Adult Education* was preparing its first

publication in 1934. The Handbook was created to summarize research and writing in

the field of adult education in one reference work. It was not intended to be an annual

publication but to be released on a periodic basis when a sufficient number of changes

had occurred in adult education to require updating the volume. As Morse Cartwright, the

first executive director of A.A.A.E., explained in the preface in 1934 and reprinted in

1936, "This book is intended for the use of those who desire an acquaintance with the

main facts relating to adult education… and who will appreciate the compilation of those

facts *in convenient reference form"* (Rowden, 1934, unpaginated preface; emphasis

added).

In the 1934 *Handbook,* T.L. Fansler noted that forty-nine institutions offered

some type of adult education courses for practitioners, while Columbia University

Teachers College was the only school offering a degree in adult education. He continued

to point out problems with organizing educational programs and the lack of leadership.

"Too little is definitely known concerning administrative procedures and methods of

teaching adults to predict the probable content of such (college) curricula the restrictions

and prerequisites that may be imposed upon candidates for professional training"

(Fansler, 1936, p 269).

Post World War II: 1946-1960

W.C. Hallenbeck in the 1948 *Handbook* considered professional training for adult

educators, as a profession and an occupation, and states "The three essential elements that

make a profession-- a body of knowledge, specific training, and jobs—must be

considered in the preparation of adult educators" (Hallenbeck 1948, p. 244). He continues

to recognize the following six areas of study: 1) history of adult education, 2) philosophy

of adult education, 3) administration of adult education programs, 4) adult psychology, 5)

community involvement, and 6) adult teaching methods (Hallenbeck, 1948).

By 1955 there were fifteen schools of Higher Education that offered advance

degrees in adult education with very little sharing of information in regards to their

individual programs. In May 1955, a special conference was called together by the

Section on Training of Adult Education Association to discuss and share their

experiences. This was the beginning of the Commission of Professors of Adult

Education (CPAE), and this became known as the Allerton Park Conference of Illinois.

The initial purpose of those who met at Allerton Park was to play a crucial role in

the development of adult education as an academic discipline. The organizers were only

able to identify 28 professors of Adult Education across the country, while 15 held full

time positions (Kreitlow, 1964). "The major concerns of the conference were the content

and purpose of a graduate study program, the role of the professor of adult education in

this program, and the recruitment and placement of graduate students" (Kreitlow, 1964,

p. 327). The Commission was formally established at their 1957 meeting in Ann Arbor,

MI, with financial support being provided over the next four years by the Kellogg

Foundation. Its primary purpose was the development of a graduate curriculum in adult

education during further meetings. A list of the founding members of the CPAE can be

seen in Table 1.

From the very beginning the CPAE intended to publish one or more of its works.

In its initial meeting in 1957, individuals were given topics to explore for the purpose of

this publication. It was not until their final meeting held in 1961 at Indiana University in

Bloomington, IN that the fruits of years of labor took place. In 1962 *Adult Education:*

the Report Committee of the CPAE prepared A New Imperative for Our Times. It was

directed to those, who were responsible for preparing and administering adult and

continuing education programs or for any others responsible for training programs for

professional adult education (1962).

Table 1

Year of Establishment and Early Faculty for Adult Education University Programs in the

United States

UNIVERISTY	Year Established	Program Director
Teacher's College at Columbia University	1930	John D. Willard
Ohio State University	1931	J Charters
University of Chicago	1935	Floyd W. Reeves
New York University	1935	Alonzo F. Meyer
University of Michigan	1938	Howard Y. McClusky
University of Wisconsin	1939	Paul H. Sheats
University of California, Berkeley	1946	Watson Dikerman
University of California, Los Angeles	1946	Paul H. Sheats
Indiana University	1947	Paul Bergevin
University of Buffalo	1947	Carl E. Minich
Cornell University	1949	J. Paul Leagans
Syracuse University	1951	Alexander Charters
Florida State University	1953	Coolie Verner
Michigan State University	1955	Harold Dillon
Boston University	1960	Malcom Knowles

Note. Data derived from "The emergence of graduate study in adult education," in *Adult Education: Outlines of an Emerging Field of University Study* (pp. 69-83) by G. Jensen, A Liveright, and W Hallenbeck, 1964, Washington, DC: Adult Education Association of the U.S.A.

Post 1960: Developing Graduate Programs

A second project and the major outgrowth of the Reports Committee was a book entitled, *Adult Education: Outlines of an Emerging Field of University Study,* which was published in 1964. In the Preface of the book, Gale Jensen pointed out, that this book needed to be written and for the first time brings together basic materials in adult education (Jensen, 1964). The book was bound in black with gold letters on the cover, and became known as the "black book" in the adult education community (Houle, 1991). Knowles (1964) proposed a design structure that involved a five-step process, which included: 1) defining the roles of expected students, 2) identifying the competencies those roles would require, 3) specifying what competencies would be learned, 4) formulating behavioral objectives representative of the learning, 5) determining the appropriate learning activities.

Dickerman (1964), writing in the Black Book, identified two additional studies, which were intended to develop specific competencies and objectives for programs of graduate study in adult education. Cyril Houle, one of the initial participants of the conference, later pointed out, that everyone wanted to talk about recruiting and placement of their students, which could have gone on indefinitely. Finally one of the attendees noted that this was simply the sides of a slope-"The peak is what we do with students while they are with us" (Houle, 1991, p xiv). This then set the tone for the conference and centered on the peak.

At the time of the Black Book's publication in 1964, there were 16 distinct graduate programs in North America in Adult Education, and 27 years later there were at least 124 programs. Houle (1991) continues that most of the new programs have not only

been influenced by the Black Book, but it has also served as an overseer for those developing adult education graduate programs by identifying a curriculum. This similarly sent a message to the education community, that "adult education is an area of university study" (Houle 1991, p. xx).

From the initial meeting of the Allerton Park Conference, the CPAE has been the primary force in the development of the academic arena of adult education. Since its earliest days with the AEA, this subsection has continually advanced the standards for graduate programs, conducted research, arranged conferences, and participated in professional publications. The membership of the CPAE has grown from about 20 members in 1960 to approximately 300 members in 1990.

Rapid growth in the 1960s occurred due to the passage of the Economic Opportunity Act of 1964, under which the Adult Basic Education (ABE) was established (Knowles, 1977). Its goal was to equalize the inequities in education with programs aimed at disadvantaged adults to strengthen reading, writing, language, and mathematics skills, thereby increasing employment opportunities. As enrollments continued to grow in these programs, universities were able to take this new influx of funding to expand and develop their own Adult Education program for the purpose of training Adult Basic Education teachers. This in turn led many schools emphasizing literacy education, especially at the master's level.

In keeping with the expanded changes of the 1960s, the *Handbook of Adult Education* of 1960 maintained that additional training for practitioners was needed and included "defining the traits of successful practitioners" (Houle, 1960, p118). As the training for competent practitioners emerges, the concept of a specialist in adult

education blends in with the idea of a professional in the field. As a profession, one finds a specific body of knowledge, trained practitioners, and compliance to a set of standards governed by a supervising group. Houle recognized twelve institutions, which offered graduate degrees in adult education.

Rapid Growth of Programs

During the 1970s, there were a large number of admissions into Adult Education programs whose goal was in the field of human resources development (Knowles, 1977). Once more federal legislation played an intricate part through the Manpower Development and Training Act of 1962 and the Vocational Education Act of 1963. The programs emphasized the development and training of professionals for a career in business, public, and health organizations. During this time, the field of adult education began attracting foreign students and individuals working in environmental and peace efforts.

Houle in the 1970 *Handbook* pointed out that there were twenty doctoral programs and an unknown number of master's degrees being offered in the field of Adult Education. He continued in identifying four purposes of adult educators as it related to the field: administrators, teachers, program designers, and full time adult educators, such as professors of adult education (Houle, 1970).

The role of the professors has changed from one of teacher and role model to one that generates grants, publication, and research. This shift in responsibilities parallels the changes taking place in American universities (Long, 1991). This change in research is clearly seen in a survey of adult education programs by Willie, Copeland, and Williams (1985) in which 26 percent of those surveyed ranked research and writing as their first,

second, or third source of satisfaction, while teaching at 28.7 percent ranked in the first three positions of satisfaction. This same survey reported that 24.4 percent of the participants had written seven or more articles in the five years prior to the survey.

Jack London, chairman of the Commission of Professors of Adult Education, in a summary of the outcomes of the grant, made possible by the W.K. Kellogg Foundation, in 1961 stated, "For the first time in the history of adult education in the United States professors of adult education were able to gain an overall perspective of the dynamics of the field and its significance for graduate training in adult education" (Kreitlow, 1964, p. 331). Another significant outcome from the of the growth period during the sixties was the formulation of a new program, such as the intermediate degree between the Master's and doctorate program, an Ed. S. (Education Specialist) degree.   The growth of adult education parallels the growth of higher education, in which the most extensive development in new programs occurred between 1968-1978. From that time period on, there appears to have been a continual decline in programs and students. Higher education flourished during the sixties and seventies, due to the influx of the "baby boomer" student population, and the addition of public funded programs, such as the Adult Education Act of 1966. By 1962 there were 16 adult education graduate programs in place, which were the direct result of this support (Peters & Kreitlow, 1991).

As programs continued to expand during the seventies, the general public became more interested in supporting adult education. Institutions of higher education more than doubled their offering of graduate adult education courses in the beginning of the seventies, due most in part to schools response to training of the Adult Basic Education workers (Kozoll, 1972).

In 1982 the AEA, along with the National Association for Public School Adult Education (NAPSAE) ended their respectful associations, and formed the AAACE. It continues to be viewed as the primary association for adult educators through its conferences, seminars, and publications. It currently continues to unify the profession, by promoting both individual and professional development, and strives to influence political processes and policies that describe the field (Wilson & Hayes, 2000).

The Commission of Professors of Adult Education, the producers of the Black Book, decided in the late 1980s to do an update. This renewal was presented with three objectives: 1). Reflect on the accomplishments of the field since the original publication, 2). Update the current status of the field, 3). Project future opportunities (Peters & Jarvis, 1991, Preface). These were the goals, which were initially formulated for the development of the new book.

In 1991 the Black Book was paired together with *Adult Education: Evolution and Achievements in a Developing Field of Study*, in which it continues to examine the academic field of graduate adult education. It neither parallels nor replaces the black book, but was intended to report new developments, not a chronicle of the past. The purpose was the same as before: "to describe the processes of analysis and growth, not to report what has already been learned" (Houle, 1991, p. xvi). This new book acknowledges the accomplishments of more than twenty-five years of progress for graduate studies in adult education. There have been profound advancements in both research and practice, which provide new and thorough concepts and ideas (Houle, 1991).

In this sequel to the Black Book, Peters and Kreitlow (1991) reviewed the state of graduate programs from the 1960s to the 1990s. They found that over a thirty-year period, programs increased from a total of 16 to124 as of 1990. There was a steady growth through the early 1980s, then a leveling off and slight decline in the total number of programs to 96 as of 2001 (CPAE 2001). In addition to the shift in the number of programs, the kind of students seeking a graduate program in Adult Education had become more diverse.

Revision of Programs through 1990s

As a whole, the established members of the CPAE found that the content of the graduate programs had remained constant throughout the years. Knott and Ross (1986) administered a survey to 100 institutions for the Task Force on Instructional Improvement of the CPAE, focusing on the differences between master's and doctoral curricula, and the newly accepted CPAE Standards for Graduate Programs in Adult Education. The findings of the Task Force were that, "While many programs did not describe quantitatively measurable differences between program requirements of Master's and doctoral students…doctoral students were described as more likely to be preparing for higher level management or teaching" (p. 27-30). Additionally, there was very little difference between Ed. D. and Ph. D. programs and course requirements. The most noticeable difference was the qualitative courses on the Ph. D. track that required more statistics and research courses. Most respondents maintained that the primary difference was the traditional belief that the Ed. D. degree was practitioner directed and the Ph.D. degree was research directed.

In a review of required courses Brookfield (1988) stated, "…the core elements of the graduate adult education studies are remarkably consistent" (p. 274). He continued to identify five essential curriculum areas: program development, adult learning, adult development, administration, and foundations of adult education. Only one of the studies, which was examined by Brookfield (1988), differentiated courses between the master's and doctoral coursework. Wilson and Hays (2000, p. 8) reported that "…the curricula of the 1930s were remarkably similar to that of today, at least as far as the categories of study are concerned: history and philosophy, adult learning and development, administration and program development, teaching methods, materials, delivery systems, and so on"(p. 8).

Rose and Mason (1990) conducted a survey very similar to Knott and Ross, and in addition asked the participants to identify specialty areas offered by their graduate programs. The most interesting outcome was that areas such as training and development, vocational-technical education, and human resource development, were new areas since the publication of the 1964 Black Book. This was a reflection of the new trends and directions of adult education (Peters & Kreitlow, 1991).

<div align="center">Movement to Professionalism</div>

Whether adult education is a scientific discipline or a profession has been one of the most discussed topics among adult educators. Liveright (1964) in the Black Book raised this argument about professionalism, Houle (1980) wrote an entire book on analyzing the concept of professionalization of adult education, and Boyd and Apps (1980) looked at redefining the same topic of professionalism as a field within itself.

Historically most recognized academic disciplines were first an area of interest or practice, and then gradually they took on the qualities that are associated with an accepted discipline. An academic discipline is defined as a "body of systematic knowledge founded in theory and research" (Verner, 1970, forward). Successful professionalization of the field is dependent upon developing a scientific basis for its practice. Therefore this development results in a need for academic study, scholarship and research to construct a knowledge base to train practitioners (Wilson, 1993).

How and why the field should professionalize has been an ongoing debate for years. In these discussions the questions of certification and ethics provided the field with additional points of contention. Included in the process are three areas that demonstrate distinct evidence of a shift toward professionalization: the knowledge base, graduate education, and professional associations (Imel, Brockett, & James, 2000).

Early Years of Development

Developing a well defined literature base represents the formal body of knowledge and is significant "not only because it contains the information that makes the field unique--thus separating it from other disciplines—but also because it demonstrates what is known about the field of practice" (Imel, 1989, p. 134). The literature of adult education began to emerge in the 1920s with the beginning of the first graduate programs. While discussing the knowledge base, several sources (Brockett, 1991: Imel, 1989; Merriam and Brockett, 1997) have characterized the contributions of individuals and groups and the impact that they have had on the development of adult education. Wilson (1993) in his examination of the contents of the handbooks of adult education, beginning in 1934, contends that the development of this knowledge base has depended

on scientific knowledge, which is produced through "empirical-analytic" methods. This knowledge base has then been used to control the professionalization process. Since the knowledge base is grounded in scientific approach, it strives to become accepted as universal.

Most individuals working in the field of adult education have neither credentials, nor formal qualifications in adult education. In a recent survey conducted by the Commission of Professors of Adult Education (2001), ninety-six universities in North America were identified as having degree programs in adult education.

Although there seems to be no model for a typical graduate program in adult education, most faculties have three or less professors (Peters and Krietlow, 1991; Rose and Mason, 1990), and are found in other departments with other programs--such as vocational or higher education--and must compete for the same limited support (Imel, Brackett, and James, 2000).

Graduate study in adult education has provided support to the professionalization of the field in three ways. First, it has worked to legitimize the field and refer to themselves as "adult educators". Second, it has promoted scholarship by developing research and literature in the field. Third, it has revitalized those wanting to improve their knowledge and skills in the field (Imel, Brackett, and James, 2000).

The beginning of professional associations date back to 1915 with the founding of the National University Extension Association, which later became the National University Continuing Education Association (NUCEA) and still continues to be a major association for professionals in continuing higher education (Rohfeld, 1990). The American Association for Adult and Continuing Education (AAACE) is the current most

comprehensive association serving the adult and continuing education communities.

They serve the field by contributing to both the individual and professional development.

Some of the problems facing the AAACE are much the same as those associations before

it, such as the definition of purpose, adequate funding, volunteers, lack of interest in

social issues, political inactivity, lack of vision, and elitism (Imel, Brockett, & James,

2000). The professional association performs a variety of functions, including addressing

"a need for status, a sense of commitment or calling, a desire to share in policy formation

and implementation…a felling of duty, a wish for fellowship and community, and zest

for education" (Houle, 1980, p. 171). Associations have come and gone on a regular

basis, while some serve a specific group, others act to include all others.

<div align="center">Adoption of Standards</div>

Adult Education is a relatively new field of study with the first graduate program

being offered in the 1920s and the first degree being conferred in 1935. In order for a

program to be accredited and an accredited degree granted, a set of standards should have

been developed and approved by experts in the field, who would have formed a

commission or accrediting body. These standards would have been submitted for

approval to the United States National Accreditation Organization, the Council for

Higher Education Accreditation (CHEA). As a result of this absence in establishing a set

of standards and a professional organization, programs were started throughout the

country without going through any vetting process. Similarly, this must have had an

impact on the caliber of the programs and created unevenness in quality and curricula

from program to program.

It was not until the Commission of Professors of Adult Education (CPAE) formed such a commission that attention to mission, purpose, curricula qualifications of faculty and other matters could be judged from program to program around the United States. This group of professors submitted a report in mid-1956 to the W. K. Kellogg Foundation, the financial support for the Commission, in which it identified six items that the Commission was to work on over the next five years, the length of the grant (Kreitlow, 1964). "The major concerns of the conference were the content and purpose of a graduate study program, the role of the professor of adult education in this program, and the recruitment and placement of graduate students" (Kreitlow, 1964, p. 327).

Very few universities before 1950 acknowledged the field of adult education as a distinct profession. Most universities worldwide, which granted adult education degrees, did not do so until after 1969. As reported by Touchette (1998. p. 1), status and "recognition by universities of adult education as field of academic study was preceded: 1) by the creation of associations of adult education; 2) by the constitution of consultative bodies; 3) by the establishment of governmental administration division; 4) by the creation of professional associations of adult education; 5) by the creation of scientific associations of research workers; and 6) by the publication of research journals." Most of the groundwork had already been laid by the time the Black Book was published in 1964. The Black Book gave adult educators the rationale for reinforcing the developing adult education graduate program within universities. Again according to Touchette (1989, p. 2), "In many instances, universities begin to offer a single course in the new field of study. Academic recognition occurs with the creation of a specific degree and is

consecrated with the establishment of an independent unit. The evolution of the new

field of study is represented by the number of universities from every area of

the world who offer a degree in the field and by certain consensus on the specific

 contents of the courses and the domains of research."

Growth of Programs during the 1960s

As the number of graduate programs in adult education began escalating during

the 1960s, the Commission of Professors of Adult Education (CPAE) became concerned

about the quality of the programs that were being started. Many of the CPAE members

believed something had to be done about the "overzealous", and at times "unqualified"

professors and administrators who were eager to capitalize on this new and growing field

of education (Peters and Kreitlow, 1991). Once again, there appears to be a need for a

professional organization that could monitor its members and develop a set of standards

for their constituents.

Knox (1973) designed a survey, which he sent out to CPAE members, to find out

what factors determined their choices regarding content, structure, and other

characteristics that make up new graduate programs or make major changes in existing

ones. In the summary, Knox describes some of the problems along with some of the

solutions, the professors have encountered. The ten issues, reported by twenty to seventy

percent of the programs, were: program size, professorial roles, departmental location,

specialized courses, course approval, attraction of students, courses from other

departments, joint department arrangements, faculty research, and building support (pp.

59-63). He continues to state, that the biggest challenge is for college administrators and

faculty members to find a balance and to work together to resolve these issues.

Aker (1974) administered an exploratory study for the Commission of Professors of Adult Education (CPAE), "The primary purpose of the study was to identify and organize criteria that would be useful in evaluating and determining the effectiveness of graduate programs in adult education" (p. 4). Aker's study was administered in three phases. The first phase reviewed the appropriate literature, which contributed to the formulation of 22 criterion statements relevant to the development of graduate study in adult education. The second phase involved developing a behavioral classification scheme, identifying existing statements of education, professional competencies, and specific on-the-job behaviors of adult educators; classifying, refining, and formulating these statements into behavioral descriptions of these objectives; and refining those behavioral descriptions into a series of 23 statements for evaluating graduate study in adult education. Phase three involved surveying the opinions of adult education graduate students and doctorates regarding the importance of graduate study in developing professional competencies in the 23 behaviors. The three phase findings indicate that all 23 behaviors are important in the practice of adult education and that nearly all adult educators have a need for increasing their competence in these behaviors. From this study, Aker decided that graduate study was considered extremely important in competency development, in program evaluation and development, in scholarly interpretation, in communication, in teaching methods, in materials and resources, and in the societal role of adult education.

Unlike most professions, there are no specific requirements for admittance into the adult education field, as a result this allows critics of the field to make the following charges: of these, there are several criticisms of the field which should be pointed out.

First, although graduate degrees have been offered since the 1930s, most individuals, who work in the field, have not received specific training in adult education. Even more frustrating, is that most of the educators in the field are uninformed of the graduate programs or degrees that do exist in their specialties. Second, graduate programs can be seen as "elite" and have the affect of keeping all the power within. This tends to promote status quo thinking, while keeping out any type of diversity. Third, the relationship between professors and students can be problematic. In the traditional manner the professor determines what is taught and who will be heard. Thc existing challenge would be for an open exchange of ideas, along with divergent viewpoints being reinforced. Fourth, the graduate programs need to actively reach out and work with others within the university and their own departments to form alliances and forgo unnecessary turf fights (Imel, Brockett, & James, 2000).

Commission of Professors of Adult Education Standards

In 1986, twenty years after the recommendations set out in the Black Book, the Commission of Professors of Adult Education brought about and adapted the Standards for Graduate Programs in Adult Education. In describing their reasons for the standards the Commission reported that, "A concern for quality must dominate the planning, conduct and evaluation of graduate programs in adult education…As such, these standards provide established programs with guidelines for review and new programs with guidelines for establishing graduate study in adult education" (Commission of Professors of Adult Education, 1986). Although there is no procedure to require institutions to follow the Standards, the document has served as a useful guideline for

those schools, which are considering a new program or improving their current graduate program.

These Standards are the most concise account obtainable from the CPAE in regards to the creation and development of a graduate program in adult education. Regrettably, due to the short period of time that the Standards have been in affect, very little has been done to recognize any change that may have occurred, as a result of them. Likewise, the establishing of an accrediting agency has been sparse at best. To the larger academic community, these Standards convey a message that the adult education graduate programs are essentially valid – and that the field is striving to become a profession.

<p style="text-align:center">Decline of Programs</p>

Up to this point, there has been very little documentation on the rise and fall of adult education graduate programs. In 1988 report to the CPAE, Kreitlow identified nine danger signals for adult education graduate programs: 1.) isolation from other disciplines, 2.) lack of commitment to other department affiliates, 3.) acceptance of educators not trained in adult education,4.) homogeneous age range of faculty members, 5.) lack of internal communication, 6.) decline in funded research,7.) limited publication record, 8.) decline in image within the school, and 9.) concerns by graduate students about the status of the program (in Peters & Jarvis, 1991). Kreitlow's study and nine warning signs are still pertinent to graduate programs in adult education today, and signaling the beginning in the decline in the number of persons entering the profession and the number of graduate programs in adult education.

There are a score of other examples of graduate programs, which were leaders and innovators in the field, such as Indiana University, Syracuse University, and Arizona State University, but have been eliminated or have been limited to one faculty member. The decline can be attributed to many factors, such as a change in institutional priorities or social conditions, monetary issues, or politics. (Peters & Kreitlow, 1991).

In a recent study that examined the factors affecting change in the size of adult education graduate programs, integration was found to have a significant effect on change in student enrollment, while leadership, innovation, and integration all had an important influence on predicting change in faculty improvement (Milton, Watkins, Studdard, & Burch, 2003). This study is vital to anyone, who is involved in the development or the administration of adult education graduate programs. It reinforced many of the findings of the Kreitlow study a decade earlier and underscored the problems in sustainability of adult education programs in the university community.

Decline of Programs through 2000

Graduate programs in adult education continue to struggle to find their niche in institutions of higher education. During its seventy years as an academic discipline, the field has spent a great amount of time examining itself as an emerging and distinct field. The significance of establishing itself as a legitimate field in education and one that is away from K-12 education are important points. Central to this argument is the difference between adult education practice and that of other educators. This differentiation in learning was advocated by Knowles (1960), who developed the andragogy (adult) versus the pedagogy (child) theory of learning. This clearly separated the adult educator from the K-12 educator in theory and practice.

It is no surprise that adult education graduate programs continue to struggle. Meanwhile, tensions continue to build between the faculty of adult education and K-12 faculty from many places. Day, Amstuz, and Whitson (2001) discuss five beliefs, which are knowledge, schools, learning, teaching, and resource allocation. They maintain that these beliefs are justification for lack of involvement in undergraduate programs. In their article they proceed to point out three possible reactions to the perspectives that professors of adult education may have to their points. The first approach is the "purist", who believes that there is no compromise, and has no alternative other than walking away and resigning. The second approach is to "isolate" their program from all other programs and departments. The third approach is "compromise".

Initially, many of the adult education programs may not fit into the K-12 model. It may be difficult for adult education to find a perfect fit and be able to contribute meaningfully to the mission of the college of education. But as they examine their own strengths and interests, they may find that they have more in common with the fellow educators in the K-12 setting. The experience that the adult educator brings to the other educational departments may prove to be a value and a continued place in the educational department of their perspective schools.

It seems clear that adult education programs continue to struggle to find their niche among university programs. Enrollments continue to decline and they face increased competition from graduate programs offering more specialized training. The continued decline is a persistent problem facing adult education programs. As these programs start the 21st century, this crisis may present them with the opportunity to clearly define their mission and market.

It is crucial that adult education continues to define its purpose and reassert its philosophical beliefs about what adult education programs do and the need they meet in our current educational environment. But the lack of current published research or articles over the last five years serves to articulate another symptom in the decline of adult education graduate programs nationally.

CHAPTER III

RESEARCH PROCEDURES

Methodology

The purpose of the study stated in Chapter One is "Crisis or Opportunity: An Investigation to Determine the Status of Graduate Programs in Adult Education in the United States and Recommendations for Survival in the 21st Century". The purpose of this study is to investigate the current status of graduate programs in adult education, explore the reasons for the decline in the number of programs nationally, and to suggest ways in which adult education programs need to change in order to survive in the 21st century. Specifically, the following research questions were examined for this study and formed the conceptual framework for the development of the survey instrument.

Research Questions

This study was designed to address the following four questions:

1. What enrollment trends have occurred in graduate programs in adult education over the last 5 years?

2. What is the future of graduate programs in adult education?

3. What should be done for adult education programs to remain competitive and increase in number during the 21st century?

4. What effect, if any, have the CPAE Standards for Graduate Programs in Adult Education had on the number of programs nationally?

A survey in the form of a questionnaire was used, because it collects opinion and factual information through the use of both close and open-ended questions. Survey

methodology was applied to determine the administrators, who may also be a faculty member, understanding of the details influencing their programs. In accordance with Mauch and Birch (1993), a "developmental" type of research appears to be an appropriate methodology, since it "…changes over time in one or more observable factors, patterns, or sequence of growth or decline may be traced or charted or reported" (p. 112).

<div align="center">Specific Procedures</div>

Zoomerang, global online survey software, was used to create this customized survey. Zoomerang is a world's premier online survey software, which was started by MarketTools, Inc. in 1999 to provide organizations needing to conduct an all-inclusive survey with a minimum cost and effort. The Zoomerang concept became very successful in a very short period of time due to its simple use. As an internet-based survey tool, it allows customer to design and send surveys and then analyze the results in real time. (Zoomerang, 2005).

An electronic surveying method was used, since it afforded an efficient and effective way of collecting data (Creswell, 2002; Shannon & Bradshaw, 2002). The electronic survey technique was selected because previous studies have found that subjects were notably faster in their response rate versus those delivered by mail, "with over 80% of initial responses arriving before receipt of the first returned mail survey"(Shannon & Bradshaw, 2002, p. 79). It has also been found that respondents completed the surveys upon receipt, as it was immediately available and accessible, which is conducive to a fast response (Cook et al. 2000). Furthermore, "unlike a mail survey that can be easily mislaid, an electronic contact with a potential respondent remains in place until purposefully deleted" (Sheehan & Hoy, 1999).

Previous studies that have employed electronic surveys have found a higher response rate because the instrument can be targeted to a specific email address at their home institution. It has also been documented that electronic surveys facilitate the expedient use of time and expenses, while making it easy to use. This is most notable and beneficial in the case of multiple mailings (Shannon & Bradshaw, 2002). Since the participants of the survey are professionals associated with colleges and universities, and this was being electronically delivered to their institutions, evidence predicts a successful return rate. In comparable research when using postal versus electronic surveys, where the respondents are affiliated with universities, businesses, or professional organizations, they usually have a much higher rate of electronic return. This can be attributed to their access to the Internet and regular use of e-mail (Cook et al., 2000; Shannon & Bradshaw, 2002). In the end, the cost of an electronic survey is much less than a postal survey, especially when considering repeated follow up contacts with the participants.

Shannon and Bradshaw (2002) pointed out various technical problems associated with the electronic surveys, such as the survey being undeliverable, and inability to access or deliver the survey response. They continue to suggest solutions through pre-testing of the survey and correcting technical problems found at the time. By sending pre-notifications e-mails, valid e-mail addresses were corrected or facsimile of the survey could be sent. Through the use of these problem-solving techniques, a high rate of returned surveys was successfully implemented.

Research Sample

A search for Adult Education graduate programs in the United States was found in the updated 2001 Directory of Adult Education Graduate Programs in North America, which was initially prepared for the annual meeting of the 1998 Commission of Professors of Adult Education. There were a total of 81 Adult Education graduate programs in the United States representing 39 states. Of that number, 46 schools were selected, which offered both a master's and doctorate degree. There were 30 schools offering a master's degree, and five schools that offered only a doctorate degree.

Lincoln and Grub (1985) reported that the certainty of the sample size is based on information, which is to be evaluated and cannot be determined prior to conducting the study. They continue to describe it, as a continuous adjustment that progresses to the point where the information becomes redundant. Patton (1990) in his discussion of sample size infers that it depends on the difference between breadth and depth desired. Yin (1989) in much the same way suggests selecting additional cases for the purpose of duplicating information, which indicates that increased sample size provides a medium for increasing confidence in the results. Subsequently, by sending out surveys to all of the known providers of adult education graduate programs, it insures a more accurate response to the questions, and helps to provide a distinct picture of the adult education providers and their institutions. Furthermore, what better way to describe the ongoing pulse of the adult education provider, than to request input from those institutions that provide programs?

Instrumentation

Information for the study was collected through the use of an Internet survey instrument designed by the researcher.   Prior literature review produced no instrument designed to give information, which adequately responded to the researcher's survey questions.

Research questions are intended to guide the investigation and information gathering process (Merriam & Simpson, 1995). Originating from the problem statement, questions were based directly from the CPAE Standards for Graduate Education in Adult Education and questions formulated by the researcher. Even though research questions provide the limits and the direction for the study (Lincoln & Guba, 1985), it was expected that further topics might appear due to the ongoing nature of the research. The direction given by the research questions helps decide which information to keep and use, and which information to throw away.

A Likert-type scale was used for the survey, using a 5-point response scale. Participants rated their response from 1 – 5 with a rating of 1 indicating they "strongly disagree" and a rating of 5 indicating they "strongly agree". The respondents were also given the opportunity to make suggestions or give recommendations for each of the categories by typing in their response in the open-ended "comment" box.

Instrument Validity

Prior to the distribution of the survey, the researcher completed a content validity review of the instrument that tested readability, question content, face validity, form, and for the confirmation or alteration of inclusive and exclusive survey items.

Usually researchers have linked four questions to the concept of validity. They are connected to truth-value or credibility, applicability or transferability of results to other contexts, consistency or replication of findings, and objectivity or neutrality of the research process (Lincoln & Guba, 1985). Generating valid and reliable results is the goal of the research study (Merriam, 1998). Assessing validity and reliability, especially in a qualitative study, involves the examination of its basic parts. Firestone (1987) recommends that providing the reader with enough detail to support the author's conclusions strengthen validity in qualitative research. Merriam (1998) stressed that careful attention to conceptualization, research design, data collection, and interpretations are the steps needed to ease the concerns with validity and reliability in any study.

The researcher's dissertation committee first reviewed the survey instrument. Revisions were implemented per the dissertation committee's recommendation. Next the survey instrument was reviewed by students at Duquesne University, as part of their graduate course in Research and Methods Final revisions were made to the questionnaire as a result of the input from the adult education validation panel. With the final approval of the researcher's dissertation chairperson, the instrument was sent to the research sample.

A pilot study was not administered due to concerns regarding contamination of the study, since the survey population included all of the known adult education graduate programs in the United States (Commission of Professors of Adult Education, 2001).

Data Collection

Data was collected using the commercially developed internet-based survey tool

Zoomerang collected data. Individuals were initially contacted by e-mail with a cover letter

(appendix A) requesting their participation in the study, which also gave the address and

password of the web site to complete the survey. A copy of the survey was attached to the

e-mail message.   The respondents were asked to complete the survey (appendix B) via the

web link. As the surveys were completed, they were stored in a data file located on the web

server. This information was also sent to the researcher to insure that the responses were

received. A thank you message was then sent to the respondents confirming their response.

As the data was received and compared to those participating, the responses were coded and

e-mail addresses were deleted to ensure anonymity.

For the purpose of reaching the best possible response rate, a follow-up technique

was employed. Five days after the initial survey was sent, a second e-mail message was

sent, as a reminder to complete and return the survey. A final reminder was sent 14 days

later by e-mail and followed up by a phone call to insure completion.

Data Analysis

The Statistical Package for the Social Sciences (SPSS for Windows, Release 10.0.5, Standard Version) was utilized for the data analysis. The data were analyzed using descriptive statistics including frequency distribution, measures of central tendencies, and measurement of variability. These statistics revealed the typical program and faculty utilization of the CPAE Graduate Standards for Adult Education, along with the factors that have influenced recent changes in adult education programs. Relationships among the variables were also explored using cross-tabulations and chi-square statistics. Results have been displayed in a table format.

CHAPTER IV

RESULTS

The purpose of this study was to develop an understanding of graduate programs in adult education in the United States. Specifically, this investigation examined the current status of graduate programs in adult education, explored the reasons for the decline or increase in the number of programs nationally, and suggested ways in which adult education programs need to change in order to survive in the 21st century.

This chapter was divided into five specific parts. Part 1 reviewed general background information on the institutions that participated in the survey. Part 2 reported enrollment trends in graduate education programs in adult education for the past five years. Part 3 examined the future of graduate programs in adult education. Part 4 analyzed recommendations that would allow programs to remain competitive and increase graduate programs in adult education. Part 5 explored the effect that compliance to the Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education has had on programs nationally.

General Background Information

There were 76 institutions of higher education in the United States that offered graduate programs in adult education, as listed in the *Peterson's Graduate Programs in Education 2004.* All 76 programs were solicited to participate in the survey, and of those surveyed, 41 participants completed the survey, with a 54% participation rate. The survey was sent by e-mail to all of the 76 institutions, which offered the masters, doctorate, or specialist degrees in adult education located in the United States.

Questions 1 through 12 sought general background information from the participants regarding their institution. This section described the demographics of the institutions and of the participants, who completed the surveys.

Question 1: What degree(s) does your institution offer?

88% offered a master degree

73% offered a doctorate

28% offered a specialist

Question 2: In which department or school is Adult Education located?

92% in the school of education

3% in human resources

5% in others, such as arts and science and agriculture

Question 3: How many years has your institution had an Adult Education program?

3% 5 years or less

5% 10 years or less

32% 25 years or less

61% over 25 years

Question 4: How many faculty members are in your Adult Education Department?

Each institution completed this question separately. A majority of the institutions (93%) averaged 2.6 full-time faculty members with the faculty size ranging from zero to nine members. They averaged 2.5 part-time faculty members with the faculty size ranging from zero to nine part-time members. One institution reported 30

full-time and 40 part-time faculty members, while two other institutions reported 14 and 15 full-time faculty members and zero part-time members.

Question 5: How has the number of faculty members changed in the last five years?

25% decreased over 25%

7% decreased less than 25%

35% reported no change

15% increased less than 25%

18% increased over 25%

Question 6: How many faculty members have a terminal degree in Adult Education?

All but one institution had at least one faculty member with a terminal degree in Adult Education, while one had 13 faculty members with this type of degree. The average number of full-time faculty members with a terminal degree in adult education was 2.4 members, with the faculty range from zero to thirteen faculty members.   The average number of part-time faculty members was 1.4 members, with the faculty size ranging form zero to nine.

Question 7: How long have you been involved in Adult Education?

3% less than 5 years

10% less than 10 years

33% less than 25 years

55% over 25 years

Question 8: Does your department engage in independent consulting outside your

institution?

65% answered yes

13% were not sure

23% answered no

Question 9: Do you believe consulting is a viable option for your department?

7% answered no

38% were not sure

55% answered yes

Question 10: How effective are the following delivery systems?

	Very Ineffective	Ineffective	Not sure	Effective	Very Effective	Not Applicable
Classroom/ On campus	3%	0%	8%	26%	64%	0%
Distance Ed	3%	15%	13%	21%	23%	26%
On-line	0%	10%	15%	26%	38%	10%
Other	0%	11%	6%	11%	17%	56%

Question 11: What unique qualities do graduate programs in Adult education offer?

90% understands the needs of the adult learner

73% can communicate with the adult learner

90% understand how adult think and learn

50% other, which ranges from planning and preparation to fosters critical thinking

Question 12: How frequently do you read Adult Education literature?

73% read daily/weekly

20% read monthly

5% read quarterly

3% never read

An overwhelming majority of institutions offered a Master degree (88%) and Doctorate degree (73%), while a smaller number offered a Specialist degree (28%). This is consistent with the long history of Adult Education Programs being located in the Schools of Education (92%), while 61% of the institutions have had a program for over 25 years. There has been very little change in the number of faculty members in the departments or programs over the past five years with 68% reporting no change or an increase. Of those individuals, who responded to the survey, 55% have been involved in Adult Education for over 25 years and 73% of all participants read Adult Education literature daily or weekly.

Enrollment Trends

This section included questions 13 through 21, which examined enrollment
trends of the institutions for the past five years, starting in 2000 through 2004. The
purpose of the questions was to determine if there was an increase or decrease in the
number of masters, doctoral, and specialist degrees, which were offered by the
participating institutions.

Question 13: What has been the total enrollment, including part-time and full-time
students, in your graduate Adult Education programs for the last five years?
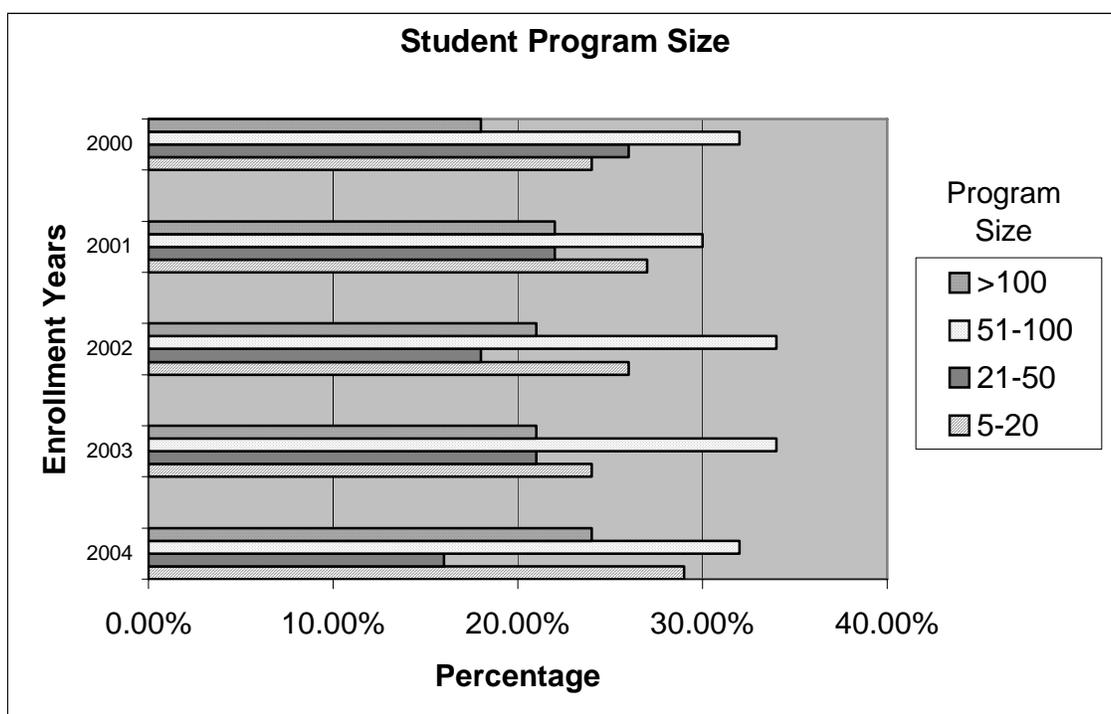
Student Program size	> 100	51-100	21-50	5-20
Five year average	21%	32%	21%	26%

Figure 1 Five-Year Enrollment Figures

Chi-Square Tests

Year 2000

	Value	df	Significance
Pearson Chi-Square	5.000	2	.082 (N.S.)
Likelihood Ratio	5.004	2	.082
Linear-by-Linear Association	1.429	1	.232

(N.S.) = no significance difference

Year 2001

	Value	df	Significance
Pearson Chi-Square	15.046	15	.448 (N.S.)
Likelihood Ratio	17.664	15	.281
Linear-by-Linear Association	2.026	1	.155

(N.S.) = no significance difference

Year 2002

	Value	df	Significance
Pearson Chi-Square	17.602	15	.284 (N.S.)
Likelihood Ratio	22.145	15	.104
Linear-by-Linear Association	1.974	1	.160

(N.S.) = no significance difference

Year 2003

	Value	df	Significance
Pearson Chi-Square	15.983	15	.383 (N.S.)
Likelihood Ratio	17.615	15	.1283
Linear-by-Linear Association	1.537	1	.215

(N.S.) = no significance difference

Year 2004

	Value	df	Significance	
Pearson Chi-Square	21.250	15	.129 (N.S.)	
Likelihood Ratio	23.003	15	.084	
Linear-by-Linear Association	1.434	1	.231	

(N.S.) = no significance difference

There is no significant difference across each of these questions, regardless of whether the institutions offered a master, doctorate, or specialist degree from the years 2000 through 2004. Furthermore, there was no significant increase or decrease in the number of students enrolled during the five years surveyed, while the size of the programs remained constant. The largest concentration of student enrollment was found in the 51-100 student program size, which averaged 32% of the total number of all students attending programs for 2000 through 2004. While the smallest number of student enrollment of 5-20 students had the second highest five-year average at 26%, 21-50 students and greater than 100 students program size followed with both averaging 21% for the five years.

Question 14: What type of job/position did your students have before entering

your program?

7%   Recent Undergraduate Degree

20%   Work in Higher Education

19%   Work in Public/community Sector

26%   Work in the Business/Corporate Sector

13%   Work in the Health Sector

3%   Unemployed, No Prior Related Work Experience

6%   Other

      A majority of the students enrolled in the programs (78%) had work experience

in either the private or public work sector.   Few (10%) had no or very little work

experience, which included being a recent undergraduate or no prior work related

experience.

Question 15: What has been the enrollment trend for the last five years at your

institution?

Table 2
Five-Year Enrollment Trends

	Decrease over 25%	Decrease less 25%	No change	Increase less than 25%	Increase over than25%
Masters	10%	15%	31%	33%	10%
Doctorate	3%	24%	24%	34%	14%
Specialist	20%	7%	47%	20%	7%

Chi-Square Tests

	Value	df	Significance
Pearson Chi-Square	15.927	20	.721 (N.S.)
Likelihood Ratio	17.239	20	.637
Linear-by-Linear Association	.299	1	.585

(N.S.) = no significance difference

There was no significant difference with these questions, regarding the enrollment trends at the institution of the respondents from 2000 through 2004. The enrollment trend for the last five years, 2000-2004, has shown a slight increase, which averaged 39% for an "increase less and over 25%". While "no change" averaged 34%, the "decrease of less and over 25%" averaged 26%.

Question 16: If there was an INCREASE in enrollment of "masters" students, please

evaluate the following reasons for their level of significance.

Table 3
Increase in Master's Students Enrollment_____

	Less Significant	Not sure	Significant	More Significant	Most Significant
More jobs	6%	56%	33%	6%	0%
Marketing by school	11%	11%	53%	16%	11%
Change of Careers	0%	40%	45%	10%	5%
Other	0%	40%	0%	0%	60%

Chi-Square Tests

More jobs or positions available for graduates

	Value	df	Significance
Pearson Chi-Square	8.444	9	.490 (N.S.)
Likelihood Ratio	8.492	9	.485
Linear-by-Linear Association	.153	1	.696

(N.S.) = no significance difference

Increased marketing by the department or school

	Value	df	Significance
Pearson Chi-Square	5.989	12	.917 (N.S.)
Likelihood Ratio	7.812	12	.800
Linear-by-Linear Association	.945	1	.331

(N.S.) = no significance difference

Increase in number of students changing careers

	Value	df	Significance
Pearson Chi-Square	9.468	9	.395 (N.S.)
Likelihood Ratio	10.415	9	.318
Linear-by-Linear Association	.436	1	.509

(N.S.) = no significance difference

Other

	Value	df	Significance
Pearson Chi-Square	2.000	2	.368 (N.S.)
Likelihood Ratio	2.773	2	.250
Linear-by-Linear Association	1.500	1	.221

(N.S.) = no significance difference

There was no significant difference with this question, regarding the reasons for an increase in master's students enrollment at the institution of the respondents from 2000 through 2004. Increased marketing and career changes were the primary reasons given for increases in the master student enrollments. A majority of the participants (60%) responded that there was a significant increase in enrollments due to the reasons given in the survey. While 37% of those surveyed were "not sure", if there was an increase in enrollment, and only 4% found the reasons for the increase "less significant.

Question 17: If there was an INCREASE in enrollment of "doctoral" students,

please evaluate the following reasons for their level of significance.

Table 4
Increase in Doctoral Student Enrollment

	Less Significant	Not sure	Significant	More Significant	Most Significant
More jobs	31%	50%	13%	6%	0%
Marketing by school	29%	6%	41%	18%	6%
Change of Careers	17%	28%	33%	22%	0%
Other	17%	33%	17%	0%	33%

Chi-Square Tests

More Jobs or positions available for graduates

	Value	df	Significance
Pearson Chi-Square	6.067	6	.416 (N.S.)
Likelihood Ratio	7.454	6	.281
Linear-by-Linear Association	.565	1	.452

(N.S.) = no significance difference

Increased marketing by the department or school

	Value	df	Significance
Pearson Chi-Square	4.356	6	.629 (N.S.)
Likelihood Ratio	5.433	6	.490
Linear-by-Linear Association	.238	1	.626

(N.S.) = no significance difference

Increase in the number of students changing careers

	Value	df	Significance
Pearson Chi-Square	7.250	6	.298 (N.S.)
Likelihood Ratio	10.008	6	.124
Linear-by-Linear Association	2.242	1	.134

(N.S.) = no significance difference

Other

	Value	df	Significance
Pearson Chi-Square	5.000	2	.082 (N.S.)
Likelihood Ratio	5.004	2	.082
Linear-by-Linear Association	1.429	1	.232

(N.S.) = no significance difference

There was no significant difference with this question, regarding the reasons for an increase in doctoral students enrollment at the institution of the respondents from 2000 through 2004. Increased marketing and career changes were the primary reasons given for increases in the doctorial student enrollments. A majority of the participants (47%) responded that there was a significant increase in enrolments due to the reasons given in the survey. While 29% of those surveyed were "not sure", if there was an increase in enrollment, only 23% found the reasons for the increase "less significant".

Question 18: If there was an INCREASE in enrollment of "specialist" students,

please evaluate the following reasons for their level of significance.

Table 5
Increase in Specialist Students Enrollment

	Less Significant	Not sure	Significant	More Significant	Most Significant
More jobs	29%	43%	29%	0%	0%
Marketing by school	14%	57%	29%	0%	0%
Change of Careers	14%	57%	0%	29%	0%
Other	33%	36%	0%	0%	0%

Chi-Square Tests

More jobs or positions available for graduates

	Value	df	Significance
Pearson Chi-Square	4.000	2	.135 (N.S.)
Likelihood Ratio	4.449	2	.105
Linear-by-Linear Association	2.273	1	.132

(N.S.) = no significance difference

Increased marketing by the departments or school

	Value	df	Significance
Pearson Chi-Square	1.33	1	.248 (N.S.)
Likelihood Ratio	1.726	1	.189
Linear-by-Linear Association	1.000	1	.317

(N.S.) = no significance difference

Increase in number of students changing careers

	Value	df	Significance
Pearson Chi-Square	1.333	1	.248 (N.S.)
Likelihood Ratio	1.726	1	.189
Linear-by-Linear Association	1.000	1	.317

(N.S.) = no significance difference

There was no significant difference with this question, regarding the reasons for an increase in specialist students' enrollment at the institution of the respondents from 2000 through 2004. While the specialist program was offered by only 28% of the institutions, the "not sure" response (48%) was the primary reason given for the increase in student enrollments

Question 19: If there was a DECREASE in enrollment of "masters" students, please

evaluate the following reasons for their level of significance.

Table 6
Decrease in Master's Students Enrollment

	Less Significant	Not sure	Significant	More Significant	Most Significant
Choose other program	50%	20%	30%	0%	0%
Saturation of market	36%	18%	36%	9%	0%
No jobs with degree	45%	9%	36%	9%	0%
School change emphasis	45%	0%	18%	18%	8%
Lack of sponsor funding	27%	36%	9%	18%	9%
Other	0%	50%	0%	50%	0%

Chi-Square Tests

Saturation of the market

	Value	df	Significance
Pearson Chi-Square	4.107	6	.662 (N.S.)
Likelihood Ratio	4.946	6	.551
Linear-by-Linear Association	.028	1	.868

(N.S.) = no significance difference

No jobs or positions available with the degree

	Value	df	Significance
Pearson Chi-Square	15.179	6	.019*
Likelihood Ratio	11.538	6	.073
Linear-by-Linear Association	.385	1	.535

* = significance at .01

Change in emphasis by the department or school

	Value	df	Significance
Pearson Chi-Square	5.179	6	.431 (N.S.)
Likelihood Ratio	5.487	6	.483
Linear-by-Linear Association	1.435	1	.231

(N.S.) = no significance difference

Lack of funding by local organizations, who sponsor students

	Value	df	Significance
Pearson Chi-Square	6.429	8	.599 (N.S.)
Likelihood Ratio	7.716	8	.461
Linear-by-Linear Association	.017	1	.895

(N.S.) = no significance difference

There was no significant difference with this question, except for one, regarding the reasons for a decrease in master students enrollment at the institution of the respondents from 2000 through 2004. The one exception was found with "no jobs or positions available with the degree", which did have a significant difference. There were no significant reasons given for a decrease in master student enrollments, which averaged 28% of the responses. While 22% of those participating were "not sure", if

there was a decrease in enrollments, the majority (34%) replied that a decrease in

enrollment was "less significant".

Question 20: If there was a DECREASE in enrollment of "doctoral" students, please

evaluate the following reasons for their level of significance.

Table 7
Decrease in Doctoral Students Enrollment

	Less Significant	Not sure	Significant	More Significant	Most Significant
Choose other program	71%	29%	0%	0%	0%
Saturation of market	50%	25%	0%	25%	0%
No jobs with degree	38%	38%	0%	25%	0%
School change emphasis	20%	20%	20%	10%	30%
Lack of sponsor funding	38%	25%	9%	13%	25%
Other	0%	25%	0%	0%	75%

Chi-Square Tests

Students choosing other programs within the institution

	Value	df	Significance
Pearson Chi-Square	2.400	2	.301 (N.S.)
Likelihood Ratio	2.634	2	.268
Linear-by-Linear Association	.000	1	1.000

(N.S.) = no significance difference

Saturation of the market

	Value	df	Significance
Pearson Chi-Square	6.125	4	.190 (N.S.)
Likelihood Ratio	6.788	4	.148
Linear-by-Linear Association	2.574	1	.109

(N.S.) = no significance difference

No jobs or positions available with the degree

	Value	df	Significance
Pearson Chi-Square	4.278	4	.370 (N.S.)
Likelihood Ratio	5.742	4	.219
Linear-by-Linear Association	1.693	1	.193

(N.S.) = no significance difference

Change in emphasis by the department or school

	Value	df	Significance
Pearson Chi-Square	8.125	8	.421 (N.S.)
Likelihood Ratio	9.731	8	.284
Linear-by-Linear Association	3.814	1	.051

(N.S.) = no significance difference

Lack of funding by local organizations, who sponsor students

	Value	df	Significance
Pearson Chi-Square	4.861	6	.562 (N.S.)
Likelihood Ratio	5.742	6	.453
Linear-by-Linear Association	.095	1	.758

(N.S.) = no significance difference

Other

	Value	df	Significance
Pearson Chi-Square	*.		

* No statistics are computed because Other is a constant

There was no significant difference with these questions regarding the reasons for a decrease in doctoral students enrollment at the responding institutions from 2000 through 2004. No significant reasons were given for a decrease in doctorial student enrollments that averaged 26% of the responses. While 27% of those participating were "not sure" if there was a decrease in enrollments, the majority (36%) replied that a decrease in enrollment was "less significant".

Question 21: If there was an DECREASE in enrollment of "specialist" students,

please evaluate the following reasons for their level of significance.

Table 8
Decrease in Specialist Students Enrollment

	Less Significant	Not sure	Significant	More Significant	Most Significant
Choose other program	67%	33%	0%	0%	0%
Saturation of market	67%	33%	0%	0%	0%
No jobs with degree	20%	20%	40%	0%	20%
School change Emphasis	67%	33%	0%	0%	0%
Lack of sponsor funding	33%	33%	0%	0%	33%
Other	0%	100%	0%	0%	0%

Chi-Square Tests

No jobs or positions available with the degree

	Value	df	Significance
Pearson Chi-Square	2.000	1	.157 (N.S.)
Likelihood Ratio	2.773	1	.096
Linear-by-Linear Association	1.000	1	.317

(N.S.) = no significance difference

There was no significant difference with these questions, regarding the reasons for a decrease in specialist student enrollment at the institution of the respondents from 2000 through 2004. While the Specialist program was offered by only 28% of the institutions, the "not sure" and "less significant" response, which each averaged a 42% response rate, was the primary reason given for the decrease in student enrollments "No jobs with degree" was indicated as the only significant reason f or a decrease in enrollment.

Future of Graduate Programs

This section included questions 22 through 24, which reviewed responses pertaining to the future of graduate programs in adult education. The questions examined the career paths of the students, whose institutions participated in the survey, and inquired into any changes in the program over the next five years. The final question, # 37, pertained to the future success of the graduates at their institutions.

Question 22: What percentages of your graduates pursue the following career paths?

41% Teacher/trainer

20% Program developer

26% Administrator

6% Community organizer

7% Other

Question 23: How would you characterize your program over the next five years?

13% Strong growth

41% Moderate growth

28% No change

10% Decreasing

8% Elimination

Question 24: What must be done in the future to ensure success of the program at your

institution?

55% Increase funding for the department

71% Develop a collaborative relationship with other departments or schools

13% Change leadership within the department

42% Share resources with other departments

11% Do nothing, all is well

50% Other

In summary, the largest percentage of graduates followed the career path of a Teacher/trainer (41%), followed by the combined careers of the Program Developer and Administrator (46%). Over the next five years, the respondents (54%) characterized their programs in terms of growth, while very few (18%) acknowledged a decrease or elimination of their program. The key to future success of the programs will hinge on the development of a collaborative relationship with other departments or schools (71%), additional funding for the department (55%), and sharing resources (42%).

Recommendations

This section included questions 25-31, which reviewed recommendations for remaining competitive and increasing enrollment in graduate programs in Adult Education. The questions concentrated on the direction of the programs and how they were viewed both internally and externally.

Question 25: Does your department have a planned program review process for Adult Education?

13% No

5% Not sure

82% Yes

Question 26: How often is it reviewed?

6% Never

19% Not sure

0% Quarterly

75% Yearly

Question 27: I believe that it is important for the department administrator to have a clear understanding of their department's mission?

0% Strongly disagree

0% Disagree

0% Not sure

21% Agree

79% Strongly agree

Question 28: Does your department participate in marketing or advertising to promote

programs?

21% No

5% Not sure

74% Yes

Question 29: At my institution the administration supports our Adult Education

program.

	No Support	Some Support	Neutral	Moderate Support	Full Support
Financially	13%	23%	15%	34%	15%
Philosophically	5%	22%	19%	27%	27%

Question 30: The Adult Education program at our institution meets the needs of our

local community?

0% Strongly disagree

13% Disagree

11% Not sure

47% Agree

29% Strongly agree

Question 31: Areas of possible change:

21% Adherence to the CPAE Standards

36% Professionalize the field of Adult Education

70% Work cooperatively with other departments

24% Other

      A high number of participants (82%) responded that their departments had a Planned Program Review, which was conducted "yearly" (75%), and all participants (100%) agreed on the importance of having a clear understanding of their Department's Mission. Internally, the participants responded that they were supported both Financially (72%) and Philosophically (76%). In regards to Promoting Programs, a majority (75%) replied that their department does marketing and advertising, while the majority (76%) agreed that they met the needs of their local community. The most compelling area of possible change came from "working cooperatively with other departments" within the institution (70%), followed by "professionalizing the field of Adult Education" (36%) and "adherence to the CPAE Standards" (21%).

Compliance to the CPAE Standards

This section included questions 32-37, which investigated the effect, if any, that the CPAE Standards for Graduate Programs in Adult Education had had on the number of programs nationally.

Question 32: Are you familiar with the 1986 Standards for Graduate Programs in Adult Education?

87% Yes

13% No, skip this section and end the survey

Question 33: Has compliance to the CPAE Standards for Graduate Programs in Adult Education had an affect on the number of programs nationally?

20% No

73% Not sure

7% Yes

Question 34:Have the Standards been helpful? Check all pertinent statement(s).

59% In developing a curriculum

24% Obtaining additional resources for the department

14% In deciding to develop an Adult Education program

21% Not helpful

28% Other

Question 35: I believe that the CPAE Standards are relevant?

6% Disagree

23% Not sure

71% Agree

Question 36: What type of compliance to the Standards would you favor?

6% Mandatory

9% None

85% Voluntary

Question 37: Would mandatory compliance have an affect on the programs within your

institution?

56% No

18% Not sure

26% Yes

An overwhelming majority of the 41 respondents (87%) were familiar with the CPAE Standards and believe that they were "relevant" (71%), yet a large number (73%) were "not sure" if they had an affect on programs nationally. The CPAE Standards were the most helpful "in developing a curriculum" (59%), followed by a strong combination (38%) of "obtaining additional resources for the department" and "in deciding to develop an Adult Education Program". Very few (21%) believed that they were "not helpful". A significant number of participants (85%) favored "voluntary compliance" of the Standards. There was a minority (26%) that believed "mandatory"

compliance would have an affect on their program, while the majority (56%) responded that it would have "no" affect.

CHAPTER V

DISCUSSION

Introduction

This study was designed to examine the current status of graduate programs in adult education in the United States. The purpose of this chapter was to summarize the findings arising from the research questions investigated in this study, discuss the implications, draw conclusions, and propose some possible areas for further research associated with graduate programs in adult education in the United States. The need for this study grew out of the literature review from the writings of such distinguished luminaries, as Alan B. Knox (1973), Burton Kreitlow (1986), and John M. Peters and Associates (1991). These authors were able to identify many of the emerging problems in the adult education graduate programs needing to be addressed, if programs were to remain relevant and survive in the 21st century. The findings from this survey are the first to bring to focus the serious impact of departing senior faculty on the adult education departments without a planned continuous replacement strategy.

In this investigation into the state of adult education in the United States, the following four areas are being examined: enrollment trends in graduate programs in adult education from 2000-2004, the future of graduate programs in adult education, future recommendations for graduate programs in adult education, and the effect of the Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education.

Study Summary

The target population for this survey was drawn from all institutions of higher education located in the United States, which offered a graduate degree in adult education. There were 76 institutions approached to participate in this survey. Of those schools invited, 41 respondents completed the survey for a participation rate of 54%. The purpose of this study was to investigate the current status of graduate programs in adult education, explore the reasons for the decline or increase in the number of programs nationally, and to suggest ways in which adult education programs need to change in order to survive in the 21st century. One of the most significant findings of this study was the need for a viable succession plan that would implement a mentoring program for junior faculty members resulting in leadership roles for adult education programs.

Discussion of Results

Data were gathered using Zoomerang, a global on-line survey service. A customized survey was developed by the researcher, which focused on four specific research questions. This survey was sent electronically to the 76 sample institutions. Descriptive statistics were used to analyze the results of the surveys, which were presented in Tables 2 through 9 in chapter IV. Answers to the survey questions represented a direct correlation to the information sought for this study. The data from the study described the prevailing state of adult education programs in the United States from the years 2000 through 2004. The following conclusions are supported by the findings of this study and answer the four research questions, which were initially stated in Chapter III.

Background Information

The granting of master's (88%), doctoral (73%), and specialist (28%) degrees was the overwhelming primary reason for institutions involvement in adult education. The program was located in the School of Education (92%) and had a long-standing history of being there. The average faculty size of the programs was 3.3 full-time members and 2.3 part-time members, which is supported by past research (Rose & Mason, 1990; Peters &Krietlow, 1991). Of this count, a majority of the faculty had a terminal degree in adult education with 2.5 full-time members and 1.5 part-time members. The number of faculty members has remained constant being split evenly between increase, no change, and decrease, while enrollment trends increased slightly. The respondents have had a lengthy involvement in Adult Education with over half (55%) of those replying having been involved in adult education over 25 years, followed by 11-25 years (33%). They have kept up on Adult Education literature with 73% reading daily or weekly, followed by 20% reading monthly.

Two thirds (65%) of the respondents reported that their department engaged in outside consulting, yet only half (55%) believed that it was a viable option for the department to engage in consulting, while a third (38%) were not sure if their department engaged in consulting. With over half (55%) of the respondents having been involved with adult education over 25 years, consulting may have not been a responsibility of theirs in the past and may not have been seen as a viable option. Consulting is being conducted within the departments, but it may not have anything to do with the adult education program in their institutions.

Face to face instruction in the classroom remains to be the standard delivery system with 90% of the respondents indicating it as effective and very effective. The respondents reported a departure from the traditional classroom choice with distance education being effective 44% of the time, while on-line combined effective and very effective for 64% response.

In answers to the unique qualities of their programs, an overwhelming majority of the participants responded that they understood the needs of adults (90%), and how they think and learn (90%). Being able to communicate with the adult learner (73%) was another unique quality that their programs offered.

Enrollment Trends

The first research question asked, "What enrollment trends have occurred in graduate programs in adult education over the last 5 years?" This question was designed to analyze enrollment trends at the respondent's institution and to assess their knowledge of those enrollment trends in graduate programs in adult education that have occurred over the last five years.

There were no significant increases or decreases in student enrollments in the doctorate, the master's, or the specialist programs from 2000 through 2004. Over this five-year time span, the average increase was 39% for the three programs and the average decrease was 26%, while "no change" averaged 34% for the same time period.

The majority of the programs, which included both full-time and part- time enrollment at their institutions, remained constant with the largest averaged size program of 51-100 students (32%). This was followed closely by 5-20 students (26%) and greater than 100 students (21%).

The adult education programs have had a lengthy existence, as most institutions reported a program being there for over 25 years (61%), followed by the 11 to 25 years (32%). This mirrors the length of those filling out the survey with the largest number (55%) being involved with adult education over 25 years, followed by 11 to 25 years (33%). Faculty changes over the five years reported were evenly split between increases (33%), no change (35%), and decreases (32%).

The response to students' prior employment position supported the belief that this is a working persons graduate degree, and that it draws enrollment from those already working in the field or a related area of adult education. As a result of this relationship, students view a graduate degree, as a step toward achieving their future career goals involving adult education. The majority of the students (78%) came from a work environment, with the largest number (26%) from the Business/Corporate sector, followed by Higher Education (20%) and the Public/Community sector (19%). There were very few (3%), who were unemployed or had no work experience.

Increased marketing and career changes were the primary reasons given for increases in both the master and doctoral student enrollments. While there were no significant reasons given for decreases in the master or doctoral programs, a majority of the respondents replied that the decrease in enrollment was "less significant". While the Specialist program was relatively small, being offered by only 28% of the institutions, the "not sure" response, was the primary reason given in student enrollments for the increase, which averaged 48%, and decrease, which averaged 42%.

Future of Graduate Programs:

The second research question asked, "What is the future of graduate programs in adult education? This question was designed to explore the future of graduate programs in adult education? The questions in this section of the survey instrument were intended to report the participant's perception and assessment of future graduate programs in adult education.

In the constantly changing work environment of today, institutions are compelled to actively seek students to fill their programs through their marketing efforts. Along with this endeavor, many adults are looking to change or enhance their existing careers, and what better way than through a graduate degree in their chosen profession. With the largest percentage of students working (87%) and pursuing career paths such as a Teacher/trainer (41%), followed by the combined careers of the Program Developer and Administrator (46%), it was encouraging to see a demand for adult education graduate programs.

Those institutions surveyed exhibited continuous program growth over the next five years (54%) with very little decrease (10%) and elimination (8%). This increase and the ongoing career development of those professionals in adult education will continue to insure the future success of graduate programs in adult education.

A major finding of the study revealed that if adult education programs are to continue to be successful in the 21st century, they must reach out to other departments by joining in and sharing their resources. This was supported by the response, in which the most compelling area of possible change came from working cooperatively with

other departments within the institution (71%) and sharing resources (42%), and

followed by additional funding for the department (55%).

Recommendations

The third research question asked, "What should be done for adult education

programs to remain competitive and increase in number during the 21st century?" This

question was meant to report what adult education programs need to do to remain

competitive and increase in number during the 21st century? This section was further

designed to gain additional insight into the respondent's suggestions for future

recommendations.

A high number of participants (82%) responded that their departments had a

Planned Program Review that was reviewed "yearly" (75%), with all participants

(100%) agreeing on the importance of having a clear understanding of their

Department's Mission. There was no mention of how the programs were reviewed, or

how feedback was given to improve the quality of the programs.

As with any institution that depends upon their community for support, it is

imperative that they promote their department and support the local citizenry. This was

clearly addressed by those institutions, which participated in marketing and advertising

(75%), and agreed that they met the needs of their local community (76%).

With increased support both budgetary and judiciously from their institutions,

this laid the groundwork for a solid foundation in preparation for their ongoing growth.

The participants reported this, when they responded that they were supported both

Financially (72%) and Philosophically (76%) by their institutions.

In addressing the need for change within the institutions, an overwhelming majority (70%) replied that they needed to "work cooperatively with other departments". This same point was made to "develop a collaborative relationship with other departments (71%) and "share resources with other departments or schools" (42%). This further addressed the need of professionalizing (34%), along with "adherence to the CPAE Standards" (21%). This is consistent with research studies and writings in the past, which have raised questions as to whether adult education is a profession or a legitimate field of study in education (Boyd & Apps, 1980; Houle, 1980)? How and why the field should professionalize has been an ongoing debate for years. Included in the process are three areas that demonstrate distinct evidence of a shift toward professionalization: the knowledge base, graduate education, and professional associations, which were cited by Imel, Brocket, and James (2000).

Commission of Professors of Adult Education Compliance

The fourth research question asked, "What effect, if any, have the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education had on the number of programs nationally? This question was designed to ascertain the effect, if any, the CPAE Standards for Graduate Programs in Adult Education had on the number of programs nationally.

Even though an overriding number of respondents (87%) were familiar with the CPAE Standards and maintained that were "relevant" (71%), it did not appear to have an affect on programs nationally with a high response (73%) indicating "not sure", followed by "no" (20%). There seems to be ambivalence to the affect of CPAE Standards on programs, which may be the direct result of voluntary compliance. Approximately two

(56%) to one (26%) of the respondents did not believe that mandatory compliance to the

Standards would have any affect on their programs, while a mere 18% were "not sure".

The Standards were used primarily in a support role, for developing a

curriculum (59%) or program (14%) and to gain additional department resources (24%).

This was validated by a previous study, which supported this conclusion (DelGesso,

1995). While a majority of the participants did not see any value in "mandatory

compliance" (6%), nearly all favored "voluntary compliance" (85%).

Study Limitations

The outcome of this study may be applicable to many institutions in the United

States, which offer graduate programs in adult education. Participating institutions

were selected from the *Peterson's Graduate Programs in Education 2004*, which were

located in the United States. A response from individuals, whose e-mail addresses were

not associated with a participating institution, was automatically eliminated. Only one

response per institutions was accepted, therefore any subsequent duplicate responses

from the same institution were eliminated.

Implications of the Study

This study may be used as a source of data at institutions, which may be

contemplating changes in their adult education programs. There are several areas,

which could serve as a possible foundation for improvement. First, initiate a viable

succession plan that would enlist the aid of senior faculty members. This would include

a mentoring program for junior faculty members and serve as an entree for leadership

roles within the adult education program. The mentoring concept has proven to be

successful in many other similar organizations. Second, develop a collaborative plan

within the institution's departments, while learning to share common resources. Third,

seek and maintain public support through continued promotion, consulting, and service

to the local community.

Kreitlow (1988) in a study for the Commission of Professors of Adult Education

recognized nine danger signals for graduate programs in adult education. Of those nine

signals there are three in particular, which are relevant to the Implications of the Study.

Those three are "homogeneous age range of faculty members", "isolation from other

disciplines", and "decline in image within the college". Milton, Watkins, Studdard, and

Burch (2003) in a recent study have identified three factors that are necessary for

graduate programs in adult education to thrive. Those three factors are "program

integration", "responsiveness to change", and "leadership". These two studies give

additional support to the changes that have been suggested by this study.

Universities are enamored with senior faculty, in whom others look up to for

leadership and guidance. If younger junior faculty members are not filling these roles

of influence, where are the future leaders to come from? What chance does the adult

education program have for future success at their institutions?

In regard to a viable succession plan, over half (55%) of those replying to the

survey have been involved with adult education for over 25 years and those same

faculty members may be the same individuals, whose institutions have had an adult

education program over 25 years (61%). In addition, only 13% of those participating

have less that 10 years of adult education involvement, indicating the lack of young

faculty members becoming involved in adult education.   There may be a direct

correlation between the number of years the respondents have been involved in adult

education and the number of years the institutions have had an adult education program. This scenario gives further relevance to Krietlow's concern of a "homogeneous age range of faculty members". With few younger faculty members entering a leadership role within their institutions, there will be no advocates for adult education programs, and without an advocate there will be no future adult education programs.

Collaboration with other departments is a must for survival, which has been supported by previous research (Milton et al., 2003). In todays ever changing environment institutional administrators and deans of education departments are under constant scrutiny to make all of their programs accountable. Without state or national licensure or accrediting board, the survival of adult education programs may be questionable.

By developing a collaborative relationship with other departments in the institution, the adult education programs may emerge as a service arm to other departments. Wherever adults are being instructed to interact with other adults, there will be a need for the adult educator. An example of this interdepartmental interaction may be found among such disciplines, as nursing, criminal justice, and human resource programs, which have adults as their primary audience. Once again, Kreitlow points out, "isolation from other disciplines", is a problem area for adult education programs.

Maintaining support both within the institution and within the community, wherein the adult education program resides, is another area of concerned improvement. It had been pointed out that the institution of the participant supported their programs financially (72%) and philosophically (76%). The respondents (76%) believe that they are meeting the needs of their local community. It is not just enough that those filling

out the survey believe this, but they must continue to promote and market to their local

constituents. The institutions should continue to use their existing alumni network of

retires and recent graduates to build program awareness. Independent consulting

outside the institution seems to be viable option with 65% of the respondents answering

"yes". But does the local community know of this service, or how to engage their adult

educators in solving their problems? Unfortunately, educators may not be familiar with

marketing or the promotion of their programs, since they have such a wonderful product

to promote. It has been previously pointed out, that society is changing and to keep up

with these changes, programs may need to change with it and adapt to their changing

audience.

Future Research

By 1962 there were fifteen programs in North America that offered a graduate

degree (Houle, 1964). In 2004 there were 76 institutions in the United States that

offered a graduate degree (Peterson, 2004). Of those original fifteen programs in 1962,

there are only eight listed in *Graduate Programs in Education 2004* (Peterson, 2004).

What has happened to the founding programs at Syracuse University, Indiana

University, and Chicago University, whose programs have been eliminated?

There are a few areas, in which future researchers may choose to investigate.

First, develop a case study approach to investigate why many of the founding

institutions in adult education have eliminated their programs, and others have been cut

severely. Second, examine the impact of the adult education programs at institutions

with an aging professoriate, and the repercussion that may occur, when the current

leadership retires.

Conclusion

The purpose of this study was to investigate the current state of graduate programs in adult education in the United States and make recommendations for survival in the 21st century. Specific research questions were developed to investigate the environment of these graduate programs in the United States. The current state of the programs appears to be good with a slight increase in enrollment during the five years surveyed and presents a positive outlook to the future.

The success of a long-term program can be attributed to strong sustained leadership, which follows their department's mission. Continued increase in student enrollments will continue, as long as the adult education program continues to meet the needs of their constituents. If institutional support is maintained and the adult education program remains they will remain true to their mission, and growth and success will be the winning formula for survival through the 21st century

To maintains its existence and enhance its growth, those institutions with graduate programs in adult education would be advised to incorporate some of aforementioned recommendations. This study has identified specific areas that will need to be addressed, as programs continue to survive during the 21st century.

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APPENDIX A

Letter to Respondents

DUQUESNE UNIVERSITY

SCHOOL OF EDUCATION

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

Dear Colleague:

My name is James McCarron. I am a doctoral candidate for the degree in Instruction and Leadership in Education at Duquesne University. I request your voluntary participation in a study that consists of thirty eight questions and may take ten to fifteen minutes to complete. This study seeks to investigate the current status of adult education graduate programs and recommendations for survival in the 21st century. You are a current or former department chair, head, director or program coordinator in the field of Adult Education selected for participation in this study. Participating institutions were selected from the Directory of Adult Education Programs in North America. Each institution selected is located in the United States and offers a master's and/or doctorate degree in the field of Adult Education.

Through this study, I hope to assess how departments in the field of adult education view the current status of graduate programs in adult education, explore the reason for the decline in the number of programs nationally, and suggest ways in which adult education programs need to change in order to survive in the 21st century.

Your participation is essential to the validity of this study. Your thoughtful consideration to each survey question is greatly appreciated. There is no penalty should you elect not to participate in this study. If you elect to complete the survey, you may do so online by clicking on the link below: http://www.zoomerang.com/survey.zgi?p=WEB224EBS9BPYL. All online submissions will be forwarded to a secure location at Zoomerang under an electronic file, which is password protected. Only my dissertation chair and I will have access. The list of participants and their institutions will be destroyed five years after data collection is completed.

Please note the attachment to this email, "CONSENT TO PARTICIPATE IN A RESEARCH STUDY". It is there for your review. Completion and return of the on-line survey constitutes permission to use your response in this study. Results will be summarized and depicted in tabular form within the dissertation. Should you have any questions regarding accessing the survey link above please contact Denise Gallucci at galluccid@duq.edu or by phone at 412-396-1559. If you would like to obtain the study results, please feel free to contact me at jmcarron@stargate.net. Alternatively, you may contact my dissertation chair, Dr. William P. Barone, at barone@duq.edu or (412) 396-6111. If you have any questions about your rights as a research participant, you may contact Dr. Paul Richer, Chair of the Duquesne University Institutional Review Board (IRB) at the Office of Research Services at (412) 396-6326.

Thank you for your time and consideration. I realize that your time is valuable and limited.

Sincerely,

James McCarron
Doctoral Candidate

APPENDIX B

Copy of Survey

ADULT EDUCATION SURVEY/2005

GENERAL BACKGROUND INFORMATION

1

What degree(s) does your institution offer?

☐ Masters

☐ Doctorate

☐ Specialists

☐ Other, Please Specify

```
[                    ]
```

2

In which department or school is Adult Education located?

☐ Adult Education

☐ Higher Education

☐ Continuing Education

☐ Education

☐ Human Resources

☐ Business

☐ Other, name

```
[                    ]
```

3

How many years has your institution had an Adult Education program?

- 1 year or less

- 5 years or less

- 10 years or less

- 25 years or less

- over 25 years

4

How many faculty members are in your Adult Education department?

Full-time

Part-time

5

How has the number of faculty members changed in the last five years?

Decreased over 25%	Decreased less than 25%	No change	Increased less than 25%	Increased over 25%
1	2	3	4	5

6

How many faculty members have a terminal degree in Adult Education?

Full-time

Part-time

7

How long have you been involved in Adult Education?

- 1 year or less

- 5 years or less

- 10 years or less

- 25 years or less

- over 25 years

8

Does your department engage in independent consulting outside your institution?

- Yes (If "yes", please skip question #9 below)

- Not sure

- No

9

Do you believe consulting is a viable option for your department?

No	Not sure	Yes
1	2	3

10

How effective are the following delivery systems?

1	2	3	4	5	
Very ineffective	Ineffective	Not sure	Effective	Very effective	Not applicable

Classroom/on campus

[1] [2] [3] [4] [5] [ ]

Distance education (other than on-line)

[1] [2] [3] [4] [5] [ ]

On-line

[1] [2] [3] [4] [5] [ ]

Other

[1] [2] [3] [4] [5] [ ]

11

What unique qualities do graduate programs in Adult Education offer?

☐ Understands the needs of the adult learner

☐ Can communicate with the adult learner

☐ Understands how adults think and learn

☐ Other, Please Specify

_____

12

How frequently do you read Adult Education literature?

Daily/Weekly	Monthly	Quarterly	Never
[1]	[2]	[3]	[4]

ENROLLMENT TRENDS

13

What has been the total enrollment, including part-time and full-time students, in your graduate Adult Education programs for the last five years?

1 5-20	2 21-50	3 51-100	4 greater than 100

2000:

| 1 | 2 | 3 | 4 |

2001:

| 1 | 2 | 3 | 4 |

2002:

| 1 | 2 | 3 | 4 |

2003:

| 1 | 2 | 3 | 4 |

2004:

| 1 | 2 | 3 | 4 |

14

What type of job/position did your students have before entering your program? Use specific numbers for each category below, referencing last year's enrollment population.

Recent undergraduate degree

Work in Higher Education

Work in public/community sector

Work in the bus./corp. sector

Work in the health sector

Unemployed, no prior related work experience

Other

15

What has been the enrollment trend for the past five years at your institution?

1 Decrease over 25%	2 Decrease less than 25%	3 No change	4 Increase less than 25%	5 Increase over 25%

Masters

1	2	3	4	5

Doctorate

1	2	3	4	5

Specialist

1	2	3	4	5

16

If there was an INCREASE in enrollment of "masters" students, please evaluate the following reasons for their level of significance.

1	2	3	4	5
Less significant	Not sure	Significant	More significant	Most significant

More jobs or positions available for graduates

| 1 | 2 | 3 | 4 | 5 |

Increased marketing by the department or school

| 1 | 2 | 3 | 4 | 5 |

Increase in number of students changing careers

| 1 | 2 | 3 | 4 | 5 |

Other

| 1 | 2 | 3 | 4 | 5 |

17

If there was an INCREASE in enrollment of "doctoral" students, please evaluate the following reasons for their level of significance.

1	2	3	4	5
Less significant	Not sure	Significant	More significant	Most significant

More jobs or positions available for graduates

| 1 | 2 | 3 | 4 | 5 |

Increased marketing by the department or school

| 1 | 2 | 3 | 4 | 5 |

Increase in number of students changing careers

| 1 | 2 | 3 | 4 | 5 |

Other

| 1 | 2 | 3 | 4 | 5 |

18

If there was an INCREASE in enrollment of "specialist" students, please evaluate the following reasons for their level of significance.

1	2	3	4	5
Less significant	Not sure	Significant	More significant	Most significant

More jobs or positions available for graduates

1	2	3	4	5

Increased marketing by the department or school

1	2	3	4	5

Increase in number of students changing careers

1	2	3	4	5

Other

1	2	3	4	5

19

If there was a DECREASE in enrollment of "masters" students, please evaluate the following reasons for their level of significance.

1	2	3	4	5
Less significant	Not sure	Significant	More significant	Most significant

Students choosing other programs within the institution

| 1 | 2 | 3 | 4 | 5 |

Saturation of the market

| 1 | 2 | 3 | 4 | 5 |

No jobs or positions available with the degree

| 1 | 2 | 3 | 4 | 5 |

Change in emphasis by the department or school

| 1 | 2 | 3 | 4 | 5 |

Lack of funding by local organizations, who sponsor students

| 1 | 2 | 3 | 4 | 5 |

Other

| 1 | 2 | 3 | 4 | 5 |

20

If there was a DECREASE in enrollment of "doctoral" students, please evaluate the following reasons for their level of significance.

1	2	3	4	5
Less significant	Not sure	Significant	More significant	Most significant

Students choosing other programs within the institution

| 1 | 2 | 3 | 4 | 5 |

Saturation of the market

| 1 | 2 | 3 | 4 | 5 |

No jobs or positions available with the degree

| 1 | 2 | 3 | 4 | 5 |

Change in emphasis by the department or school

| 1 | 2 | 3 | 4 | 5 |

Lack of funding by local organizations, who sponsor students

| 1 | 2 | 3 | 4 | 5 |

Other

| 1 | 2 | 3 | 4 | 5 |

21

If there was a DECREASE in enrollment of "specialist" students, please evaluate the following reasons for their level of significance.

1	2	3	4	5
Less significant	Not sure	Significant	More significant	Most significant

Students choosing other programs within the institution

1	2	3	4	5

Saturation of the market

1	2	3	4	5

No jobs or positions available with the degree

1	2	3	4	5

Change in emphasis by the department or school

1	2	3	4	5

Lack of funding by local organizations, who sponsor students

1	2	3	4	5

Other

1	2	3	4	5

Click "NEXT" button below to submit page 1

ADULT EDUCATION SURVEY/2005

FUTURE OF GRADUATE PROGRAMS IN ADULT EDUCATION

22

What percentage of your graduates pursue the following career paths?

Teacher/Trainer:

Program developer:

Administrator:

Community organizer:

Other:

23

How would you characterize your program over the next five years?

Strong growth	Moderate growth	No change	Decreasing	Elimination
1	2	3	4	5

24

What must be done in the future to ensure success of the program at your institution?

- Increase funding for the department

- Develop a collaborative relationship with other departments or schools

- Change leadership within the department

- Share resources with other departments

- Do nothing, all is well

- Other, Please Specify

RECOMMENDATIONS TO REMAIN COMPETITIVE AND INCREASE
ENROLLMENT IN GRADUATE PROGRAMS IN ADULT EDUCATION

25

Does your department have a planned program review porcess for
Adult Education?

No	Not sure	Yes
1	2	3

26

How often is it reviewed?

- ☐ Never

- ☐ Not sure

- ☐ Quarterly

- ☐ Yearly

27

I believe that it is important for the department administrator to have a
clear understanding of their department's mission.

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

28

Does your department participate in marketing or advertising to promote programs?

	No	Not sure	Yes
	1	**2**	**3**

29

At my institution the administration supports our Adult Education program.

1	2	3	4	5
No support	Some support	Neutral	Moderate support	Full support

Financially

1	**2**	**3**	**4**	**5**

Philosophically

1	**2**	**3**	**4**	**5**

30

The Adult Education program at our institution meets the needs of our local community.

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	**2**	**3**	**4**	**5**

31

Areas of possible change:

☐ Adherence to the CPAE Standards

☐ Professionalize the field of Adult Education

☐ Work cooperatively with other departments within the institution

☐ Other, Please Specify

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[                                    ]
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COMPLIANCE TO THE CPAE STANDARDS

32

Are you familiar with the 1986 Standards for Graduate Programs in Adult Education?

■ Yes

■ No (If no, skip to bottom of page/end of survey and click "NEXT" to submit all.)

33

Has compliance to the CPAE Standards for Graduate Programs in Adult Education had an affect on the number of programs nationally?

No	Not sure	Yes
1	2	3

34

Have the Standards been helpful? Check all pertinent statement(s)

☐ In developing a curriculum

☐ Obtaining additional resources for the department

☐ In deciding to develop an Adult Education program

☐ Not helpful

☐ Other, Please Specify

[   ]

35

I believe that the CPAE Standards are relevant.

Disagree	Not sure	Agree
1	2	3

36

What type of compliance to the Standards would you favor?

Mandatory	None	Voluntary
1	2	3

37

Would mandatory compliance have an affect on the programs within your institution?

	No	Not sure	Yes
	1	**2**	**3**