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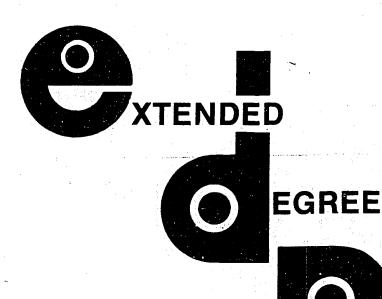   Nevada; New Mexico; Oregon; Utah; Washington;
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ABSTRACT
                An exploratory survey yielded basic information about
extended degree programs in the 13 WICHE states: Alaska, Arizona,
California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico,
Oregon, Washington, Wyoming, and Utah. Survey questionnaires were
sent to the 441 colleges and universities (including two-year
colleges) on the WICHE mailing list; responses were received from
376. Of them, 88 reported that they offer extended degree programs
falling under the definition used for the survey, or 20 percent of
the higher education institutions in the west. Results are reported
by institution level and control, and specific survey responses and
problems are analyzed. The questionnaire is included, and programs
are listed by state, program category, and type of institution.
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IN THE WEST

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

EXTENDED DEGREE PROGRAMS IN THE WEST:

REPORT OF A SURVEY

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and

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Western Interstate Commission for Higher Education
P.O. Drawer P   Boulder, Colorado 80302
An Equal Opportunity Employer

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PREFACE

This publication is a report on one of two principal elements of a
WICHE project on Extended Degree Programs in the West. The original impetus
for the Extended Degree Program (EDP) project came from the WICHE Committee
on the Future. Nine WICHE Commissioners were members of that Committee:

Dr. Joanne E. Arnold, Colorado

Dr. John B. Barnes, Idaho

Patrick M. Callan, Washington

John B. Connell, Hawaii

Dr. Glenn S. Dumke, California

Dr. Patricia A. Geuder, Nevada

Dr. Roy E. Lieuallen, Oregon

Dr. Lenton Malry, New Mexico, chairperson

Sen. Patricia Saiki, Hawaii

Following review of numerous aspects of higher education in the West, the
Committee on the Future recommended WICHE exploration of the status of extended
degree programs in the thirteen states comprising the WICHE region.

In response to the Committee recommendations, WICHE staff members proposed
an EDP project with two major facets. One facet was a region-wide survey of
all higher education institutions in the region, to determine the number and
nature of extended degree programs offered by those institutions. The results
of that survey are reported herein. The other major facet of the EDP project
is a conference on Extended Degree Programs in the West, to be held on the
Berkeley campus of the University of California, in July 1976.

The purpose of the survey is to discover and report basic information on
extended degree programs offered in the West, so that such information can be
used by any interested agency or person. The purpose of the conference is to

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bring together persons actively involved in the operation of extended degree programs for information exchange and discussion of basic issues and opportunities in the field.

The definition of "extended degree programs" used for this project covers a wide range of specific program types. This broad coverage was intentional, for the basic purpose of the survey was to obtain an over-all view of non-traditional degree-oriented programs available to constituencies in the West. It is clear from survey responses that many institutions in the thirteen western states are making special efforts to serve persons through programs other than conventional on-campus programs designed for the traditional "college-age" student.

It is hoped that both the survey report and the EDP conference will be of direct and immediate use to institutions offering or planning to offer extended degree programs. The listings of programs and persons to contact concerning those programs may facilitate communication among program personnel for mutual benefit. Basic information on program characteristics should help all interested persons to estimate what program areas are well developed and what areas invite further development. Information on common problems may stimulate exploration of possible solutions to those problems.

In addition, this general report highlights the need for detailed study of extended degree programs. It would be very useful to have in-depth regional information on extended degree program instruction, organization and management, outcomes, clientele and potential clientele, financing, and predictions for the future. It is hoped that this report will help to stimulate such further study; specific suggestions are included in the report.

The survey findings, and recommendations forthcoming from conference participants, will provide direction for any future WICHE activities related to extended degree programs.

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It is clear that there is strong interest in the subject of extended degree
programs among personnel of higher education institutions in the West. This
is evidenced by the very high response rate on the survey. With only one
follow-up, by mail, the response rate was over 85 percent, an extraordinarily
high rate for a mail survey.

The WICHE Commissioners and staff wish to express our deep appreciation
to the hundreds of persons who responded to the survey questions. This report,
and any benefits which it may provide, is possible only because these persons
took time from their very busy schedules to answer the questions asked.

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Introduction and Summary of Findings

Introduction

This is a report of an exploratory survey* intended to yield basic infor-
mation about extended degree programs in the thirteen WICHE states: Alaska,
Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico,
Oregon, Utah, Washington, and Wyoming.

Of particular importance to the entire WICHE project is the definition
of "extended degree programs," for it influences the survey and conference content,
and will doubtless have some effect on the nature and scope of future related
activities undertaken by WICHE.

After considering several alternatives, WICHE staff members agreed upon
the following definition:

Extended degree programs are defined as: organized programs or courses

of study which lead to the award of any academic degree 1) by an agency

or organization other than a teaching institution (e.g., Connecticut

Board for State Academic Awards); or 2) through opportunities extended

beyond traditional procedures, programs, locations, or time frames.

This definition was stated at the beginning of the questionnaire. For
further clarification, the following explanation was provided in the question-
naire, immediately following the definition.

Extended degree programs may be distinguished from traditional offerings   -
by:

Type of Student Enrolled--such as working adults, housewives, young and

older adults motivated to study independently, or others who cannot easily

_____

*It should be noted that the survey instrument was designed, and the
survey initiated, by WICHE staff members other than the authors of this report.

come to the campus or do not wish to devote full time to classroom work.

Location of Degree-Creditable Learning Experience--such as regional center
offerings, field work, home study, or other off-campus programs.

Method of Instruction--such as non-lecture or non-classroom teaching and
learning methods, distinctive from those common in higher education.

The report summarizes the information gathered in the survey of higher
educations institutions throughout the West. Neither the survey nor the report
is exhaustive, but it is hoped that the information provided herein will serve
at least four functions.

One function of this report is to provide information about selected
characteristics of western extended degree programs as a whole, and characteris-
tics of sub-groups of those programs. These characteristics, described in
Section II of the report, are presented in terms of summaries of responses
to items in the mail survey instrument (Appendices C and D).

A second function of the report is to identify problem areas and variables
critical to the success of extended degree programs, as listed by professionals
in the field. These problems and critical variables are reported in Section III.

Section IV addresses a third function of the report, which is to list areas
in which the authors believe there is need for more information concerning the
purposes, clienteles, and operations of extended degree programs in the West.
There are many unanswered questions, generated by examination of responses to
the survey, and through other means. These questions suggest additional inves-
tigation which could be undertaken.

Another function of the report is to provide a listing of most of the
extended degree programs offered by the colleges and universities in the
West. Responding institutions and their programs are listed in Section V of

the report, with the names, addresses, and telephone numbers of persons who can be contacted for more information about the programs.

This report does not include a review of literature in the field. Therefore the report does not include a comprehensive bibliography. However, WICHE has compiled a separate bibliography on extended degree programs, which is available upon request.

Survey Response Rates

Survey questionnaires were sent to the 441 colleges and universities in thirteen western states which are included in the WICHE mailing lists. Responses were received from 376 of the 441 institutions, for an 85.3 percent overall response rate. By sector, the response rate was 87.3 percent for all four-year colleges and universities and 83.5 percent for all two-year institutions. Data from 72 public four-year colleges, 106 private four-year colleges, and 182 public two-year and 11 private two-year colleges were used to prepare this report. Responses were received from five two-year colleges which were not identified. Additional details of the response rates are displayed in Table I. It should be noted that the designation "four-year" is used here for all institutions other than the two-year colleges. Hence, "four-year" institutions include those which offer advanced graduate degrees as well as those which offer only the baccalaureate.

A non-respondent bias check was conducted by telephoning a small (10 percent) random sample of non-respondent institutions. There were 65 non-respondent institutions; seven institutions were telephoned in the non-respondent bias check. Of the three four-year institutions contacted for this check, all three reported by telephone that they do have extended degree programs. Of the four two-year institutions contacted, two reported that they offer extended degree programs. On the basis of this non-respondent check, it is clear that this re-

port is conservative, and that the proportion of western institutions offering

extended degree programs exceeds the 20.0 percent reported in Table I.

TABLE I. RESPONSE RATES

	Total Institutions	Responding Institutions		EDP Institutions	
	N	N	%	N	% of Responding Institutions/ % of Total Institutions
All Institutions	441	376	85.3	88	23.4/20.0
Four-year	204	178	87.3	63	35.3/30.9
Public	84	72	85.7	37	51.4/44.0
Private	120	106	88.3	26	24.5/21.7
Two-year	237	198	83.5	25	12.6/10.5
Public	220	182	82.7	23	12.6/10.5
Private	17	11	64.7	2	18.2/11.8
Unidentified		5	2.1		

Distribution of Programs:

The responding institutions reported 184 extended degree programs: 96 related

to occupational-career development, 35 in arts and sciences, 21 in other specified

content areas, and 32 programs which were reported in very general terms. Category

definitions are given in Section II immediately following this introduction. The

number of programs offered in each of the four categories, by each type of in-

stitutions, is shown in Table II.

The four-year public institutions offer extended degree programs predominantly

in occupational-career education, with relatively few in the arts and sciences

category. Private four-year institutional programs fall into much the same

pattern with a slightly higher proportion in arts and sciences. Two-year colleges

tended to report programs in general terms, rather than by a title related to

program content. The reporting terms referred to site of instruction, (i.e.

neighborhood centers, military bases, etc.), and to degrees or programs offered

(i.e. all associate degrees, all programs, etc.). Ten arts and sciences programs

and eleven occupational-career programs were identified by the titles from the

48 programs reported by the two-year public institutions. Those programs cate-

gorized as "Other Specific" and "General" may, in reality, be arts and sciences

or occupational-career in content but, as shown in Appendix B, many titles did

not clearly specify program content. Four of the five extended degree programs

reported by private two-year colleges were in the occupational-career area.

TABLE II. DISTRIBUTION OF EXTENDED DEGREE PROGRAMS
BY PROGRAM CATEGORIES AND TYPE OF INSTITUTION

			Type of Institution						
	Total Programs		4-Yr Public		4-Yr Private		2-Yr Public		2-Yr Private	
Program Categories	N	%	N	%	N	%	N	%	N	%
Occupational-Career	96	15.2	58	74.4	23	43.3	11	22.9	4	80
Arts and Sciences	35	19.0	12	15.4	13	24.5	10	20.8	0	
Other Specific	21	11.4	2	2.6	8	15.0	11	22.9	0	
General	32	17.4	6	7.7	9	16.9	16	33.3	1	20
Total EDP's	184	100	78	100	53	100	48	100	5	100

In instances where program content was not specified in the survey responses,

clarification was requested on the forms which were sent to responding institu-

tions, asking for approval of entries to be made in the EDP Directory (Section V

of this report). However, the report publication schedule did not allow time

for revising the data bank used in the analysis sections of the report. There-

fore, the Directory contains more specific information on content than is

reflected in other sections of the report.

Programs in Planning

Eighteen of the institutions presently offering extended degree programs reported plans (at various stages of development) for additional programs. Professional and preprofessional-type programs at the bachelor or graduate degree level are being planned, for the most part, with arts and science-related programs mentioned by only two institutions.

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Summary of Findings

There are no short and simple ways to describe western extended degree programs as a whole, for there is a great deal of variation in program content and operation. This, of course, is as the situation should be, for such programs are intended to serve a wide range of client interests and needs. However, it is possible to note some important characteristics of programs and to make a few qualified generalizations. This summary is an attempt to pull together such highlights and generalizations.

The Extended Degree Program survey instrument was mailed to 441 institutions of higher education in the thirteen western states. The response rate for the survey was 85.3 percent, extraordinarily high for a mail survey. Eighty-eight institutions reported that they offer programs which fall under the definition of "extended degree programs" used for this survey. This number equals 20 percent of the higher education institutions in the West. Forty-four percent of the four-year public institutions and 10.5 percent of the two-year public institutions offer extended degree programs. In the private sector, extended degree programs are offered by 21.7 percent of the four-year institutions and 11.8 percent of the two-year institutions. Together, these institutions offered, in the Spring of 1976, 184 extended degree programs.

The extended degree programs reported are designed for a wide range of clients. However, the responses indicate that "Housewives and Working Adults" and "Special Occupational Groups" (clearly, the two groups overlap) are especially popular target groups for extended degree programs.

In this survey, the only question addressed specifically to student characteristics asked about student age. From the responses, it is clear that the programs now offered have particular appeal for persons in their 30's and 40's.

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The completion rate is reported to be fairly high for those programs which have been in operation long enough to produce graduates. For more than a third of the programs, it was reported that three-fourths or more of the students who start the program complete it, and earn a degree. In considering completion rates, it should be kept in mind that it is quite likely that many persons enter extended degree programs to attend a limited number of specific courses, and have little intention of earning a degree.

The primary focus of the survey was upon characteristics of programs. The following paragraphs present principal findings concerning major characteristics of western extended degree programs as a whole.

On the whole, the programs are relatively new. While a few programs are more than ten years old, nearly half (49 percent) the programs are less than three years old, and another third of the programs are between three and five years old.

There is a considerable variety of program content, ranging from programs designed specifically for persons in a particular occupation to programs with broad arts and sciences coverage. Of the 184 programs, 96 are in occupational-career areas, 35 are in arts and sciences, 21 are in other specific areas which do not fall into the first two categories, and 32 were reported in quite general terms, so that the program content is not readily classifiable.

Respondents to the survey were asked to indicate the principal non-traditional features of programs offered by their institutions. "Type of Student" was reported as a non-traditional feature of 70 percent of the programs, "Location of Instruction" for 70 percent, "Method of Instruction" for 43 percent, and "Content of Program" for 34 percent.

Forty-four percent of the programs lead to the bachelor's degree, 32 percent to the associate degree, 30 percent to a graduate degree, and 8 percent to other

degrees. A number of programs are applicable to more than one level of degree. A very large majority (77 percent) of the degrees are awarded by a single institution. Fifteen percent are awarded by a consortium or state system, and the remainder by other agencies or organizations.

The responses indicate that, overall, there is considerable flexibility in curricular options such as scheduling of learning activities, capability of completing programs on a part-time basis, and the option of taking course work on several different campuses. However, for more than two-thirds of the programs there is a structured or required curriculum, a concentration or major is required, and there is a required distribution among courses. (The last named may be related to the structured curriculum requirement.)

The "Principal Locations of Learning Activities" for the programs are quite varied, including: a regional learning or extension center as the primary site for a fourth of the programs, a community center for 14 percent, a military base for 13 percent, and the student's home for 7 percent. For 29 percent of the programs, the primary learning site is the main campus of the offering institution, while "Other" sites were indicated for 20 percent of the programs.

A matter of special interest to many persons is the source of funding for extended degree programs. For 51 percent of the programs, the primary source of funding is student fees. Twenty-six percent of the programs were reported as being funded primarily by institutional subsidy. Eight percent of the programs are supported primarily by a grant from an external source. A variety of other sources was reported for individual programs.

The survey reported here provides previously uncollected information concerning extended degree programs offerings throughout the West. Such broad-based information is an essential first step in understanding the services provided through such programs, and the issues related to programs and their

services. Further, the information gathered in this survey provides major

segments of a necessary base for decisions about future research and service

activities related to extended degree programs.

It is hoped that the information obtained will be of interest and of intrinsic

usefulness to persons concerned with extended degree programs. Specifically,

it is hoped that this report will 1) help to inform persons who are interested

in the operation of these programs in the West, but who have not previously

had broad-based information available, and 2) stimulate increased com-

munication among persons involved in the planning and operation of extended

degree programs.

Looking to the future, two basic questions arise: What should be done to

add to the extended degree program information base? What should be done to im-

prove the service of extended degree programs to the people of the western states?

From these basic questions there arise various specific questions, many of which

are listed in Section IV of this report. Some of the more critical of these

questions are:

- Who are the persons now served through extended degree programs?

- Who are the persons who might be interested, but who are not now

  served through extended degree programs?

- What is the comparative effectiveness and efficiency of extended

  degree programs vs. traditional on-campus programs? How can ef-

  fectiveness and efficiency be increased?

- What are the effects of alternative policies regarding funding?

  Regarding intra-state and inter-state cooperation?

- What is the future need for extended degree programs?

Clearly, these are complex questions. To answer them will require detailed

study and analysis at various levels of aggregation of programs. Several states

have made major progress toward answering such questions, but the issues are by no means clearly decided. Further, there is need for study of many of the issues at a regional or sub-regional level.

It is the hope and intent of those concerned that this study and the related July 1976 Conference on Extended Degree Programs in the West will provide important information and stimulation for continuing study and improvemen of this important service of higher education.

Selected Characteristics of Programs

Program Categories

As noted in the Preface and the Introduction, the survey upon which this report is based is an exploratory examination of extended degree programs in the West. For this reason, the extended degree program definition used in the survey is quite broad, in order to ensure inclusion of a wide range of program types in the survey. Similarly, several of the items in the survey instrument were phrased so as to include a wide range of responses. To sharpen the focus of this report, the responses to some items are grouped so as to provide categories within which comparability is greater than it would be if only one category were used.

The categories are of particular importance for the responses to questionnaire Item 3, which asked the respondents to "Please identify extended degree programs by title or brief description (e.g., BA in Ecological Economics, Center for Personalized Instruction, etc.) and check any characteristics that apply. . . ." The program identification in Item 3 is then used in many of the subsequent items. The program title responses to Item 3 gave, in nearly all cases, a clear indication of the program content area. However, the program description responses in some cases did not indicate program content. Therefore, the four categories used in grouping the responses to Item 3 differ in implied scope. The responses to Item 3 were grouped into the following four categories.

1. Occupational-Career Programs--all programs for which the title or description indicates a primary emphasis upon a particular skill, or a particular profession or other occupation, e.g., nursing, drafting, business. Such programs include both pre-service and in-service program levels.

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2. <u>Arts and Sciences Programs</u>--all programs for which the title or
   description indicates a primary emphasis upon a content area traditionally
   classified in collegiate arts and sciences, e.g., literature, sociology,
   mathematics.

3. <u>Other Specific Programs</u>--all programs for which the title or description
   indicates a particular content or a focus upon a particular clientele,
   but for which the content is not classified as occupational-career or as
   traditional collegiate arts and sciences, e.g., "Women in Transition,"
   "Urban Studies," "Senior Scholars."

4. <u>General Programs</u>--all programs for which the description (or title, in
   a few cases) does not clearly indicate content or clientele of the
   program, e.g., "Dial-A-Class," "Contract Majors," "Neighborhood Center."

   Appendix B contains listings of the specific program titles and descriptions
assigned to each category.

   In the immediately following parts of this section, there are discussions
of each of the four categories of programs. These discussions relate program
categories to responses on the following questionnaire items, in the order
indicated.

   Non-Traditional or Unconventional Features (Item 3)

   Principal Location of Learning Activities (Item 7)

   Level of Degrees Awarded (Item 4)

   Type of Student for Whom the Program Is Designed (Item 8)

   Age of Students (Item 12)

   Age of Program (Item 10)

   Enrollment for Current Academic Year (Item 11)

   Primary Sources of Funding (Item 13)

Proportion of Entering Students Who Receive a Degree (Item 14)

Curricular Options or Requirements (Item 9)

In the following discussion, those responses common to 50 percent or more of the program categories are reported as characteristics of program types. In some instances, attention is also drawn to responses with especially low frequency. All summary response data are displayed in Appendices C and D.

Occupational-Career Programs

The major non-traditional characteristic of occupational-career related extended degree program reported by all institutions is location or site of instruction. Learning activities were reported at all learning sites except in the home. Sixty-five of the 96 programs (68 percent) are offered at regional learning or extension centers. Nearly all of these 65 are offered by public four-year institutions. Private four-year colleges offer only 7 of 23 occupational-career programs at a business location. No two-year college programs are offered at a business location, while over 50 percent of the two-year college programs of this type are conducted at the main campus.

The two-year colleges award associate degrees, except for one baccalaureate degree awarded jointly by a private two-year college and a private four-year college. About one-half (39) of the 80 extended degrees awarded by four-year institutions in occupational-career programs are baccalaureate degrees and about one-half (41) are graduate or professional degrees. Private colleges award slightly more graduate degrees (12) than baccalaureate degrees (10). Programs in health-related fields lead most often to the bachelor's degree, and those in education and business fields tend to culminate in a graduate or professional degree.

A difference appears to exist between the two-year and the four-year institutions in the student types for whom the programs were designed.

Seventy-nine percent of the programs at the four-year institutions are designed

for special occupational groups. More of these programs are in business and

administration than in any other field. Nearly 50 percent of (28 of 57) the pro-

grams were also designed for the "housewives and working adults" group. The two-

year colleges reported 50 percent of the programs were designed to serve the

same age students as are served in conventional programs. It should be noted,

however, that "conventional" programs at these colleges serve students in a

wide age range. Therefore, the response differences reported here do not

necessarily mean that programs in the two types of institutions serve different

age groups.

Two-year colleges reported that 44 percent of their programs are designed

to serve students who are confined or beyond commuting distance. These colleges

also reported that 44 percent of the programs were designed to serve special

occupational groups and 22 percent were designed to serve unemployed and econom-

ically disadvantaged persons.

Sixty-three percent of the occupational-career programs at all reporting

institutions have been in operation for less than two years. However, there are

variances by type of institution. At the four-year institutions over 50 percent

of all occupational-career programs have been available to students for less

than five years, while at the two-year colleges 27 percent of the programs have

been offered for less than five years. It can be concluded from the responses

that occupational-career extended degree programs at two-year colleges have

been in operation longer than those at four-year institutions.

The programs vary greatly in size of enrollments for the current academic

year (1975-76). Thirteen of the eighty programs at four-year institutions en-

rolled fewer than 25 students. Nearly one-half (39) of the programs reported

by four-year institutions enrolled 25 to 100 students, while about one-third

(28) of the programs had an enrollment of over 100 students. Most programs at

two-year colleges enrolled fewer students per program than did the four-year institutions. However, the military career program offered by Hawaii Community College, a two-year institution, reported an enrollment of over 1000 students. Predictably, the newer programs enrolled fewer students than did those programs which had been operating longer.

The student provides the major source of funding in the form of student fees for 59 of the 95 extended degree occupational-career programs. At two-year public colleges institutional funds supplied primary support for five of eleven programs. A total of seven programs at all institutions were supported primarily by outside grants.

Information was not available on the completion rate for about half the occupational-career programs. Many of these have been in operation too short a time to have had any students complete the program. However, in approximately one-fourth of the occupational-career programs reporting completion rates, "all or almost all" of the students complete the program they start. In the case of the two-year private college programs, it was reported that almost all students who began a program received degrees.

Curricular options as shown in Table III indicate the different opportunities available to students in extended degree occupational-career programs. Although a concentration or major is required and the curriculum is prescribed or structured, flexible scheduling of learning activities and the opportunity to complete the program entirely on a part-time basis makes it possible for the employed adult to enroll and to earn a degree. In 7 of 11 programs at two-year public colleges a student is permitted to begin the program at any time. This further serves the working student. Fourteen of 16 programs in two-year colleges require distribution among courses in order to provide a general education for students.

Arts & Sciences Programs

In the Arts and Sciences category, the non-traditional or unconventional program feature most frequently reported by both two-year and four-year institutions were: 1) type of student for whom the program was designed, and 2) location of instruction. Institutions also reported that 16 of the 35 programs in this category had a non-traditional method of instruction and that 16 (not necessarily the same 16) had content different than conventional programs.

The main campus was reported as the instructional site for 29 percent of the programs. A regional learning or extension center is the location 26 percent of the programs and a community center for 20 percent.

The degree awarded upon the successful completion of 54 percent of the non-traditional arts and sciences programs is the baccalaureate degree. Forty percent of the programs lead to an associate degree and 20 percent of the programs end with a graduate, professional, or other degree. As indicated by these percentages, some programs have more than one degree level. Degrees for 29 of the 35 programs reported are awarded by a single institution.

Four-year institutions reported that most extended degree programs in the arts and services are designed for special occupational groups. At the two-year college programs in this category tend to be designed for the same type of student as in conventional programs. Other types of students for whom over 50 percent of the arts and sciences programs are designed include military personnel, ethnic minorities, housewives and working adults, and people confined or beyond commuting distance. Four-year private institutions reported that 8 of the 13 programs are designed for ethnic minority students while four-year public institutions reported 5 of 11 programs are designed for these students.

Programs at two-year colleges enroll students from all age groups, with 40 percent of the students in the "middle to late 20's," compared with only 13 percent of the students in four-year institutions falling in this age range. Over 50 percent in the four-year colleges are in their 30's and 40's. This is similar to the pattern found for students in occupational-career programs.

Arts and sciences extended degree programs, on the whole, have been in operation longer than occupational career-type programs. Two-thirds of the arts and sciences programs have been offered for more than three years, compared with about one-third of the occupational career programs which have been in operation over three years.

The two-year colleges reported larger enrollments than did four-year colleges. The two-year public institutions reported 60 percent of their programs had enrollments of over 100, with one program over 1000. One-third of the programs offered by public four-year colleges had fewer than 25 currently enrolled. Five of the 11 programs had enrollments of 25-100 and fewer than one-fifth of the programs in the public four-year colleges had over 100 students enrolled and over half of the programs had 25-100. Only 2 of the programs reported an enrollment of fewer than 25 students.

Half of the programs at four-year public institutions are supported primarily by student fees and half by institutional subsidy. All of the programs in this category offered by four-year private colleges are dependent upon student fees as the primary source of funding. Fifty percent of the programs at two-year colleges are supported primarily by institutional subsidy. The other programs are supported by student fees, outside grants, or by other sources.

For the 19 of 35 programs on which completion data were reported, all or almost all of the students completed the programs which they began. In about 5 percent of the programs, half or less than half of the students reached completion. A number of the programs were reported as not having been in operation long enough to have graduates.

Curricular features reported for 50 percent or more of the arts and sciences extended degree programs, in order of frequency, are as follows:

1) concentration or major required

2) students may earn degree or complete a program entirely on a part-time basis

3) most or all of the curriculum is structured or prescribed

4) flexible scheduling of classes or learning activities

5) course work at several different campuses is possible

6) distribution among courses is required (e.g., general education)

Other options or requirements reported for fewer than 50 percent of the programs are shown in Table III. It should be noted that no private two-year institution reported any extended degree programs in this category.

Other Specific Programs

Twenty-one programs reported by titles which did not readily relate to the arts and sciences or to the occupational-career categories are identified in the tables as "Other Specific Programs." Titles of programs included in this category are shown in Appendix B. No programs in this category were reported by two-year private colleges.

These programs tend to serve a non-traditional type of student, and this was reported as the primary non-traditional feature. Ten of the 21 programs reported were located at the main campus with eleven programs offered at various locations, including three at extension centers and four at military bases.

Nontraditional methods of instruction were reported for 9 of the 21 programs
and unconventional program content was reported for 6 of the programs.

One-third of these programs were at the associate degree level. However,
over half of the respondents did not complete this item for this program
category.

Students for whom these programs were designed represent all the types
listed on the questionnaire. Half of the programs at two-year colleges serve
the same type of students as found in conventional programs. Over one-third
of the programs were designed for military personnel. Three of the eleven
were designed for ethnic minorities, three of eleven for housewives and working
adults, three of eleven for the unemployed and economically disadvantaged,
three of eleven for older citizens, three of eleven for others. (Note that
Item 8, from which these data are taken, allows for more than one response
per program.) At four-year private colleges five of the eight programs are
designed for housewives and working adults. One-fourth of the programs are
designed for older citizens. Some programs are designed for military personnel,
ethnic minorities, the disadvantaged and persons confined or beyond commuting
distance. The two programs reported by four-year public institutions are de-
signed for special occupational groups, ethnic minorities, housewives and
working adults, and the disadvantaged.

The two-year colleges reported that 5 of the 11 programs in this category
served primarily students whose ages ranged from the mid- to late 20's and
that 5 of the 11 programs served students whose ages ranged from 18 upward.
Fifty percent of the programs at four-year colleges (both public and private)
serve students primarily in their 30's and 40's. The two programs reported
by four-year public colleges enrolled students in the mid- to late 20's age range.

Programs in this category range in length of operation from less than one year to more than ten years. Most programs at the four-year public colleges are one to five years old. Fifty percent of those at four-year private institutions are also one to five years old. However, at the private institutions one program was reported to have been in operation less than one year and one for over ten years. Two programs at two-year colleges have been in operation for less than one-year, three programs from one to two years, three programs from three to five years, and three programs for six to ten years.

Programs which have been in operation for shorter periods of time tend to have smaller enrollments. Five of the eleven programs at two-year colleges currently enroll fewer than 25 students. On the other hand, two of the 11 programs have enrollments of over 1000. One-third of the programs enroll from 101 to 500 students. All of the four-year public college programs enroll fewer than 100 students. Programs at the four-year private institutions currently enroll 25 to 500 students.

Programs in this category ("Other Specific") have a variety of primary sources of funding. For all programs at four-year private colleges, student fees are the major source of funding. The two programs reported by four-year public colleges are supported primarily by institutional subsidy and outside grants. Five of the 11 programs at two-year colleges are primarily supported by institutional subsidy and five receive principal funding from other sources, such as military assistance, employer reimbursement, etc. One program is supported by an outside grant.

No information was available on the completion rate for 13 of the 21 programs. Programs on which data were available show completion rates ranging from one-fourth of the students in one program (which was changed after it began) to all or almost all.

Curricular options tended to be the same as reported for arts and sciences programs and for occupational career programs with the addition of 1) students designing their own programs, and 2) students determining their own pacing. In addition, two-year colleges permitted students to begin the programs at any time, to take course work at different campuses, and to devise learning contracts with faculty members. Details of curricular options and requirements are shown in Table III.

General Programs

The programs which are classified as "general" are those programs which were not identified by specific content or program title. Institutional responses assigned to this category fall into four general areas: type of degree awarded, location of instruction, time schedule of classes, and method of instruction.

Methods of instruction which identify programs include contract majors, independent study, Dial-A-Class, TV education, challenge exam, CLEP, etc. Two-year public colleges also give credit for life experience as indicated by the program title.

Both four-year and two-year public institutions offer these programs at nontraditional locations and often identified the programs by location, i.e., Neighborhood Center, Shopping Center, Regional Satellite, and Off-Campus. Three-fourths of the programs at public two-year colleges were at sites other than the main campus, including extension centers, business sites, home, military bases and other.

Although four-year colleges offered associate degrees in four programs, these institutions offered baccalaureate degrees in 12 of the 15 programs and six graduate or professional degrees. Six of the 21 programs at two-year colleges led to joint certificates between the institution and another agency such as a labor union or a business.

Four-year college programs in this category were designed primarily for housewives and working adults. Students for whom most of the two-year college programs were designed were the same as those in conventional programs. About half of these programs were also designed to serve students who are confined or beyond commuting distance. Students enrolled in these programs at four-year institutions are primarily in their 30's and 40's. Students at two-year colleges represent all age groups.

The length of time these programs have been in operation varies from less than one year to more than 10 years, with approximately two-thirds of the programs reported as having been in operation three years or more.

Enrollment in this category of programs tends to be higher than in the other three categories. Only one-fourth of the programs enroll less than 25 students, while two-thirds have enrollments of over 100 students. Eight programs have enrollments of over 1000, with five of these programs offered by two-year public colleges.

Student fees are the primary source of funding for these kinds of programs at four-year colleges. One-fourth of the two-year college programs are supported primarily by outside grants or other funding sources. One-third of all the two-year college programs in this category are funded by other sources.

Information on completion rates was available for only 14 of the 32 programs in this category. The completion rates ranged from one-fourth of the students completing a program they began to almost all students completing the programs. Completion rates appear to be better in four-year college programs.

Most of the "General" programs have a structured or prescribed curriculum. However, the reporting institutions indicated that various curricular options are available, the most common being flexible scheduling of learning activities,

and the student option of completing the program on a part-time basis. Other options or requirements, and the frequency of their use, are detailed in Table III.

Students

Extended degree programs exist for the purpose of extending educational opportunities to individuals to pursue college degree programs without the time and space restrictions common to conventional programs. The Commission on Non-traditional Study described non-traditional study as putting the student and his needs first and the institution and its convenience second.[1] The data gathered in this survey do not provide detailed information on the extent to which student needs have priority in the western extended degree programs. However, some relevant information was acquired in the survey. This subsection draws attention to some aspects of response to student needs which have not been discussed earlier in this section.

Programs designed for military personnel display specific characteristics. The institutions provide the learning activities at military locations, some of which are on board ship or in states other than the one in which the institution is located. Because the students for whom the programs are designed are concentrated in large numbers at military sites these programs tend to have large enrollments. No program was reported to have an enrollment of less than 25 and only 5 of the 30 programs designed for military students reported an enrollment of 25-100. Twenty-four programs had enrollments of over 100 and six of these programs enrolled over 1000 students. Military personnel in extended degree programs tended to be younger than other students enrolled in these programs. The age range reported by the institutions was 18 to 30 years.

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[1]Commission on Non-Traditional Study, Diversity by Design. San Francisco: Jossey-Bass, 1973, p. xv.

The primary source of funding for programs designed for military personnel was reported as student fees. However, some institutions reported that military support was provided for these programs.

Programs designed to serve unemployed and economically disadvantaged students are primarily supported by outside grants. These programs tend to be occupational-career type programs. The students in this group range in age from 18 to 50.

Students described as confined or beyond commuting distance are enrolled in programs for which a variety of non-traditional primary learning sites are used. These include extension centers, community centers, the home, or, as mentioned above, at military installations. Student fees are the primary source of funding for programs designed to meet the needs of these students.

Older students tend to participate in programs designed to serve other types of students, not specifically senior citizens. Programs which attract the older students are offered at community centers or on the main campus. These students are found in programs with small enrollments, usually fewer than 100. Fees paid by students provide the major source of funding for the programs in which the older students enroll.

Cooperative and Consortium Extended Degree Programs

Degrees earned in extended degree programs are awarded through several organizational structures. For 142 programs (78 percent of total), degrees are awarded by single institutions. However, eleven of the programs (6.0 percent) lead to degrees offered by an interinstitutional consortium. Degrees for nineteen programs, (10.3 percent of total) were awarded by a college or univeristy system. One two-year college awards certificates in occupational programs jointly with an apprenticeship council.

Several cooperative arrangements were reported. A private two-year college in Alaska and a private four-year college in California offer joint program degrees. This was the only interstate cooperative arrangement reported. Within state boundaries, two-year colleges and four-year colleges are, in some instances, working together and in other instances such cooperative arrangements are in the planning stages.

In Washington, the State University at Pullman offers a program in Hotel and Restaurant Management in Seattle. A lease agreement permits the students to have full use of facilities of the Seattle University Campus. Students receive Washington State University credit for certain courses taught by Seattle University. The degree is awarded by Washington State University.

The University of Nevada at Las Vegas and the University of Nevada, Reno (which are 440 miles apart) have a cooperative program for the Doctor of Education degree, which allows students to earn a degree awarded jointly by the two institutions.

California has had two statewide extended degree program efforts, the University of California Extended University and the Consortium of the California State University and Colleges (CSUC). Because of changes in funding patterns, the former is being phased out. The Consortium of California State Universities and Colleges continues, with its external degree programs operated on a self-support basis.[2]

The CSUC Consortium has degree-granting authority, and is in the process of accreditation. However, at the time this report was written,

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[2]Medsker, Leland, et al., "Update on Case-Study Programs," mimeographed materials distributed for Policy Seminar on Extended Degree Programs, November 4-5, 1975, p. 4.

most degrees were being awarded by individual campuses, with some awarded

on a joint campus basis. Almost all of the 19 CSUC campuses participate

in external degree programs, either in campus-based programs or in state-

wide or regional programs involving more than one institution. The Con-

sortium has developed a system whereby individual campuses or clusters

of campuses administer cooperative programs. The responsibility of the

Consortium lies in developing (with extensive faculty involvement) new

program proposals, with the participating campuses being responsible for

implementing and administering the programs. The Consortium also fosters

statewide efforts such as development of systemwide procedures for awarding

credit for life experience. The Consortium also administers-the Regents

External Degree Examination.[3]

In this study, no information was received with respect to out-of-state

institutions or organizations offering programs in any of the western states,

although various programs do exist, such as NOVA- and Antioch-sponsored

programs. This appears to be one area which needs additional study.

Future, more detailed or more specialized studies of Extended Degree

Programs in the West should also investigate in depth the area of coopera-

tive offering of programs. It would seem fruitful to examine, in particular,

such factors as present interstate operation of programs, present additional

inter-institutional cooperation not identified through this study, and both

geographic and content areas in which interstate or inter-institutional

cooperation might enhance services to the people of one or more states.

Another area of investigation which might well prove fruitful is

that of cooperation between higher education institutions and agencies not

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[3]Ibid, p. 10.

usually considered to be primarily educational in nature. For example, existing and potential cooperative arrangements between business and education, between the military and education, and between governmental offices and education all seem to warrant full examination and description. Such arrangements serve thousands of persons each year, and it would be helpful to all interested persons to learn what cooperative models are most successful, and what procedures and problems must be dealt with.

A third area of particular interest is that of the procedures now used, or procedures needed, to avoid unnecessary duplication or over-lapping of extended degree program services. Discussions with profession-als in the field indicate that this is an area of concern, particularly with regard to programs which operate on an interstate basis.

III

Problems and Critical Variables

One function of this report is to identify problems encountered in the
operation of extended degree programs, and to identify factory regarded by
respondents as critical to the success of extended degree programs. The problems
were identified from responses to Item 15 in the survey instrument (Appendix A).
This item listed twenty problem areas, and was left open-ended so that re-
spondents could add other problem areas. Responses were sought in terms of
problems encountered by the offering institution, and were not subdivided ac-
cording to programs. All problems identified by the respondents, and the
frequency ranking of those problems, are listed in Table IV.

Among many of the four-year public institutions, problems related to
funding are clearly of major importance. "Lack of funds" was reported as a
problem by nearly one-fourth of the EDP institutions in this category. Second
in rank is "Higher costs to the student relative to conventional programs,"
also reported as a problem by just under one-fourth of the institutions.
"Problems of faculty compensation and recruitment" was checked by close to
one-fifth of the EDP respondents. (It should be noted that response rates
on "Problems" are not additive, for multiple responses to this item were
invited.)

This concern on the part of the four-year public institutions about
funding and related matters is emphasized by the fact that institutions in
this category listed 12 fu :ng-related items as "critical variables for
success" of the programs.

The four-year private institution responses were rather evenly distributed.
The top-ranked problem, "Institution's conterm about academic standards,"
was checked by only nine institutions (8.5 percent).

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Second rank (eight responses) was given to both "Recruitment of students" and "Difficulty in assessing non-classroom or experiential learning."

There was a similar spread of responses from two-year public institutions, with "Inadequate or inappropriate counseling and other support services" top ranked in frequency (checked by 8.2 percent of respondents in this category). Tied for second rank (checked by 6.6 percent) were "Recruitment of appropriate faculty," and "Problems of communication between adjunct and on-campus faculty."

Among the small number of private two-year EDP institutions, "Lack of funds" was the problem with the highest frequency rank. However, it was checked by only three of the 11 institutions.

The combined responses of all institutions show that 10 percent of the institutions find "Lack of funds" a problem. Rather close second and third rank in frequency (8.9 percent and 8.4 percent institutional response, respectively) are "Institution's concern about academic standards," and "Inappropriate or inadequate counseling and other support services." Critical variables were noted by respondents in questionnaire Item 17, an open-ended item. All responses to this item are displayed in Table V.

Table V contains a listing of all the factors which respondents indicated are "Critical Variables for Success" of extended degree programs at their institutions. It is not feasible to summarize these factors, for they cover a wide range. It may be noted, however, that there are commonalities among the responses, as is evidenced by the fact that most responses may be placed in one of five categories: Student Related, Faculty Related, Administration Related, Funding Related, and Community Related.

TABLE III. CURRICULAR OPTIONS AS INDICATED BY RESPONDENTS

Curricular Option or Requirement	Occupational - Career								Arts and Sciences								Other Specific								General							
	4 Year				2 Year				4 Year				2 Year				4 Year				2 Year				4 Year				2 Year			
	Public		Private		Public		Private		Public		Private		Public		Private		Public		Private		Public		Private		Public		Private		Public		Private	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Credit for prior work or life experience	11	19.0	6	26.1	5	45.5	0	-	5	41.7	11	84.6	1	10	0	-	0	-	2	25	5	45.5	0	-	3	50	5	55.6	7	43.8	1	100
Flexible scheduling of classes or learning activities	30	51.7	14	60.9	8	72.7	4	100	6	50.0	13	100	2	20	0	-	1	50	6	75	8	72.7	0	-	6	100	7	77.3	12	75	1	100
Students may begin the program at any time (as opposed to *start of term* only)	7	12.1	6	26.1	6	54.5	0	-	2	16.7	4	30.8	1	10	0	-	0	-	3	37.5	8	72.7	0	-	3	50	6	66.7	7	43.8	1	100
Students design their own unique programs	9	15.5	3	13.0	1	9.1	0	-	3	25.0	9	69.2	2	20	0	-	2	100	3	37.5	4	36.4	0	-	2	33.3	3	33.3	6	37.5	1	100
Most or all of the curriculum is structured or prescribed	7	81.0	14	60.9	8	72.7	3	75	6	50.0	5	38.5	5	50	0	-	2	100	4	50	7	63.6	0	-	5	83.3	6	66.7	10	62.5	0	-
Learning contracts are devised between students and faculty	10	17.2	5	21.7	2	18.2	0	-	1	8.3	6	46.2	1	10	0	-	0	-	3	37.5	5	45.5	0	-	1	16.7	4	44.4	9	56.3	1	100
Concentration or major is required	53	91.4	19	82.6	7	63.6	4	100	9	75.0	6	46.2	5	50	0	-	2	100	6	75	4	36.4	0	-	5	83.3	6	66.7	5	31.2	1	100
Distribution among courses (e.g., general education) is required	28	48.3	5	21.7	9	81.8	4	100	9	75.0	8	61.5	7	70	0	-	2	100	3	37.5	6	54.5	0	-	1	16.7	8	88.9	8	50	1	100
Pacing of programs is determined by students individually	15	25.9	6	26.1	5	45.4	0	-	5	41.7	10	76.9	2	20	0	-	2	100	6	75	6	54.5	0	-	3	50	6	66.7	7	43.8	1	100
Course work at several different campuses is possible	28	48.3	10	43.5	8	72.7	0	-	5	41.7	9	69.2	7	70	0	-	0	-	3	37.5	7	63.6	0	-	5	83.3	6	66.7	7	43.8	1	100
Students may earn degree or complete the program entirely on a part-time basis	48	82.8	15	65.2	11	100	4	100	10	83.3	12	92.3	10	100	0	-	2	100	8	100	11	100	0	-	6	100	8	88.9	10	62.5	1	100
Comprehensive examination	14	24.1	8	34.9	0		3	75	4	33.3	2	15.4	1	10	0	-	0	-	0	-	2	18.2	0	-	3	50	0	-	2	12.5	0	-
Other (please specify)	3	5.2	0	-	1	9.1	0	-	2	16.7	5	38.5	0	-	0	-	0	-	1	12.5	1	9.1	0	-	1	16.7	4	44.4	0	-	0	-
TOTAL	58		23		11		4		12		13		10		0		2		8		11		0		6		9		16		1	

N = the number of programs of the indicated type, in the indicated institutional type, reported as having a given option or requirement

% = the percent of the total number of programs reported as having that curricular option
or requirement. For example, 11 programs in the occupational career category at four-year
public institutions have the option of giving credit for prior work or life experience. Eleven
programs is 19% of the total 58 programs reported by respondents

TABLE IV. PROBLEMS ENCOUNTERED BY INSTITUTIONS OFFERING EXTENDED DEGREE PROGRAMS

AS IDENTIFIED BY RESPONDENTS

Problems (In order listed in questionnaire)	4 Year Public N = 72			4 Year Private N = 106			2 Year Public N = 182			2 Year Private N = 11			All Institutions* N = 371		
	n	%	Rank	n	%	Rank	n	%	Rank	n	%	Rank	n	%	Rank
No evident external demand or need for such development	1	1.4	14	0	-		1	.5	11	0	-	-	2	0.5	16
Recruitment of students	8	11.1	7	8	7.5	2	4	2.2	8	0	-	-	20	5.4	8
Recruitment of appropriate faculty	7	9.7	8	7	6.6	3	12	6.6	2	1	9.1	3	27	7.3	4
Inadequate preparation of students	2	2.8	13	2	1.9	7	4	2.2	8	0	-	-	8	2.2	13
Lack of interest within the institution	11	15.3	5	3	2.8	6	5	2.7	7	0	-	-	19	5.1	9
Faculty resistance	12	16.7	4	5	4.7	5	8	4.4	5	2	18.2	2	27	7.3	4
Institution's concern about academic standards	11	15.3	5	9	8.5	1	11	6.0	3	2	18.2	2	33	8.9	2
Suspicion of passing fad	5	6.9	10	2	1.9	7	3	1.6	9	0	-	-	10	2.7	11
Lack of funds	17	23.6	1	7	6.6	3	10	5.5	4	3	27.3	1	37	10.0	1
Problems of budget based on FTE units	12	16.7	4	2	1.9	7	6	3.3	6	0	-	-	20	5.4	8
Problems of communication between adjunct and on-campus faculty	6	8.3	9	6	5.7	4	12	6.6	2	1	9.1	3	25	6.7	6
Higher costs to the student relative to conventional programs	16	22.2	2	3	2.8	6	4	2.2	8	0	-	-	23	6.2	7
Problems of faculty compensation and recruitment	13	18.1	3	7	6.6	3	6	3.3	6	0	-	-	26	7.0	5
Inadequate or inappropriate counseling and other support services	10	13.9	6	5	4.7	5	15	8.2	1	1	9.1	3	31	8.4	3
Difficulty in assessing non-classroom or experiential learning	4	5.6	11	8	7.5	2	5	2.7	7	0	-	-	17	4.6	10
Lack of standardized or validated examinations or other assessment techniques	2	2.8	13	2	1.9	7	5	2.7	7	0	-	-	9	2.4	12
Accreditation	5	6.9	10	1	.9	8	1	.5	11	0	-	-	7	1.9	14
Licensing and certification	2	2.8	13	1	.9	8	1	.5	11	0	-	-	4	1.1	15
Employers' concerns about graduates qualifications	0	-		0	-	-	1	.5	11	0	-	-	1	.3	17
Acceptance of graduates into advanced education or graduate schools	3	4.2	12	0	-	-	1	.5	11	0	-	-	4	1.1	15
Other (please specify)	5	6.9	10	0	-	-	2	1.1	10	0	-	-	7	1.9	14

N = number of institutions which offer extended degree programs

n = number of institutions identifying this problem

$\% = \frac{n}{N} \times 100$

Rank = Rank of problem by frequency of identification by respondents

*Including 5 unidentified institutions

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TABLE V

FACTORS CRITICAL TO THE SUCCESS OF EXTENDED DEGREE PROGRAM

AS IDENTIFIED BY RESPONDENTS

FOUR-YEAR INSTITUTIONS

| Public | Private |

Student Related

Public	Private
Identification of student population to be served (7)*	Real student needs (5)
Good and available institutional support services (4)	Identify and develop work experience stations
Self-paced study opportunities	Lack of support services for a limited operation
Graduates of Extended Degree Program demonstrated equal or superior achievement compared with campus graduates	
Strong marketing-recruiting student population	
Student desire and need	
Accreditation because linked with recruitment	
Gear program to student needs	
Personal student contact	
Peer contact	
Student flexibility	

Faculty Related

Public	Private
Faculty support (9)	Faculty support
Curricular consultation between part-time and regular faculty	Enthusiasm of faculty
Responsive faculty	Identification of appropriate faculty
Faculty initiative	
Commitment to program objectives	
Creativity of program coordinator	
Available high-quality adjunct faculty (4)	
Imaginative committed faculty leaders	
Faculty motivation	
Flexible work schedule	
Faculty development	

Administration Related

Public	Private
Academic coordination	Administrative initiative(7)
Flexible scheduling	Institutional commitment (2)
Risk-taking administrators	Clear-cut program goals
Administrative initiative (10)	Division of authority
Campus administrator support (5)	Interrelated administrative organization
Commitment to program objectives	
Adequate research	
Specific administrative leadership	
Administrative support above dean's level	
Support of President, Dean of undergraduate studies, Dean of education	

* ( ) indicates number of institutions identifying this critical variable.

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FOUR-YEAR INSTITUTIONS

Public	Private

Administration (con't)

Autonomy
Support to expand Extended Degree Program

Funding Related

State funds for start up costs (3)	Adequate funds for limited class sizes
Restriction of being self-supporting	Funding from state
Budgeting considerations - administrative costs	Merit pay scale
State financial aid to permit lower student fees (2)	
External funding	
Eventual funding on a regular fee basis	
Faculty load/overload reimbursement (2)	
Lack of funding	
Funding after start-up (2)	
Funds to support personnel	
Budget support	
Cost of support services	

Community Related

Good publicity	Full cooperation by army
Community support	Community commitment and support (3)
Business organizations want in-house programs	Available and appropriate TV programs
	Significant number requested program and helped get funding
Character of service area	Major objective: serve the community
Community support from black and Indian population	Communication
	Environmental group opposition
Public school district cooperation	Assistance of public school district
Program advertising	Support of county commissioner
	Support of BIA

Other

Sequential offerings at local classrooms	Dedication to this type of program
Intersegmental cooperation with community colleges	Available courses
	Convenient time blocks
Relevant curriculum and program structure	Work-school coordination
Coordination of world-wide support course programs	Program direction
	Quality control
Viewed as competing with resident program	
Field-based	
Cooperative	
Needs assessment	
Aware of changing governmental requirements	
Effective program management	
Evaluation	
Limited adequacy of facilities	

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TABLE V, Continued

TWO-YEAR INSTITUTIONS

Public	Private

Student Related

Student recruitment   none
Different admission criteria
Possible market saturation
Identify specific student population

Faculty Related

Faculty support   none
Funding for faculty
Selection of specialized faculty
Personnel for new thrusts
Faculty commitment to Extended Degree
  Program philosophy
High-quality instruction and instructors
Personnel, faculty, competence, flexibility,
  conceptual range

Administration Related

Administrative initiative (3)   none
Administrative support (2)

Funding Related

High-tuition costs   none
Financial encouragement from employer
Cost of individualized program
Budgeted program support (2)
Program development funds

Community Related

Community awareness   none

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Section IV
Some Unanswered Questions

There are, of course, many questions still to be answered concerning extended degree programs in the West. The survey herein reported provides an overall view of such programs, but there was no attempt in the present survey to obtain detailed information on such matters as specific character- istics of students in the programs, policies and procedures related to degree- credit determination, student and faculty evaluation of programs, etc. .The following pages contain lists of questions in several major areas. The authors of this report believe that answers to these questions are important to a fuller understanding of the roles and functioning of extended degree programs in the thirteen western states.

Answers to these and similar questions would provide information necessary for both policy and procedure decisions. As with any educational enterprise, there is need for extended degree program information - often in considerable detail, to enhance understanding, to improve planning and operation, and to provide a sound base for evaluation. It may be assumed that many of the following questions have been asked and answered concerning particular programs, program systems, or states. However, the authors have not discovered information which answers these questions concerning the West as a whole, or concerning sub-regions in the West, such as two adjacent states.

It seems clear that there is need for answering these types of questions at the state level, in sub-regions, and for the entire West. By obtaining and analyzing such information, all concerned can learn from the experience of other institutions and programs, can consider cooperative ven- tures to increase service and reduce duplication, and in other ways can im- prove the effectiveness and efficiency of programs for the benefit of present and prospective clients.

Areas and questions suggested for further analysis of Extended Degree Programs in the West:

Planning

- How do institutions determine the needs of clients or prospective clients in their service areas?

- How are special client groups identified and how are programs designed to meet the needs of such groups?

- What planning processes are used by the institutions?

- Who is involved in planning?

- What processes are or should be implemented for efficient phase in/ phase out of programs?

Students

- What kinds of students are enrolling in extended degree programs in the West?

     sex

     previous education experience

     socio-economic status

     occupation

     special educational needs, etc.

- What methods of student recruitment have been used? With what success?

- How do institutions cope with market saturation of a specific population?

- Should and do EDP students meet the same admission requirements as conventional students?

- How can the educationally disadvantaged or low-access student best be served?

- What unmet needs do EDP students perceive?

- What services are needed and available to part-time EDP students?

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- How can institutions accommodate older students with educational
  handicaps?

- How should EDP be designed to give students what they need vs. what
  they want?

- What is the effect of EDP on students over a period of time?

    Learning motivation

    Learning achievement

    Job skills

    Occupational mobility

    Social skills

    etc.

- What are student opinions of EDP programs?

Credit

- How does the problem of credit based on certification of competence
  vs. hours in a classroom affect future education for the student?

- How is competence-based credit awarded? Standardized exams?
  Internally devised exams? Other?

- What methods are used to determine award of credit for prior life
  and work experience? CAEL? Other?

- How is credit awarded for courses offered by non-collegiate sponsors?

- What is the transferability of credit between institutions and between
  states?

- What type of credit repository would be operable? Credit bank?
  Regional open university? Consortium arrangement?

- What state developments are needed to cope with colleges from out-
  side the state offering "far-flung" programs?

Programs

- What methods have proven to be effective in facilitating adult
  learning?   47

- Why do non-traditional programs tend to move toward graduate level

    offerings?

- How does EDP content compare with that of on-campus programs?

- What community resources can and are being used for extended degree

    programs?

- What is the extent, use, and effect of newspaper courses in the West?

- What learning activities have been used? How effective are they?

- What impact have EDP's had on traditional postsecondary education?

Administrative Organization

- What internal organization has been effective for offering EDP?

- How should EDP interface with continuing education, extension, adult

    education, etc?

- What patterns of staffing, organization, and program increase the

    overall flexibility and capability of EDP to adapt to new demands?

- What are the implications of various external patterns of organization,

    i.e., new institution for EDP, consortium and cooperative arrangements,

    credit by exam for external degree, etc.?

- What state level or regional level mechanisms can be developed for

    counseling and referral of potential students?

Faculty

- What are faculty attitudes regarding EDP programs?

- What is the impact of participation in non-traditional programs on

    faculty careers and professional development?

- What are the roles and effectiveness of adjunct faculty?

- How are the EDP faculty selected and compensated?

- What kinds of faculty are involved in EDP?

- What are the staffing arrangements for EDP?

- What is being done for professional development of EDP faculty and staff?

Financing

- What are the critical issues related to financial support of EDP?

- How have institutions coped with financial problems?

- What kinds of external support are available and have been used?

- What are the most appropriate and feasible means of financing EDP?

Quality (accreditation, evaluation)

- How can EDP best be evaluated?

- How can academic standards and program quality be maintained?

- What is the experience of EDP graduates in negotiability and
  credibility of the extended degree?

- To what extent are and should accrediting bodies and professional
  organizations be involved in evaluation and accreditation of EDP?

Other

- What effect have state and/or federal actions had on EDP?

- What state and/or federal actions should be recommended to support EDP?

- How can faculty and administrators in EDP's at different institutions
  communicate and work together?

- Is there a need for continuing involvement of WICHE or other regional
  or sub-regional organizations in EDP in the West.

V

DIRECTORY

OF

EXTENDED DEGREE PROGRAMS

IN THE

WEST

JUNE 1976

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This <u>Directory</u> of <u>Extended</u> <u>Degree</u> <u>Programs</u> <u>in</u> <u>the</u> <u>West</u> is intended to assist educators by providing information about extended degree programs and to facilitate sharing of ideas and cooperation among institutions. The directory lists 187 programs which institutions have identified under the definition given in the introduction of this report. Program information was collected from representatives of the institutions by the Office of Program Development, Regional Services Unit, of the Western Interstate Commission for Higher Education in the spring of 1976.

Institutions which have reported extended degree programs are listed alphabetically, in "two-year" and "four-year" categories, within states. Entries include name and address of the institution, name and telephone number of the contact person for extended degree programs, and a list of programs offered by each institution. All information is given as supplied to us by the contributors.

This Directory would not have been possible without the interest and cooperation of those persons from the institutions who responded to our survey. We extend to them our thanks. We also wish to extend our personal appreciation to our WICHE colleagues, and especially to Denise Chavez y Garcia, whose energy and intelligence contributed much to the Extended Degree Program project.

Thomas M. Shay
Lilla E. Engdahl

ALASKA

Two-Year Institutions	Programs	
Kuskokwim Community College		
P. O. Box 368	Land Resource Management	A.A.
Bethel, AK 99559	Business Administration	A.A.
	Education	A.A.
Chris W. Butzen	Office Occupations	A.A.
Registrar	Sociology	A.A.
907/543-2621 x 35	Behavioral Science	A.A.
	Early Childhood Development	A.A.
	Eskimo	A.A.
	Public Administration	A.A.

Sheldon Jackson College		
Box 479	Elem. Teacher Educ. - S.E. AK	B.A.
Sitka, AK 99835	Rural Management - S.E. AK	A.A.
Dr. Charles C. Bovee		
VP for Academic Affairs		

Four-Year Institutions	Programs
University of Alaska	
Fairbanks, AK 99701	WAMI - Washington, Alaska, Montana, Idaho - Experimental Medical Extension Program in collaboration with the Univ. of Washington School of Medicine
Peggy Spencer	
Administrative Secretary	
Office of Facilities, Budget	
Development, and	
Institutional Studies	Doctoral Degree
907/479-7591	in Medicine

University of Alaska	
Juneau, AK 99802	Elementary Education B.Ed.
Dr. Lawrence Lee Oldaker	
Coordinator, Division of Educ.	
907/789-7431 x 112	

CALIFORNIA

Two-Year Institutions	Programs	

City College of San Francisco
50 Phelan Avenue
San Francisco, CA   94112

    Warren R. White
    Dean - Evening Division
    415/239-3581

Banking and Finance   A.A.
General Education   A.A.

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA   92626

    Dr. Bernard J. Luskin
    President
    Coastline Community College
    714/556-5606

All programs   A.A.

Don Bosco Technical Institute
1151 San Gabriel Blvd.
Rosemead, CA   91770

    Rev. John Malloy
    President
    213/280-0451 x 13

Metallurgy   A.S.
Building Technology   A.S.
Electronics   A.S.
Automotive Technology   A.S.
Drafting & Design   A.S.
Manufacturing Technology   A.S.
Management Technology   A.S.
Photolithography Technology   A.S.

Gavilan College
5055 Santa Teresa Blvd.
Gilroy, CA   95020

    George Champion
    Dean - Off Campus Programs
    408/842-0412 or 842-6002

Certificate for Voc/Tech, Associate
  Degree, PREP
Gavilan College is a Servicemens'
Opportunity (SOC) College, and offers
vocational/career/occupational and
liberal arts/sciences transfer
programs to active-duty servicemen
(Navy NCFA and Army Project Ahead
students) wherever they may be. The
College has programs on over 200 Navy
and Coast Guard ships and a dozen
land bases (January 1976). It
evaluates and gives credit for non-

(Continued on next page)

(Gavilan College - cont.)

traditional forms of education and
training previously received by the
student, and assists the student to
receive a vocational Certificate of
Completion or an Associate Degree.
All kinds of major programs which are
offered on the home campus can be
pursued by the off-campus, out-of-
district students.

Monterey Peninsula College
980 Fremont   All programs   A.A.
Monterey, CA   93940

    Dr. George J. Faul
    President/Superintendent
    408/649-1150

Ohlone College
P.O. Box 909   Dial-A-Class (courses via radio)
Fremont, CA   94537

    Dr. Neil McCallum
    Dean of Instruction
    415/657-2100 x 215

Orange Coast College
2701 Fairview Road   Contract Education
Costa Mesa, CA   92626   Cooperative Work Experience Ed.
                                     Television Education
    Samuel R. Peterson   Retraining
    Director of Institutional   College-Level Examination Prog.
      Research
    714/556-5542

Petaluma Center, Santa Rosa
    Junior College   Business   A.A.
331 Keller Street   Child Development   A.A.
Petaluma, CA   94952

    Duane Blackwill
    Coordinator
    707/763-3578

Santa Monica College
1815 Pearl Street   Arts   A.A.
Santa Monica, CA 90405   Social Science   A.A.

    Russel L. Lewis
    Dean of Instructional Services
    213/392-4911 x 221

Yuba College
2088 North Beale Road   Business
Marysville, CA 95901   General Education
                                           Liberal Arts
    Algeo H. Brill   Many programs offered by Yuba College
    Vice President   can be completed at off-campus loca-
    916/742-7351 x 204   tions, including general lower
                                           division requirements and AA degree
                                           requirements.

Four-Year Institutions   *Programs*

Armstrong College
2222 Harold Way   Learning Recognition Program   B.B.A.
Berkeley, CA 94704   or B.S.

    David A. Jensen
    Learning Recognition Program
      Coordinator
    415/848-2500 x 28

California Lutheran College
Thousand Oaks, CA 91360   Camarillo State Hospital   MS - Sp. Ed.
                                                                             BS - Psy.
    James C. Jackson   Widney HS   MA & MS Ed.
    Administrative Assistant to   Administration of Justice
      the Associate Dean   in West L.A.   MSAJ
    805/492-2411 x 361   Pt. Mugu Naval Base,
                                              Moorpark Comm. Clg.,
                                              Taft HS, Woodland Hills,
                                              N. Hollywood, Ventura,
                                              Westchester, Bakersfield,
                                              Anaheim   MS/MA Ed.
                                           Industrial/Business sites--
                                              Ventura Cnty. & Pt. Mugu
                                              Naval Base   MBA
                                           Industrial/Business sites--
                                              Ventura County   MPA

California State College,
  Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93309

  Roy R. Dull
  Dean of Continuing Education
  805/833-2207

·Business Administration - China Lake/Ridgecrest	B.S.
Nursing - Kern County	B.S.
Education - Bishop, Porter- ville	M.A.

California State College,
  Dominguez Hills
1000 East Victoria
Dominguez Hills, CA 90747

  R. Herbert Ringis
  Associate Vice President
  Extended and Innovative
    Programs
  213/532-4300 x 491

Business Administration	Master's
Science	Master's
Med. Tech.	Master's
Humanities	BA & MA
Administration	Master's
Environmental Studies	Master's

California State College,
  San Bernardino
550 State College Parkway
San Bernardino, CA 92407

  Stephen A. Bowles, Dean
  Continuing Education
  714/887-7527

Education	M.A.
Social Sciences	B.A.

California State College, Sonoma
1801 East Cotati Avenue
Rohnert Park, CA 94928

  Charles E. Wallace
  Coordinator, Continuing Educ.
  707/664-2394

Criminal Justice	B.A.
Counseling	M.A.
Education	M.A.
Liberal Arts	B.A.
Medical Technology	M.S.
Psychology	M.A.

California State University,
  Chico
Chico, CA 95926

  Ralph F. Meuter
  Associate Vice President --
    Academic Affairs & Dean for
    Regional & Continuing Educ.
  916/895-6105

Public Administration	B.A.
Social Science	B.A.
Business	B.A.
Social Welfare & Corrections	B.A.
Liberal Studies	B.A.
Public Administration	M.P.A.
Social Science	M.A.
Environmental Planning	M.A.

California State University,
  Fresno
Fresno, CA 93740

Public Administration	Master's
Environmental Planning	M.A.
Early Childhood Education	M.A.
Liberal Arts	B.A.

   Henry F. Fricker
   Assistant Dean, Continuing Ed.
   209/487-2549

California State University,
  Fullerton
800 N. State College Blvd.
Fullerton, CA 92634

Public Administration	Master's

   William F. Murison
   Associate Vice President for
     Continuing Education
   714/870-2611

California State University,
  Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840

Vocational Education	M.A.

   Leo Goodman-Malamuth
   Vice President for Academic
     Affairs
   213/498-4128

California State University,
  Los Angeles
5151 State University Drive
Los Angeles, CA 90032

Nursing	B.S.
Industrial Technology Option	
in Fire Protection	B.S.
Health Care Administration	B.S.
Public Administration	M.A.
Environmental Planning	M.A.

   Thomas M. Graham
   Dean of Continuing Education &
     Innovative Programs
   213/224-3176

California State University,
  Northridge
Adm. Bldg. 302
Northridge, CA 91324

Engineering	M.S.
Early Childhood	M.A.

(<u>California State University</u> -
  <u>Northridge</u> - cont.)

Lennin H. Glass	New programs in Fall, 1976:	
Dean of Continuing Educ.	Public Administration	M.P.A.
213/885-2641	Environmental Planning	M.A.

<u>California State University,</u>
  <u>Sacramento</u>
Sacramento, CA 95819

Dr. Raymond L. Endres
Dean of Continuing Educ.
916/454-6101

Criminal Justice	B.A.
Health Care Administration	B.A.
Nursing	B.S.
Environmental Planning	M.A.
Early Childhood Education	M.A.
Vocational Education	M.A.

<u>Chapman College</u>
333 North Glassell
Orange, CA 92666

Merrill F. Mulch
Director, Continuing Educ.
714/633-8821 x 595

Bachelor of Music	
American Studies	B.A.
Anthropology	B.A.
Art	B.A.
Communications	B.A.
Criminal Justice	B.A.
Economics	B.A.
Business Administration	B.A.
English	B.A.
Ethnic Studies	B.A.
Foreign Languages	B.A.
Government	B.A.
History	B.A.
Humanities	B.A.
International Studies	B.A.
Philosophy	B.A.
Physical Education	B.A.
Religion	B.A.
Social Work	B.A.
Psychology	B.A.
Sociology	B.A.
Spanish	B.A.
Biology	B.S.
Chemistry	B.S.
Mathematics	B.S.
Geological Sciences	B.S.
Natural Science	B.S.
Physics	B.S.

Golden Gate University
536 Mission Street
San Francisco, CA 94105

Ronald C. Lee, Dean
College of Special Programs
415/391-7800 x 340

Management	B.S.
Transportation	B.S.
Management	B.A.
Accounting	B.A.
Public Administration	B.A.
Economics	B.A.
Management	M.B.A.
Health Services	M.B.A.
Banking	M.B.A.
Tax	M.B.A.
Public Administration	M.P.A.

University of California, Hayward
25800 Hillary
Hayward, CA 94542

Forrest L. Mayer
Dean of Continuing Education
415/881-3605

Public Administration	Master's
Teacher Education	Master's
Business Administration	B.A.
Nursing	B.S.

Immaculate Heart College
2021 North Western Avenue
Los Angeles, CA 90027

Marian Sharples, IHM
Director, Life Career Program
213/462-1301 x 234

Liberal Arts	B.A.

La Verne College
La Verne, CA 91750

W. Donald Clague
Vice President, Academic
  Affairs
714/593-3511 x 220 & 253

Early Childhood Education	M.Ed.
Teaching of Reading	M.Ed.
School Administration	M.Ed.
Management	M.S.
Counseling	M.S./M.Ed.
Communication Disorders	M.S.
	M.P.A.

Mills College
Oakland, CA 94613

Arthur Kaplan
Administrative Assistant to
  the Dean of Faculty
415/632-2700 x 344

Dual degree program (5 years) with B.A.
at Mills and B.S. in Engineering at
Stanford, U.C., Berkeley, or Boston
University;
Resuming students (usually part-time)

New College of California
777 Valencia Street
San Francisco, CA 94110

Humanities, External Degree,   B.A.
  Independent Study

Robert R. Rahl
Dean

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA   90265

Administrative Science   B.S.
Bus. Admin. II, III, Presidential   M.B.A.
Organizational Development   M.S.
Liberal Studies   B.A.

Orange County Campus

Public Administration   M.S./M.A./
                                      M.P.A.

Orange County Campus
Orange County Campus

Human Resources Management   B.A./M.A.
Psychology   M.A.

Pitzer College
1050 Mills
Claremont, CA 91711

Liberal Arts--New Resources
  Program   B.A.

Polly Rabinowitz
Associate Director of Special
  Programs
714/626-8511 x 3151 or 3915

Saint Mary's College
P. O. Box 397
Moraga, CA 94575

Financial Planning   A.S.
Social Science   B.A.

Robert L. Terrell
Director, Office of Experimental
  & Extended Education
415/376-2540

San Francisco State University
1600 Holloway
San Francisco, CA 94132

Voc. Educ.   B.S.
Business Administration   B.A.
Liberal Arts   B.A.

Dr. Shepard A. Insel
Dean of Continuing Education
415/469-1371

Public Administration   Master's
Voc. Educ.   Master's
Environmental Planning   M.A.
We participate in the CSUC Consortium
which awards external degrees in a
variety of subjects. However, we are

(Continued on next page)

(San Francisco State University - cont.)

only the delivery system. The
Consortium gives the degree. NOTE:
all except the B.S. in Voc. Educ.,
which is our own campus degree.

San Jose State University
125 S. 7th Street   Health Care Administration   B.A.
San Jose, CA 95192   Business Administration   B.A.
                                    Nursing   B.A.
   James R. Beck   Health Science - Community
   Director of External Degrees   Health   B.A.
   408/277-2214   Public Administration   M.A.
                                    Vocational Education   M.A.

United States International
   University   Social and Behavioral
10455 Pomerado Road   Sciences   M.A.
San Diego, CA 92131   Social and Behavioral
                                       Sciences   Ph.D.
   Dr. Thomas A. MacCalla   Organizational Behavior   M.S.
     (by Donna McCarthy)   Organizational Behavior   Ph.D.
   Vice President   Business Administration   M.B.A.
   International Program Services   Business Administration   M.I.B.A.

University of California,
   Berkeley   Business Administration   M.B.A.
119 California Hall   Engineering   M.S.
Berkeley, CA 94720   Public Health   M.P.H.

   Fritz Stern
   Principal Budget Analyst
   415/642-1044

University of California,
   Davis   All undergraduate and master's degrees
Davis, CA 95616

   Richard Dorf
   Dean of Extended Learning
   916/752-2820

University of California,
  Irvine
Irvine, CA 92717

   Donna Mayer
   Statistical Information
    Coordinator
   714/833-7152

Social Ecology	B.A.
Social Ecology	M.A.
Administration - Public Health	M.S.

Due to the lack of state support
for our Extended University Programs,
applications are no longer accepted.

University of California,
  Santa Barbara
Santa Barbara, CA 93106

   Ernest E. Zomalt
   Administrative Staff Officer
   805/961-2311
   (program being phased out)

Law and Society	B.A.
Liberal Studies	B.A.
Computer Science	B.A.
Computer Science	M.S.
Economics	M.A.

University of California,
  Santa Cruz
Santa Cruz, CA 95064

   William Robinson, Coordinator
   Extended University Program
   408/429-2469

Community Studies	B.A.
Sociology	B.A.
Environmental Studies	B.A.

University of Redlands
Redlands, CA 92373

   Gary D. Swaim, Assistant Dean
   Special Summer & International
    Programs

Liberal Studies	B.A.
Management	M.A.

University of San Francisco
San Francisco, CA 94117

   Michael M. Howe
   Director, Continuing Education
   415/666-6563

Public Service	M.A.

University of Southern California
Los Angeles, CA 90007

Washington Public Affairs Center	B.S./M.P.A.

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(University of Southern California - cont.)

Ernest J. Cioffi, Director	Flex Ed Program	B.S.
Program Research & Development	Master of Liberal	
College of Continuing	Arts	M.L.A.
Education	Military Degree	
213/746-7906	Completion Program	B.A./B.S.
		Master's
	Sacramento Area Center	B.A./M.P.A.

West Coast University
440 Shatto Place
Los Angeles, CA   90020

Management Science	M.S.
Computer Science	M.S.
All (other) West Coast	
degrees and programs	B.S. and

Eugene H. Kopp
Vice President
Academic Affairs
213/487-4433

M.S.,
M.3.A.

Whittier College
Whittier, CA   90608

Business Administration   B.A.

Richard B. Harvey, Dean
Academic Affairs

COLORADO

Two-Year Institutions   *Programs*

Colorado Mountain College
Glenwood Springs, CO   81601

Associate in Arts Degree
Associate in Science Degree
Associate in Applied Science Degree
Associate in Liberal Studies Degree

Robert F. Metzler
Director, Instruction &
   Research
303/945-8691 x 31

Community College of Denver -
   Auraria Campus
1111 West Colfax Avenue
Denver, CO   80204

CLEP
Life Experience
Challenge of Courses by Examination
   or Committee

(Community College of Denver -
Auraria Campus - cont.)

Timothy J. Rivera
Assistant to the Vice President
303/899-8868 x 16

United States Armed Forces Institute *

(* We are a member of the consortium.)

El Paso Community College
2200 Bott Avenue
Colorado Springs, CO 80904

Dr. Fred R. Struthers
Director of Research, Planning
  and Development
303/471-7546 x 340

Occupational Studies: A.S.
  Automotive
  Business
  Air Conditioning
  Emergency Medical Technician
  Welding
  Construction
  Drafting
  Police Science
  Fire Science
General Studies: A.A./A.S.
  Communications
  Humanities
  Social Science
  Mathematics
  Science
Developmental:
  Reading
  Mathematics
  English

Mesa College
Grand Junction, CO 81501

Selected Studies   B.A.

Director of Admissions
303/248-1376

Four-Year Institutions   Programs

Colorado Women's College
Montview & Quebec
Denver, CO 80220

Allied Health: Specialty
  Nursing   B.S.

Harold A. Schofield
Dean of Faculty
303/394-6977

Loretto Heights College
3001 S. Federal Blvd.
Denver, CO 80236

   Elinor Greenberg, Director
   University Without Walls and
     Other Special Programs
   303/936-8441 x 221

University Without Walls I -
  Degree Candidates; wide
  variety of areas of
  concentration
	B.A.

University Without Walls II -
  Special Projects;
  Corrections, Navajo, CBTE,
  etc.
	B.A.

University Without Walls III -
  Special Students; clusters,
  non-degree	

Metropolitan State College
250 W. 14th Avenue
Denver, CO 80204

   Richard G. Netzel
   Vice President for Academic
     Affairs
   303/292-5190 x 202 or 207

Most MSC Programs	Baccalaureate
UYA (Mgt. in Human Services)	Baccalaureate
FAA Program (Business & Engineering Tech.)	Baccalaureate
Contract Major	Baccalaureate

Regis College
50th and Lowell
Denver, CO 80221

   John V. Coyne, Director
   Faculty Academic Services

   As of Sept. 1, 1976:

   Rev. Michael J. Sheeran, S.J.
   Director, Faculty Academic
     Services
   303/433-8471 x 207

Applied Science	A.A.
Business Professions Development Program	

University of Colorado at Denver
1100 Fourteenth Street
Denver, CO 80202

   Ralph E. Henard
   Coordinator of Academic Planning
   303/892-1117 x 224

Master of Humanities	
Population Dynamics	B.A.
Urban Studies	B.A.

University of Northern Colorado
Greeley, CO 80639

Robert O. Singer
Associate Dean--Director,
    Center for Non-Traditional
    and Outreach Education
303/351-2891

Outreach: External Degree Programs
    offered at selected sites in
    Colorado

Curriculum and Instruction-- Cherry Creek	M.A.
Curriculum and Instruction-- Denver	M.A.
Business Administration-- Federal Aviation Adminis- tration (Longmont)	B.S.
Science Education with Emphasis in Elementary Science--Denver Metro Area	M.A.
Special Education--Teaching Socially and Emotionally Disturbed Children and Learning Disabilities-- Littleton	M.A.

Center for Special and Advanced
    Programs: External Degree Programs
    offered throughout the United
    States (sites established at local
    request only)

Business Administration	B.S.
Business with Emphasis in Management	M.A.
Communication	M.A.
Curriculum and Instruction	M.A.
Psychology, Counseling and Guidance with Emphasis in Counseling and Guidance	M.A.
Recreation with Emphasis in Administration	M.A.
Social Science with Emphasis in Public Administration	M.A.

Donald M. Luketich, Dean
School of Educational Change
    & Development
303/351-2427

SECD offers Baccalaureate, Master's,
Specialized, and Doctoral Degrees.
Title for the degree must not duplicate
those offered by existing departments.
Each student has his/her own unique
title and the title must be descriptive
of the program he/she completes.
Student designs own program. Admission
dependent upon approval of program
design by SECD Advisory Board.

University of Southern Colorado
Pueblo, CO 81001

   Joseph Petta
   Dean of Continuing Education
   303/549-2316

Non-Technical	A.A.
Business-Management	B.S.
Behavioral Science -- Public Service, Criminology-Corrections, Paralegal Investigations	B.S.
Mass Communications	B.S.

<div align="center">HAWAII</div>

Two-Year Institutions   *Programs*

Hawaii Community College
1175 Manono Street
Hilo, HI 96720

   Mitsugu Sumada
   Provost
   808/961-9400

Military Career Program	Associate

Four-Year Institutions   *Programs*

West Oahu College - University
  of Hawaii System
2444 Dole Street
Honolulu, HI 96822

   Frederick R. Mayer
   Dean of Faculty
   808/948-7763 or 948-7785

Administrative Studies	B.A.
Liberal Studies	B.A.
Sociology	B.A.
Psychology	
English	
Anthropology	
Economics	
History	

IDAHO

Two-Year Institutions	Programs
North Idaho College 1000 West Garden Avenue Corur d'Alene, ID 83814 Barry G. Schuler President	Regional Satellite Campuses

MONTANA

Two-Year Institutions	Programs
Dawson College Box 421 Glendive, MT 59330 D. H. Kettner Vice President 406/365-3396 x 7	Extension Associate (90 hours) (With certain requirements as per catalog)

NEVADA

Four-Year Institutions	Programs	
University of Nevada, Las Vegas Las Vegas, NV 89154 Anthony Saville, Dean College of Education 702/739-3374	Education	Ed.D.

NEW MEXICO

Four-Year Institutions	*Programs*	
New Mexico Highlands University Las Vegas, NM 87701	Business Administration	M.A.
Ralph Carlisle Smith Graduate Dean 505/425-7511 x 221		

OREGON

Two-Year Institutions	*Programs*
Linn-Benton College 6500 S.W. Pacific Blvd. Albany, OR 97321	Off-campus centers On-campus at night
Barbara Dixon	

Mt. Hood Community College
26000 S.E. Stark
Gresham, OR   97030
	Apprenticeship Programs:
	  Appliance Repair
	  Brick Masons

Mike Stevenson
Director of Research
667/1561 x 306
	Carpenters
	  Cement Masons
	  Drywall Accoustical
	  Glassworkers
	  Machinists
	  Piledrivers
	  Radio-Television
	  Refrigeration
	  Shipwrights

	Neighborhood Center Programs/ Shopping Center Programs:

	Early Childhood Education
	  Real Estate
	  Compressed Clerical
	  Graphics Technology
	  Transportation & Distribution
	  Occupational Safety and
	    Supervision

(Mt. Hood Community College - cont.)

Transfer Programs:

Associate Degree in Arts & Letters

Architecture and Interior
  Arch tecture
Art Education
Art History
Commercial Art
Creative Dance
English
Fine and Applied Art
Foreign Language
General Studies in Arts & Letters
Journalism
Music
Speech
Theatre

Associate Degree in Business

Business Administration
Business Education
Hotel and Restaurant Management
Office Administration
Residential Institutional Management

Associate Degree in Science

Agriculture
Applied Science and Engineering
Atmospheric Science
Biochemistry
Biology
Biophysics
Botany
Chemistry
Computer Science
Dental Hygiene (Pre-Professional)
Entomology
General Science
Geology
Health and Health Education
Industrial Technology
Mathematics
Microbiology
Pest Management for Plant Protection
Pharmacy (Pre-Professional)
Physical Education
Physics
Zoology

(Mt. Hood Community College - cont.)

Associate Degree in Social Science

Aerospace Studies
American Studies
Anthropology
Community Services & Public Services
Economics
Elementary Education
General Social Science
Geography
History
Home Economics
Law Enforcement
Law (Pre-Professional)
Philosophy
Political Science
Psychology
Religious Studies
Secondary Education
Social Service
Sociology

Certificates

Applied Science and Engineering
Dentistry (Pre-Professional)
Engineering
Environmental Health Technology
Forestry
Landscape Architecture
Medical Technology (Pre-Professional)
Medicine (Pre-Professional)
Nursing (Pre-Professional)
Technical Journalism
Veterinary Medicine (Pre-Professional)

Vocational Technical Programs:

Preparatory Certificate Programs

Accounting Clerk
Automotive Parts Technology
Automotive Technology (Domestic)
Automotive Technology (Import)
Civil Engineering Technology
Early Childhood Education
Electronic Engineering Technology
Electronic Servicing Technology
Engineering Drafting Technology
Graphics: Camera Ready Art

(<u>Mt. Hood Community College</u> - cont.)

Horticulture
Journalism Arts Technology
Business & Industrial Editing
Legal Assistant
Medical Receptionist
Nursing Assistant
Occupational Therapy Assistant
Office Machine Repair Technology
Practical Nursing
Respiratory Therapy Technician
Supervision in Business & Industry
Transportation and Distribution
Typist Receptionist
Ward Secretary
Welding

<u>Associate Degree</u>

Accounting Technology
Administrative Secretary
Architectural Drafting Technology
Automotive Parts Technology
Automotive Technology (Domestic)
Automotive Technology (Import)
Aviation-Professional Pilot
Business Management
Civil Engineering Technology
Cosmetology
Dental Hygiene
Early Childhood Education
Electronic Engineering Technology
Engineering Drafting Technology
Fisheries Technology
Floristry
Food Processing Technology
Forestry Technology
Funeral Service Education
Graphics Technology
Horticulture
Insurance
Journalism Arts Technology
Legal Assistant
Legal Secretary
Machine Shop Technology
Medical Assistant
Medical Secretary
Mental Health Worker
Nursing
Occupational Safety & Health
  Management

(Mt. Hood Community College - cont.)

Office Machine Repair Technology
Physical Therapy Assistant
Radio Production Technology
Real Estate
Respiratory Therapy
Supervision in Business & Industry
Television Production Technology
Trade and Industrial Technology
Transportation and Distribution
Vocational Teacher Education

Portland Community College
12000 S.W. 49th Avenue
Portland, OR   97219

By your definition, each degree that
we grant apparently falls into this
category.

Dr. Amo De Bernardis
President

Four-Year Institutions   Programs

Linfield College
McMinnville, OR   97128   Liberal Studies   B.A.

John Housley
Dean of Academic Affairs
503/472-4121 x 270

Oregon State University
Corvallis, OR   97331   Engineering   Master's
                               Science   Master's

Fred J. Burgess
Dean of Engineering
503/754-4525

Carvel W. Wood   Portland Urban Teacher Education
Professor of Education   Project
503/754-3738   Warm Springs Indian Teacher Intern
                                  Project

UTAH

Four-Year Institutions   *Programs:*

Brigham Young University
HRCB 222-223
Provo, UT 84602   Independent Studies (Liberal
                                             Arts)   Associate/
                                                                        Bachelor
    Wayne J. Lott, Ph.D.   Family Living   Associate
    Supervisor, Department of   Law Enforcement   Associate
      Special Degrees
    801/374-1211 x 4351

Utah State University
Logan, UT 84322   Business   M.B.A.
                                          Engineering   Master's
    Rex L. Tueller   Sec. and/or Elem. Educ.   Master's
    Assistant Director --   Occupational Safety
      Extension for Extension   (Engineering)   B.S.
      Class Division   Industrial Technology
    801/752-4100 x 7931   (Aeronautics)   B.S.

Weber State College
3750 Harrison Blvd.   Management-Logistics   B.S.
Ogden, UT 84408

    D. Parry Wilson
    Executive Director
    Institutional Studies
    801/399-5941 x 675

Westminster College
1840 South 1300 East   Contract Degree Business
Salt Lake City, UT 84105   Management-Computer Emphasis
                                          Contract Degree Humanistic
    Dr. Ralph V. Backman   Psychology
    Director, Adult Education   Aero-Space Marketing and
    801/484-7651 x 295   Management
                                          Business Administration/
                                             Computer   Bachelor's

WASHINGTON

Two-Year Institutions   *Programs*

Centralia College
P.O. Box 639   Evening Classes - on & off
Centralia, WA   98531   campus   Associate

   Charles Coddington
   Associate Dean
   206/736-9391

Tacoma Community College
5900 South 12th Street   McNeil Island   Associate
Tacoma, WA   98465   McChord Air Force Base   Associate

   Dr. Robert R. Rhule
   Dean of Instruction
   SCAN 548-5022

Washington State Community
   College District 17   Natural Resources
N. 200 Greene Street
Spokane, WA   99207

   Alvin B. Danielson
   Administrative Assistant
    for Instruction

Wenatchee Valley College
1300 Fifth Street   Degree Programs:
Wenatchee, WA   98801
                                         Associate in Arts   A.A.
   Dr. Wayne Johnson   Associate in General
   Dean of Instruction   Studies   A.G.S.
   509/662-1651 x 229
                                      Non-Degree Programs:
   Dr. William J. Muirhead
   Dean of Students   High School Completion (H.S. Diploma)
   509/662-1651 x 261 or 262   GED (H.S. Diploma)
                                         Practical Nursing (11 mos. - Certificate)

Whatcom Community College
Bellingham, WA 98225

    Robert E. Hamill
    President
    206/676-2170

Our entire operation is non-campus, so by your definition all our degrees are "extended."

Four-Year Institutions	*Programs*

Central Washington State College
Ellensburg, WA 98926

    Donald M. Schliesman
    Dean of Undergraduate Studies
    509/963-1403

Law and Justice	B.A.
Liberal Studies	B.A.
Liberal Arts through Indepartmental Major Program	B.A.
Business Administration	B.S.
Vocational Technical Trade and Industrial	B.Ed.
Special Education	B.Ed.
Early Childhood Education	B.Ed.
Allied Health Sciences	B.A.

Eastern Washington State College
Cheney, WA 99004

    Joe W. Chatburn
    Dean of Continuing Education
    509/359-2201

Business Administration	M.S.
Journalism in Spokane	B.A.

Intercollegiate Center for Nursing Education
University Year in Action, Criminal Justice Program, Yakima Indian Education Program, Foreign Study Program, Voluntary Program Coordination, Communication Behavior in Organizations, Servicemen's Opportunity (SOC), Labor Studies Program, Couns   and Guidance Intei ships, Fifth Year Teacher Certification

Fort Wright College
W. 4000 Randolph Road
Spokane, WA 99204

    Jeanne Runberg
    Administrative Assistant
    Academic Affairs
    509/328-2970

Non-Traditional Degree Program

Gonzaga University
E. 502 Boone
Spokane, WA 99258

    Dr. Harry Hazel, Jr.
    Dean of the School of
      Continuing Education
    509/328-4220 x 288 or 289

Human Resources Management		M.S.
Bachelor of General Studies		
(at Fairchild Air Force		
Base)		B.G.S.

Seattle University
Seattle, WA 98122

    Dr. George A. Pierce
    Assistant to the Provost
    206/626-6680

Alcohol Studies Program	
Rehabilitation	B.A./M.A.
Public Affairs	B.A.

Washington State University
Pullman, WA 99163

    Eugene Clark, Dean
    College of Economics and
      Business
    509/335-3507

Seattle Center for Hotel and	
Restaurant Administration	B.A.

Whitworth College
Spokane, WA 99251

    Karen Dalton
    Off-Campus Study Coordinator
    509/489-3550 x 233

Applied Behavioral Science	M.A.
Women in Transition	
Senior Scholars	

WYOMING

Two-Year Institutions   *Programs*

Casper College
Casper, WY 82601

    Dr. Peter K. Simpson
    Casper Coordinator of University
      of Wyoming Academic Programs
    307/268-2374

Humanities and Fine Arts	Bachelor's
Social Science	Bachelor's
Mathematics and	
Natural Science	Bachelor's

Central Wyoming College
Riverton, WY 82501

    Letah Chilston
    Registrar

Criminal Justice
Options: Law Enforcement
              Corrections

Eastern Wyoming College
3200 West C Street
Torrington, WY 82240

    Charles Rogers
    President
    307/532-4191 x 23

General Studies   A.A./A.A.S.
Nearly all of our programs can be
completed by alternative means
including extended degree programs.

Western Interstate Commission for Higher Education
———— an equal opportunity employer ————

M E M O R A N D U M

TO: Chief Academic Officers, Western Colleges and Universities

FROM: Kevin P. Bunnell, Director, Division of General Regional
          Programs, WICHE

SUBJECT: Survey of Western Extended Degree Programs

WICHE is seeking to identify extended degree programs in western colleges
and universities. Extended degree programs are defined as: organized
programs or courses of study leading to the award of any academic degree
1) by an agency or organization other than a teaching institution to which
degree-granting authority has been extended (e.g., Connecticut Board for
State Academic Awards); or 2) through opportunities extended beyond tradi-
tional procedures, programs, locations, or time frames. We believe that
improved information on this potentially significant innovation in higher
education will assist institutions in making difficult programming and
resource allocation decisions. We request your cooperation and assistance
in identifying western extended degree programs and their characteristics.

Enclosed is a copy of a Western Extended Degree Program Survey. Please
route to the member of your staff responsible for any extended degree
programs you may have, for return to us in the enclosed pre-addressed
envelope by December 31, 1975. No postage is necessary. Also enclosed
is a pre-addressed stamped post card. We would appreciate your noting
on it the name and position of the staff member to whom you have routed
the survey and returning it to us. If your institution presently offers
no extended degree programs, please mark the box NO PROGRAM and return
the card to us. We very much appreciate your assistance on this new
WICHE project.

The information gathered in the survey will be organized and published
by WICHE in the spring of 1976, and will be available to the western
higher education community. The information gathered will also serve
as a basis for planning a regional Institute on the Extended Degree, to
be co-sponsored by WICHE and the Center for Research and Development in
Higher Education of the University of California, Berkeley, in the summer
of 1976.

Thank you again for your support and assistance.

enc.

SURVEY OF EXTENDED DEGREE PROGRAMS
In the Thirteen Western States

WICHE is seeking to identify extended degree programs in western colleges and universities. The information gathered through this survey will be published by WICHE in spring 1976 and will serve as a basis for a regional Institute on the Extended Degree in summer 1976.

DEFINITION

Extended degree programs are defined as: organized programs or courses of study which lead to the award of any academic degree 1) by an agency or organization other than a teaching institution (e.g., Connecticut Board for State Academic Awards); or 2) through opportunities extended beyond traditional procedures, programs, locations, or time frames.

Extended degree programs may be distinguished from traditional offerings by:

TYPE   NT ENROLLED--such as working adults, housewives, young and older adults motivated to study in   endently, or others who cannot easily come to the campus or do not wish to devote full time   ssroom work.

LOCATION OF DEGREE-CREDITABLE LEARNING EXPERIENCE--such as regional center offerings, field work, home study, or other off-campus programs.

METHOD OF INSTRUCTION--such as non-lecture or non-classroom teaching and learning methods, distinctive from those common in higher education.

Please return in the enclosed addressed envelope to Office of the Director, Division of General Regional Programs, WICHE, P.O. Drawer P, Boulder, Colorado, 80302 by December 31, 1975. No postage is necessary. Please return even if your institution is presently offering no such programs so that we may have a representative and thorough picture of the availability of extended degree programs in the West. Thank you for your cooperation.

Programs to EXCLUDE

You DO NOT need to mention any of the following types of programs:

NON-CREDIT PROGRAMS--such as one-shot weekend workshops and non-credit lecture or concert series.

CONVENTIONAL PROGRAMS FOR REGULAR STUDENTS--such as interdisciplinary majors, cluster colleges, independent study for full-time students, January intersessions, and remedial or compensatory education.

OFF-CAMPUS CLASSES--such as field-based courses, practica, and internships.

NAME of person completing form _____

POSITION _____

INSTITUTION _____

ADDRESS _____

1. Does your institution currently offer any extended degree programs? ____ Yes ____ No (If no, please return this form to Office of the Director, Division of General Regional Programs, WICHE, P.O. Drawer P, Boulder, Colorado, 80302. If yes, please complete items 3-18.)

    Is your institution planning for implementing any extended degree programs? ____ Yes ____ No (If no, please return this form to Office of the Director, Division of General Regional Programs, WICHE, P.O. Drawer P, Boulder, Colorado, 80302. If yes, please complete item 2.)

2. If in planning stage, please identify by name, title, or brief description academic degree(s) to be awarded, and projected date when students will be admitted to the program.

NAME, TITLE, OR BRIEF DESCRIPTION: _____

DEGREE(S) TO BE AWARDED: _____

PROJECTED DATE OF ADMISSION OF STUDENTS: _____

NAME & TITLE OF PERSON RESPONSIBLE FOR
DEVELOPING THE PROGRAM: _____

3. Please identify extended degree programs by title or brief description (e.g., BA in Ecological Economics, Center for Personalized Instruction, etc.) and check any characteristics that apply. If your institution offers more than three such programs, respond to questions 2-18 for the three best-established or most representative programs, but please note additional program titles below.

	Non-Traditional or Unconventional Features (Please check as many as apply)			
	Type of student 1	Location of instruction 2	Method of instruction 3	Content of program 4
a. _____	____	____	____	____
b. _____	____	____	____	____
c. _____	____	____	____	____

Additional Program Titles:

_____

_____

_____

_____

4. DEGREE-AWARDING ORGANIZATION: Check categories which apply.

	College or university (single institution) 1	Interinstitutional consortium 2	State college or university system 3	State higher education authority 4	Business or industrial corporation 5	Other (please identify type of organization) 6
Program a.	____	____	____	____	____	_____
Program b.	____	____	____	____	____	_____
Program c.	____	____	____	____	____	_____

5. DEGREE LEVEL: Check all degrees awarded in the programs.

	Associate degree 1	Bachelor degree 2	Graduate or professional degree 3	Other (please indicate) 4
Program a.	____	____	____	_____
Program b.	____	____	____	_____
Program c.	____	____	____	_____

6. FOCUS OF THE PROGRAM: Check all the areas of content that are emphasized in each program.

	Same content as traditional curriculum 1	Occupational and career orientation 2	General or liberal studies 3	Social problems (ecology, etc.) 4	Other (please indicate content) 5
Program a.	____	____	____	____	_____
Program b.	____	____	____	____	_____
Program c.	____	____	____	____	_____

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7. PRINCIPAL LOCATION OF LEARNING ACTIVITIES: Check the one primary learning site for each program.

	Main campus 1	Regional learning or extension center 2	Business or industrial site 3	Community center, agency, or library 4	Home 5	Military bases 6	Other (please indicate site) 7
Program a.							
Program b.							
Program c.							

8. TYPES OF STUDENT FOR WHOM THE PROGRAM IS DESIGNED: Check all major groups at which the program is aimed.

	Same age students as in conventional programs 1	Military personnel 2	Special occupational group 3	Ethnic minorities 4	Housewives and working adults 5	Unemployed and economically disadvantaged 6	People confined or beyond commuting distance 7	Older citizens 8	Others (please identify the group) 9
Program a.									
Program b.									
Program c.									

9. CURRICULAR OPTIONS OR REQUIREMENTS: Please check all the following features that apply to the curriculum of this program.

a b c

___ ___ ___ Credit for prior work or life experience

___ ___ ___ Flexible scheduling of classes or learning activities

___ ___ ___ Students may begin the program at any time (as opposed to start of term only)

___ ___ ___ Students design their own unique programs

___ ___ ___ Most or all of the curriculum is structured or prescribed

___ ___ ___ Learning contracts are devised between students and faculty

___ ___ ___ Concentration or major is required

___ ___ ___ Distribution among courses (e.g., general education) is required

___ ___ ___ Pacing of programs is determined by students individually

___ ___ ___ Course work at several different campuses is possible

___ ___ ___ Students may earn degree or complete the program entirely on a part-time basis

___ ___ ___ Comprehensive examination

___ ___ ___ Other (please specify) _____

10. AGE OF PROGRAM: Check the approximate number of years the program has been in operation.

	Less than one 1	One to two 2	Three to five 3	Six to ten 4	More than ten 5
Program a.					
Program b.					
Program c.					

11. CURRENT ENROLLMENT: Check the estimated maximum number of students actually enrolled in eacn program for the current academic year.

	Under 25	25 to 100	101 to 500	501 to 1000	Over 1000
	1	2	3	4	5
Program a.	____	____	____	____	____
Program b.	____	____	____	____	____
Program c.	____	____	____	____	____

12. STUDENT AGE: Are most of the students in the program from any particular age group?

a	b	c
____	____	____ Information unavailable
____	____	____ Primarily 18-22 year olds
____	____	____ Primarily in middle to late 20s
____	____	____ Primarily in 30s and 40s
____	____	____ Approximately equal range of all ages
____	____	____ Other (please specify) _____

13. FINANCING: What is the primary source of funding for the program?

a	b	c
____	____	____ Primarily through student fees
____	____	____ Primarily institutional subsidy
____	____	____ Primarily foundation or other outside grant
____	____	____ Other (please specify) _____

14. ATTRITION AND COMPLETION: Approximately what proportion of students who start the program receive a degree?

a	b	c
____	____	____ Information unavailable
____	____	____ All or almost all
____	____	____ About three-quarters
____	____	____ About one-half
____	____	____ About one-quarter
____	____	____ Few

15. PROBLEMS: Please check any of the following issues which have posed or now pose major difficulties or obstacles for your institution in the development of extended degree programs, opportunities for non-traditional students, or new policies regarding the award and acceptance of credit:

_____ No evident external demand or need for such development

_____ Recruitment of students

_____ Recruitment of appropriate faculty

_____ inadequate preparation of students

_____ Lack of interest within the institution

(continued on next page)

_____ Faculty resistance

_____ Institution's concern about academic standards

_____ Suspicion of passing fad

_____ Lack of funds

_____ Problems of budget based on FTE units

_____ Problems of communication between adjunct and on-campus faculty

_____ Higher costs to the student relative to conventional programs

_____ Problems of faculty compensation and recruitment

_____ Inadequate or inappropriate counseling and other support services

_____ Difficulty in assessing non-classroom or experiential learning

_____ Lack of standardized or validated examinations or other assessment techniques

_____ Accreditation

_____ Licensing and certification

_____ Employers' concerns about graduates' qualification

_____ Acceptance of graduates into advanced education or graduate schools

_____ Other (please specify) _____

16. EVALUATION: Check all which apply.

_____ No evaluation system at the present time

_____ Evaluation is concerned with student completion of program and satisfaction

_____ Program is evaluated on the same basis as other degree programs on campus

_____ Program has an external evaluator

_____ Program evaluation now underway; results will be available _____(date)

_____ Evaluation includes both process and outcome criteria

_____ Evaluation includes assessment of responses of _____ students _____ faculty _____administrators

_____community, including prospective employers (check all which apply)

_____ Evaluation criteria are linked to program objectives

17. Please identify briefly the critical variables for success of your program (administrative initiative, faculty support, identification of a specific target student population, etc.)

18. ADDITIONAL COMMENTS:

APPENDIX B

EXTENDED DEGREE PROGRAMS IN THE WEST, 1975-76
BY PROGRAM CATEGORY AND BY TYPE OF INSTITUTION

Program Category	Four Year		Two Year	
	Public	Private	Public	Private
OCCUPATIONAL - CAREER				
Medical Technology	1	-	-	-
Public Health	1	-	-	-
Nursing	5	1	1	-
Health Care Administration	2	-	-	-
Criminal Justice	3	1	2	-
Law and Society	1	-	-	-
Education	4	2	-	-
Early Childhood	1	-	1	-
Special Education	-	1	-	-
Urban Education	1	-	-	-
Vocational Education	3	-	-	-
Teacher Education	3	-	-	1
Administration	1	-	-	-
Business	1	2	2	-
Business & Engineering Technology	1	-	-	-
Financial Planning	-	1	-	-
Management	1	1	-	-
Administration	-	4	1	-
Counseling	1	-	-	-
Human Services	1	-	-	-
Alcohol Studies	-	1	-	-
Rehabilitation	-	1	-	-
Restaurant & Hotel Management	1	-	-	-
Management Science	2	1	-	-
Computer Science	1	1	-	-
Public Administration	6	3	-	-
Applied Behavioral Science	-	1	-	-
Applied Science	-	1	-	-
Engineering	4	-	-	-
Environmental Planning	1	-	-	-
Social Ecology	3	-	-	-
Journalism	1	-	-	-
Military Degree	1	-	-	-
Banking and Finance	1	-	-	-
Land Resource Management	1	-	-	-
Surveying	1	-	-	-
Natural Resources	1	-	1	-
Metallurgy	-	-	-	1
Building Technology	-	-	-	1
Electronics	-	-	-	1
Aerospace Marketing & Management	-	1	-	-
Manufacturing Technology	-	-	-	1

Appendix B (continued)

Program Category	Four Year		Two Year	
	Public	Private	Public	Private
(Occupational - Career, continued)				
Drafting and Design	-	-	-	1
Automotive Technology	-	-	-	1
Occupational Safety	-	-	1	-
ARTS - SCIENCES				
Liberal Arts	5	7	6	-
Psychology	-	-	2	-
Social Sciences	4	-	2	-
Humanities	2	-	2	-
Mathematics and Science	-	3	-	-
OTHER SPECIFIC				
Women in Transition	-	1	-	-
American Studies	1	-	-	-
Population Dynamics	-	1	-	-
Urban Studies	-	1	-	-
Human Resources Management	-	1	-	-
Resuming Studies	-	1	-	-
New Resources	-	1	-	-
Senior Scholars	-	1	-	-
Washington Public Affairs Center	-	1	-	-
Flexible Education Program	-	1	-	-
Selected Studies	-	-	1	-
Developmental	-	-	1	-
Alternative Studies	-	-	1	-
High School Completion	-	-	1	-
Family Living	-	1	-	-
Outreach	1	-	-	-
GENERAL				
All West Coast Degrees	1	-	-	-
Consortium Degree	-	-	-	-
All Undergraduate Degrees	1	-	-	-
All MA Degrees	1	-	-	-
Dual Degree	1	1	-	1
Center for Innovative Education	-	1	-	-
Most Programs	1	-	-	-
All Programs	-	-	2	-
Contract Majors	1	-	1	-
AA Degrees	-	-	8	-
Independent Study	-	2	-	-
Nontraditional Degree Programs	-	1	-	-
University Without Walls	-	1	-	-
Coop Work Experience	-	-	1	-
TV Education	-	-	1	-

Appendix B (continued)

Pr... Category	Four Year		Two Year	
	Public	Private	Public	Private
(General, cont. ...d)				
Retraining	-	-	1	-
Dial-A-Cla...	-	-	1	-
Life Experience	-	-	1	-
Evening Classes	-	-	1	-
Sacramento Area Center	1	-	-	-
Neighborhood Center	-	-	1	-
Shopping Center	-	-	1	-
Off-Campus	-	-	2	-
Regional Satellite	-	-	1	-
Course Level Examination Program	-	-	2	-
PREP	-	-	1	-
Challenge Exam	-	-	1	-
CSAP	1	-	-	-
SECD	1	-	-	-

APPENDIX C

SUMMARY OF RESPONSES TO QUESTIONNAIRE ITEMS 3-14
BY CATEGORIES OF PROGRAMS
(See Appendix A for Item Wording)

	Total		Occupational Career		Arts and Sciences		Other Specific		General	
N =	184		96		35		21		32	
Item 3 Nontraditional feature	n	%	n	%	n	%	n	%	n	%
1. Type of student	129	70	58	60	30	86	16	76	25	78
2. Location of Instruction	128	70	65	68	28	80	11	52	24	75
3. Method of Instruction	79	43	34	35	16	46	9	43	20	63
4. Content of Program	62	34	29	30	16	46	6	29	11	34
Item 4 Degree-awarding Organization										
1. College or University (single institution)	142	77	70	73	29	83	19	90	24	75
2. Interinstitutional consortium	10	5	6	6	1	3	-	-	3	9
3. State college or university system	19	10	17	18	1	3	-	-	1	3
4. State higher education authority	2	1	2	2	-	-	-	-	-	-
5. Business or industrial Corporation		-	-	-	-	-	-	-	-	-
6. Other (please identify type of organization)	9	5	-	-	4	11	1	5	4	12
Item 5 Degree level										
1. Associate degree	58	32	18	19	14	40	7	33	19	59
2. Bachelor degree	81	44	40	42	19	54	9	43	13	41
3. Graduate or professional degree	56	30	41	43	6	17	2	10	7	22
4. Other (please indicate)	14	8	3	3	1	3	4	19	6	19
Item 6 Focus of Programs										
1. Same content as traditional curriculum	103	56	49	51	20	57	11	52	23	72
2. Occupational and career orientation	95	52	57	59	10	29	11	52	17	53
3. General or liberal studies	61	33	11	11	25	71	7	33	18	56

N = Number of programs reported by responding institutions
n = number of programs reported for each item choice
% = n/N x 100

	Total		Occupational Career		Arts and Sciences		Other Special Program		General	
Item 6 (con't) N =	184		96		35		21		32	
	n	%	n	%	n	%	n	%	n	%
4. Social problems (ecology, etc.)	35	19	12	13	7	20	5	24	11	34
5. Other (please indicate content)	27	15	8	8	3	9	7	33	9	28
Item 7 Location of Learning Activity										
1. Main campus	53	29	24	25	10	29	10	48	9	28
2. Regional learning or extension center	42	23	26	27	9	26	3	14	4	12
3. Business or industrial site	21	11	14	15	4	11	1	5	2	6
4. Community center, agency, or library	25	14	16	17	7	20	-	-	2	6
5. Home	12	7	2	2	4	11	1	5	5	16
6. Military bases	24	13	11	11	6	17	4	19	3	9
7. Other (please indicate site)	36	20	18	19	6	17	2	10	10	31
Item 8 Type of student for whom program is designed										
1. Same age students as in conventional programs	74	40	35	36	18	51	5	24	16	50
2. Military personnel	40	22	15	16	17	31	5	24	9	28
3. Special occupational group	101	55	68	71	14	40	5	24	14	44
4. Ethnic minorities	68	37	29	30	18	51	6	29	15	47
5. Housewives and working adults	101	55	44	46	25	71	10	48	22	69
6. Unemployed and economically disadvantaged	48	26	18	19	13	37	6	29	11	34
7. People confined or beyond commuting distance	72	39	35	36	16	46	6	29	15	47
8. Older citizens	33	18	7	7	11	31	6	27	9	28
9. Others (please identify the group)	16	9	5	5	5	14	3	14	3	9
Item 9 Curricular options or requirements										
1. Credit for prior work or life experience	62	34	22	23	17	49	7	33	16	50
2. Flexible scheduling of classes or learning activities	118	64	56	58	21	60	15	71	26	81

	Total		Occupational Career		Arts and Sciences		Other Special Program		General	
Item 9 (con't) N =	184		96		35		21		32	
	n	%	n	%	n	%	n	%	n	%
3. Students may begin the program at any time (as opposed to start of term only)	54	29	19	20	7	20	11	52	17	53
4. Students design their own unique programs	50	27	15	16	14	40	9	43	12	38
5. Most or all of the curriculum is structured or prescribed	120	65	71	74	15	43	13	62	21	66
6. Learning contracts are devised between students and faculty	48	26	17	18	8	23	8	38	15	47
7. Concentration or major is required	130	71	82	85	19	54	12	57	17	53
8. Distribution among courses (e.g., general education) is required	98	53	46	48	23	66	11	52	18	56
9. Pacing of programs is determined by students individually	74	40	26	27	17	49	14	67	17	53
10. Course work at several different campuses is possible	95	52	46	48	21	60	10	48	18	56
11. Students may earn degree or complete the program entirely on a part-time basis	154	84	77	80	31	89	21	100	25	78
12. Comprehensive examination	39	21	25	26	7	20	2	10	5	16
13. Other (please specify)	18	10	4	4	7	20	2	10	5	16
Item 10 Age of program										
1. Less than one	36	20	24	25	6	17	3	14	3	9
2. One to two	54	29	34	35	7	20	7	33	6	19
3. Three to five	63	34	31	32	13	35	7	33	12	38
4. Six to ten	23	13	5	5	7	20	3	14	8	25
5. More than ten	5	3	-	-	2	6	1	5	2	6
Item 11 Current Enrollment										
1. Under 25	38	21	19	20	8	23	6	29	5	16
2. 25 to 100	68	37	44	46	15	43	6	29	3	9
3. 101 to 500	53	29	28	29	5	14	6	29	14	44

Item 11 (con't)	Total		Occupational Career		Arts and Sciences		Other Special Program		General	
N =	184		96		35		21		32	
	n	%	n	%	n	%	n	%	n	%
4. 501 to 1000	12	7	3	3	6	17	1	5	2	6
5. Over 1000	11	6	1	1	1	3	2	10	7	22
6. no response	2	1	1	1	-	-	-	-	1	3
Item 12 Student Age										
1. Information unavailable	4	2	1	1	-	-	-	-	3	9
2. Primarily 18-22	9	5	7	7	-	-	1	5	1	3
3. Primarily in middle to late 20's	40	22	20	21	7	20	8	38	5	16
4. Primarily in 30's and 40's	92	50	60	64	16	46	4	19	12	38
5. Approximately equal range of all ages	22	12	3	3	8	23	6	29	5	16
6. Other (please specify)	14	8	3	3	4	11	2	10	5	16
7. No response	3	2	2	2	-	-	-	-	1	3
Item 13 Financing										
1. Primarily through student fees	93	51	59	61	19	54	7	33	3	25
2. Primarily institutional subsidy	47	26	19	20	11	31	6	29	11	34
3. Primarily foundation or other outside grant	14	8	7	7	2	6	2	10	33	9
4. Other (please specify)	24	13	8	8	3	9	5	24	3	25
5. No response	6	3	3	3	-	-	1	5	2	6
Item 14 Completion rates										
1. Information unavailable	87	47	44	46	16	46	13	62	14	44
2. All or almost all	36	20	22	23	8	23	2	10	4	12
3. About three-quarters	33	18	19	20	9	26	2	10	3	9
4. About one-half	16	9	6	6	1	3	3	14	6	19
5. About one-quarter	2	1	-	-	1	3	1	5	-	-
6. Few	1	1	-	-	-	-	-	-	1	3
7. No response	9	5	5	5	-	-	-	-	4	12

APPENDIX D
NUMBER OF PROGRAMS BY RESPONSE OPTION
AND INSTITUTIONAL TYPE*

Item 3: NON-TRADITIONAL FEATURES**

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Feature	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Type of Student	33	20	4	1	9	12	9	-	1	6	9	0	6	9	16	1
Location of Instruction	40	18	6	1	9	9	10	0	-	3	8	0	5	7	11	1
Method of Instruction	19	13	1	1	6	5	5	-	1	2	6	0	6	6	7	1
Content of Program	14	13	-	2	5	9	2	-	1	0	5	0	1	6	3	1
	57	23	11	4	11	13	10	-	2	8	11	0	6	9	16	1

Item 4: DEGREE-AWARDING ORGANIZATION

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Organization	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Single Institution	37	23	6	4	10	12	7	0	2	8	9	0	6	8	10	-
Consortium	6	-	-	-	1	-	-	0	-	-	-	0	0	2	-	1
State System	14	-	3	-	1	-	-	0	-	-	-	0	0	-	-	-
Higher Education Authority	2	-	-	-	-	-	-	0	-	-	-	0	0	-	-	-
Other	-	-	-	-	-	-	4	0	-	-	1	0	6	9	16	1
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1

*The entry in each cell indicates the number of programs for which no response option (extreme left column) is a characteristic

**See Appendix A for full wording of items

APPENDIX D (continued)

Item 5: DEGREE LEVEL

Degree Level	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
Associate	1	3	10	4	1	3	10	0	-	1	6	0	1	3	14	1
Bachelor's	29	10	-	1	7	12	-	0	-	2	-	0	4	2	-	1
Graduate or Professional	29	12	-	-	2	4	-	0	-	-	4	0	-	1	5	-
Other	-	2	1	-	-	-	1	0	-	-	4	0	-	1	5	-

Item 7: PRINCIPAL LOCATION OF LEARNING ACTIVITIES

Location	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
Main Campus	10	6	5	3	3	7	-	0	2	4	4	0	3	2	4	-
Regional Center	18	4	3	1	4	1	4	0	-	2	1	0	-	-	3	1
Business Site	7	7	-	-	1	2	1	0	-	-	-	0	-	-	1	1
Community Center	10	3	3	-	2	2	3	0	-	-	-	0	-	-	2	-
Home	-	1	-	1	3	1	-	0	-	1	-	0	-	2	2	1
Military Base	8	1	2	-	1	-	5	0	-	1	3	0	1	1	1	-
Other	12	4	2	-	4	-	2	0	-	-	2	0	3	4	2	-

Item 8: TYPES OF STUDENTS FOR WHOM THE PROGRAM IS DESIGNED

Student Type	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
As in Conventional Programs	21	5	6	3	5	6	7	0	-	-	5	0	2	4	10	-
Military	10	3	2	-	3	3	5	0	-	1	4	0	3	3	3	-
Special Occupational	45	16	4	3	3	9	2	0	2	2	1	0	3	4	6	1
Ethnic Minorities	22	1	5	1	5	8	5	0	2	1	3	0	3	4	7	1
Housewives and Working Adults	28	12	3	1	10	10	5	0	2	5	3	0	6	7	9	-
Unemployed and Economically Disadvantaged	14	-	4	-	5	5	3	0	2	1	3	0	2	3	6	-
People Confined or Beyond Commuting Distance	26	2	6	1	7	4	5	0	-	1	5	0	3	3	8	1
Older Citizens	6	-	1	-	3	5	3	0	-	3	3	0	2	2	5	-
Others	3	2	-	-	-	2	3	0	-	-	3	0	-	-	3	-

Item 10: AGE OF PROGRAM

Age of Program	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	2	-	-	-	-	-	-	0	-	-	-	0	-	-	1	-
Less Than One Year	16	7	1	-	3	3	-	0	-	-	-	0	-	-	1	-
One to Two Years	21	9	4	-	5	-	2	0	1	3	3	0	1	2	2	1
Three to Five Years	15	6	5	4	2	6	4	0	1	3	3	0	3	1	4	-
Six to Ten Years	3	1	1	-	-	4	3	0	-	-	3	0	3	1	4	-
More Than Ten Years	-	-	-	-	1	-	1	0	-	1	-	0	-	1	1	-

Item 11: CURRENT ENROLLMENT

Enrollment	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	1	-	-	-	-	-	-	0	-	-	-	0	-	-	-	1
Under 25	6	7	6	-	4	2	2	0	1	-	5	0	-	3	2	-
25 to 100	31	8	2	3	5	7	2	0	1	5	-	0	1	2	-	-
101-500	19	5	2	1	2	2	1	0	-	3	3	0	4	2	7	1
501 to 1000	-	3	-	-	-	2	4	0	-	-	1	0	-	-	2	-
000	-	-	1	-	-	-	1	0	-	-	2	0	1	2	4	-

Item 12: STUDENT AGE

Student Age	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	6	6	9	16	1
No Response	2	-	-	-	-	-	-	0	-	-	-	0	-	-	1	-
Information Unavailable	-	-	1	-	-	-	-	0	-	-	-	0	-	1	2	-
Primarily 18-22 Year Olds	2	1	1	3	-	-	-	0	-	-	1	0	-	1	-	-
Primarily in Middle to Late 20's	10	3	6	1	2	1	4	0	2	1	5	0	2	1	2	-
Primarily in 30's and 40's	42	14	3	-	7	6	2	0	-	4	-	0	3	5	3	1
Approximately Equal Range of All Ages	-	3	-	-	1	3	4	0	-	1	5	0	-	-	5	-
Other	1	2	-	-	1	3	-	0	-	2	-	0	1	1	3	-

Item 13: PRIMARY SOURCE OF FUNDING

Funding	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	2	1	-	-	-	-	-	0	-	1	-	0	-	-	2	-
Student Fees	35	19	2	3	5	13	1	0	-	7	-	0	2	6	-	-
Institutional Subsidy	14	-	5	-	6	-	5	0	1	-	5	0	3	-	8	-

APPENDIX D (continued)

Item 13: PRIMARY SOURCE OF FUNDING (continued)

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Funding	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Foundation or Outside Grant	2	1	3	1	-	-	2	0	1	-	1	0	-	1	1	1
Other	4	2	1	-	-	-	2	0	-	-	5	0	1	2	5	-

Item 14: COMPLETION RATES

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Completion	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	5	-	-	-	-	-	-	0	-	-	-	0	1	1	2	-
Information Unavailable	27	10	6	-	7	1	7	0	2	4	7	0	2	3	9	-
All or Almost All	13	5	-	4	2	6	-	0	-	1	1	0	1	2	1	-
About Three-Quarters	9	5	5	-	2	5	2	0	-	-	2	0	2	-	1	-
About One-Half	3	3	-	-	-	1	-	0	-	-	1	0	-	-	-	-
About One-Quarter	-	-	-	-	-	-	1	0	-	-	1	0	-	-	-	-
Few	-	-	-	-	-	-	-	0	-	-	-	0	-	-	1	-

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