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PROGRAMS *Below*  
*the Bachelor's Degree Level*  
*in* INSTITUTIONS *of*  
HIGHER EDUCATION 1953-54

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## FOREWORD

INTEREST has been expressed by many educators in the programs of higher education which are below the level of the bachelor's degree and which provide some form of official recognition for the students who complete them. This publication describes the general characteristics of such programs and the extent to which they are offered by institutions of higher education throughout the United States.

The material presented in this status study will be of interest to persons who are responsible for planning and evaluating programs in their own institutions. It will also be of interest to those concerned with overall trends in higher education and the possible implications with reference to our Nation's manpower resources.

The study was initiated by William R. Wood, formerly specialist for junior and community colleges and now vice president of the University of Nevada, who designed and distributed the questionnaire used to gather the data. Following Dr. Wood's resignation from the Office of Education, the data were analyzed and the report was written by Alice Y. Scates.

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## *Part I—DESCRIPTION OF THE STUDY*

### *Purpose*

**T**HE RAPID INCREASE in the number of junior colleges since the turn of the century and the growing activity of 4-year institutions in other than degree programs provide clear evidence that this is an important area in higher education. There is, however, a lack of overall information about what programs are being offered and where.

Interest in this study centered on those programs which provide education beyond the 12th year for individuals who—for a variety of reasons—do not want or need the traditional bachelor's degree program of 4 years. While the programs studied usually require a period of about 2 years, they cannot be identified solely by a specific length of time. Neither is it possible to identify them accurately as being of less than the bachelor's degree program in length, since some of them may span a period of the student's time longer than that which would be required for him to earn the bachelor's degree. Perhaps the best way of defining the programs at which this study was aimed is to recognize that they usually represent work beyond high school graduation but that they do not reach the academic level marked by the bachelor's degree.

The purpose of this study was to gather data which would (1) describe the kind of programs being given and (2) identify the extent to which these programs are available in the various types of institutions and in the different geographical areas of the country. In describing the programs it was necessary to gather data on the number of programs offered, their length, their general content, the number of students participating, the kinds of academic recognition granted to those completing the programs, and the authority by which the institution granted such recognition. In identifying the extent to which these programs were offered, tabulations were made on the chronological development, the frequency with which they were offered by special kinds of institutions, the frequency with which they were found among different types of institutions, and their availability in the various geographical areas of the country.

### *Procedure*

Certain limitations were set on the programs to be included and on the institutions to which questionnaires would be sent. In view of the multi-

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tude of adult education activities carried on today by institutions of higher education, this study was limited to those programs for which the institution officially granted some form of academic recognition. This was done to eliminate the institutes, noncredit courses, and other programs which carry no form of official recognition.

The study was also limited to the institutions included in the *Education Directory 1953-54, Part 3, Higher Education*—a total of 1,851 schools.<sup>1</sup> In order to be included in the *Directory*, all of the schools met the following criteria: (1) Institution is accredited or approved by a recognized nationwide, State, regional, or professional accrediting agency or is operating under State control; or (2) institution is included because its credits are accepted unconditionally (at full value) by not fewer than three fully accredited institutions.

*Gathering data.*—A double-postcard questionnaire was designed for gathering the data. The majority of the items required only brief responses which could be obtained from the registrar to whom the card was addressed. (A copy is included in Appendix A.)

The questionnaires were sent in January 1954. Where the *Directory* listing for a particular institution showed definite administrative subdivisions—branches or centers located away from the main campus—questionnaires were sent also to these separately administered organizational units. The replies were later consolidated into a single response for each of the multiple institutions because most responses referred to the parent institution as the source of policy for the programs studied.

An unusually large response was received. After a form letter followup there was a total of 1,761 replies representing 95 percent of all institutions included.

*Analysis.*—In analyzing the data two major bases were used in order to best accomplish the major objectives of the study. The first basis for examination of each set of data was the type of institution and the second was the geographic location.

The institutions listed in the *Directory* fall into two major categories. The majority are 4-year colleges and universities. This category consists of all institutions which grant the traditional bachelor's, master's, or doctor's degrees. The second major category, 2-year colleges and other post-secondary schools, includes junior or community colleges and other schools offering 2 but less than 4 years of work beyond the 12th grade. The various types of institutions within these two major categories are defined as follows:

<sup>1</sup> Part 3 of the *Education Directory* is issued annually by the Office of Education and published by the U. S. Government Printing Office, Washington, D. C. The 1953-54 edition was prepared by Theresa B. Wilkins.

### 4-YEAR COLLEGES AND UNIVERSITIES

*Universities* are those institutions of large and complex organization in which several professional schools and colleges (not exclusively technical) are incorporated within the administrative framework of the institution.

*Liberal arts colleges* are those institutions in which the principal stress is placed on programs of general undergraduate education.

*Teachers colleges* are those institutions which are devoted primarily to the training of teachers and which are independent rather than being affiliated with a university.

*Technological schools* are those institutions in which the curricular emphasis is predominantly directed to technical and science fields and which are independent rather than affiliated with a university.

*Theological schools* are those institutions which offer programs specializing in religion and theology and which are independent.

*Other professional schools* are those institutions which offer programs directed to a single field of specialization, such as law or music, and which are independent.

### 2-YEAR COLLEGES AND OTHER POST-SECONDARY SCHOOLS

*Junior or community colleges* are those institutions offering academic work beyond the high school level and frequently including terminal-occupational work, also. On their own level they may offer a variety of programs comparable to the variety offered by universities and liberal arts colleges.

*Normal schools* are those institutions offering work beyond the high school level to prepare students to teach.

*Technical institutes* are those institutions offering some form of technical training usually directed toward qualifying the student for one of the sub-professional occupations.

*Other post-secondary schools* are those institutions, including a few specializing in religious work, which offer some type of non-technical, occupational training.

The other major basis used in examining the data was geographic location. The pattern used is the same as that established by the U. S. Bureau of the Census. It groups the 48 States into 9 areas called divisions, each having a name generally descriptive of its location. These 9 divisions are in turn grouped into the 4 major regions of the United States. The major regions and the divisions included in each are shown below. The list of States included in each division is given in Appendix B.

Region	Division	Region	Division
NORTHEAST:	New England	NORTH:	East North Central
	Middle Atlantic		West North Central
SOUTH:	South Atlantic	WEST:	Mountain
	East South Central		Pacific
	West South Central		

*Terminology.*—For the sake of brevity and clarity throughout the report the programs studied—those below the bachelor's degree level offered and given official recognition by institutions of higher education—are referred to as "short programs" and as "recognized programs." Even though they range in length from a few months to 4 years, the majority of these programs require a period equivalent to the first 2 years of college. Hence, the term "short program" has been used to indicate that they are generally shorter than the bachelor's degree program. Since the questionnaire specified that the programs reported should be those for which the institution granted official recognition, the term "recognized programs" has been used to indicate that some form of academic recognition is granted students who complete these programs. Also for the sake of brevity, the two major categories of institutions are frequently referred to throughout the remainder of the report as 4-year colleges and as 2-year colleges. These terms are merely suggestive of the categories described more fully in the preceding pages.

### *Findings*

The following statements summarize briefly the more important findings of this study. (The study was based on questionnaires sent to 1,851 institutions of which 1,334 were 4-year and 517 were 2-year schools. Responses were received from 95 percent of the total group.)

When all of the 1,761 institutions which replied are grouped together, more than half of them (55 percent) offered some form of recognized educational program below the bachelor's degree level. However there is a difference between the two major categories of institutions. Only about two-fifths (39 percent) of the 4-year institutions offered these programs, while all but 17 (96 percent) of the 2-year institutions did so.

A total of 2,076 recognized programs were reported, about half offered by 4-year institutions and the other half by 2-year institutions. Among 4-year institutions, these programs were reported more frequently by universities than by any other type.

About four-fifths (79 percent) of the programs were approximately the equivalent in credit hours of 2 years in the traditional college curriculum. However, this drops to 64 percent of the programs reported by 4-year institutions and rises to 93 percent of the programs reported by 2-year institutions.

When all of the programs are grouped, almost two-thirds (65 percent) carry the designation for graduates of "associate" in a specific field of study. However, among the 4-year institutions only about half (49 percent) carry this designation, and among the 2-year institutions four-fifths (80 percent) carry it.

The subjects most frequently offered in all programs were business and secretarial science with general education and science following. In the



4-year institutions business and secretarial science ranked highest, but in the 2-year institutions programs in general education were most frequent, followed by science and business.

A total of 48,820 students were reported by 878 institutions as having completed recognized programs in 1952-53. This is an average of 56 students per school. The 4-year institutions accounted for 18,241 students, an average of 40 per institution. (Forty-five percent of these students were in universities.) There were 30,579 students who completed programs in 2-year institutions, an average of 72 per school.

The term used to describe the kind of official recognition granted for about a third of all programs reported was "diploma," and for another third it was "certificate." More than half (53 percent) of the 4-year institutions used the term "certificate." In the 2-year institutions somewhat less than half (45 percent) used the term "degree."

While there was considerable overlapping of the authorities cited for granting official recognition of short programs, those cited most frequently were State and/or local board regulation, faculty action, and original charter. In the 4-year institutions—of which the majority are private—faculty action was cited most frequently. In the 2-year institutions—of which a majority are public—State and/or local board regulation was cited most frequently.

The increasing number of programs instituted in each decade since 1900 indicated a strong trend among 4-year institutions toward offering more programs each year. More than half of the 4-year institutions offering short, recognized programs seem to have instituted them since 1940.

The 4-year institutions located in the North Central States seemed to offer more programs in proportion to their number than did those in the other three regions. The North Central Region had 30 percent of all 4-year institutions and these accounted for 40 percent of all programs reported by such schools. In the Northeast Region, by contrast, there were 27 percent of all 4-year institutions which accounted for only 20 percent of the programs reported.

These short, recognized programs were offered more frequently by 4-year institutions under public control than under private control. Almost half (46 percent) of the public 4-year colleges and universities offered them, but only 37 percent of the private colleges did so.

There seemed to be little difference in the extent of this practice in institutions attended predominantly by white or by Negro students. Among the 4-year institutions these programs were offered by 39 percent of the schools attended predominantly by white students and by 36 percent of those attended predominantly by Negroes.

These programs were far more likely to be offered by coeducational institutions than by institutions for men only or for women only. In 4-year coeducational institutions 45 percent offered short programs but in 4-year

institutions for men only or for women only, there were but 24 percent offering these programs.

Among the various types of 4-year institutions in this category the practice was most common among universities of which almost two-thirds offered short programs. Next came "other professional schools" among which slightly less than half did so. The practice was least common among teachers colleges, theological schools, technological schools, and liberal arts colleges, among which only about a third offered short, recognized programs.

In terms of the geographic locations of 4-year institutions these programs were most common in the West North Central States and the Mountain States where they were reported by approximately half of the schools. They were least common in the Middle Atlantic and the East South Central States where they were reported by only about one-fourth of the 4-year institutions.

When both 2-year and 4-year institutions were thrown together, the recognized programs were found most frequently in the West North Central, the Mountain, and the Pacific States. They were found least often in the New England and Middle Atlantic States.

### *Background*

*Need.*—The rapid growth of educational programs above the level of high school graduation but below the bachelor's degree level has already been cited. They have had their origin in the vast increase in man's total knowledge which is one of the most important factors in our present civilization. Stemming from this continually changing and enlarging amount of knowledge which an individual must acquire in order to live successfully in his present environment have come corresponding changes in our educational system and in the system of vocations through which we earn a living.

In our educational system one important change is the growing belief that there should be some measure of higher education for every individual in accordance with his ability to profit from it.<sup>2</sup> Since each year sees a greater number of students completing high school and since the belief in the benefits of education is so deeply entrenched in our society, there is a growing demand for higher education. A second change taking place in education is the general upgrading of educational attainment. As the amount of basic knowledge offered in the public schools increases, the vocational training formerly offered in the secondary schools must often be postponed until after high school graduation. Corresponding with the increase in basic knowledge is an increase in the amount of specialized knowledge now required for many occupations. As the level of education advances, the minimum amount of educational attainment for successful

<sup>2</sup> President's Commission on Higher Education. *Higher Education for American Democracy*, Vol. I: *Establishing the Goals*. Washington, U. S. Government Printing Office, 1947. p. 102.

competition also advances. The result is that the various levels of occupational training have been steadily pushed further up in the educational scale.<sup>3</sup>

In our system of vocations through which individuals earn their livings there have been similar changes stemming from man's increasing knowledge. A host of what may be termed "intermediate vocations" has grown up during recent years. These intermediate vocations require more technical knowledge than is provided in high school but do not demand 4 years of professional training. For example, in the aircraft industry there is the radio electrician, in the automobile industry there is the paint and varnish technician, and in the chemical industry there is the laboratory technician.

Because of the shortage of professional personnel, the demand for persons trained in these intermediate vocations is increasing. The trained aide is needed to relieve the professional engineer of certain duties and the technician is in demand to relieve the dentist and the physician. In the intermediate vocations there is also need for persons trained to handle ideas and to deal with people as well as to handle things. A factory supervisor needs some knowledge of psychology, science, and history as well as of production.

In view of these changes it seems reasonable to assume that there is real need for the educational programs beyond high school but below the bachelor's degree level. These programs seem likely to increase in number and importance. About 15 years ago Carl Seashore formulated a policy for education beyond high school as follows: "The American policy should be to give higher education to each individual somewhat in proportion to his natural ability and thus provide higher cultural education for every occupation to the extent that the expenditure can be justified in terms of the needs of the community, both economic and cultural."<sup>4</sup>

The need outlined above has been answered in part by technical schools, normal schools, junior or community colleges, 4-year colleges and universities, and even by graduate schools. Of primary importance are the junior or community colleges and the 4-year colleges and universities.

*Historical developments.*—The concept of the junior or community college seems to have originated among those engaged in higher education in the traditional 4-year colleges and universities. Some of the first attempts to crystallize the idea appear in the addresses of Henry P. Tappan, president of the University of Michigan, in 1852; of W. W. Folwell, president of the University of Minnesota, in 1869; and of Edmund J. James, president of the University of Illinois, in 1905. Alexis F. Lange, professor at the University of California, was also active in furthering this concept. The thought

<sup>3</sup> Federal Security Agency, U. S. Office of Education. *Vocational Education of College Grade*. Bulletin 1928, No. 12. Washington, U. S. Government Printing Office, 1928. p. 42.

<sup>4</sup> Carl E. Seashore. *The Junior College Movement*. New York, Henry Holt and Co., 1920. p. 1.

shared by these men was that students should not enter a university until they were well prepared for specialized studies. This belief is undoubtedly related to the fact that in most European school systems the student does not enter the university until he has reached a level which approximates the beginning of the junior year in an American college.<sup>8</sup>

There were undoubtedly private academies offering work beyond the high school level prior to 1892. However, in that year the University of Chicago was reorganized under the leadership of William Rainey Harper, and the work of the freshman and sophomore years was separated from that of the last 2 years. The lower division became known as the Junior College, a term later used by Harper to designate other institutions on the same level but entirely separate from any university.

So rapidly has the junior college movement spread and flourished that in 1947 the President's Commission on Higher Education discussed the possibility of a system of community colleges extended throughout the country. Such institutions were envisioned as the means for extending free public education to include the 14th year and for making adult education available throughout the country. Some State legislatures have already incorporated the junior or community college into their State systems of education.

*Degrees.*—With this concept of educational programs beyond high school but below the bachelor's degree level has come a desire to award recognition for the successful completion of such programs. Many of the graduates of these programs are designated as "associates in arts." This form of recognition is regarded as a degree by some, while others refer to it as a title or an award. The term is also used occasionally to refer to a certificate or diploma. A brief review of the development of academic degrees may show what progress the "associate" has made on its way to becoming another grade or step of achievement in the academic hierarchy.

During the 12th century the first universities were formed in Europe by groups of learned men who publicly delivered lectures to all who wished to hear them. As these scholars began to formalize their procedures they assumed the essential power of conferring degrees. Before the end of the 13th century it became customary for those students who wished to teach in the university to be examined in formal ceremony for admission as "teachers" or "doctors." The title "master" was apparently also used originally for those approved to teach.<sup>9</sup>

The baccalaureate was set up at the University of Paris about 1231 as a preliminary degree which the student must achieve before he could be granted a license to teach. Eventually the titles "bachelor," "master," and "doctor" became identified as successive designations called steps or degrees. During the 15th century at Oxford University it required 4 years

<sup>8</sup> Jesse Parker Bogna. *The Community College*. New York, McGraw-Hill Book Co., Inc., 1939. p. 81.

<sup>9</sup> Henry Malden. *On the Origin of Universities and Academic Degrees*. London, John Taylor, 1833. 178 p.  
Frederick A. P. Barnard. *Two Papers on Academic Degrees*. New York, Macgowan and Gilpper, 1889. p. 27-34.

of study for the student to achieve the bachelor of arts degree. This is the pattern followed generally in this country since Harvard College first conferred the bachelor's degree in 1642.

The origin of the title "associate" has been traced back to the 1880's in British colleges and universities. A handbook written in 1883 refers to all college degrees as "titles," and it mentions the "associate" as a title which had been introduced previously but which was granted by comparatively few bodies. In at least three British institutions the "associate" was awarded on the successful completion of a 2-year course of study.

The first appearance of the associate degree in this country was at the University of Chicago, where it was authorized by the Board of Trustees in 1899 and first conferred in 1900. President Harper, who referred to the "title or degree of associate," originally used the term "university associate" to designate graduates of the program. The completion of the "academic" or "junior" college at Chicago was marked by the granting of a certificate, and the students who received the certificate were generally called associates. Although the official vote of the trustees designated it as a degree, it was usually referred to in practice as a title.<sup>7</sup>

In 1918, after almost two decades, the use of the associate degree or title was discontinued at the University of Chicago. The practice did not disappear, however. A 1931 report of a survey of the State system of higher education in California made by the Carnegie Foundation stated that there was sufficient precedent for granting the title of associate in arts to warrant its extension. It further stated that in 1928 there were 22 American public junior colleges and 50 private junior colleges awarding this title or degree.<sup>8</sup>

A special study of graduation practices in junior colleges was made in 1933. It showed that among 347 institutions 95 percent granted some form of degree, title, diploma, or certificate—but there were 49 different designations. There were 19 different types of degrees or titles of "associate" being given. However, these were used by only 36 percent of the junior colleges participating in that study.<sup>9</sup>

Under the leadership of the American Association of Junior Colleges, which was founded in 1921, considerable progress has been made toward a more desirable degree of uniformity in graduation practices. In 1935 a committee of the association recommended a form for a "certificate of graduation" for use in States where no form is prescribed by law. The certificate stated in part that the student "is granted this diploma and is hereby recognized as an Associate in ——— (arts or other department)."<sup>10</sup>

<sup>7</sup> Walter Crosby Bell. *Associate's Degree and Graduation Practices in Junior Colleges*. Washington, D. C., American Association of Junior Colleges, 1942. p. 1-2.

<sup>8</sup> *Ibid.*, op. cit., p. 22.

<sup>9</sup> Donk S. Campbell. "Graduation Titles and Academic Customs." *Junior College Journal* 4: 263-65, April 1934.

<sup>10</sup> Walter J. Cronleaf. *Junior Colleges*. U. S. Department of Interior, Office of Education Bulletin 1935, No. 2. Washington, D. C., U. S. Government Printing Office, 1935. p. 51.

A statement from the directory of American junior colleges summarizes present practice regarding degrees granted for the completion of programs below the level of the bachelor's degree. The statement reads as follows:

Traditionally, the junior college has offered the Associate Degree for the completion of two or more years' work. With programs shorter than two years, certificates may be awarded at completion, or, in certain special areas, a junior college may offer a four-year program for which it is authorized to grant bachelor's degrees. At the same time, institutions which classify themselves primarily as senior colleges or universities may offer programs for which they award the associate degree. However, the associate degree is recognized primarily as a junior college degree.<sup>11</sup>

*Present status*—It has already been pointed out that there is difficulty in defining the educational programs about which this study was designed to gather information. Not only do they vary in length and content but also in purpose. However, it is essentially the purpose of the program which determines its other characteristics.

These programs seem to have four different purposes, two of which fall in the category of "terminal" education with the other two in the category of "continuing" education. Briefly, the four purposes are as follows:

1. The program may be designed to provide the general education needed to produce a socially intelligent individual—one who understands effective social behavior and appreciates social values as well as scientific facts. (This purpose clearly suggests the 2-year terminal curriculum which is viewed by many as a logical extension of the secondary work given in high schools.)
2. The program may be designed to provide specialized vocational training such as that needed by an X-ray technician or by an architectural draftsman.
3. The program may be designed to provide the first part of the traditional bachelor's degree program and to prepare the individual for transfer into a regular 4-year college or university.
4. The program may be designed to provide whatever continuing education is needed. This is a clear reflection of the adult education movement built on the belief that in order to live successfully in our constantly changing democratic society education must be continuous throughout life. (In accomplishing this objective of providing lifelong education there can be no definite pattern for either content or length of time. The offerings may range in length from a few weeks to a program covering several years. The content may deal with any or every aspect of the overall objectives of education in the areas of self-realization, human relationships, economic efficiency, and civic responsibility.)

As was suggested earlier, these programs are offered by a variety of institutions. This study, however, has been confined to the 2 major categories of higher education institutions—the 4-year colleges and universities and the 2-year colleges and other post-secondary schools. At the time of the study this represented a total of 1,851 institutions of which 1,334 were 4-year colleges and universities and 517 were 2-year colleges or other post-secondary schools. Table 1 shows the geographic distribution of both major categories of institutions throughout the United States in relation

<sup>11</sup> Jesse P. Bogan, editor. *American Junior Colleges*. Washington, D. C., American Council on Education, 1952. p. 6.

to the total population and to the total number of full-time students enrolled.

TABLE 1.—Locations of 1,851 4-Year and 2-Year Higher Education Institutions in the United States: 1953-54

Region and division	Percent of 1952 population*	Percent of 1953 student enrollment** (Full-time)	All institutions		4-year institutions		2-year institutions	
			Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
<b>Total</b> .....	100.0	100.0	1,851	100.0	1,354	100.0	517	100.0
<b>NORTHEAST</b> .....	26.0	27.5	443	24.0	364	27.3	79	15.2
New England .....	6.1	7.0	151	8.2	127	9.5	24	4.6
Middle Atlantic .....	19.9	20.5	292	15.8	237	17.8	55	10.6
<b>NORTH CENTRAL</b> .....	29.4	28.2	551	29.8	402	30.1	149	28.9
East North Central .....	20.2	19.5	314	17.0	247	18.5	67	13.0
West North Central .....	9.2	8.7	237	12.8	155	11.6	82	15.9
<b>SOUTH</b> .....	31.2	26.3	603	32.5	411	30.9	192	37.1
South Atlantic .....	14.2	11.6	284	15.3	200	15.0	84	16.2
East South Central .....	7.3	5.0	149	8.0	98	7.4	51	9.9
West South Central .....	9.7	9.7	170	9.2	113	8.5	57	11.0
<b>WEST</b> .....	13.4	17.2	246	13.3	152	11.3	94	18.2
Mountain .....	3.5	3.9	65	3.5	46	3.4	19	3.7
Pacific .....	9.9	13.3	181	9.8	106	7.9	75	14.5
<b>OUTLYING PARTS</b> .....		0.8	8	0.4	5	0.4	3	0.6

\*Includes only continental United States. See U. S. Bureau of the Census. *Statistical Abstract of the United States 1953*. Washington, D. C., Government Printing Office, 1953. p. 14.

\*\*See Herbert S. Conrad and William A. Jaracz. *Residence, Extension, and Adult Education Enrollment in Institutions of Higher Education: November 1953*. U. S. Office of Education Circular 414. Washington, D. C., Government Printing Office, 1954. p. 6.

Although there are more schools in some areas than in others, there is a marked similarity in the proportions of the total population and of the total number of institutions located in each of the four major regions of the United States. For example, the Northeast has 26 percent of the population, 28 percent of the students, and 24 percent of the institutions—about a quarter of each. The North Central Region has 29 percent of the population, 28 percent of the students, and 30 percent of the institutions. The South has about 31 percent of the population, 26 percent of the students, and 33 percent of the institutions. The West has about 13 percent of both

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population and institutions with 17 percent of the students. (The number of institutions alone is not an adequate measure of the availability of educational programs, since their comprehensiveness must also be taken into account. Nevertheless, geographical distribution has some value in providing a broad picture.)

If the distributions of the 4-year institutions and the 2-year institutions are considered separately, some differences may be noted. The proportions of 4-year institutions found in each region are generally the same as the proportions of the population. Among the 2-year institutions, however, the distribution is not quite so evenly matched. For example, the North-east has about a fourth each of the population and of the 4-year institutions but has only about a seventh of the 2-year institutions. The North Central Region seems to maintain a balance among all three. The South, which has 31 percent each of the population and of the 4-year institutions, has 37 percent of the 2-year institutions. In the West there are 13 percent of the population and 11 percent of the 4-year institutions, but there are 18 percent of the 2-year institutions. (Most of these are in the Pacific States.)

While attention has been drawn to variations in proportions, it should be kept in mind that these are merely in terms of the total number of institutions in each category in operation during 1953-54 and the total number of full-time students enrolled in November 1953. Although the total population of 1952 has been used as a basis for comparison, it cannot be assumed that the total number of institutions now operating nor the number of students enrolled is necessarily an adequate or an inadequate number in terms of the population.



## Part II—KINDS OF RECOGNIZED PROGRAMS OFFERED

THIS section includes a discussion of the general characteristics of programs below the bachelor's degree level for which academic recognition is conferred in both 4-year and 2-year institutions. More specifically the information deals with the number of such programs being offered during the academic year 1953-54; the length of these programs in either clock hours, quarter hours, or semester hours; and the fields or subject matter with which they deal. This section also gives information on the total number of students who completed these programs during the academic year from July 1, 1952 through June 30, 1953. Another aspect considered is the form of recognition given the student for having completed the program—whether the institution calls this a certificate, a diploma, a degree, a title, or an award. In addition, data are included about the authority by which the institution offers short programs and confers recognition on students who complete them.

All of the items of information mentioned above have been examined from the viewpoint of the type of institution offering the programs. These types have already been defined for each of the two major categories of institutions in the preceding section. They appear in table 2 and in the subsequent tables throughout this section.

Table 2 presents an overall picture of the response to the questionnaire. As mentioned, a total of 1,851 institutions were listed in the *Directory*, and questionnaires were sent to all of them. Of this total almost three-fourths (72 percent) were 4-year colleges and universities and slightly over a fourth (28 percent) were 2-year colleges and other post-secondary schools. Responses were received from 1,761 institutions, 95 percent of the total number sent. This represented 96 percent of the 4-year and 93 percent of the 2-year institutions.

The figures in table 2 show that when all of the institutions of higher education are grouped together, more than half of them—965 or 55 percent—offer some form of recognized educational program below the bachelor's degree level. However, when the two major categories of institutions are considered separately, there is a difference between them. Among the 1,279 4-year institutions only about two-fifths of the group—500 or 39 percent—offer short programs. Among the 482 2-year colleges and other schools it seems obvious that all of them do offer educational programs below the bachelor's degree level although 17 of them stated that they gave no official academic recognition to their graduates.

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Since by virtue of its very existence a 2-year institution offers some type of educational program below the bachelor's degree level, and since 17 of the 2-year institutions stated that they did not officially recognize such programs, these institutions were examined individually. The majority of them shared certain characteristics which may explain their responses.

TABLE 2.—Institutions of Higher Education Offering Recognized Programs Below the Bachelor's Degree Level: 1953-54

Type of institution	All institutions		No response	Total response	Do offer programs		Do not offer programs	
	Number	Percent			Number	Percent	Number	Percent
1	2	3	4	5	6		7	8
<b>Total</b> .....	1,851	100.0	90	1,761	965	54.8	796	45.2
<b>4-year colleges and universities</b> .....	1,334	72.1	55	1,279	500	39.1	779	60.9
Universities .....	131	7.1	2	129	82	63.6	47	36.4
Liberal arts colleges .....	703	38.0	14	689	238	34.5	451	65.5
Teachers colleges .....	195	10.5	11	184	68	37.0	116	63.0
Technological schools .....	52	2.8	1	51	16	31.4	35	68.6
Theological schools .....	113	6.1	6	107	39	36.4	68	63.6
Other professional schools .....	140	7.6	21	119	57	47.9	62	52.1
<b>2-year colleges and other schools</b> .....	517	27.9	35	482	465	96.5	17	3.5
Junior or community colleges .....	443	23.9	30	413	403	97.6	10	2.4
Normal schools .....	28	1.5	3	25	24	96.0	1	4.0
Technical schools .....	27	1.5	2	25	24	96.0	1	4.0
Other schools .....	19	1.0	.....	19	14	73.7	5	26.3

The largest group among the 17 consisted of 9 institutions under the control of the Roman Catholic Church—4 for men and 5 for women. Their student bodies ranged in size from 21 to 111. From the comments included in the responses it was clear that a number of them provide education for those preparing for or already in the service of the church. Additional comments pointed out that regular students in some of these institutions automatically transfer to 4-year institutions to complete their work and that they believe a bachelor's degree to be the ultimate goal and will recognize nothing less.

Another group among these 17 institutions consisted of 5 schools under the control of various other denominations—3 Baptist, 1 Lutheran, and 1 Nazarene. Their student bodies ranged in size from 37 to 740. One of

these is now a 4-year institution which grants degrees, and it was apparently in the transition process when it reported. Another "grants only theological degrees." Other comments indicate that two of the institutions were considering the awarding of an "associate in arts" for graduates of their programs.

The other 3 institutions which go to make up the 17 fall in no special category. One is a State-controlled junior college offering both terminal curriculums and the first 2 years of college work. In spite of the negative response the catalog states that it does grant the associate of arts degree. The second is a technical institute which has a request pending for permission to grant the degree of associate in applied science. The third is an institution set up to exemplify a part of the educational philosophy of the founder. It represents only a part of the complete program planned for its students. Hence, the completion of the work offered there did not seem to the founder to warrant any special form of recognition.

### *Quantity*

The number of recognized programs available throughout the country as reported in this study is shown in table'3. A total of 2,076 recognized programs below the bachelor's-degree level were reported by the 965 institutions of higher education which offered such programs. This total was split almost evenly between the two major categories of institutions. The 500 4-year colleges and universities accounted for 1,024 programs. This is an average of about 2 per institution although many of them reported only one such program, while a few others reported as many as 8 or 10, and one university listed 38 programs available in its evening school. The 465 2-year colleges and other schools accounted for 1,052 programs, an average of slightly more than 2 per institution. Here again the range was from a single program to as many as a dozen.

Table 3 also provides information about the activity of the different types of institutions in offering programs below the bachelor's degree level which carry official recognition. Among the 4-year colleges the universities are outstanding. Table 3 shows that the 82 universities, which represent only 16 percent of the 4-year colleges reporting such programs, account for 22 percent of them. Except for the teachers colleges the remaining types of institutions in this category all account for a very slightly smaller proportion of courses than the proportion they represent in the total group of 4-year institutions.

Among the 2-year institutions, as might be anticipated, attention centers on the junior and community colleges. These represent 87 percent of the schools in this category, and they accounted for 99 percent of the programs reported by such institutions. The normal, technical, and other schools in this category all accounted for a smaller proportion of the courses offered than they constitute of the group.

TABLE 3.—Number of Recognized Programs Below the Bachelor's Degree Level Offered by Various Types of Higher Education Institutions: 1953-54

Type of institution 1	Institutions		Programs	
	Number 2	Percent 3	Number 4	Percent 5
Total .....	965	.....	2,076	.....
4-year colleges and universities .....	500	100.0	1,024	100.0
Universities .....	82	16.4	224	21.9
Liberal arts colleges .....	238	47.6	472	46.1
Teachers colleges .....	68	13.6	141	13.8
Technological schools .....	16	3.2	29	2.8
Theological schools .....	39	7.8	53	5.2
Other professional schools .....	57	11.4	105	10.2
2-year colleges and other schools .....	465	100.0	1,052	100.0
Junior or community colleges .....	403	86.6	974	92.6
Normal schools .....	24	5.2	30	2.9
Technical schools .....	24	5.2	32	3.0
Other schools .....	14	3.0	16	1.5

In evaluating table 3 the reader should recognize that the responses may be misleading. The questionnaire provided space for the respondent to indicate the general field in which a program was offered. Some simply reported a single program in arts or in general education, while others appeared to be reporting as separate programs all of the major subjects offered in the curriculum—for example, business, secretarial studies, or economics. There seemed to be no reasonable basis for editing these responses. They were tabulated as reported but with the recognition that the respondents' interpretations of the question varied.

### Length

The length of these officially recognized programs below the bachelor's degree level is an item of particular interest. In attempting to get some measure of length it was assumed that for a bachelor's degree the minimum program would consist of 120 semester hours, 180 quarter hours, or 2,160 clock hours. (Because of laboratory or studio time required in some departments, clock hours cannot always be equated with credit hours, but some comparison is useful.) A 2-year curriculum would then be represented by minimums of 60 semester hours, 90 quarter hours, or 1,080 clock hours. In table 4 these latter minimums have been placed on the same line

TABLE 4.—Length of Recognized Programs Below the Bachelor's Degree Level Offered by Higher Education Institutions: 1953-54

All programs <sup>1</sup>	Number	Per-cent	Semester hours		Quarter hours		Clock hours		Total		Programs	
			Total	1	Total	1	Total	1	Total	4-year in-stitu-tions	2-year in-stitu-tions	Total
	1,918	100.0	1,510	2	803	2	349	172	177	59	44	15
	31	1.6	120 and over	19	19	180 and over	2	2	2	2,900 and over	6	6
	34	1.8	100-119	23	18	150-179	5	2	2	2,000-2,499	6	3
	85	4.4	80-99	63	52	120-149	11	13	2	1,500-1,999	7	3
	1,515	79.0	60-79	1,238	477	90-119	761	111	159	1,000-1,499	7	4
	107	5.6	40-59	81	76	60-89	5	16	1	500-999	9	1
	126	6.6	20-39	70	52	30-59	18	28	13	Less than 500	15	9
	20	1.0	Less than 20	16	13	Less than 30	3	2	2		14	1

All pro-grams	4-year in-stitu-tions	2-year in-stitu-tions
1,918	923	995
158	101	57
2,076	1,024	1,052

<sup>1</sup> Combined totals from this table.  
 No response as to length of program.  
 All programs reported.

across the middle of the table for purposes of comparison. Length was not reported for 158 programs, but it was available for the majority—92 percent. Among the 1,918 programs for which length was reported almost four-fifths (79 percent) were reported in semester hours, and the remaining fifth was reported largely in quarter hours. (Only 3 percent were reported in clock hours.)

If the 4-year institutions are considered separately, the figures across the center row in table 4 may be combined to give a total of 594 programs of about 2 years in length. In other words, approximately 64 percent of the 923 officially recognized programs for which length was reported by 4-year institutions are the equivalent in length to the first 2 years of college as measured by semester, quarter, or clock hours. When the corresponding figures are combined for 2-year schools, the total is 921 or 93 percent of the 995 programs for which length was reported by these institutions.

Table 4 shows that some of these programs were reported to be as long as or longer than a bachelor's degree program based on the minimums assumed above. The 4-year colleges and universities reported 19 recognized programs of 120 or more semester hours and 6 programs of 2,500 clock hours or over. The 2-year colleges and other schools also reported 6 programs of 2,500 or more clock hours. None of the programs reported in quarter hours exceeded the 180 quarter hour minimum. In seeking an explanation for such long curriculums the questionnaire reporting each of the 31 programs falling across the top row in table 4 was compared with the school's printed catalog. This closer scrutiny showed that these 31 programs fell into five major groups of courses dealing with art, trade and industry, liberal arts, religion, and health.

The largest group consisted of 10 art programs offered by 9 different institutions—7 classed as 4-year and 2 as 2-year colleges. None of them was accredited by any nationwide professional or regional accrediting association. (At present there is no nationally recognized accrediting association in the field of art.) The programs offered ranged from 120 to 143 semester hours and from 2,200 to 3,600 clock hours. In the seven 4-year institutions a still longer program was required for the bachelor's degree. Either the nondegree program covered 4 years and the degree program required 5 years or else the degree program involved a specified amount of academic work taken over and above the 4-year, nondegree course.

The second largest group of long programs consisted of 10 dealing with trade and industry and reported variously under such headings as engineering, science, or technology. These programs were offered by 10 different schools of which 5 were 4-year institutions and 5 were 2-year. Among the 4-year colleges one was accredited by a regional association and four were not accredited. Where comparison was possible in these institutions,

there did seem to be a distinction made between the courses reported and the degree programs. This seemed to be a difference not so much in length as in content. In all five of the 2-year schools some or all units were accredited as technical type institutes by the Engineers' Council for Professional Development. Their programs ranged in length from 120 to 170 semester hours or from 2,336 to 4,000 clock hours.

Another smaller group of programs consisted of four dealing generally with subjects in the liberal arts area. These were offered by three 4-year colleges of which only one was accredited by a nationwide professional or regional association. These programs were from 120 to 186 semester hours in length.

There was also a group of three programs dealing with religion. These were offered by three schools of which two were 4-year institutions. One of the latter had some or all units accredited by a professional association, and the other was not accredited—nor was the 2-year institution. The programs ranged from 128 to 160 semester hours or 180 quarter hours.

The last group consisted of four programs in the field of health. These included X-ray technology, nursing, and dental hygiene. They were offered by two 4-year institutions in both of which some or all units were accredited by a professional association. The programs ranged from 2,480 to 5,040 clock hours.

From the foregoing it appears that length of program alone is not a reliable basis for characterizing short programs. Table 4 indicates that approximately three-fourths (1,515 or 79 percent) of the programs reported were roughly equivalent in length to a 2-year college program. In other words, the large majority of educational programs below the bachelor's degree level reported in this study provided approximately two years of training beyond high school. The remaining programs were evenly split above and below the approximate equivalents of the 2-year program. About 8 percent of the programs were reported as being longer than this and 13 percent were reported as being shorter.

### *Content*

From the responses to the question about the designations used for graduates of officially recognized programs below the bachelor's degree level it was usually also possible to determine the general subject with which the program dealt. The questionnaire asked what designation was applied to graduates, and it listed the designations of "associate in arts," "associate in business," and so on. The nine different kinds of associates suggested in the questionnaire are shown in the upper section of table 5. The lower section of the table lists the fields or specialties written in by the re-

spondents for those programs whose graduates apparently were not designated as "associates."

Information on field or subject was available for all 2,076 programs reported by the 965 institutions of higher education which offered them. Taking the group as a whole, almost two-thirds (1,348 or 65 percent) of the programs carried the designation of "associate" in a specified field, leaving about a third (728 or 35 percent) for which the subject was written in separately. Again, practice differed between the two major categories of institutions. In the 4-year colleges and universities about half (49 percent) carried the designation of "associate" for graduates. Among the 2-year colleges and other schools four-fifths (80 percent) used the "associate" designation for graduates.

Table 5 also provides a means of identifying the fields or subjects stressed in the programs offered. Among the 4-year colleges and universities the most frequently offered field in the "associate" programs was secretarial science. The "associate in arts" without designation ranked second, and programs in business were also offered frequently. Among the subjects written in—in addition to the "associate" list—the 4-year institutions most frequently reported courses in education (preparation for teaching). Programs in business, music, and the subprofessional medical areas were also reported by many. (The latter field includes such subjects as nursing, X-ray, and dental hygiene.)

The 2-year colleges and other schools—in which the bulk of the curriculums did carry the designation of associate—reported the largest number of their programs (40 percent) under "associate in arts" without designation. The second most frequently reported program in 2-year institutions was that of associate in general education. Programs for associates in science, business, and secretarial science were also reported frequently. Programs in education for teaching were also mentioned most frequently among the other programs in 2-year colleges.

In viewing the picture for the country as a whole, it seems that programs of "associate in arts" without designation were most frequently offered. Programs for associates in secretarial science, business, general education, and science were also reported in that order of descending frequency. Among the other programs those in education (teaching) and in business seemed most common.

If attention is focused solely on the subject matter offered, it is possible to combine those programs reported in the upper half of table 5 with those in the lower section. For example, the "associate in business" program may logically be combined with the accounting, advertising, and business programs reported under "other." The results of these combinations are as follows:



TABLE 5.—Fields of Study in Recognized Programs Below The Bachelor's Degree Level Offered by Higher Education Institutions: 1953-54

Field or subject	All programs	Number of programs	
		4-year institutions	2-year institutions
1	2	3	4
<b>Total</b> .....	<b>2,076</b>	<b>1,024</b>	<b>1,052</b>
<b>Associate in:</b>	<b>1,348</b>	<b>502</b>	<b>846</b>
Arts (without designation).....	457	118	339
Business.....	171	86	85
Engineering.....	69	23	46
Fine arts.....	53	16	37
General education.....	167	36	131
Religion.....	44	36	8
Science.....	124	26	98
Secretarial science.....	216	138	78
Technology.....	47	23	24
<b>Other designation:</b>	<b>728</b>	<b>522</b>	<b>206</b>
Accounting.....	16	15	1
Advertising.....	8	7	1
Agriculture.....	44	28	16
Architecture.....	4	4	
Arts, fine.....	14	12	2
Arts, industrial.....	11	4	7
Arts, liberal.....	23	11	12
Business.....	88	60	28
Chemistry.....	5	5	
Drafting.....	4	3	1
Education, adult (miscellaneous).....	29	27	2
Education, teaching.....	133	89	44
Engineering.....	20	17	3
Home economics.....	21	8	13
Journalism.....	5	5	
Library science.....	3	3	
Mechanics.....	24	16	8
Medical (subprofessional).....	47	42	5
Miscellaneous.....	29	14	15
Mortuary science.....	3	3	
Music.....	53	43	10
Nursing.....	29	22	7
Radio.....	5	2	3
Religion.....	30	27	3
Science.....	33	15	18
Secretarial.....	34	28	6
Technology.....	15	12	1

<i>Combined fields</i>	<i>Programs</i>		<i>Total</i>
	<i>4-year in- stitutions</i>	<i>2-year in- stitutions</i>	
Business (accounting, advertising, business) .....	168	115	283
Engineering (engineering, mechanics) .....	56	57	113
Fine arts (arts, fine) .....	28	39	67
General education (arts, liberal) .....	47	143	190
Religion (religion) .....	63	11	74
Science (science) .....	41	116	157
Secretarial science (secretarial) .....	166	84	250
Technology (drafting, technology) .....	38	26	64
Combined from above—engineering and technology .....	(94)	(83)	(177)
	607	591	1,198

The results shown above still account for only 59 percent of the programs offered by the 4-year institutions and 56 percent of those offered by the 2-year institutions. However, the combination helps to identify the broad subject fields in which programs were most frequently offered. Among the 4-year colleges and universities business and secretarial science were most frequent, with the combined field of engineering and technology ranking third and of considerably less frequency than the other two. Among the 2-year colleges, programs in general education were most frequent, followed by science and business programs. Considering the programs offered throughout the country as a whole, business and secretarial science were most frequently offered followed by general education and science.

### *Students*

One of the most important aspects in characterizing programs below the bachelor's degree level for which students receive some form of official recognition is the number of students completing them. Of the institutions reporting such programs 878 (91 percent) replied to the question on the number of students completing their programs between July 1, 1952 and June 30, 1953. These institutions accounted for a total of 48,820 graduating students of whom slightly more than half (54 percent) were men. The average number of students per institution reported as completing programs during this one academic year was 56. (While the numbers reported ranged from 0 to well over 200, and while such an average is not especially meaningful, it serves as a starting point in considering the total picture.)

The 452 4-year colleges and universities reported a total of 18,241 students completing their short programs during the academic year 1952-53. This group was about evenly divided between men and women, and the overall average number of students per institution was 40. As may be seen in table 6, there were notable differences in the numbers of students served by the different types of 4-year institutions.

Outstanding among the 4-year institutions were the universities. These institutions, representing less than a fifth (18 percent) of all schools in this category which responded to the question, accounted for 45 percent of the number of students graduated from short programs by 4-year institutions. Almost two-thirds (63 percent) of the 8,261 students completing such programs in universities were men, and the average number of students graduating per institution was 103.

In contrast, the liberal arts colleges, making up almost half (46 percent) of the 4-year institutions which replied, accounted for only one-fifth of the students in 4-year institutions. Here, however, almost two-thirds (63 percent) of the group were women, and the average number of students graduated from short programs per institution was only 18.

The teachers colleges represent somewhat less than a seventh (13 percent) of the 4-year institutions reporting, but they accounted for slightly more than a seventh (15 percent) of the students completing short programs in all of the 4-year institutions. As might be anticipated, about nine-tenths of these students were women, and the average number of students per institution was 48. In the technological schools the average number of students graduating from short programs per institution was 57 as compared with 22 in theological schools and 32 in other professional schools.

TABLE 6.—Number of Students Completing Recognized Programs Below the Bachelor's Degree Level in Higher Education Institutions: 1952-53

Type of institution	All students		Men	Women	Number of institutions	Average number of students
	Number	Percent				
1	2	3	4	5	6	7
<b>Total</b> .....	<b>48,820</b>	.....	<b>26,541</b>	<b>22,279</b>	<b>878</b>	<b>56</b>
<b>4-year colleges and universities</b> .....	<b>18,241</b>	<b>100.0</b>	<b>9,225</b>	<b>9,016</b>	<b>452</b>	<b>40</b>
Universities.....	8,261	45.3	5,211	3,050	80	103
Liberal arts colleges.....	3,719	20.4	1,379	2,340	207	18
Teachers colleges.....	2,823	15.5	368	2,455	59	48
Technological schools.....	904	4.9	839	65	16	57
Theological schools.....	781	4.3	391	390	35	22
Other professional schools.....	1,733	9.6	1,037	716	55	32
<b>2-year colleges and other schools</b> .....	<b>30,579</b>	<b>100.0</b>	<b>17,316</b>	<b>13,263</b>	<b>426</b>	<b>72</b>
Junior or community colleges.....	25,538	86.9	14,646	11,912	369	72
Normal schools.....	592	1.9	71	521	22	27
Technical schools.....	2,545	8.3	2,185	360	23	111
Other schools.....	864	2.9	414	470	12	74

Among the 2-year colleges and other schools 426 institutions reported a total of 30,579 students who completed short programs during the academic year 1952-53. More than half of the group (57 percent) were men. In the 2-year institutions the average number of students per institution rose to 72. (The comparable figure for 4-year institutions was 40.)

The junior and community colleges which represent almost nine-tenths of the 2-year institutions accounted for almost nine-tenths (87 percent) of the graduates. Slightly more than half (55 percent) of the 26,558 students were men, and the average number of students per institution was 72.

Among the other three types of 2-year institutions—normal, technical, and "other" schools—the technical schools graduated by far the largest number of students. The majority (86 percent) of the 2,545 students completing their programs were men, and the average number of graduates per institution was 111. This was the highest average for any type of institution included in the study in both categories. In the schools classed as "other" the average number of graduating students per institution was 74, and in the normal schools the average was 27.

When the picture is viewed for the country as a whole, one fact to be noted is that almost two-thirds (63 percent) of all students reported as completing programs below the bachelor's degree level did so in 2-year colleges. In other words, the 4-year institutions graduated 18,241 students in their short programs as compared with 30,579 graduated in 2-year institutions. Among the total group of 48,820 graduates reported in all short programs during 1952-53 the majority (54 percent) completed their programs in junior or community colleges. Next in importance were the universities which served about a sixth (17 percent) of the total group of students.

### *Kind of Recognition Given*

The questionnaire provided space so that for each recognized program below the bachelor's degree level there could be reported the kind of official recognition given students completing the program. This question asked what term the institution used in referring to the means by which official recognition was given a student who successfully completed a program. The terms suggested were award, certificate, degree, diploma, or title. Additional space was provided so that other designations could be written in. Generally the responses showed that each institution was consistent in the term used to designate the official recognition given in all of the programs it reported. Table 7 shows the responses made to this question.

Among the 4-year colleges and universities 53 percent of the short programs offered were officially recognized by the presentation of certificates. The next largest group of short programs, 29 percent, were recognized by presentation of diplomas. Only 15 percent of the programs reported by

4-year institutions carried recognition in the form of degrees. The remaining 3 percent of these programs were recognized through presentation of awards or titles.

The terminology used in describing the kinds of recognition granted by the 2-year institutions differed from that mentioned above. Here there was no clear-cut majority practice. Students in the largest number of programs (44 percent) received recognition in the form of degrees. A somewhat smaller number, 39 percent of the total, carried recognition through presentation of diplomas. Recognition was granted for 12 percent of the programs by means of certificates. The remaining 5 percent received recognition in the form of awards or titles.

If all of the institutions participating in the study—both 4-year and 2-year—are grouped together, roughly a third of the short programs carried official recognition in the form of a diploma (34 percent), another third in the form of a certificate (32 percent), and a slightly smaller proportion in the form of a degree (30 percent).

TABLE 7.—Kind of Recognition Conferred on Students Completing Programs Below the Bachelor's Degree Level in Higher Education Institutions: 1953-54

Type of institution	All programs	Recognition conferred for program					
		Award	Certificate	Degree	Diploma	Title	Other
1	2	3	4	5	6	7	8
Total	2,076	14	666	617	698	75	6
Percent	100.0	0.7	32.1	29.7	33.6	3.6	0.3
4-year colleges and universities	1,024	11	544	149	292	22	6
Percent	100.0	1.1	53.1	14.6	28.5	2.1	0.6
Universities	224	6	164	36	16	1	1
Liberal arts colleges	472	3	247	76	125	17	4
Teachers colleges	141	.....	56	16	68	.....	1
Technological schools	29	.....	14	3	11	1	.....
Theological schools	53	.....	14	2	34	3	.....
Other professional schools	105	2	49	16	38	.....	.....
2-year colleges and other schools	1,052	3	122	468	406	53	.....
Percent	100.0	0.3	11.6	44.5	38.6	5.0	.....
Junior or community colleges	974	3	106	451	362	52	.....
Normal schools	30	.....	2	.....	28	.....	.....
Technical schools	32	.....	10	15	7	.....	.....
Other schools	16	.....	4	2	9	1	.....

The use of the "title or degree of associate" has already been discussed. Since it has always been closely related to the academic program of 2 years, there is some interest in comparing the data reported on length of programs and on terms used by the institutions to describe the kind of recognition given the graduates. Of the programs reported by 4-year colleges and universities in table 4, about 64 percent were equivalent in length to the first 2 years of a regular baccalaureate program. The same institutions reported (see table 7) that for only 17 percent of their programs were they awarding what they called a degree or title—14.6 percent for one and 2.1 percent for the other. Of the programs reported by 2-year colleges and other schools, about 93 percent were the equivalent in length to the first 2 years of a regular baccalaureate program. These institutions reported that for only 50 percent of their programs were they awarding what they called a degree or title—44.5 percent for one and 5.0 percent for the other. This difference emphasizes the fact that 4-year and 2-year institutions vary widely in the recognition given their short program graduates.

### *Institutional Authority for Offering Short Programs*

An opportunity was provided in the questionnaire for the respondent to indicate what in his opinion was the specific authority by which his institution gave recognition for the completion of programs below the bachelor's degree level. The respondent was free to check as many items as were applicable among the following and to add to the list:

Original charter	Faculty action
State and/or local board regulation	County or municipal ordinance
State statute	Other (Specify) _____

The 926 institutions which responded to this question provided a total of 1,372 citations of authorities. While some institutions cited only a single authority, others checked as many as four. The average number of citations per institution was 1.5. This average held for both of the major categories of institutions, 2-year and 4-year, but in content their responses were different. In considering these differences the reader should keep in mind that three-fourth (74 percent) of the 4-year colleges and universities are under private control while about half (56 percent) of the 2-year colleges are public institutions.

Among the 500 4-year institutions which offer these programs only 19 failed to indicate any authority under which recognition was conferred for educational programs of less than bachelor's degree length. The bulk of the items (84 percent) cited by these institutions fell under three of the authorities suggested. Authority provided by faculty action accounted for 37 percent of the citations, that provided by State and/or local board regulation accounted for 27 percent, and that provided by the original charter accounted for 20 percent.

TABLE 8.—Institutional Authority for Offering Recognized Programs Below the Bachelor's Degree Level: 1953-54

Authority cited	All institutions		Institutions			
			4-year		2-year	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
<b>Total</b> .....	<b>1,372</b>	<b>100.0</b>	<b>723</b>	<b>100.0</b>	<b>649</b>	<b>100.0</b>
Original charter.....	236	17.2	142	19.6	94	14.5
State statute.....	157	11.4	58	8.0	99	15.3
County or municipal ordinance.....	6	.4			6	.9
State and/or local board regulation.....	485	35.4	192	26.6	293	45.1
Faculty action.....	399	29.1	270	37.4	129	19.9
Other.....	89	6.5	61	8.4	28	4.3

Since there were 500 4-year colleges and universities participating in the study and since authority provided by faculty action was cited 270 times, more than half of the institutions (54 percent) apparently utilized this type of authority in offering recognition for graduates of some of their short programs. More than a third (38 percent) of the institutions cited State and/or local board regulation, and more than a fourth (28 percent) mentioned authority provided in their original charters.

An examination of the responses showed that some of the respondents interpreted "State and/or local board" to include their own board of regents or trustees while others wrote these designations in the space provided after "other." If it is assumed that the board of regents or trustees is the same as a local board and if the written-in responses are transferred from "other" to "State and/or local board regulation," the latter category accounted for almost as many responses as did "faculty action"—each including well over a third of the total.

Among the 465 2-year colleges and other schools only 20 failed to reply to the question concerning authority. Here, by far the largest number—293 or 45 percent—of the citations of authority referred to that granted by State and/or local board regulation. The remainder of the responses were spread over three other types. These were authority granted by faculty action (20 percent of the citations), that granted by State statute (15 percent), and that provided by the original charter (15 percent). In other words, since there were 465 of these schools in the study, about two-thirds of the 2-year institutions (293 or 63 percent) cited State and/or local board regulation as an authority for recognizing graduates of some short programs, and about a fourth of them (129 or 28 percent) cited faculty action.

## Part III—EXTENT TO WHICH RECOGNIZED PROGRAMS ARE OFFERED

THE preceding section has discussed in general terms the kinds of programs below the bachelor's degree level which institutions of higher education offer and for which they give official recognition. In this section the discussion deals with the spread of such programs throughout the United States. Here it must be kept in mind that the questionnaire—and hence the discussion—deals solely with those programs below the bachelor's degree level for which the institution grants some form of official recognition to graduates. These data do not pertain to *all* of the programs below the bachelor's degree level offered throughout the United States but only to those which may, for the sake of simplicity in the discussion, be termed *recognized* programs. There are no data available in this study on the number of institutions of higher education offering programs below the bachelor's degree level for which they do not grant any kind of official recognition.

This section includes information on the chronological development of such programs throughout the country. It also gives data on the extent to which certain kinds of schools offer recognized programs—public institutions as compared with private, those for men as compared with those for women, and so on. In addition the data gathered provide a basis for generalizing on the extent to which the different types of institutions offer recognized programs and on the extent to which such programs are available in each of the nine geographic areas of the country.

### *Chronological Development*

The two major categories of schools have been considered separately in tracing the development of recognized programs below the bachelor's degree level in institutions of higher education. Tables 9, 10, and 11 deal exclusively with the 500 4-year colleges and universities which reported that they offer such programs. Table 12 deals with the 465 2-year colleges and other schools. These data are the responses to the question concerning the year in which official recognition was "first conferred" on graduates of a



short program. For simplicity, the data have been treated as if they referred to the year in which the program was first offered.

Although many of the 500 4-year institutions reported several recognized programs below the bachelor's degree level, only one program, the earliest reported by each school, was included in table 9 in order to trace the initial development of the movement. The figures in table 9 show the decade in which each institution first offered one of these short, recognized programs. (A third of the institutions (170) did not reply to this part of the questionnaire, but the remaining two-thirds (330) present a clear picture.)

Before 1900 there were already 21 of the 4-year colleges and universities offering these programs. Since 1900 each decade has seen a rapidly increasing number of 4-year institutions setting up educational programs below the bachelor's degree level.

The same trend is reflected in each of the nine geographic areas. In five of them the number of 4-year institutions initiating short, recognized programs during the first half of the present decade has already surpassed the number of institutions doing so during the previous decade. Table 9 also shows that over half of the 21 recognized programs in existence before 1900 were in the North Central Region.

Taking the country as a whole—and judging from the 330 institutions which replied to this question—more than half of the 4-year schools offering these programs have instituted them since 1940. As seen in table 9, more institutions have begun such programs in the first half of the present decade (1950-55) than in the full preceding decade. The total figures for each decade seem to indicate a strong trend for an increasing number of 4-year institutions to offer recognized programs below the bachelor's degree level each year.

In contrast with table 9, which considers only the earliest program offered by each institution, table 10 includes the dates for all programs reported by 4-year colleges and universities. These schools reported a total of 1,024 recognized programs below the bachelor's degree level, but the years in which they were first offered were available for only 656—slightly less than two-thirds of the total number.

Generally speaking, table 10 reflects the same steady increase in the number of short programs initiated during each successive decade as table 9. Table 10 also shows a total of 27 programs instituted before 1900 by the 21 4-year colleges and universities identified in table 9. These institutions and the programs they reported are listed in Appendix C.

In terms of the overall number of programs shown in table 10 by far the largest number, a fourth of the total, were reported by 4-year institutions in the East North Central States—Ohio, Indiana, Illinois, Michigan, and Wisconsin. (These States have 19 percent of the total group of 4-year institutions.)

TABLE 9.—Initial Recognized Programs Below the Bachelor's Degree Level in 500 4-Year Colleges and Universities in Specified Periods<sup>1</sup>

Division	All programs	No response	Total response	Period in which program was initiated						Total	
				Before 1900	1900-09	1910-19	1920-29	1930-39	1940-49		1950-54
1	2	3	4	5	6	7	8	9	10	11	
Total.....	500	170	330	21	14	28	39	60	83	85	
Percent.....			100.0	6.4	4.2	8.5	11.8	18.2	25.1	25.8	
New England.....	41	7	34	3	2	1	2	5	10	11	
Middle Atlantic.....	62	20	42	2	5	3	4	5	10	13	
East North Central.....	100	40	60	5	4	6	7	9	11	18	
West North Central.....	86	33	53	6	1	8	8	10	11	9	
South Atlantic.....	75	20	55	2	1	1	8	15	17	11	
East South Central.....	22	9	13	1		1	1	1	3	6	
West South Central.....	42	15	27	1		1	3	6	7	9	
Mountain.....	25	10	15			2	2	5	5	1	
Pacific.....	45	16	29		1	5	4	4	9	6	
Outlying parts.....	2		2	1						1	

<sup>1</sup> This table includes only the earliest program reported by each institution reporting more than one.

TABLE 10.—Recognized Programs Below the Bachelor's Degree Level in 500 4-Year Colleges and Universities in Specified Periods<sup>1</sup>

Division	All programs		Total re- sponse	Period in which program was initiated									
	Num- ber	Per- cent		Before 1870	1870- 79	1880- 89	1890- 99	1900- 09	1910- 19	1920- 29	1930- 39	1940- 49	1950- 54
Total	1,024	100.0	656	2	3	4	18	15	37	68	112	199	198
Percent			100.0	.3	.5	.6	2.7	2.3	5.6	10.4	17.1	30.3	30.2
New England	74	7.2	53	1	1	1	3	2	1	3	8	20	15
Middle Atlantic	128	12.5	71	1	1	1	1	5	3	5	5	24	27
East North Central	254	24.8	165	1	1	7	7	4	7	26	28	43	49
West North Central	160	15.6	100	2	2	5	5	1	11	9	23	19	30
South Atlantic	136	13.3	99	2	2	2	2	1	3	9	25	30	27
East South Central	47	4.6	25	1	1	1	1	1	2	2	2	7	11
West South Central	84	8.2	49	1	1	1	1	1	2	4	4	17	20
Mountain	55	5.4	36	1	1	1	1	1	2	4	10	15	7
Pacific	83	8.1	59	1	1	1	1	1	2	4	6	24	11
Qualifying Parts	3	.3	3	1	1	1	1	1	1	1	1	1	1

<sup>1</sup>This table includes all programs reported by each institution.

32 PROGRAMS BELOW THE BACHELOR'S DEGREE LEVEL

When all of the 1,024 recognized programs reported by 4-year colleges and universities are grouped into the four major geographic regions, the distribution is as shown below. For purposes of comparison there is included the percent of all 4-year institutions located in each region as shown in table 1.

<i>Region</i>	<i>Percent of programs</i>	<i>Percent of all 4-year institutions</i>
Northeast.....	20	27
North Central.....	40	30
South.....	26	31
West.....	14	11

Table 11 is a tabulation of all short programs reported by 4-year institutions as first given between 1944 and 1954. This period was selected for further examination because it includes the years during which the impact of veterans' enrollments was felt. A total of 306 programs were initiated by 4-year institutions during this period. As suggested in the preceding tables, this one shows the same marked increase in the overall number of programs instituted. However, in this year-by-year view, the increase does not appear so constant and there is a decrease for the academic year 1954-55.

The decades during which new programs were initiated by the 465 2-year institutions are shown in table 12. These schools reported a total of 1,052 programs below the bachelor's degree level, but the years in which they were first offered were available for only 718—about two-thirds of the total number.

Table 12 shows the same strong increase in the number of short programs initiated during each successive decade as was shown for the 4-year institutions in table 9. This is probably a reflection of the growing number of public junior colleges founded during recent years. (The 11 programs shown in table 12 as being offered by 2-year institutions before 1900 are identified in Appendix D.)

Although the 2-year institutions offered considerably fewer programs during the first 2 decades of the present century, they surpassed the 4-year institutions in the number of offerings reported in 1920, and they have maintained their numerical superiority ever since. The accompanying figure compares the increases reported by both categories of institutions.

In terms of the overall number of programs shown in table 12, the largest number were reported by 2-year institutions in the West North Central States—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. This area, which has 16 percent of all 2-year institutions included in the study, reported 20 percent of the programs.

**TABLE 11.—Recognized Programs Below the Bachelor's Degree Level Initiated by 4-Year Colleges and Universities Annually From 1944 Through 1954<sup>1</sup>**

Division	All programs		Year in which program was initiated											
	Number	Percent	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954 <sup>2</sup>	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Total	306	.....	9	22	14	23	29	31	31	26	35	51	35	
Percent	.....	100.0	3.0	7.2	4.6	7.5	9.5	10.1	10.1	8.5	11.4	16.7	11.4	
New England	23	7.5	1	.....	1	3	2	1	2	4	2	5	2	
Middle Atlantic	46	15.0	2	2	2	3	2	9	.....	2	5	9	10	
East North Central	73	23.9	3	5	4	7	8	2	12	2	13	10	7	
West North Central	40	13.1	1	.....	3	2	5	5	4	5	3	9	3	
South Atlantic	38	12.4	.....	2	.....	3	4	2	.....	5	7	8	5	
East South Central	15	4.9	2	2	.....	1	.....	.....	3	1	.....	4	2	
West South Central	26	8.5	.....	3	3	2	2	.....	3	3	5	2	3	
Mountain	17	5.6	.....	4	1	1	.....	4	1	2	.....	3	1	
Pacific	27	8.8	.....	4	.....	1	6	.....	4	2	.....	3	2	
Outlying Parts	1	0.3	.....	.....	.....	1	.....	8	.....	.....	.....	1	.....	

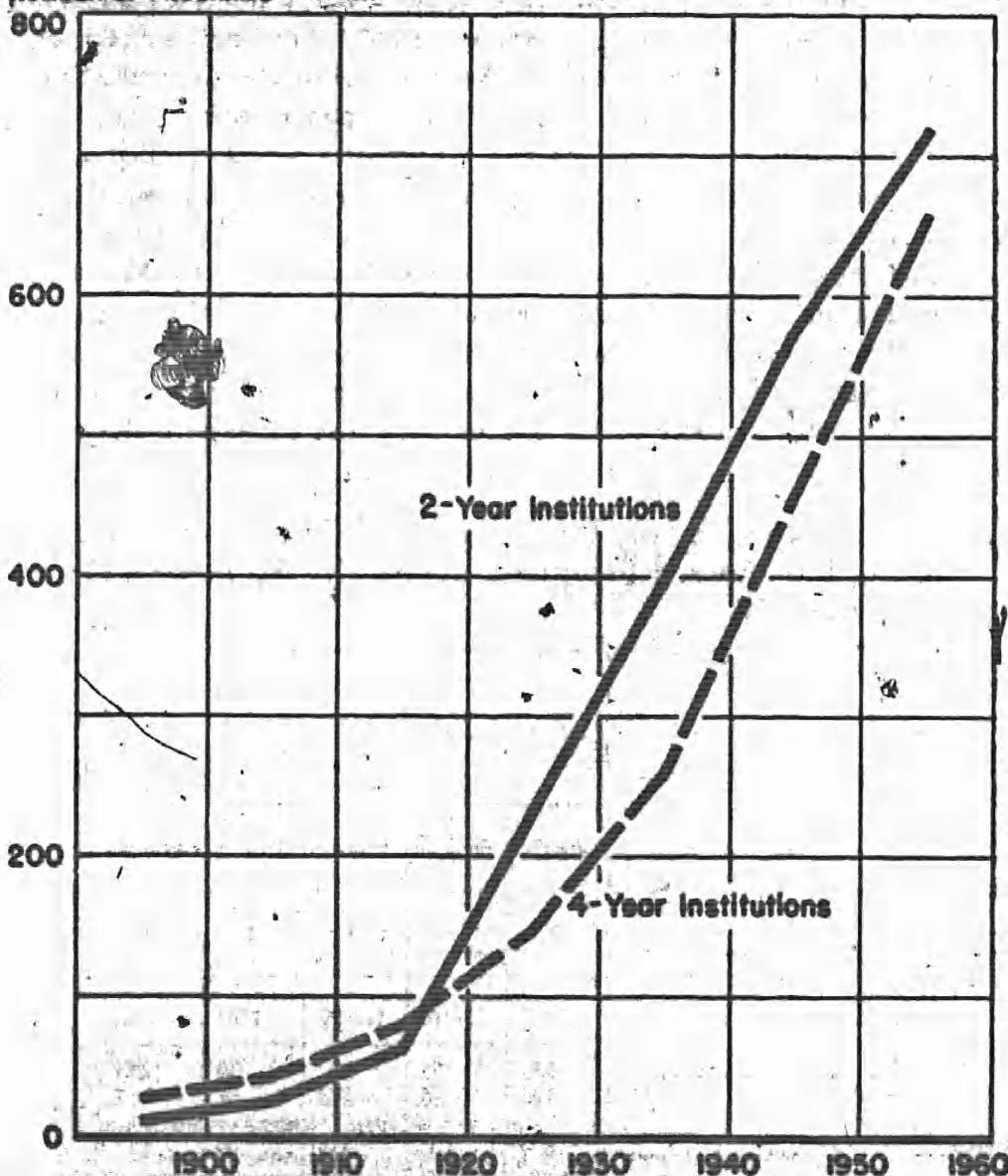
<sup>1</sup> This period was analyzed separately because it includes the years of heaviest veterans' enrollments. The tabulation includes all programs reported by each institution during this period.

<sup>2</sup> This column also includes programs of recent origin for which recognition will not actually be conferred until 1955.

TABLE 12.—Programs Initiated by 465 2-Year Institutions in Specified Periods

Division	All programs		Total re-sponse	No re-sponse	Period in which program was initiated														
	Number	Percent			Before 1900	1900-09	1910-19	1920-29	1930-39	1940-49	1950-54								
												3	4	5	6	7	8	9	10
1	2	3	5	4	6	7	8	9	10	11	12								
Total	1,052	100.0	718	334	11	13	38	169	167	179	141								
Percent			100.0		1.5	1.8	5.3	23.5	23.3	24.9	19.7								
New England	51	4.9	36	13	1	1	2	2	9	14	9								
Middle Atlantic	95	9.0	69	26	1	2	4	8	8	9	9								
East North Central	120	11.4	76	44	2	5	4	13	23	16	16								
West North Central	210	20.0	126	84	1	1	14	39	26	29	29								
South Atlantic	185	17.6	125	60	3	1	9	21	48	25	18								
East South Central	92	8.7	73	19	2	4	3	32	13	9	10								
West South Central	114	10.8	73	41	1	1	3	27	13	25	11								
Mountain	55	5.2	48	7	1	1	1	7	8	18	11								
Pacific	126	12.0	87	39	1	1	6	20	19	34	8								
Outlying Parts	4	0.4	3	1	1	1	1	1	1	1	1								

## NUMBER OF PROGRAMS



Number of recognized programs reported by 4-year and 2-year institutions since 1900.

### *Special Kinds of Institutions*

Three kinds of institutions, those having particular characteristics, are considered in this section. These are public or private institutions, those attended predominantly by white or by Negro students, and those for women or men only or for a coeducational student body.

Among all 1,761 institutions of higher education participating in this study slightly more than a third (609 or 35 percent) are public institutions and the remaining two-thirds (1,152 or 65 percent) are private. However, when the total group is divided into 4-year and 2-year institutions, the proportions change somewhat. Among the 4-year colleges and universities, only a fourth (337 or 26 percent) are public and three-fourths (942 or 74

percent) are private institutions. Among the 2-year schools a majority of 272 (56 percent) are public and the remaining 210 (44 percent) are private.

Table 13 shows the extent to which programs below the bachelor's degree level are offered by public institutions as compared with private ones. Among the 1,279 4-year colleges and universities which replied to the questionnaire the majority of both public and private institutions did not offer such programs. The table shows, however, that the practice of giving these programs was more widely accepted among the public 4-year colleges and universities, with almost half (46 percent) of them doing so. Among the private institutions a smaller proportion, only 37 percent, did so. (Since the basic purpose of 2-year institutions is offering programs below the bachelor's degree level, this practice was common among both public and private institutions in this category.)

TABLE 13.—Number of Public and of Private Institutions Offering Recognized Programs Below the Bachelor's Degree Level: 1953-54

Type and status	All institutions		Institutions			
			4-year		2-year	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Total .....	1,761	100	1,279	100	482	100
Offered .....	965	55	500	39	465	96
Not offered .....	796	45	779	61	17	4
Public .....	609	100	337	100	272	100
Offered .....	421	69	154	46	267	98
Not offered .....	188	31	183	54	5	2
Private .....	1,152	100	942	100	210	100
Offered .....	544	47	346	37	198	94
Not offered .....	608	53	596	63	12	6

Among all higher education institutions participating in the study, those attended predominantly by white students made up 96 percent of the group and those attended predominantly by Negro students made up 4 percent. The respondent group differs slightly from the total population of the *Directory* since none of the fifteen 2-year schools attended predominantly by Negroes replied to the questionnaire. Table 14 shows that there was little difference between the two kinds of 4-year institutions with regard to the



practice of offering short, recognized programs. Among 1,206 predominantly white institutions reporting, 39 percent offered such programs, and among the 73 Negro institutions, 36 percent offered recognized programs below the bachelor's degree level.

TABLE 14.—Number of Institutions of Higher Education Attended Predominantly by White or by Negro Students Offering Recognized Programs Below the Bachelor's Degree Level: 1953-54<sup>1</sup>

Type and status	All institutions		Institutions			
			4-year		2-year	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Total.....	1,761	100	1,279	100	482	100
Offered.....	965	55	500	39	465	96
Not offered.....	796	45	779	61	17	4
Predominantly white.....	1,688	100	1,206	100	482	100
Offered.....	939	56	474	39	465	96
Not offered.....	749	44	732	61	17	4
Predominantly Negro.....	73	100	73	100		
Offered.....	26	36	26	36		
Not offered.....	47	64	47	64		

<sup>1</sup> The institutions attended predominantly by Negro students are those in the District of Columbia and the 17 States maintaining separate school systems at the time the 1953-54 edition of the *Education Directory, Part 3*, was prepared.

Of the 1,761 institutions of higher education participating in this study, three-fourths (74 percent) are coeducational. The remaining fourth consists of the segregated type of institution, and there are a few more for women only (14 percent) than for men only (12 percent). Table 15 shows the extent to which recognized programs below the bachelor's degree level were offered by each of these three kinds of institutions. Among all 4-year institutions reporting, these programs were offered by 39 percent—about 2 in every 5 institutions. When this group is broken down, however, the proportions among the three kinds of schools vary. While somewhat less than half (45 percent) of the 4-year coeducational institutions offered such programs, only about a fourth (26 percent) of the women's colleges did so and only about a fifth (22 percent) of the men's colleges. Even

TABLE 15.—Number of Coeducational Institutions, Institutions for Women, and Institutions for Men Offering Recognized Programs Below the Bachelor's Degree Level: 1953-54

Type and status	All institutions		Institutions			
			4-year		2-year	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Total.....	1,761	100	1,279	100	482	100
Offered.....	965	55	500	39	465	96
Not offered.....	796	45	779	61	17	4
Coeducational.....	1,298	100	917	100	381	100
Offered.....	790	61	414	45	376	99
Not offered.....	508	39	503	55	5	1
Women.....	248	100	184	100	64	100
Offered.....	106	43	47	26	59	92
Not offered.....	142	57	137	74	5	8
Men.....	215	100	178	100	37	100
Offered.....	69	32	39	22	30	81
Not offered.....	146	68	139	78	7	19

among the 2-year institutions the same tendency was reflected in that among coeducational schools 99 percent offered recognized programs, but among other schools this dropped to 88 percent.

Table 15 can be made clearer by combining certain figures. In the version below the figures for coeducational institutions remain, but the figures for women's and men's institutions have been combined to bring out the contrast between coeducational schools and those for only a single sex. Among all coeducational schools of both kinds 61 percent offered recognized programs, but among all schools for men only or for women only there were but 38 percent which offered such programs.

	Total	4-year institutions	2-year institutions
Number of coeducational institutions.....	1,298	917	381
Percent which offer programs.....	61	45	99
Percent which do not offer programs.....	39	55	1
Number of institutions for women and men.....	463	362	101
Percent which offer programs.....	38	24	88
Percent which do not offer programs.....	62	76	12

### *Types of Institutions*

Table 16 shows the responses of 1,761 institutions to the basic question of whether or not they offered short programs which carried official recognition for graduates. The data were tabulated according to the types of institutions and also according to the geographic locations of the institutions.

*Universities.*—There were 129 universities which replied. This is the only type of 4-year institution among which more schools offered recognized programs below the bachelor's degree level than did not do so. The most conspicuous example was found in the West North Central States where 13 universities reported giving these programs and only 1 reported not doing so. Generally, more universities gave these programs than did not in all except two areas, the Mountain States and the East South Central States. Among the total group of 129 universities, however, almost two-thirds (64 percent) did offer these programs.

*Liberal arts colleges.*—In direct contrast to the universities, among the 689 liberal arts colleges which replied far more stated that they did not offer recognized programs below the bachelor's degree level than did so. In fact, only about 1 in every 3 liberal arts colleges gave such programs. The practice was least common among the 53 colleges reporting from the East South Central States of which only a fifth (21 percent) offered these programs. This practice was general in all divisions except one, the Mountain States. Among the total group of 689 liberal arts colleges, however, only about one-third (35 percent) offered these programs.

*Teachers colleges.*—Among the 184 independently organized teachers colleges which replied there were many more institutions not offering short programs than doing so. The practice was least common among 35 colleges located in the Middle Atlantic States, among which only 1 offered these programs. The practice was generally the same in all except 3 divisions—the Pacific, the East North Central, and the West North Central. In the total group of 184 independent teachers colleges somewhat more than a third (37 percent) offered recognized programs below the bachelor's degree level.

*Technological schools.*—Among the 51 independently organized, 4-year technological schools replying, there were twice as many which did not offer recognized programs as did so. However, in the East North Central States there were more schools offering short programs than not doing so. Among the total group of 51 technological colleges only about a third (31 percent) offered recognized programs below the bachelor's degree level.

*Theological schools.*—There were 107 independently organized, 4-year theological schools which responded. Here again the majority did not offer recognized short programs. The practice was least common in the South Atlantic States; was evenly divided in the New England, West South

TABLE 16.—Recognized Programs Below the Bachelor's Degree Level in 1,761 Higher Education Institutions of Various Types Located in the Nine Geographic Divisions of the United States: 1953-54

Division and status	All institutions		Number of institutions, by type											
	Number	Percent	4-year colleges and universities						2-year colleges and other schools					
			Total	Universities	Liberal arts colleges	Teachers colleges	Technological	Theological	Other professional	Total	Junior or community colleges	Normal schools	Technical schools	Other schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Total</b> .....	1,761	100.0	1,279	129	689	184	51	107	119	482	413	25	25	19
Offered.....	965		82	82	238	68	16	39	57	465	403	24	24	14
Not offered.....	796		47	47	451	116	35	68	62	17	10	1	1	5
<b>NEW ENGLAND</b> .....	146	8.3	123	15	57	26	5	4	16	23	18	1	4	6
Offered.....	63		41	10	18	5		2	6	22	17	1	4	
Not offered.....	83		82	5	39	21	5	2	10	1	1			
<b>MIDDLE ATLANTIC</b> .....	285	16.2	234	21	113	35	13	26	26	51	31	2	12	6
Offered.....	111		62	13	28	11	3	6	11	49	31	2	12	4
Not offered.....	174		172	8	85	24	10	20	15	2				2
<b>EAST NORTH CENTRAL</b> .....	305	17.3	240	21	123	29	11	24	32	65	35	21	3	6
Offered.....	162		100	16	40	16	7	7	14	62	33	21	3	3
Not offered.....	143		140	5	83	13	4	17	18	3	2			1

INSTITUTIONS OF HIGHER EDUCATION

	224	12.7	149	14	84	25	1	13	12	75	75	75
<b>WEST NORTH CENTRAL</b>												
Offered	159	.....	86	13	40	20	.....	9	4	73	73	73
Not offered	65	.....	63	1	44	5	1	4	8	2	2	2
<b>SOUTH ATLANTIC</b>												
Offered	269	15.3	188	17	115	21	7	10	18	81	74	1
Not offered	152	.....	75	10	40	9	1	1	14	77	72	1
Offered	117	.....	113	7	75	12	6	9	4	4	2	1
Not offered	126	7.1	86	6	53	16	3	6	2	40	39	1
<b>EAST SOUTH CENTRAL</b>												
Offered	59	.....	22	1	11	5	2	2	1	37	37	.....
Not offered	67	.....	64	5	42	11	1	4	1	3	2	1
<b>WEST SOUTH CENTRAL</b>												
Offered	148	9.0	106	12	66	15	5	6	2	52	50	2
Not offered	93	.....	42	7	25	4	2	3	1	51	50	1
Offered	65	.....	64	5	41	11	3	3	1	1	1	1
Not offered	63	3.6	45	12	18	9	3	2	1	18	18	.....
<b>MOUNTAIN</b>												
Offered	43	.....	25	6	13	4	.....	1	1	18	18	.....
Not offered	20	.....	20	6	5	5	3	1	.....	.....	.....	.....
<b>PACIFIC</b>												
Offered	177	10.1	903	9	57	8	3	16	10	74	70	4
Not offered	118	.....	45	5	22	4	1	8	5	73	69	4
Offered	59	.....	58	4	35	4	2	8	5	1	1	.....
Not offered	8	4	5	2	3	.....	.....	.....	.....	3	3	.....
<b>OUTLINGO PARTS</b>												
Offered	5	.....	2	1	1	.....	.....	.....	.....	3	3	.....
Not offered	3	.....	3	1	2	.....	.....	.....	.....	.....	.....	.....

Central, Mountain, and Pacific States; and was reversed in the West North Central States. Among the total group of 107 theological schools somewhat over a third (36 percent) offered recognized programs below the bachelor's degree level.

*Other professional schools.*—There were 119 responses from 4-year institutions in this category, and their replies as to whether they did or did not offer recognized programs were almost evenly divided, with 48 percent doing so and 52 percent not doing so.

*Summary.*—When the 1,279 4-year institutions which replied are taken as a group, there were over one and a half times as many institutions which did not offer these programs as there were those which did—61 percent as compared with 39 percent. Among the various types of institutions this practice was most common among the universities, of which almost two-thirds offered short programs. Next came the "other professional schools" among which slightly less than half did so. The practice was least common among teachers colleges, theological schools, technological schools, and liberal arts colleges, among which roughly only about a third offered recognized programs below the bachelor's degree level.

Table 16 also includes the responses of 482 of the 2-year colleges and other post-secondary schools. This group consisted of 413 junior or community colleges, 25 normal schools, 25 technical schools, and 19 other schools. Among the institutions in this category 96 percent—all but 17 schools—gave official recognition for programs below the bachelor's degree level.

### *Geographic Areas*

The data in table 16 also provide the basis for an analysis from the viewpoint of geographic location. In presenting this final picture the data for 4-year institutions and for 2-year institutions are given separately and are then combined. The validity of such a combination—and the interpretation of the figures derived—depends in large measure on whether the 2-year institutions are considered an integral part of the system of higher education or whether they are considered more truly a part of secondary education in this country.

*New England Division.*—In these States one-third (41 or 33 percent) of the 4-year institutions offered short programs and 22 of the 2-year institutions did so. This makes a total of 63 institutions offering recognized programs below the bachelor's degree level—about 43 percent of the 146 institutions of higher education which replied. (Five others failed to respond.)

*Middle Atlantic Division.*—Here only about a fourth (62 or 27 percent) of the 4-year institutions offered short programs, and 49 of the 2-year institutions did so. This makes a total of 111 institutions offering recognized

programs below the bachelor's degree level—39 percent of the 285 institutions responding. (Seven others did not reply.)

*East North Central Division.*—In this area 100 (42 percent) of the 4-year institutions offered short programs, and 62 of the 2-year institutions did so. This makes a total of 162 institutions offering such programs, 53 percent of the 305 institutions of higher education which replied. (Nine others did not respond.)

*West North Central Division.*—In these States more than half (86 or 58 percent) of the 4-year institutions offered short programs, and 73 of the 2-year schools did so. This makes a total of 159 or 71 percent of the 224 institutions of higher education replying. (Thirteen others did not reply.)

*South Atlantic Division.*—Here, among the 4-year institutions about two-fifths (75 or 40 percent) offered short programs, and 77 2-year institutions did so. This is a total of 152 or 57 percent of the 269 institutions responding. (There were 15 non-respondents.)

*East South Central Division.*—In these States about a fourth (22 or 26 percent) of the 4-year institutions offered short programs, and 37 of the 2-year institutions did so. This makes a total of 59 or 47 percent of the 126 institutions which replied. (Twenty-three others did not.)

*West South Central States.*—In this area about two-fifths of the 4-year institutions (42 or 40 percent) offered recognized programs as did 51 2-year institutions. This makes a total of 93 or 59 percent of the 158 participating institutions. (There were 12 non-respondents.)

*Mountain Division.*—Here more than half of the 4-year institutions (25 or 56 percent) offered recognized programs as did all 18 of the 2-year institutions. This is a total of 43 or better than two-thirds (68 percent) of the 63 institutions which responded. (Only two failed to reply.)

*Pacific Division.*—In these States more than two-fifths (45 or 44 percent) of the 4-year institutions offered recognized programs, and 73 of the 2-year institutions did so. This gives a total of 118 or two-thirds (67 percent) of the 177 institutions of higher education which participated. (Four others did not respond.)

Finally, these data may be combined into a single description for the United States as a whole. A grand total of 1,761 responses were received—including 8 from outlying parts—and there were 90 other institutions which did not reply. The responses came from 1,279 of the 4-year institutions and 482 of the 2-year institutions. Among the 4-year institutions 500 (39 percent) offered short, recognized programs. There were 465 of the 2-year institutions which did so. This gives a total of 965 or 55 percent of all institutions of higher education in this country offering recognized programs below the bachelor's degree level.

*Summary.*—By way of summarizing and comparing the extent to which short, recognized programs were offered in the various geographic areas, the

44 PROGRAMS BELOW THE BACHELOR'S DEGREE LEVEL

following list presents a comprehensive picture of the proportions of 4-year institutions and of all higher education institutions which do offer them:

<i>Region and Division</i>	<i>Percent of 4-year institutions</i>	<i>Percent of all institutions</i>
<b>NORTHEAST</b> .....	29	40
New England.....	33	43
Middle Atlantic.....	27	39
<b>NORTH CENTRAL</b> .....	48	61
East North Central.....	42	53
West North Central.....	58	71
<b>SOUTH</b> .....	37	35
South Atlantic.....	40	37
East South Central.....	26	47
West South Central.....	40	39
<b>WEST</b> .....	47	67
Mountain.....	56	68
Pacific.....	44	67
<b>TOTAL</b> .....	39	35

This exploration of programs below the bachelor's degree level for which official recognition is given in institutions of higher education shows that such programs are an important part of education in this country. The need for them has grown as our constantly changing world has become more complex. These programs are now provided not only by the 2-year institutions but also by an increasing number of 4-year institutions. Their purpose is to fulfill either that part of the need which demands a general education as a foundation for successful living or that part which demands technical knowledges and skills as a basis for vocational competence.



# APPENDIXES

# Appendix A—Questionnaire

Form HED-49

DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON 25, D. C.

Subject Survey No. ED-102  
Approved October 2-19-51

## RECOGNITION FOR EDUCATIONAL PROGRAMS OF LESS THAN BACHELOR'S DEGREE LENGTH

### To the Respondent:

In considering problems of accreditation and transfer, it is useful to have available information concerning the extent to which institutions of higher learning are now recognizing educational programs of less than bachelor's degree length by conferring "wards," "certificates," "degrees," "licenses," "titles," or similar designations. In addition, information derived from inquiry into this and related matters may well be helpful in the interpretation or promulgation of directives and regulations of such governmental agencies as Selective Service, Department of Defense, and Veterans' Administration.

Your good help in completing the present study will be greatly appreciated. Will you please fill out the attached form and return it as soon as possible. No postage is required. A statement of findings of this nationwide inquiry will be sent to your office when available.

Sincerely yours,



W. EARL ASMUS,  
Acting Head, Division of Higher Education

### INSTRUCTIONS

1. Whether you check "Yes" or "No" on Item 1, be sure to answer Item 2, marking both the major reasons for conferring or not conferring recognition for educational programs of less than bachelor's degree length.
2. Under Item 3 include any new "recognition" your institution has officially approved and plans to confer during the next year or two. Under 3b indicate the official body upon which recognition is conferred in terms of "Class Board" or "Joint Board," the latter stated as "Joint Board," or "Standing Board."
3. If additional space is needed for Item 3 for any other item, please send pertinent supplemental information in a separate letter.
4. The term "board" is meant to include either a statewide authority or a board of trustees for a single institution.

## RECOGNITION FOR EDUCATIONAL PROGRAMS OF LESS THAN BACHELOR'S DEGREE LENGTH

1. Do you give any official recognition for educational programs of less than bachelor's degree length completed at your institution?  
 YES  NO  (check one). If "NO," please answer only Item 2, sign card at the bottom, and place in the mail. If your answer is "YES," please complete all items, sign card at the bottom, and place in the mail.

Year First Conferred	What Department and Division or Other Concerned A Division or Agency?	What Year Is the Year Approximate to an Institution Year is Given?						Name of Program (Give in one title and number of departments to complete program)			Number of Degrees Conferred Institution Year		
		1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
	Associate in:												
	Arts												
	Business												
	Engineering												
	Fine Arts												
	General Education												
	Education												
	Science												
	Specialized Science												
	Technology												
	Other (Indicate in Special):												

2. What is the major reason why your institution does—or does not—grant such recognition?

3. By what specific authority does your institution confer such recognition? (Check as many items as apply)
- A. Original charter      B. State statute      C. County or municipal ordinance  
 D. State and/or local board regulation      E. Faculty action      F. Other (specify)

Investigator Signature

Title

Date

KEEP IN COPY OF REPORT SENT FOR YOUR FILES

*Appendix B.—Geographic Regions and Divisions of the  
United States*

**NORTHEAST REGION**

*New England Division*

Maine  
New Hampshire  
Vermont  
Massachusetts  
Rhode Island  
Connecticut

*Middle Atlantic Division*

New York  
New Jersey  
Pennsylvania

**SOUTHERN REGION**

*South Atlantic Division*

Delaware  
Maryland  
District of Columbia  
Virginia  
West Virginia  
North Carolina  
South Carolina  
Georgia  
Florida

*East South Central Division*

Kentucky  
Tennessee  
Alabama  
Mississippi

*West South Central Division*

Arkansas  
Louisiana  
Oklahoma  
Texas

**NORTH CENTRAL REGION**

*East North Central Division*

Ohio  
Indiana  
Illinois  
Michigan  
Wisconsin

*West North Central Division*

Minnesota  
Iowa  
Missouri  
North Dakota  
South Dakota  
Nebraska  
Kansas

**WESTERN REGION**

*Mountain Division*

Montana  
Idaho  
Wyoming  
Colorado  
New Mexico  
Arizona  
Utah  
Nevada

*Pacific Division*

Washington  
Oregon  
California

Appendix C.—Twenty-seven Recognized Programs Offered Before 1900\*  
(4-Year Institutions)

Year	Institution and location	Field	Kind of recognition	Length
1857	Maryland Institute.....	Arts	Diploma	.....
1857	Maryland Institute.....	Fine Arts	Diploma	.....
1870	State Teachers College, Mankato, Minn.....	Teaching	Diploma	128 qtr. hr.
1870	New England Conservatory of Music, Mass.....	Music	Diploma	78 sem. hr.
1877	Iowa State Teachers College.....	Teaching (Elementary)	Diploma	98 qtr. hr.
1880	Philadelphia Museum School of Art.....	Art (Design)	Diploma	143 sem. hr.
1885	Arkansas Dupuis College.....	Arts	Degree	60 sem. hr.
1885	Tuskegee Institute, Ala.....	Technical	Certificate	528 clk. hr.
1886	Ferris Institute, Mich.....	Business	Certificate	96 qtr. hr.
1880	Ferris Institute, Mich.....	Secretarial Science	Certificate	96 qtr. hr.
1890	University of Missouri.....	Agriculture	Certificate	50 sem. hr.
1891	Detroit Institute of Tech.....	Business	Certificate	32 sem. hr.
1891	Detroit Institute of Tech.....	Secretarial Science	Certificate	20 sem. hr.
1893	Hahnemann Medical College and Hospital, Pa.....	Graduate Nurse	Diploma	5,040 clk. hr.
1893	University of Michigan.....	Nursing	Diploma	103 sem. hr.
1894	Iowa State College of A. & M. Arts.....	Dairying	Certificate	68 qtr. hr.
1895	University of New Hampshire.....	Applied Farming	Certificate	64 sem. hr.
1895	The Sherwood Music School, Ill.....	Music	Certificate	30 sem. hr.
1895	Wisconsin State College.....	Teaching (Elementary)	Diploma	64 sem. hr.
1895	Wisconsin State College.....	Teaching (Elementary)	Diploma	96 sem. hr.
1895	State Teachers College, Wisconsin, Minn.....	Education	Diploma	96 sem. hr.
1898	New Bedford Institute of Textiles and Technology, Mass.....	Engineering	Diploma	170 sem. hr.
1899	New Bedford Institute of Textiles and Technology, Mass.....	Science	Diploma	154 sem. hr.
1899	Peabody Institute of the City of Baltimore, Md.....	Music	Certificate	60 sem. hr.
1899	Peabody Institute of the City of Baltimore, Md.....	Music	Diploma	.....
1899	Southern State Teachers College, South Dakota.....	Teaching	Diploma	"2 years"
1899	Southern State Teachers College, South Dakota.....	Trade	Diploma	"2 years"

\*These programs were offered in institutions which are now classified as 4-year colleges or universities. (See table 10.)

*Appendix D.—Eleven Recognized Programs Offered Before 1900<sup>1</sup>  
(2-Year Institutions)*

Year	Institution and location	Field	Kind of recognition	Length
1852	Gordon Military College, Ga.	Arts	Diploma	90 qtr. hr.
1854	Andrew College, Ga.	Arts	Diploma	64 sem. hr.
1874	Marion College, Va.	Liberal arts	Diploma	62 sem. hr.
1876	Spring Garden Institute, Pa.	Technical	Diploma	.....
1878	Madrasaka Training School, Maine	General Education	Diploma	96 sem. hr.
1886	Covey College, Mo.	Arts	Diploma	60 sem. hr.
1887	Marion Institute, Ala.	Arts	Diploma	64 sem. hr.
1887	Marion Institute, Ala.	Science	Diploma	64 sem. hr.
1892	Concordia College, Wis.	Arts	Diploma	81 sem. hr.
1892	Moody Bible Institute, Ill.	Religion	Diploma	93 sem. hr.
1898	Duncan Baptist College, Tex.	General Education	Diploma	60 sem. hr.

<sup>1</sup> These programs were offered in institutions which are now classified as 2-year colleges or other post-secondary schools. (See table 12.)

