

1985

A review of selected external degree programs in the United States

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A review of selected external degree programs in the United States

Abstract

The dramatic growth of higher education in the United States since the end of World War II, and, particularly, the rapid rise in the number of community colleges in the 1960's, give evidence of the desire of Americans for greater opportunities to go beyond earlier schooling to meet their learning needs and interests (Houle, 1974). External degree programs are providing students with programs that allow them to receive an education, meet goals of personal satisfaction, promotional success, and career expectations (Kiplinger Washington Editors, 1983).

A REVIEW OF SELECTED EXTERNAL DEGREE PROGRAMS
IN THE UNITED STATES

A Research Paper
Presented to
The Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Marcia A. Kisner
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for the Degree of Master of Arts in Education.

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Table of Contents

	Page
Chapter One	
INTRODUCTION	1
Purpose of the Study	2
Definition of Terms	4
Chapter Two	
REVIEW OF LITERATURE	6
Potential Students for External	
Degree Programs	7
Current Scene of External Degree Programs . .	8
Participants and Graduates of External	
Degree Programs	13
Chapter Three	
SUMMARY	18
Chapter Four	
DISCUSSION	21
Recommendations	22
Bibliography	24
Appendices	
A. Survey of Graduates of External Degree	
Program	28
B. Survey of Evaluation from Classes Taken	
During Residency Requirement	31

Chapter One

INTRODUCTION

The dramatic growth of higher education in the United States since the end of World War II, and, particularly, the rapid rise in the number of community colleges in the 1960's, give evidence of the desire of Americans for greater opportunities to go beyond earlier schooling to meet their learning needs and interests (Houle, 1974). External degree programs are providing students with programs that allow them to receive an education, meet goals of personal satisfaction, promotional success, and career expectations (Kiplinger Washington Editors, 1983).

As early as 1960, universities in America saw the importance of external degree programs. The Carnegie Cooperation granted the University of Oklahoma \$61,000 to help develop its Bachelor of Liberal Studies program for adults (Nelson, 1974). A similar grant was awarded to Syracuse University for its off-campus program. The early 1970's proved to be prosperous for these programs and hundreds of external degree programs came into being (Nelson, 1974).

The current population contains a large number of adults who grew up in the 1950's and are now finding it difficult to take advantage of the widespread opportunities made available to younger men and women who are growing up in the 1980's. It is these adults who make up the largest potential clientele for the external degree.

Potential students for external programs are men and women who missed or were denied earlier opportunities to secure a degree (Houle, 1973). In 1950, fewer than half (43 percent) of high school graduates were entering college; by 1970, more than half (60 percent) were going to college (Cross, 1973). Now adults in their thirties, forties, and fifties are undereducated compared to the youth today, and there is pressure to provide them with the same opportunities. Many choose to enroll in external degree programs at the bachelor level and for a variety of reasons. External degree programs are more convenient, usually faster, and at times less expensive than traditional programs. Too, research has shown that students participating in these programs usually out-perform 18-24 year olds (Houle, 1973). Common identifying characteristics of such enrollees include self-motivation, desire to achieve personal satisfaction and desire to increase self-respect (Temkin, 1982).

External degrees are growing in acceptance and probably will be universally accepted in the near future (Kiplinger Washington Editors, 1983). It is this growth that makes external degree programs an area to be carefully watched.

Purpose of the Study

The first purpose of this study is to identify the larger population who want an education, but cannot achieve it by traditional means. In the face of declining enrollments, colleges and universities have an interest in

providing viable alternatives to the traditional education and the students who are looking for those alternatives (Kiplinger Washington Editors, 1983).

The second purpose, after identifying the population, is finding out the nontraditional student's needs and seeing if these needs are being met. Traditionally, colleges and universities have only met the needs of the student who is 18-24 years old and is able to attend school continuously for a specific time period.

The third purpose is stating and researching what external degree programs are in place. External degrees are being offered throughout the country with positive feedback from those who have a nontraditional method of education. Although it has been a slow process, colleges and universities are enabling students to receive degrees by what is known as nontraditional methods.

The last purpose is identifying the existing external degree program areas on which attention should be focused (e.g., enrollment, type of student, type of selection of criteria).

With the purposes of the study in mind, the research has attempted to review the literature of the external degree programs. Along with the review of literature are recommendations which may assist in developing, improving or expanding external degree programs.

Definition of Terms

External degree programs. Any program granting degree credit primarily to nontraditional learners for off-campus learning experiences.

Assessment of prior learning. The process by which a program will determine which aspects of the students' past learning experiences are applicable towards a degree. It is analysis of all past college experience and past learning from work, travel, and self-study.

Advisor. (Related term is mentor). The role of advisor varies from program to program. The advisor will help students devise contracts for degrees, suggest location of resources and help students plan, carry out, and evaluate study programs.

Correspondence courses. This term is closely related to the definition of external degree. Courses that are a feasible alternative for many who seek nontraditional routes to baccalaureate and advanced degrees.

Residency. A term that can be used different ways for different programs. For adult-oriented programs, it is one or two weeks of intensive residency on campus.

Nontraditional student. A person who is over the age of 25 and is entering a college or university for the first time as a full-time or part-time student.

Traditional student. A person between the ages of 18-24. This person continues their education right after graduation from high school.

Nontraditional education. This term consists of the following elements, but is not limited to: using the world as the classroom and instructor; receiving academic credit simply by examination; receiving academic credit for experiential learning; self-paced correspondence courses.

Chapter Two

REVIEW OF LITERATURE

There are successful external degree programs in existence throughout the country. The common link in most external degree programs is working in a nontraditional manner with nontraditional students. Institutions must assess their individual situations to more narrowly define an external degree program (Houle, 1973).

A general characteristic of external degree programs according to Valley (1972) is that students should be recognized by what they know rather than how or where it is learned. There are five basic functions of the traditional education that need to be used in a nontraditional way. These functions include admission requirements, provision of instruction, testing the individual's competence in the content taught, awarding a degree, and a license to practice a profession (Houle, 1974).

One example of fulfilling the traditional functions in a nontraditional way can be found by taking a look at the New York State Regents External Degree Program and at the program offered at the Thomas A. Edison College in New Jersey. Both of these programs offer no traditional instruction, but they do certify prior educational achievement (Houle, 1974).

Another example is found at the Empire State College which has established an external degree program that also does not offer traditional instruction. It does offer

individualized learning contracts, correspondence courses, and television courses to support the idea of a nontraditional education (Houle, 1974).

Potential Students for External Degree Programs

In the 1970's there seemed to be a need to have a nontraditional education such as an external degree program. In the 1950's, fewer than half (43 percent) of high school graduates were entering college. By 1970, 60 percent of the graduates could be expected to enroll in some institution of higher education. In the 1970's, people who were in their thirties, forties, and fifties were seeing a need for an education because they were "undereducated" in comparison to the youth of the 1970's (Cross, 1973). Those factors seemed to inspire the colleges and universities, because by the seventies there were hundreds of external degree programs coming into being.

According to Houle (1973), there were two needs for institutions to address in identifying nontraditional students for external degree programs. The first was for the institutions themselves to examine their resources and their own needs along with the examination of potential students. Such institutional factors as educational philosophy, competence of faculty and administration, geographic location, and frontiers of content, method, or program design might stand in the way of providing competency in an external degree program.

Houle's second concern was that institutions must be careful not to restrict themselves to a defined geographic region of service. An external degree program is outside the campus and that should mean anywhere. Many colleges and universities are restricted by legislature, board of regents, or some other system. To be able to reach the potential audience and meet the true concept of an external degree program, broadening of a boundary should be made.

Finding or seeking out potential students for external degree programs usually means dealing with concerns that are repeatedly raised. For example, the potential students of such programs, according to Houle (1973), have been adults who want or need an education but have not secured a degree earlier. Most are well established in work or career, with some wanting to make some changes.

Another major concern Houle addresses is how to discover these adults. The first step for institutions is to prepare a statement of what kind of program they can offer. The main point of this statement should include content and method of the program and the options for the students. The greatest danger for many institutions is to try to meet all the needs of their potential students. Growth is a factor that should be considered and knowledge that starting small can mean success.

Current Scene of External Degree Programs

External degree programs have shown a great deal of growth in the past decade (Cross, 1973). There have been

successes and failures among many colleges and universities. The institutions that have programs currently in existence are faced with striving to meet the needs of their potential audiences.

The strongest factor of any external degree program is that they offer variation to the traditional education. A step beyond that is that there is also a great deal of variation among external degree programs themselves. There are numerous guides available containing listings of external degree programs.

One example is The Complete Guide to Nontraditional Education (Halterman, 1983), which lists accredited programs for the mature and self-motivated learner. The listings include the name of the college or university, address, the background of the school, degrees awarded, admission standards, whether or not credit for prior learning can be gained, and time required to attain the degree.

The other two guides are similar in format and information. The Guide to External Degree Programs in the United States (Sullivan, 1983) has additional information on accreditation. Each college and university listed in this guide is fully accredited by a commission or association recognized by the Council on Postsecondary Accreditation (Sullivan, 1983). These commissions and associations take into consideration total academic programs offered at

colleges, not just the external degree program. Accreditation will not be given to an external degree program if the other program areas do not meet the requirements of the accreditation associations. Such accreditation policies discourage institution and/or operation of "diploma mills," institutions in which a person basically pays for a degree without doing the academic work (Griffin, 1983).

Three other important areas explained in The Guide to External Degree Programs in the United States (Sullivan, 1983) are: institution instruction for students off-campus, availability of student support services, and grading system used to evaluate the students' performance while enrolled in the external degree programs. The College Degree's for Adults guide (Blaze and Nero, 1979) provides a list of costs of the programs. Costs of external degree programs vary with each institution. Some institutions offer financial aid services for external programs. This guide provides information as to who to contact by what date for each institution offering such services.

The guide also includes residency requirement information. Many external degree programs require a minimum amount of on-campus time in order to complete the program. The reasons for this are so the student can have some familiarity with the campus in which they received their degree, so a student can take a class that can't be offered

by correspondence, and have contact with faculty they normally only are in contact with by mail or phone (Griffin, 1983).

While there are many sources for people to find out where external degrees are offered and by whom, there still is the question of whether the programs are successful. Empire State College, part of the State University of New York, was created to provide an external degree program (Houle, 1974). Empire State maintains learning centers throughout the state. One such center is located in Manhattan, where it offers special services to labor union members who wish to broaden their education.

The programs offered through Empire State College are broken up into modes. The first mode is formal courses offered by any kind of institution. Cooperative studies, tutorials, organized self-instructed programs, direct experience, and independent study are the remaining modes established.

A mentor who is assigned to a student helps direct which modes better fit the needs of the student. The student and mentor develop the framework for the degree, which could be vocational/professional, disciplinary/interdisciplinary, problem oriented or holistic/thematic. The student is awarded a degree after completion of the program which is supported by the mentor and meets the standards of the college.

Empire State College differs from a traditional education from its admission to certification. It was established to offer external degree programs to students who could not obtain a degree through the traditional program method.

Another external degree program designed to meet the needs of its potential students is from the Minnesota Metropolitan State College (MMSA) (Houle, 1974). Its main concern is providing educational opportunities for those who live in a metropolitan area. The college collaborates with existing institutions to serve people not being reached by traditional programming. Student population consists of students over the age of 25 (75 percent), and is committed to providing opportunities to minorities, poor, and women. Traditionally, the students at MMSA are adults who dropped out of college because their needs were not being met by the traditional college education.

The student going through MMSA's program must initiate a degree contract. The contract must include five areas: basic learning skills, civic skills, cultural recreational competencies, vocational competencies, and personal and social awareness. An advisor helps the student design the contract and define the best learning resources available for their particular case.

University College of Syracuse University shows yet another way external degree programs can be implemented

(Blaze and Nero, 1979). Programs are offered in liberal studies and business administration. The courses are taken by correspondence with a residency requirement of eight days at the beginning of each trimester. Students can receive credit for prior experience, either life or work. They may be enrolled on either a part or full-time basis.

Participants and Graduates of External Degree Programs

There has been little national research done in the area of participants of external degree programs. One study conducted by Sharp and Sosdian (1979) is of graduates of external degree programs. The study states the usefulness of external degree programs and the degree of satisfaction of the graduates. The research was done in a two-phase study done by the Bureau of Social Science Research, with the American Council on Education, and funded by the National Institute of Education (Sharp, Sosdian, 1979).

The first phase identified the audience and schools that would be used for the study. Included in this first phase was establishing the criteria, which was graduates of an external degree program that allowed considerable transfer credit. Most of the credit was earned by self-directed study, and there was minimal classroom work.

The schools meeting this criteria were identified, with the help of existing guides and catalogues, such as examples cited earlier in this research paper. After identification, universities and colleges offering an external degree program

were contacted and asked to supply institutional and program information. A total of 244 programs responded and provided a list of 10,632 graduates. The study was limited to a total of 32 programs across the nation. A total of approximately 3,000 graduates were included in the mail survey. Of those 3,000 people, 1,486 returned the questionnaires. Non-responsiveness was attributed to bad addresses and inappropriate postal service handling (Sharp, Sosdian, 1979).

A telephone follow-up was done of the non-respondents and it was found their responses did not differ significantly from those who did respond by mail. The only area that did differ was in the job changes. The telephone follow-up showed that those who did not respond did not change their jobs as frequently.

The second phase was to compile the information received from the graduates of the external degree programs. First of all, information was compiled of the importance of external degree program characteristics compared to a traditional degree program. Men and women felt the most important reason for choosing an external degree program over a traditional program was so they could maintain a regular working schedule. Three other reasons rated high were that external degree programs recognized other college work and gave credit, the program provided flexibility in

scheduling, and was a chance to study on a part-time basis. There were a total of 13 characteristics, with the examples cited as being the top four in being rated very important (Sharp, Sosdian, 1979).

The second area of information compiled was the importance of goals when graduates first entered the external degree program. The top three goals were the satisfaction gained in having a degree, obtaining prerequisites for entry into a higher level degree program (e.g., bachelor's, master's, etc.), and to improve chances of better pay and/or promotion. There were a total of 10 goals that men and women felt should be considered, with the three cited as being the most important. Two goals men and women did not feel as important were to obtain the credentials that would give eligibility to receive the right pay for the work already being done and to qualify for a professional license (Sharp, Sosdian, 1979).

The third area of information compiled was of those graduates who felt that a goal was important and whether they reached that goal. There were 1,432 graduates who felt satisfaction of having a degree as important; 97 felt they had reached that goal through the external degree program. The other two goals that students felt were important gave the following statistics: 87 graduates, out of 1,425 graduates who felt obtaining prerequisites as an important goal, felt their external degree program helped them reach

that goal. There were 66 out of 1,418 graduates who felt they had reached the goal of improving chances of better pay and/or promotion (Sharp, Sosdian, 1979).

Another finding of this research was the extent that employers were aware and supportive of employees' academic efforts. There were 85 percent of graduates employed while working in the external degree programs; they stated that their employer was aware of their involvement in the external degree program.

The results of the survey suggest that those who graduate from external degree programs are well serviced by those programs. The most prevalent reason given for choosing an external degree program was for career advancement. A total of 44 percent felt a change to a different job would occur after going through an external degree program (Sharp, Sosdian, 1979). Other reasons included personal satisfaction and a fulfillment of achievement.

In relationship to the study done by Sharp and Sosdian, there are studies done on a smaller scale within external degree programs. One example is a study conducted by Upper Iowa University in Fayette, Iowa, of their external degree program (Griffin, 1984). Upper Iowa's external degree program has been in existence since 1973 and as of 1983 had graduated 1,600 students and had 1,800 enrolled currently.

Results of the Upper Iowa study were consistent with those of Sharp and Sosdian. The graduates of the program

were continuing their educations primarily for job related purposes. The quality of instruction was rated high.

Overall, graduates were well pleased with the program.

(Appendix A & B)

Chapter Three

SUMMARY

The review of literature highlighted three areas. The first was for educational institutions to identify their philosophy and needs and to see if they could implement an external degree program. After identifying the philosophy the institution would be able to identify the potential clientele.

The second area was the current programs in effect. This involved reviewing literature that is available to identify institutions that have nontraditional education programs. The guides try to precisely inform the public what is available and what the institutions offer in their programs. The later part detailed some programs now being used in this country.

The third and last area was examples of research and surveys being used to find out if programs are effective. The two examples of research were reviewed to describe ways in which colleges and universities can identify positive aspects of external degree programs as well as problem areas.

In each area it became evident that the external degree programs that are in effect at colleges and universities vary just as each institution varies. That is why the importance of the external degree program lies in the beginning stages of its implementation.

In dealing with educational institutions there are many facets to consider when the institution is thinking of

implementing an external degree program. It takes a great deal of discussion, goal setting, and reestablishing a philosophy of the program.

It should be said that when a college or university is investigating these possibilities, the type of students they want will be established through the statement of purpose. It would be difficult for any institution to divide the purpose of the program and the needs of the student.

The seeking out of students is usually the easiest task after an external program is started. Most of this can be done simply by getting the word out through newspapers, magazines, radio, television, and word of mouth. Students who are interested will take the initiative.

The external degree program is nontraditional education for the nontraditional student. Most institutions use correspondence courses and allow the student to achieve a degree without having to spend a great deal of time on campus. Since a great many of the students are older and have already established themselves, they cannot take the time away from their other commitments of work and family. Most of the students are over the age of twenty-five and have never completed a degree. Institutions can help by providing a service to those people.

The area of research and study is the weakest area for the external degree program. Most colleges and universities have done very little research. The research that has been

done has shown positive results. Research can also point out the problems and concerns that must be dealt with and this is a great consideration for doing more if external degree programs are to grow and improve.

For external degree programs to become more of an accepted part of our educational institutions, it must be agreed that they are not just innovative and a passing phase. These programs are a feasible and realistic alternative for those people who seriously want a nontraditional route to baccalaureate and advanced degrees.

Chapter Four

DISCUSSION

The development of external degree programs has brought about some much needed innovation and flexibility to American higher education. It appears that external degree programs are clearly the trend toward new options. External degree programs have increased the opportunity to undertake various study and degree-granting programs. Yet, since it is still an innovative venture for most institutions, there are some problems and concerns that must be clarified before this movement towards nontraditional study is to prosper.

According to Fred Nelson (1974), co-director of the Office of New Degree Programs in Palo Alto, California, there are five factors that must be taken into consideration when dealing with external degree programs. The first is that American education has the tradition of not separating the function of instruction and assessment of students. External degree programs are going to find this difficult, because some of the programs are not evaluations of work completed but of life experience or work experience.

The second factor is maintaining the institutional autonomy in defining the quality of educational programs. External degree programs must achieve accreditation by regional accrediting agencies and accept credit from other institutions for people coming into their program.

The third factor is the quest for innovation and relevance. At times these are becoming more important than the quality of education provided.

The lack of distinction between academic competencies and educational experience is the fourth factor. There is a lack of consensus between what these mean. Most external degree programs award credit for life experiences. The problem lies in the determination of how much credit should be given and for what.

The last factor is the lack of funding going to traditional colleges and universities serving traditional students. A great many universities see the declining enrollment of traditional students and see the external degree program as a saving grace to keep their doors open. The universities and colleges could run into trouble if they concentrate resources too fully on the external degree program and ignore traditional programs.

The five factors Nelson feels are what need to be solved to maintain the existence of external degree programs. Each in itself is a viable concern that people should be aware of.

External degrees are still considered innovative and with innovation there must be question and study. A program for any institution should not be considered viable if people do not question its importance.

Recommendations

The first and most important recommendation would have to be for the importance of research to become apparent to

more institutions. Concerns such as those raised by Nelson can only be effectively addressed through more extensive research of existing external degree programs.

The second recommendation is for institutions to carefully consider the option of offering external degree programs. In doing so, to also consider the best and most viable way to present the program for their individual institution. It must be taken seriously with the factors of what the students' needs are who will be involved in such a program.

The third and last recommendation is for educating people about the option of external degree programs. More attention can be paid to how important an external degree program is for the students. The challenge is for the institutions to become more aware of the surrounding consumers and try to meet both the needs of the students and their own institutional needs.

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Appendix A

Survey of Graduates of External Degree Program

UPPER IOWA UNIVERSITY

Coordinated Off Campus Degree Program
(319) 425-3311
Fayette, Iowa 52142

Date: August 11, 1981

TO: All Faculty and Staff
FROM: Linda Crossett
SUBJECT: Survey of COCDP Graduates

I have been surveying graduates of the Coordinated Off-Campus Degree Program for the years 1978-1980 and would like to share some of the responses with you.

Over 140 graduates have returned the survey so far. Of those, 38 are pursuing graduate work. Schools being attended include:

Keller Graduate School of Management
University of Hartford School of Business
Administration
Western Kentucky University
Syracuse University
Golden Gate University
Central Michigan University
Boise State University
Western New England College
University of Houston
University of Northern Iowa
University of Southern California
University of Virginia

Only a few students reported any problems in admission to a graduate program with the external degree from Upper Iowa. One school was doing its own evaluation of military training, one school questioned the degree because so few hours were actually earned from UIU. Two students had to accept admission into M.A. rather than M.B.A. programs because they didn't have enough undergraduate business hours.

Thirty-one students reported job promotions as a result of receiving their degree and 12 reported substantial salary increases.

Survey of COCDP Graduates Memo
Page two

The general evaluation of the quality of education received through Upper Iowa's external degree program was excellent or good. Overall administration of the program was considered excellent or good. A couple of students rated the Virginia Administration poor and a couple students criticized the frequent turnover in personnel in Fayette.

Instruction in the program was considered excellent on campus and good off campus. Concerns in the off campus instruction included frequent changing of professors, long delays in receiving papers back, a lack of comments on graded papers (little feedback) and a general impression was faculty were extremely busy and did not have time to spend with their off campus students.

A couple students suggested the faculty need more experience in the "real world"!

Suggestions for improving UIU's external degree program included Number 1 - offer a graduate program. Others were to offer more courses and majors on the undergraduate level, and run the entire program from Fayette. Another big response was to make UIU and COCDP better known. (Publicity, advertising and marketing are now handled by EDS in Roanoke). These graduates apparently believe, as did the students on campus this summer, that there's a very big untouched market out there.

Several students suggested requiring more time on campus and others encourage us to maintain high standards for the program in general. Most students who responded seemed well pleased with the education they received at Upper Iowa.

Appendix B

Survey of Evaluation from Classes Taken

During Residency Requirement

UPPER IOWA UNIVERSITY
COCDP OFFICE
(COORDINATED OFF CAMPUS DEGREE PROGRAM)

MEMO

TO: Dean William Drake
Dean Braulic Caballero

FROM: Linda Crossett

DATE: September 9, 1982

SUBJECT: Results of Summer Session Evaluations

cc: Dr. Darcy C. Coyle

Below are comments on some of the specific major courses students took this summer and general comments on their stay at Upper Iowa. I did not do specific elective courses because I did not get much feedback on electives.

Business Policy - Most students rated the instructor excellent or good with one fair rating and one poor. Students found the amount of course work heavy, almost too much. They wanted more lectures from the instructor and more use of the textbook.

A few students found the textbook out of date, but most said it was appropriate for the class. In general they considered the class worthwhile.

Organizational Behavior - The instructor was rated primarily good with some excellent and one fair. Many found the amount of work very heavy, several considered it "about right." The main textbook was considered fair but some found it hard to follow. An overwhelming majority did not like the 4th hour book by Charles E. Summer. They felt it was not appropriate to a course in organizational behavior and not interesting. (I've heard 3rd hand that Dr. Kramer did not like it either and would change it if he teaches again.)

Students in this class would also like more lectures by the professor and less emphasis on class presentations.

Small Business Management - Students rated the instructor good or excellent with two rating fair. Most found the

Page 2
Summer Session Evaluation Results

amount of course work appropriate, a couple said it was not enough. Most found the texts O.K., but one said it was not in depth enough for students with prior background in business.

Again, students wanted more lectures with examples from the business world and less discussion or class presentations.

Intergovernmental Relations - Students rated this instructor excellent with some good. The amount of course work was considered adequate with one or two considering the work "light." Most found the textbooks O.K., but one said he learned more from the professor.

They would like more lecture with visual aids.

Foreign Policy - Feedback from students was sparse but students rated the professor excellent. The amount of course work was a lot, but challenging. They liked the textbooks.

American Economic History - Students rated the instructor excellent and felt the amount of course work was appropriate. They considered the texts good but thought the course was taught more from a historical approach than economic. Since it was a business course they would have preferred more economics. Students were very impressed with the amount of factual information the instructor could readily give.

General Comments on Courses - Students were pleased with the quality of their courses and felt they were a worthwhile experience. Most like the schedule of classes, but several did suggest in the two week sessions that all four hours be in the morning so the entire afternoon could be spent in studying or library research. They utilized the library a great deal, according to the comments.

There were a number of comments requesting more lecture and relating to the text and more use of visual aids.

Orientation - A few (3 or 4) didn't believe we should continue the orientation. The majority liked the orientation but think more faculty and staff should attend. They were very disappointed all their instructors were not there. There was a suggestion for a cocktail hour or mixer early in the session. We need signs on where to check in.

Page 3
Summer Session Evaluation Results

Student Services - Students felt the residence hall staff did an "outstanding" job. They were impressed with everyone's friendliness and really enjoyed the weekend excursions or other outings.

The students did find a lack of communication on refrigerators and fans. They apparently were told they could sign up at a particular time but when they tried to do so, no one was there. Also not enough fans for everyone was a big problem.

The students would have liked brooms so they could have swept their rooms. Some felt the general maintenance of the halls was poor. They especially commented on dirty bathrooms. In general, though, they found the halls quite adequate for their stay.

Other comments students had were that we should include information on activities in the area with the registration packet so they can bring their tennis rackets, golf clubs, etc. They also want a map showing how to get to Fayette! They liked weekend activities and would like to see more "outings" or planned activities and more information on what's available at places like Old Creamery Theatre and the Amanas. They would like adult swimming in the evenings.

Food Service - In general students found the food good. Prices were fair, but several found the portions too small. Some wanted more variety, and a couple found the meals bland. They would like to see a sandwich machine for late nights and weekends. The students found the food service staff very cordial.

General Comments - The students had many complimentary things to say about their stay at UIU. They found the faculty and staff friendly and interested in the students. They saw a lot of work going into the residency sessions and appreciated the efforts. The students believe the residency should be taken early in one's study as it provides a lot of motivation to continue in the program.