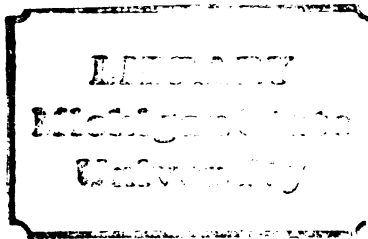




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AN ALUMNI EVALUATION OF THE EXTERNAL AND
TRADITIONAL DEGREE PROGRAMS
AT NORTHWOOD INSTITUTE

presented by

Louis J. Firenze

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Department of
Administration & Curriculum

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Major professor

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AN ALUMNI EVALUATION OF THE EXTERNAL
AND TRADITIONAL DEGREE PROGRAMS AT
NORTHWOOD INSTITUTE

By

Louis John Firenze

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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1982

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ABSTRACT

AN ALUMNI EVALUATION OF THE EXTERNAL AND TRADITIONAL DEGREE PROGRAMS AT NORTHWOOD INSTITUTE

By

Louis John Firenze

This is a study concentrating on nontraditional alumni of Northwood Institute, a private business college with an enrollment of 2,000. The research concerns itself with three main areas: (a) to obtain a profile of the alumni; (b) to determine strengths and weaknesses of the program as perceived by the nontraditional alumni; this includes quality of programs, perceptions and negotiability of the degree both in the alumni's occupations and in graduate school; and (c) to evaluate their perceptions of the college, and expectations upon receiving a degree compared to perceptions held by the traditional alumni.

In October 1980, 255 surveys consisting of 15 questions and 30 sub-questions were sent to all nontraditional alumni, with 182 returns (70.9%). In January 1981, 500 surveys were sent to the traditional alumni with 130 returns (26%). In this study, descriptive statistics were derived for demographic information on the alumni. Frequencies, means and standard deviations were compared. Inferential statistics were used to compare perceptions and opinions of the degree. The statistics used were t test, ANOVA, and chi-square analysis at the .05 significance level.

Some conclusions indicate that the profile of the nontraditional

Louis John Firenze

alumni is predominantly male (81.9% vs. 18.1% female), 91.2% are employed or retired and have an average income of \$20,000. The alumni are a mobile group with more than 50% changing positions in the last 5 years. Job security was also enhanced by the credential with 85.5% reporting they had received what they had expected upon graduation. The responses reported 40% had an increase in pay and 34.2% show a desire for an advanced degree.

It was found that although the single institution approach limits generality, the population of the nontraditional alumni was representative of the alumni types who attend external degree programs elsewhere. The survey results show that the Northwood nontraditional alumni have many similarities to external degree students in other surveys.

In memory of my father, Carmine Louis Firenze,
a man I will always admire and attempt to emulate.
To him I dedicate my degree, Doctor of Philosophy.
I only wish he was able to share this with me.

1917 - 1978

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CHAPTER I

THE PROBLEM

Introduction

A number of higher education programs designed for nontraditional learners have been developed in the United States during the last 10 years. This concept in education is meant to credit people who may not have access to a traditional institution with a college degree. External degree programs incorporate such innovative ideas as work-life experience for college credit, credit by testing, credit through correspondence, and credit through experience. According to Meyers (1971), "When we hold the learner to be the central figure in the educational process, knowledge is valid regardless of source. All experience which reflects collegiate-level learning should be credited" (p. 11).

The concept of awarding college credit through methods other than the elective or prescriptive method is a unique idea. Many of the external degree components were imitated from the Open University concept in England, where there was a well-developed system of awarding credit by means other than the traditional elective method.

In recent years, older adults have found themselves at a disadvantage in the job market, competing for positions with younger college graduates less experienced in their fields of employment. In many cases these older adults are not promoted because of their lack of academic credentials. This situation produces a large pool of older adults

seeking an education. Often family, job and location make attending a college with regularly scheduled classes an impossibility.

Some colleges and universities have responded by recognizing not only their responsibility for educating society, but also the enrollment possibility focusing on the older student. In recent years, with the prospect of declining enrollments, many institutions have made schedules more flexible and have attempted to give more people greater access to their institutions.

The external degree concept probably has as many critics as supporters. As a new form of higher education, it presents problems which must be addressed. The most basic question is that of credibility. Educators have been concerned that colleges and universities, in their rush to get students, might dilute standards and award degrees based on weak or nonexistent guidelines. In order to solve some of the problems, accreditation organizations and government agencies have studied the new programs to determine the usefulness and credibility of the degree.

Sharp and Sosdian (1979) indicated that external degree recipients are well served by their credential; also, their research indicated that respondents feel the credential valuable or more valuable than a traditional degree, not only in their views but in the views of spouse, friends, relatives, and employers.

This survey will compare responses of the Northwood nontraditional alumni with those of the Northwood traditional alumni. Where appropriate, comparisons will be made to the national surveys and current research to determine similarities and differences.

Background

Northwood Institute, a college founded in 1959 and based on the free enterprise philosophy, first offered correspondence courses in 1962 to meet the demand of students who had difficulty attending traditional campus classes. On June 24, 1971, the External Degree Program was formalized by the Dean of Academic Development (Turner, 1971).

The External Degree Program was developed as a result of a needs assessment survey carried out by the Dean of Academic Development. The results of this study indicated that in the following 12 months, 800,000 men would be discharged from military services (Turner, 1971). At that time, many veterans were not taking advantage of their educational allowances, because they wanted to work and at the same time prepare themselves for career advancement. This type of program was further supported by staff from Selfridge Air National Guard Base, Mt. Clemens, Michigan, which was seeking programs to develop personnel.

In its present form, the External Degree Program is aimed at highly motivated individuals with specific career goals who, for good reasons, are unable to attend classes on campus. In this program, a student's work and other experience may be evaluated relative to on-campus offerings, permitting a student to bypass coursework for which there is equivalency in his/her background. Associate Degree programs available include Accounting, Advertising, Automotive Marketing, Automotive Replacement Management, Business Management, Executive Secretarial, Fashion Merchandising, Hotel and Restaurant Management, Interior Marketing and Merchandising, Retail Merchandising, and Liberal Arts. The Bachelor or Business Administration Degree offers majors in Marketing and Business Administration. The External Degree Program is accredited by the

North Central Accreditation Board; according to a review of enrollment by the researcher in 1980, there were 520 currently enrolled students and 255 alumni.

The steps involved in enrolling in this program include: (a) making formal application for student status, (b) providing a detailed and documented account of work and other experiences, (c) consulting with a professor/advisor in establishing a degree program of completion, and (d) accepting the degree program of completion by the student.

The requirements of the program are as follows:

Seminars. People working toward a 4-year Bachelor of Business Administration (BBA) degree are required to attend two 3-day seminars on campus before the awarding of the degree.

Thesis. People working toward the 4-year BBA degree are required to complete a thesis project of 4 quarter hours of credit on a topic arranged by the advising professor before taking the Comprehensive Oral Examination.

Comprehensive Oral Examination. People working toward the 4-year BBA degree are required to take a comprehensive oral examination on campus before a panel of Northwood faculty as a last step in the program. The examination lasts for several hours and is based on questions provided to the student in advance.

Quarter hour degree requirements. A minimum of 90 quarter hours is required for an associate degree. Each curriculum has a prescribed number of required courses and electives. A minimum of 180 quarter hours is required for the BBA degree. A management or accounting major (36 quarter hours) is required for the BBA. To be awarded both the associate and bachelor degrees, an individual must have a grade point average

of 2.0 for the External Program curriculum. A candidate must take at least 30 quarter hours through Northwood Institute.

Comprehensive examinations. Special open-book comprehensive examinations are available for many courses. Students research answers to highly structured topics, questions, and exercises which guarantee that comprehension of the subject matter is satisfactorily executed. Suggested references are provided and students submit the completed material for the entire course for evaluation by a professor. There is no time limit on this method, and payment is not required until the course is completed.

The College Level Examination Program (CLEP) is another method to meet some course requirements. The CLEP program is national, with centers throughout the country. CLEP exams are available for certain general-education and subject-area courses. These are timed tests, and students will prepare in advance for these examinations. For Accounting 101, 102, 103, Northwood provides guidance in preparing for the college's comprehensive accounting examinations held under supervision. Other methods of completing classes through Northwood include the following:

Project courses. Individual projects may be arranged between the student and the advisor for completion of courses. Project courses often relate to a person's employment and tie in with specific work-related areas. Final form is a 15- to 30-page written report.

Correspondence courses. Courses consisting of a series of lessons evaluated by a professor on a lesson-by-lesson basis are available. There is a 90-day time limit to these courses. These courses are reimbursable under the Veterans Administration Benefits Program.

Life experience can also be used by a student for college credit.

In some cases, several faculty members may evaluate the experience and reach a consensus as to how much and what kind of college credit should be awarded. A mistaken belief by many candidates is that the longer the length of time in a field, the more college credit awarded. The principle which must be maintained is quality of experience. For example, a person who has been a Personnel Manager for 20 years may receive credit for a class in Personnel Management. However, a person who has demonstrated increasing management responsibility over a 10-year period may receive 30 hours of credit in different management classes to reflect his competence. The evaluation process includes a review of documents and resume submitted in a portfolio by the student, and an interview of the candidate by a Northwood counselor.

Need and Purpose

The Northwood program has been in existence for 10 years. The students who receive their degrees seem pleased with the results based on the comments and letters received by the college. Until now, however, there has not been a comprehensive survey of the graduates to determine their opinions regarding the value and credibility of the Northwood degree. The programs at Northwood are business-oriented, while many national surveys of other programs have been broader in scope. In the business type of curriculum, the reasons for students attending the college may be quite different from those in liberal arts programs. The basic theme among institutions that offer external degrees is to present a program to motivated, nontraditional learners who have not been able to obtain a degree in the traditional manner.

According to internal records and interviews with the candidates, the external degree candidates at Northwood are older, seem more mature

and highly motivated, but there has not been a data base to document these observations. A comprehensive survey comparing the external degree recipients to traditional students and to the Sharp and Sosdian (1979) study should demonstrate to the administration and to other educators the usefulness and value of the external program.

The credibility of external degree programs has been researched by Sharp and Sosdian (1979) to validate and strengthen the program's rigor to its critics.

Some questions which should be considered are:

1. Is the program meeting alumni goals in educational quality?
2. What kind of negotiability does the degree have in the opinion of the recipient?
3. Has the degree allowed the graduates to meet their expected goals in terms of their occupation for further education?

The third area of concern is how the traditional alumni compare with nontraditional alumni in terms of: (a) their perceptions of the college, (b) their reasons for attending Northwood, and (c) their expectations upon gaining the degree.

The study focused on these areas to determine the usefulness of the degree to its recipients and to help the college focus on weaknesses and strengths in the program.

Definition of Important Terms

Accreditation: The recognition of educational quality serving as the basic indicator that an institution meets the standards set by a recognized accreditation body (CAELIC, 1981).

Adult education: The process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness; any process by which individual groups or institutions try to help men and women improve in these ways (Houle, 1976, p. 274).

Correspondence course: A course taken entirely by correspondence at the student's convenience and place (CAELIC, 1981).

Credit for prior learning: Academic credit awarded for proven competencies acquired through life experiences, work experience, or self-directed learning (CAELIC, 1981).

Experiential learning: The learning process in which the learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads, hears, talks or writes about these realities (CAELIC, 1981).

External degree: One awarded to an individual on the basis of some program of preparation (devised either by himself or by an education institution) which is not centered on traditional patterns of residential collegiate or university study (Houle, 1977, p. 14-15).

Free-standing institution: Institution founded expressly for the purpose of hosting external degree programs (Sosdian, 1978, p. 7).

Independent study: Self-directed study which is done with the approval and supervision of the faculty or on one's own (CAELIC, 1981).

Individualized learning: A curriculum model designed to fit an individual student's needs and learning characteristics. The student not only proceeds at his own pace and level, but on materials and projects that motivate and involve him/her (CAELIC, 1981).

Learning contract: Agreement between a self-directed learner and an institution stating learning objectives, resources, strategies, evidence of accomplishment, and the criteria and means of validating the evidence (CAELIC, 1981).

Lifelong learning: A conceptual framework for conceiving planning, implementing, and coordinating activities designed to facilitate learning by persons of all ages through their lifetimes (CAELIC, 1981).

Narrative transcript: Listing of some type of title to which narration is used in presenting the results of the student's learning experiences, and a description of the activities in which the student participated; credit and grade may or may not be awarded depending on the institution (Keeton, 1976, p. 171-172).

Nontraditional programs: Any specifically designed programs based on new or unconventional forms of education, free of the time or place limitation of traditional classroom instruction (Cross, 1974, p. 67).

Portfolio: A collection of materials prepared by the student in support of his/her claim for credit for prior learning. It is submitted to collegiate institutions for faculty assessment, translation to academic credit and transcription (CAELIC, 1981).

Prior learning assessment: Process followed to assess learning acquired outside the sponsorship of collegiate institutions (CAELIC, 1981).

Self-directed learning: A process in which individuals take the initiative with or without help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies (CAELIC, 1981).

Limitations of the Study

Sample and Population Limitations

The study is limited to the total population of 255 nontraditional alumni from Northwood Institute and a selected control group of traditional alumni from the years 1967 to 1975. The short period of time which Northwood has offered traditional and nontraditional degrees made it difficult to compare nontraditional alumni with a comparable group of traditional alumni. However, the traditional alumni had been in the work force at least 7 years, and the nontraditional alumni were employed at the time of admittance, allowing enough time for experience and reflection about their degrees.

A further limitation derives from the relatively short history of the external degree movement. Programs offering such degrees only developed in the 1970s (Houle, 1977), and there is little research on external business degrees from private institutions.

A further limitation is the 26% response rate for the traditional alumni compared to the 70.9% response rate for the nontraditional alumni. Finally, it was not feasible in terms of time and financial restraints to study all schools with external degree programs, or compare this study with all national studies.

Overview

Chapter II is a review of pertinent literature related to the study. Special attention is given to the development of external degree

programs in the United States. Current theory and research on the adult learner will be evaluated to develop a profile of the external degree student and the role that the external degree has in fulfilling the goal of a credential.

Chapter III describes the methodology for the study. The chapter poses the research questions, describes the sample, presents data collection procedures, and discusses the method of data analysis.

Chapter IV presents a detailed account of the findings of the study from the questionnaire responses. The first section of this chapter will present results from the nontraditional alumni survey, including responses from both Bachelor of Business Administration (BBA) and Associate of Arts (AA) alumni. Comparisons to findings of national studies will be made where appropriate. The results of survey data from the traditional alumni will then be discussed. Finally, the two alumni groups will be compared where appropriate. For purposes of this comparison, only data from BBA graduates will be presented.

Chapter V includes a summary of findings, conclusions, and recommendations emanating from the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In the past decade a new phrase in the vocabulary of education, the external degree, has done much to change the concept of education since the advent of the land grant college. The new degrees are allowing individuals to obtain a credential without the restriction of the traditional college campus. This degree is a unique and different method of earning a college credential and allows working adults the opportunity to pursue a college career using a variety of methods.

History

The concept of nontraditional education is not a new idea. The Chinese, in 2 AD, developed the examination for leadership in natural science. By the year 960, the Chinese had a well-developed system of testing. In medieval times many methods for learning were developed. The most often used was apprenticeship or working in a trade and learning-by-doing. A second method was chivalry. This was reserved for the elite and those who aspired to become knights. Another method was self-study in which one read books and became knowledgeable in a subject. The final method was called natural ability, in which a person was considered to be born with an ability to become a musician or artist (Keeton & Associates, 1976).

The earliest degrees were awarded by charter. In 1534 the

Archbishop of Canterbury was given the right to grant degrees to anyone he felt met the criteria which were established. This type of method was used in England until 1836 when the University of London was established. The only degree offered at the College was an external type of degree which a person could attain upon completion of a series of exams. The individual could study anywhere in the British Empire, and soon many countries imitated this system (Houle, 1977).

In 1963, under the leadership of Harold Wilson, the Robbins Report was published (Houle, 1977). This report suggested the establishment of the first Open University which would accept anyone over 21 years of age if they were deemed capable of doing the work.

In 1971 the Open University was founded with Walter Perry as the first chief administrator. He developed the college and worked closely with the British Broadcasting Company which offered classes and lectures via radio. Most of the students were working full time and many did not have any previous academic credentials (Perry, 1977).

The Open University was unique in the method of admission and eliminated many of the traditional requirements for acceptance into a program. The four criteria used in its establishment were:

1. Can the candidate succeed in the area of study?
2. Is there a practical need for improved educational standards in this occupational group?
3. Can the Open University provide adequate tutorial help in the courses that are needed?
4. Has the applicant applied at an early or late date? (Read, 1971)

The courses of study in the Open University were prepared by full time faculty and the students enrolling in the program were expected to study independently. Upon successful completion of a series of exams

based on the courses, a student could be awarded a degree.

Educational development in the United States has differed from Great Britain. There have been three prominent philosophical stages. Boone and Fox (1979) defined the earliest stage as the Age of Aristocracy. In this age, education served the elite and lasted until the American Revolution. The second stage was the Age of Meritocracy, when a person's ability became the basis for participation in college. This theory lasted until the 1950s; the last philosophy is that of the modern or egalitarian idea, or an education for all. This type of philosophy has influenced American education for the past three decades and has helped develop the concept of nontraditional education.

The ability of the U.S. education system to offer an education to all would be a difficult, if not an impossible, task unless new education delivery methods were established.

A unique approach was the awarding of college credit strictly by examination, or acceptance of (CLEP), and the granting of college credit based on past experience. This approach was breaking down the traditional elective system of credit developed at Harvard in 1853 by Charles William Eliot (Rudolph, 1962).

In 1970, at an American Council of Education (ACE) meeting, 1,600 college officials shared great interest in the new type of external degrees. The ACE criticized the idea of external degree because of the limited amount of on-campus experience the program required (Read, 1971). Nevertheless, several programs were already in existence and several colleges were working on programs which would adopt external degree principles.

The earliest colleges to develop external degrees were a group of

institutions which founded the University Without Walls in 1964 at Antioch College, Yellow Springs, Ohio. This consortium consisted of colleges located mainly along the East Coast (Houle, 1977).

In 1969, Samuel Gould proposed a concept called a Communiversity, or a University of the Future. Gould indicated that the college would act as a clearinghouse for people seeking nontraditional education (Houle, 1977). He said, "This will be a loose federation of all education and cultural forces of a community at every age level. It will be a coordinated educational entity serving a single, fairly large community or a single compact region" (p. 116). Initial testing of this concept was at Syracuse University in New York.

The Regents External Degree of New York was founded in 1963 with aid from the Ford Foundation (Houle, 1977). The Foundation established the College Proficiency Examination Program (CPEP) with each test covering the work done in one or more semesters. Each test was written by a faculty member from one of New York's state institutions of higher learning. The passing of a test did not automatically award credit. This must be granted by a degree-awarding institution, and many colleges were willing to do this service.

In 1970, the Commissioner announced that the time had arrived when the

Board of Regents through the University of the State of New York award undergraduate degrees to those who are able to demonstrate that they possess knowledge and abilities equivalent to those of a degree recipient from a New York State College or University, regardless of how the candidates had prepared themselves. (Houle, 1977, p. 95)

Also at this time, Thomas A. Edison College in New Jersey was established. The New Jersey Department of Higher Education worked closely with the New York Regents creating similarities in their method of operation.

Minnesota's Metropolitan State College came into existence in August 1971. The college relied on the Metropolitan area it served for physical facilities and cultural enrichment of its students. The faculty, while qualified academically, have their chief employment elsewhere. The college was designed to work with existing schools and serve the clientele they were not reaching through traditional programs of study. The college was to be an upper-division institution, with students who wished to enroll having at least 2 years of college elsewhere (Houle, 1977).

Another institution developing the external degree was the State University of New York-Empire State (SUNY). This degree, developed in 1971, arose through funding provided by the Carnegie and Ford Foundations. Under the chancellorship of Earnest L. Boyer, the college began awarding 2-year and 4-year degrees. The prospective student must be a high school graduate of any age, and be able to demonstrate a proficiency to do advanced work. In the Empire State program, there are many differences between the traditional and nontraditional college from admission to certification (Houle, 1977).

Many traditionally established schools were developing programs in the early 1970s to accommodate the adult student. Some of these include Florida International University, the Community College of Vermont, Extension University of the University of California, and California State University. Many of these colleges began offering degree programs which had provisions for granting college credit on the basis of testing, advanced placement and experiential learning evaluation, or courses with flexible offerings such as correspondence classes and independent studies.

Theory

The age of egalitarianism set a foundation for the nontraditional programs. Academic authorities began to research adults, a field which had largely been ignored by many earlier theorists.

Theorists such as Dewey, Taylor, Livingston, Peters, Whitehead, and Maritain had all been concerned with the education of the young. Even though philosophers such as Dewey and Taylor concentrated on education for the young, they were fully aware of adult education and intended to suggest a process of learning that is universal in acceptance (Houle, 1976).

The importance of adult education has drawn attention from others in education. Pablo Freire discussed adults in a way which was a radical departure from the traditional ways of thinking about education. Freire was concerned with oppressed man, and was considered a pragmatist and a humanist. He believed that education should help people break through the barriers of life that the elite had established. Freire also developed the type A and type B adult. He describes the type A adult as a person who prefers a structured or lecture situation. The type B adult seeks education outside the traditional environment with emphasis more on dialogue between teacher and student rather than lecture (Farmer, 1972).

The research from Knowles (1978) indicated that as an individual matures, his needs and capacity increase to be self-directed, and he is able to utilize his experiences. This adult is better able to identify his own readiness to learn and to organize his learning around life's problems. Knowles also felt that the development of the ability to become self-directed does not exist in the culture of the United States

(Knowles, 1978). The reasoning behind such pessimism is due to the lack of monetary support for higher education in this country. However, others in the field do not see this as a problem which will seriously hurt the movement (Kidd cf. Cunningham, 1980-1981). In particular, the past decade has produced many ideas and activities clustering around research proposals, studies relating to lifelong learning, and a learning society.

The United States legislated the Lifelong Learning Act (Public Law 94-482, Title 1B) in October 1976. This act is not funded or implemented, but even if the act remains unfunded, Kidd is optimistic about the future of adult education because "the act provided an inventory of needs, services, and clientele that moves a considerable way toward identification of a lifelong learning system" (Kidd cf. Cunningham, 1980-1981, p. 2).

According to Ashby (1971), the great strength in American education is its diversity of standards. Sir Eric Ashby, who was on a Carnegie commission and wrote Any Person, Any Study, felt that this type of environment would make the United States a good country to establish nontraditional programs.

Gould (1974), in his Carnegie Commission Report, agreed that the time had arrived in this country when other forms of education should be considered. He felt that the student needed to be placed equal to or ahead of the institution needs. The full opportunity to learn cannot be limited to the young; it must be for everyone. Other authorities in the field (i.e., Keeton & Associates, 1976; Meyers, 1975) agree with the concept that the learner should be the central figure.

The authorities all agree that adults need a new type of system to

assist them in their educational goals. Keeton (1979) states that "adults have a right to reasonable support" (p. 245), and Kerr (cited in Hartnett, 1974) defended nontraditional studies as an alternative avenue by which a student can earn a degree or complete a major portion of his work for a degree by expanding accessibility of higher education for those to whom it is now unavailable because of work schedules, geographic location, or responsibility at home. The nontraditional movement gained credibility in recent years through the change in viewpoint about adults that many of the theorists have helped develop. Education in the United States is now focusing on the adult learner as a neglected segment of the population which should be cultivated.

Recent Research

Recent research has focused on two areas. One area is the adult student and his characteristics. A second area is the evaluation of programs, including assessment of experiential learning, accreditation of programs, and the problem of leadership in the field.

In a study by Cross (1980) several areas were indicated as problems in the 1980s. They are:

1. In relation to revenue, it takes four to five adults to equal one full-time equivalent.
2. Competition from other agencies will absorb many adult students.
3. There is a lack of federal leadership with respect to the adult learner.

With respect to the adult learner, Cross (1980) is optimistic that enrollment growth in colleges among the 25- to 34-year-olds will fill the gap where the baby boom leaves off, and bases this on an increase in the number of females that will attend college.

Another fact is that "the significant most important prediction of

whether an adult will engage in organized learning activities is past level of education attainment" (Cross, 1980). This area of growth should offset any decline in student numbers until the 1980s when a new surge of traditional students is expected to enter college.

According to Winn (1980), colleges should consider the following three areas in the 1980s and 1990s. They are:

1. Outreach: A university willing to open its doors to a wider segment of society (disadvantaged, economically depressed people).
2. Market Adjustment: The university adopts its curriculum to accommodate the marketplace. If students are business-oriented, then the college should expand the business department and reduce liberal arts.
3. Continuing Education: This calls for greater stress on adults and emphasizes lifelong learning. This goes beyond the 18- to 21-year-old and reaches the older market of student.

The point that Winn develops is that colleges and universities must start wise planning and policy making to accommodate this type of adult student because of his different needs and characteristics from the traditional students.

Sharp and Sosdian (1979) attempted to define the type of adult likely to enter nontraditional programs. In their 1976-1977 survey, 134 institutions defined as having programs external in nature were contacted. A total of 54,000 students were enrolled in these institutions in the fall of that year. The Sharp and Sosdian findings indicated that approximately 18,421 students had received degrees externally; 75% were BS or BA graduates and 25% AA graduates.

The Sharp and Sosdian study/survey cited the most frequent reason given by adults for not completing a traditional program was that of marriage or family responsibility being too demanding, followed by being unsure of their wants. When these students decided to enroll in the

external degree program, their responsibilities had increased, and the effects of these restrictions were noted in their responses to the programs. The most important aspects of the programs were scheduling and flexibility. The researchers concluded that "from all the data gathered in the survey, we had little difficulty concluding that these graduates were well served by their external degrees" (Sharp & Sosdian, 1979, p. 627).

In other research of external degree programs, there seems a similarity of demographic characteristics. A survey of all candidates enrolled with the Connecticut Board for State Academic Awards indicated that 69.2% of the enrollees were men, 72.9% were employed in full-time jobs, 80% had earned a previous degree, and 77% had attended previous colleges (Lutz, 1978).

The research findings of Lutz (1978) were similar to those of Sharp and Sosdian. Lutz concluded that traditional institutions must change their policies in terms of scheduling patterns and upper level course availability, and that policy makers should develop good counseling and information centers for adult learning.

A recent census (Magarell, 1981) reports that post-secondary institutions have increased the enrollment of students over 35 years old by 36.8% in a 5-year period from 1974-1979, and nearly one-sixth of the people in the 25- through 34-year-old age group are enrolled in an educational institution, compared with one-eighth 10 years ago. Magarell feels that "if enrollment rate of persons 25 years old and over remains at its present level, the number enrolled will increase because population 25 and over will grow" (p. 3).

Cross (1980) predicted three trends in the changing characteristics

of college students. They are: (1) decline of 18-year-olds in the population, (2) rising proportion of new students (educationally disadvantaged) in the college population, and (3) the increase of adults going to college part-time in the United States. Cross has strong feelings concerning the eagerness of some colleges to attract adult learners just to survive, and she feels this may occur because of the lack of federal leadership.

Silber (1977) seemed optimistic about the coming competition for students. He feels this competition will result in colleges competing in quality programs. Those schools that lower admission standards to attract the volume in numbers will collapse because they are sacrificing their reputation and will not be able to adjust. The other problem is that of leadership. The present economies dictate that colleges and universities take a more active interest in adult students because federal support is unlikely under the Reagan administration.

Summerskill (cited in Houle, 1977) stated "the academic community should be leading the planning and implementing of external degrees because there is much change in education of the nontraditional type" (p. 175).

Harrington (1977) recommends that American colleges and universities recognize the adults as their fundamental responsibility, and welcome the adult student. Educational institutions must become more involved in the education of adults or they will lose this market. A recent Council for the Advancement of Experiential Learning publication (Maxwell, 1981) raises the question of standards and calls this a "leaderless field" (p. 10). Maxwell noted that out of 3,000 entities offering business courses only 700 were offered from colleges and

universities. In addition, there are over 40,000 business seminars offered to the public annually, and the American Management Association offers 3,200 programs with enrollment of 100,000 people. If federal leadership does not materialize, then it is up to the higher educational institutions to develop these areas or lose them to other concerns.

Some educators view the problem of standards as the direct responsibility of colleges and accreditation institutions. Dressel (1978) believes the problem of standards is very difficult and that many external degree programs will disappear, especially in free-standing institutions, as key officials pass out of the programs. He also believes that successful programs will become somewhat more traditional as profits decrease. Sosdian (1978) feels that the most important change will be internal growth and development. In any case, the authorities agree that the institutions involved in credentialing must be concerned about quality and work closely with traditional accreditation agencies to assure them as leaders in the field.

Meyers (1975) feels that "like it or not, we are a credentialing society, so long as academic credentials specifically provide such varied economical and social gains there will be many who continue to seek degrees" (p. 3). Dressel (1975) expressed concerns for the degree quality. He believed in a different degree designation for nontraditional students. If nontraditional students want a traditional degree, Dressel feels they should be in a traditional degree program. Many institutions are already making distinctions between the traditional transcript and the nontraditional transcript. This type of documentation (especially in the area of experiential learning) indicates to prospective employers where and how the credit was granted, and for what experience.

Forrest, Knapp, and Pendigrest (cited in Keeton & Associates, 1976) suggested these three assessment tools that colleges should consider for their programs:

1. Use of a portfolio system that documents the student's experience in an area of expertise.
2. Use of special measuring techniques, the evaluation of programs by using sampling techniques, and surveys of program recipients and instructors.
3. Development of a narrative transcript in which the description of the learning experience is indicated for the credit awarded.

When assessing experience for college credit, transcripts should have concrete statements as to learner outcome and competencies. In some cases the amount of time on the job is used as a criterion for the amount of credit granted rather than what is actually learned. Another question concerns what constitutes college credit and what experiences are creditable.

Andrews and Harrison (1979) believe that accreditation institutions should emphasize the meaning and relationship of the degree to the curriculum, and that the traditionalists and nontraditionalists should work together in identifying problems.

Meyers (1975, p. 21) has determined four areas of evaluation for college credit. They are: (1) work-life (experiential learning); (2) knowledge, competence, or skill; (3) analysis of knowledge; (4) analysis of learning gained from life's experience.

The evaluation process should have faculty involvement and participation. The use of faculty committees is useful especially in portfolio evaluation. Credit should be awarded for demonstrated understanding of what the person knows.

In order to better control this process and standardize the

evaluation of credit, Gould (1974) seeks a national university which would be established as a place to award credit and grant degrees based on CLEP, and use nontraditional forms and materials. Meyers (1975, p. 183) agrees with this type of system and established the following three main functions of such a university: (1) to act as a clearing-house to evaluate college credit, (2) to train people to evaluate college credit, (3) to analyze cost and data of the program.

The research over the past 15 years demonstrates that the difficulties and problems in evaluating adult experience can be solved if the proper techniques and methods are used by educators. There are many colleges currently offering external degrees, and the value of the credential to the recipient is highly accepted. Another indication of the external degree credibility is its acceptance by many graduate schools and employers (Sharp & Sosdian, 1979).

In response to critics, many schools are not offering external degrees with different degree designations and if accredited, must distinguish how the credit was earned on the transcript (Dressel, 1978). Ruffer and Brody (1978) have suggested a special document called an advanced studies degree for lifelong learners, which would solve some of the issues. The real issue, however, is lack of research. The major studies in the past few years have been based on broad overviews of a national nature. Few colleges offering degrees have done a comprehensive evaluation of their programs. The current research has dispelled many of the myths about external degrees, but more is needed in the many special programs to back up findings.

CHAPTER III

METHODOLOGY

Introduction

This chapter presents the design of the study, including a description of the population and samples, a description of the instruments and the process used for constructing them, a description of the process used to collect the data, and the procedures used for analyzing those data. This study uses a design that is an "ex post facto" quasi-experimental design, in that the experimenter did not have control over the degree to which the subjects were exposed to the variables under study. The purpose of this type of design is to find relationships between some present situation and events or factors that have occurred in the past 10 years.

Research Hypotheses

The previous literature review suggests that there is a lack of research on nontraditional programs and students, that relatively few studies of external degree programs exist, and that those which have been done were on a national scale. These studies deal with all students in many curriculums. The Northwood study will evaluate nontraditional alumni from a 4-year private business college.

The present study will attempt to answer the following questions:

1. What type of profile does the external degree candidate have?
2. How negotiable is the degree in the view of the external degree

recipient compared to the traditional degree recipient?

3. What was the goal or expectation of the nontraditional graduate upon receiving the degree, and how well or poorly did the degree meet these expectations?
4. How does the external degree compare to the traditional degree as a credential?
5. How does the external degree compare to the traditional degree in relation to the student's expectation of outcome?

To compare the responses of Northwood nontraditional alumni and traditional alumni, the following hypotheses were developed:

1. There is a significant difference in profile between the traditional and nontraditional alumni.
2. There is a significant difference between the goal or expectation of the external degree graduate and actual outcome.
3. There is a significant difference between the traditional degree and the nontraditional degree as a credential.
4. There is a significant difference between the traditional and nontraditional student in relation to the expectation of outcome.

Population

The population investigated by this study included all students who graduated from the external degree program since 1971, and the BBA traditional alumni from the years 1967 to 1975. All external degree recipients were approached for participation. A stratified sample of the traditional alumni was used as a control group that closely replicated the external degree recipients in age and experience. When comparisons between nontraditional and traditional alumni were made, only BBA graduates were used and all AA degree recipients were excluded. Using graduation lists, the researcher attempted to contact these graduates.

Instruments

Following a comprehensive review of the literature, two questionnaires were developed and subsequently submitted to administrators of the External Degree Program for their input. Also, two research psychologists from Central Michigan University reviewed the questionnaires. Those reviewing the instruments were requested to examine them for content, clarity, inclusiveness, and arrangement of items. As a result of their review, two revised questionnaires were finalized, one for traditional alumni and the other for nontraditional alumni. Both questionnaires were pretested by the researcher on 20 alumni of Northwood Institute. Copies of the two questionnaires are included in Appendix A. The following is a breakdown of the questions which were presented to the alumni in the two survey forms:

Question 1 on both surveys requested name and address of the participants.

Question 2 on both surveys requested sex and age on last birthday.

Question 3 on both surveys requested the current degree status of the alumni.

Question 4 on both surveys requested the current employment status of the alumni.

Question 5 on both surveys requested month and year the degree was received.

Question 5A on the traditional alumni survey requested grade point average.

Question 6 on both surveys requested information on management position and number of people supervised.

Question 7 on both surveys requested job title.

Question 8 on both surveys requested information on advanced degrees, institutions attended, number of years of college after Northwood Institute, if the candidate was refused admission into a graduate program, and entrance examination score for graduate school.

Question 9 on both surveys requested information on income.

Question 10 attempted to determine the favorableness of the Northwood degree, content of education, philosophy and, in the case of the external degree graduates, the usefulness of the oral comprehensive exam required for the degree. The participants were given a scale of 1 to 5, 1 being not favorable, 3 being neutral, and 5 being most favorable.

Question 11 asked the participants to rate 11 statements related to the goal they had expected to achieve upon completion of the degree program. They were given a 5-point scale, 1 being not important or unimportant, 3 being important, and 5 being very important.

The two surveys differed on the last few questions. On the External Degree survey, Question 12 attempted to evaluate the negotiability of the Northwood Institute External Degree and asked a variety of questions referring to this topic. The scale used 4 points:

1. Did not expect and it did not happen.
2. Did not expect and it did happen.
3. Did expect a change and it did not happen.
4. Did expect and it did happen.

On the traditional survey, Question 12 was designed to determine why Northwood Institute was selected. There were 11 parts to this question, each followed by a 1 to 5 scale, with 1 as not at all important, 3 as important, and 5 very important.

On the nontraditional alumni survey, Question 13 attempted to determine why they selected the External Degree Program over a traditional course of study. There were 11 parts to this question, each followed by a 5-point scale as follows: 1 = unimportant, 3 = important, and 5 = extremely important.

The last two questions (14 and 15) on both surveys asked the participant, "What pleased you the most about the education and the experiences you had?" and "What pleased you the least about the education and experiences you had?"

Data Collection Procedures

In October 1980, 255 surveys were sent to all AA and BBA nontraditional alumni graduates of the program. The survey consisted of 15 questions and approximately 30 subquestions. In January 1981, a follow-up survey was mailed and telephone calls were made to those who had not returned the initial questionnaire. The total number of returned surveys was 182 or 70.9% of the total population. Of those received, 146 were BBA graduates and 35 were AA graduates (Table 1).

Table 1. Numbers of Respondents in Each Sample Group

Category	BBA	AA	Total
Traditional Alumni	130	--	130
Nontraditional Alumni	146	35	182
Total Responses	276	35	312

In January 1981, a survey was sent to 500 BBA traditional alumni graduates of Northwood Institute. This was a survey sent to the first BBA graduates from 1968 through 1977. In fact, 96.2% of the responses were from graduates between the years 1969 and 1975. The year least represented was 1973 with only one response; the other years had responses between 16 and 29. Out of the 500 persons surveyed, 120 were sent to addresses considered no longer active. Eleven responses were received from these addresses. This experiment was done to evaluate the possibility of further investigation into nonactive addresses for the college to find alumni. It also would have been interesting to send the letters with forwarding requested, which was not done because of expense. It is quite possible that the surveys reached at least 30% of the

recipients based on the 120 out of 400 responses from the known addressees. In total, a 26% response rate was received from the 500 surveys or 130 responses from traditional alumni.

Two cover letters were developed for the survey (see Appendix B). The nontraditional alumni received a memo and a very personal letter from the Dean of the College. A further telephone call was placed and a follow-up survey sent to those who did not immediately respond to reach as many nontraditional graduates as possible. The cover letter to the traditional alumni was also sent and personally signed by the Dean of the College to show that their opinions were being personally solicited and were important. A postage-paid return envelope was enclosed for the convenience of the recipient. All responses were directed to Edgar A. Madden, the Dean of the College.

Statistical Analysis

In this study descriptive statistics were derived for demographic information on the alumni. Frequencies, means and standard deviations were compared. Inferential statistics were used to compare perceptions and opinions of the degree between the two groups. The statistics used were t test, ANOVA, and chi-square analysis. For all statistical procedures, Statistical Package for the Social Sciences (SPSS) was used at the .05 significance level.

(1) 82
(6)

CHAPTER IV

AN ANALYSIS OF THE DATA

This chapter provides the results of the analysis of data collected by the survey sent to the traditional alumni (TA) and nontraditional alumni (NTA). The returns for each group of participants are shown in Table 2.

Table 2. Total Survey Return

	Traditional	Nontraditional	Total
Questionnaires Sent to Alumni	500	255	755
No Return	-370	- 73	-443
Return	130	182	312
Percent of Total Returned	26%	70.9%	41.3%

The percentage returned, especially for NTA, was considered quite high, and worth the time, effort and expense in follow-up mailings and telephone follow-up to the NTA. This was also a significant factor for updating current addresses and rekindling an interest in the program of the nontraditional AA graduates. The return for the TA, 26%, was lower but also considered acceptable. A second follow-up survey form was sent, but a telephone follow-up was deemed inappropriate because many alumni had moved and telephone numbers were difficult to locate.

Profile and Characteristics of the Northwood
Institute External Alumni

Results indicated that 81.9% of the NTA respondents were male and 18.7% were female. The average age was 41.5 years. Many of those employed were military or retired military (Table 3). The heavy influence of military personnel (23.9%) can be expected because of the Selfridge National Guard Program in Mt. Clemens, Michigan.

Table 3. Job Status of the Nontraditional Alumni

Status	Percent
Active Military	15.5%
Retired Military	18.7%
Employed	70.9%
Unemployed	3.3%
Retired	3.8%
Student	5.5%

Note. The total percent is more than 100 because some responding checked two categories. For example, some respondents checked Retired, Student.

Northwood has three locations where External Degrees are administered. The regular external-degree students on the main campus are people from the Midland area, Lansing Community College, and other candidates from various states; the Selfridge External program at Selfridge Air Force base includes those people in the service; and the Kentucky External program includes those people in the Kentucky area. The mean grade point average (GPA) of 3.34 reflects the average of all three programs (Table 4).

Table 4. Grade Point Average of Nontraditional Alumni

Place of Degree	<u>F</u>	GPA
Northwood External	113	3.36
Selfridge External	43	3.35
Kentucky External	24	3.18
		<u>3.34 (Mean)</u>

The income of the NTA is summarized in Table 5, which indicates that 60% reported incomes of \$20,000 or higher and only 6% reported incomes below \$10,000. The majority of the participants, 86.8%, reported incomes between \$10,000 and \$40,000.

Table 5. Income of Last Working Year of Nontraditional Alumni

Income	Frequency	Percentage
Below \$10,000	10	5.4
\$10,000 - 20,000	55	30.2
\$20,000 - 30,000	48	26.4
\$30,000 - 40,000	42	23.1
\$50,000 or above	12	6.6
No Response	15	8.3
TOTAL	<u>182</u>	<u>100.0</u>

In order to reflect the level of responsibility in current employment, a variable entitled Level of Management was developed by the researcher. By combining the variables of reported income, supervision, and job title, a system of eight categories was developed (Table 6).

Table 6. Levels of NTA Management

Level of Management	Code	Frequency	Adjusted Percentage ^a
Retired or unemployed, income under \$10,000	0	10	5.5
Supervising 0 individuals, job title low, income under \$20,000	1	13	7.1
Supervising 1-10 individuals, job title low, income under \$30,000	2	70	38.5
Supervising 11-30 individuals, job title low, income under \$30,000	3	19	10.4
Supervising more than 30 individuals, job title low, income under \$30,000	4	12	6.6
Supervising 0 individuals, job title high, income above \$30,000	5	15	8.2
Supervising 1-10 individuals, job title high, income above \$30,000	6	11	6.0
Supervising 11-30 individuals, job title high, income above \$30,000	7	11	6.0
Supervising more than 30 individuals, job title high, income above \$30,000	8	21	11.5

^a100% of those responding to the question

Using this categorical scheme, for example, a lieutenant making under \$20,000 and supervising 40 people would be classified as Level 4 because of responsibility and rank. An individual earning \$35,000 with no supervisory capacity, such as a Certified Public Accountant, would be assigned to Level 5. The entire classification was done by the researcher

and offers subjectivity in some cases. This chart is consistent and reflects accurate supervisory levels in terms of the criteria stated previously by the researcher.

Table 6 indicates that more than 87% of the alumni have supervisory positions of Level 2 or higher, and only 12.6% have positions of little responsibility with many of these persons unemployed or retired. More than 38% have upper-level management positions of 4 or above, and 11.5% (Level 8) reported salary and positions which indicate top-level positions such as presidents of firms or owners of businesses.

Responses to other survey questions related to employment show a very mobile group of alumni. As demonstrated in Table 7, more than 40% of the respondents had changed positions since receiving their degrees (both planned and unplanned position changes). An additional 12.7% had expected to change jobs upon receipt of the degree, but did not. According to their responses, more than 50% had changed or will change positions. This figure compares closely to the national study which indicated 53% of their respondents changed jobs or wanted to change jobs (Sharp & Sosdian, 1979).

In reference to job security (Table 7), 7.2% of the NTA were disappointed by not receiving an increase, but 6.6% were surprised in receiving an unexpected increase. For this outcome, the NTA generally have a good perception of what the degree can and cannot do for them, with 85.5% holding accurate expectations in job security after attaining the degree.

In reference to pay (Table 7), almost 40% received an increase in pay or promotion (either expected or unexpected), a figure which closely coincides with the percentage of those who changed job positions.

Table 7. Evaluation of the Negotiability of the Northwood Institute External Degree

Group	Change to a differ- ent job		Increase in job security		A promotion in pay or benefits		Increase in job respon- sibility		Increase in status or respect from co-workers	
	<u>F</u> ^a	% ^b	<u>F</u>	%	<u>F</u>	%	<u>F</u>	%	<u>F</u>	%
Did not expect a change and did not happen	76	46.1	94	56.6	73	43.5	76	44.0	39	22.8
Did not expect a change and it did happen	21	12.7	11	6.6	16	9.5	16	9.4	29	17.0
Expected a change and did not happen	21	12.7	12	7.2	28	16.7	21	12.4	18	10.5
Expected a change and did happen	47	28.5	48	28.9	51	30.4	57	33.5	83	48.5
No response	17	--	17	--	14	--	12	--	13	--
Total	182	100.0	182	100.0	182	100.0	182	100.0	182	100.0

^aF = frequency

^b% = percentage of adjusting for missing data

Similar percentages are also indicated under job responsibility. The expected or unexpected increase in responsibility was 42%.

The area of greatest perceived change (either expected or unexpected) was increase in status. Over 65% of the alumni reported an increase in anticipated or unanticipated status and co-worker respect from their degrees. Most interesting are the 17% that did not expect a change in status but perceived it as resulting nonetheless.

The major area of difference in perception between the participants in the national study and the Northwood NTA lies in the responses of those who did not expect a change and the change did not occur. Generally, the Northwood NTA had a lower perception of what the degree would provide. One explanation may be the satisfaction of having the credentials as the chief objective. This had a mean of 4.56 on a 5-point scale with a standard deviation of .834 (refer to Table 13, p. 46). However, the largest percentage of those who did not expect a change and it did happen was under the area of status where 17% had some unexpected change.

Under the general area of those who expected a change and it did not happen (the disappointed), the Northwood alumni percentages were close to those of the national study. The largest difference between the two studies was less than 5 percentage points.

NTA Graduate Studies

This section on advanced degrees will attempt to determine the usefulness of credentials of the NTA for acceptance into graduate schools. From those responding, 12 have achieved an advanced graduate degree and 9 are currently in graduate programs. From the 146 BBA alumni responding, 18 others have applied and have been accepted into graduate school.

As shown in Table 8, the majority of students who applied for an advanced degree chose the MBA (16 or 41% of the total). Another 16 applied for MA degrees in business, and 6 applied for MA degrees in other areas; also, one NTA is seeking a doctorate degree in business administration.

Table 8. NTA Advanced Degrees

Degree Type	Frequency	Percent
MBA	16	41
MA Business	16	41
MA Other	6	15.4
DBA	1	2.6
TOTAL	39	100.0

NTA applied to a variety of colleges for graduate work. In Michigan, 13 applied to Central Michigan University's Interpersonal Career Development Program. This was followed by 6 to Aquinas College, 3 to Michigan State University, and 2 each to Saginaw Valley and Western Michigan University (Table 9). Another 13 applied to various out-of-state colleges.

From those responding, few had taken any of the standardized national entrance examinations for graduate admission. Four took the Graduate Management Admission Test (GMAT) scoring in a range from 380 to 576, and one took the Graduate Record Examination (GRE) and reported 967 as the total of both verbal and quantitative scores. This information is too limited to warrant conclusions. Question 8f of the survey attempted to determine how many alumni were refused admission into

Table 9. NTA Graduate Schools

College	Frequency	Percent
Saginaw Valley	2	5.1
Western Michigan University	2	5.1
Michigan State University	3	7.7
Aquinas College	6	15.4
Central Michigan University	13	33.3
Out-of-State	13	33.3

graduate schools. From those responding, only three had been refused admission to graduate school.

A surprising and unsolicited response from 11 alumni was the request for graduate studies at Northwood Institute (Appendix C). If these 11 alumni are added to the 39 alumni who reported having applied to a graduate program, a total of 50 BBA graduates, or 34.2%, showed a desire for an advanced degree. This result is interesting since the alumni did not originally perceive the degree as an important prerequisite for graduate school, and on the survey they ranked it seventh out of 10 items. The fact that so many subsequently decided to attend graduate school is a point of credibility for the college.

Choosing the External Degree

This section attempts to summarize data regarding the primary reasons NTA enrolled in the external degree program. In general, the results indicated that a flexible schedule and the need to maintain a regular working day are the primary reasons (Table 10).

Items of secondary importance included a chance for part-time

Table 10. Reasons for Selecting the External Degree Program over a Traditional Course of Study

Question 13 on survey	Percentage in Each Response Category					\bar{X}	SD
	Unimportant 1	2	Important 3	4	Extremely Important 5		
(a) Need to maintain a regular working schedule	6.4	1.7	7.6	14.0	70.5	4.401	1.127
(b) A chance to have all previous college work evaluated for credit	6.9	2.3	18.3	10.3	62.3	4.181	1.220
(c) A chance to be in a program with a flexible schedule	1.7	1.1	14.4	16.7	66.1	4.443	.903
(d) A chance for part-time students	6.3	1.1	21.8	14.9	55.7	4.126	1.176
(e) The chance to have independence and an individualized approach to studies	5.8	9.2	21.4	20.8	42.8	3.855	1.233
(f) The minimum amount of classroom work required	23.6	13.2	25.3	13.8	24.1	3.913	1.480
(g) The need to obtain the degree in a shorter period of time	21.0	16.5	22.7	8.5	31.3	3.125	1.529
(h) A minimal amount of classroom work required	8.2	1.2	17.5	18.7	54.4	4.09	.094
(i) A chance for prior work/job experience recognized for credit	6.6	1.7	18.8	14.2	59.1	4.182	1.176
(j) The opportunity to have military experience evaluated for credit	25.3	6.0	15.1	12.7	41.0	3.380	.128
(k) A chance for prior life experience recognized for credit	9.0	5.6	17.5	16.4	51.4	3.955	1.318

studies, a minimal amount of time on campus, a chance to have all previous college work evaluated for credit, and a chance to have work, job, and life experience recognized for credit.

Items of lowest importance included the need to obtain the degree in a shorter period of time, the chance for independence in studies, the minimal amount of classroom work required, and the opportunity to have prior military experience evaluated for credit.

In reference to the need to obtain the degree in a shorter period of time, even the mean is relatively low ($\bar{X} = 3.125$); the breakdown of the percentages indicates that one-third felt time was extremely important. Clearly, the respondents have some definite perceptions concerning the time period.

The results indicate that many people in the nontraditional program would prefer a traditional route if job and circumstances would allow. The reasons, it appears, were not to avoid academic work or independent study programs.

In Table 11, the Northwood responses are compared to those of the national study (Sharp & Sosdian, 1979). The Northwood alumni scored higher than the respondents in the national study on all but one item, that being the need to obtain the degree in a shorter period of time in which the response was almost the same.

Expectations and Perceptions of the NTA

In this section an attempt is made to report the NTA's overall perception of the college including its Free Enterprise Philosophy. The school's philosophy scored the highest in favorability ratings with a mean of 4.75 and a standard deviation of .53 (Table 12). This response indicates a strong feeling about the school's free-market focused

Table 11. Comparison of Responses Between Northwood Survey and National Survey^a

Question 13 Category	Unimportant		Important		Extremely Important	
	1	2	3	4	5	
(a) Needed or wanted to maintain a regular work schedule			0	X		
(b) A chance to have all prior college work recognized for credit			0	X		
(c) A chance to be in a program with a flexible schedule			0	X		
(d) Chance for part-time studies			0	X		
(e) Chance for independence and individual studies			0	X		
(f) Minimal number of days on campus			0	X		
(g) Needed to obtain a degree in a shorter period of time				X		
(h) A minimal amount of classroom work			0X			
(i) Chance for prior work/job evaluation for credit		0		X		
(j) Prior military experience for credit		0	X			
(k) Chance for work/life credit	0		X			

Note. 0 = national survey^a
X = Northwood nontraditional alumni

^aSharp and Sosdian (1979) survey

Table 12. Nontraditional Alumni Perception of the College

Question 10	Percentages in Each Response Category					\bar{x}	SD
	Not Favorable 1	2	Neutral 3	4	Most Favorable 5		
How favorable do you consider your BBA External Degree from Northwood Institute?	0	0	7.3	23.8	68.9	4.616	.041
How favorable an effect has your external degree had on your ability to command a competitive income in your selected profession?	4.8	3.0	36.4	28.5	27.3	3.70	.082
How favorable was your External Degree to your job or career in terms of its content?	1.2	0	23.7	41.4	33.7	4.065	.063
Overall, how favorably committed do you feel to the Northwood philosophy of the free market and business-focused education?	0	0	4.5	16.9	78.5	4.74	.533
How useful did you find the comprehensive oral examination?	7.6	2.2	32.6	23.9	33.7	3.74	1.175

education. The same question on a 1978 Traditional Alumni Survey produced a mean of 7.91 on a 10-point scale. Although it is difficult to accurately compare the two results, both indicate extremely favorable attitudes.

Another question which had a high mean score concerned the favorableness of the BBA external degree. Clearly none of the graduates felt the degree was unfavorable, and more than 92% felt very positive about it (ratings of 4 and 5 on the 5-point scale). In terms of income, more than 55% felt a favorable effect from the degree and more than 75% felt the content of their experience was a value to their career.

A final question was asked to determine how the alumni perceived the oral comprehensive examination. Responses indicated some support, with 57.6% indicating favorable responses toward such an exam, and only 9.8% indicating an unfavorable response. Approximately one-third of the NTA gave neutral responses. While evidence leans toward the positive side of this issue, a large percentage of negative to neutral opinion suggests that additional investigation should be initiated in this area.

Importance of Degree to the NTA

The survey results show that Northwood alumni had strikingly similar responses to those of the Sharp and Sosdian (1979) study in response to questions concerning goals and perception of the credential. In general, results suggest that the degree accomplished its mission in most cases where expectations were anticipated. According to the previous discussion of Expected/Unexpected results, very few people were disappointed in their expectations and many had an unexpected positive result from the degree. Also interesting was the increase in status where more than 65% received an increase in respect from peers and colleagues.

If accomplishing goals can be considered a criterion for success, then the alumni have done quite well. As shown in Table 13, the satisfaction of having the degree far outranked the other items presented in Question 11 of the survey. Approximately 75% of those responding felt this was a very important goal (Table 13).

Goals of secondary importance were to improve chances for good pay or promotion, to feel the enjoyment of learning on their own, to improve job skills, and ability to obtain credentials to qualify them for another job.

Goals rated somewhat less important were to obtain a prerequisite for a higher degree program, to learn more about the subject area because of interest, and to develop a new career. The goals of least importance included the ability to receive appropriate pay for work already doing, and/or qualifying for a professional license.

If the mean responses to Question 11 items are plotted on a chart with those from the national survey, the Northwood NTA rated the goal of attaining the degree very close to that of the national study. Interestingly, items of lesser importance to the NTA are also of lesser importance to the national study. Rated of least importance in both studies was qualifying for a professional license and having the right credentials for the same job (Table 14).

Summary of the NTA Survey

The Northwood External Degree is dedicated to the Free Market Philosophy, and clearly the school's position in this area is well received by the nontraditional students. The Northwood NTA is older than most college students, with an average age of approximately 41; 80% of them are male and employed in a professional position, with 55% earning

Table 13. Expected Goal to be Achieved Upon Completion of the External Degree

Question 11	Percentage in Each Response Category					\bar{X}	SD
	Unimportant 1	2	Important 3	4	Very Important 5		
(a) to have the satisfaction of having the degree	1.1	1.1	12.5	10.8	74.4	4.56	.834
(b) to obtain prerequisite for entry into a higher level degree program	12.0	8.6	28.0	14.9	36.6	3.55	1.371
(c) to improve my chances of good pay and/or promotion in my career	3.5	4.6	22.0	15.6	54.3	4.12	.085
(d) to obtain the credential which will qualify me for the kind of job I really want	6.3	3.4	27.4	14.9	48.0	3.94	1.209
(e) to feel the enjoyment and have the experience of learning on my own	1.7	5.7	21.1	26.3	45.1	4.07	1.023
(f) to learn more about the subject area, simply because I was interested in it	4.0	8.0	34.3	21.7	32.0	3.69	1.122
(g) to improve my job skills and my ability to perform my work	5.2	4.0	26.4	21.3	43.1	3.93	1.151
(h) to develop a new career	17.3	10.4	20.8	14.5	37.0	3.43	1.499
(i) to obtain the credentials which would make me eligible to receive the right pay for work I am already doing	19.9	13.5	19.3	17.5	29.8	3.24	1.501
(j) to qualify for a professional license	54.9	13.4	16.5	3.7	11.6	2.03	1.380

Table 14. NTA Goals Upon Degree Completion
Compared to the National Survey^a

Question 11 Category	Unimportant		Important		Extremely Important	
	1	2	3	4	5	
(a) Satisfaction of degree				OX		
(b) Prerequisite for higher degree			0			
(c) Improve chance of good pay			0	X		
(d) Obtain credentials for job wanted			0	X		
(e) Enjoyment of learning on own			0	X		
(f) Learning in subject area because of interest			0	X		
(g) Improve job skills			0	X		
(h) Develop a new career		0	X			
(i) Right credentials for right job	0		X			
(j) Qualify for professional license	0					

Note. 0 = national survey^a
X = Northwood survey

^aSharp and Sosdian (1979) survey

above \$20,000. A large percent of the NTA (34%) are military or retired military, and 87% have positions of middle management or above.

The survey results show that the NTA are interested in a program which is flexible, so that they may maintain a regular working schedule, and the opportunity for part-time studies without having to spend a large amount of time on campus would be necessary for the working individual.

The NTA seek recognition of prior work and life experience. In most cases, the students have been working in their major areas of business and have practical hands-on experience in these areas but lack the academic achievement of a 4-year degree.

The NTA do not seek minimal classroom experience, and it seems they might prefer to be traditional students if time and circumstances would allow. Evaluation of military experience for college credit is also not a prime consideration in selecting the External Degree program.

When questioned about their goals, the NTA rated the satisfaction of having a degree as most important. Seventy-five percent rated this as a very important goal. This goal was rated far higher than the next closest ones, that of improving chances for pay or promotion in their careers, to feel the enjoyment of learning on their own, to obtain a credential for a different job, and to improve skills in their present work.

Clearly, the Northwood NTA are interested in job, pay, and promotability in their areas, as part of the goals which they wish to achieve. The NTA indicated that since achieving their credentials, more than 44% have changed jobs, almost 40% have received an increase in pay, and almost 43% have experienced an increase in job responsibility. When asked

how favorable an effect the degree had on their ability to command a competitive income in their selected fields, more than 55% indicated an increase in income. When requested to determine how favorable the degree was in terms of content, more than 75% indicated a favorable result.

The section on graduate studies resulted in some rather surprising responses. The results showed 26.7% of the BBA graduates have an interest in graduate school. The national study results showed that 29% of their BS and BA respondents had an interest in graduate studies (Sharp & Sosdian, 1979).

Among the initial goals of seeking a BBA, graduate school was not considered a high priority, having a ranking of 7 out of 10. The results of this study clearly show, however, that a greater percentage of Northwood NTA are applying to and attending graduate school than the National Study participants. A response which was unsolicited concerns 11 requests for Northwood to offer an advanced degree. If these additional responses are added to the 39 persons who have shown an interest in graduate work by applying or attending graduate school, then 34.2% of the NTA have some interest in further study at the graduate level. This percentage seems to coincide with that reported in the national survey. The similarities cannot be discounted.

The second survey sent to the traditional alumni attempted to determine their responses to similar questions. The next section will report data on the traditional alumni, and then the last section will compare the two Northwood groups.

Traditional Alumni

This section provides results of the analysis of data collected by the survey sent to the traditional alumni (TA). In total, a 26% response rate was obtained for the 500 survey forms distributed. There were 126 (96.9%) males and 4 (3.1%) females who responded. The high proportion of male respondents can be attributed to the fact that in the early 1970s, the student population was predominantly male due to the influence of the automotive program. This is in sharp contrast to the 44/56 female/male ratio in 1981.

The mean age of the TA respondents was 31.9. The youngest was 25 and the oldest 50, with a range of 25 years. The majority of those graduating, 94.5%, received a BBA in Management, 4.7% in Marketing, and .8% in Accounting. Northwood did not offer BBA degrees until the late 1970s in Marketing and Accounting.

The mean GPA from the respondents was 2.912 (median = 2.99) with a standard deviation of .453.

In the area of income, the response option with the highest percentage was between \$30,000 and \$50,000, with 38.4% reporting income in this range (Table 15).

In order to more accurately reflect level of responsibility, a level of management categorization scheme was developed for the TA similar to that of Table 6 for the NTA.

According to Table 16, the category with the most respondents was Level 5 with an adjusted percentage of 24.2%. These were individuals who had high incomes but did not have any subordinates. These people are probably salesmen or owners of small businesses. Two categories, Levels 2 and 7, had identical frequencies and are at opposite extremes of the scale.

Table 15. Income of Last Working Year of Traditional Alumni

Income	Absolute Frequency	Adjusted Percentage
Below \$10,000	1	.9
10,000 - 20,000	14	12.5
20,000 - 30,000	40	35.7
30,000 - 50,000	43	38.4
50,000 - Above	14	12.5
No response	18	

In general, the TA show a remarkably high level of management considering the mean age of 32, with 63.7% at Level 4 or higher.

TA Expectations and Perceptions of the Northwood Degree

This section attempts to present the reported ratings of the favorability or unfavorability of the degree as viewed by the TA (Table 17). When the students were surveyed as to the favorability of the Northwood degree, aside from the 22.3% neutral response, 74.6% felt a more favorable effect from the degree (ratings of 4 or 5) and only 3.1% felt unfavorable (ratings of 1 or 2).

Question 10b (Table 17) attempted to determine the perceived effect of the degree on income. Responses indicated that 53.8% felt the degree had a favorable impact on earnings and 11.5% felt the effect was not favorable. The difference in responses of favorableness of degree on income implies that although 11.5% felt no benefit from income, others did feel a favorable effect from the degree in other areas. With respect to degree satisfaction, over 95% of the respondents felt the

Table 16. TA Levels of Management

Level of Management	Code	Frequency	Adjusted Percentage ^a
Retired or unemployed, income under \$10,000	0	1	.08
Supervising 0 individuals, job position title low, income under \$20,000	1	2	1.6
Supervising 1-10 individuals, job title low, income under \$30,000	2	20	16.1
Supervising 11-30 individuals, job title low, income under \$30,000	3	23	18.5
Supervising more than 30 individuals, income under \$30,000	4	3	2.4
Supervising 0 individuals, job title high, income above \$30,000	5	30	24.2
Supervising 1-10 individuals, job title high, income above \$30,000	6	14	11.3
Supervising 11-30 individuals, job title high, income above \$30,000	7	20	16.1
Supervising more than 30 individuals, job title high, income above \$30,000	8	12	9.7

^a100% of those responding to the questions

satisfaction of having a degree was the most important aspect followed by good pay or promotion. Question 10c attempted to determine the effect of the degree on the job or career in terms of content. The responses show that 67.7% felt the degree had a positive effect and only

Table 17. Traditional Alumni Perception of the College

Question 10 on Traditional Survey	Percentage in Each Response Category					\bar{X}	SD
	Not favorable 1	2	Neutral 3	4	Most favorable 5		
(a) How favorable do you consider your degree from Northwood Institute?	.8	2.3	22.3	41.5	33.1	4.038	.848
(b) How favorable an effect has your degree had on your ability to command a competitive income in your selected profession?	2.3	9.2	34.6	39.2	14.6	3.546	.933
(c) How favorable was your degree to your job or career in terms of its content?	.8	5.4	26.2	47.7	20	3.808	.845
(d) Overall, how favorably committed do you feel to the Northwood philosophy of the free market and business-focused education?	1.6	3.1	19.4	75.2	75.2	4.667	.688

6.2% felt it had a negative effect. This certainly suggests an overall career advantage to attaining the credential.

Importance of the Degree to Alumni

This section acted as a control to the previous question concerning the Northwood degree and sought to have students rate the goals they expected to achieve upon completion of their degree programs.

According to data in Table 18, the primary goals of obtaining the Northwood degree ranked as follows:

1. Satisfaction of having a degree ($\bar{X} = 4.12$).
2. To improve chances of good pay ($\bar{X} = 4.11$).
3. To obtain the credential which will qualify me for the kind of job I really want ($\bar{X} = 4.07$).
4. To improve job skills and ability to perform work ($\bar{X} = 3.98$).

The clustering of the responses in Table 18 (responses in the 3 to 5 range) is interesting. Over 95% felt the satisfaction of having the degree was important, 92.1% felt the degree important in improving pay and promotion, 93.8% of the recipients felt the degree important in qualifying for a job, and no one responding felt the credential unimportant.

The vast majority of TA (95.2%) felt the credential important in improving job skills and performance. Although the mean is lowest in overall rank, the clustering indicates that this was as important as degree satisfaction to the recipient.

The three areas of secondary importance included the enjoyment of learning ($\bar{X} = 3.57$), to learn more about the subject because of interest in it ($\bar{X} = 3.461$), and to develop a new career ($\bar{X} = 3.15$).

Most respondents (91.4%) felt the experience and enjoyment of

Table 18. The TA Goal Expected to be Achieved Upon Completion of the Degree

Question 11 on traditional survey	Percentage in Each Response Category					\bar{x}	SD
	Not at All Important 1	2	Important 3	4	Very Important 5		
(a) to have the satisfaction of having the degree	1.6	3.1	27.6	16.5	51.2	4.12	1.023
(b) to obtain prerequisites for entry into a higher level degree program	25.2	26.8	27.6	9.4	11.0	2.54	1.27
(c) to improve my chances of good pay and/or promotion in my career	.8	7.0	20.3	23.4	48.4	4.11	.090
(d) to obtain the credentials which will qualify me for the kind of job I really want	0	6.3	25.8	21.9	46.5	4.078	.985
(e) to feel the enjoyment and experience of learning	.8	7.8	46.1	23.4	21.9	3.578	.944
(f) to learn more about the subject area, simply because I was interested in it	3.1	7.0	46.9	26.6	16.4	3.461	.955
(g) to improve my job skills and my ability to perform my work	.8	4.0	25.4	35.7	34.1	3.08	.912
(h) to develop a new career	18.9	10.2	30.7	16.5	23.6	3.15	.124
(i) to obtain the right credentials which would make me eligible to receive the right pay for the work I am already doing	18.4	16.8	29.6	18.4	16.8	2.98	1.33
(j) to qualify me for a professional license	55.4	14.0	22.3	3.3	5.0	1.88	1.16

learning was important to very important. Those who felt it was important because of interest totaled 89.9% of the sample, and those who felt it was important to develop a new career comprised 70.8% of the sample. The distribution of this last item is interesting in that almost 19% of those responding felt this was not at all important. The mean, although relatively high, implies that TA have very definite ideas about the degree and career goals. One assumption is that the Northwood student goes there for definite reasons and career goals are already set. Another assumption is that for almost 30% of the alumni going to college, to develop a new career is not relevant.

The three areas of lesser importance were to obtain the right credential for the right pay ($\bar{X} = 2.98$), as a prerequisite for entry into a higher level degree program ($\bar{X} = 2.54$), and to qualify for a professional license ($\bar{X} = 1.88$).

Table 18 indicates that 64.8% felt the degree important for the work they were already doing. In reference to the question, this percentage is quite high, suggesting that there may have been almost 65% unemployed or with job opportunities before graduation.

The TA do not show a high level of interest in attaining advanced degrees. Only 10, or 7.7%, had earned an advanced degree at the time of the survey. This is also reflected in Table 18 where only 48% of the respondents felt the credential was important for entry into a higher level degree program. The mean of 2.54 ranked this goal 9 out of 10 as to expectations upon completion of the degree. In total, only 24, or 18%, had attended any college after Northwood. Two alumni did respond that they were refused admission to graduate schools.

The low response from alumni concerning advanced studies past

Northwood is not surprising. The college had considered the BBA as a terminal degree for business, especially for the automotive industry.

The area of least importance is to qualify for a professional license. Only 30.6% felt the degree important and 70% saw the credential as not important. One might speculate that the traditional alumni view their credential as a type of professional certification in business, and further certification is unnecessary.

Reason for Selecting Northwood

This last section reports data on why the TA chose Northwood as a place of study. The five highest mean responses indicate that the unique offering of programs was the primary reason for attending the college, followed by small size, instructors, better job opportunities, and reputation (Table 19).

The data reveal that 95.3% of the respondents felt Northwood's program was an important reason for attending college (ratings of 3 or higher). This may be a reflection of the specialty programs in automotive marketing, advertising, and business management. Eighty-six percent felt the small size and personal atmosphere were important. The college was small with under 1,500 students at the time these alumni attended school. Question 2b is a credit to the instructors at the school, with 71.3% ranking this item as important to very important, followed closely by better job opportunities (69% giving ratings of 3 to 5) and reputation of the college (64.4% citing this as an important to very important reason for attending Northwood).

Thus, the survey results suggest that Northwood's greatest strengths in attracting students are its unique programs, small size, personal atmosphere, instructors' reputations, and better job

Table 19. Reasons TA Selected Northwood Institute

Question 12 on traditional survey	Percentage in Each Response Category					\bar{x}	SD
	Not at All Important 1	2	Important 3	4	Very Important 5		
(a) Northwood's convenient location	42.6	13.2	24.8	12.4	7.0	2.27	1.31
(b) Northwood's instructors	10.9	17.8	38.0	14.7	18.6	3.12	1.22
(c) Northwood offered a program I was interested in	2.3	2.3	15.5	24.8	55.0	4.27	.968
(d) Because of the small size and personal atmosphere	7.0	7.0	18.8	29.7	37.5	3.83	1.20
(e) Northwood's reputation	14.7	20.9	26.4	20.2	17.8	3.05	1.31
(f) Friends went to Northwood	60.2	12.5	10.2	9.4	7.8	1.92	1.33
(g) I felt my job opportunities would be better with a Northwood degree	16.3	14.7	28.7	18.6	21.7	3.14	1.35
(h) Reasonable tuition	32.5	23.6	34.1	4.1	5.7	2.27	1.131
(i) Opportunity to have a flexible class schedule and work at the same time	45.7	17.8	14.0	7.8	14.7	2.27	1.31
(j) Parents influenced me to attend	54.0	11.1	15.9	10.3	8.7	2.08	1.38
(k) Other reasons	See responses in Appendix A.						

opportunities. The reasons deemed not important for attending the college are tuition (which received higher ratings than some might expect), location, flexible calss schedule, parents' influence, and friends' influence.

The most surprising result from these responses was in the area of tuition, considering the college is a private institution, with higher fees than public institutions. Forty-four percent of the TA felt that reasonable tuition fees was an important reason for attending the college.

Another area of interest is the response for flexible schedules. For years Northwood had prided itself on allowing students easy schedules so they may work. The response rate shows that this was not that important and had the same mean ($\bar{X} = 2.27$) as location and tuition. In fact, only 36% felt this was an important reason for attending (although one may also speculate that the 36% are those that worked and would not have attended the college if the schedules did not have flexibility).

Comparison of Perception of the Traditional and Nontraditional Alumni

This section will discuss similarities and differences between the Northwood TA and NTA. Only BBA graduates will be compared. All AA degrees are excluded in this comparison. Also, reference will be made to the national nontraditional External Degree study by Sharp and Sosdian (1979) where appropriate. When statistical analyses were performed, the t test for independent samples was used, with a .05 level of significance. The predominantly male population of the college between the years of 1969 and 1975 is clear in the TA survey response, with 96.9% of the respondents male and 3.1% female. The NTA had a higher percentage

of females, i.e., 18.1% compared to 81.9% male. This reflects a national trend of more females entering business. Also, with the auto industry declining, less emphasis is on automotive curriculums and more emphasis is being placed in marketing, management, and accounting BBA degrees. The college is also interested in the fashion merchandising curriculum which is attracting females in greater numbers. The average age of the TA and NTA differed by approximately 10 years. The mean for TA was 32.0 and the NTA were older with a mean age of 41.5. The average age of participants in the national survey was 36.0 years. Both Northwood groups had a higher percentage of graduates employed than the national survey group (96.7% for the NTA and 99.2% for the TA). The national sample had 80% employed. The high response from military personnel (33%) was not unexpected from the NTA because of the Northwood program at Selfridge Air Force Base.

A section of both survey forms was concerned with advanced education beyond the Northwood degree. The NTA expressed a stronger desire to attend school after Northwood. From those BBA candidates responding, 26.7% of the NTA indicated an interest in advanced studies by applying to or attending graduate school compared to 7.7% of the TA. This difference between the two groups was also emphasized in the response to Question 11b on both surveys (Appendix A). When the two Northwood groups were asked to rate the degrees as a prerequisite for entry into a higher degree program, the mean rating for the NTA was 3.65 compared to a mean of 2.54 for the TA (Table 20, Item b). There was a significant difference between the two groups. A reason for this difference may be that TA have the view that their BBA is a terminal qualification; that is, they may seek the credential as a career goal, designed to

Table 20. Ratings of the Goals the Traditional and Nontraditional Alumni Expected to Achieve Upon Completion of the Degree Program

Question 11 on survey	TA		NTA		t values
	\bar{X}	\underline{SD}	\bar{X}	\underline{SD}	
(a) to have the satisfaction of having the degree	4.12	1.02	4.61	.78	-4.41*
(b) to obtain prerequisites for entry into a higher level degree program	2.54	1.27	3.65	1.36	-6.86*
(c) to improve my chances of good pay and/or promotion in my career	4.12	1.02	4.18	1.09	- .48
(d) to obtain the credentials which will qualify me for the kind of job I really want	4.08	.99	3.97	1.21	.80
(e) to feel the enjoyment and experience of learning	3.58	.94	4.09	1.04	-4.19*
(f) to learn more about the subject area, simply because I was interested in it	3.46	.96	3.74	1.12	-2.24*
(g) to improve my job skills and my ability to perform my work	3.48	.91	3.46	1.12	.16
(h) to develop a new career	3.16	1.46	3.45	1.55	-1.62
(i) to obtain the credentials which would make me eligible to receive the right pay for work I already am doing	2.98	1.33	3.28	1.49	-1.71
(j) to qualify for a professional license	1.88	1.16	2.08	1.38	-1.24

Note. All items were responded to using a 5-point scale: 1 = unimportant, 5 = very important.

* $p < .05$

enable them to enter middle management. The NTA, on the other hand, may somehow see a graduate degree as the terminal qualification, and the BBA as a step in their ultimate goal of getting a graduate degree. If the Northwood NTA are representative of many adults attending school for advanced degrees, then one can speculate that they are in effect lifelong learners going to school not only for career goals but also for self-satisfaction. This conclusion is consistent with the survey results, which show that to have the satisfaction of achieving the degree has more importance than using the credential for higher pay or advancement.

When both groups were asked to rate the degree in terms of favorableness (Table 21, Question 10a), the mean for the NTA was significantly higher than the mean for the TA. When asked to rate the degree according to its benefit for job or career, again the mean NTA rating was significantly higher than that for the TA (Table 21, Question 10c). Another reason for this difference may be attributed to the NTA being able to directly relate coursework to their work or job, and thus being able to appreciate concepts and theories presented in the classroom which the inexperienced and traditional student may fail to recognize.

The NTA viewed the satisfaction of having the credential higher than the TA (Table 20, Question 11a). This response is not surprising, considering the sacrifice that many NTA must make to attain their degree. In fact, the satisfaction of a college degree was rated higher than the benefits of the degree to income, promotion, or career. This response shows that the key to motivation is perhaps self-esteem rather than financial improvement, at least for some of the respondents. Data from other questions likewise showed that the NTA were more interested in learning for the enjoyment of it. The NTA rated this significantly

Table 21. The Favorability of the Northwood Degree as Viewed by the Traditional and Nontraditional Alumni at Northwood Institute

Question 10 on survey	TA		NTA		t values
	\bar{X}	<u>SD</u>	\bar{X}	<u>SD</u>	
(a) How favorable do you consider your degree from Northwood Institute?	4.04	.85	4.65	.58	-6.91*
(b) How favorable an effect has your degree had on your ability to command a competitive income in your selected profession?	3.55	.93	3.81	.98	-2.23*
(c) How favorable was your degree to your job or career in terms of its content?	3.81	.85	4.12	.81	-3.11*
(c) Overall, how favorably committed do you feel to the Northwood philosophy of the free market and business-focused education?	4.67	.69	4.76	.52	-1.31

Note. All items were responded to using a 5-point scale: 1 = not favorable, 3 = neutral, 5 = most favorable.

* $p < .05$

higher than the TA with an NTA mean of 4.09 compared to a TA mean of 3.58 (Table 20, Question 11e).

When the two groups were asked to rate the importance of going to school just because of interest in it (Table 20, Question 11f), the NTA had a mean of 3.74 compared to a mean of 3.46 for the TA. The mean NTA response was significantly higher than that of the TA, and indicates that they are more likely to attend school for the sake of learning a subject and for self-improvement.

From the 14 t-test comparisons (shown in Tables 20 and 21, plus an additional t test for income comparisons), 7 indicated significant differences between the two alumni groups and 7 produced no significant differences in responses. Both groups rated their commitment to the Northwood philosophy of the Free Market and business-focused education highest among all items in the entire survey, with no significant difference between groups (Table 21, Question 10d). This high rating shows a strong approval of the college, and shows that the mission and commitment of the school are clear and accurate. The other six items which demonstrated significant differences between the two groups were concerned with the goals expected to be achieved upon completion of the degree program. Both groups had similar perceptions of the degree's ability to improve pay or promotion (Table 20, Question 11c). This was rated fairly high by both groups. Both groups felt the credential was an important factor to obtain a job they could not get without the degree (Table 20, Question 11d). The groups did not differ significantly in their perceptions of the goal expected to be achieved in terms of improving job skills and career development (Table 20, Questions 11g and 11h). Means for these items ranged from 3.16 to 3.48.

The responses with the lowest mean ratings for both groups were Questions 11i and 11j in Table 20, which asked about receiving credentials that will enable them to get the correct pay for work they are presently doing (TA \bar{X} = 2.98 and NTA \bar{X} = 3.28). Question 11j asked about qualifying for a professional license (TA \bar{X} = 1.88 and NTA \bar{X} = 2.08). Both items produced nonsignificant t values.

In the t test for income there was a significant difference between the two groups. The TA have higher incomes, with a group average of approximately \$25,000 compared to an average of just over \$20,000 for the NTA. This was based on the reported incomes of all respondents. Question 10b on both surveys also asked the alumni to rate how favorable an effect the degree had on commanding a competitive income in their selective professions. According to Table 21 Question 10b, the NTA (\bar{X} = 3.81) rated the effect significantly higher than did the TA (\bar{X} = 3.55). A factor which explains the income difference was the high numbers of military personnel in the NTA group, with their relatively lower rates of pay. When a t test was performed without the military influence (i.e., removing military personnel from the NTA sample), there was no significant difference between the two groups in regard to income.

In order to further explore the difference in income, a chi-square analysis was performed, relating the NTA/TA dichotomy to income levels. A significant chi-square value resulted ($\chi^2 = 13.98$, $df = 4$, $p < .05$). A visual inspection of the data indicated the greatest difference is in income Level 2, \$10,000 to \$20,000 (see Table 22). (If the military influence is removed, the greatest difference is still in Level 2, but this is no longer significant.) The NTA have a greater number of individuals falling in this income level.

Table 22. Income Comparison of TA, NTA, and NTA
Without the Influence of the Military

Income	Level	NTA		TA		NTA (no military)	
		<u>F</u>	Percentage	<u>F</u>	Percentage	<u>F</u>	Percentage
Below \$10,000	1	6	85.7	1	14.3	3	3.3
10,000 - 20,000	2	38	73.1	14	26.9	17	18.9
20,000 - 30,000	3	39	49.9	40	50.6	31	34.4
30,000 - 50,000	4	39	47.6	43	52.4	30	33.3
50,000 - Above	5	10	41.7	14	58.3	9	10.0

To examine job differences from the perspective of factors other than just income, the previously described classification scheme based on income, job title, and the number of persons supervised was employed (Table 23). The largest cluster of NTA was in Level 2, with 36.4% of the alumni. The remainder of the NTA are fairly evenly distributed across the levels, with percentages ranging from 6.4% to 13.6%. The TA have the largest cluster in Level 5, with 24.2% of the alumni. Levels 2 and 7 for the TA have identical clusters of 16.1%. These results are consistent with income showing the TA not only making higher incomes but also having higher management levels. (This occurs even though the TA are, on the average, approximately 10 years younger than the NTA.) A chi-square analysis was performed on these data, with a finding of significance ($\chi^2 = 34.37$, $df = 7$, $p < .05$). A visual inspection of the data in Table 23 suggests that more NTA are located at Levels 1, 2, 4, and 8, while more TA are located at Levels 3, 5, 6, and 7.

Table 23. Levels of Management Comparisons of the TA, NTA, and NTA-No Military

Level of Management	Code	NTA		TA		NTA (no military)	
		<u>F</u>	Percentage	<u>F</u>	Percentage	<u>F</u>	Percentage
Supervising 0 individuals, job position low, income under \$20,000	1	9	6.4	2	1.6	6	6.3
Supervising 1-10 individuals, position title low, income under \$30,000	2	51	36.4	20	16.1	28	29.2
Supervising 11-30 individuals, position title low, income under \$30,000	3	16	11.4	23	18.5	13	13.5
Supervising above 31, income under \$30,000	4	11	7.9	3	2.4	6	6.3
Supervising 0 individuals, job title high, income above \$30,000	5	14	10.0	30	24.2	9	9.4
Supervising 1-10, job title high, income above \$30,000	6	10	7.1	14	11.3	9	9.4
Supervising 11-30, job title high, income above \$30,000	7	10	7.1	20	16.1	9	9.4
Supervising above 30, income over \$30,000 position high	8	19	13.6	12	9.7	16	16.5

Summary

The research analyzed the responses from the NTA alumni in the first section, where appropriate comparisons were made to the Sharp and Sosdian (1979) survey. The second part of the chapter analyzed the responses from the TA. Finally, the last section compared the responses of the NTA and TA.

When comparing the NTA and TA to the Sharp and Sosdian (1979) national sample, a trend develops that shows the Northwood alumni providing higher survey response ratings in all but two cases. Only the TA gave lower ratings in both cases, and in only one area, as a higher degree prerequisite, was there a large difference between the TA and national survey ratings.

CHAPTER V

SUMMARY, RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Summary

In this study there were three main areas of concern:

1. In terms of a data base, what are the characteristics of, and reasons for, students utilizing the program?
2. What were the strengths and weaknesses of the program as viewed by the recipients. The comment section at the end of the survey instruments was particularly interesting (Appendices C and D). Also of concern was whether the program was meeting its educational quality goals and whether the degree had negotiability to the recipients and their peers. Another test of negotiability was acceptance into graduate schools. Has the degree allowed alumni to meet their expected goals in terms of their total educational and occupational needs?
3. The study compared the NTA with the TA in relation to perception of the college, its mission and philosophy, expectations upon receiving the degree, and how the two groups compare in relation to income and management responsibility. The study focused on these areas to provide information to college administrators necessary to devise strategies for planning further programs.

Results and Conclusions

The profile of the NTA sample implies the majority of the participants were male (81.9% vs. 18.1% female). Also, 91.2% of the NTA were employed or retired. The average age was 41.5 years and average income was \$20,000. The NTA are a mobile group with more than 50% changing positions in the last 5 years. Job security was also evidently enhanced by the credential--85.5% reported they had received what they expected upon graduation and 40% had an increase in pay or promotion, with 65% reporting an increase in status and respect from their peers.

In the area of graduate studies, 34.2% of the NTA indicated a desire for an advanced degree. Only three had been denied acceptance to an advanced degree program. The question on Graduate Entrance Exam scores was inconclusive because only four had taken various entrance tests.

The TA have a much lower perception of the credential for graduate school than the NTA. The Northwood NTA and the Sharp and Sosdian sample have very similar perceptions in this regard. When viewing the overall trend in the ratings, the items that were rated important by the Sharp and Sosdian group were also rated important by the Northwood NTA; those items which were rated lower by this national sample were also rated lower by the Northwood NTA.

The main reason reported for choosing the External Degree Program was program flexibility in scheduling, because of the need to maintain a regular working schedule. The areas of least importance were the need to obtain the degree in a short period of time, chance for independent studies, minimal amount of classroom work required, and prior military experience evaluated for credit. Although time was not a high priority

overall, according to responses when grouped, a full one-third rated this as extremely important.

When the TA were asked to rate the greatest strengths of the college, the highest priority was the school's Free Market and business-focused program, followed by small size, personal atmosphere, instructors' reputations and better job opportunities. The reasons deemed not important were tuition, location, flexible class scheduling, parent influence, and friends. Also, flexible scheduling, a primary response for the NTA, is not deemed an important criterion for attending the college by the TA.

The perception of the college's Free Enterprise and business-focused philosophy scored the highest in both the traditional and nontraditional surveys. Both groups felt the degree overall was very favorable. None of the NTA viewed the degree as unfavorable, and 95% felt very positive about the credential. A question requested only of the NTA provided information on the comprehensive oral exam, which only NTA are required to take. The results show that 57.6% indicate a favorable response, 32.6% neutral, and 9.8% unfavorable. Further comments in Appendix C reflect some displeasure with the oral defense.

When the NTA were requested to rate the importance of the degree, the satisfaction of having the credential far outranked other items in this section. Also of importance were improving chances for good pay or promotion, and feeling the enjoyment of learning on their own. Perhaps the TA seek more of a pay-off than the NTA. For example, a nontraditional student might take a class in geography to learn about rock formation for enjoyment, while a traditional student, even though interested in the same topic, would tend to be oriented toward subjects which

will insure a job. Another explanation could be financial. The NTA have an income from a full-time job, allowing them the luxury of taking occasional electives. Most TA have limited financial resources and cannot afford this luxury. The NTA responses seem to portray a group of students who could be classified as lifelong learners who will continue their education regardless of degree certification, just for the ability to improve themselves.

The other areas rated as important by the NTA included improving job skills, and obtaining credentials which would qualify them for another job. Areas of lesser importance were to obtain prerequisites for a higher degree program, to learn more about the subject because of interest in developing a new career. The areas of least importance were the right to receive the right pay for work they are already doing, and to qualify for a professional license.

A conclusion is that both groups are seeking career advancement rather than just higher income, and that a Northwood Institute BBA is not an important factor for a professional license. A reason may be that for most management positions a professional license is not a necessity, and only a few of the respondents showed an interest in attaining a professional license in accounting, such as a Certified Public Accountant.

The study was also interested in determining how the NTA compared to the TA in perception upon receiving the degree. The 15 t-test comparisons showed significant differences on seven questions and no significant differences on seven questions. The NTA rated seven questions significantly higher than the TA:

1. The NTA rated having the satisfaction of having the degree higher than the TA.

2. The NTA rated obtaining prerequisites for entry into a higher level degree program higher than the TA.
3. The NTA rated feeling the enjoyment and the experience of learning higher than the TA.
4. The NTA rated learning more about the subject area, simply because of interest in it, higher than the TA. When the military influence was removed, this category showed no significant difference between the two groups.
5. The NTA considered the degree more favorable than the TA.
6. The NTA felt the degree had a more favorable effect than the TA on their ability to command a competitive income in their selected profession.
7. The NTA indicated higher favorableness than the TA in reference to their job or career in terms of degree content.

The TA were significantly different from NTA in the areas of income and present employment. The chi-square analysis of income and management level indicated that the TA have more responsibility, better jobs, and higher income than the NTA. In all areas of significant difference, the NTA ratings were higher than those of TA, except on the question of income. This question did not deal with perception, but was based on a comparison of mean income for the two groups. The TA averaged \$5,000-per-year more income than the NTA, even though they are a full 10 years younger showing the influence of the military in this area. Inspection of the level of management also shows the greater responsibility of the TA.

An explanation for the NTA dominance of Level 8 may be the fact that they are older than the TA, and perhaps those that are meant to be successful will reach the higher levels with or without a degree or a credential. Those, however, who receive the credential earlier in a career attain quicker advancement toward the middle management positions. When the military influence was removed, there was still a significant

relationship between management level and alumni type, and the domination of the categories stated above remained the same for each level.

A question concerning the alumni's perceptions of the degree's ability to command a competitive income was rated higher by the NTA than the TA. This shows the importance of the degree for higher income as viewed by the NTA, and perhaps a more immediate payoff in terms of promotion than the TA, who graduated without much experience and had to work several years to progress up the management levels. The NTA have the experience, and upon receipt of the degree, many may have received an immediate promotion or a new job which was conditional on their credential.

The questions in which there were no significant differences between the two groups include the following:

1. The two groups did not differ in their perceptions of the degree to improve the chances of good pay or promotion in their careers.
2. The two groups did not differ in their perceptions of the credential which would qualify them for the kind of job they really want.
3. The two groups felt the same about the credential's ability to improve job skills and their ability to perform their work.
4. Both groups felt the same about the credential's ability to develop a new career.
5. The two groups felt the same about the credential which would make them eligible to receive the right pay for the work they are already doing.
6. The two groups did not differ in their perceptions of the credential's ability to qualify for a professional license.
7. The two groups did not differ in their perceptions of the commitment to the Northwood philosophy of the Free Market and business-focused education.

The survey data suggest that the Northwood External Degree is favorably viewed by its alumni who are pleased with the credential and perceive it as viable and useful to their careers and lives. The NTA

view the Northwood Institute degree as a more positive vehicle to graduate education than do the TA. Their responses were significantly higher than those of the TA, and inspection of the surveys show that 27% of the NTA have applied or attended school past Northwood Institute. If the 11 requests for a graduate program from the NTA are taken into account, the percentage is close to 34% compared to 7.7% of the TA. The NTA generally seemed to be people that enjoy learning and this question was rated significantly higher by the NTA.

On the question of philosophy of the Free Market and business-focused education, the two Northwood alumni groups showed no significant difference in their responses. This demonstrates that the college is clear and consistent in its purpose and mission to all alumni.

Recommendations

1. The college should make sure that all NTA have adequate background for success in graduate school. The external students attend graduate school in greater numbers than the TA and should be prepared for advanced degrees.

2. The college should make note of the difference that a Northwood degree will make in a person's income and management responsibility. This could be useful for public relations and recruiting purposes.

3. The NTA appears to be a lifelong learner and could be interested in other learning activities after receiving a Northwood degree. It is possible that these classes need not be degree-related, and former alumni may be a useful pool for seminar attendance and other activities.

4. The college should take appropriate steps to investigate a graduate program. Responses indicate a significant demand for such a program.

5. The oral comprehensive exam should be evaluated and appraised. Although some of the responses were favorable, the high amount of neutral responses indicates that many of the NTA do not appreciate the reasons or intent of the college for administering the test. Some feel it is an exit interview at their expense and do not appreciate the necessity of Northwood faculty to evaluate them in an oral exam situation, and give final approval for graduation.

6. The alumni office should do further research into the inactive records of the TA. The 11 responses from the 120 surveys sent to these addresses are that many are still active and may have been overlooked by previous administrators.

Recommendations for Further Research

There are several types of studies which are suggested by this study. One is a study of the prospective students before they enter the program and their reasons for choosing the External Degree Program. This would allow administrators to keep a "pulse rate" of the students entering the program. This would also develop a data base for further studies.

A further study of military personnel could be done to determine if they have different reasons for entry into the program from other candidates, and to identify problems and courses of study to better serve this group.

A follow-up study of the NTA is also recommended to reflect back on the purpose of the program.

APPENDICES

APPENDIX A

SURVEYS SENT TO TRADITIONAL AND NONTRADITIONAL ALUMNI

Survey of External Plan of Study Graduates

Northwood Institute, Midland, Michigan

1. What is your current name and address?

2. ☐ Male ☐ Female Age at your last birthday _____

3. ☐ BBA degree ☐ AA degree ☐ Both

4. Please check what applies to your current status:

☐ Active duty military ☐ Retired military ☐ Retired
☐ Employed ☐ Unemployed ☐ Student

5. Month and year you received your External Degree: _____
Month Year

6. If employed in a managerial position, how many people do you supervise? _____

7. What is your current position? _____

8. GRADUATE STUDY:

a. Have you earned an advanced degree? Yes No

b. What degree is it? _____

c. From what institution? _____

d. Number of years of college or university after Northwood Institute: _____

e. Have you applied and been accepted into an advanced degree program? Yes No Where? _____

What program? _____

- f. Have you applied and been refused admission to an advanced degree program? Yes No Where? _____

What program and why refused? _____

- g. If you have taken the G.M.A.T., M.A.T., or another entrance examination for graduate school admission, please indicate your score and test:

Test _____ Score _____
 Test _____ Score _____

9. Approximately, what was your income last year? (Optional)

- ____ a. Below \$10,000 ____ d. \$30,000 - \$50,000
 ____ b. \$10,000 - \$20,000 ____ e. \$50,000 or above
 ____ c. \$20,000 - \$30,000

10. Using the scale below, please give us your judgment on the favorableness of the following:

1 2 3 4 5
 Not Favorable Neutral Most Favorable

- ____ a. How favorable do you consider your BBA External Degree from Northwood Institute?
 ____ b. How favorable an effect has your External Degree had on your ability to command a competitive income in your selected profession?
 ____ c. How favorable was your External Degree to your job or career in terms of its content?
 ____ d. Overall, how favorably committed do you feel to the Northwood philosophy of the Free Market and business-focused education?
 ____ e. How useful did you find the Comprehensive Oral Examination? (if applicable)

11. Please rate the items below as to the goal you expected to achieve upon completion of the External Degree Program:

1 2 3 4 5
 Unimportant Important Very Important

- ____ a. To have the satisfaction of having the degree.
 ____ b. To obtain prerequisites for entry into a higher level degree program.
 ____ c. To improve my chances of good pay and/or promotion in my career.
 ____ d. To obtain the credentials which will qualify me for the kind of job I really want.
 ____ e. To feel the enjoyment and have the experience of learning on my own.
 ____ f. To learn more about the subject area, simply because I was interested in it.
 ____ g. To improve my job skills and my ability to perform my work.

- ____h. To develop a new career.
- ____i. To obtain the credentials which would make me eligible to receive the right pay for the work I already am doing.
- ____j. To qualify for a professional license.
12. For the following questions, we are attempting to evaluate the negotiability of the Northwood Institute External Degree based on the following scale:
- (1) Did not expect and it did not happen.
- (2) Did not expect and it did happen.
- (3) Did expect a change and it did not happen.
- (4) Did expect and it did happen.
- ____a. An increase in status or respect from employer and/or co-workers.
- ____b. An increase in job responsibility.
- ____c. A promotion or increase in pay or benefits.
- ____d. An increase in job security.
- ____e. A change to a different job.
13. The following questions attempt to determine why you selected the External Degree Program for a course of study over a traditional program.
- | | | | | |
|-------------|---|-----------|---|---------------------|
| 1 | 2 | 3 | 4 | 5 |
| Unimportant | | Important | | Extremely Important |
- ____a. Needed or wanted to maintain a regular working schedule.
- ____b. A chance to have all previous college course work recognized for credit.
- ____c. Chance to be in a program with a flexible schedule.
- ____d. Chance for part-time studies.
- ____e. A chance to have independence and an individualized approach to studies.
- ____f. Minimal number of days (or time) were required on campus.
- ____g. I needed to obtain a degree in a shorter period of time.
- ____h. A minimal amount of classroom course work was required.
- ____i. This was a chance to have prior work/job experience recognized for credit.
- ____j. This was an opportunity to have prior military courses or training recognized for credit.
- ____k. This offered a chance to have prior life experience recognized for credit.

14. Reflecting on the Northwood External Degree Program, what pleased you the most about the education you received and the experiences you had?
15. Reflecting on the Northwood External Degree Program, what pleased you the least about the education you received and the experiences you had?

Why refused? _____

- g. If you have taken the G.M.A.T., M.A.T., or another entrance examination for graduate school admission, please indicate your scores and tests:

Test _____	Score _____
Test _____	Score _____

9. Approximately, what was your income last year? (Optional)

_____ Below \$10,000	_____ \$30,000 - \$50,000
_____ \$10,000 - \$20,000	_____ \$50,000 or above
_____ \$20,000 - \$30,000	

10. Using the scale below, please give us your judgment on the favorability of the following:

1	2	3	4	5
Not Favorable		Neutral		Most Favorable

- _____ a. How favorably do you consider your degree from Northwood Institute?
- _____ b. How favorable an effect has your degree had on your ability to command a competitive income in your selected profession?
- _____ c. How favorable was your degree to your job or career in terms of its content?
- _____ d. Overall, how favorably committed do you feel to the Northwood philosophy of the Free Market and business-focused education?

11. Please rate the items below as to the goal you expected to achieve upon completion of the Degree Program:

1	2	3	4	5
Not at all		Important		Very Important
Important				

- _____ a. To have the satisfaction of having the degree.
- _____ b. To obtain prerequisites for entry into a higher level degree program.
- _____ c. To improve my chances of good pay and/or promotion in my career.
- _____ d. To obtain the credentials which will qualify me for the kind of job I really want.
- _____ e. To feel the enjoyment and have the experience of learning.
- _____ f. To learn more about the subject area, simply because I was interested in it.
- _____ g. To improve my job skills and my ability to perform my work.
- _____ h. To develop a new career.
- _____ i. To obtain the credentials which would make me eligible to receive the right pay for the work I already am doing.
- _____ j. To qualify for a professional license.

12. The following questions attempt to determine why you selected Northwood Institute:

1	2	3	4	5
Not at all		Important		Very Important
Important				

- ☐ a. Northwood's convenient location.
- ☐ b. Northwood's instructors.
- ☐ c. Northwood offering a program that I was interested in.
- ☐ d. Because of the small size and personal atmosphere.
- ☐ e. Northwood's reputation.
- ☐ f. Friends went to Northwood.
- ☐ g. I felt my job opportunities would be better with a Northwood degree.
- ☐ h. Reasonable tuition.
- ☐ i. Opportunity to have a flexible class schedule and work at the same time.
- ☐ j. Parents influenced me to attend.
- ☐ k. Other reasons.

14. Reflecting on the Northwood Program, what pleased you the most about the education you received and the experiences you had?

15. Reflecting on the Northwood Program, what pleased you the least about the education you received and the experience you had?

APPENDIX B

NTA AND TA COVER LETTERS

Letter Sent to NTA

MEMO

TO: External Plan of Study Graduates

FROM: Edgar A. Madden, Director
External Plan of Study
Dean of the College

RE: Survey of Graduates

DATE: October 20, 1980

You are part of a very special program at Northwood Institute, and we are interested in how you are faring.

Please take a few minutes to complete the enclosed survey. The results will be helpful to us in future planning.

Mr. Louis Firenze will be doing some follow-up with this survey and may be contacting you.

Dr. Robert Serum, Mr. Thomas Luptowski, Mr. T. Edward Bennett, Mr. Firenze and Mr. Lawrence Reed of the External Plan of Study staff join me in extending greetings to you and wishing you the best in all you do! Special greetings, also, from Susan Fancovic Woodcock, who was married this summer.



N O R T H W O O D I N S T I T U T E

M I D L A N D , M I C H I G A N 4 8 6 4 0

P H O N E 5 1 7 - 6 3 1 - 1 6 0 0

Letter Sent to TA

March 19, 1981

Dear Graduate of Northwood Institute:

Since you graduated from Northwood Institute, a number of things have happened--both to you personally and to Northwood as an institution. Our enrollment topped 1900 on the Michigan campus last fall, an indicator of the steady growth we have enjoyed. Many of the old timers are still holding forth in the classroom: Willo Anker, Dale Haywood, Jeff Bennett, William Rohns, T. E. Bennett, Catherine Nelson to name a few.

And we want to know about you too. How is it going? How are you doing? What do you think about your NI education now that you are out there in the thick of the business world?

Please take a few minutes to complete the enclosed survey. We really need your input to help us in our planning for the future of others who are following you.

Stop in and see us when you can. Your loyalty and support are important to us. It will be a pleasure to read what you have to say.

Sincerely,

Edgar A. Madden
Dean of the College

EM:sw

Enclosures



N O R T H W O O D I N S T I T U T E
M I D L A N D , M I C H I G A N 4 8 6 4 0
P H O N E 5 1 7 - 6 3 1 - 1 6 0 0

APPENDIX C

NONTRADITIONAL ALUMNI SURVEY RESPONSES TO QUESTIONS 14 AND 15

"Reflecting on the Northwood External Degree Program, what pleased you the most about the education you received and the experiences you had?"

The level of teaching during each course to include the relaxed atmosphere. This enhanced our ability to study and communicate. This was most valuable since I worked and also have a child.

The instructors utilized were of the highest quality/caliber. Most displayed absolute knowledge of all subjects taught. The opportunity of involvement in actual classroom work and the benefit of being able to learn from experiences of others (students). Subjects taught and the business oriented program.

What pleased me the most was that the progressiveness of the course was at a rate that was suitable for the students who maintain a full time job.

The fact that a degree gave me the extra confidence needed to sell myself. But I have discovered an "AA" degree is not sufficient to compete and get the best paying jobs.

I enjoyed the chance to learn--the quality of the instructors was in my opinion, among the best. I have absolutely no negative thoughts. Congratulations for a well designed and implemented program.

It is very important to me at my age because most men my age are afraid to try improving their education, but I believe Northwood has some of the best instructors. They take their time and made sure the student understood and could communicate. That is what I like about it.

I enjoyed all the classes, except one, and all the teachers. I think it was a good course.

I was pleased most by having classes close by and further it did not interfere with my daily activities.

Obtaining a regrouping of abilities towards studies, and sharpening abilities towards recovery of laden unused self abilities to regrouping and trend patterns of thought and knowledge levels which were not

utilized due to limited areas of requirements and allowed areas of activities on a constant basis.

Self discipline.

I enjoyed my two years at Northwood. On the whole the teachers were pretty good and well prepared.

It was a very enjoyable two years. I would say that accounting was the best class I had. Law was the worst because the materials and instructor.

The amount of flexibility afforded to students to achieve their goals.

Acquaintances made; the courses presented; the sincerity, knowledge and patience of most instructors; and the informal, yet interesting, method of presentation.

Getting more knowledge of administration end of jobs. I was very pleased with all the phases of course that I had with Northwood Institute Program.

The program was structured in such a way that is provided the student with sufficient knowledge on how to become a successful manager.

The education I received help me understand jobs and what opportunities I could have for the future. It made me realize the situation on going from military life to civilian life.

The Personnel in charge of the school and the instructor that we had. They all did a very fine job in helping all of us.

I did it in my own time and more or less without continuous pressure.

I learned more from the association with others than I did from courses of study. Probably intentionally on my part, courses of study were good. I felt a need for a greater choice of study.

It led me to become deeply interested in economic and political philosophy. I learned how the free enterprise system works, and the importance of electing government officials who support it. Like millions of other Americans I was blind to this fact before attending Northwood.

The Northwood approach is a little more traditional than had been in other schools. It helped me get a more rounded education.

Northwood gave me a chance to finish school and get a degree after 6 years of night school at local colleges. The Northwood philosophy of the free enterprise system and the professional attitude of the instructors and administrators, especially Mr. Madden, impressed me most.

The Northwood External Degree Program was absolutely super for me. It seemed to fit in with my career plan and was easily meshed into an already overloaded time schedule. The Seminars were particularly rewarding and certainly worthwhile. You have a beautiful campus to be proud of.

Professionalism, standards, friendliness of staff and instructors all contributed to a very enjoyable period of my life. I reflect back on the seminars and the papers written with great satisfaction. Those who have read them all comment favorably on them.

During my career advancement I realized I had to learn, practice and be committed to the management techniques and philosophies to advance. Northwood solidified a lot of loose ends I had in this area and enabled me to go forward with a much improved base of understanding.

The ability to earn a BBA with the advantage of being allowed to learn as fast as the individual mind can absorb. This, coupled with study at such time as one can, saves precious amounts of time at an age when one can attain one's greatest growth.

The Northwood free enterprise philosophy.

The generally high caliber of instructors--namely Jim Burnstein, Dan Hopgood and Major Manus. All knew their subjects well, possessed excellent delivery and evinced a philosophy that should a student fail to learn the instructor failed to teach--and acted accordingly.

I felt the faculty made every effort to assist you in attaining your degree. I feel the college attracts excellent students in this program which is of benefit to the college as well as the other students. I promote Northwood nearly every day.

Could get degree in shorter time, without comprising educational quality.

The opportunity to share with others life experiences and on the job training. The classroom experience was essential and beneficial.

Besides fulfilling my degree goals, the friendly and helpful attitude of all those people on campus with whom I came in contact (including regular students) impressed me immensely. I feel that this condition is unique to Northwood and feel that it blends well with the school's philosophy and type of training available.

Hoping to use my BBA degree to go on for a degree in my career field; engineering.

The on-campus seminars were well planned and material content was most beneficial to outside studies. Practical knowledge, life experiences and employment applicable to course studies. Interaction of persons similar to myself and working situation.

The pride and self esteem along with the personal confidence I received. I also developed a loyalty to Northwood Institute and would very much love to maintain contact. Thanks to Ed Madden, all of the faculty, and this "great school of learning."

The willingness of Northwood's staff to help and encourage. I began my first college work in 1951--after 20 years of marriage and 4 children. I finally went back to complete my degree. I would still be working for

the BBA in a conventional college program. Now I'm working on a graduate degree and actively pursuing a new career in business. My completion of the degree has been a big plus in my interviews. I truly enjoyed the 3-day seminars, although 3 days is a tiring but worthwhile experience. I shall always be grateful for the opportunity Northwood afforded me to achieve some of my goals.

A chance to be in the classroom with people my own age who have had experiences to contribute and were there to learn, not just because parents/H.S. counselor said to "go to college." I miss going to classes.

Quality training in business, particularly economics, the free market philosophy is of paramount importance. This education is necessary for all U.S. citizens.

To have professors accept my life learning experiences as equivalent to academic experiences, and in a classroom setting proving to myself they were equal, pleased me enormously. It gave me the confidence I needed.

The individualized program and the short period of time needed to complete the degree program.

Experiences were most gratifying. I received a piece of paper that said I was intelligent. People were charming and helpful--I was learning! The program was made available in my time frame and I was challenged.

The fact that it taught me the pleasure of learning again.

The Army Education Program at Selfridge Air National Guard Base provided an excellent extended studies program. I enjoyed the overall program, but most of all, the quality of instructors was excellent. Dealing with active duty military personnel must of been a challenging experience for these instructors. Most of all I enjoyed the 3-day seminars that I attended on campus. The whole staff at Northwood were great people, and a pleasure to do business with.

The quality of the instructors made available. They truly believe in what they are doing and why. They also teach realistically and not all by hypothesis. I was especially pleased with the attitudes of the board I had for my oral finals. They were all interested and learned individuals not falling back on a crutch too often used today because of our "times."

After completion, I lost all fears that I had purchased a degree. Although external it was earned--keep pushing for this. I was totally taken by the free enterprise theory. This coupled with the "overall" professional teaching staff was enlightening and exciting. Seminars were very interesting and well done.

The fact that in my class and seminars there was a wide spectrum of knowledge that could be picked up and used in my everyday work activities.

Most of the instructors were top level. Which brought the classes to a very meaningful level.

Most courses were on typical, timely events/information. Instructors recognized your abilities and worth EVEN as a "middle-aged" GI!

The personal and business related experiences that the instructors were able to incorporate into their lecture/conference, through the nature of the program, was more rewarding and inspiring as a performance check on the various theories, methods, etc. from the printed material.

The mix with students and faculty with such a varied background. Helped recognize other perspectives to common problems.

The interest most of the instructors demonstrated in class and the challenge to excel and contact the real business world.

I was pleased by the opportunity to obtain a degree, but most pleased by the knowledge gained compared to other traditional courses I had taken previously. This was due to the practical experience and knowledge of the instructors, and the philosophy of Northwood. The experience of the helpful attitude of all Northwood personnel was most pleasing.

The spirit and enthusiasm of the staff, as well as the message of the free enterprise system which they expose so well.

The quality of the education I received while at Northwood.

Recognition.

They were very pertinent to today's economic conditions and my relationships to those conditions.

Concerned faculty--well organized system--clearly stated requirements--excellent counseling.

Most pleasing was my own engrossment in the learning process climaxed by the respect projected by the Northwood Institute staff on my academic achievements.

The area I was most pleased with was the fact that instructors actually worked in the fields in which they taught.

Staff was great.

Opportunity to study and learn with people of same circumstances and ages in various vocations.

Sharing the experience of other adult students and learning new business technique and ideas from professors.

The excellent treatment from the entire staff--it was enjoyable educational experience!!

The ability of the staff in recognizing the value of life experience from successful businessmen.

The fact that I was not put down, because I was working for a basic degree at such an old age. The experience of attaining this degree were great. I had the opportunity of meeting such cooperative faculty members and fellow students who had common goals, as were involved at Northwood Institute. I can't say a negative thing about any of them. My experiences in the economical studies have helped me to understand the present economical situation (inflation, etc.) that confronts us in the real world. I enjoyed all the courses afforded me while a student, and believe that they have contributed to an improvement in my treatment of others in a more calm and educated outlook.

The education was thorough, creative and most enjoyable. Because of the flexibility of the schedule I was able to maintain a strong interest in the subject matter. My career maybe will not make any difference because of my degree; however, the personal enhancement is really all that is necessary.

The opportunity to receive credit for experience while increasing my knowledge in business. I thoroughly enjoyed the seminars held on campus, and considered it a unique privilege to participate. I would like to be advised when future seminars are held. I consider them a fantastic opportunity to upgrade information.

I thought it was a super program and I met some super people, both staff and students.

I really enjoyed, and benefited from the seminars I attended on campus. Northwood is a beautiful school with progressive, innovative ideas and concepts. I pulled out some old notes on "Energy In Our Future" that I had taken in 1977, and they are very true today--three years ago the public was not in tune with those prophetic statements, but we sure are now!

The course of study and material covered. By the use of a lot of current event materials and new texts.

Small and somewhat personalized classes. Excellent instructors/professors. Great interaction among students at seminars.

A chance to receive a degree when I thought I would never be able to have received one.

Business like short direct approach to pertinent use matters rather than conventional campus type approach.

Northwood is a unique institution in that it installs in you the American dream, free enterprise system. The professors and lecturers have been there are all qualified to teach. Mr. Madden the director will advise, help, werve, direct you as much as you call upon him to assist you. NORTHWOOD is personalized in its education to its students; you aren't just a number.

The positive outlook by the staff, and the assistance given by the instructors. Still hope for advance training through extensive type program!

Mine was a bit different than it is now. It was partly one-on-one with Bielinski, partly attending summer classes, partly home study and partly essays and treatises for evaluation. All worked fine in my case but I'm not sure would be applicable to many others.

This program was very flexible with my current occupation as well as personal to my individual work, especially course design through correspondence with Mr. Madden.

The realistic approach to teaching the various subjects. The stern environment of a classroom was minimized by instructors. This leaves the student with a practical understanding of course of study.

Northwood provided an opportunity to apply my prior life experience to the course work. It resulted in a meaningful learning experience. The fellowship of the class was a warm experience, one I am pleased to have experienced.

Expertise of instructors--treated as an important person instead of a number of \$--ability of college to meet my schedule not theirs.

It helped me better understand the business world as things really happen.

My degree gave me the opportunity to make a higher wage on my department, because we have a higher pay scale for different amounts of hours taken. Through this course of study I was able to get college credit without spending so much time in the classroom; otherwise I may not have been able to obtain a degree.

The use of N.I. experienced instructors from the business world.

Without a program of this nature I would not have been able to obtain a four-year degree.

Free enterprise orientation and sounder economic principles established.

Literature classes excellent. Meeting people from different job fields and learning some from each other.

I'm very pleased that I received my BBA from NORTHWOOD. I will always cherish my enjoyable times at the seminars and the fantastic staff at Northwood.

The overall approach to a range of subjects taught which encompassed the business field as a whole.

The interaction of different jobs and people at the on-campus seminar. You would pick up a lot of good information from the participants and also from the speakers.

Flexibility of time and work experience.

I'm glad I went to school that has the "Northwood idea." I'm glad that I had the same courses that regular full time students had. The contact with people of the caliber of Northwood instructors is something I feel I would have missed at other schools. (Also I felt more comfortable among other working folks like myself instead of teenagers.)

Some of the instructors at Selfridge were extremely good. The education was not slanted to government point of view, which is good because it gives government employees the view from the other side.

Overall approach and flexible schedule.

The personal attention given to each student by all faculty and staff at Northwood. The sincere attitude of everyone that creates a "family" spirit among student/faculty.

I enjoyed the individual approach. I always knew that I could obtain a degree if I had the chance and money!!! I thank Northwood. I am now an Air Force officer (2Lt.) plus over \$7,000 pay raise. I now live in Phoenix, AZ.

I very much enjoyed the three day seminars. Many of the topics were of current interest and were extremely interesting.

Working with faculty and other external plan students at the Midland campus. It was a real "high" to be credited for career and life experiences. Northwood's philosophy is music to this working manager.

An open mind by Northwood as to type of study and method. Able to express my own beliefs or ideas. Philosophy of the free market system.

While I was pursuing my BA I was really surprised at the caliber of people (students & instructors) that I became associated with. But most of all I was greatly impressed by the reception I received when I stated that I was a graduate of the Northwood program. It is highly regarded in many circles.

The vitality and practicality. The spark for the free enterprise system. I have now entered my own business as a result of the experience.

First, this program allows me to fill a void in my life that I always desired, a college degree. Also, after spending half of my life working in a governmental regulatory agency, it has provided me with insights to current business practices, procedures and problems that were new to me and enabled me to better administer related laws. Most important, however, this educational program provided me with the self assurance that I needed to accept a position in industry (which I did on August 1, 1980) and I am now president of the Physicians Insurance Company of Michigan, a company with over 25 million in assets. A personal thanks to N.I.

Exposure to a different kind of education with the flexibility to still work and go to school. Finally, exposure to the free enterprise system. I'm pleased to be able to share my experiences and education with others who are looking for a school to go to.

I enjoyed the two seminars 479/480 March '80 and July '80. I feel more seminars should be offered and required. Especially for the fourth year with all military experience, school with Northwood and University of Maryland in Germany, the seminars really enhanced knowledge foundation and understanding of the overall system both economically and business also. I would like to attend more seminars, if I had been able to work it into my schedule.

I found that once I started attending night school, I enjoyed it. I especially liked the discussions with fellow students and the instructors. The different views of other individuals and their experiences were very conducive to my personal development and education.

Maturity of instruction and its relationship to the real world.

The Northwood philosophy of the free market. Working for the government, I am very aware of the uncontrolled growth of the public sector and what it is doing to this country at all levels. I enjoyed the visits to campus and the seminar programs.

The flexibility of the schedule was very important. I was able to complete the degree while maintaining a real job which required me to be away from home for short periods of time.

What pleased me the most about the education I received was that it allowed me to remain on active duty in the Army as an officer. It may also allow me to obtain my commission back as a captain or major which I lost due to a reduction in forces in 1975, although I still hold the grade of major in the reserves. I also really enjoyed the seminars and the opportunity to meet and share ideas with a variety of people from different fields.

Reviewing my educational experiences at Northwood, I remember how knowledgeable the instructors were of their subject material that included real life experience. In addition to being current they made themselves readily available to answer questions outside of class periods. The three seminars I attended were very informative and worthwhile. I must also comment on the regular campus students. Both my wife and I found them to be friendly, courteous and well mannered. Quite different from those on other campuses.

The entire program and the way it is carried out is very desirable for individuals that do not want to attend day to day classes. The program provided the opportunity to compliment my diploma with subjects not covered in the nursing program.

It is always a thrill when a person is able to attain an important goal in their life. It appeared that I would not be able to fulfill my degree requirements by attending evening classes. It was only through the

Northwood Institute External Degree Program that I was able to accomplish my goal. It was an excellent lesson in self-discipline and a good exercise for the inquisitive mind. I also had the beautiful experience of meeting new people at the required on campus seminars. I have recommended and I will continue to recommend the Northwood Institute's External Degree Program to those unable to complete their studies in a classroom environment.

That I was able to earn my degrees through application and hard work. I was pleased that the program was not a degree by mail program. Also that N.I. is a quality institution which opened the door to a new rewarding career. I am presently employed by Kaiser Aluminum and Chemical Corporation, having joined the company upon retirement from the Navy. I am currently being considered for promotion to department manager.

The professionalism of the faculty and the manner in which everyone went out of the way to make sure I received what I needed.

Meeting other people doing what I was doing was helpful and interesting. Enjoyed classes on campus (Midland) very much. The mini classes were really good. Enjoyed several of the instructors.

When I first started to study for my degree it was to satisfy my ego. I felt a degree would be of little or no value to me. Now, I feel differently about that. Thru my studies I feel, I have gained a better understanding of our economic system. Because of this I can perform my job duties more effectively. In addition, I'm more qualified to perform more complex management duties in our Company because of my studies at Northwood. Therefore, I fully expect to be promoted to a higher management position within our Company.

The professionalism shown by the professors and staff. I came to N.I. after being thoroughly disgusted with the treatment I received at the Education Center on Fort Knox. The plan of study at N.I. was excellent in the way it was presented.

I was pleased with the material that was covered. I felt I wasn't wasting my time. The attitude of the school or its personnel was very motivating. Other students in the program were also very encouraging. They were very excited about the program, because they wanted an education just like me.

The outstanding fields the instructors are currently in, this gives me a feeling of security and trust when they say something.

The Northwood program worked out well with my work schedule and I was attending class with people in my own age group and background. Most of the instructors were well versed on subject material covered.

I'm very pleased with the philosophy of Northwood Institute. It is refreshing to find a educational center that believes in a free enterprise system. The instructors, that I have met, are well informed about their subjects and supportive of the Northwood philosophy.

Completely refreshed by education experiences.

The chance to learn from fellow instructors/students. It was only at Northwood that I finally understood "management by objectives."

I feel that it was a real good program, and while going through the program independently as it was set up, took a lot of self discipline, which is something I admire and am glad for those experiences. I also enjoyed the staff. They were polite, understanding, flexible, and expressed care and interest to the student as an individual.

The course content and the dedicated persons that were connected with the entire program. The persons were great!

I respect experience, practicality, versatility and a wide breadth and depth of knowledge. I found each of my NI instructors and counselors to possess the above qualities in addition to being friendly and supportive. The Northwood philosophy is my own, the courses are practical and the learning experience is usable. The seminars and attendant fellowship with external degree students and instructors were uplifting. The Michigan campus is beautiful.

The opportunity to pursue the degree. Independent study allowed me to study at my own pace and investigate areas of interest.

I was especially impressed willingness of the Northwood staff and faculty to assist students with scheduling and other problems. Mr. Ed Madden helped me on several occasions. In my opinion, Northwood has a mix of its staff and faculty of former business practitioners and educators that better served the need of students. Many schools today lean too much towards academic and like a good mix with experience and instructors from the business sector.

People! Like Bob Serum had answers to questions, returned calls the same day, answered correspondence immediately, very down to earth personal. Courses, schedules, seminars were designed for students not just for college administration.

I found Northwood to be a stimulating experience with extremely knowledgeable professors for all of the lectures offered at the seminars. I feel very fortunate to be remembered in Northwood's graduation.

The ability to study with people who had jobs in many areas, to be taught by professors who were working in what they were teaching.

Up-date seminars--provided variety of timely topics and chance to question speakers, usually found I began utilizing new ideas at work immediately--made for lively management discussions. Private Enterprise Philosophy--quite an experience for a government worker. Haven't thought the same since this experience much to the happiest of supervisors.

This was a totally different area of study for me and I found it fascinating.

The teachers had a vast knowledge of the subject matter and they were always willing to help the students understand difficult subjects.

The idea of being able to complete my BBA by going to school around a job.

I enjoyed the relationships with the other students and the exchange of ideas.

Excellent instruction, caring and considerate advisors, exposure to "the whole or greater picture," broadening of knowledge, experience in seminar type learning situation, exposure to eager students with greater maturity, the ability to understand and converse intelligently in business situations.

The staff in Northwood are super! They are always helpful and provide assistance. Special thanks to Dr. Serum and Mrs. Susan Woodcock. I felt very good when I found out my work, military and life experiences were recognized for college credits. During the past 2 years while I attended graduate studies for my MBA, I found out that my academic background from Northwood was by no means less favorable than the other students with bachelor degrees from "large" universities. My degree from Northwood definitely helped my selection for promotion earlier this year.

It was extremely a rewarding experience to deal with an academic atmosphere that related well to the needs of the private sector, i.e., business people. The seminars were handled so well that you may want to consider requiring more. A very worthwhile learning experience.

Capable management and instruction availability.

Flexibility of instructors. Understanding of staff of our full time jobs at the same time of my full course load at times, yet no slack off or easier requirements to learn.

A great chance and experience to look into the private industry and free market system which is hard to understand from being in the military for 16 years. It has given me a greater outlook on the American economy and ideas for future employment after I retire.

Thoroughly enjoyed as well as feel proud of the educational value. It is a blessing.

I found (after I began study) that I did enjoy the challenge of the courses and I stopped hearing, "if it were not for your lack of further education, you would be very valuable in the position of . . ."

Northwood staff involved in the program are excellent!

The text approach is relevant and the faculty very much in tune to current standards, both academically and professionally.

Being able to sit and listen. I am always the head of every meeting and I always do the talking. I found that I was not a very good listener. I have learned to relax and be a good listener.

I am most pleased with the great attitude of all the staff and instructors I came into contact with.

The whole learning experience which broadened my scope in the work life and personal life, and the feeling of accomplishment that if my parents were alive would have been thrilled beyond words to see their son a college graduate. Both my parents were not able to get much of an education, especially my father who immigrated to America from Poland when he was 17 years old.

Tied together various areas of study into a recognized degree.

It was a change to go back to "deadline" study and reporting. The breadth of exposure at the seminar and the quality of the presentations was stimulating. I guess like everyone else after I had finished an open book test or reported on a seminar I mentally kicked myself because "I could have done that better." What pleased me most--the challenge, the stimulus, the concentration required.

Classes instructed by Mr. Jim Burnstein. This instructor was prepared and made his classes enjoyable to attend. He should be congratulated for a job well done.

The independent individualized program--recognition of prior schooling and work.

Meeting new people. And their reason why they returned to the classroom, and we had good speakers and we had good reason to be fixed up and ready to do our part to make all sessions as good or better than before.

The most pleasing aspect of the External Degree Program was its rapid progression through the material enabling me to obtain the maximum credit during the short time I was stationed at Selfridge.

The quality of instruction including guest speakers/lecturers. The opportunity to become familiar with the internal functions of the business world and how businesses are affected by government regulations, competitors, and supply and demand.

The opportunity to attempt to obtain a degree without interrupting daily employment.

Following are the answers to the question:

"Reflecting on the Northwood External Degree Program, what pleased you the least about the education you received and the experience you had?"

If there were anything of this nature, it was too small to remember.

The itinerant classroom situation. Non-availability of a 4-year Bachelors Degree Program in the Fort Knox, Kentucky area.

My dislike is that it was a two-year program instead of a four-year program.

Ours in Radcliff was the first "pilot" program and certain teachers were not doing a "clear cut" job of instructing.

I have no real complaints.

I wanted to learn accounting, but the teacher we had did not know his subject, or how to get it across to the students. In fact, in all of his classes he lacked knowledge of them. Mr. Ross did a lot of writing and talking but said nothing.

Subjects that did not pertain to our major subject shouldn't be taught.

At first, not enough contact with instructors. A difficulty in knowing what instructor wanted.

The apparent limitation of continued classes to a further level of degree within the same unit of extended programming authorized for Northwood Institute. A full authorized program of 4-years with the same Institute is not only ideal for a student; but, also a base of continued style and method of development which is detrimental to developing a student to the peak of effectiveness.

I am well pleased with entire program.

Two of the teachers we had did prepare in advance and one in particular knew a little of one of the classes he taught.

The lighting in the building, which was of course, no fault of Northwood.

I have no unfavorable comments concerning the education. Bear in mind that I am a heart patient and find it difficult to endure extreme heat or cold. One of these conditions often existed. This is a personal comment and probably not applicable to the majority of most students.

Wouldn't say that I wasn't pleased with any of the education that I received.

Training aids were inadequate. Professor qualifications should be scrutinized more closely.

The reading portion of English, especially poetry.

It was only for 2 years.

Requirements were too low and laxity of some instructors, especially in some courses.

Not being able to engage practically, in the theory and practices outlined in the textbooks.

I regret not having the time to attend on a full-time basis. Although the students in the external program receive an excellent education, the experience on campus and the exposure to the Northwood philosophy are a major part of an education.

Not enough pre-printed material of lectures during seminars. Translation time on tapes hard to come by for already overworked junior executive.

Whereas criticism is important for evaluation, nothing honestly comes to mind.

I think I have a negative feeling toward the word External. I never use it when applying for a job. I don't know if Northwood replies from requests about a person's degree verification from special files (external) or regular student files that one has a BBA from Northwood.

In all, I was not disappointed in any area.

The program quality is difficult to criticize, even constructively. I only wish I could have had the opportunity earlier in my career and more of it later.

Never having been sent my diploma. What is required so I get one?

No valid complaints.

I'm not sure the comprehensive oral examination serves any useful purpose. I really did enjoy the interview, but I'm not sure any of us came away with any major benefit from it.

Wished I heard about program earlier - you could advertise more. Cost is very high also. Couldn't afford it without assistance from work.

No displeasure. Would be hard pressed to say anything was "least" pleasing as nothing was.

In all honesty, I cannot respond to this question as I have enjoyed my association with Northwood in all respects.

This type of program involves a tremendous amount of personal motivation. In my case, the benefits will not be realized for a long time. Might a time limit on individual courses encourage prompter completion? I've been working on my program for 5 years.

Limited time spent on campus for mini-sessions. Lack of open sessions to share experiences with other students.

Did not have the opportunity to personally meet the wonderful faculty on a one-on-one basis.

This type of program can never replace the "conventional" 4-year degree because it filled my particular current needs. Because I was able to use the independent study concept, I do not have any real ties to Northwood except through the 3-day seminars. Do not take this as criticism of the program. All the advantages overshadow any disadvantages the program has.

The only unfavorable comment I can think of is the time away from my family caused by the late class meetings and living 50 miles away from the classroom.

How brief it was, in retrospect.

I'm not displeased at all. If there is any displeasure it's that alumni functions for external graduates is lacking. Secondly, I am seeking to extend my education through Northwood's programs.

The degree didn't gain me anything except the valuable knowledge that I could do it. It has not helped me professionally. Probably because of my age.

Very positive experience.

A pleasure to do business with.

The snowstorm during a drive home from a seminar last winter is all. The rest was perfect!

Not enough informal interaction between students and staff. I made the effort.

Northwood does not have a Master Program.

Some of the instructors were the poorest I have ever had.

The apparent reluctance of failing an obviously minimum effort/preparation. Appearance at times is that a D grade will at least cause student to enroll in further classes. While true A work is recognized, reluctance to eliminate substandard performers detracts from the A and overall student body.

Some of the presentations during the on-campus seminars seemed to be a little removed from the theme of the seminars. Seemed, occasionally, an instructor was asked to fill in at the last minute and he/she came totally unprepared to address 50 adults in an adult program of study. This tended to reduce the credibility of the purpose and of those instructors who were dynamic. The presentations from those few inappropriate were also the hardest to relate to during the writing phase of the seminars.

The program is too much removed from regular campus disciplines, not harsh enough in demands upon the student. Should be tougher. Too much credit is given for work/life experiences. I realize that there is a need and a market to recognize these factors, but I feel some people went thru the program without the proper credentials, thus lessening the impact and/or prestige of the program.

The lack of recognition of honors for the External Degree Students at the graduation on campus.

I have no criticism of the program - although I would have liked to be able to participate in more classroom experience and exchanging thoughts and ideas with others.

I cannot recall one negative aspect of my experience at Northwood.

The lack of "majors" and "minors" within the program. I personally would have enjoyed a minor in econ. or perhaps "mangement" but I felt they were not available.

The lack of information regarding what was required on the external degree extension courses to receive a good grade.

In-class coursework is much easier than independent study assignments.

If I search my mind for a negative reaction, it could only be that Northwood did not provide me with the opportunity for continuing on at that institution for a graduate degree.

I would have taken more management courses if offered. I still feel a need for more education in that area.

Nothing.

I thoroughly enjoyed the External Degree Program. I cannot recall a "least" pleased experience.

Too many subjects being covered in one day. The fact that recorders were allowed to be used, I can say that I got by. But what if they were not allowed - then I would have been in trouble. As the situation exists, I now have comprehensive papers on each subject presented that I refer to from time to time. What a tool for refreshment! I would have been satisfied with more seminars and less number of subjects scheduled for each seminar.

I enjoy going to school and acquiring new knowledge. I can't think of any displeasing aspect of my experience with the program. I wish I were still able to participate.

Two C's for coursework completed - hurt my ego!

The difficulty in identifying with the regular students of Northwood and the lack of program and/or communications or special homecoming weekends for graduates of the program. We built friendships with the

other external people and not the students in the regular program so if you wish to get or keep us involved, have something for us.

That I was not able to devote full time to my studies, and that I also was not able to attend N.I. due to my military commitment.

Some instructors did not show up on time or didn't show up at all (on class nights). Number of students weren't notified of class cancellations.

Can't identify anything in this area.

I would love to have joined the Northwood alumni. Please keep me informed.

Cost and time required that caused me to miss some seminars.

I feel that an external degree graduate needs more assistance after graduation in the areas of Northwood's job placement availabilities, its recommendations for an advanced degree, and easing the fears of possibly not being proficient enough to take the GMAT, MAT examination. I personally would like to work for a C.P.A. firm in the Los Angeles, Pasadena area.

Nothing.

Everything was OK. Bielinski was a hard taskmaster but I wouldn't have had it any other way.

Being a foreign student with overseas residence, I have much limited opportunity to enjoy the academic atmosphere as a whole. But this is strictly my personal problem!

In the seminars we were often subject to lectures of what I felt to be of an abstract nature. These are often good for discussion purposes, but offer little redeeming quality.

I cannot think of any. It was a very positive experience for which I am grateful to the school.

No MBA program. Lack of opportunity to purchase College Jacket to compete with other college grads.

I wish there were more types of degree areas in the program and maybe it could be expanded into a Masters Degree Program.

Can't think of anything.

Business seminar, content seemed repetitive between November, 1979 and March, 1980.

The accounting classes require time in and out of the classroom. Recommend an instructor who can help you learn necessary material in class. Need more classroom time, to do examples, etc. The Data

Processing course needs the equipment. We would definitely learn more through use of the equipment. Any possibilities?

The economy and the job market situation which has hampered my classes of getting back to work in a better position. I, however, do not regret taking the educational level because I was able to get all A's in the classes I took after that.

Nothing.

Nothing was displeasing about it.

I feel that I earned my degree by taking my classes in the formal scene as much as possible. I did not want a short cut, easy-to-obtain degree that would not be worth much. Some of the students that attended school with me gave me the impression that one could get a Northwood degree without hardly trying. I think Northwood should maintain high standards both in content and grading standards even in the External program. I'm proud to have graduated from Northwood.

The program was not as responsive as I would have liked. Ex-I asked for one test out and one correspondence course in April 80. These were the last 2 classes I needed for my BBA. I received them September 15, 1980 after many follow-up calls and letters. I had targeted a July 80 graduation.

Instructors should bring in more guest speakers and offer field trips to business organizations.

I think the program is great--why think negatively!!

No negative experiences.

My only regret is that I've been too slow in completing the BBA work. When I'm remotivated, Northwood will provide the educational support needed.

Not applicable, as I enjoyed the entire system of study and would not be able to comment on this question.

Nothing. I was extremely pleased with all phases of the external program.

No negatives whatsoever. I loved it and the relationships. I felt recognized for what I thought was a life of achievement.

I have no negative feelings or comments on this program. My own personal problem is to find the time necessary to complete the requirements for my last 12 credits, being the two seminars and the oral interview needed for my BBA. Any suggestions or recommendations you have as alternatives would be appreciated.

Nothing.

I really haven't anything to say pleased me least with N.I. I feel very good obtaining my degree with Northwood, because I feel confident I can be placed into a company and be able to compete with the business world.

I felt that some of the instructors were indifferent to student education. I expected more effort and enthusiasm on their part. Additional remarks: Because of a recent promotion I had to curtail my after hours educational goals but hope to resume after January 1981. I've found that a degree makes an individual more competitive with others for promotions. In my case, I have good experience to fall back on, but a degree is common among my work peers.

The requirement of my professional life, did not allow more time for continuing education that is offered by the Institute.

My only "complaint" would be the lack of handout material and outlines for the lectures. I would rather not take any notes and be able to give full attention and thought to what is being presented.

The quality of a few of the teachers was below what I expected at Northwood. Very little was demanded of us by those individuals; therefore very little was learned.

There is nothing I can think of that displeased me about the education I received. I do wish that the seminars had more information about trends in the business world than were provided. However, I do understand that with the limited time available it wasn't possible if you were to cover the many and varied subject areas that you did.

I have to say in all honesty that nothing really displeased me in my quest for further education and had no unpleasant experiences. I did not look for an easy time and the subject material so that when the work was difficult, I was prepared for it.

I have no complaints. I was well received and the programs stimulating and thoroughly enjoyable. I am not employed and do not want to be. This is strictly self satisfaction and a feeling of accomplishment. Very stimulating.

As I reflect, I cannot recall any minimal experiences while I was involved in the External Degree Program.

Nothing. I did encounter some reluctance on the part of some companies that I talked to, that I only had a BBA and not a BS. This did not matter with Kaiser. The only concern they expressed was in my ability to deal with United Steelwork union personnel since I had spent 20 yeras in the Navy. I was able to convince them that this would not be a hindrance, nor has it been.

Nothing.

I felt that in many cases not enough was expected from instructors in order to obtain credit for classes. The work was not challenging

enough nor demanding enough. Seminars were often repetitive. I would be very interested in promoting the program in this area. Not enough is known about the program.

My own career is so closely paralleled to my course of study at Northwood, I don't feel I can be objective on this question.

The fact that Northwood could not offer the four-year program.

No complaints.

That I didn't have more time to spend!

Some courses were more self taught than instructor taught. I realize it is hard to find qualified instructors, and I feel Mr. Grabski is doing a real fine job. I do not have an answer to the problem. Mr Grabski and I talked about this while I was attending Northwood, I feel the problem will improve as the program continues. Thanks for the opportunity of attending Northwood.

The inability to have my ASB, plus 20 years Marine Corps experience, plus 10 years as a certified teacher in the State of Pa. and certified as Director for 5 years, owning an accredited degree granting institution, qualify me for a BBA at Northwood.

It appears that too much emphasis are placed on profits. This is not major and as a whole I find nothing that I cannot live with.

Some of the courses required for credit that I had no interest in. I would liked to have seen a broader selection of courses available within the BBA program.

That the requirements to graduate were fulfilled. I would have liked to continue.

The Comprehensive Oral Exam.

The Oral Comp - without a doubt. I had spend a number of hours in leg-work, interviews, thought and other preparations to put together a coherent picture of my work environment, learning experiences and philosophy (as per N.I. outline). Nearly all this went for nought. I found no parameters for guaging my effectiveness--in fact, the interviewers mustered little more than a shrug to substantiate their evaluation of my performance. I found the Oral Comp to be totally unrelated to learning - a waste of my money. At best, it should be used only as a preliminary counseling tool.

I have no complaints. The Northwood program met my needs.

None come to mind.

I had no complaints - Northwood offered me an opportunity that, because of age and responsibility, I may never have had otherwise. Thanks!

I have no complaints in this regard. I found everything simply great!

Some instructors were only meeting requirements and didn't care whether you learned or not.

Believe it was my orals. Feel it was more or less an exit interview for Northwood at my time and expense.

I found some of the subject matter to be rather repetitive.

None.

Nothing.

Very little - I was pleased and feel more institutions should utilize such programs. My MBA was earned via this type of program and I have been greatly inspired because of it.

Taking tests and also writing paper on single subject. (admittedly, this was good practice).

The program I had was at Selfridge ANG Base. The classes we had was on a 8 week schedule and one night per week basis. This was very rush and tiresome during the 5 hours long class meeting, especially after an 8 hour working day. My present school is on a 10 week/2 nights per week schedule and it seems to be a lot more relaxing and also enables the instruction to be more detail.

A bad experience cannot be remembered! It would be convenient if Northwood had a MBA program.

None.

(1) I can't brag about my degree, I feel my degree is less in quality as compared to those attending school full time for four years. (Perhaps my feelings are unnecessary?) (2) I regret I couldn't have had instructors similar to those at Midland, I was impressed with Northwood's quality instructors.

Some of the instructors trying to treat us as young students who did not understand the "real world." Overall this was only a minor problem. The whole course of study was really outstanding. Feel free to call.

It was all good.

To obtain the degree, I was required to study courses which would probably not benefit me in my line of work, however; I do realize the study did make me a more "rounded" individual.

You don't have quite the same sense of accomplishment as you did with a more traditional program.

Overall, my experiences have been pleasant.

I really was not dissatisfied with any one or more programs. They were all informative to some degree. I cannot say what were least.

Can't think of one thing. (I even liked the cafeteria food.)

The computer courses were only book and paper offerings; there was no "hands on" activity to really develop a feel for the hardware or software. I was exposed to the language but not the mechanics of computers.

No negative aspects.

Probably greatest frustration was inability to find statistical information in small city libraries so I could back up/dispute points of view. Would have liked to have had possibly one "one-on-one" discussion with expert on subject before submitting open book exams. Some people have better ability than others to absorb knowledge from books.

Some instructors were not prepared to teach.

I find that Northwood is unknown in my area - due to living in a large university town, there is a scarcity of jobs due to the students. This may be why I have only been able to find a job at Burger King - and not any reflection on my degree. I don't know but my degree has not seemed to have helped in finding employment.

The only thing, some time the speaker would not wear the mic. And if you were using a tape recorder it meant a great deal to you.

There isn't enough Institute assistance.

The emphasis on government Regulatory Agencies being wrong without looking at why they were necessary. The government, same as business, is not all good. Neither are they all bad; therefore both sides should be presented. Where would safety, even quality control be today, had it not been for some strong government regulations (confusing at times-yes)?

APPENDIX D

TRADITIONAL ALUMNI SURVEY RESPONSES TO QUESTIONS 14 AND 15

"Reflecting on the Northwood External Degree Program, what pleased you the most about the education you received and the experiences you had?"

The business program was offered as a down to earth practical approach to business and how it really functions.

The Law and Business Management courses.

Some instructors were very helpful and dedicated. They provided me with a good overall impression about American management "know-how." Some of the courses were very good, others with a little more emphasis on the theoretical area, that may be questioned by students seeking high degree of relevance, but they provided a good basis for additional educational experiences.

Quite often when I listen to a Presidential Address concerning the financial state of affairs, I am reminded of the hours well spent in David Fry's economics classes and hope that current students are being lectured in the same fashion, and I wish that more of the masses had the opportunity to have the benefit of that time.

After several years out of college I realized that I had a very solid background in business that even my peers didn't have.

Opportunity to learn about free market philosophy and experience firsthand the American way of life.

Automotive classes and "Pat" Patterson instructor. 1 trimester in Italy. Basic knowledge of free market and economy, guest speakers and special events.

The Business atmosphere, the instructors were from the business world learn by their experience, small classes, student teacher ratio, placement program. The atmosphere of the campus.

Education in business courses.

Size of classes and direct and constant contact with the professors.

The opportunity to grow as an individual and learn from the past successful business individuals. Also Bill Rohns.

The responsibility given me as a student. Some of the fine instructors. Mr. Castle, Mr. Madden, Mrs. Anker, etc. The extra help those instructors gave me and help from people like Bill Rohns, Mrs. Nelson, Mr. Bromley and Larry Lindsey and Mr. Finn!

At the time I attended almost all the instructors were business men. I learned what the real life business world was like--not what a book said. Almost all the courses I took correlated directly with business.

The philosophy taught to me at Northwood verses a state supported college. (Dean Fry and Dr. Orval Watts) The accounting taught to me by Jeff Bennett.

The teachers had all been in the industry before they decided to teach. I've been in the car business all my life and it's nice to have someone teaching me that knew something more than I did. I met a lot of kids that I'll be in business world for the rest of my life. It is a very close school everyone knows everyone.

Social life and most important the Theta Gamma Epsilon Fraternity. The competitive and winning atmosphere and attitudes obtained in the 4 years.

The instructors, at the time, seemed truly interested in us as students. The school was small enough to have a feeling of family. I was a commuter, so it was a business like relationship.

The education has proved to be very practical for most business situations. Acceptance of my degree has been much better than I expected.

Contacts made while attending.

A few key instructors were excellent: W. Anker, J. Bennett, E. Madden, D. Wangberg, R. Ellis. What was most beneficial was the experience of being away from home for long periods of time and meeting people from many parts of the country.

I think that the Northwood philosophy towards work is the most important thing that I have ever learned in any institution. I learned from concerned people like Dr. Watts, how the free enterprise system works and why it is the only hope for the country. Northwood's philosophy of the "work ethic" left me with an attitude toward work that enables me to enjoy working and look forward to accomplishing set goals. The courses at Northwood gave me enough basic business knowledge to get into almost any field of management.

1. Teachers with "real life" business experience.
2. Opportunities such as going to Detroit to visit the big ad agencies.

The most pleasing part of my education was the learning of the Free Enterprise system.

Teachers were good, students friendly, good social life.

Northwood taught me that higher education is not only an advancement in your educational learning, but also an advancement in character. Overall, I was pleased with the Northwood code of discipline (other schools do not have). I'm also pleased with their teaching of the responsibility we have to our business as well as the society we live in. Keep it up N.I.

Being able to understand and deal with the complex society of our time. At Northwood I was exposed to ideas that help me teach my students by incorporating economics with United States History.

A most positive attitude. Watching Turner, Stauffer, and their crew sell the hell out of the college. Great salesmen! There was concern to upgrade the academic atmosphere. The college build confidence in one's self. My personal success was achieved by motivating a better class of student attending the college. It was a great group people. (Even Bromley).

Seminars, guest lecturers.

I enjoyed being at a school that remained conservative and mostly unaffected by the radical trends of the late 60's early 70's. I also feel that most of my instructors were relating information that applies in the real world, "not just in books." My education at Northwood has helped prepare me for the business world.

See "K" above! Long live Dr. Orval Watts!! (I would send my children to Northwood if it were only for the econ/business classes.)

As noted above, football was the primary reason I attended Northwood. However, because of the positive influence of both Lou Jullerat, Jim Bromley, Jack Finn and the interesting curriculum and instructors (Watts, Anker, Bennett, Fry) I began to appreciate and value my education opportunity.

Northwood's philosophy has come back into vogue. This is the very same reason I attended--a practical approach to business balancing theory with the real world and support for our economic and social system.

All professors really put an effort to teach. I felt they were very much interested in my education.

The instruction received was extremely practical. The relative closeness of the instructors to students. Knowing that NI was on its way to being a well known and respected institution of higher learning throughout the business world.

- A. Instructors positive attitudes.
- B. Good people in main office.
- C. Nice campus.

Gained more knowledge regarding the business world.

The programs gave me an awareness and some preparation for the business world.

Knowledgeable and experienced instructors and their ability to reflect real world situations rather than idealistic thoughts. Free market and business oriented philosophy which I am trying to pass along as an advisor to junior achievers (JA).

The exposure to the firm conviction that Northwood has a private/free enterprise. This concept has provided me with a set of values which are strong and meaningful. I try to use these values in my quiet/private/personal discussions with my contacts, in a positive effort to discourage unnecessary governments.

The size of classes and relationship with professors. Mr. Bill Rohns, Jim Bromley, David Fry, Jeff Bennett, etc., all helped me personally begin my advanced learning after being away from school for 5 years. The size of the student body was small and I enjoyed knowing many students in my program and other programs. I highly recommend Northwood to my business associates who have children of college age.

I am able to use in my business what I learned at Northwood.

I was impressed with the quality of instructors and the relaxed atmosphere created by their confidence in their own abilities.

Free enterprise philosophy.

I wanted a business education and Northwood offered me the chance to obtain it.

Allowed me to realize my potential in the free market i.e., starting my own business.

The way the program integrated practical lessons taught by people who had worked in the field they taught, and the founding principles of democracy and free enterprise, which seem to be so misunderstood by most people.

Over the last ten years, I have realized that Dave Fry knew what he was talking about, and, I'm glad that I listened.

The basic philosophy of NI - free enterprise - this was what it was all about then - and still is today.

The exposure to the "free-enterprise" thought process and hands on type marketing and economics that have become part of the "real-world" upon graduation.

I believe Northwood education has a more realistic view of the real world (work).

The quality of Professors in my Major and the demands they put on me personally. The philosophy which these professors expounded upon became the foundation of management philosophy which I currently use in a business situation.

1. Exchange of ideas and business talk between students.
2. Dedicated, sincere instructors like Mrs. Anker, V. O. Watts, Mr. Castle, Mr. Madden, etc.

Conservative economics, business oriented education.

Free enterprise system.

The industry respect that NI now has in the Automotive after-market, and how it has made my job that much easier.

The more realistic approach to materials pertaining to subject materials.

Small classes--more direct attention.

The interaction with the instructors and personal type of relationship which could be developed in class. The philosophy of using instructors which have worked in industry who related practical experiences in business rather than textbook theory. I found real life experiences to be more beneficial and helpful later in business rather than textbook rhetoric.

Northwood prepared me for a realistic approach to the business world. Many of my fellow classmates are in the same business as me and even during Northwood days classes were extremely informative because of discussion by all of us seeking similar goals. It was especially gratifying to have the caliber instructors at Northwood, especially those who are still dedicated enough to continue to aid young people at NI today. Northwood and the instructors truly gave me a chance for an outstanding education as well as opportunities to become a better citizen. I shall forever be grateful.

Most instructors and professors were very competent and knowledgeable concerning their respective subject matter. Most were also very friendly and quite helpful. The Michigan campus is a beautiful one and I enjoyed the year I spent there very much. I also believe in the N.I. philosophy of free enterprise system.

The instructors, very close and not so busy that they couldn't help. The opportunity to have Col. Eisenhower for history. Making friends with those who attended. Everything was wonderful. Would like to come back. Is Dr. Chen still at Northwood? Say hello to all.

The Northwood business philosophy and the people I met while growing up.

Have sent my two brother-in-laws to N.I. One will graduate in June of 81 and the other June 83. I feel that speaks for itself. Have spoke to different groups in my area about Northwood.

At the time my interest was auto. mktg. The instructors were helpful, as educators and as retired business people, they helped shed insight into the business world. I also made many friends and business contacts.

Contact with and instruction by people with long term business experience and attitudes favoring business and not promoting ideas for the need of extravagant government programs.

The business world has always favored the Northwood Program because it deals with just the business world and not varying into all aspects of the trades.

I enjoyed the "business/free enterprise atmosphere" that N.I. radiated, also co-mingling with other business/mgt. students. Very much geared to today's socio-business world. Also, a very good staff and teaching staff/student ratio.

Consistent teaching doctrine among the educators. Personal attention when asked. Flexibility of a small school. (class schedules and bending policy). Social groups, affairs, etc.

Instructors were practical, professional people who could relate to students on an experienced rather than just theoretical basis. Northwood idea of "do it!" was further exemplified by free enterprise approach of individual responsibility and accountability.

1. Free market philosophy.
2. Business-focused education.
3. Instructors.
4. Meeting great people - made many friends.
5. Do my own thing.

Northwood took an interest in me and allowed me to develop and explore my abilities. The experiences I have received contributed to my professional and personal growth.

1. Instructors.
2. Friends.
3. Association with Phi Sigma Beta Fraternity.
4. Content.

- Deeply appreciate basic philosophy of free enterprise.
- Small school and close contact w/instructors.
- Quality of most instructors.
- Soundness of economic philosophy.

The career oriented educational experience combined with a free market philosophy.

Being able to get a good college education, and yet remain on a personal atmosphere with everyone involved at Northwood.

My Northwood education prepared me for the business world. I received the confidence in myself that I needed, to go out and find a good job. I also received the experience that I needed to go and do a good job.

I enjoyed the free market idea in teaching. Enjoyed the number of students all interested in the automotive field. Learned a lot from them. After you graduate you always wish you had learned more.

The acceptance of Northwood and the Northwood degree by General Motors, Pontiac Motor Division.

The free market philosophy ingrained into my 4 years of study. Educators who applied their business experiences to the classroom.

The attitude toward the real business world and free enterprise.

The instructors were more knowledgeable from the practical viewpoint as opposed to strictly theory of the work ethic; also I believe in the free market system and the basis taught at Northwood Institute in reference to that system. It was a maturing experience from Alma to final graduation.

The close attention and concern of most of the instructors in combination with their philosophy of business and the free enterprise system. Also the common interests of all the new friends that would be made and last throughout our lives.

The fact that many of the business instructors were people who had worked in the business prior to being instructors and thereby were able to relate personal experiences to the classroom instruction.

Offered a program that I was interested in and the type of philosophy it has.

The educational aspect was focused in the area of my chosen field. It also allowed me to get a formal education in that field.

The interaction with other students interested in your same field. The general seriousness that all students had in obtaining their objectives.

Listed above.

I enjoyed the personal attention that Northwood provided and the business background that many of the instructors possessed. Another key factor was the sincere commitment to the free enterprise system.

Northwood was not a strict institution with a set mode of operation. Northwood grows with the times and therefore reflects the true picture of the modern business world.

I felt that what I had learned was more realistic than what a book could give me. The real business world is much different and it helps to have someone who has been there do the teaching. I would highly recommend Northwood to anybody going into business and I have done so on many occasions.

When I first attended Northwood there were about 350 students you knew everybody and all instructors. Being rather a withdrawn person this was important not to be lost in a crowd. The courses were being taught at that time by persons who had worked in the area of there subject therefore giving you more facts than the textbook fantasy.

Quality of teachers and quality of students and friends I made at the school.

Northwood's program did prepare me for the working world. Reflecting back I believe that Dr. Watts' classes had the most long term impact.

The best part was that the instructors were not just instructors - but had practical field experience. All students seemed interested in their business careers.

The people I had the chance of meeting at Northwood was perhaps the best asset. The education was very good and practical; however, I would be in favor of emphasizing more on the academic side even though I wasn't an A student.

Education: Often a relaxed atmosphere (some of upper level business courses) promoted absorbtion of materials studied. In these classes I learned the most, friendly and low pressure. So many of the class pertained to "on the job" situations and business problems. I recall my class on problem solving and bus. mgt. to be my most useful and closest relating to actual business experiences.

Business orientation and free market philosophy.

Northwood's philosophy, and the fact that the class size was small and you got to know the instructors and other students on an individual basis.

- Size of school.
- Individual attention.
- I felt like a person not a number.
- Opportunity to be involved in student leadership (Indiana).
- Quality of the instructors.
- I felt like the faculty and staff cared about me as a person and about my education.
- I do not feel that my learning experiences and social growth would have been as meaningful had I attended a large university.

I was taught not only from books (written knowledge) but more importantly I was taught by Northwood's instructors what it's really like out there in the business world. The instructors, many of whom were retired

business leaders, related their personal experiences as to what it's really like. In my opinion my education at Northwood is 2nd to none.

The personal effort instructors took in each individual student, if he or she wanted it.

Assistance I received in job placement, my coach Lee Fox and Bill Rohns.

Real life business training with knowledgeable instructors.

The personnel at Northwood made me feel important as a person. They seemed to take a special interest in me. My first year of college I attended Ferris State and the Business Department there could have cared less whether I was there or not. That's when I decided to go somewhere else. I came to N.I. and talked with Mr. James Bromley and he made me feel so welcomed, I decided this is where I wanted to go.

The close relationship and freedom of exchange of ideas with the instructors.

Beauty of campus.

Professors very professional.

Fraternities.

Generally a very rewarding 5+ years.

-entered as Junior with associate degree earned elsewhere--shortened time spent earning degree.

-small class size-personal emphasis.

The education received, particularly in the science of economics, has proven to be very "real world" and highly usable. The instructors at NI were excellent people who treated the students like adults.

The fact that there were so many people interested in the same area of business that I was interested in. They gave me input from all over the country. In other schools one does not have the opportunity for this type of interaction and it was very helpful in my development. From the teacher standpoint, at the time I attended there were few teachers who I would consider qualified to teach the subjects required. Some were just a waste of time but, the good ones more than made up for the bad.

Northwood's emphasis on a free-market, business focused curriculum has given me a sound basis for judgement consistent with actual business practice. I enjoyed the sincerity of the people at Northwood and still admire their steadfast dedication of their principles of business philosophy. The contact with active businessmen in my chosen field was very inspiring and kept my interest.

During my first year at Northwood, my plan was to only spend 2 years, and then transfer. Education was so relevant to the real business community, I chose to remain for 4 years. A very positive atmosphere for education.

After quitting my first job, that I had been placed into at NI, many of the interviewers in Spokane, Wa. had heard of NI. One company has called me several times, a very interesting fact.

Following are the answers to the question:

"Reflecting on the Northwood Program, what pleased you the least about the education you received and the experience you had?"

From my own standpoint after being in the business world since 1969, I would like to have had more experience w/time and motion studies and inventory control from a financial standpoint.

The educational atmosphere was too much like that of high school.

Lack of sufficient electives, that could give the program more flexibility. Too long periods of time to improve or introduce innovations, or implement changes so instruction content be up-to-date. One factor that I disliked the most, was the lack of accreditation of Northwood by North Central Association. People that graduated in the Class of 1970 had a horrible experience of finding themselves with a Bachelor's degree that was not worth the paper it was printed on, and we were treated as "second class" college graduates with no chance to enter graduate schools, and be considered for jobs. I feel that the Placement Services were very inadequate and inefficient, even though at that time there were more job openings than college graduates. Placement did not help us to get jobs, or to overcome the situation of not being able to be considered for job openings because we were not a graduate of an accredited college. The frustrations were tremendous, and nobody helped us. Of course, most of the students who got jobs from my graduating class were the ones that went to work in their father's business and automobile dealerships. I have wrote two articles about the frustrations of having a bachelors from a non-accredited school, and some day I intend to write a book about the subject. Thank God, Northwood is fully accredited now, so Northwood graduates could at least compete with graduates of other colleges and be considered for jobs on equal basis, as well as to enter Graduate school of their choice, not the ones that accepted us on "conditional basis." The Office of Placement never contacted us to see if we were employed or unemployed, or if we were able to get into graduate schools or not, I had to battle it myself. Other things that I disliked the most about Northwood is the name "INSTITUTE," which is associated with the word "institution" which means a "reformatory school, or mental hospital" for most persons' frame of reference. I do not like the word "Institute" and I have had a lot of people laugh about it. If you check the Higher Education Directory, you probably will find very few, if any, colleges with that word unless it is a technical institute (two-year college) or a "polytech" college, but business-oriented colleges are named institutes if they are "proprietary-schools," or diploma grantin organizations. I think that Northwood should be named College or University. Some other things that I disliked were some of the "associations" that Northwood established with some other institutions that did not expanded the reputation, or did not contributed to enhance the reputation of the college. But I was only a student, and probably my opinion could not count.

I also dislike some of the lies that we were told. For example the class of 1970, were told that as soon as Northwood got accredited we

were going to receive Bachelor's diplomas from the Michigan campus to replace the diplomas we received from West Baden Campus (at that time, West Baden could issue Bachelor's degrees, and Michigan could not). It has been 10 years since I left Northwood, Northwood is accredited, but nobody has contacted me to carry on what was promised.

Last week (April 13, 1981) the Registrar of the College of William and Mary called the Registrar at Northwood in Michigan to ask about my undergraduate degrees. It was reported by Northwood's Registrar that I have received a Bachelor of Business Management. I showed my second Bachelors and my transcripts, so the W & M registrar had to call again the Michigan campus to verify my second bachelors. If the person in charge of Records could read my transcripts right, this second call could have not been necessary, but people get confused and ask why I have Indiana degrees if I never attended that campus. Of course, I would be told that it is my problem and not Northwood's Registrars'.

I was involved in the A/V and WJRN programs and I have learned more concerning A/V production as it involves business promotions, sales and technical seminars. I feel that the program should have been expanded a more technical background to prepare in dealing with this after graduation.

Although I feel it has improved, the least attractive aspect of Northwood Institute is the reputation in the state of Michigan of accepting just about anybody into their school.

I felt the education would have been more challenging and was not overly impressed by the academic level of the school.

Closing of 4 year program in Texas.

When I went there the co-ed was very strict, the food in cafeteria was fair and need more job related classes.

Lack of business practice during the junior and senior years.

Dr. Orval Watts.

- Some of the weaker instructors.
- I needed more marketing and sales education.
- I felt Northwood needed more social activities especially sports (intramurals).

Myself. Until now I didn't realize what an education really meant. Suggestion - Developed something to show kids entering NI, what an education is - why they should give the program a 100% effort. What they are going to get from NI. I'm sure you have heard it before, I know I have, if I only knew then what I know now. I am happy with the company I'm with now but it took me years to find it. I base that partly on, when I left NI, I was still interested in partying rather than what I was going to do with my life. Try to show these kids why they are at NI for I am willing to bet, many of them are there just as I was - "just there." When you're 18-19 you really don't know what you are, or

where you are. You needed to have some ideas to work with.

The fashion courses were not up to my expectations. Needed to be more professional and more indepth. Courses should be taught: (such as choosing garmet styles, construction of garments, qualities of cloth-ing.)

I truly enjoyed it all!

Boring classes.

Very little social life as a commuter, not living in the dorm. No real problem, but I think I missed that.

Content of Automotive Marketing courses!!!

Since I had 2 years at the U of MN before Northwood, I can honestly say that Northwood was a breeze in comparison. Classes much too easy and therefore students didn't apply themselves to capacity. I worked much harder at Minnesota to achieve a 2.5+ GPA than I did at Northwood to achieve a 3.5 - 3.75 GPA. Poor instructors such as Jack Arduin didn't help improve my image of the college either.

I would recommend re-naming "Northwood Institute" as "Northwood College" as the name "institute" is not as widely accepted as an accredited college.

In the automotive marketing program I wish there was more offered on financial statements. Perhaps a course on how to read a financial statement would have helped me more than anything else.

School policies, i.e., regulating personal lifes - hours, etc., always appeared "administrators" were not trying to help you, but were always working against you.

Northwood was good to me. However, the over-crowding of the dorms was somewhat of a problem. Sometimes I felt I was part of a herd of cattle.

I would like to see some classes in education taught that would help Northwood graduates in the teaching field.

Doc Chin for one. There should have been more emphasis on public speaking in front of groups, etc. Younger, more age oriented speakers explaining whats really happening out there. There was not instruction in the retailing field to explain - writing, purchase orders, markup %, inventory, EOM-BOM, stock to sales ratio, open to buy, vendor analysis, factors, mills, manufacturers, etc. (field trips) current retail information.

Campus isolation. (i.e., "Students vs. Townies").

The lack of activities on weekends and the lack of sports facilities.

Having transferred from Drake University, many of the courses (other than econ./mgt.) were somewhat "high school" level. The social life tends, also, to be somewhat peripheral and "high schoolish."

There were a few marginal instructors and the only bad experience was the one disastrous football season under Mr. Tallman. (But by sharp contrast Jack Finn is a superb individual and a very healthy influence on young men growing up. I can say enough on how important that aspect is during a very trying time in a young man's development.

Nothing!

I think the statisticals course should be reinforced. When I continued my master's degree I found out that my statistical formation was very weak.

-I can honestly say that nothing displeased me whasoever about anything at NI.

-I feel close to and welcome by everyone associated with Northwood . . . even after 10 years!

-Keep up the Good Work!

Nothing displeased me about the education provided by Northwood, but I am displeased with my inability to foresee the true value of the content of my management classes. Hindsight is 20-20. I am now in management and find that I have learned through experience (many times trial & error) what I should have known much more about from textbooks. Inter-personal skills cannot be overemphasized in People Management.

Limited facilities for sports, individual and group. At the time I was a student I considered transferring to another college and at that time most of my credits, or all of them were not transferrable.

Nothing.

Weak Math Dept.

Nothing in particular.

All facets of NI are favorable.

How I was personally screwed by Louis B. Juillerat.

Nothing comes to mind.

Some of the instructors back then were very lax at times - very lax. But that was some time ago--all in all everything was very satisfying to me.

Needed more attention from profs.

The lack of quality in certain teachers in non-business related courses.

1. The lack of effort most students exerted in class and the low "entrance requirements" which brought non-college level students in.
2. The inability to transfer the credits to another school, due to not having reached accreditation.
3. The low level of difficulty in class & limited course selection.

Lack of instructor depth (number wise).

Only rich kids get ahead.

Northwood has the reputation of being a college where affluent students attend because they can't gain admission elsewhere. They come to N.I. and don't work hard which results in lower academic standards.

When I graduated, Northwood did not have a reputation as an exceptionally academic institution. The school was not noted in industry but was gaining a reputation of quality graduates. The four year program was new. I am sure the quality of the program has improved 1,000%. The two year program needed more depth in my curriculum of restaurant management. But as of late, I have heard the program is now excellent. My only other concern was no practical classes for actual preparation: (school cafeteria). I understand this has since been corrected. After reviewing this survey, I have really come to the realization Northwood is one outstanding school. Industry realizes what is being accomplished. In my current area of responsibility, Northwood is becoming a leader in its field of Automotive Merchandising, Parts & Service and Marketing. I must say, I am proud to be a Northwood graduate.

I felt the field service courses and mini-courses did not allow enough time to fully absorb the required course required. The "time element" especially in the mini-courses is too short to realize a complete comprehension of the subject matter.

Nothing, other than more Math could have been offered.

The inability to express oneself without being subject to faculty ridicule and being shut out.

At times it was excruciatingly dull! P.S. Hopefully the school is geared to accommodate the growing need for education in the "computer sciences"!

Not sharpening reading skills (speed) and memory retention. (You would have thought I could have those skills then, or could acquire them now (which I can) - but the timing was right during school.)

Education was excellent. However, it would have been nice if job placement service hadn't come to an abrupt end upon initial postgrad hiring. After being gainfully employed for 4 years since Northwood, I would still be interested in other automotive career positions that I might now qualify for based on additional work experience. I would also like to know what salaries are of individuals within my scope of job function.

There needs to be a course set up on how to improve your present position on a job. How does one negotiate a better fringe benefit package. When is the best time to make your move? We need a session that will sharpen the skills that Northwood taught us. A possible summer school program of continuing education, and as a part of the regular curriculum.

1. Housing too small of quarter.
2. Food on campus.

I felt many students were there because they couldn't go anywhere else and parents wanted them to have a degree.

Limited scope of certain programs-Too much sizzle-not enough meat.

Nothing!

Through no one's fault but my own, once I moved off campus, I became removed from the campus activities. The one activity I most regret letting pass by was the excellent job placement program that Northwood has. Rather than going out and finding the job that I was confident I had the experience for, I went back home to the same automobile dealership that I had worked at for many years. The dealership I am at is a fine organization but my experience in the rest of the business world is just not as broad as it should be.

The automotive portion of my schooling was not extensive enough. I hope it is better now.

Need more and more true to life and everyday facts of business. The true reality of the effects of the economy.

I have no negative feelings about Northwood and my education.

The week-ends!

"Party school" image that was present and carried out in some of the classes that I attended during my 3 years at Northwood. Northwood has a good image amongst America's automobile dealers, now improve it in the manufacturer's eyes.

Can't think of negative things as time erases any bad thoughts and only the good remains-

Over ten years ago, there were a few teachers and professors who weren't qualified to teach, although they had a great knowledge and vast experiences in business - were not good teachers!

You must make the classes harder. Each year you should upgrade the class.

After being employed in the retail auto field for the past 9 years, it is my feeling that the automotive marketing program should have been expanded to a four year program of much more in depth analysis. I believe

that an in depth study of each dept. within a dealership would be helpful. I think a study of each dept. should include inventory guidelines, promotional ideas, inventory systems, follow-up systems, a review of computerization for each dept., etc. There are many aspects within the auto business there were never touched on, that are very important. Thank you for the opportunity to respond.

Listed above.

None.

Reputation is growing but when I graduated it was still an unknown institution by some industry, thusly competition for job placement with a person whom attended a large university was difficult.

Nothing of any great importance.

As the school grew it became very clannish so you become an in-member or out-members. Also instructors were no longer business people but teachers. Too much importance put on some programs (N.A.D.A.) and very little or nothing on others.

A very few teachers did not have the experience or knowledge I had hoped they would have.

Having exposure to real cases in the university is perhaps a gap that could be broken before one leaves the school. I believe that good academics and practical experience would give Northwood a good tool.

The way the school came down on fraternities and other student oriented activities. I was part of the class when the administration came down on Phi Sigma Beta when we really did the most for the school (running student gov., orphan kids program at Xmas snow week, etc.) I never understood that type of philosophy. Let the students live the school as other university activities. If you think about it, your students have always been better behaved and more sincere in their activities than most any other school. Let the students grow in the school activities.

Limited quality instructors.

Two of my instructors had vast experience in their particular areas, but had very poor teaching skills.

Having been a student on the Indiana campus for three years, I was not at all pleased that the BBA program was phased out, the transition to the Michigan Campus was not an easy one for me. The possibility of transferring to a school closer to home was not financially feasible. If that transfer were to have been made I would have lost a year's worth of credits. Acceptance into another school was not the problem. If I did not believe as strongly as I did about the Northwood philosophy I might have been more willing to endure the financial strain. Socially, it was not a pleasant experience. For the most part I was pleased with the academics. What displeased me the most academically (on both

campuses) was the repetition of instructors. In some instances I felt that there were instructors teaching outside their field of expertise. I also felt that during my last year, 1974-75, on the Michigan campus that too many classes were overcrowded. They lost that all important personal atmosphere. I did feel very strongly that Indiana was the forgotten campus!

I found Dr. Chen not be an objective instructor and therefore did not get as much knowledge as I could from his class. The only other problem I had at Northwood was one of a personality conflict with my football coach, Don Tallman. This problem and some hate I carried for a long time into my life, but now with the help of God, I do not feel hate for Mr. Tallman, but rather a sense of peace and love for him.

If we could have gone into depth on the subject matter, accounting was my worst subject. It would have been helpful to me if we would have worked company disbursements.

1. "No gymnasium to play basketball."
2. No classes to obtain minority awareness for white & black students.
3. No social entertainment.

I don't have any bad reflection after 12 years.

The only complaint I would have is that I seemed to have the same instructor for different courses. And it seemed no matter what the course title was, the instructor would lecture on the same subject. This caused a lot of repetition and some boredom.

The lack of truth associated to what actually takes place in the business world. The inability to portray the competitive and sometimes-ruthlessness of the business world.

Nothing comes to mind.

I was a little tired of hearing about Dow Chemical by the time I graduated.

The fact that the courses gave a general outline of what to expect but, in no way did they prepare one for what one was to encounter in the real world of business. This pleased me the least. However, it only took two years to gather the proper attitude while I saw many others take a good deal longer.

One of the negative experiences I wish that NI had more of the accounting courses when I was enrolled. Also the courses were not of the typical college level, they were much too easy, plus the younger teachers did not seem fully prepared to deal with the many varied ideas of the students. I do understand that many of my "negative" experiences have been corrected but I still feel that only two of my educators caused me to think for myself, Dr. Watts & Mr. Bennett. Of course Mrs. Anker was highly rated but still Dr. Watts & Mr. Bennett pushed the thinking aspect.

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