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ABSTRACT

This study examined graduate satisfaction among a sample of graduates of the School of Business and Entrepreneurship (SBE) at Nova Southeastern University. A total of 157 students who graduated between 1992 and 1995 responded to a survey that focused on demographic and background information, educational outcomes, quality indicators, computing skills, and employment and career outcomes. Nearly one-fourth of the respondents had received doctoral degrees, while three-fourths had received master's degrees. The study found that students entered SBE with a mean of 13 years of work experience, and that 73 percent had permanent residence in South Florida. Nearly 97 percent reported that they would recommend their program of study to a friend, and nearly two-thirds said that they would attend the university again if they were to pursue another degree in the future. More than 90 percent of respondents indicated that they had achieved their educational goals. Nearly one-third of respondents were dissatisfied with the availability, access, and orientation to library resources and services, and nearly one-fourth were not satisfied with access to information through technology and computers. A copy of the survey questionnaire and 10 tables of results are appended. (MDM)

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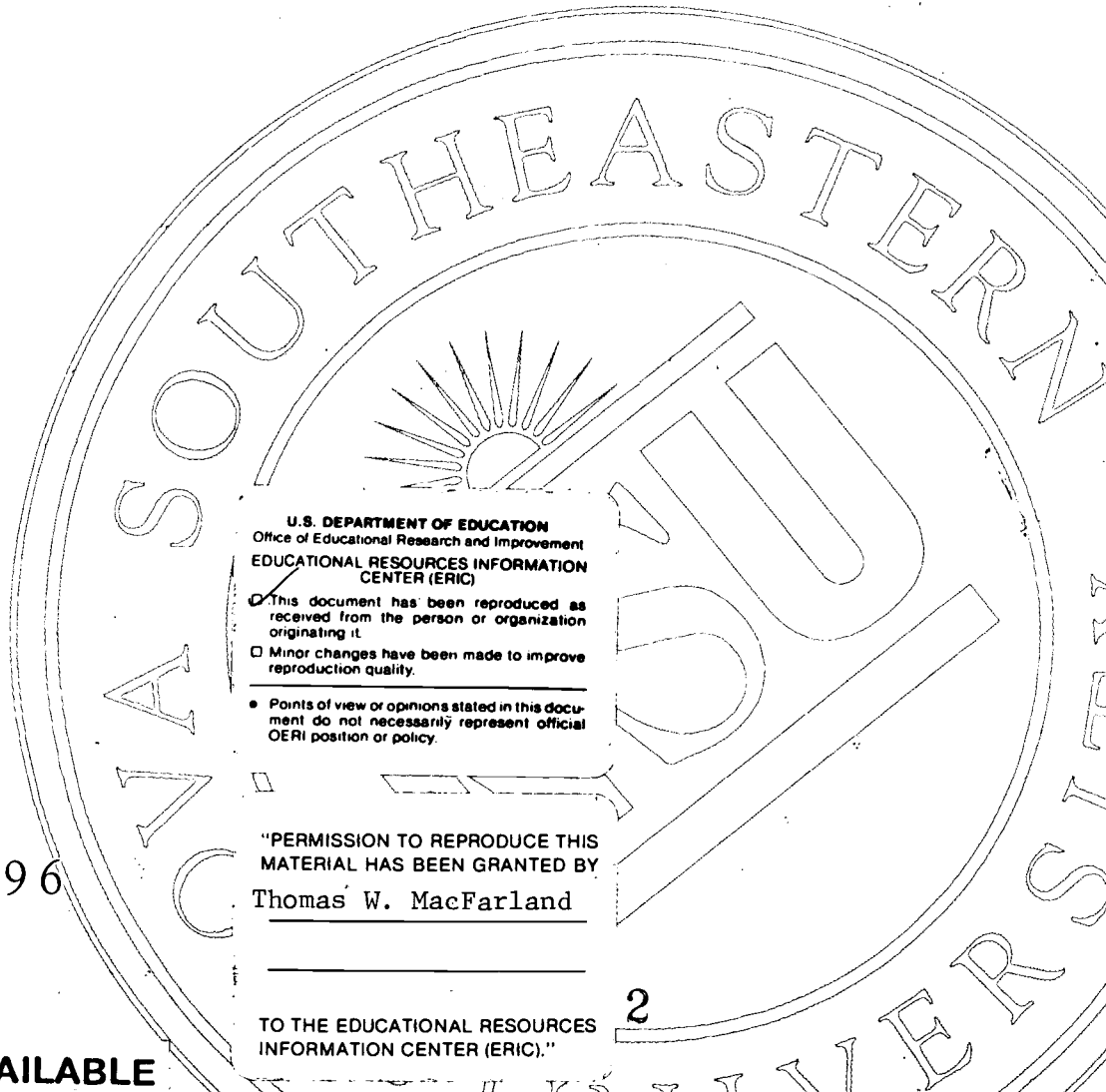
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ED 403 819

# GRADUATES OF THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP REFLECT UPON THEIR ACADEMIC EXPERIENCES

RESEARCH AND PLANNING

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**Nova Southeastern University**

**Graduates of the School of Business and Entrepreneurship  
Reflect Upon Their Academic Experiences**

**Blair Atherton  
Director of Institutional Research**

**JUNE 1996**

**Research and Planning**

Research and Planning  
Report 96-06

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As with much of the work in Research and Planning, this study was the result of a team effort. I want to thank Dr. Tom MacFarland for his excellent work in designing the survey instrument, coordinating data collection, and compilation of the statistics. I am also grateful for the help of Barbara Van Allen and Brenda Mashburn in producing the final report.

## EXECUTIVE SUMMARY

A survey of students that graduated from the School of Business and Entrepreneurship (SBE) between July 1, 1992, and June 30, 1995, was completed in May 1996. The primary purpose of the survey was to gather data for use in assessing a variety of administrative and academic aspects of the School's programs from the perspective of students who had successfully completed their program one to four years prior to the survey. Since the majority of students pursuing business degrees in the School of Business and Entrepreneurship attend classes in off-campus clusters, the results are also relevant to an evaluation of student satisfaction with distance learning or off-campus formats used by the School.

The survey instrument was very similar to that used to survey graduates of bachelor degree programs of the Farquhar Center and the Health Professions Division in October 1995. The survey instrument used in this study was also used to survey graduates of programs offered by the Fischler Center for the Advancement of Education, and the School of Computer and Information Sciences. Use of the same survey instrument for the broad spectrum of programs offered by these centers provides the potential for comparing results across centers, when appropriate.

The response rate from a sample of 492 graduates was 32% and comparisons of a variety of demographic characteristics of the graduate population with those of the responding sample suggest that the results are representative of all students who graduated during the four-year period studied. The relative proportions of graduates of master's versus doctoral degree programs that responded to the survey accurately reflected the proportion of current students pursuing these degrees in SBE.

More than 90% of graduates from the School of Business and Entrepreneurship reported that they were employed after graduation. The majority (73%) had permanent residence in Florida, and 45% lived in the tri-county area immediately surrounding the main campus in Davie. The study showed that 3% of SBE graduates leave Florida after graduating. Thus, Florida businesses benefit from the enhanced management skills and productivity of graduates from SBE.

The study revealed that students enter the SBE with a mean of 13 years of work experience. Consequently, they have the context of considerable prior work and life experience, as well as daily application in the work place since graduation from which to evaluate the effectiveness of their degree program. Within this context, graduates from SBE provided strong endorsements for the School's programs; 97% said that they would recommend their program to a friend, and two-thirds indicated that they would attend NSU again if they were to pursue another degree in the future.

Results of the survey provide strong evidence that graduates' academic experiences at SBE had a positive impact on their professional development and preparation for their career. For example, the study showed that more than 90% of graduates had achieved their educational goals, and



acquired the knowledge and skills needed for their career. Graduates felt that they had grown professionally and had become more productive. Moreover, graduates expressed high levels of satisfaction with the instructional methods and delivery systems used by faculty in both on- and off-campus classes.

The study also identified some possible weaknesses, especially in the area of educational support services. For example, approximately one-third of the respondents were dissatisfied with the availability, access, and orientation to library resources and services. One fourth of the respondents were not satisfied with access to information through technology, training in the use of technology, and infusion of technology into the curriculum. Approximately 30% of graduates reported few or no skills in using the Internet. This may be related to dissatisfaction in the area of technology.

In addition to the examples of key findings described above, the study provides a plethora of assessment data that should assist SBE in its overall evaluation of program effectiveness. It should also provide guidance concerning what aspects of program administration and delivery would benefit from more in-depth study.

# INTRODUCTION

## Background

When first chartered by the state of Florida in 1964, educational programs at Nova Southeastern University (NSU) focused exclusively on behavioral science, physical, and biological science. A federation with New York Institute of Technology began in 1970 that eventually led to the initiation of the first business programs in 1972 with a master's in business administration. A doctoral degree in business administration began in 1978. By 1980, the University's business programs had grown and expanded to the point that a Center for the Study of Administration was established to oversee and administer the business programs. The Center was the precursor to the present day School of Business and Entrepreneurship.

Currently, the School of Business and Entrepreneurship (SBE) offers master's and doctoral degrees in a variety of fields and specializations, including traditional areas such as business administration, accounting, human resources, international business, and management information systems. In addition programs are offered in fields such as public administration, health services administration, and medical management.

Early in its history, the School of Business and Entrepreneurship recognized the growing need and desire for working professionals to obtain graduate education in the field of business to strengthen their current positions, to enhance opportunities for advancement, and to upgrade and expand their academic credentials. The School has designed flexible programs of study in traditional classroom formats at locations that make it possible for students to pursue a degree full-time on campus, or part-time via off-campus clusters while continuing to work full-time. Business programs are offered throughout Florida, in 12 other states, the Bahamas, Jamaica, Panama, and Canada (*Nova Southeastern University Off-Campus Program Directory, Office of Licensure and State Relations, 1995*).

## Purpose of the Study

The primary purpose of the survey was to gather data for use in assessing a variety of administrative and academic aspects of the School's programs from the perspective of students who had successfully completed their program one to four years prior to the survey. Since the majority of students pursuing business degrees in the School of Business and Entrepreneurship attend classes in off-campus clusters, the results are also relevant to an evaluation of student satisfaction with distance learning or off-campus formats used by the School.

Statistics presented in this report represent data for the total respondent group. Supplementary tables with breakout statistics by degree level are in Appendix A. A sample survey instrument has been provided in Appendix B for reference.

## METHODOLOGY

### Survey Development

To provide a common assessment of graduates in the major academic centers at the University, the survey instrument associated with this report was developed, in part, from the survey instrument used in a recent assessment of undergraduate programs at the University (*Graduates of Nova Southeastern University Tell Us What They Think About Their University Experience*, 1995). One key area of difference between the surveys, however, was the inclusion of *Quality Indicators* in the survey administered to graduates from the School of Business and Entrepreneurship. Statements associated with quality indicators are directly linked to accreditation criteria established by the Southern Association of Colleges and Schools. It was decided to include these quality indicators so that the University would be able to provide precise information about specific statements found in *Criteria for Accreditation* (1996).

Many of the items in the survey used Likert scales (ranging from one for the lowest rating to five for the highest rating) to measure respondents' satisfaction or level of agreement with statements. Three types of averages or measures of a central tendency were reported for data using rating scales:

- The mode is the most frequently chosen rating.
- The median is the middle value in the distribution of numbered ratings.
- The mean is the arithmetic average of ratings given to an item by all respondents.

### Sampling

The population consisted of 2206 SBE students who graduated between July 1, 1992, and June 30, 1995. The invited sample consisted of 25 percent of the 2106 Masters-level SBE graduates and a census of all 100 Doctoral-level SBE graduates:

25% *	634	July 1, 1992 to June 30, 1993	master's-level graduates	N =	.....	158
100% *	34	July 1, 1992 to June 30, 1993	doctoral-level graduates	N =	.....	34
25% *	767	July 1, 1993 to June 30, 1994	master's-level graduates	N =	.....	192
100% *	31	July 1, 1993 to June 30, 1994	doctoral-level graduates	N =	.....	31
25% *	705	July 1, 1994 to June 30, 1995	master's-level graduates	N =	.....	176
100% *	35	July 1, 1994 to June 30, 1995	doctoral-level graduates	N =	.....	35

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Selection into the invited sample was based on the generation of mailing labels, using *last names* for the sorting process. However, mailing labels were incomplete for 47 masters-level graduates and one doctoral-level graduate in the invited sample. Due to potential problems with survey

return from international graduates, it was decided to decline survey distribution to international students, including master's degree graduates from the Panama cluster. Eight graduates in the invited sample with international addresses were excluded. Accordingly, the adjusted invited sample consisted of a total of 570 SBE graduates.

During the data collection period (April 15, 1996 to May 15, 1996), the United States Postal Service returned 78 surveys as undeliverable. Consequently, the potential responding sample was reduced to 492 SBE graduates. Surveys were returned by 157 graduates, resulting in a survey response rate of 32%.

Sample statistics are in parity with population parameters on known demographic criteria, such as Florida residence, gender, or ethnicity (*Nova Southeastern University's Graduates: July 1, 1990 to June 30, 1994, 1995; Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994, 1995*). Accordingly, there is sufficient evidence to suggest that the responding sample is representative of the population. Additional evidence that the responding sample is representative of the population is presented below.

## RESULTS

### Section I: Background Information

The distribution of survey respondents by academic program is presented in Table 1. Statistics related to demographic and other characteristics of the responding sample are presented in Tables 2-11. The following are some key findings:

#### Demographics

- The total respondents were distributed equally across the three fiscal years from which graduates were sampled; that is, each fiscal year yielded approximately one-third of the total survey respondents (Table 2).
- The proportion of master's degree versus doctoral degree respondents accurately reflected the distribution of students currently enrolled; namely, 75% of the respondents were master's degree and 25% were doctoral degree students (Table 1).
- The master of business administration is the largest program in the School, and it represented 54% of all survey respondents (Table 1).
- Sixty-one percent of all respondents were male (Table 3), and 27% were from racial/ethnic minority groups (Table 4).
- Sixty-four percent of all respondents with a permanent residence in Florida at graduation resided in the Broward, Dade, Monroe or Palm Beach counties of south Florida (Table 5). Only 3% had moved out of Florida after graduation (compare Tables 5 and 6).

- The majority (91%) of master's degree respondents resided in Florida at the time of graduation, and 87% continued to reside in Florida at the time of the survey 1-4 years after graduation (Table 6).
- In contrast, 77% of doctoral degree respondents resided in states other than Florida at the time of graduation. At the time of the survey, 80% reported permanent residence outside of Florida (Table 6).
- Locations where students attended the majority of classes were consistent with their permanent residence (Table 7).
  - Twenty-six percent of doctoral respondents attended classes in Florida clusters.
  - Ninety-two percent of master's respondents attended classes in Florida clusters.
    - Of these, 31% attended classes on the Davie or East Campus.
    - Approximately 60% of all master's respondents attended classes in the tri-county area of south Florida.

### Respondents' Satisfaction with Their Program

- Approximately two-thirds of both master's and doctoral graduates indicated that they would attend Nova Southeastern again, if they were to pursue another degree in the future (Table 8).
- Approximately 77% of both master's and doctoral graduates indicated that they would recommend their program at Nova Southeastern to a friend without reservation (Table 9). Another 20% would recommend Nova Southeastern, but with some reservations.

### Reasons for Attending Nova Southeastern University

- In rank order, the most frequently chosen reasons for attending Nova Southeastern were convenience [81%], location [67%], types of programs available [57%], and small class size [40%] (Table 10).
- When asked what they would have done if they had not attended Nova Southeastern University, 90% indicated that they would have attended another college or university. Approximately half would have attended another private institution, and half would have attended a state institution (Table 11).

## Section II: Outcomes

Section II of the survey provided a series of statements relating to selected student outcomes. The average responses are shown in Table 12. All statements except two (see below) received mode ratings of four or five (agree or strongly agree). While some students were neutral concerning the statements, the majority indicated that NSU had a positive impact, and disagreement with the statements ranged from 5-25% of respondents for individual items. The following are some highlights:

- Ninety-two percent of all respondents agreed or strongly agreed that NSU had helped them meet their educational goals.
- Eighty-two percent of respondents agreed or strongly agreed that their experiences at NSU helped to motivate them to grow professionally.
- Ninety-three percent of respondents indicated that NSU had a moderately or very positive impact on acquiring the knowledge and skills needed for a career.
- Seventy-six percent of respondents indicated that their program at NSU increased their professional productivity.
- Thirty-six percent of respondents agreed or strongly agreed that they were promoted due to receiving their graduate degree.
- Twenty-eight percent of respondents agreed or strongly agreed that they received a salary increase upon receiving their graduate degree.

## Section III: Quality Indicators

Statements relating to quality indicators and average ratings appear in Table 13. It should be noted that these items relate to selected areas in the *1996 Criteria for Accreditation* of the Southern Association of Colleges and Schools. There was a wider range in average ratings among items in this section of the survey compared to ratings for outcomes. While almost all of the outcomes in Section II consistently received mode ratings of four or five, approximately half of the statements relating to quality indicators had modes of four or five (satisfied or very satisfied). The remainder had a mode of three (neutral). Some key findings including strengths and weaknesses were as follows.

- Program length received the highest ratings (mode=5). Approximately 93% of all respondents were satisfied or very satisfied with the length of their program.
- Correctness of student records, including transcripts received high marks with 87% of the respondents satisfied or very satisfied.

- Eighty-three percent of respondents were satisfied or very satisfied with the clarity of curricular offerings published in catalogs.
- Eighty percent of respondents were satisfied or very satisfied with the instructional delivery systems used.
- Seventy-seven percent of respondents were satisfied or very satisfied with the instructional methods used by faculty.
- While approximately 70% of respondents were neutral, satisfied, or very satisfied with the availability and access to library resources and services, 30% were dissatisfied or very dissatisfied.
- Thirty-seven percent of respondents were dissatisfied or very dissatisfied with the library's orientation program.
- With regard to the use of technology in the School's programs, 25% of respondents were dissatisfied or very dissatisfied with the access of information through technology, provisions for training in the use of technology, and infusion of information technology into the curriculum.

When reviewing average ratings shown in Tables 12-15, the reader should take note of the number of respondents that provided a rating for each item. Some items were rated by all 157 respondents while others were rated by as few as 43. In some cases significant numbers of graduates chose not applicable, or were unable to respond to certain items.

#### **Section IV: Computing**

Section IV of the survey asked graduates to rate their skills in various aspects of computing. The average ratings are shown in Table 14. All areas of computing received a mode rating of four or five (very skilled or exceptionally skilled). Graduates rated their skills in word processing and the use of electronic mail the highest. For most items, less than 15% of respondents reported few or no skills. Use of the Internet was an exception; thirty percent of respondents indicated that they had no or few skills in this area.

#### **Section V: Employment and Career**

Section V of the survey explored components of graduates' professional development that may have been affected by their studies in the School of Business and Entrepreneurship (Table 15). As a group, the sample population had a mean of 13 years experience prior to enrolling at NSU. Thus, they had a strong base of experience against which to gauge changes in their professional development resulting from their degree program. All of the statements relating to professional development received mode ratings of four (changed fairly much), except financial gain which had a mode of three (changed somewhat).

Overall, 70% of respondents saw a moderate to strong relationship between their current job and their degree program at NSU (Table 16). Eighty-four percent of respondents indicated that their experiences at NSU prepared them adequately, more than adequately, or exceptionally well for their current job (Table 17). Less than 10% of the respondents indicated that they had applied to or enrolled in another graduate or professional program since graduation (Table 18 and 19).

## DISCUSSION

Demographic data gathered by the survey for graduates from SBE concerning permanent residence and place of class attendance corroborate the results of a previous study of enrolled students (*Permanent Residence of Nova Southeastern University Students: End of Fall Term 1994, March 1995*). In particular, 73% of graduates responding to the survey had permanent residence in Florida, and 45% lived in the tri-county area that immediately surrounds the main campus in Fort Lauderdale. Moreover, the survey results showed that 3% of students living in Florida moved to another state after graduation. Thus, Florida businesses benefit from the enhanced management skills and expertise acquired by graduates from SBE.

Degree programs and delivery systems of the School of Business and Entrepreneurship were designed to make graduate study accessible, convenient, and relevant to working professionals. Thus, classes are available on weekends and evenings at locations near students' homes or on-site in corporate offices. Students may study full-time or part-time, and curricula include both theory and practice. The survey results indicate that these are precisely the attributes that SBE graduates valued most highly. The top four reasons students chose to pursue a business degree at NSU were convenience, location, types of programs available, and small class size.

Graduates from SBE gave the School strong endorsements on two levels; 97% said that they would recommend their program at Nova Southeastern University to a friend, and two thirds indicated that they would attend NSU again if they were to pursue another degree in the future. This provides strong testimony that graduates were not only satisfied with their program of study, but they believed others would derive similar benefits and satisfaction.

### Student Outcomes

It should be noted that the majority of students studying in the SBE are employed full-time and they enter the School with a mean of 13 years of work experience. Therefore, most of them know what they want from graduate studies, and they have the context of experience and current practice from which to evaluate the effectiveness of their degree program. Thus, self-assessment of their educational outcomes, and of the quality of their program of study comes from the perspective of experience, and actual daily application in the work place.

Overall, graduates had achieved the outcomes listed in the survey at high frequencies. For example, more than 90% achieved their educational goals, and acquired the knowledge and



skills needed for their career. Graduates felt that they had grown professionally and had become more productive.

Promotion and/or a salary increase might be anticipated outcomes resulting from obtaining a graduate degree, and this occurred for approximately one-third of the graduates. However, prospective students should be encouraged to consult with their company's human resources department concerning relevant policies to determine whether it is a reasonable expectation for them.

### Indicators of Program Quality

The University is currently in the process of self-study in preparation for reaffirmation of accreditation by the Southern Association of Colleges and Schools. The survey attempted to facilitate this process in part by gauging graduates' satisfaction with specific areas addressed by the *Criteria for Accreditation*. These so-called quality indicators covered a broad spectrum of academic, administrative, and educational support areas.

For the most part, graduates' satisfaction ratings of quality indicators ranged from neutral to very satisfied (see Table 13). Graduates expressed the highest levels of satisfaction in academic areas such as program length, instructional methods, and delivery systems used by faculty. All of these are important for an effective distance learning program.

At the same time, the survey uncovered some areas of possible weakness that the School of Business may want to investigate in more detail. For example, approximately one-third of the respondents were dissatisfied with the availability and access to library resources and services. A similar proportion were not satisfied with orientation to the library; in fact, only two-thirds of graduates were able to provide a rating.

All students in SBE have access to the Internet through electronic mail accounts which are used primarily for communication with fellow students and faculty. In the doctoral programs, class assignments, schedules, announcements, etc. are posted via the Internet as a complement to classroom interactions. However, no instruction is delivered by computer. Thus, computer technology is not an integral component of the curriculum in SBE.

Nevertheless, one-fourth of the respondents were dissatisfied with access to information through technology, training in the use of technology, and infusion of technology into the curriculum. This finding might suggest in part that students may want more exposure to technology in their graduate studies.

The World Wide Web is a rapidly emerging medium for marketing by small and large businesses. Remote access to library materials, and other information resources via computers is quickly becoming an essential skill, not only for business professionals, but for many other fields as well. The SBE may want to examine further student perceptions of the skills they are acquiring or desire to acquire in the general area of technology to evaluate program effectiveness in this field.

## Computing

With the exception of the master's in management information systems, the curricula of programs in SBE do not include courses specifically designed to teach the use of application software, operating systems, hardware, etc. More commonly, students may be expected to utilize computers to complete course assignments, or research projects. Consequently, items in the survey relating to computing probably measure a combination of students' preexisting computer skills, and additional skills acquired as a result of work associated with their graduate studies. In any case, mean ratings for all areas of computing ranged from 3.4-4.3 (i.e., indicating moderate to exceptional skills).

## Employment and Career

Results and discussion above, along with information gathered in this section of the survey, provide strong evidence that graduates' academic experiences had a positive impact on their professional development and preparation for their career. At the same time, fewer than 10% of graduates had gone on or plan to pursue a higher degree. This is consistent with the fact that the master's degree is the most common graduate degree held by business professionals holding non-academic positions.



**Tables**



Table 1

Academic Program of Survey Respondents

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Doctor of Business Administration . . . . .	33	85
Doctor of International Business Administration . . . . .	1	3
Doctor of Public Administration . . . . .	5	13
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Master of Business Administration . . . . .	84	71
Master of Public Administration . . . . .	3	3
Master of Science in Human Resource Management . . . . .	1	1
Master of Science in Health Services Administration . . . . .	9	8
Master of Accounting . . . . .	11	9
Master of International Business Administration	8	7
Executive Master of Science in Medical Management . . . . .	0	0
Unidentified . . . . .	2	2

**Table 2**  
**Distribution of Respondents by Year of Graduation**

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
July 1, 1992, to June 30, 1993 . . . . .	12	31
July 1, 1993, to June 30, 1994 . . . . .	15	39
July 1, 1994, to June 30, 1995 . . . . .	12	31
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
July 1, 1992, to June 30, 1993 . . . . .	34	29
July 1, 1993, to June 30, 1994 . . . . .	38	32
July 1, 1994, to June 30, 1995 . . . . .	44	37
Unidentified	2	2
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
July 1, 1992, to June 30, 1993 . . . . .	46	29
July 1, 1993, to June 30, 1994 . . . . .	53	34
July 1, 1994, to June 30, 1995 . . . . .	56	36
Unidentified . . . . .	2	1

Table 3

Gender of Survey Respondents

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Female . . . . .	4	10
Male . . . . .	35	90
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Female . . . . .	58	49
Male . . . . .	60	51
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Female . . . . .	62	40
Male . . . . .	95	61

Table 4

Race/Ethnicity of Survey Respondents

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
African-American . . . . .	1	3
American Indian or Alaskan Native . . . . .	0	0
Asian or Pacific Islander . . . . .	1	3
Hispanic . . . . .	2	5
White . . . . .	34	87
Other . . . . .	1	3
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
African-American . . . . .	13	11
American Indian or Alaskan Native . . . . .	0	0
Asian or Pacific Islander . . . . .	1	1
Hispanic . . . . .	19	16
White . . . . .	81	69
Other . . . . .	4	3
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
African-American . . . . .	14	9
American Indian or Alaskan Native . . . . .	0	0
Asian or Pacific Islander . . . . .	2	1
Hispanic . . . . .	21	13
White . . . . .	115	73
Other . . . . .	5	3

Table 5

Place of Permanent Residence at Time of Graduation

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Broward, Dade, Monroe, or Palm Beach County . . . .	3	8
Another Florida County . . . . .	5	13
Another State . . . . .	30	77
Another Country . . . . .	1	3
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Broward, Dade, Monroe, or Palm Beach County . . . .	68	58
Another Florida County . . . . .	39	33
Another State . . . . .	10	9
Another Country . . . . .	1	1
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Broward, Dade, Monroe, or Palm Beach County . . . .	71	45
Another Florida County . . . . .	44	28
Another State . . . . .	40	25
Another Country . . . . .	2	1



**Table 6**

**Place of Permanent Residence Now**

	<b>RESPONSES</b>	
	<b>NO.</b>	<b>PERCENT</b>
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Broward, Dade, Monroe, or Palm Beach County . . . .	3	8
Another Florida County . . . . .	4	10
Another State . . . . .	31	80
Another Country . . . . .	1	3
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Broward, Dade, Monroe, or Palm Beach County . . . .	64	54
Another Florida County . . . . .	39	33
Another State . . . . .	13	11
Another Country . . . . .	2	2
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Broward, Dade, Monroe, or Palm Beach County . . . .	67	43
Another Florida County . . . . .	43	27
Another State . . . . .	44	28
Another Country . . . . .	3	2

Table 7

Place of Attendance of the Majority of Classes

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Davie Campus of East Campus . . . . .	4	10
Cluster Location in Broward, Dade, or Palm Beach County . . . . .	3	8
Cluster Location in Another Florida County . . . . .	3	8
Cluster Location in Another State . . . . .	28	72
Cluster Location in Another Country . . . . .	0	0
Unidentified	1	3
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Davie Campus or East Campus . . . . .	36	31
Cluster Location in Broward, Dade, or Palm Beach County . . . . .	34	29
Cluster Location in Another Florida County . . . . .	38	32
Cluster Location in Another State . . . . .	9	8
Cluster Location in Another Country . . . . .	0	0
Unidentified	1	1
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Davie Campus of East Campus . . . . .	40	26
Cluster Location in Broward, Dade, or Palm Beach County . . . . .	37	24
Cluster Location in Another Florida County . . . . .	41	26
Cluster Location in Another State . . . . .	37	24
Cluster Location in Another Country . . . . .	0	0
Unidentified	2	1

**Table 8**

**Frequency of Response to the Question: If you were to pursue another degree, would you attend Nova Southeastern University in the future**

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Yes . . . . .	25	64
No . . . . .	5	13
Undecided . . . . .	5	13
Not Applicable . . . . .	4	10
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Yes . . . . .	72	61
No . . . . .	7	6
Undecided . . . . .	37	31
Not Applicable . . . . .	2	2
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Yes . . . . .	97	62
No . . . . .	12	8
Undecided . . . . .	42	27
Not Applicable . . . . .	6	4

Table 9

Frequency of Response to the Question: Would you recommend your program to a friend or acquaintance who asked your opinion?

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Yes, without reservation . . . . .	30	77
Yes, with some reservations . . . . .	9	23
No . . . . .	0	0
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Yes, without reservation . . . . .	91	77
Yes, with some reservations . . . . .	22	19
No . . . . .	4	3
Unidentified	1	1
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Yes, without reservation . . . . .	121	77
Yes, with some reservations . . . . .	31	20
No . . . . .	4	3
Unidentified	1	1

Table 10

Frequency of Response to Reasons for Attending Nova Southeastern University

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>112</b>	<b>100</b>
Convenience . . . . .	32	82
Type of programs available . . . . .	27	69
Location . . . . .	24	62
Small class size . . . . .	10	26
Academic reputation . . . . .	8	21
Other . . . . .	4	10
Admissions standards . . . . .	2	5
Advice of counselors and teachers . . . . .	2	5
Social atmosphere . . . . .	2	5
Availability of scholarships or financial aid . . . . .	1	3
Cost . . . . .	0	0
<b>Master's Programs</b>	<b>385</b>	<b>100</b>
Convenience . . . . .	95	81
Location . . . . .	81	69
Type of programs available . . . . .	62	53
Small class size . . . . .	52	44
Academic reputation . . . . .	30	25
Admissions standards . . . . .	16	14
Cost . . . . .	15	13
Other . . . . .	14	12
Social atmosphere . . . . .	11	9
Availability of scholarships or financial aid . . . . .	5	4
Advice of counselors and teachers . . . . .	4	3
<b>Total of All Programs</b>	<b>497</b>	<b>100</b>
Convenience . . . . .	127	81
Location . . . . .	105	67

**Table 10 (Continued)**

**Frequency of Response to Reasons for Attending Nova Southeastern University**

	RESPONSES	
	NO.	PERCENT
Type of programs available . . . . .	89	57
Small class size . . . . .	62	40
Academic reputation . . . . .	38	24
Admissions standards . . . . .	18	12
Other . . . . .	18	12
Cost . . . . .	15	10
Social atmosphere . . . . .	13	8
Advice of counselors and teachers . . . . .	6	4
Availability of scholarships or financial aid . . . . .	6	4

Table 11

Frequency of Response to What Survey Respondents Would Have Done if They had not Attended Nova Southeastern University

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Another private college or university in South Florida . . . . .	1	3
Another private college or university in Florida, but not in South Florida . . . . .	3	8
A private college or university in another state . . . . .	11	28
A state college or university in South Florida . . . . .	1	3
A state college or university in Florida, but not in South Florida . . . . .	2	5
A state college or university in another state . . . . .	14	36
Not attended a college or university . . . . .	6	15
Unidentified	1	3
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Another private college or university in South Florida . . . . .	33	28
Another private college or university in Florida, but not in South Florida . . . . .	5	4
A private college or university in another state . . . . .	3	3
A state college or university in South Florida . . . . .	31	26
A state college or university in Florida, but not in South Florida . . . . .	12	10
A state college or university in another state . . . . .	6	5
Not attended a college or university . . . . .	9	8
Undecided	19	16
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Another private college or university in South Florida . . . . .	34	22
Another private college or university in Florida, but not in South Florida . . . . .	8	5
A private college or university in another state . . . . .	14	9
A state college or university in South Florida . . . . .	32	20

**Table 11 (Continued)**

**Frequency of Response to What Survey Respondents Would Have Done if They had not Attended Nova Southeastern University**

	<b>No.</b>	<b>PERCENT</b>
A state college or university in Florida, but not in South Florida . . . . .	14	9
A state college or university in another state . . . . .	20	13
Not attended a college or university . . . . .	15	10
Unidentified	20	13



**Table 12**

**Ratings of Selected Statements Related to Outcomes**

<u>RATING KEY</u>					
1	2	3	4	5	
STRONGLY DISAGREE	DISAGREE	NEUTRAL, NEITHER NOR DISSATISFIED	SATISFIED	STRONGLY AGREE	
STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
NSU has helped me meet my educational goals . . .	155	5	4	4	1
If choosing a college again, I would choose NSU.	152	5	4	4	1
My experiences at NSU have prepared me to deal with possible career changes . . . . .	146	4	4	4	1
I would recommend NSU to others . . . . .	155	5	4	4	1
My experiences at NSU have helped motivate me grow in my professional life . . . . .	153	4	4	4	1
NSU welcomes and uses feedback from students to improve the University . . . . .	141	4	4	4	1
I was promoted due to receiving my degree from NSU . . . . .	129	1	3	3	2
I received a salary increase after completing this degree program . . . . .	125	1	2	3	2
<u>Rating Key</u>					
1	2	3	4	5	
Very Negative Impact	Moderately Negative Impact	No Impact	Moderately Positive Impact	Very Positive Impact	
Acquiring knowledge and skills needed for a career	153	4	4	4	1
Becoming competent in my field . . . . .	152	4	4	4	1
Developing problem-solving skills . . . . .	153	4	4	4	1
Improving my quantitative ability . . . . .	149	4	4	4	1
Improving my leadership skills . . . . .	152	4	4	4	1
Increasing my professional productivity . . . . .	151	4	4	4	1
Learning to formulate and reshape my lifetime goals	152	4	4	4	1
Improving my interpersonal skills . . . . .	153	4	4	4	1
Improving my oral communication skills . . . . .	154	4	4	4	1
Improving my written communication skills . . . . .	154	4	4	4	1

**Table 13**

**Ratings of Selected Statements Related to Quality Indicators**

<b>RATING KEY</b>					
1	2	3	4	5	
VERY DISSATISFIED	DISSATISFIED	NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	
STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Clarity of written graduate admission policies . . . . .	152	4	4	4	1
Clarity of written graduate completion requirements	155	4	4	4	1
Clarity of written curricular offerings, as identified in program catalog . . . . .	151	4	4	4	1
Program length . . . . .	157	5	4	4	1
Instructional methods . . . . .	156	4	4	4	1
Delivery system . . . . .	151	4	4	4	1
Published grading policy . . . . .	148	4	4	4	1
Process for assigning students to advisors . . . . .	105	3	3	3	1
Quality of advising . . . . .	110	3	3	3	1
Clarity of program catalog . . . . .	147	4	4	4	1
Correctness of student records (including transcripts)	151	5	4	4	1
Availability of library and learning resource materials . . . . .	119	4	3	3	1
Adequacy of library and learning resource materials	117	4	3	3	1
Orientation program relative to library services . . .	99	3	3	3	1
Access to information through technology . . . . .	123	4	3	3	1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services) .	95	3	3	3	1
Infusion of information technology into the curricula	135	4	4	3	1
Provisions for training in the use of technology . . .	126	3	3	3	1
Student development services . . . . .	95	3	3	3	1

**Table 13 (Continued)****Ratings of Selected Statements Related to Quality Indicators**

<b>STATEMENT</b>	<b>NO.</b>	<b>MODE</b>	<b>MEDIAN</b>	<b>MEAN</b>	<b>SD</b>
Counseling and career development . . . . .	93	3	3	3	1
Student government opportunities . . . . .	63	3	3	3	1
Student behavior policies and procedures . . . . .	80	3	3	3	1
Financial aid services . . . . .	87	3	3	3	1
Health services . . . . .	43	3	3	3	1
Alumni affairs . . . . .	116	3	4	4	1
Refund policies when withdrawing from courses . .	71	3	4	4	1
Adequacy of physical resources in classrooms . . . .	138	4	4	4	1
Safety and security of classroom buildings and the learning environment . . . . .	141	4	4	4	1

**Table 14**

**Ratings of Selected Statements Relating to Computing**

RATING KEY							
1	2	3	4	5			
No SKILLS	FEW SKILLS	MODERATE SKILLS	VERY SKILLED	EXCEPTIONALLY SKILLED			
STATEMENT			NO.	MODE	MEDIAN	MEAN	SD
Ability to use an operating system . . . . .			142	4	4	4	1
Ability to use computing equipment for problem solving . . . . .			144	4	4	4	1
Ability to use database software . . . . .			144	4	4	4	1
Ability to use electronic mail . . . . .			144	5	4	4	1
Ability to use graphics software . . . . .			140	4	4	4	1
Ability to use hardware . . . . .			141	4	4	4	1
Ability to use multimedia hardware and software . .			138	4	4	3	1
Ability to use spreadsheet software . . . . .			144	4	4	4	1
Ability to use the Internet . . . . .			134	4	4	3	1
Ability to use word processing software . . . . .			145	5	4	4	1
Awareness of legal and ethical use of computing equipment . . . . .			139	4	4	4	1
Knowledge of computing technology in an information society . . . . .			143	4	4	4	1

Table 15

Ratings of Selected Statements Relating to Employment and Career

RATING KEY									
1	2	3	4	5					
VERY NEGATIVE IMPACT	MODERATELY NEGATIVE IMPACT	NO IMPACT	MODERATELY POSITIVE IMPACT	VERY POSITIVE IMPACT					
STATEMENT					NO.	MODE	MEDIAN	MEAN	SD
<b>Professional Development</b>									
Increased opportunity for promotion . . . . .					150	4	4	3	1
Increased opportunity for consulting . . . . .					147	4	4	4	1
Acquired new information . . . . .					156	4	4	4	1
Financial gain . . . . .					151	3	3	3	1
Increased professional status . . . . .					155	4	4	4	1
Social growth and contribution (working as a team member) . . . . .					153	4	4	4	1
Preparation for future study . . . . .					148	4	4	4	1
<b>Years of Professional Work Experience Before Enrolling at NSU . . . . .</b>					157	20	12	13	8

**Table 16****Relationship of Current Job to Academic Program at NSU**

<b>RESPONSE</b>	<b>NO.</b>	<b>PERCENT</b>
Highly related	52	33
Moderately related	58	37
Slightly related	30	19
Not at all related	10	6
I am currently unemployed	6	4
Unknown or unable to answer	1	1
<b>Total</b>	<b>157</b>	<b>100</b>

**Table 17****Level of Preparation for Current Job Provided by Experiences at NSU**

<b>RESPONSE</b>	<b>NO.</b>	<b>PERCENT</b>
Exceptionally well	18	12
More than adequately	56	36
Adequately	57	36
Less than adequately	7	5
Very poorly	0	0
Not at all	8	5
I am currently unemployed	6	4
Unknown or unable to answer	5	3
<b>Total</b>	<b>157</b>	<b>100</b>

Table 18

Frequency of Response to the Question: Have you applied to a graduate or professional program since graduating from NSU?

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Yes . . . . .	1	3
No . . . . .	33	85
Not Applicable . . . . .	5	13
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Yes . . . . .	10	9
No . . . . .	103	87
Not Applicable . . . . .	3	3
Unidentified	2	2
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Yes . . . . .	11	7
No . . . . .	136	87
Not Applicable . . . . .	8	5
Unidentified	2	1

**Table 19**

**Frequency of Response to the Question: Have you enrolled in a graduate or professional program since graduating from NSU?**

	RESPONSES	
	NO.	PERCENT
<b>Doctoral Programs</b>	<b>39</b>	<b>100</b>
Yes . . . . .	1	3
No . . . . .	34	87
Not Applicable . . . . .	4	10
<b>Master's Programs</b>	<b>118</b>	<b>100</b>
Yes . . . . .	7	6
No . . . . .	107	91
Not Applicable . . . . .	2	2
Unidentified	2	2
<b>Total of All Programs</b>	<b>157</b>	<b>100</b>
Yes . . . . .	8	5
No . . . . .	141	90
Not Applicable . . . . .	6	4
Unidentified	2	1



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**Appendix A  
Additional Data  
By Degree Level**

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**Table 1-A**

**Ratings of Selected Statements Related to Outcomes:  
Master's Programs**

**RATING KEY**

**1**                      **2**                      **3**                      **4**                      **5**  
**STRONGLY DISAGREE**   **DISAGREE**   **NEUTRAL, NEITHER SATISFIED**   **SATISFIED**   **STRONGLY AGREE**  
**NOR DISSATISFIED**

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
NSU has helped me meet my educational goals . . .	116	4	4	4	1
If choosing a college again, I would choose NSU. . .	113	4	4	4	1
My experiences at NSU have prepared me to deal with possible career changes . . . . .	110	4	4	4	1
I would recommend NSU to others . . . . .	116	5	4	4	1
My experiences at NSU have helped motivate me grow in my professional life . . . . .	115	4	4	4	1
NSU welcomes and uses feedback from students to improve the University . . . . .	107	4	4	4	1
I was promoted due to receiving my degree from NSU . . . . .	103	1	3	3	1
I received a salary increase after completing this degree program . . . . .	101	1	2	3	2

**Rating Key**

**1**                      **2**                      **3**                      **4**                      **5**  
**Very Negative Impact**   **Moderately Negative Impact**   **No Impact**   **Moderately Positive Impact**   **Very Positive Impact**

Acquiring knowledge and skills needed for a career	117	4	4	4	1
Becoming competent in my field . . . . .	116	4	4	4	1
Developing problem-solving skills . . . . .	116	4	4	4	1
Improving my quantitative ability . . . . .	113	4	4	4	1
Improving my leadership skills . . . . .	116	4	4	4	1
Increasing my professional productivity . . . . .	114	4	4	4	1
Learning to formulate and reshape my lifetime goals	115	4	4	4	1
Improving my interpersonal skills . . . . .	116	4	4	4	1
Improving my oral communication skills . . . . .	117	4	4	4	1
Improving my written communication skills . . . . .	117	4	4	4	1

**Table 2-A**

**Ratings of Selected Statements Related to Outcomes:  
Doctoral Programs**

<b>RATING KEY</b>					
1	2	3	4	5	
STRONGLY DISAGREE	DISAGREE	NEUTRAL, NEITHER NOR DISSATISFIED	SATISFIED	STRONGLY AGREE	
STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
NSU has helped me meet my educational goals . . .	39	5	4	5	1
If choosing a college again, I would choose NSU.	39	5	4	4	1
My experiences at NSU have prepared me to deal with possible career changes . . . . .	36	5	4	4	1
I would recommend NSU to others . . . . .	39	5	4	5	1
My experiences at NSU have helped motivate me grow in my professional life . . . . .	38	5	4	5	1
NSU welcomes and uses feedback from students to improve the University . . . . .	34	4	4	4	1
I was promoted due to receiving my degree from NSU . . . . .	26	5	3	3	2
I received a salary increase after completing this degree program . . . . .	24	1	3	3	2
Acquiring knowledge and skills needed for a career	36	5	4	5	1
Becoming competent in my field . . . . .	36	5	4	4	1
Developing problem-solving skills . . . . .	37	5	4	4	1
Improving my quantitative ability . . . . .	36	3	4	4	1
Improving my leadership skills . . . . .	36	3	4	4	1
Increasing my professional productivity . . . . .	37	5	4	4	1
Learning to formulate and reshape my lifetime goals	37	5	4	4	1
Improving my interpersonal skills . . . . .	37	3	4	4	1
Improving my oral communication skills . . . . .	37	4	4	4	1
Improving my written communication skills . . . . .	37	5	4	5	1

**Table 3-A**

**Ratings of Selected Statements Related to Quality Indicators:  
Master's Programs**

<b>RATING KEY</b>					
1	2	3	4	5	
VERY DISSATISFIED	DISSATISFIED	NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	
STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Clarity of written graduate admission policies . . . . .	117	4	4	4	1
Clarity of written graduate completion requirements	118	4	4	4	1
Clarity of written curricular offerings, as identified in program catalog . . . . .	114	4	4	4	1
Program length . . . . .	118	5	4	5	1
Instructional methods . . . . .	117	4	4	4	1
Delivery system . . . . .	112	4	4	4	1
Published grading policy . . . . .	111	4	4	4	1
Process for assigning students to advisors . . . . .	81	3	3	3	1
Quality of advising . . . . .	83	3	3	3	1
Clarity of program catalog . . . . .	113	4	4	4	1
Correctness of student records (including transcripts)	114	5	4	4	1
Availability of library and learning resource materials . . . . .	91	4	4	3	1
Adequacy of library and learning resource materials	90	4	4	3	1
Orientation program relative to library services . . .	77	3	3	3	1
Access to information through technology . . . . .	88	4	3	3	1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services) .	74	3	3	3	1
Infusion of information technology into the curricula	99	4	3	3	1
Provisions for training in the use of technology . . .	93	3	3	3	1
Student development services . . . . .	75	3	3	3	1

**Table 3-A (Continued)**

**Ratings of Selected Statements Related to Quality Indicators:  
Master's Programs**

<b>STATEMENT</b>	<b>NO.</b>	<b>MODE</b>	<b>MEDIAN</b>	<b>MEAN</b>	<b>SD</b>
Counseling and career development . . . . .	73	3	3	3	1
Student government opportunities . . . . .	49	3	3	3	1
Student behavior policies and procedures . . . . .	61	3	3	3	1
Financial aid services . . . . .	66	3	3	3	1
Health services . . . . .	31	3	3	3	1
Alumni affairs . . . . .	88	3	4	4	1
Refund policies when withdrawing from courses . .	52	3	3	4	1
Adequacy of physical resources in classrooms . . . .	105	4	4	4	1
Safety and security of classroom buildings and the learning environment . . . . .	107	4	4	4	1

**Table 4-A**

**Ratings of Selected Statements Related to Quality Indicators:  
Doctoral Programs**

<b>RATING KEY</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>VERY DISSATISFIED</b>	<b>DISSATISFIED</b>	<b>NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED</b>	<b>SATISFIED</b>	<b>VERY SATISFIED</b>	
<b>STATEMENT</b>	<b>NO.</b>	<b>MODE</b>	<b>MEDIAN</b>	<b>MEAN</b>	<b>SD</b>
Clarity of written graduate admission policies . . . .	35	5	4	4	1
Clarity of written graduate completion requirements	37	5	4	4	1
Clarity of written curricular offerings, as identified in program catalog . . . . .	37	5	4	4	1
Program length . . . . .	39	5	4	4	1
Instructional methods . . . . .	39	5	4	4	1
Delivery system . . . . .	39	5	4	5	1
Published grading policy . . . . .	37	4	4	4	1
Process for assigning students to advisors . . . . .	24	3	3	3	1
Quality of advising . . . . .	27	3	3	3	1
Clarity of program catalog . . . . .	34	4	4	4	1
Correctness of student records (including transcripts)	37	5	4	5	1
Availability of library and learning resource materials	28	2	3	3	1
Adequacy of library and learning resource materials	27	3	3	3	1
Orientation program relative to library services . . .	22	2	2	3	1
Access to information through technology . . . . .	35	5	4	4	1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services) .	21	3	3	3	1
Infusion of information technology into the curricula	36	5	4	4	1
Provisions for training in the use of technology . . .	33	3	3	3	1
Student development services . . . . .	20	3	3	3	1

**Table 4-A (Continued)**

**Ratings of Selected Statements Related to Quality Indicators:  
Doctoral Programs**

<b>STATEMENT</b>	<b>NO.</b>	<b>MODE</b>	<b>MEDIAN</b>	<b>MEAN</b>	<b>SD</b>
Counseling and career development . . . . .	20	3	3	3	1
Student government opportunities . . . . .	14	3	3	3	1
Student behavior policies and procedures . . . . .	19	3	3	3	1
Financial aid services . . . . .	21	3	4	4	1
Health services . . . . .	12	3	3	3	1
Alumni affairs . . . . .	28	3	4	4	1
Refund policies when withdrawing from courses . .	19	4	4	4	1
Adequacy of physical resources in classrooms . . . .	33	4	4	4	1
Safety and security of classroom buildings and the learning environment . . . . .	34	4	4	4	1

Table 5-A

**Ratings of Selected Statements Relating to Computing:  
Master's Programs**

<u>RATING KEY</u>							
1	2	3	4	5			
NO SKILLS	FEW SKILLS	MODERATE SKILLS	VERY SKILLED	EXCEPTIONALLY SKILLED			
STATEMENT			NO.	MODE	MEDIAN	MEAN	SD
Ability to use an operating system . . . . .			106	4	4	4	1
Ability to use computing equipment for problem solving . . . . .			107	4	4	4	1
Ability to use database software . . . . .			107	4	4	4	1
Ability to use electronic mail . . . . .			107	5	4	4	1
Ability to use graphics software . . . . .			103	4	4	4	1
Ability to use hardware . . . . .			104	4	4	4	1
Ability to use multimedia hardware and software . .			101	4	4	3	1
Ability to use spreadsheet software . . . . .			108	4	4	4	1
Ability to use the Internet . . . . .			100	4	3	3	1
Ability to use word processing software . . . . .			108	5	4	4	1
Awareness of legal and ethical use of computing equipment . . . . .			106	4	4	4	1
Knowledge of computing technology in an information society . . . . .			106	4	4	4	1



**Table 6-A**

**Ratings of Selected Statements Relating to Computing:  
Doctoral Programs**

<b>RATING KEY</b>							
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>			
<b>NO SKILLS</b>	<b>FEW SKILLS</b>	<b>MODERATE SKILLS</b>	<b>VERY SKILLED</b>	<b>EXCEPTIONALLY SKILLED</b>			
<b>STATEMENT</b>			<b>NO.</b>	<b>MODE</b>	<b>MEDIAN</b>	<b>MEAN</b>	<b>SD</b>
Ability to use an operating system . . . . .			36	4	4	4	1
Ability to use computing equipment for problem solving . . . . .			37	5	4	4	1
Ability to use database software . . . . .			37	4	4	4	1
Ability to use electronic mail . . . . .			37	5	4	4	1
Ability to use graphics software . . . . .			37	4	4	4	1
Ability to use hardware . . . . .			37	4	4	4	1
Ability to use multimedia hardware and software . .			37	4	4	3	1
Ability to use spreadsheet software . . . . .			36	5	4	4	1
Ability to use the Internet . . . . .			34	4	4	4	1
Ability to use word processing software . . . . .			37	5	4	5	1
Awareness of legal and ethical use of computing equipment . . . . .			33	5	4	4	1
Knowledge of computing technology in an information society . . . . .			37	4	4	4	1

Table 7-A

Ratings of Selected Statements Relating to Employment and Career:  
Master's Programs

<u>RATING KEY</u>						
1 VERY NEGATIVE IMPACT	2 MODERATELY NEGATIVE IMPACT	3 NO IMPACT	4 MODERATELY POSITIVE IMPACT	5 VERY POSITIVE IMPACT		
STATEMENT		NO.	MODE	MEDIAN	MEAN	SD
<b>Professional Development</b>						
Increased opportunity for promotion . . . . .		114	4	4	3	1
Increased opportunity for consulting . . . . .		111	4	4	3	1
Acquired new information . . . . .		117	4	4	4	1
Financial gain . . . . .		115	3	3	3	1
Increased professional status . . . . .		117	4	4	4	1
Social growth and contribution (working as a team member) . . . . .		114	4	4	4	1
Preparation for future study . . . . .		114	4	4	4	1
<b>Years of Professional Work Experience Before Enrolling at NSU . . . . .</b>		118	8	10	11	7

**Table 8-A**

**Relationship of Current Job to Academic Program at NSU  
Master's Program**

<b>RESPONSE</b>	<b>NO.</b>	<b>PERCENT</b>
Highly related	34	29
Moderately related	42	36
Slightly related	27	23
Not at all related	8	7
I am currently unemployed	6	5
Unknown or unable to answer	0	0

**Table 9-A**

**Level of preparation for current job provided by experiences at NSU  
Master's Program**

<b>RESPONSE</b>	<b>NO.</b>	<b>PERCENT</b>
Exceptionally well	9	8
More than adequately	37	31
Adequately	49	42
Less than adequately	7	6
Very poorly	0	0
Not at all	6	5
I am currently unemployed	6	5
Unknown or unable to answer	4	3

**Table 10-A**

**Ratings of Selected Statements Relating to Employment and Career  
Doctoral Programs**

<b>RATING KEY</b>						
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
<b>VERY NEGATIVE IMPACT</b>	<b>MODERATELY NEGATIVE IMPACT</b>	<b>NO IMPACT</b>	<b>MODERATELY POSITIVE IMPACT</b>	<b>VERY POSITIVE IMPACT</b>		
<b>STATEMENT</b>		<b>No.</b>	<b>MODE</b>	<b>MEDIAN</b>	<b>MEAN</b>	<b>SD</b>
<b>Professional Development</b>						
Increased opportunity for promotion . . . . .		36	5	4	3	2
Increased opportunity for consulting . . . . .		36	5	4	4	1
Acquired new information . . . . .		39	5	4	4	1
Financial gain . . . . .		36	4	4	3	1
Increased professional status . . . . .		38	5	4	4	1
Social growth and contribution (working as a team member) . . . . .		39	5	4	4	1
Preparation for future study . . . . .		34	5	4	4	1
<b>Years of Professional Work Experience Before Enrolling at NSU</b>						
Years of professional work experience before enrolling at NSU . . . . .		39	20	20	20	7

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**Appendix B  
Survey Form**

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# Nova Southeastern University

## SURVEY OF MASTER'S GRADUATES OF THE

### SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

#### SECTION I: BACKGROUND INFORMATION

Academic Program at SBE (mark one):

##### MASTER'S DEGREES

- MBA Master of Business Administration  
 MPA Master of Public Administration  
 M.S./HRM Master of Science in Human Resource Management  
 M.S./HSA Master of Science in Health Services Administration  
 M.Acc. Master of Accounting  
 MIBA Master of International Business Administration  
 MS/MM Executive Master of Science in Medical Management  
 Other Specify \_\_\_\_\_

##### MASTER'S SPECIALIZATIONS (if applicable)

- Health Services Administration  
 Human Resource Management  
 Accounting  
 International Business  
 Sales and Marketing Management  
 Management Information Systems  
 Entrepreneurship  
 Finance  
 Other (please identify) \_\_\_\_\_

##### Gender

- Female  
 Male

Age at time of graduation: \_\_\_\_\_ Years

##### Ethnic Group

- African-American  
 American Indian or Alaskan Native  
 Asian or Pacific Islander  
 Hispanic  
 White  
 Other or Unknown

##### Place of permanent residence at time of graduation

- Broward, Dade, Monroe, or Palm Beach County  
 Another Florida County  
 Another State  
 Another Country

##### Place of permanent residence now

- Broward, Dade, Monroe, or Palm Beach County  
 Another Florida County  
 Another State  
 Another Country

##### Year of graduation from NSU

- July 1, 1992, to June 30, 1993  
 July 1, 1993, to June 30, 1994  
 July 1, 1994, to June 30, 1995

##### Where did you attend the majority of your classes?

- Davie Campus or East Campus  
 Cluster Location in Broward, Dade, or Palm Beach County  
 Cluster Location in Another Florida County  
 Cluster Location in Another State  
 Cluster Location in Another Country

##### How many years did you attend SBE?

- 1 Year  
 2 Years  
 3 Years  
 4 or More Years

##### What class format did you utilize as a student?

- Friday/Saturday  
 Monday - Thursday  
 Saturday/Sunday

##### What was the average number of classes you enrolled in per three-month term?

- 1 Class  
 2 Classes  
 3 Classes  
 4 Classes

##### If you were to pursue another degree, would you attend NSU in the future?

- Yes  
 No  
 Undecided  
 Not Applicable

Why did you decide to attend NSU? Check all selections that apply:

- Academic reputation
- Admissions standards
- Advice of counselors and teachers
- Availability of scholarships or financial aid
- Convenience
- Cost
- Location
- Small class size
- Social atmosphere
- Type of programs available
- Other \_\_\_\_\_

If you had not attended NSU, would you have attended:

- Another private college or university in South Florida
- Another private college or university in Florida, but not in South Florida
- A private college or university in another state
- A state college or university in South Florida
- A state college or university in Florida, but not in South Florida
- A state college or university in another state
- Not attended a college or university
- Other \_\_\_\_\_

Would you recommend your program to a friend or acquaintance who asked your opinion?

- Yes, without reservation
- Yes, with some reservations (explain) \_\_\_\_\_
- No (explain) \_\_\_\_\_

If you do not possess a doctoral or professional degree, do you plan to enroll in the future?

- Yes
- No
- Undecided
- Not applicable or unable to answer

If you already possess a doctoral or professional degree, please identify the area:

- Business
- Education
- Computer Science
- Psychology
- Law
- Medicine
- Not applicable or unable to answer

## SECTION II: OUTCOMES

Please review the following rating key and then mark or circle to the left of each item your level of agreement with each statement:

RATING KEY		
1	Strongly Disagree	4 Agree
2	Disagree	5 Strongly Agree
3	Neutral, Neither Agree nor Disagree	NA Not Applicable
		U Unknown or Unable to Answer

- 1 2 3 4 5 NA U SB&E has helped me meet my educational goals.
- 1 2 3 4 5 NA U If choosing a business school again, I would choose SB&E.
- 1 2 3 4 5 NA U My experiences at SB&E have prepared me to deal with possible career changes.
- 1 2 3 4 5 NA U I would recommend SB&E to others.
- 1 2 3 4 5 NA U My experiences at SB&E have helped me grow in my professional life.
- 1 2 3 4 5 NA U SB&E welcomes and uses feedback from students to improve the business school.
- 1 2 3 4 5 NA U I was promoted due to receiving my master's degree.
- 1 2 3 4 5 NA U I received a salary increase upon receiving my master's degree.

Please review the following rating key and then mark or circle to the left of each item how SB&E has made an impact on you, relative to each statement:

RATING KEY		
1	Very Negative Impact	5 Very Positive Impact
2	Moderately Negative Impact	NA Not Applicable
3	No Impact	U Unknown or Unable to Answer
4	Moderately Positive Impact	

- 1 2 3 4 5 NA U Acquiring knowledge and skills needed for a career
- 1 2 3 4 5 NA U Becoming competent in my field
- 1 2 3 4 5 NA U Developing problem-solving skills
- 1 2 3 4 5 NA U Improving my quantitative ability
- 1 2 3 4 5 NA U Improving my leadership skills
- 1 2 3 4 5 NA U Increasing my professional productivity
- 1 2 3 4 5 NA U Learning to formulate and reshape my lifetime goals
- 1 2 3 4 5 NA U Improving my interpersonal skills
- 1 2 3 4 5 NA U Improving my oral communication skills
- 1 2 3 4 5 NA U Improving my written communication skills

### SECTION III: QUALITY INDICATORS

Please review the following rating key and then mark or circle to the left of each item your level of satisfaction with SB&E, relative to each statement:

RATING KEY			
1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not Applicable
		U	Unknown or Unable to Answer

- 1 2 3 4 5 NA U Clarity of written graduate admission policies
- 1 2 3 4 5 NA U Clarity of written graduate completion requirements
- 1 2 3 4 5 NA U Clarity of written curricular offerings, as identified in program catalog
- 1 2 3 4 5 NA U Program length
- 1 2 3 4 5 NA U Instructional methods
- 1 2 3 4 5 NA U Delivery system
- 1 2 3 4 5 NA U Published grading policy
- 1 2 3 4 5 NA U Process for assigning students to advisors
- 1 2 3 4 5 NA U Quality of advising
- 1 2 3 4 5 NA U Clarity of program catalog
- 1 2 3 4 5 NA U Correctness of student records (including transcripts)
- 1 2 3 4 5 NA U Availability of library and learning resource materials
- 1 2 3 4 5 NA U Adequacy of library and learning resource materials
- 1 2 3 4 5 NA U Orientation program relative to library services
- 1 2 3 4 5 NA U Access to information through technology
- 1 2 3 4 5 NA U Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)
- 1 2 3 4 5 NA U Infusion of information technology into the curricula
- 1 2 3 4 5 NA U Provisions for training in the use of technology
- 1 2 3 4 5 NA U Student development services
- 1 2 3 4 5 NA U Counseling and career development
- 1 2 3 4 5 NA U Student government opportunities
- 1 2 3 4 5 NA U Student behavior policies and procedures
- 1 2 3 4 5 NA U Financial aid services
- 1 2 3 4 5 NA U Health services
- 1 2 3 4 5 NA U Alumni affairs
- 1 2 3 4 5 NA U Refund policies when withdrawing from courses
- 1 2 3 4 5 NA U Adequacy of physical resources in classrooms
- 1 2 3 4 5 NA U Safety and security of classroom buildings and the learning environment

### SECTION IV: COMPUTING

Please review the following rating key and then mark or circle to the left of each item your level of skill relative to each statement:

RATING KEY			
1	No Skills	4	Very Skilled
2	Few Skills	5	Exceptionally Skilled
3	Moderate Skills	NA	Not Applicable
		U	Unknown or Unable to Answer

- 1 2 3 4 5 NA U Ability to use an operating system
- 1 2 3 4 5 NA U Ability to use computing equipment for problem solving
- 1 2 3 4 5 NA U Ability to use database software
- 1 2 3 4 5 NA U Ability to use electronic mail
- 1 2 3 4 5 NA U Ability to use graphics software
- 1 2 3 4 5 NA U Ability to use hardware
- 1 2 3 4 5 NA U Ability to use multimedia hardware and software
- 1 2 3 4 5 NA U Ability to use spreadsheet software
- 1 2 3 4 5 NA U Ability to use the Internet
- 1 2 3 4 5 NA U Ability to use word processing software
- 1 2 3 4 5 NA U Awareness of legal and ethical use of computing equipment
- 1 2 3 4 5 NA U Knowledge of computing technology in an information society

### SECTION V: EMPLOYMENT AND CAREER

Please evaluate how the following components of your professional development have changed as a result of your experience with the School of Business and Entrepreneurship:

RATING KEY				
1	2	3	4	5
Not at all				Substantially

- 1 2 3 4 5 NA U Increased opportunity for promotion
- 1 2 3 4 5 NA U Increased opportunity for consulting
- 1 2 3 4 5 NA U Acquired new information
- 1 2 3 4 5 NA U Financial gain
- 1 2 3 4 5 NA U Increased professional status
- 1 2 3 4 5 NA U Social growth and contribution (working as a team member)
- 1 2 3 4 5 NA U Preparation for future study

How many years of professional work experience did you have before you enrolled at SBE: \_\_\_\_\_ Years



**How closely related is your current job to your academic program at NSU?**

- Highly related
- Moderately related
- Slightly related
- Not at all related
- I am currently unemployed
- Unknown or unable to answer

**How well did your experiences at NSU prepare you for your current job?**

- Exceptionally well
- More than adequately
- Adequately
- Less than adequately
- Very poorly
- Not at all
- I am currently unemployed
- Unknown or unable to answer

**What is your annual salary from your primary employer?**

- \$29,999 or less
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 or more
- Unemployed, looking for work
- Unemployed, student
- Unemployed, other

---

**Name of Current Employer**

**Have you applied to a graduate or professional program since graduating from NSU?**

- Yes
- No
- Not Applicable

**Have you enrolled in a graduate or professional program since graduating from NSU?**

- Yes
- No
- Not Applicable

## SECTION VI: COMMENTS AND SUGGESTIONS

Thank you for responding to this survey. Please use the space provided below, or use a separate sheet, to offer comments on your experiences at NSU and suggestions that may help the University provide an improved educational experience for future students.

Name (optional) \_\_\_\_\_

To offer a rich sense of how the University's graduates feel about their experience at NSU, we very much wish to add a full transcript of your comments to the final report. Although anonymity will be provided to those providing comments, we cannot include unsigned statements.

*April 1996*

**NOVA**  
**SOUTHEASTERN**  
**UNIVERSITY**

RESEARCH AND PLANNING  
3301 College Avenue  
Fort Lauderdale, Florida 33314



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