

## DOCUMENT RESUME

ED 453 732

HE 034 056

AUTHOR MacFarland, Thomas W.  
TITLE Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: A Comparison of Campus-Based Students and Distance Education Students.  
INSTITUTION Nova Southeastern Univ., Fort Lauderdale, FL.  
REPORT NO RP-01-03  
PUB DATE 2001-02-00  
NOTE 69p.  
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)  
EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS \*College Students; \*Computer Assisted Instruction; \*Distance Education; Higher Education; Library Services; \*Satisfaction; \*Student Attitudes; Student Surveys  
IDENTIFIERS \*Nova Southeastern University FL

## ABSTRACT

This study used data originally gained from a survey in 1999 to study student satisfaction at Nova Southeastern University, Florida. Survey findings were reported elsewhere. More than 2,300 students responded to the survey. The perspectives of campus-based students were compared with those of students participating in distance education. Survey results indicate that students generally had positive opinions about the university and its many services, but there were a few areas where levels of satisfaction were significantly different. Areas of concern were the relatively lower perception of academic reputation by distance education students and the reported frequency and levels of use of the university's libraries and library services by distance education students. There was a disparity in the use of technology-based media in course, with campus-based students indicating a greater level of use of contemporary computer-based media such as electronic mail and the World Wide Web. Campus-based students were better satisfied with issues related to training, adequacy of computing resources, technology-based access to information, instructional support, and general issues related to the infusion of information technology into the curricula. However, campus-based students indicated a lower level of satisfaction than distance education students about the overall quality of the academic program. (Contains 17 tables and 17 references.) (SLD)

**FALL TERM 1999 NOVA SOUTHEASTERN UNIVERSITY STUDENTS  
RESPOND TO A BROAD-BASED SATISFACTION SURVEY:  
A COMPARISON OF CAMPUS-BASED STUDENTS  
AND DISTANCE EDUCATION STUDENTS**

**Thomas W. MacFarland  
Senior Research Associate**

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

**T. Macfarland**

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

**Nova Southeastern University  
Research and Planning**

**Report 01-03**

**February 2001**



**FALL TERM 1999 NOVA SOUTHEASTERN UNIVERSITY STUDENTS  
RESPOND TO A BROAD-BASED SATISFACTION SURVEY:  
A COMPARISON OF CAMPUS-BASED STUDENTS  
AND DISTANCE EDUCATION STUDENTS**

**Thomas W. MacFarland  
Report 01-03**

**Senior Research Associate  
February 2001**

**EXECUTIVE SUMMARY**

As part of the Nova Southeastern University many efforts that were focused on the regional accreditation process, in 1996, the University's Office of Research and Planning prepared an extensive series of reports relating to student satisfaction with academic resources and services. During Fall Term 1999, the common part of the various 1996 surveys was used to provide an update to the information gained from these many prior reports.

The purpose of this study was to use the data set originally gained from the Fall Term 1999 survey process and to focus on survey results from two broad perspectives in terms of where students attended classes:

- **Campus-Based**      Students who marked on the survey that they attended the majority of classes in either Broward County or Miami-Dade County
- **Distance Education**      Students who marked on the survey that they attended the majority of classes in other Florida counties, other states, or other countries

This geographically-oriented operational definition is consistent with prior attempts by Research and Planning to provide a sense of this teaching modality and this definition was also selected due to guidelines established by the Commission on Colleges of the Southern Association of Colleges.

The collapsed and breakout statistics presented in this report provide evidence that students generally have positive opinions about Nova Southeastern University and the many services offered by the University. However, there were a few areas where levels of satisfaction were significantly different and program directors and administrative personnel may find it useful to give attention to these findings. It may be especially useful to look at variance between campus-based students and distance education students on the following issues:

- **Perception of academic reputation by distance education students**

- Frequency and levels of use of the University's libraries and library services by distance education students
- Disparity in use of technology-based media in courses, with campus-based students indicating a greater level of use of contemporary computer-based media such as electronic mail and the World Wide Web
- Disparity in levels of satisfaction with library and library information services, with campus-based students indicating a greater level of satisfaction with issues related to training, adequacy of computing resources, technology-based access to information, instructional support, and general issues related to the infusion of information technology in the curricula
- The general finding that campus-based students indicated a lower level of satisfaction than distance education students on the overall quality of the academic program

The survey process associated with this report and the more than 20 reports prepared by the Office of Research and Planning since 1995 that relate in one form or another to distance education should help the University demonstrate its complete commitment to Institutional Effectiveness, including Institutional Effectiveness issues related to distance education.

## TABLE OF CONTENTS

	<b>Page</b>
EXECUTIVE SUMMARY .....	ii
LIST OF TABLES .....	v
INTRODUCTION .....	1
Background .....	1
Purpose of This Study .....	1
METHODOLOGY .....	2
RESULTS .....	3
SUMMARY .....	6
REFERENCES .....	8
APPENDIX: Table 1 to Table 17 .....	10

## LIST OF TABLES

Table		Page
1	Representation of the Fall Term 1999 Student Survey by Academic Center: Adjusted Data Set .....	10
2	Representation of the Fall Term 1999 Student Survey by Place of Class Attendance .....	11
3	Representation of the Fall Term 1999 Student Survey by Degree Level .....	12
4	Representation of the Fall Term 1999 Student Survey by Gender .....	14
5.A	Representation of the Fall Term 1999 Student Survey by Race/Ethnic Group (All Race/Ethnic Groups) .....	15
5.B	Representation of the Fall Term 1999 Student Survey by Race/Ethnic Group (White, non-Hispanic and Minority) .....	17
6	Current Age of Respondents .....	18
7	Reasons for Deciding to Attend NSU .....	19
8	Number of Courses Completed in This Academic Program .....	22
9	Frequency of Library Usage .....	24
10	What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University .....	28
11	Technology-Based Media Experienced in Courses .....	30
12	Statements About <i>Faculty</i> .....	32
13	Statements About <i>Academic Program</i> .....	34
14	Statements About <i>Administration</i> .....	38
15	Statements About <i>Library and Information Services</i> .....	41
16	Statements About <i>Student Services</i> .....	44
17	Statements About <i>Summary Evaluation</i> .....	47

# INTRODUCTION

## Background

In 1996, Nova Southeastern University's Office of Research and Planning prepared an extensive series of reports relating to student satisfaction with academic resources and services<sup>1</sup>. The preparation of these reports was part of a broad array of strategies linked to reaffirmation of accreditation by the Southern Association of Colleges and Schools. During Fall Term 1999, the common part of the various 1996 surveys was used to provide an update to the information gained from these many prior reports and the results were presented in *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey* (2000) and *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: Breakouts by Student Service Center Locations* (2000).

## Purpose of This Study

For over 25 years, the University has used distance education modalities to provide instruction at geographic locations beyond the main campus, in Broward County, Florida. In 1999, there was a level of consolidation on how off-campus activities were organized at major urban areas and the

---

<sup>1</sup> The abstracts of these reports are available at Research and Planning's listing off the University's home page: <<http://www.nova.edu/cwis/urp/urp-researchreports.htm>>.

- 96-02 *Graduates of Nova Southeastern University's Undergraduate Programs Tell Us About Their Undergraduate Experience.*
- 96-05 *Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience With Nova Southeastern University.*
- 96-06 *Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experience.*
- 96-07 *Graduates of the School of Computer and Information Sciences Offer Judgment on Their Experience With Nova Southeastern University.*
- 96-08 *South Florida vs. Other Locations: Comparing Student Responses to a Satisfaction Survey.*
- 96-12 *Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*
- 96-13 *Students in the School of Business and Entrepreneurship Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*
- 96-14 *Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*
- 96-15 *Students in the School of Computer and Information Sciences Respond to a Satisfaction Survey: Outcomes from an Academic Center Using Computer-Mediated Communication.*
- 96-23 *July 1, 1995, to June 30, 1996, Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience.*

reorganization resulted in the development of "brick-and-mortar" Student Service Centers that prominently display University affiliation:

- Miami-Dade County
- Palm Beach County
- Orlando
- Tampa
- Jacksonville
- Las Vegas

These Student Service Centers are useful for students who reside near these cities, but it should be recalled that the University offers classes throughout the United States and selected foreign nations and by no means is distance education restricted to these locations, only.

The purpose of this study was to use the data set originally gained from the Fall Term 1999 survey process and to focus on survey results from two broad perspectives in terms of where students attended classes:

- Campus-Based Students who marked on the survey that they attended the majority of classes in either Broward County or Miami-Dade County
- Distance Education Students who marked on the survey that they attended the majority of classes in other Florida counties, other states, or other countries

This geographically-oriented operational definition is consistent with prior attempts by Research and Planning to provide a sense of this teaching modality and this definition was also selected due to guidelines established by the Commission on Colleges of the Southern Association of Colleges.

This report and the segregation of students into *campus-based* and *distance education* groupings should be especially useful as the University is compelled to report to the Southern Association of Colleges and Schools on its distance education activities. This issue is especially important since the survey was administered immediately before the University implemented the consolidated regional Student Service Centers. This pre-intervention benchmark measure will be especially useful when the current survey process is replicated, in either 2003 or 2004.

## METHODOLOGY

The methodology for survey preparation, distribution, and analysis was fully explained in *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey* (2000) and *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-*



*Based Satisfaction Survey: Breakouts by Student Service Center Locations (2000)*. The representation of the population, invited sample, and responding sample is detailed in Table 1.

There was a wide level of attention to survey instrument distribution instructions by the many faculty, cluster coordinators, site administrators, and academic center contact people associated with this project. As presented in *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey (2000)* and *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: Breakouts by Student Service Center Locations (2000)*, there was agreement that the responding sample was acceptable in terms of overall representation of the population.

## RESULTS

Various characteristics of the responding sample and breakout by campus-based students and distance education students are presented in Tables 1 to 17. Along with the detailed information provided in these tables, the most salient results are summarized in the following list:

Table	Result(s)
1	The responding sample is representative of the population in terms of participation by academic center.
2	The overall percentage representation of campus-based students and distance education students is largely in parity with prior findings for Calendar Year 1999, where two-thirds of all students attended class in Broward County and Miami-Dade County and the remaining one-third attended class at other locations
3	There is a difference between campus-based students and distance education students in terms of representation by degree level. It should be noted, however, that nearly all first professional students are campus-based so this difference is certainly expected.
4	Campus-based students and distance education students had an equal level of representation of female students and male students.
5.A/5.B	There was a greater level of representation of minority students by campus-based students and a subsequent greater level of representation of White, non-Hispanic students by distance education students.
6	Campus-based students were younger than their distance education counterparts.

7 Campus-based students, in contrast to distance education students, expressed a greater level of agreement to the following reasons for deciding to attend NSU: academic reputation, admissions standards, availability of scholarships or financial aid, location, other reasons.

Distance education students, in contrast to campus-based students, expressed a greater level of agreement to the term convenience as a reason for deciding to attend NSU.

Campus-based students were in agreement with distance education students in regard to the following reasons for deciding to attend NSU: advice of counselors and teachers, cost, small class size, social atmosphere, type of programs available.

8 Campus-based students had completed fewer courses in this academic program than distance education students.

9 Campus-based students use the University's library or library provided services more frequently than distance education students.

Campus-based students use other libraries less frequently than distance education students.

10 There was a difference between campus-based students and distance education students in terms of available options if they had not attended NSU. Of course, this forced-choice statement included responses that were specific to South Florida, which likely had an impact on distance education students who are unable to accommodate regular class attendance at any institution in South Florida.

11 Campus-based students, in contrast to distance education students, expressed a greater level of frequency of experience in courses with the following technology-based media: electronic mail, electronic classroom, World Wide Web, other.

Distance education students indicated that they had greater frequency of experience with audiobridge than was indicated by campus-based students.

Campus-based students and distance education students indicated an equal level of experience with compressed video as a technology-based media experienced in courses.

12 In terms of statements about the faculty, campus-based students indicated a lower level of satisfaction with competency of the faculty than was indicated by distance education students.

There were no differences between campus-based students and distance education students on statements about access to full-time faculty and interaction with full-time faculty.

13 In terms of statements about the academic program, campus-based students indicated a lower level of satisfaction than was indicated by distance education students for statements on opportunity for intellectual growth and opportunity for peer interaction.

There were no differences between campus-based students and distance education students on all other statements about academic program.

14 There were no differences between campus-based students and distance education students on all statements about administration.

15 In terms of statements about library and information services, campus-based students indicated a higher level of satisfaction than was indicated by distance education students for statements on: training in access to information in electronic and other formats, availability of computing resources, adequacy of computing resources, access to information through technology, instructional support services, infusion of information technology in the curricula, and provisions for training in the use of technology.

Campus-based students indicated a lower level of satisfaction than was indicated by distance education students for the statement about adequacy of library and learning resource materials.

There were no differences between campus-based students and distance education students on the two remaining statements about availability of library and learning resource materials and orientation program relative to library services.

16 There were no differences between campus-based students and distance education students on statements about student services, with the singular exception that campus-based students indicated a lower level of satisfaction with refund policies when withdrawing from courses than was indicated by distance education students.

17 Campus-based students indicated a lower level of satisfaction than distance education students on the summary evaluation statement about overall quality of this academic program.

When reviewing the summary statistics presented in the attached tables, it should be noted that some results show only a slight difference in means and standard deviations between Campus-Based students and Distance Education students, yet the difference is judged statistically significant at the  $\leq .05$  level of significance. As an example, consider the following response from Table 15:

Survey Statement	N	Mean	SD	p	Result ( $\leq .05$ )
Adequacy of library and learning resource materials					
Campus-Based (CB) Students . . .	1,459	3.8	1.1		
Distance Education (DE) Students	775	3.9	1.0		
All Respondents . . . . .	2,320	3.8	1.1	$\leq .01$	CB < DE

The difference between these means and standard deviations is minimal, yet the statistical analysis associated with this comparison confirmed that the difference in responses between Campus-Based students and Distance Education students is significant ( $\leq .05$ ), although it is reasonable to think that the difference is only minimal in terms of *practical* significance. It should be recalled that the data set associated with this study is rather large (N = 2,637 respondents) and Glass and Hopkins (1984, p. 270) and Box, Hunter, and Hunter (1978, p. 50) both provided an excellent discussion of mean comparisons (such as Student's t-distribution and F values) and distribution with large data sets, such that degrees of freedom begin to approach values for infinity. In this case, large sample size and variance can result in statistically significant differences even when group means and standard deviations are similar.

### SUMMARY

The collapsed and breakout statistics presented in this report provide evidence that both campus-based students and distance education students generally have positive opinions about Nova Southeastern University and the many services offered by the University. However, there were a

few areas where levels of satisfaction were significantly different and Program directors and administrative personnel may find it useful to give attention to these findings. It may be especially useful to look at variance between campus-based students and distance education students on the following issues:

- Perception of academic reputation by distance education students
- Frequency and levels of use of the University's libraries and library services by distance education students
- Disparity in use of technology-based media in courses, with campus-based students indicating a greater level of use of contemporary computer-based media such as electronic mail and the World Wide Web
- Disparity in levels of satisfaction with library and library information services, with campus-based students indicating a greater level of satisfaction with issues related to training, adequacy of computing resources, technology-based access to information, instructional support, and general issues related to the infusion of information technology in the curricula
- The general finding that campus-based students indicated a lower level of satisfaction than distance education students on the overall quality of the academic program

The University is compelled by the Commission on Colleges of the Southern Association of Colleges and Schools to give continual attention to the issue of Institutional Effectiveness (*Criteria for Accreditation*; 1998, pp. 19-22). The broadly-inclusive Fall Term 1999 survey process previously identified resulted in three separate reports that had some level of concern on issues related to parity between campus-based students and distance education students. Further, since 1995, Research and Planning has prepared more than 20 reports that relate in one form or another to distance education. This level of attention and allocation of resources to basic research on this area should help the University demonstrate its complete commitment to Institutional Effectiveness, including Institutional Effectiveness issues related to distance education.

## REFERENCES

- Box, George, William G. Hunter, and J. Stuart Hunter. (1978). *Statistics for Experimenters: An Introduction to Design, Data Analysis, and Model Building*. New York: John Wiley and Sons.
- Commission on Colleges of the Southern Association of Colleges and Schools. (1998). *Criteria for Accreditation*. Decatur, Georgia.
- Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey*. (2000). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 00-09.
- Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: Breakouts by Student Service Center Locations*. (2000). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 00-26.
- Glass, Gene V., and Kenneth D. Hopkins. (1984). (2nd edition). *Statistical Methods in Education and Psychology*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience With Nova Southeastern University*. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-05.
- Graduates of Nova Southeastern University's Undergraduate Programs Tell Us About Their Undergraduate Experience*. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-02.
- Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experience*. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-06.
- Graduates of the School of Computer and Information Sciences Offer Judgment on Their Experience With Nova Southeastern University*. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-07.
- July 1, 1995, to June 30, 1996, Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience*. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-23.

*Nova Southeastern University Fact Book.* (2000). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 00-05.

*Place of Class Attendance at Nova Southeastern University: Calendar Years 1995 to 1999.* (2000). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 00-23.

*South Florida vs. Other Locations: Comparing Student Responses to a Satisfaction Survey.* (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-08.

*Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.* (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-12.

*Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.* (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-14.

*Students in the School of Business and Entrepreneurship Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.* (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-13.

*Students in the School of Computer and Information Sciences Respond to a Satisfaction Survey: Outcomes from an Academic Center Using Computer-Mediated Communication.* (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-15.

Table 1

Representation of the Fall Term 1999 Student Survey by Academic Center: Adjusted Data Set<sup>2</sup>

Academic Center	Responding Sample		Invited Sample		Population	
	N	%	N	%	N	%
Fischler Graduate School of Education and Human Services	842	32	1,040	31	6,075	34
Farquhar Center for Undergraduate Studies	436	17	800	24	4,006	22
Huizenga Graduate School of Business and Entrepreneurship	258	10	440	13	2,248	13
Center for Psychological Studies	168	6	280	8	987	5
Health Professions Division	455	17	400	12	2,605	15
Shepard Broad Law Center	164	6	200	6	949	5
School of Computer and Information Sciences	208	8	120	4	683	4
School of Social and Systemic Studies	71	3	66	2	284	2
Oceanographic Center	35	1	20	<1	117	<1
Total	2,637		3,366		17,954	

Note. Fall Term 1999 enrollment population data are from *Nova Southeastern University Fact Book 2000* (2000, p. 50).

<sup>2</sup> The adjusted data set (N = 2,637) will be used for all analyses presented in this report.



**Table 2**

**Representation of the Fall Term 1999 Student Survey by Place of Class Attendance**

---

---

<b>Place of Class Attendance</b>	<b>N</b>	<b>%</b>
Campus-Based (CB) Students .....	1,595	61
Distance Education (DE) Students .....	927	35
Unidentified .....	115	4
Total .....	2,637	

---

---

Note. The overall percentage representation of campus-based students and distance education students is largely in parity with prior findings for Calendar Year 1999, where two-thirds of all students attended class in Broward County and Miami-Dade County and the remaining one-third attended class at other locations (*Place of Class Attendance at Nova Southeastern University: Calendar Years 1995 to 1999; 2000*).

Table 3

Representation of the Fall Term 1999 Student Survey by Degree Level

Degree Level	Responding Sample	
	N	%
Undergraduate		
Campus-Based (CB) Students . . . . .	244	15
Distance Education (DE) Students . .	143	15
All Respondents . . . . .	408	15
First Professional		
Campus-Based (CB) Students . . . . .	119	8
Distance Education (DE) Students . .	3	<1
All Respondents . . . . .	128	5
Graduate (M.S., Ed.S., Doctoral)		
Campus-Based (CB) Students . . . . .	1,080	68
Distance Education (DE) Students . .	731	79
All Respondents . . . . .	1,878	71
Other		
Campus-Based (CB) Students . . . . .	17	1
Distance Education (DE) Students . .	1	<1
All Respondents . . . . .	18	<1
Unidentified		

Degree Level	Responding Sample	
	N	%
Campus-Based (CB) Students . . . . .	135	9
Distance Education (DE) Students . .	49	5
All Respondents . . . . .	205	8
Total . . . . .	2,637	

Result: There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by degree level (Chi-square = 98.88,  $df = 5$ , and  $p \leq .01$ ).

It should be noted that nearly all first professional students are campus-based. All other degree levels are offered to both campus-based students and distance education students.

**Table 4**

**Representation of the Fall Term 1999 Student Survey by Gender**

Gender	Responding Sample	
	N	%
<b>Female</b>		
Campus-Based (CB) Students . . . . .	954	60
Distance Education (DE) Students . .	559	60
All Respondents . . . . .	1,563	59
<b>Male</b>		
Campus-Based (CB) Students . . . . .	598	38
Distance Education (DE) Students . .	304	33
All Respondents . . . . .	926	35
<b>Unidentified</b>		
Campus-Based (CB) Students . . . . .	43	3
Distance Education (DE) Students . .	64	7
All Respondents . . . . .	148	6
<b>Total . . . . .</b>	<b>2,637</b>	

**Result:** There is no difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by gender (Chi-square = 2.59, df = 1, and  $p \leq .10$ ).

**Table 5.A**

**Representation of the Fall Term 1999 Student Survey by Race/Ethnic Group  
(All Race/Ethnic Groups)**

<b>Race/Ethnic Group</b>	<b>N</b>	<b>%</b>
<b>Black, non-Hispanic</b>		
Campus-Based (CB) Students .....	186	12
Distance Education (DE) Students .....	207	22
All Respondents .....	407	15
<b>American Indian or Alaskan Native</b>		
Campus-Based (CB) Students .....	8	<1
Distance Education (DE) Students .....	4	<1
All Respondents .....	13	<1
<b>Asian or Pacific Islander</b>		
Campus-Based (CB) Students .....	98	6
Distance Education (DE) Students .....	12	1
All Respondents .....	113	4
<b>Hispanic</b>		
Campus-Based (CB) Students .....	295	19
Distance Education (DE) Students .....	38	4
All Respondents .....	338	13
<b>White, Non-Hispanic</b>		

<b>Race/Ethnic Group</b>	<b>N</b>	<b>%</b>
Campus-Based (CB) Students .....	848	53
Distance Education (DE) Students .....	552	60
All Respondents .....	1,426	54
<b>Other</b>		
Campus-Based (CB) Students .....	78	5
Distance Education (DE) Students .....	27	3
All Respondents .....	111	4
<b>Total</b> .....	<b>2,637</b>	

**Result:** There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by race/ethnicity (Chi-square = 177.42,  $df = 5$ , and  $p \leq .01$ ).

**Table 5.B**

**Representation of the Fall Term 1999 Student Survey by Race/Ethnic Group  
(White, non-Hispanic and Minority)**

<b>Race/Ethnic Group</b>	<b>N</b>	<b>%</b>
<b>White, Non-Hispanic</b>		
Campus-Based (CB) Students .....	848	56
Distance Education (DE) Students .....	552	66
All Respondents .....	1,426	54
<b>Minority</b>		
Campus-Based (CB) Students .....	665	44
Distance Education (DE) Students .....	288	34
All Respondents .....	982	37
<b>Total</b> .....	<b>2,637</b>	

**Result:** There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by race/ethnicity (Chi-square = 20.94,  $df = 1$ , and  $p \leq .01$ ).

**Table 6**

**Current Age of Respondents**

Academic Center	N	Age			
		Mode	Median	Mean	SD
Campus-Based (CB) Students	1,483	23	27	29.7	9.1
Distance Education (DE) Students	782	49	41	40.3	9.4
All Respondents	2,332	24	31	33.4	10.5

**Result:** There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by age (Student's t-Test value = -26.24,  $df = 2,263$ , and  $p \leq .01$ ).



**Table 7**  
**Reasons for Deciding to Attend NSU<sup>3</sup>**

Reason	N	%	p	Result ( $\leq .05$ )
<b>Academic reputation</b>				
Campus-Based (CB) Students . . . . .	568	36		
Distance Education (DE) Students ..	280	30		
All Respondents . . . . .	876	33	$\leq .01$	CB > DE
<b>Admissions standards</b>				
Campus-Based (CB) Students . . . . .	427	27		
Distance Education (DE) Students ..	210	23		
All Respondents . . . . .	657	25	$\leq .02$	CB > DE
<b>Advice of counselors and teachers</b>				
Campus-Based (CB) Students . . . . .	161	10		
Distance Education (DE) Students ..	105	11		
All Respondents . . . . .	276	10	$\leq .33$	CB = DE
<b>Availability of scholarships or financial aid</b>				
Campus-Based (CB) Students . . . . .	177	11		
Distance Education (DE) Students ..	75	8		
All Respondents . . . . .	263	10	$\leq .02$	CB > DE

<sup>3</sup> Respondents were asked to mark selections against the statement "Why did you decide to attend NSU?"

<b>Reason</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
<b>Convenience</b>				
Campus-Based (CB) Students . . . . .	740	46		
Distance Education (DE) Students ..	571	62		
All Respondents . . . . .	1,358	51	$\leq .01$	CB < DE
<b>Cost</b>				
Campus-Based (CB) Students . . . . .	108	7		
Distance Education (DE) Students ..	61	7		
All Respondents . . . . .	174	7	$\leq .85$	CB = DE
<b>Location</b>				
Campus-Based (CB) Students . . . . .	804	50		
Distance Education (DE) Students ..	394	43		
All Respondents . . . . .	1,236	47	$\leq .01$	CB > DE
<b>Small class size</b>				
Campus-Based (CB) Students . . . . .	456	29		
Distance Education (DE) Students ..	258	28		
All Respondents . . . . .	738	28	$\leq .68$	CB = DE
<b>Social atmosphere</b>				
Campus-Based (CB) Students . . . . .	159	10		
Distance Education (DE) Students ..	75	8		

<b>Reason</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
All Respondents .....	241	9	$\leq .12$	CB = DE
Type of programs available				
Campus-Based (CB) Students .....	851	53		
Distance Education (DE) Students ..	466	50		
All Respondents .....	1,360	52	$\leq .13$	CB = DE
Other				
Campus-Based (CB) Students .....	248	16		
Distance Education (DE) Students ..	117	13		
All Respondents .....	376	14	$\leq .04$	CB > DE

Note: Chi-square values, Student's t-Test values, and F values are available on request for this table and all other tables that have multiple p values presented in the table.

**Table 8**

**Number of Courses Completed in This Academic Program**

<b>Number of Courses</b>	<b>N</b>	<b>%</b>	<b>Number of Courses</b>	<b>N</b>	<b>%</b>
<b>Campus-Based (CB) Students</b>					
0 .....	367	23	5 .....	47	3
1 .....	91	6	6 .....	94	6
2 .....	161	10	7 .....	53	3
3 .....	76	5	8 .....	75	5
4 .....	57	4	9 or more .....	531	33
			Unidentified .....	43	3
			N .....	1,552	
			Mean .....	4.78	
			SD .....	3.75	
<b>Distance Education (DE) Students</b>					
0 .....	124	13	5 .....	65	7
1 .....	34	4	6 .....	78	8
2 .....	53	6	7 .....	50	5
3 .....	51	6	8 .....	63	7
4 .....	100	11	9 or more .....	270	29
			Unidentified .....	39	4
			N .....	888	
			Mean .....	5.37	
			SD .....	3.27	

Number of Courses	N	%	Number of Courses	N	%
All Respondents					
0 .....	509	19	5 .....	115	4
1 .....	131	5	6 .....	179	7
2 .....	218	8	7 .....	109	4
3 .....	130	5	8 .....	142	5
4 .....	165	6	9 or more .....	825	31
			Unidentified .....	114	4
			N .....	2,440	
			Mean .....	5.00	
			SD .....	3.59	

Result: There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by number of courses completed in this academic program (Student's t-Test value = -3.93,  $df = 2,438$ , and  $p \leq .01$ ).

**Table 9**  
**Frequency of Library Usage**

<b>Library Usage Statement and Frequency of Weekly Use</b>	<b>N</b>	<b>%</b>
<b>Campus-Based (CB) Students</b>		
During a typical term, I usually use NSU's libraries or library provided services		
0 times per week .....	256	16
1 time per week .....	290	18
2 times per week .....	226	14
3 times per week .....	192	12
4 times per week .....	100	6
5 or more times per week .....	244	15
No response .....	287	18
	N .....	1,308
	Mean .....	2.63
	SD .....	3.34
During a typical term, I usually use other libraries		
0 times per week .....	660	41
1 time per week .....	255	16
2 times per week .....	144	9
3 times per week .....	89	6
4 times per week .....	26	2

<b>Library Usage Statement and Frequency of Weekly Use</b>	<b>N</b>	<b>%</b>
5 or more times per week .....	60	4
No response .....	361	23
N .....		1,234
Mean .....		1.13
SD .....		2.53

Distance Education (DE) Students

During a typical term, I usually use NSU's libraries or library provided services

0 times per week .....	275	30
1 time per week .....	167	18
2 times per week .....	104	11
3 times per week .....	72	8
4 times per week .....	23	3
5 or more times per week .....	36	4
No response .....	250	27
N .....		677
Mean .....		1.38
SD .....		1.91

During a typical term, I usually use other libraries

0 times per week .....	155	17
1 time per week .....	218	24
2 times per week .....	158	17
3 times per week .....	84	9

Library Usage Statement and Frequency of Weekly Use	N	%
4 times per week .....	39	4
5 or more times per week .....	41	4
No response .....	232	25
N .....		695
Mean .....		1.73
SD .....		1.70

All Respondents

During a typical term, I usually use NSU's libraries or library provided services

0 times per week .....	552	21
1 time per week .....	465	18
2 times per week .....	340	13
3 times per week .....	271	10
4 times per week .....	125	5
5 or more times per week .....	290	11
No response .....	594	23
N .....		1,985
Mean .....		2.21
SD .....		2.99

During a typical term, I usually use other libraries

0 times per week .....	829	31
1 time per week .....	483	18
2 times per week .....	319	12



Library Usage Statement and Frequency of Weekly Use	N	%
3 times per week .....	179	7
4 times per week .....	70	3
5 or more times per week .....	107	4
No response .....	650	25
	N .....	1,929
	Mean .....	1.35
	SD .....	2.28

Result: There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by use of NSU's libraries or library provided services (Student's t-Test value = 9.00,  $df = 1,983$ , and  $p \leq .01$ ).

Result: There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by use of other libraries (Student's t-Test value = -5.54,  $df = 1,927$ , and  $p \leq .01$ ).

**Table 10**

**What Survey Respondents Would Have Done If They Had Not Attended  
Nova Southeastern University<sup>4</sup>**

<b>Response</b>	<b>N</b>	<b>%</b>
<b>Campus-Based (CB) Students</b>		
Attend another private college or university in South Florida . . . . .	313	20
Attend another private college or university in Florida, but not in South Florida . . . . .	48	3
Attend a private college or university in another state . . . . .	256	16
Attend a state college or university in South Florida . . . . .	229	14
Attend a state college or university in Florida, but not in South Florida . . . . .	93	6
Attend a state college or university in another state . . . . .	164	10
Not attend a college or university . . . . .	100	6
Other . . . . .	117	7
Unidentified . . . . .	275	17
<b>Distance Education (DE) Students</b>		
Attend another private college or university in South Florida . . . . .	61	7
Attend another private college or university in Florida, but not in South Florida . . . . .	60	7
Attend a private college or university in another state . . . . .	109	12
Attend a state college or university in South Florida . . . . .	60	7

<sup>4</sup> Respondents were asked to mark selections against the statement “What would you have done if you had not attended NSU?”

Response	N	%
Attend a state college or university in Florida, but not in South Florida	90	10
Attend a state college or university in another state	215	23
Not attend a college or university	121	13
Other	73	8
Unidentified	138	15
All Respondents		
Attend another private college or university in South Florida	383	15
Attend another private college or university in Florida, but not in South Florida	112	4
Attend a private college or university in another state	375	14
Attend a state college or university in South Florida	300	11
Attend a state college or university in Florida, but not in South Florida	189	7
Attend a state college or university in another state	389	15
Not attend a college or university	226	9
Other	198	8
Unidentified	465	18

Result: There is a difference ( $p \leq .05$ ) between campus-based students and distance education students in terms of representation by choices if they had not attended NSU (Chi-square = 229.08,  $df = 7$ , and  $p \leq .01$ ).

**Table 11**  
**Technology-Based Media Experienced in Courses**

<b>Technology-Based Medium</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
<b>Audiobridge</b>				
Campus-Based (CB) Students . . . . .	106	7		
Distance Education (DE) Students ..	127	14		
All Respondents . . . . .	242	9	$\leq .01$	CB < DE
<b>Compressed Video</b>				
Campus-Based (CB) Students . . . . .	112	7		
Distance Education (DE) Students ..	62	7		
All Respondents . . . . .	177	7	$\leq .75$	CB = DE
<b>Electronic Mail</b>				
Campus-Based (CB) Students . . . . .	866	54		
Distance Education (DE) Students ..	338	37		
All Respondents . . . . .	1,233	47	$\leq .01$	CB > DE
<b>Electronic Classroom</b>				
Campus-Based (CB) Students . . . . .	307	19		
Distance Education (DE) Students ..	90	10		
All Respondents . . . . .	406	15	$\leq .01$	CB > DE
<b>World Wide Web</b>				

<b>Technology-Based Medium</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
Campus-Based (CB) Students . . . . .	811	51		
Distance Education (DE) Students ..	349	38		
All Respondents . . . . .	1,187	45	$\leq .01$	CB > DE
<b>Other</b>				
Campus-Based (CB) Students . . . . .	159	10		
Distance Education (DE) Students ..	65	7		
All Respondents . . . . .	231	9	$\leq .02$	CB > DE

Table 12

Statements<sup>5</sup> About Faculty

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Competency of the faculty							
Campus-Based (CB) Students	1,551	4	4	4.1	0.8		
Distance Education (DE) Students	879	5	4	4.3	0.9		
All Respondents	2,537	4	4	4.2	0.8	$\leq .01$	CB < DE
Access to full-time faculty, either through direct contact or other means							
Campus-Based (CB) Students	1,494	4	4	4.1	0.9		

<sup>5</sup> Respondents were directed to use the following rating scale for these statements:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 1 | Very Dissatisfied                           | N/A | Not Applicable              |
| 2 | Dissatisfied                                | U   | Unknown or Unable to Answer |
| 3 | Neutral, Neither Satisfied Nor Dissatisfied |     |                             |
| 4 | Satisfied                                   |     |                             |
| 5 | Very Satisfied                              |     |                             |

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Distance Education (DE) Students .....	802	4	4	3.9	1.0		
All Respondents .....	2,394	4	4	4.0	1.0	$\leq .08$	CB = DE
Interaction with full-time faculty, either through direct contact or other means							
Campus-Based (CB) Students .....	1,498	4	4	4.0	0.9		
Distance Education (DE) Students .....	814	4	4	3.9	1.0		
All Respondents .....	2,410	4	4	4.0	1.0	$\leq .37$	CB = DE

Table 13

Statements<sup>6</sup> About Academic Program

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Opportunity for intellectual growth							
Campus-Based (CB) Students . . . . .	1,569	4	4	4.2	0.8		
Distance Education (DE) Students . . . . .	904	5	4	4.4	0.7		
All Respondents . . . . .	2,584	5	4	4.3	0.8	$\leq .01$	CB < DE
Opportunity for peer interaction							
Campus-Based (CB) Students . . . . .	1,573	5	4	4.2	0.9		
Distance Education (DE) Students . . . . .	908	5	4	4.4	0.8		
All Respondents . . . . .	2,592	5	4	4.3	0.9	$\leq .03$	CB < DE

<sup>6</sup> Respondents were directed to use the following rating scale for these statements:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 1 | Very Dissatisfied                           | N/A | Not Applicable              |
| 2 | Dissatisfied                                | U   | Unknown or Unable to Answer |
| 3 | Neutral, Neither Satisfied Nor Dissatisfied |     |                             |
| 4 | Satisfied                                   |     |                             |
| 5 | Very Satisfied                              |     |                             |



Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Instructional methods</b>							
Campus-Based (CB) Students . . . . .	1,576	4	4	3.9	0.9		
Distance Education (DE) Students . .	904	4	4	4.1	0.8		
All Respondents . . . . .	2,589	4	4	4.0	0.9	$\leq .12$	CB = DE
<b>Delivery system</b>							
Campus-Based (CB) Students . . . . .	1,489	4	4	3.9	0.9		
Distance Education (DE) Students . .	891	4	4	4.0	0.9		
All Respondents . . . . .	2,486	4	4	4.0	0.9	$\leq .23$	CB = DE
<b>Quality of the learning environment</b>							
Campus-Based (CB) Students . . . . .	1,576	4	4	4.0	0.9		
Distance Education (DE) Students . .	909	4	4	4.0	0.9		
All Respondents . . . . .	2,595	4	4	4.0	0.9	$\leq .07$	CB = DE
<b>Applied nature of thesis, practicum, or dissertation</b>							

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Campus-Based (CB) Students . . . . .	1,092	4	4	3.9	0.9		
Distance Education (DE) Students . .	705	4	4	4.1	0.9		
All Respondents . . . . .	1,883	4	4	4.0	0.9	$\leq .09$	CB = DE
Length of the academic program							
Campus-Based (CB) Students . . . . .	1,550	4	4	4.1	0.8		
Distance Education (DE) Students . .	896	4	4	4.2	0.8		
All Respondents . . . . .	2,555	4	4	4.1	0.8	$\leq .12$	CB = DE
Length of the individual courses							
Campus-Based (CB) Students . . . . .	1,573	4	4	4.1	0.8		
Distance Education (DE) Students . .	901	4	4	4.2	0.8		
All Respondents . . . . .	2,582	4	4	4.1	0.8	$\leq .10$	CB = DE
Process for assigning students to advisors							
Campus-Based (CB) Students . . . . .	1,328	4	3	3.3	1.2		
Distance Education (DE) Students . .	697	4	4	3.4	1.2		

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
All Respondents .....	2,112	4	3	3.4	1.2	$\leq .48$	CB = DE
Quality of advising							
Campus-Based (CB) Students .....	1,341	4	4	3.4	1.2		
Distance Education (DE) Students ..	759	4	4	3.5	1.2		
All Respondents .....	2,187	4	4	3.4	1.2	$\leq .19$	CB = DE
Adequacy of classroom facilities							
Campus-Based (CB) Students .....	1,528	4	4	3.9	1.0		
Distance Education (DE) Students ..	867	4	4	3.7	1.1		
All Respondents .....	2,491	4	4	3.8	1.0	$\leq .51$	CB = DE

**Table 14**  
**Statements<sup>7</sup> About Administration**

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Clarity of written admission policies							
Campus-Based (CB) Students . . . . .	1,517	4	4	4.0	0.8		
Distance Education (DE) Students . . . . .	883	4	4	4.0	0.9		
All Respondents . . . . .	2,502	4	4	4.0	0.9	$\leq .24$	CB = DE
Clarity of written policy on transfer of credit from other institutions							
Campus-Based (CB) Students . . . . .	1,267	4	4	3.8	1.0		
Distance Education (DE) Students . . . . .	765	4	4	3.7	1.0		
All Respondents . . . . .	2,121	4	4	3.8	1.0	$\leq .61$	CB = DE
Clarity of written completion requirements							

<sup>7</sup> Respondents were directed to use the following rating scale for these statements:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 1 | Very Dissatisfied                           | N/A | Not Applicable              |
| 2 | Dissatisfied                                | U   | Unknown or Unable to Answer |
| 3 | Neutral, Neither Satisfied Nor Dissatisfied |     |                             |
| 4 | Satisfied                                   |     |                             |
| 5 | Very Satisfied                              |     |                             |

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Campus-Based (CB) Students	1,493	4	4	4.0	0.9		
Distance Education (DE) Students	864	4	4	3.9	0.9		
All Respondents	2,454	4	4	3.9	0.9	$\leq .51$	CB = DE
Clarity of written curricular offerings, as identified in program catalog							
Campus-Based (CB) Students	1,491	4	4	4.0	0.9		
Distance Education (DE) Students	877	4	4	3.9	0.9		
All Respondents	2,465	4	4	3.9	0.9	$\leq .42$	CB = DE
Program orientation							
Campus-Based (CB) Students	1,508	4	4	3.9	1.0		
Distance Education (DE) Students	875	4	4	3.9	1.0		
All Respondents	2,481	4	4	3.9	1.0	$\leq .78$	CB = DE
Course registration activities							
Campus-Based (CB) Students	1,523	4	4	3.8	1.0		
Distance Education (DE) Students	892	4	4	3.8	1.0		
All Respondents	2,513	4	4	3.8	1.0	$\leq .59$	CB = DE

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Published grading policy	1,465	4	4	3.9	1.0		
Campus-Based (CB) Students	854	4	4	3.8	1.0		
Distance Education (DE) Students	2,412	4	4	3.9	1.0	$\leq .20$	CB = DE
All Respondents							
Interaction with administrative personnel							
Campus-Based (CB) Students	1,495	4	4	3.7	1.1		
Distance Education (DE) Students	860	4	4	3.5	1.1		
All Respondents	2,448	4	4	3.6	1.1	$\leq .11$	CB = DE
Clarity of program catalog							
Campus-Based (CB) Students	1,512	4	4	4.0	0.9		
Distance Education (DE) Students	874	4	4	3.8	0.9		
All Respondents	2,482	4	4	3.9	0.9	$\leq .74$	CB = DE
Correctness of student records (including transcripts)							
Campus-Based (CB) Students	1,346	4	4	3.7	1.1		
Distance Education (DE) Students	756	4	4	3.5	1.2		
All Respondents	2,190	4	4	3.6	1.2	$\leq .40$	CB = DE

Table 15

Statements<sup>8</sup> About Library and Information Services

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Availability of library and learning resource materials							
Campus-Based (CB) Students . . . . .	1,475	4	4	3.9	1.1		
Distance Education (DE) Students . . . . .	790	4	4	3.9	1.1		
All Respondents . . . . .	2,348	4	4	3.9	1.1	$\leq .34$	CB = DE
Adequacy of library and learning resource materials							
Campus-Based (CB) Students . . . . .	1,459	4	4	3.8	1.1		
Distance Education (DE) Students . . . . .	775	4	4	3.9	1.0		
All Respondents . . . . .	2,320	4	4	3.8	1.1	$\leq .01$	CB < DE
Orientation program relative to library services							

<sup>8</sup> Respondents were directed to use the following rating scale for these statements:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 1 | Very Dissatisfied                           | N/A | Not Applicable              |
| 2 | Dissatisfied                                | U   | Unknown or Unable to Answer |
| 3 | Neutral, Neither Satisfied Nor Dissatisfied |     |                             |
| 4 | Satisfied                                   |     |                             |
| 5 | Very Satisfied                              |     |                             |

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Campus-Based (CB) Students .....	1,405	4	4	3.7	1.1		
Distance Education (DE) Students ..	798	4	4	3.7	1.1		
All Respondents .....	2,286	4	4	3.7	1.1	$\leq .67$	CB = DE
Training in access to information in electronic and other formats							
Campus-Based (CB) Students .....	1,422	4	4	3.8	1.0		
Distance Education (DE) Students ..	793	4	4	3.6	1.1		
All Respondents .....	2,300	4	4	3.7	1.1	$\leq .01$	CB > DE
Availability of computing resources							
Campus-Based (CB) Students .....	1,448	4	4	4.0	1.0		
Distance Education (DE) Students ..	738	4	4	3.6	1.1		
All Respondents .....	2,269	4	4	3.8	1.1	$\leq .01$	CB > DE
Adequacy of computing resources							
Campus-Based (CB) Students .....	1,447	4	4	4.0	0.9		
Distance Education (DE) Students ..	732	4	4	3.6	1.1		
All Respondents .....	2,261	4	4	3.9	1.0	$\leq .01$	CB > DE
Access to information through technology							



Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Campus-Based (CB) Students .....	1,480	4	4	4.1	0.9		
Distance Education (DE) Students ..	805	4	4	3.8	1.1		
All Respondents .....	2,370	4	4	4.0	1.0	$\leq .01$	CB > DE
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)							
Campus-Based (CB) Students .....	1,336	4	4	3.9	1.0		
Distance Education (DE) Students ..	647	4	4	3.4	1.2		
All Respondents .....	2,056	4	4	3.7	1.1	$\leq .01$	CB > DE
Infusion of information technology into the curricula							
Campus-Based (CB) Students .....	1,410	4	4	3.9	1.0		
Distance Education (DE) Students ..	759	4	4	3.6	1.1		
All Respondents .....	2,250	4	4	3.8	1.0	$\leq .01$	CB > DE
Provisions for training in the use of technology							
Campus-Based (CB) Students .....	1,360	4	4	3.7	1.0		
Distance Education (DE) Students ..	724	4	4	3.4	1.2		
All Respondents .....	2,161	4	4	3.6	1.1	$\leq .01$	CB > DE

Table 16

Statements<sup>9</sup> About Student Services

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Student development services</b>							
Campus-Based (CB) Students .....	1,058	4	4	3.6	1.0		
Distance Education (DE) Students ..	478	3	3	3.3	1.0		
All Respondents .....	1,589	4	4	3.5	1.0	$\leq .56$	CB = DE
<b>Counseling and career development</b>							
Campus-Based (CB) Students .....	1,058	3	3	3.4	1.1		
Distance Education (DE) Students ..	468	3	3	3.1	1.1		
All Respondents .....	1,583	3	3	3.3	1.1	$\leq .64$	CB = DE
<b>Remedial services available</b>							
Campus-Based (CB) Students .....	817	3	3	3.4	1.0		
Distance Education (DE) Students ..	390	3	3	3.2	1.1		

<sup>9</sup> Respondents were directed to use the following rating scale for these statements:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 1 | Very Dissatisfied                           | N/A | Not Applicable              |
| 2 | Dissatisfied                                | U   | Unknown or Unable to Answer |
| 3 | Neutral, Neither Satisfied Nor Dissatisfied |     |                             |
| 4 | Satisfied                                   |     |                             |
| 5 | Very Satisfied                              |     |                             |

63A

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
All Respondents .....	1,256	3	3	3.3	1.0	$\leq .41$	CB = DE
Student government opportunities							
Campus-Based (CB) Students .....	1,027	4	4	3.7	1.0		
Distance Education (DE) Students ..	347	3	3	3.2	1.1		
All Respondents .....	1,419	3	4	3.5	1.0	$\leq .82$	CB = DE
Student behavior policies and procedures							
Campus-Based (CB) Students .....	1,156	4	4	3.7	1.0		
Distance Education (DE) Students ..	467	3	3	3.5	1.0		
All Respondents .....	1,679	4	4	3.6	1.0	$\leq .76$	CB = DE
Financial aid services							
Campus-Based (CB) Students .....	1,341	1	3	2.8	1.4		
Distance Education (DE) Students ..	665	4	3	2.9	1.4		
All Respondents .....	2,086	1	3	2.8	1.4	$\leq .28$	CB = DE
Health services							
Campus-Based (CB) Students .....	913	3	4	3.4	1.1		
Distance Education (DE) Students ..	304	3	3	3.1	1.0		
All Respondents .....	1,259	3	3	3.4	1.1	$\leq .08$	CB = DE

Survey Statement	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Refund policies when withdrawing from courses							
Campus-Based (CB) Students . . . . .	841	3	3	3.3	1.1		
Distance Education (DE) Students . .	398	3	3	3.4	1.0		
All Respondents . . . . .	1,285	3	3	3.4	1.1	$\leq .01$	CB < DE
Safety and security of classroom buildings and the learning environment							
Campus-Based (CB) Students . . . . .	1,424	4	4	4.0	1.0		
Distance Education (DE) Students . .	631	4	4	3.9	1.0		
All Respondents . . . . .	2,124	4	4	3.9	1.0	$\leq .42$	CB = DE

Table 17

Statements About Summary Evaluation<sup>10</sup>

Academic Center	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Campus-Based (CB) Students .....	1,337	4	4	4.0	0.8		
Distance Education (DE) Students .....	681	4	4	4.1	0.7		
All Respondents .....	2,067	4	4	4.0	0.8	$\leq .01$	CB < DE

<sup>10</sup>

Respondents were directed to use the following rating scale to mark their level of satisfaction with the single statement: *Overall quality of this academic program.*

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 1 | Very Dissatisfied                           | N/A | Not Applicable              |
| 2 | Dissatisfied                                | U   | Unknown or Unable to Answer |
| 3 | Neutral, Neither Satisfied Nor Dissatisfied |     |                             |
| 4 | Satisfied                                   |     |                             |
| 5 | Very Satisfied                              |     |                             |



**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)

HE031057p



**Reproduction Release**  
(Specific Document)

**I. DOCUMENT IDENTIFICATION:**

Title: Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: A Comparison of Campus-Based Students and Distance Education Students	
Author(s): Thomas W. MacFarland, Ed.D.	
Corporate Source:	Publication Date: February 2001

**II. REPRODUCTION RELEASE:**

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC). <i>SAMPLE</i>	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC). <i>SAMPLE</i>	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC). <i>SAMPLE</i>
Level 1	Level 2A	Level 2B
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers, only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>Thomas W. MacFarland</i>	Printed Name/Position/Title: Thomas W. MacFarland, Ed.D. Senior Research Associate	
Organization/Address: Nova Southeastern University Research and Planning 3301 College Avenue Fort Lauderdale, FL 33314	Telephone: (954) 262-5390	Fax: (954) 262-3970
	E-mail Address: tommac@nova.edu	Date: June 1, 2001

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	
<b>ERIC Clearinghouse on Assessment and Evaluation</b> 1129 Shriver Laboratory (Bldg 075) College Park, Maryland 20742	<b>Telephone: 301-405-7449</b> <b>Toll Free: 800-464-3742</b> <b>Fax: 301-405-8134</b> <b>ericae@ericae.net</b> <b>http://ericae.net</b>

EFF-088 (Rev. 9/97)