

DOCUMENT RESUME

ED 476 668

HE 035 881

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TITLE Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: A Comparison of Students by Age.  
INSTITUTION Nova Southeastern Univ., Ft. Lauderdale, FL. Research and Planning.  
REPORT NO R-01-06  
PUB DATE 2001-04-00  
NOTE 60p.  
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)  
EDRS PRICE EDRS Price MF01/PC03 Plus Postage.  
DESCRIPTORS \* Age Differences; \*College Students; Computer Uses in Education; Higher Education; Information Technology; Library Services; \*Satisfaction; \*Student Attitudes; Student Surveys  
IDENTIFIERS \*Nova Southeastern University FL; \*Student Support Services

ABSTRACT

This study used data originally gathered about student satisfaction through a survey in fall 1999 at Nova Southeastern University, Florida to determine whether there were differences in the perspectives of students aged 25 years or younger and those aged 26 years and older. At Nova Southeastern, more than 80% of all fall 1999 students were 26 or older. Survey results show that students generally have positive opinions about the university and the many services it offers. There were a few areas where satisfaction levels were significantly different. Convenience as a reason for deciding to attend the university had a significantly greater rating by students above age 26. Students 25 or younger indicated a greater level of use of contemporary computer-based media. There was also a disparity in levels of satisfaction with library and library information services, with students 25 and younger indicating a greater level of satisfaction with issues related to access to information through technology, infusion of information technology into the curricula, and provisions for training in the use of technology. An appendix contains the study tables. The survey is attached. (Contains 16 tables and 23 references.) (SLD)

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**FALL TERM 1999 NOVA SOUTHEASTERN UNIVERSITY STUDENTS  
RESPOND TO A BROAD-BASED SATISFACTION SURVEY:  
A COMPARISON OF STUDENTS BY AGE  
( $\leq 25$  YEARS AND  $\geq 26$  YEARS)**

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**Nova Southeastern University  
Research and Planning**

**Report 01-06**

**April 2001**

**FALL TERM 1999 NOVA SOUTHEASTERN UNIVERSITY STUDENTS  
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Report 01-06**

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**EXECUTIVE SUMMARY**

In preparation for efforts that were focused on the regional accreditation process, Nova Southeastern University's Office of Research and Planning prepared an extensive series of reports in 1996 that related to student satisfaction with academic resources and services. Later, in 1999, the common part of the various 1996 surveys was used to provide an update to the information gained from these 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:

- Students  $\leq 25$  years
- Students  $\geq 26$  years

When considering student age, it may be useful to recall that the University has more than a 35 year history of serving the needs of the adult learner. Indeed, in an *ad hoc* analysis of the Fall Term 1999 data set, it was determined that more than 80 percent of all Fall Term 1999 students were  $\geq 26$  Years.

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 helpful to give attention to these findings. It may be especially useful to look at variance between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) on the following issues:

- The importance of *convenience* as a reason for deciding to attend the University, which had a significantly greater rating by students  $\geq 26$  years than students  $\leq 25$  years.
- Differences in the frequency and levels of use of the University's libraries and library services by students in these two age groups.

- Disparity in use of technology-based media in courses, with students  $\leq 25$  years 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 students  $\leq 25$  years indicating a greater level of satisfaction with issues related to access to information through technology, infusion of information technology into the curricula, and provisions for training in the use of technology.

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. The broadly-inclusive Fall Term 1999 survey process previously identified resulted in a set of reports that had some level of concern on issues related to Institutional Effectiveness and this report should add to the University's attempt to satisfy attention to this area.

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# INTRODUCTION

## Background

Nova Southeastern University's Office of Research and Planning previously prepared an extensive series of reports<sup>1</sup> that focused on student satisfaction with academic resources and services. These reports were prepared for a variety of internal and external uses and it was anticipated that they would be used to satisfy reporting requirements 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 prepare a survey that would provide an update to the information gained from these many prior reports. Results of this Fall Term 1999 survey process have since been prepared into a series of more contemporary reports on student satisfaction with academic resources and services:

- *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey* (Research and Planning Report 00-09, May 2000)
- *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: Breakouts by Student Service Center Locations* (Research and Planning Report 00-26, December 2000)

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<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/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.*

- *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: A Comparison of Campus-Based Students And Distance Education Students* (Research and Planning Report 01-03, February 2001).

### Purpose of This Study

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:

- Students  $\leq$  25 years
- Students  $\geq$  26 years

It should be noted that this breakout is not presented as a comparison between (1) undergraduate students v. graduate/professional students or (2) youth v. adult students. Quite the opposite:

1. When viewing the literature, it is clear that there is no specific age where students are automatically classified as either youth or adults:
  - Ashmore (1987) cited 22 years as the age to classify nontraditional adult learners.
  - Robles (1998) focused on adult learners as 24 years or older.
  - Sydow and Sandel (1996) compared students 19 or younger to students between the ages of 20 and 25, which totally excluded students older than 25 years.
  - Knowles (an internationally recognized expert on Adult Education who helped develop the University's Adult Education specialization in the Programs for Higher Education) did not refer to specific ages but instead viewed the adult learner from the viewpoint of practitioner experiences and personal development that had not yet been gained by younger students (*The Adult Learner in Higher Education: A Resource and Planning Guide*, 1989).
  
2. When considering student age, it may be useful to recall that the University has more than a 35 year history of serving the needs of the adult learner:



- The University was chartered in 1964 and instruction was first offered exclusively to graduate students. It remained until 1976 before the University established Nova College and the offering of undergraduate instruction, ostensibly to younger students, in this college (*Nova Southeastern University Fact Book*; 2001, p. 10).
- The mean age of the University's undergraduate students at time of graduation (1999/2000 graduates) was 33 years (*Nova Southeastern University Fact Book*; 2001, p. 71).
- Further, in an *ad hoc* analysis of the Fall Term 1999 data set, it was determined that more than 80 percent of all Fall Term 1999 students were  $\geq 26$  Years.

Clearly, the University has a long history of serving the adult learner and the adult learner is widely represented in the University's undergraduate, professional, and graduate programs. This report and the segregation of students into these two age groups ( $\leq 25$  years and  $\geq 26$  years) should be useful as the University prepares measures of institutional effectiveness. This information may also be useful for marketing purposes since the adult learner has represented for more than 40 years a growing market in the consumer-oriented business of post-secondary education (Lencyk, 1980).

## 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), *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: Breakouts by Student Service Center Locations* (2000), and *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: A Comparison of Campus-Based Students And Distance Education Students* (2001), 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 statistics for students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) are presented in Tables 1 to 16. 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	Since 12 percent of all survey respondents did not mark their age, it is difficult to compare the responding sample to the population, where nearly all students mark their age during the application and/or registration process.
3	There is a difference between students in the two age groups ( $\leq 25$ years and $\geq 26$ years) in terms of representation by degree level.
4	There is a difference between students in the two age groups ( $\leq 25$ years and $\geq 26$ years) in terms of representation by gender.
5.A/5.B	There is no difference between students in the two age groups ( $\leq 25$ years and $\geq 26$ years) in terms of representation by race/ethnicity when collapsed into White, non-Hispanic and Minority breakouts.
6	<p>Students <math>\leq 25</math> years, in contrast to students <math>\geq 26</math> years, expressed a greater level of agreement to the following reasons for deciding to attend NSU: admissions standards, availability of scholarships or financial aid, location, small class size, and social atmosphere.</p> <p>Students <math>\geq 26</math> years, in contrast to students <math>\leq 25</math> years, expressed a greater level of agreement to the term convenience as a reason for deciding to attend NSU.</p> <p>Students in the two age groups (<math>\leq 25</math> years and <math>\geq 26</math> years) were in agreement in regard to the following reasons for deciding to attend NSU: academic reputation, advice of counselors and teachers, cost, type of programs available, and other.</p>
7	Students $\leq 25$ years had completed fewer courses in this academic program than students $\geq 26$ years.

- 8            Students  $\leq 25$  years use the University's library or library provided services more frequently than students  $\geq 26$  years.
- Students  $\leq 25$  years use other libraries less frequently than students  $\geq 26$  years.
- 9            There was a difference between students  $\leq 25$  years and students  $\geq 26$  years in terms of available options if they had not attended NSU.
- 10          Students  $\leq 25$  years, in contrast to students  $\geq 26$  years, expressed a greater level of frequency of experience in courses with the following technology-based media: electronic mail, World Wide Web, other.
- Students  $\geq 26$  years indicated that they had greater frequency of experience with audiobridge and compressed video than was indicated by students  $\leq 25$  years.
- Students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) indicated an equal level of experience with the electronic classroom as a technology-based medium experienced in courses.
- 11          In terms of statements about the faculty, students  $\leq 25$  years indicated a higher level of satisfaction with access to full-time faculty and interaction with full-time faculty than was indicated by students  $\geq 26$  years.
- There were no differences in satisfaction between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in regard to competency of the faculty.
- 12          In terms of statements about the academic program, students  $\leq 25$  years indicated a higher level of satisfaction with the quality of the learning environment, and the adequacy of classroom facilities than was indicated by students  $\geq 26$  years. In contrast, students  $\geq 26$  years indicated a higher level of satisfaction with opportunity for peer interaction, and the length of the individual courses than was indicated by students  $\leq 25$  years.
- There were no differences between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) on all other statements about academic program.

- 13            Students  $\leq 25$  years indicated a higher level of satisfaction than students  $\geq 26$  years on the following statements related to administration: clarity of written completion requirements and clarity of program catalog.
- For all other statements on administration, there were no differences between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years).
- 14            In terms of statements about library and information services, students  $\leq 25$  years indicated a higher level of satisfaction than students  $\geq 26$  years on the following statements: access to information through technology, infusion of information technology into the curricula, and provisions for training in the use of technology.
- In contrast, students  $\leq 25$  years indicated a lower level of satisfaction than students  $\geq 26$  years on the following statements about library and information services: availability of library and learning resource materials and adequacy of library and learning resource materials,
- For all other statements about library and information services, there were no differences between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years).
- 15            There were no differences between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) on statements about student services.
- 16            There was no difference between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) on the concluding summary evaluation statement.
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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 students in the two age groups ( $\leq 25$  years and  $\geq 26$  years), yet the difference is judged statistically significant at the  $\leq .05$  level of significance. As an example, consider the following response from Table 11:

Survey Statement	N	Mean	SD	p	Result ( $\leq .05$ )
Interaction with full-time faculty, either through direct contact or other means					
$\leq 25$ Years .....	680	4.1	0.9		
$\geq 26$ Years .....	1,461	4.0	1.0		
All Respondents .....	2,410	4.0	1.0	$\leq .01$	$(\leq 25) > (\geq 26)$

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 students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) 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 students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) 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 helpful to give attention to these findings. It may be especially useful to look at variance between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) on the following issues:

- The importance of *convenience* as a reason for deciding to attend the University, which had a significantly greater rating by students  $\geq 26$  years than students  $\leq 25$  years.
- Differences in the frequency and levels of use of the University's libraries and library services by students in these two age groups.

- Disparity in use of technology-based media in courses, with students  $\leq 25$  years 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 students  $\leq 25$  years indicating a greater level of satisfaction with issues related to access to information through technology, infusion of information technology into the curricula, and provisions for training in the use of technology.

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 a set of reports that had some level of concern on issues related to Institutional Effectiveness and this report should add to the University's attempt to satisfy attention to this area.

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APPENDIX

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 Age Breakout**

Age Breakout	Survey Return		Age			
	N	%	Mode	Median	Mean	SD
≤ 25 Years . . . . .	716	27	24	23	22.5	2.5
≥ 26 Years . . . . .	1,616	61	28	37	38.3	8.9
Unidentified . . . . .	305	12				
All Respondents . . . .	2,637		24	31	33.4	10.5

Note: Using the results of an unpublished *ad hoc* analysis of the Fall Term 1999 data set, age breakouts were: ≤ 25 Years = 17 percent, ≥ 26 Years = 83 percent, and Unidentified = < 1 percent. Further, descriptive statistics of age from the Fall Term 1999 data set were: Mode = 26, Median = 33, Mean = 35.2, and SD = 10.2.

Since 12 percent of all survey respondents did not mark their age, it is difficult to compare the responding sample to the population, where nearly all students mark their age during the application and/or registration process.

**Table 3**

**Representation of the Fall Term 1999 Student Survey by Degree Level and by Age Breakout**

<b>Degree Level and Age Breakout</b>	<b>Responding Sample</b>	
	<b>N</b>	<b>%</b>
<b>Undergraduate</b>		
≤ 25 Years .....	184	26
≥ 26 Years .....	175	11
All Respondents .....	408	15
<b>First Professional</b>		
≤ 25 Years .....	56	8
≥ 26 Years .....	65	4
All Respondents .....	128	5
<b>Graduate (M.S., Ed.S., Doctoral)</b>		
≤ 25 Years .....	402	56
≥ 26 Years .....	1,262	78
All Respondents .....	1,878	71
<b>Other</b>		
≤ 25 Years .....	6	<1
≥ 26 Years .....	11	<1
All Respondents .....	18	<1

Degree Level and Age Breakout	Responding Sample	
	N	%
Unidentified		
≤ 25 Years .....	68	10
≥ 26 Years .....	103	6
All Respondents .....	205	8
Total .....	2,637	

Result: There is a difference ( $p \leq .05$ ) between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by degree level (Chi-square = 135.64,  $df = 5$ , and  $p \leq .01$ ).

Table 4

Representation of the Fall Term 1999 Student Survey by Gender and by Age Breakout

Gender and Age Breakout	Responding Sample	
	N	%
<b>Female</b>		
≤ 25 Years .....	484	68
≥ 26 Years .....	946	59
All Respondents .....	1,563	59
<b>Male</b>		
≤ 25 Years .....	229	32
≥ 26 Years .....	662	41
All Respondents .....	926	35
<b>Unidentified</b>		
≤ 25 Years .....	3	<1
≥ 26 Years .....	8	<1
All Respondents .....	148	6
<b>Total</b> .....	<b>2,637</b>	

Result: There is a difference ( $p \leq .05$ ) between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by gender (Chi-square = 17.11,  $df = 1$ , and  $p \leq .01$ ).

Table 5.A

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

Race/Ethnic Group and Age Breakout	N	%
<b>Black, non-Hispanic</b>		
≤ 25 Years .....	61	9
≥ 26 Years .....	282	18
All Respondents .....	407	15
<b>American Indian or Alaskan Native</b>		
≤ 25 Years .....	1	<1
≥ 26 Years .....	11	<1
All Respondents .....	13	<1
<b>Asian or Pacific Islander</b>		
≤ 25 Years .....	60	8
≥ 26 Years .....	46	3
All Respondents .....	113	4
<b>Hispanic</b>		
≤ 25 Years .....	124	17
≥ 26 Years .....	194	12
All Respondents .....	338	13
<b>White, Non-Hispanic</b>		

Race/Ethnic Group and Age Breakout	N	%
≤ 25 Years .....	402	56
≥ 26 Years .....	922	57
All Respondents .....	1,426	54
<b>Other</b>		
≤ 25 Years .....	35	5
≥ 26 Years .....	52	3
All Respondents .....	111	4
<b>Total</b> .....	<b>2,637</b>	

**Result:** There is a difference ( $p \leq .05$ ) between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by race/ethnicity (Chi-square = 76.30,  $df = 5$ , and  $p \leq .01$ ) when race/ethnicity is broken out into multiple groups.



**Table 5.B**

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

<b>Race/Ethnic Group and Age Breakout</b>	<b>N</b>	<b>%</b>
<b>White, Non-Hispanic</b>		
≤ 25 Years .....	402	56
≥ 26 Years .....	922	57
All Respondents .....	1,426	54
<b>Minority</b>		
≤ 25 Years .....	281	39
≥ 26 Years .....	585	36
All Respondents .....	982	37
<b>Total</b> .....	<b>2,637</b>	

**Result:** There is no difference ( $p \leq .05$ ) between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by race/ethnicity (Chi-square = 1.06,  $df = 1$ , and  $p \leq .30$ ) when race/ethnicity is collapsed into these two groups.

**Table 6**  
**Reasons for Deciding to Attend NSU<sup>3</sup> by Age Breakout**

Reason and Age Breakout	N	%	p	Result ( $\leq .05$ )
<b>Academic reputation</b>				
$\leq 25$ Years .....	243	34		
$\geq 26$ Years .....	554	34		
All Respondents .....	876	33	$\leq .87$	( $\leq 25$ ) = ( $\geq 26$ )
<b>Admissions standards</b>				
$\leq 25$ Years .....	228	32		
$\geq 26$ Years .....	380	24		
All Respondents .....	657	25	$\leq .01$	( $\leq 25$ ) > ( $\geq 26$ )
<b>Advice of counselors and teachers</b>				
$\leq 25$ Years .....	71	10		
$\geq 26$ Years .....	181	11		
All Respondents .....	276	10	$\leq .36$	( $\leq 25$ ) = ( $\geq 26$ )
<b>Availability of scholarships or financial aid</b>				
$\leq 25$ Years .....	104	15		
$\geq 26$ Years .....	146	9		
All Respondents .....	263	10	$\leq .01$	( $\leq 25$ ) > ( $\geq 26$ )

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

Reason and Age Breakout	N	%	p	Result ( $\leq .05$ )
<b>Convenience</b>				
≤ 25 Years .....	287	40		
≥ 26 Years .....	934	58		
All Respondents .....	1,358	51	≤ .01	( $\leq 25$ ) < ( $\geq 26$ )
<b>Cost</b>				
≤ 25 Years .....	53	7		
≥ 26 Years .....	100	6		
All Respondents .....	174	7	≤ .27	( $\leq 25$ ) = ( $\geq 26$ )
<b>Location</b>				
≤ 25 Years .....	440	62		
≥ 26 Years .....	705	44		
All Respondents .....	1,236	47	≤ .01	( $\leq 25$ ) > ( $\geq 26$ )
<b>Small class size</b>				
≤ 25 Years .....	272	38		
≥ 26 Years .....	406	25		
All Respondents .....	738	28	≤ .01	( $\leq 25$ ) > ( $\geq 26$ )
<b>Social atmosphere</b>				
≤ 25 Years .....	99	14		
≥ 26 Years .....	124	8		

<b>Reason and Age Breakout</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
All Respondents .....	241	9	$\leq .01$	$(\leq 25) > (\geq 26)$
<b>Type of programs available</b>				
$\leq 25$ Years .....	385	54		
$\geq 26$ Years .....	867	54		
All Respondents .....	1,360	52	$\leq .96$	$(\leq 25) = (\geq 26)$
<b>Other</b>				
$\leq 25$ Years .....	118	17		
$\geq 26$ Years .....	227	14		
All Respondents .....	376	14	$\leq .12$	$(\leq 25) = (\geq 26)$

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 7**

**Number of Courses Completed in This Academic Program by Age Breakout**

<b>Number of Courses and Age Breakout</b>	<b>N</b>	<b>%</b>	<b>Number of Courses and Age Breakout</b>	<b>N</b>	<b>%</b>
<b>≤ 25 Years</b>					
0 .....	205	29	5 .....	16	2
1 .....	62	9	6 .....	21	3
2 .....	75	11	7 .....	19	3
3 .....	11	2	8 .....	23	3
4 .....	21	3	9 or more .....	240	34
			Unidentified .....	23	3
			N .....	693	
			Mean .....	4.35	
			SD .....	3.93	
<b>≥ 26 Years</b>					
0 .....	270	17	5 .....	84	5
1 .....	60	4	6 .....	138	9
2 .....	127	8	7 .....	81	5
3 .....	102	6	8 .....	102	6
4 .....	130	8	9 or more .....	488	30
			Unidentified .....	34	2
			N .....	1,582	
			Mean .....	5.16	
			SD .....	3.42	

Number of Courses and Age Breakout			Number of Courses and Age Breakout		
	N	%		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 students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by number of courses completed in this academic program (Student's t-Test value = -4.98,  $df = 2,273$ , and  $p \leq .01$ ).

**Table 8**

**Frequency of Library Usage by Age Breakout**

<b>Library Usage Statement and Frequency of Weekly Use by Age Breakout</b>	<b>N</b>	<b>%</b>
<b>≤ 25 Years</b>		
During a typical term, I usually use NSU's libraries or library provided services		
0 times per week .....	118	17
1 time per week .....	126	18
2 times per week .....	111	16
3 times per week .....	92	13
4 times per week .....	55	8
5 or more times per week .....	125	17
No response .....	89	12
	N .....	627
	Mean .....	2.80
	SD .....	3.67
During a typical term, I usually use other libraries		
0 times per week .....	354	49
1 time per week .....	102	14
2 times per week .....	61	9
3 times per week .....	44	6
4 times per week .....	15	2

<b>Library Usage Statement and Frequency of Weekly Use by Age Breakout</b>	<b>N</b>	<b>%</b>
5 or more times per week .....	22	3
No response .....	118	17
N .....		598
Mean .....		1.08
SD .....		3.01

≥ 26 Years

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

0 times per week .....	381	24
1 time per week .....	310	19
2 times per week .....	210	13
3 times per week .....	166	10
4 times per week .....	57	4
5 or more times per week .....	147	9
No response .....	345	21
N .....		1,271
Mean .....		1.97
SD .....		2.65

During a typical term, I usually use other libraries

0 times per week .....	441	27
1 time per week .....	341	21
2 times per week .....	225	14
3 times per week .....	112	7



<b>Library Usage Statement and Frequency of Weekly Use by Age Breakout</b>	<b>N</b>	<b>%</b>
4 times per week .....	46	3
5 or more times per week .....	73	5
No response .....	378	23
N .....		1,238
Mean .....		1.45
SD .....		1.88

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 by Age Breakout	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 students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by use of NSU's libraries or library provided services (Student's t-Test value = 5.64,  $df = 1,896$ , and  $p \leq .01$ ).

Result: There is a difference ( $p \leq .05$ ) between students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by use of other libraries (Student's t-Test value = -3.25,  $df = 1,834$ , and  $p \leq .01$ ).

**Table 9**

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

<b>Response and Age Breakout</b>	<b>N</b>	<b>%</b>
<b>≤ 25 Years</b>		
Attend another private college or university in South Florida . . . . .	107	15
Attend another private college or university in Florida, but not in South Florida . . . . .	32	5
Attend a private college or university in another state . . . . .	139	19
Attend a state college or university in South Florida . . . . .	90	13
Attend a state college or university in Florida, but not in South Florida . . . . .	72	10
Attend a state college or university in another state . . . . .	85	12
Not attend a college or university . . . . .	16	2
Other . . . . .	44	6
Unidentified . . . . .	131	18
<b>≥ 26 Years</b>		
Attend another private college or university in South Florida . . . . .	245	15
Attend another private college or university in Florida, but not in South Florida . . . . .	71	4
Attend a private college or university in another state . . . . .	199	12
Attend a state college or university in South Florida . . . . .	180	11

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

<b>Response and Age Breakout</b>	<b>N</b>	<b>%</b>
Attend a state college or university in Florida, but not in South Florida .....	101	6
Attend a state college or university in another state .....	266	17
Not attend a college or university .....	186	12
Other .....	130	8
Unidentified .....	238	15
<b>All Respondents</b>		
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 students in the two age groups ( $\leq 25$  years and  $\geq 26$  years) in terms of representation by choices if they had not attended NSU (Chi-square = 87.17,  $df = 7$ , and  $p \leq .01$ ).

**Table 10**

**Technology-Based Media Experienced in Courses by Age Breakout**

<b>Technology-Based Medium and Age Breakout</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
<b>Audiobridge</b>				
$\leq 25$ Years .....	23	3		
$\geq 26$ Years .....	168	10		
All Respondents .....	242	9	$\leq .01$	$(\leq 25) < (\geq 26)$
<b>Compressed Video</b>				
$\leq 25$ Years .....	37	5		
$\geq 26$ Years .....	120	7		
All Respondents .....	177	7	$\leq .04$	$(\leq 25) < (\geq 26)$
<b>Electronic Mail</b>				
$\leq 25$ Years .....	418	58		
$\geq 26$ Years .....	718	44		
All Respondents .....	1,233	47	$\leq .01$	$(\leq 25) > (\geq 26)$
<b>Electronic Classroom</b>				
$\leq 25$ Years .....	125	18		
$\geq 26$ Years .....	244	15		
All Respondents .....	406	15	$\leq .15$	$(\leq 25) = (\geq 26)$
<b>World Wide Web</b>				

<b>Technology-Based Medium and Age Breakout</b>	<b>N</b>	<b>%</b>	<b>p</b>	<b>Result (<math>\leq .05</math>)</b>
$\leq 25$ Years .....	399	56		
$\geq 26$ Years .....	684	42		
All Respondents .....	1,187	45	$\leq .01$	$(\leq 25) > (\geq 26)$
<b>Other</b>				
$\leq 25$ Years .....	83	12		
$\geq 26$ Years .....	132	8		
All Respondents .....	231	9	$\leq .01$	$(\leq 25) > (\geq 26)$

Table 11

Statements<sup>5</sup> About Faculty by Age Breakout

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Competency of the faculty							
≤ 25 Years	701	4	4	4.1	0.8		
≥ 26 Years	1,549	4	4	4.2	0.8		
All Respondents	2,537	4	4	4.2	0.8	≤ .43	( $\leq 25$ ) = ( $\geq 26$ )
Access to full-time faculty, either through direct contact or other means							
≤ 25 Years	674	4	4	4.2	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 and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
$\geq 26$ Years	1,457	4	4	4.0	1.0		
All Respondents	2,394	4	4	4.0	1.0	$\leq .01$	( $\leq 25$ ) > ( $\geq 26$ )
Interaction with full-time faculty, either through direct contact or other means							
$\leq 25$ Years	680	4	4	4.1	0.9		
$\geq 26$ Years	1,461	4	4	4.0	1.0		
All Respondents	2,410	4	4	4.0	1.0	$\leq .01$	( $\leq 25$ ) > ( $\geq 26$ )



**Table 12**  
**Statements<sup>6</sup> About Academic Program and Age Breakout**

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Opportunity for intellectual growth</b>							
≤ 25 Years	706	4	4	4.2	0.8		
≥ 26 Years	1,582	5	4	4.3	0.8		
All Respondents	2,584	5	4	4.3	0.8	≤ .93	( $\leq 25$ ) = ( $\geq 26$ )
<b>Opportunity for peer interaction</b>							
≤ 25 Years	708	5	4	4.2	0.9		
≥ 26 Years	1,590	5	4	4.3	0.8		
All Respondents	2,592	5	4	4.3	0.9	≤ .04	( $\leq 25$ ) < ( $\geq 26$ )

<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 and Age Breakout**

	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Instructional methods</b>							
≤ 25 Years	709	4	4	3.9	0.9		
≥ 26 Years	1,590	4	4	4.0	0.9		
All Respondents	2,589	4	4	4.0	0.9	≤ .07	( $\leq 25$ ) = ( $\geq 26$ )
<b>Delivery system</b>							
≤ 25 Years	650	4	4	3.9	0.8		
≥ 26 Years	1,552	4	4	4.0	0.9		
All Respondents	2,486	4	4	4.0	0.9	≤ .77	( $\leq 25$ ) = ( $\geq 26$ )
<b>Quality of the learning environment</b>							
≤ 25 Years	709	4	4	4.1	0.9		
≥ 26 Years	1,595	4	4	4.0	0.9		
All Respondents	2,595	4	4	4.0	0.9	≤ .02	( $\leq 25$ ) > ( $\geq 26$ )

Applied nature of thesis, practicum, or dissertation

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
$\leq 25$ Years	477	4	4	3.9	0.8		
$\geq 26$ Years	1,161	4	4	4.1	0.9		
All Respondents	1,883	4	4	4.0	0.9	$\leq .66$	$(\leq 25) = (\geq 26)$
Length of the academic program							
$\leq 25$ Years	700	4	4	4.1	0.8		
$\geq 26$ Years	1,566	4	4	4.2	0.8		
All Respondents	2,555	4	4	4.1	0.8	$\leq .38$	$(\leq 25) = (\geq 26)$
Length of the individual courses							
$\leq 25$ Years	709	4	4	4.0	0.8		
$\geq 26$ Years	1,581	4	4	4.2	0.8		
All Respondents	2,582	4	4	4.1	0.8	$\leq .03$	$(\leq 25) < (\geq 26)$
Process for assigning students to advisors							
$\leq 25$ Years	613	4	4	3.4	1.2		
$\geq 26$ Years	1,242	4	3	3.3	1.2		

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
All Respondents .....	2,112	4	3	3.4	1.2	$\leq .91$	$(\leq 25) = (\geq 26)$
Quality of advising							
$\leq 25$ Years .....	591	4	4	3.5	1.1		
$\geq 26$ Years .....	1,332	4	4	3.4	1.2		
All Respondents .....	2,187	4	4	3.4	1.2	$\leq .16$	$(\leq 25) = (\geq 26)$
Adequacy of classroom facilities							
$\leq 25$ Years .....	690	4	4	4.0	0.9		
$\geq 26$ Years .....	1,524	4	4	3.8	1.1		
All Respondents .....	2,491	4	4	3.8	1.0	$\leq .01$	$(\leq 25) > (\geq 26)$

Table 13

Statements<sup>7</sup> About Administration by Age Breakout

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Clarity of written admission policies							
≤ 25 Years	684	4	4	4.1	0.8		
≥ 26 Years	1,539	4	4	4.0	0.9		
All Respondents	2,502	4	4	4.0	0.9	≤ .27	( $\leq 25$ ) = ( $\geq 26$ )
Clarity of written policy on transfer of credit from other institutions							
≤ 25 Years	561	4	4	3.8	1.0		
≥ 26 Years	1,305	4	4	3.8	1.0		
All Respondents	2,121	4	4	3.8	1.0	≤ .95	( $\leq 25$ ) = ( $\geq 26$ )
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 and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
$\leq 25$ Years	666	4	4	4.0	0.8		
$\geq 26$ Years	1,517	4	4	3.9	0.9		
All Respondents	2,454	4	4	3.9	0.9	$\leq .01$	( $\leq 25$ ) > ( $\geq 26$ )
Clarity of written curricular offerings, as identified in program catalog							
$\leq 25$ Years	676	4	4	4.0	0.9		
$\geq 26$ Years	1,514	4	4	3.9	0.9		
All Respondents	2,465	4	4	3.9	0.9	$\leq .07$	( $\leq 25$ ) = ( $\geq 26$ )
Program orientation							
$\leq 25$ Years	682	4	4	3.9	0.9		
$\geq 26$ Years	1,521	4	4	3.9	1.0		
All Respondents	2,481	4	4	3.9	1.0	$\leq .25$	( $\leq 25$ ) = ( $\geq 26$ )
Course registration activities							
$\leq 25$ Years	681	4	4	3.8	1.0		
$\geq 26$ Years	1,552	4	4	3.8	1.0		
All Respondents	2,513	4	4	3.8	1.0	$\leq .70$	( $\leq 25$ ) = ( $\geq 26$ )

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Published grading policy</b>							
≤ 25 Years	653	4	4	3.9	1.0		
≥ 26 Years	1,489	4	4	3.9	1.0		
All Respondents	2,412	4	4	3.9	1.0	≤ .31	( $\leq 25$ ) = ( $\geq 26$ )
<b>Interaction with administrative personnel</b>							
≤ 25 Years	672	4	4	3.6	1.1		
≥ 26 Years	1,508	4	4	3.7	1.1		
All Respondents	2,448	4	4	3.6	1.1	≤ .24	( $\leq 25$ ) = ( $\geq 26$ )
<b>Clarity of program catalog</b>							
≤ 25 Years	689	4	4	4.0	0.8		
≥ 26 Years	1,527	4	4	3.9	0.9		
All Respondents	2,482	4	4	3.9	0.9	≤ .03	( $\leq 25$ ) > ( $\geq 26$ )
<b>Correctness of student records (including transcripts)</b>							
≤ 25 Years	593	4	4	3.6	1.1		
≥ 26 Years	1,345	4	4	3.6	1.2		
All Respondents	2,190	4	4	3.6	1.2	≤ .85	( $\leq 25$ ) = ( $\geq 26$ )

Table 14

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

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
Availability of library and learning resource materials							
≤ 25 Years	662	4	4	3.7	1.1		
≥ 26 Years	1,434	4	4	3.9	1.1		
All Respondents	2,348	4	4	3.9	1.1	≤ .01	( $\leq 25$ ) < ( $\geq 26$ )
Adequacy of library and learning resource materials							
≤ 25 Years	657	4	4	3.6	1.2		
≥ 26 Years	1,413	4	4	3.9	1.1		
All Respondents	2,320	4	4	3.8	1.1	≤ .01	( $\leq 25$ ) < ( $\geq 26$ )
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 and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
$\leq 25$ Years	627	4	4	3.6	1.1		
$\geq 26$ Years	1,409	4	4	3.8	1.1		
All Respondents	2,286	4	4	3.7	1.1	$\leq .88$	$(\leq 25) = (\geq 26)$
Training in access to information in electronic and other formats							
$\leq 25$ Years	639	4	4	3.7	1.0		
$\geq 26$ Years	1,411	4	4	3.8	1.1		
All Respondents	2,300	4	4	3.7	1.1	$\leq .29$	$(\leq 25) = (\geq 26)$
Availability of computing resources							
$\leq 25$ Years	662	4	4	3.9	1.0		
$\geq 26$ Years	1,368	4	4	3.8	1.1		
All Respondents	2,269	4	4	3.8	1.1	$\leq .11$	$(\leq 25) = (\geq 26)$
Adequacy of computing resources							
$\leq 25$ Years	659	4	4	4.0	1.0		
$\geq 26$ Years	1,363	4	4	3.9	1.0		
All Respondents	2,261	4	4	3.9	1.0	$\leq .06$	$(\leq 25) = (\geq 26)$
Access to information through technology							

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
$\leq 25$ Years	670	4	4	4.1	0.9		
$\geq 26$ Years	1,443	4	4	4.0	1.0		
All Respondents	2,370	4	4	4.0	1.0	$\leq .01$	$(\leq 25) > (\geq 26)$
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)							
$\leq 25$ Years	605	4	4	3.8	1.0		
$\geq 26$ Years	1,241	4	4	3.7	1.1		
All Respondents	2,056	4	4	3.7	1.1	$\leq .06$	$(\leq 25) = (\geq 26)$
Infusion of information technology into the curricula							
$\leq 25$ Years	628	4	4	3.9	0.9		
$\geq 26$ Years	1,390	4	4	3.8	1.0		
All Respondents	2,250	4	4	3.8	1.0	$\leq .01$	$(\leq 25) > (\geq 26)$
Provisions for training in the use of technology							
$\leq 25$ Years	608	4	4	3.7	1.0		
$\geq 26$ Years	1,321	4	4	3.6	1.1		
All Respondents	2,161	4	4	3.6	1.1	$\leq .01$	$(\leq 25) > (\geq 26)$

**Table 15**

**Statements<sup>9</sup> About Student Services by Age Breakout**

Survey Statement and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Student development services</b>							
≤ 25 Years	510	4	4	3.7	1.0		
≥ 26 Years	915	3	3	3.4	1.0		
All Respondents	1,589	4	4	3.5	1.0	≤ .51	( $\leq 25$ ) = ( $\geq 26$ )
<b>Counseling and career development</b>							
≤ 25 Years	483	4	4	3.5	1.0		
≥ 26 Years	932	3	3	3.2	1.2		
All Respondents	1,583	3	3	3.3	1.1	≤ .46	( $\leq 25$ ) = ( $\geq 26$ )
<b>Remedial services available</b>							
≤ 25 Years	380	3	3	3.5	1.0		
≥ 26 Years	729	3	3	3.3	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                              |     |                             |

**Survey Statement and Age Breakout**

	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
All Respondents	1,256	3	3	3.3	1.0	$\leq .95$	$(\leq 25) = (\geq 26)$
<b>Student government opportunities</b>							
≤ 25 Years	527	4	4	3.7	1.0		
≥ 26 Years	756	3	3	3.5	1.0		
All Respondents	1,419	3	4	3.5	1.0	$\leq .50$	$(\leq 25) = (\geq 26)$
<b>Student behavior policies and procedures</b>							
≤ 25 Years	573	4	4	3.7	1.0		
≥ 26 Years	937	4	4	3.6	1.0		
All Respondents	1,679	4	4	3.6	1.0	$\leq .64$	$(\leq 25) = (\geq 26)$
<b>Financial aid services</b>							
≤ 25 Years	640	1	2	2.7	1.4		
≥ 26 Years	1,222	4	3	2.9	1.4		
All Respondents	2,086	1	3	2.8	1.4	$\leq .27$	$(\leq 25) = (\geq 26)$
<b>Health services</b>							
≤ 25 Years	477	4	4	3.5	1.1		
≥ 26 Years	658	3	3	3.3	1.1		
All Respondents	1,259	3	3	3.4	1.1	$\leq .09$	$(\leq 25) = (\geq 26)$

**Survey Statement and Age Breakout**

	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
<b>Refund policies when withdrawing from courses</b>							
≤ 25 Years	354	3	3	3.3	1.2		
≥ 26 Years	782	3	3	3.4	1.1		
All Respondents	1,285	3	3	3.4	1.1	≤ .06	( $\leq 25$ ) = ( $\geq 26$ )
<b>Safety and security of classroom buildings and the learning environment</b>							
≤ 25 Years	664	4	4	4.0	1.0		
≥ 26 Years	1,247	4	4	4.0	1.0		
All Respondents	2,124	4	4	3.9	1.0	≤ .70	( $\leq 25$ ) = ( $\geq 26$ )

Table 16

Statements About Summary Evaluation<sup>10</sup> by Age Breakout

Academic Center and Age Breakout	N	Mode	Median	Mean	SD	p	Result ( $\leq .05$ )
$\leq 25$ Years	626	4	4	4.0	0.8		
$\geq 26$ Years	1,249	4	4	4.1	0.8		
All Respondents	2,067	4	4	4.0	0.8	$\leq .43$	$(\leq 25) = (\geq 26)$

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

# Nova Southeastern University

## Purpose of This Survey:

As part of a continuous process of evaluation of academic support services, the purpose of this survey is to determine your general level of use and satisfaction with resources and services provided by the University. Results will be used to help the University provide an improved educational experience for future students.

## Survey Methodology:

This survey is to be distributed to a representative sample of Fall Term 1999 students. Please complete this survey only once. **If you received a copy in a prior class, please do not fill this out again.**

## Section I: Program Information

### Academic Center/School

- 01\_\_\_ Center for Psychological Studies
- 02\_\_\_ Farquhar Center for Undergraduate Studies
- 03\_\_\_ Fischler Graduate School of Education and Human Services
- 04\_\_\_ Health Professions Division
- 05\_\_\_ Oceanographic Center
- 06\_\_\_ School of Business and Entrepreneurship
- 07\_\_\_ School of Computer and Information Sciences
- 08\_\_\_ School of Social and Systemic Studies
- 09\_\_\_ Shepard Broad Law Center

### Degree Program Enrolled

- 01\_\_\_ Bachelor's
- 02\_\_\_ Master's
- 03\_\_\_ Specialist
- 04\_\_\_ First Professional
- 05\_\_\_ Doctoral
- 06\_\_\_ Other

### Time at NSU

- 01\_\_\_ 1st Year                      03\_\_\_ 3rd Year
- 02\_\_\_ 2nd Year                     04\_\_\_ 4th Year

Review the following rating key and then mark or circle your level of satisfaction with each statement:

- |   |                               |
|---|-------------------------------|
| 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                              |                               |

### Faculty

- 1 2 3 4 5 NA U      Competency of the faculty
- 1 2 3 4 5 NA U      Access to full-time faculty, either through direct contact or other means
- 1 2 3 4 5 NA U      Interaction with full-time faculty, either through direct contact or other means

### Academic Program

- 1 2 3 4 5 NA U      Opportunity for intellectual growth
- 1 2 3 4 5 NA U      Opportunity for peer interaction
- 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      Quality of the learning environment
- 1 2 3 4 5 NA U      Applied nature of thesis, practicum, or dissertation
- 1 2 3 4 5 NA U      Length of the academic program
- 1 2 3 4 5 NA U      Length of the individual courses
- 1 2 3 4 5 NA U      Process for assigning students to advisors

Review the following rating key and then mark or circle your level of satisfaction with each statement:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 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                              |     |                             |
- 

- |   |   |   |   |   |    |   |                                  |
|---|---|---|---|---|----|---|----------------------------------|
| 1 | 2 | 3 | 4 | 5 | NA | U | Quality of advising              |
| 1 | 2 | 3 | 4 | 5 | NA | U | Adequacy of classroom facilities |

#### Administration

- |   |   |   |   |   |    |   |   |
|---|---|---|---|---|----|---|---|
| 1 | 2 | 3 | 4 | 5 | NA | U | Clarity of written admission policies                                     |
| 1 | 2 | 3 | 4 | 5 | NA | U | Clarity of written policy on transfer of credit from other institutions   |
| 1 | 2 | 3 | 4 | 5 | NA | U | Clarity of written 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 orientation   |
| 1 | 2 | 3 | 4 | 5 | NA | U | Course registration activities  |
| 1 | 2 | 3 | 4 | 5 | NA | U | Published grading policy  |
| 1 | 2 | 3 | 4 | 5 | NA | U | Interaction with administrative personnel                                 |
| 1 | 2 | 3 | 4 | 5 | NA | U | Clarity of program catalog  |
| 1 | 2 | 3 | 4 | 5 | NA | U | Correctness of student records (including transcripts)                    |

#### Library and Information Services

- |   |   |   |   |   |    |   |   |
|---|---|---|---|---|----|---|---|
| 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 | Training in access to information in electronic and other formats   |
| 1 | 2 | 3 | 4 | 5 | NA | U | Availability of computing resources   |
| 1 | 2 | 3 | 4 | 5 | NA | U | Adequacy of computing resources   |
| 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  |

#### Student Services

- |   |   |   |   |   |    |   |   |
|---|---|---|---|---|----|---|---|
| 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 | Remedial services available   |
| 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 | Refund policies when withdrawing from courses                           |
| 1 | 2 | 3 | 4 | 5 | NA | U | Safety and security of classroom buildings and the learning environment |



Review the following rating key and then mark or circle your level of satisfaction with each statement:

- |   |   |     |                             |
|---|---|-----|-----------------------------|
| 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                              |     |                             |
- 

**Summary Evaluation**

1 2 3 4 5 NA U Overall quality of this academic program

As a note of special interest, if you do not regularly use NSU's library/information resources, please tell us how you prepare(d) for papers/research. What facilities do you use, and how do you gain access to the resources? Possibly because of your employment status, does your employer provide access to better services than the level of services the University offers to students?

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Further, it would also be very useful if you offered specific examples of how you gain access to resources and information if you are either: (1) physically distant from the University's campus-based infrastructure, (2) unable to conveniently use campus-based resources even if you reside near the University's four South Florida campuses.

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**Section II: Demographic Information**

**Where do you attend the majority of your classes?**

- 01\_\_\_ Davie Campus or East Campus
- 02\_\_\_ Cluster Location in Broward County or Miami-Dade County
- 03\_\_\_ Cluster Location in Another Florida County
- 04\_\_\_ Cluster Location in Another State
- 05\_\_\_ Cluster Location in Another Country
- 06\_\_\_ Other

**Race/Ethnic Group:**

- 01\_\_\_ Black, non-Hispanic
- 02\_\_\_ American Indian or Alaskan Native
- 03\_\_\_ Asian or Pacific Islander
- 04\_\_\_ Hispanic
- 05\_\_\_ White, non-Hispanic
- 06\_\_\_ Other

Current age \_\_\_\_\_ years  
 Gender \_\_\_\_\_ Female  
 \_\_\_\_\_ Male  
 Home Zip Code \_\_\_\_\_

During a typical term, I usually use NSU's libraries or library provided services \_\_\_\_\_ times per week.

During a typical term, I usually use other libraries \_\_\_\_\_ times a week.

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

- 01\_\_\_ Academic reputation
- 02\_\_\_ Admissions standards
- 03\_\_\_ Advice of counselors and teachers
- 04\_\_\_ Availability of scholarships or financial aid
- 05\_\_\_ Convenience
- 06\_\_\_ Cost
- 07\_\_\_ Location
- 08\_\_\_ Small class size
- 09\_\_\_ Social atmosphere
- 10\_\_\_ Type of programs available
- 11\_\_\_ Other

**What would you have done if you had not attended NSU? Would you have attended:**

- 01\_\_\_ Another private college or university in South Florida
- 02\_\_\_ Another private college or university in Florida, but not in South Florida
- 03\_\_\_ A private college or university in another state
- 04\_\_\_ A state college or university in South Florida
- 05\_\_\_ A state college or university in Florida, but not in South Florida
- 06\_\_\_ A state college or university in another state
- 07\_\_\_ Not attended a college or university
- 08\_\_\_ Other

**How many courses have you completed in this academic program at the University?**

- |                 |                 |
|-----------------|-----------------|
| 00___ 0 courses | 05___ 5 courses |
| 01___ 1 course  | 06___ 6 courses |
| 02___ 2 courses | 07___ 7 courses |
| 03___ 3 courses | 08___ 8 courses |
| 04___ 4 courses | 09___ 9 or more |

**If you have received technology-based instruction in any of your courses, which media have you experienced?**  
*Check all selections that apply.*

- 01\_\_\_ Audiobridge
- 02\_\_\_ Compressed Video
- 03\_\_\_ Electronic Mail
- 04\_\_\_ Electronic Classroom
- 05\_\_\_ World Wide Web
- 06\_\_\_ Other

**A list of majors at Nova Southeastern University is attached. Please record here the number that corresponds with your major: \_\_\_\_\_**

Use the remaining space on this page for any additional comments that you may wish to add.

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**YOUR PARTICIPATION IN THIS SURVEY PROCESS IS APPRECIATED.**

Prepared by Research and Planning  
 September 1999



## Majors, Specializations, and Concentrations Offered by NSU

### Doctoral Degree Majors

- 01 Au.D. Audiology major
- Doctor of Business Administration with specializations in:
  - 02 Accounting
  - 03 Finance
  - 04 Health Services Administration
  - 05 Human Resource Management
  - 06 Information Technology Management
  - 07 International Management
  - 08 Management
  - 09 Marketing
- 10 D.M.D. Dental Medicine
- Doctor of Education with specializations in:
  - 11 Adult Education
  - 12 Computing and Information Technology
  - 13 Health Care Education
  - 14 Higher Education
  - 15 Vocational, Technical, and Occupational Education
- 16 Ed.D. in Child and Youth Studies
- 17 Ed.D. in Educational Leadership
- 18 Ed.D. in Instructional Technology and Distance Education
- 19 Doctor of International Business Administration
- 20 J.D. Law
- 21 Dr.O.T. Occupational Therapy
- 22 O.D. Optometry
- 23 D.O. Osteopathic Medicine
- 24 Pharm.D. Pharmacy
- Ph.D. in Clinical Psychology, with concentrations in:
  - 25 Clinical Neuropsychology
  - 26 Clinical Health Psychology
  - 27 Psychodynamic Psychology
  - 28 Psychology of Long-Term Mental Illness
  - 29 Forensic Psychology
  - 30 No concentration selected
- 31 Ph.D. in Computer Information Systems
- 32 Ph.D. in Computer Science
- 33 Ph.D./Ed.D. in Computing Technology in Education
- 34 Ph.D. in Dispute Resolution
- Ph.D. in Family Therapy, with specialization in:
  - 35 Medical Family Therapy
  - 36 No specialization selected
- 37 Ph.D. in Information Science
- 38 Ph.D. in Information Systems
- 39 Ph.D. in Oceanography
- 40 Postdoctoral Master of Science Degree in Psychopharmacology

Additional majors on reverse side

Psy.D. in Clinical Psychology with concentrations in:

- 41 Clinical Neuropsychology
- 42 Clinical Health Psychology
- 43 Psychodynamic Psychology
- 44 Psychology of Long-Term Mental Illness
- 45 Forensic Psychology
- 46 No concentration selected
- 47 Doctor of Public Administration
- 48 Ph.D.P.T. in Physical Therapy
- 49 SLP.D. Speech-Language Pathology

### Specialist Degree Majors

Educational Specialist with specializations in :

- 50 Computer Science Education
- 51 Curriculum, Instruction, and Technology
- 52 Educational Leadership
- 53 Educational Media
- 54 Educational Technology
- 55 Elementary Education
- 56 Emotionally Handicapped
- 57 English Education
- 58 Management and Administration of Educational Programs
- 59 Mathematics Education
- 60 Mentally Handicapped
- 61 Multicultural Education
- 62 Prekindergarten/Primary
- 63 Reading
- 64 Science Education
- 65 Social Studies Education
- 66 Specific Learning Disabilities
- 67 Teaching English to Speakers of Other Languages (TESOL)
- 68 Varying Exceptionalities

### Master's Degree Majors

- 69 Master of Accounting
- 70 M.B.S. Biomedical Sciences
- Master of Business Administration with specializations in:
  - 71 Accounting
  - 72 Entrepreneurship
  - 73 Finance
  - 74 Human Resource Management
  - 75 International Business
  - 76 Management Information Systems
  - 77 Marketing
  - 78 Medical Management
  - 79 Public Administration
- 80 Master of International Business Administration
- 81 M.M.S. Medical Science
- 82 M.O.T. Occupational Therapy

- 83 M.P.T. Physical Therapy
- Master of Public Administration with concentrations in:
  - 84 City Management
  - 85 Coastal Zone Management
  - 86 Cultural Resource Management
  - 87 Dispute Resolution
  - 88 Human Resource Management
  - 89 International Administration
  - 90 Management
  - 91 Non-Profit Management
- M.P.H. Public Health with specializations in:
  - 92 Epidemiology and Research Methods
  - 93 Health Promotion and Wellness
  - 94 Health Policy and Management
- Master of Science with specializations in:
  - 95 Child and Youth Care Administration
  - 96 Early Childhood Education Administration
  - 97 Elder Care Administration
  - 98 Family Support Studies
  - 99 Substance Abuse Counseling and Education
- 100 M.S. in Coastal Zone Management
- 101 M.S. in Computer Information Systems
- 102 M.S. in Computer Science
- 103 M.S. in Computing Technology in Education
- 104 M.S. in Dispute Resolution
- M.S. in Education with specializations in:
  - 105 Computer Science Education
  - 106 Curriculum, Instruction, and Technology
  - 107 Educational Leadership
  - 108 Educational Media
  - 109 Educational Technology
  - 110 Elementary Education
  - 111 English Education
  - 112 Emotionally Handicapped
  - 113 Jewish Day School Programs
  - 114 Management and Administration of Educational Programs
  - 115 Mathematics Education
  - 116 Mentally Handicapped
  - 117 Multicultural Education
  - 118 Prekindergarten/Primary Education
  - 119 Reading
  - 120 Science Education
  - 121 Social Studies Education
  - 122 Spanish Language
  - 123 Specific Learning Disabilities
  - 124 Varying Exceptionalities

- M.S. in Family Therapy with specialization in:
  - 125 Medical Family Therapy
  - 126 No specialization selected
- 127 M.S. in Health Services Administration
- 128 M.S. in Human Resource Management
- 129 M.S. in Instructional Technology and Distance Education
- 130 M.S. in Management Information Systems
- 131 M.S. in Marine Biology
- 132 M.S. in Marine Environmental Science
- 133 M.S. in Mental Health Counseling
- 134 M.S. in School Guidance and Counseling
- 135 M.S. in Speech-Language Pathology

#### **Bachelor's Degree Majors**

- 136 B.A. in Humanities
- 137 B.S. in Accounting
- 138 B.S. in Administrative Studies
- 139 B.S. in Applied Professional Studies
- 140 B.S. in Business Administration
- 141 B.S. in Computer Information Systems
- 142 B.S. in Computer Science
- 143 B.S. in Early Childhood Education
- 144 B.S. in Elementary Education
- 145 B.S. in Environmental Science/Studies
- 146 B.S. in Exceptional Education
- 147 B.S. in General Studies
- 148 B.S. in Hospitality Management
- 149 B.S. in Legal Assistant Studies
- 150 B.S. in Legal Studies (prelaw)
- 151 B.S. in Life Science (premedical)
- 152 B.S. in Middle School Science Education
- 153 B.S. in Ocean Studies
- 154 B.S. in Professional Management
- 155 B.S. in Psychology
- 156 B.S. in Science and the Business Environment
- 157 B.S. in Science and the Law
- 158 B.S. in Secondary Education
- 159 B.S. in Sports and Wellness Studies

9/99



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