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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**

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**Nova Southeastern University
Research and Planning**

Report 01-03

February 2001



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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.

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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 services¹. 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

¹ 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.*
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- 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.

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.

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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.

APPENDIX

Table 1

Representation of the Fall Term 1999 Student Survey by Academic Center: Adjusted Data Set²

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).

² 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

Place of Class Attendance	N	%
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	%
Female		
Campus-Based (CB) Students	954	60
Distance Education (DE) Students . .	559	60
All Respondents	1,563	59
Male		
Campus-Based (CB) Students	598	38
Distance Education (DE) Students . .	304	33
All Respondents	926	35
Unidentified		
Campus-Based (CB) Students	43	3
Distance Education (DE) Students . .	64	7
All Respondents	148	6
Total	2,637	

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)**

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

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

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)**

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

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 NSU³

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

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

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

Reason	N	%	p	Result ($\leq .05$)
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

Number of Courses	N	%	Number of Courses	N	%
Campus-Based (CB) Students					
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	
Distance Education (DE) Students					
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

Library Usage Statement and Frequency of Weekly Use	N	%
Campus-Based (CB) Students		
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

Library Usage Statement and Frequency of Weekly Use	N	%
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 University⁴**

Response	N	%
Campus-Based (CB) Students		
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
Distance Education (DE) Students		
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

⁴ 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

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

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

Table 12

Statements⁵ 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		

⁵ 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

Statements⁶ 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

⁶ 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 ($\leq .05$)**

Survey Statement	N	Mode	Median	Mean	SD	p	Result ($\leq .05$)
Instructional methods							
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
Delivery system							
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
Quality of the learning environment							
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

Applied nature of thesis, practicum, or dissertation

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
Statements⁷ 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							

⁷ 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

Statements⁸ 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							

⁸ 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

Statements⁹ About Student Services

Survey Statement	N	Mode	Median	Mean	SD	p	Result ($\leq .05$)
Student development services							
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
Counseling and career development							
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
Remedial services available							
Campus-Based (CB) Students	817	3	3	3.4	1.0		
Distance Education (DE) Students ..	390	3	3	3.2	1.1		

⁹ 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 ($\leq .05$)
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 Evaluation¹⁰

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

¹⁰

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 | | |



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