

DOCUMENT RESUME

ED 432 951

HE 032 260

AUTHOR MacFarland, Thomas W.
TITLE Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students. Report No. 99-03.
INSTITUTION Nova Southeastern Univ., Fort Lauderdale, FL.
PUB DATE 1999-02-00
NOTE 46p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Persistence; *College Outcomes Assessment; *Distance Education; Followup Studies; Graduation; Higher Education; *Instructional Effectiveness; Program Evaluation; *School Holding Power; Tables (Data)
IDENTIFIERS *Nova Southeastern University FL

ABSTRACT

This study compared the matriculation status of distance education students and their campus-based counterparts (total N=10,187) 5 years after original enrollment in Nova Southeastern University academic centers in Fall 1993. Successful matriculation was defined as either graduation and/or continued enrollment in Fall 1998. The study found that the 1993 students enrolled in courses offered through the use of distance education had a significantly greater frequency of successful matriculation than their campus-based counterparts. Although distance education students had a greater frequency of successful matriculation than their campus-based peers overall, distance education doctoral students in the Graduate School of Education and Human Services and the School of Business and Entrepreneurship matriculated at a lower rate than did campus-based doctoral students. Tables detailing the study's findings are appended. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

MATRICULATION STATUS OF NOVA SOUTHEASTERN UNIVERSITY'S FALL TERM 1993 COHORT AT THE BEGINNING OF FALL TERM 1998: BREAKOUT ANALYSES FOR CAMPUS-BASED STUDENTS AND DISTANCE EDUCATION STUDENTS

Thomas W. MacFarland

Senior Research Associate

**Nova Southeastern University
Research and Planning**

Report 99-03

February 1999

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Thomas W

Macfarland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

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

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

Minor changes have been made to improve reproduction quality.

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

092 250 211
ERIC
Full Text Provided by ERIC

EXECUTIVE SUMMARY

Nova Southeastern University was an early innovator in the use of distance education in higher education, first using this teaching modality in 1972. Currently, nearly 55 percent of all students at the University attend class through the use of some form of distance education modality.

The University is compelled by the Southern Association of Colleges and Schools to verify that distance education is an effective teaching modality. To meet this mandate, the University has recently initiated a series of research activities on course grades of distance education students and campus-based students. These prior studies provided evidence that distance education students were in parity with campus-based students in terms of the relative frequency of successful grades awarded. In many cases, distance education students exceeded campus-based students in terms of the relative frequency of successful grades awarded.

This current study provides another measure of comparability between campus-based students and distance education students. The population consisted of 10,187 Fall Term 1993 Cohort students enrolled in academic centers that offered programs to both campus-based students as well as distance education students. In contrast to Research and Planning's prior analysis of grades for one specific academic term, this study was instead structured to follow the matriculation status of distance education students and their campus-based counterparts over a five-year period (Fall Term 1993 to the beginning of Fall Term 1998):

- *Successful Matriculation* refers to Fall Term 1993 Cohort students who were either Graduated, Still Enrolled, or Graduated and Still Enrolled by the beginning of Fall Term 1998.
- The term *Other* is used to reflect students who left the University before graduating.

This study provided compelling evidence that Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$). Although the overall finding is that distance education students had a greater frequency of successful matriculation than their campus-based counterparts, this finding was not maintained for all breakout analyses.

It is clear that in both the Fischler Graduate School of Education and Human Services as well as the School of Business and Entrepreneurship, distance education doctoral students are definitely at a disadvantage when compared to campus-based doctoral students in terms of successful matriculation. Included in this report was the recommendation that some type of detailed followup would be helpful, to learn if reasons for this disparity in successful

matriculation between distance education students and campus-based students can be determined. A follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort from these two centers to examine the question of whether the 1993 cohort may be an anomalous event.

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	ii
LIST OF TABLES	v
BACKGROUND	1
Distance Education at Nova Southeastern University	1
Purpose of This Study	1
METHODOLOGY	2
Definition of the Population	2
Preparation of Extract Files	3
RESULTS	3
SUMMARY	5
REFERENCES	6
APPENDIX (Tables 1 to 5.B-2)	7

LIST OF TABLES

Table		Page
1	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Summary of Successful Matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) and Other Matriculation Status by Breakout Group	8
2	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students Enrolled in Programs That are Offered to Both Campus-Based Students and Distance Education Students	12
3.A	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the Fischler Graduate School of Education and Human Services	13
3.B	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the Farquhar Center for Undergraduate Studies	14
3.C	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the School of Business and Entrepreneurship	15
3.D	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the Center for Psychological Studies	16
4.A	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Undergraduate Students	17
4.B	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services, School of Business and Entrepreneurship, and the Center for Psychological Studies	18

4.C	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services and the School of Business and Entrepreneurship	19
5.A-1	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services	20
5.A-2	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services	21
5.B-1	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the School of Business and Entrepreneurship	22
5.B-2	Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the School of Business and Entrepreneurship	23

BACKGROUND

Distance Education at Nova Southeastern University

Nova Southeastern University was an early innovator in the use of distance education in higher education. In 1972, largely in an effort to increase outreach to specific markets and to also enhance fiscal stability, the University offered external degree programs at the doctoral level (*Nova Southeastern University Fact Book*; 1998, p. 12). The first external degree program offered by the University was the Ed.D. Program in Educational Leadership. The Ed.D. Program for Community College Faculty and Administrators (the precursor to the University's current Programs for Higher Education) was offered soon after. These early distance education programs were quite successful and today, approximately 55 percent of all students at the University attend class through the use of some form of distance education modality (memorandum from Tom MacFarland to John Losak; October 22, 1998).

Purpose of This Study

As a means of determining the efficacy of distance education programs in the 11 states affiliated with The Southern Association of Colleges and Schools, the University must:

involve the same systematic analysis of the effectiveness of distance learning programs in carrying out the purpose of the institution and in complying with the *Criteria for Accreditation* as it does with other aspects of the institution's efforts (*Guidelines for Planning Distance Learning Activities*; 1992, p. 4).

The University is further compelled by the Southern Association of Colleges and Schools to demonstrate that "[] its distance learning programs are effective and comply with all applicable *Criteria*" (*Criteria for Accreditation*; 1998, p. 40). The Southern Association of Colleges and Schools has additionally charged the University to "Provide documentation that all distance learning courses are comparable to the on-campus courses and that the goals for each off-campus site are clear and explicit and are assessed regularly" (personal communication from J. T. Rogers; July 2, 1998).

With an emphasis on the measurement of learning outcomes of distance education participants, the University has recently initiated a series of research activities related to comparisons between distance education students and campus-based students. As summarized in *A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997* (1998, p. 4), the University has demonstrated that "[] distance education students have

consistently been in parity with campus-based students in terms of the relative frequency of successful grades awarded."

This current study provides another measure of comparability between campus-based students and distance education students. In contrast to Research and Planning's prior analysis of grades for one specific academic term, this study has instead been structured to follow the matriculation status of more than 10,000 distance education students and their campus-based counterparts over a five-year period (Fall Term 1993 to the beginning of Fall Term 1998).

METHODOLOGY

Definition of the Population

This study addressed the matriculation status of the Fall Term 1993 Cohort at the beginning of Fall Term 1998, differentiating between campus-based students and distance education students enrolled in programs that were offered to both groups of students. Based on Fall Term 1993 enrollment statistics, this cohort included:

■	All Fall Term 1993 students in the Fischler Graduate School of Education and Human Services	4,186
■	All Fall Term 1993 students in the Farquhar Center for Undergraduate Studies	3,300
■	All Fall Term 1993 students in the School of Business and Entrepreneurship	2,001
■	Master's-level Fall Term 1993 students in the Center for Psychological Studies	700
	TOTAL	10,187

The University had an enrollment of 12,260 students by the end of Fall Term 1993 (*Research and Planning Weekly Enrollment Report*; January 3, 1994). (Nova University did not merge with Southeastern University of the Health Sciences until January 1994). Accordingly, this cohort originally represented 83 percent of all Fall Term 1993 enrollment at the University.

Preparation of Extract Files

The University's Computing Center was asked to prepare for this study during Summer 1998 (memorandum from Tom MacFarland to Mary Harward; July 20, 1998). The final extract files were prepared by January 28, 1999, with the matriculation status of the population segmented into *Successful Matriculation* and *Other*:

- *Successful Matriculation* refers to Fall Term 1993 Cohort students who were either Graduated, Still Enrolled, or Graduated and Still Enrolled by the beginning of Fall Term 1998.
- The term *Other* is used to reflect students who left the University before graduating.

Data were coded by Academic Center, Degree Level, and Cluster Code. Using these three codes for selection and organization purposes, SPSS-X™ was used to conduct the many separate breakout analyses associated with this study.

RESULTS

Based on an analysis of 10,187 Fall Term 1993 Cohort students enrolled in academic centers that offered programs to both campus-based students as well as distance education students, it was determined that:

Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

This overall finding and subsequent breakout findings are summarized in Figure 1. Going beyond this broad summary, Table 1 to Table 5.B-2 provide breakout analyses by academic center, by degree level, and by degree levels within academic centers.

Although the overall finding is that distance education students had a greater frequency of successful matriculation than their campus-based counterparts, this finding is not maintained for all breakout analyses:

- There was a degree of inconsistency regarding the frequency of successful matriculation of distance education students and campus-based students by academic center:

Figure 1

Successful Matriculation of the Fall Term 1993 Cohort
by the Beginning of Fall Term 1998

Breakout Group	N	Finding on Successful Matriculation (p ≤ .05)	
Education All Students			
Farquhar Center . . . All Students			
SBE All Students			
Psychology M.S.	10,187	Distance Education	> Campus-Based
Education All Students	4,186	Distance Education	= Campus-Based
Farquhar Center . . . All Students	3,300	Distance Education	> Campus-Based
SBE All Students	2,001	Distance Education	< Campus-Based
Psychology M.S.	700	Distance Education	> Campus-Based
Undergraduate . . Farquhar Center	3,300	Distance Education	> Campus-Based
Master's/EdS . . Edu/SBE/Psych	4,692	Distance Education	> Campus-Based
Doctoral Education/SBE	2,195	Distance Education	< Campus-Based
Education MS/EdS	2,419	Distance Education	= Campus-Based
Education Doctoral	1,767	Distance Education	< Campus-Based
SBE Master's	1,573	Distance Education	> Campus-Based
SBE Doctoral	428	Distance Education	< Campus-Based

- Distance education students had a greater frequency of successful matriculation than their campus-based peers in the Farquhar Center for Undergraduate Studies and the Center for Psychological Studies.

- Regarding the frequency of successful matriculation, distance education students were in parity with of their campus-based peers in the Fischler Graduate School of Education and Human Services.
- In the School of Business and Entrepreneurship, distance education students had a lower frequency of successful matriculation than their campus-based peers.
- There was also a degree of inconsistency regarding the frequency of successful matriculation of distance education students and campus-based students by degree level:
 - Distance education students had a greater frequency of successful matriculation than their campus-based peers at the undergraduate level and also at the master's/specialist-level.
 - However, at the doctoral-level, distance education students had a lower frequency of successful matriculation than their campus-based peers.

SUMMARY

This study provides the University with another set of evidence that distance education students are not at a disadvantage when compared to their campus-based counterparts. Quite the contrary, this broad analysis of over 10,000 students in four academic centers over a five-year period provided convincing evidence that distance education students exceeded their campus-based counterparts in terms of successful matriculation. This study amply supports observations about the effectiveness of distance education (World Bank Global Distance EducationNET, 1999).

Although the overall summary of this report supports positive learning outcomes of distance education students, it may be useful for the appropriate University administrators to address the matriculation status of distance education doctoral students. It is clearly evident that in both the Fischler Graduate School of Education and Human Services as well as the School of Business and Entrepreneurship, distance education doctoral students are definitely at a disadvantage when compared to campus-based doctoral students in terms of successful matriculation. Some type of detailed followup would be helpful, to learn if reasons for this disparity in successful matriculation between distance education students and campus-based students can be determined. A follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort from these two centers to examine the question of whether the 1993 cohort may be an anomalous event.

REFERENCES

- A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997.* (1998). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 98-15.
- Criteria for Accreditation.* (1998). Decatur, Georgia: Commission on Colleges of the Southern Association of Colleges and Schools.
- Guidelines for Planning Distance Learning Activities.* (1992). Decatur, Georgia: Commission on Colleges, Southern Association of Colleges and Schools.
- Nova Southeastern University Fact Book.* (1998). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 98-01.
- Research and Planning Weekly Enrollment Report.* (January 3, 1994). Fort Lauderdale, Florida: Nova Southeastern University.
- World Bank Global Distance EducationNET. *Management--Evaluating Learner Effectiveness.* [ONLINE]. Available <<http://wbweb4.worldbank.org/disted>>. Accessed January 26, 1999.

APPENDIX

Tables 1 to 5.B-2

Table 1

Campus-Based Students and Distance Education Students from the Fall Term 1993¹ Cohort at the Beginning of Fall Term 1998: Summary of Successful Matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) and Other Matriculation Status by Breakout Group

Breakout Group	Successful Matriculation ²		Other		p	Results of Chi-Square Analysis
	Campus	Distance	Campus	Distance		
Education All Students	3,822	3,481	1,593	1,291	.008	Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
Farquhar Center . All Students						
SBE All Students						
Psychology M.S.						
Education All Students	1,071	1,794	513	808	.368	There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation by the beginning of Fall Term 1998 ($p \leq .05$).

¹ The Fall Term 1993 Cohort population consists of all students from the Fischler Graduate School of Education and Human Services (Education), all students from the Farquhar Center for Undergraduate Studies (Farquhar Center), all students from the School of Business and Entrepreneurship (SBE), and Master's-level students from the Center for Psychological Studies (Psychology).

² Graduated, Still Enrolled, Graduated and Still Enrolled

Farquhar Ctr. . . All Students 1,573 670 837 220 .001

Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

SBE All Students 857 733 182 229 .001

Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

Psychology M.S. 321 284 61 34 .042

Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

Undergraduate . Farquhar Ctr. 1,573 670 837 220 .001

Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

MS/EdS . . . Edu/SBE/Psych 1,973 1,614 658 447 .007

Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

Doctoral . . . Education/SBE 276 1,197 98 624 .003

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation by the beginning of Fall Term 1998 ($p \leq .05$).

Education MS/EdS 877 734 466 342 .131

Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

Education Doctoral 194 1,060 47 466 .001

Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

SBE	Master's	775	596	131	71	.025
-----	-------	----------	-----	-----	-----	----	------

Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

SBE	Doctoral	82	137	51	158	.003
-----	-------	----------	----	-----	----	-----	------

Table 2

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students Enrolled in Programs That are Offered to Both Campus-Based Students and Distance Education Students

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	3,741	69	46	<1	35	<1	3,822	71	1,593	29	5,415
Distance Education	3,458	72	21	<1	2	<1	3,481	73	1,291	27	4,772
Total	7,199	71	67	<1	37	<1	7,303	72	2,884	28	10,187

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 6.99 and the Null Hypothesis is rejected ($p = .008$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 3.A

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the Fischer Graduate School of Education and Human Services

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		Total
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	1,070	68	0	0	1	<1	1,071	68	513	32	1,584
Distance Education	1,793	69	1	<1	0	0	1,794	69	808	31	2,602
Total	2,863	68	1	<1	1	<1	2,865	68	1,321	32	4,186

Null Hypothesis There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding Chi-square = 0.81 and the Null Hypothesis is accepted ($p = .368$).



Table 3.B

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the Farquhar Center for Undergraduate Studies

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		Total
	N	%	N	%	N	%	N	%	N	%	
Campus-Based . . .	1,514	63	37	2	22	<1	1,573	65	837	35	2,410
Distance Education .	667	75	3	<1	0	0	670	75	220	25	890
Total	2,181	66	40	1	22	<1	2,243	68	1,057	32	3,300

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 29.92 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.



Table 3.C

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the School of Business and Entrepreneurship

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		Total
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	847	82	6	<1	4	<1	857	82	182	18	1,039
Distance Education	715	74	17	2	1	<1	733	76	229	24	962
Total	1,562	78	23	1	5	<1	1,590	79	411	21	2,001

Null Hypothesis There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding Chi-square = 12.10 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Table 3.D

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the Center for Psychological Studies³

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	310	81	3	<1	8	2	321	84	61	16	382
Distance Education	283	89	0	0	1	<1	284	89	34	11	318
Total	593	85	3	<1	9	1	605	86	95	14	700

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 4.12 and the Null Hypothesis is rejected ($p = .042$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

³ There is no distance education counterpart to the doctoral program in the Center for Psychological Studies.



Table 4.A

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Undergraduate Students⁴

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		Total
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	1,514	63	37	2	22	<1	1,573	65	837	35	2,410
Distance Education	667	75	3	<1	0	0	670	75	220	25	890
Total	2,181	66	40	1	22	<1	2,243	68	1,057	32	3,300

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 29.92 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

⁴ Undergraduate education is offered only in the Farquhar Center for Undergraduate Studies.

Table 4.B

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services, School of Business and Entrepreneurship, and the Center for Psychological Studies

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		Total
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	1,957	74	4	<1	12	<1	1,973	75	658	25	2,631
Distance Education	1,612	78	1	<1	1	<1	1,614	78	447	22	2,061
Total	3,569	76	5	<1	13	<1	3,587	76	1,105	24	4,692

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 7.08 and the Null Hypothesis is rejected ($p = .007$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 4.C

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services and the School of Business and Entrepreneurship

Course Location	Successful Matriculation											
	Graduated			Still Enrolled			Graduated and Still Enrolled			Other		
	N	%		N	%		N	%		N	%	Total
Campus-Based	270	72	5	1	1	<1	276	74	98	26	374	
Distance Education	1,179	65	17	<1	1	<1	1,197	66	624	34	1,821	
Total	1,449	66	22	1	2	<1	1,473	67	722	33	2,195	

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 9.14 and the Null Hypothesis is rejected ($p = .003$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.



Table 5.A-1

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services⁵

Course Location	Successful Matriculation																	
	Graduated			Still Enrolled			Graduated and Still Enrolled			Subtotal			Other					
	N	%		N	%		N	%		N	%		N	%		N	%	
Campus-Based	876	65	0	0	<1	1	<1	877	65	466	35	1,343						
Distance Education	733	68	1	<1	0	0	734	68	342	32	1,076							
Total	1,609	67	1	<1	1	<1	1,611	67	808	33	2,419							

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 2.28 and the Null Hypothesis is accepted ($p = .131$).

⁵

It should not be assumed that all students in this group are degree-seeking. An unknown number of students are possibly enrolled in courses for purposes of teacher recertification. However, it is assumed that this practice is equally represented by campus-based students and distance education students.

Table 5.A-2

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
	N	%	N	%	N	%	N	%	N	%	
Campus-Based . . .	194	80	0	0	0	0	194	80	47	20	241
Distance Education .	1,060	69	0	0	0	0	1,060	69	466	31	1,526
Total	1,254	71	0	0	0	0	1,254	71	513	29	1,767

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 12.30 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Table 5.B-1

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the School of Business and Entrepreneurship

Course Location	Successful Matriculation												Total
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		N	%	
	N	%	N	%	N	%	N	%	N	%			
Campus-Based . . .	771	85	1	<1	3	<1	775	86	131	14	906		
Distance Education .	596	89	0	0	0	0	596	89	71	11	667		
Total	1,367	87	1	<1	3	<1	1,371	87	202	13	1,573		

Null Hypothesis There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding Chi-square = 4.99 and the Null Hypothesis is rejected ($p = .025$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 5.B-2

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the School of Business and Entrepreneurship

Course Location	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		Total
	N	%	N	%	N	%	N	%	N	%	
Campus-Based	76	57	5	4	1	<1	82	62	51	38	133
Distance Education	119	40	17	6	1	<1	137	46	158	54	295
Total	195	46	22	5	2	<1	219	51	209	49	428

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 8.49 and the Null Hypothesis is rejected ($p = .003$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.





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



Reproduction Release
 (Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students	
Author(s): Thomas W. MacFarland, Ed.D.	
Corporate Source:	Publication Date: February 1999

II. REPRODUCTION RELEASE:

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

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

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p>.....</p> <p>.....</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p>.....</p> <p>.....</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY</p> <p>.....</p> <p>.....</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>
Level 1	Level 2A	Level 2B
<p>↑</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">X</div>	<p>↑</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>↑</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
<p>Documents will be processed as indicated provided reproduction quality permits.</p> <p>If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.</p>		

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

Signature: <i>Thomas W. MacFarland</i>	Printed Name/Position/Title: Thomas W. MacFarland, Ed.D., Senior Research Associate	
Organization/Address: Nova Southeastern University Research and Planning 3301 College Avenue Fort Lauderdale, FL 33314	Telephone: (954) 262-5390	Fax: (954) 262-3970
	E-mail Address: tommac@nsu.nova.edu	Date: August 11, 1999

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

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

Publisher/Distributor:
Address:
Price:

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

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

Name:
Address:

V. WHERE TO SEND THIS FORM: