

AN ANALYSIS OF DISTANCE EDUCATION LEARNER DEMOGRAPHICS AT
MOREHEAD STATE UNIVERSITY

A Thesis

Presented to

the Faculty of the College of Science and Technology

Morehead State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Vocational Education/Technology

by

Barry Pelphey

May 2001

Accepted by the faculty of the College of Science and Technology, Morehead State University, in partial fulfillment of the requirements for the Master of Science in Vocational Education/Technology degree.

Wayne A. Morella

Director of Thesis

Master's Committee

Wayne A. Morella, Chair
Ahmad Zayari

5-11-2001
Date

ABSTRACT

AN ANALYSIS OF DISTANCE EDUCATION LEARNER DEMOGRAPHICS AT MOREHEAD STATE UNIVERSITY

Barry Pelphrey, M.S.
Morehead State University, 2001

Director of Thesis: William A. Marshall

The distance learner is a student on or away from campus who chooses to enroll for a class by distance learning versus the traditional classroom method. The participants of this study were distance learners enrolled in 22 distance-learning courses offered during the 1999 fall semester at Morehead State University in Morehead, Kentucky. The purpose of this study was to examine distance education at Morehead State University and to conduct an analysis of distance learners' demographics. Data collected by Morehead State University's Office of Distance Learning and Office of Institutional Research and Effectiveness were used to conduct this study. The research hypotheses were tested using a normal distribution model testing Z values and crosschecked with chi-square tests.

It was therefore concluded that students who participate in distance education courses are, for the most part, older than students who participate in traditional classroom courses.

In addition, this study concluded that the ages of graduate students enrolled in distance education courses are older than that of graduate students enrolled in traditional classroom courses.

It can also be concluded that undergraduate students who participate in distance education courses are older than undergraduate students who participate in traditional courses.

Accepted by:

Wayne A. Muelle, Chair
Pharis Jayan

ACKNOWLEDGEMENTS

I would like to thank my wife Sandy for tolerating me through the thesis process and for her understanding and support.

I would also like to express my sincere thanks to Dr. Wayne A. Morella, thesis advisor, for his guidance and invaluable suggestions provided during the entire course of my thesis. I am also extremely grateful to him for giving me the freedom to explore and learn.

In addition, sincere thanks go to Dr. Ahmad Zargari for his support and guidance and providing me a different point-of-view.

In addition, I would like to thank Mr. Tim Young (Director of Distance Learning) and Dr. Jeanne Osborne (Director of Institutional Research and Effectiveness) for providing the data that is the basis of this study.

TABLE OF CONTENTS

Chapter I.....	1
Introduction.....	1
Statement of the Problem.....	4
Purpose of the Study.....	5
Significance of the Study.....	5
Assumptions.....	6
Limitations.....	7
Organization of the Study	8
Definitions of Terms.	8
Chapter II.....	10
Literature Review.....	10
Background of Distance Education.....	10
A Brief Historical Account.....	14
Rational for Distance Education.....	15
Role of Technology in Distance Education.....	16
Theory of Distance Education.....	17
Demographics of Distance Education Students.....	17
Chapter III.....	20
Methodology.....	20
Design.....	23
Instrumentation.....	26

Population.....	27
Data Collection Methods.....	29
Data Analysis.....	29
Chapter IV.....	32
Findings.....	32
Discussion of Research Question One: Demographics.....	34
Gender.....	35
Distance Learning Sites.....	36
Pervious Distance Learning Courses Taken.....	37
Employment Status.....	38
Ethnic Origin.....	39
Distance Learning as Part of a Degree.....	40
Class Status.....	41
Discussion of Research Question Two: Overall Age Difference.....	42
Discussion of Research Question Three: Graduate Age Difference.....	48
Discussion of Research Question Four: Undergraduate Age Difference.....	54
Chapter V.....	60
Conclusions.....	60
Research Question One.....	61
Research Question Two.....	65
Research Question Three.....	66
Research Question Four.....	66

Implications.....67

References.....69

Appendix A: Survey Developed by MSU.....72

Appendix B: Tables.....79

Appendix C: Figures.....90

Appendix D: Distance Learning Survey Data.....99

Chapter I

Introduction

The diversity among students in higher education is broad. Students enroll in different classes, pursue a variety of academic programs, and differ widely in age. Modern higher education institutions are focusing their attention on providing a variety of delivery methods in the acquisition of information. Universities and colleges are providing more accessibility opportunities to groups of people for higher education experiences that were previously unavailable (McIsaac & Gunawardena, 1996).

Higher education is providing more opportunities to students through a variety of instructional methodologies. Opportunities now exist to enroll in classes that take place on traditional college and university campuses as well as sites away from an institution's main campus. The term coined for this relocation of instruction from the campus is "Distance Learning" (Brown & Brown, 1994). The distance learner is a student on or off-campus that chooses to take a class via interactive television (ITV), thusly, termed distance learning (Keegan, 1988).

At its most basic level, distance education takes place when a teacher and student(s) are separated by physical distance and technology (i.e., print, data, voice, and video) is used to bridge the instructional gap. Conditions of this nature may change the interactions between the teacher and the learners. In addition to physical distance, there is the potential for increased interpersonal distance. Reduction in the

amount and frequency of interactions, loss of feedback, and interference in the transfer of messages often occurs (Gottschalk, 1996).

In its earliest form, distance education was accomplished via word of mouth. People would travel from place to place spreading news and enlightening others with information (Brown & Brown, 1994). With the development of writing and print, distance education moved towards correspondence. Early university programs used correspondence to educate students with paper-based processes. This method of instruction proved to be low cost, reasonably well understood, and was completely learner-paced. The only notable limitation was the level of effective interactivity that could be achieved with print media (Gottschalk, 1996).

Although correspondence continues to be an important and flexible form of education, advances in communication technologies provide alternative delivery options that supplement and often replace correspondence. These alternative options include audio applications, video applications, and computer tools (Brown & Brown, 1994).

Audio applications in distance education include radio, pre-recorded media, and telephone. Radio was the earliest means of delivering education apart from the classroom setting. This service continues today providing courses through the "University of the Air." Pre-recorded applications include phonograph records, audiotapes, and compact discs. These technologies are often used in combination with correspondence courses as supplemental teaching aids. Telephone applications have been a dominant mode of audio delivery since the 1970s. Telephone

applications provide an educational range from the common conference call to more sophisticated transmissions, which may include visual data (Burke, 1988).

Video applications in distance education include pre-recorded video, televised instruction, interactive video, and video conferencing. Pre-recorded video includes a lesson or series of lessons produced to deliver specific instructional objectives. These programs are delivered by videocassette, broadcast, cable, or satellite. Televised instruction involves transmitting classroom lectures to off-campus locations. This method makes use of television transmission technology but does not utilize the presentational characteristics of television. Interactive video integrates video with a computer. Learners can interact with the subject matter by computer-controlled instructions, activities, and feedback. Video conferencing replicates a face-to-face meeting or conference. It is similar to televised instruction but is usually designed to incorporate the presentational characteristics of television (Brown & Brown, 1994).

Computer tools for distance education help bridge the instructional gap between physically separated people (i.e., instructor and distance learning student). Computer managed instruction incorporates the computer's abilities into the learning process. The computer is used as a tool to carry out many management and teaching tasks in the learning process. Networking technology extends computers capabilities by providing for resource sharing, decentralization, and limitless opportunities for communication and the transfer of information around the world. Although networking is not essential to distance education, it provides the opportunity to utilize

curriculum-enhancing resources, as well as encourages interaction between participants (Barker and Kellen, 1998).

Statement of the Problem

The distance learner is a student on or away from a university/college central campus that chooses to take a class by distance learning versus the traditional classroom method. There has been accelerated growth in distance education since the early days of correspondence study. Computers and the related equipment that go along with them, help to bridge the gap between physically separated people. Technology allows for resource sharing, decentralization, and limitless opportunities for instantaneous communication and transfer of information around the world.

According to Barker and Kellen (1998), the advent of computerization and the need for a more technically literate workforce has motivated many older, established individuals to seek retraining. In addition, the growth of distance education has coincided with an increase in the average age of the U.S. population (Shale, 1990). Galusha (1997) explained that many distance education students are part-time students with family and employment responsibilities. This has led many colleges and universities to assume that distance education students are older than the traditional university population.

As of this study, little research has been conducted concerning the demographics of distance learning students at Morehead State University. The determination of the demographics of distance learning students at Morehead State University is the focus of this thesis.

Purpose of the Study

The purpose of this study is to examine the demographics of Morehead State University (MSU) distance learners, specifically the ages of graduate and undergraduate students taking distance education classes at Morehead State University during the fall semester 1999. An analysis of distance education learners' demographics was the method used to conduct the research.

To conduct this research, the following four research questions were identified.

1. What are the general demographics of distance education learners at Morehead State University?
2. Is there an age difference between distance education students compared to traditional students at Morehead State University?
3. Is there an age difference between undergraduate distance education students compared to traditional undergraduate students at Morehead State University?
4. Is there an age difference between distance education graduate students compared to traditional graduate students at Morehead State University?

Significance of the Study

The results of this study can be used to further the body of knowledge relating to distance education. Student development professionals might use the results to better understand the profiles of distance education students. In addition, this information may enable practitioners to identify elements of an instructional delivery

method that may need modification to better serve students. Customized programs may be developed to meet the specialized needs of distance education students. In addition, Morehead State University will have greater knowledge of current trends associated with higher education. This knowledge is beneficial in as much as different students may have different needs and require different services. Students employed full-time may need classes offered at different times rather than those currently offered. There may need to be more distance learning sites added with fewer student numbers required at each site. Hardware and software that would allow ITV classes to be accessed by a personal computer at home would allow greater access to distance learning. Established prerequisites and technical competences may also need further clarification.

Assumptions

The following assumptions are made about this study and the circumstances in which it was conducted:

1. The participants in the study understood and followed the instructions relative to completion of the distance learner survey (Appendix A).
2. The data obtained from the Office of Distance Learning and the Office of Institutional Research and Effectiveness (Appendix D) were accurate and unbiased.
3. The treatment of both groups (DL and traditional) was comparable in regards to methodology of the study.

4. The participants were comparable by virtue of university, class status, and number of courses required by the screening process.

Limitations

This study had some limitations. First, the samples included two types of distance education learners: undergraduate and graduate students. Having graduate students grouped with undergraduate inherently raises the average age of the participants.

A second limitation of this study involved the sample. All of the surveyed data in the study were historical data. Since there is no way to control the conditions under which the data were collected, there may have been some unknown biasing of the original data.

A third limitation implicated the methodology. The methodology used data gathered from the distance learning survey only. Consequently, the researcher had little control over the data that were generated. If the research data were collected through another method such as a focus group, or personal interview, the results may have been different.

A fourth limitation is the complex nature of the distance learning environment and the limited amount of previous research, especially in MSU's 22 county service region.

Considering these limitations, this study provides useful data regarding the demographic profile of MSU distance learners. The study also adds to the body of literature written about distance education.

Organization of the Study

This study is organized around five chapters. Chapter One introduces distance learning, purpose of the study, research questions, and significance of the study. Chapter Two discusses the literature deemed appropriate to this study. Chapter Three introduces the methodology. The methodology of this study includes sampling techniques, collection, and analysis procedures. Chapter Four provides the findings of the study. Chapter Five concludes the results of the study with implications for future practice and research.

Definition of Terms

In reviewing the literature, it became apparent that distance educators have developed specific meanings for certain terms. The terms listed in the Definition of Terms apply only to this study, unless otherwise denoted by a reference.

Distance Learner/Student: A “distance learner” as defined by Mr. Tim Young, Office of Distance Education Morehead State University, is any person enrolled in an approved distance education interactive television course.

Traditional Learner/Student: A traditional learner is any person enrolled in an approved Morehead State University course with the teacher and students in a traditional classroom.

Distance Education/Distance Learning (DL): Distance education as defined by Keegan (1988) is “any form of course delivery not involving physical face-to-face forms of education as in traditional classroom courses” (p. 14).

Course/Class: An approved MSU course of study, usually a small element of a larger program of study.

Interactive Television: Any MSU approved course that uses television and a transmission source to broadcast two-way communication from instructors to students.

Age: Webster (1978) defines age as the number of years that a person has been alive.

Non-traditional Student: According to Dr. Jeanne Osborn, Office of Institutional Research and Effectiveness, Morehead State University, any person enrolled at MSU older than 25 years of age.

Adult: Any person 21 years of age or older.

Full-time Graduate Student: A full-time graduate is a student that possesses a baccalaureate degree and is taking a minimum of nine graduate credit hours.

Full-time Undergraduate Student: A full-time undergraduate is any person taking a minimum of twelve undergraduate credit hours.

Chapter II

Literature Review

This chapter is a review of distance education literature. The literature reviewed for this study explored some of the advances of distance education from delivering instruction on paper media to delivering instruction via complex multimedia technologies. This section begins with a definition of distance education, followed by a brief history of distance education. A rationale for its adoption in terms of problem solving is presented. Last in the review is a discussion relating distance teaching and learning to educational technology.

Background of Distance Education

As new methods of delivery for educational courses to non-traditional students became available, a need to better define the act of learning apart from traditional face-to-face classroom teaching emerged. Attempts to define distance education received considerable attention in adult education literature. The search for an exact definition has been the concern of numerous educators since the early 1970s (Garrison & Shale, 1987). The definitions often overlap in some areas and contrast greatly in others.

The term *distance education* grew out of a need for a concept broader than correspondence study that could encompass new communications technology for the delivery of education at a distance. It is an overreaching concept that appears not to have any serious rivals for international usage. Although the term has become widely

accepted, it does have inherent problems as to its exact meaning and scope (Garrison, 1989).

According to Holmberg (1977), a kind of formal recognition for the term *distance education* occurred in 1982 when the “International Council for Correspondence Education (ICCE) changed its name to the International Council for Distance Education (ICDE)” (p. 1). Yet exact definitions for distance education remained clouded, and the term was viewed by many as a generic term that covered any form of non-traditional education, including teaching correspondence education or correspondence study (Rumble & Keegan, 1982). Shale (1990) stated:

Distance education is beset with a remarkable paradox. It has asserted its existence, but it cannot define itself. If we no longer feel compelled to justify the uniqueness of distance education, there will no longer be a need to dwell on points of obvious difference and regard distance education as education at a distance. (pp. 333-334)

Many educators view education and distance education as nearly the same; both need teachers (as a facilitator or as an active participant) and learners to function properly. Some view distance education only as education-at-a-distance (Holmberg, 1986). Garrison (1989) emphasizes the need for two-way communication between teacher and students “for the purpose of facilitating and supporting the educational process.” (p. 6). Holmberg (1986) acknowledged the role teachers play in distance education. He also emphasized the total educational system as an integral part of distance education. Holmberg (1977) defined distance education as pertaining to

various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization. Distance education includes all those teaching methods in which, because of the physical separateness of learners and teacher, the interactive, as well as the pre-active, phase of teaching is conducted through print, mechanical, or electronic devices.

During an early attempt to define distance education, Keegan (1980) wrote that the physical separation of teacher and learner was necessary in all forms of distance education no matter what technology was used. Later (Keegan, 1988) changed part of his definition to “the quasi-permanent separation of teacher and learner” (p. 10). The one constant in defining distance education is the physical separation between teacher and learner using technical media as a delivery tool. However, educators claim that not only is distance education a departure from the face-to-face approach of teaching, but it removes the personal relationship between teacher and learner. The result is a limited possibility of analyzing students’ needs, while the goal for the educational institution becomes increased efficiency at the expense of personal interaction (Keegan, 1980).

Another result from the physical separation is the lack of personal contact with the teacher by the learner before each class. As Willis (1989) explained, due to lack of personal contact, the “grapevine” that typically informs students of an instructor’s strengths, weaknesses, and personal characteristics are either limited or

non-existent. In addition, the instructor/student relationship often lacks the unifying realm of experience, either on a personal or academic basis that results when teachers and students alike are a part of the same social or geographic community.

Keegan (1980) defined a definition of distance education that is accepted by most educators today. The original definition contained six points. Keegan (1988) revised his definition of distance education by refining the definition to the following five points:

1. The quasi-permanent separation of teacher and learner throughout the length of the learning process.
2. The influence of an educational organization both in the planning and in preparation of learning materials and in the provision of student support service.
3. The use of technical media: print, audio, video, or computer to unite teacher and learner and to carry the content of the course.
4. The provision of two-way communication so that the student may benefit from or even initiate dialogue.
5. The quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes. (p. 10)

According to Murgatroyd and Woudstra (1989), the use of “new and emergent technologies will rapidly affect the way in which distance education systems

function” (p. 11). Development of more effective distance education courses using new technologies will require development of new strategies for getting to know and understand the distance learner. Granger (1990) stated, “in order for distance educators to develop programs which serve individual learners most effectively, the individual learner must be understood within his or her context” (pp. 111-116).

A Brief Historical Account

The history of distance education, in the broadest sense, could be traced back to medieval Europe, when letters and manuscripts laboriously handwritten in ink on parchment were disseminated to monastic scholars in geographically distant locations (Burke, 1988). Messengers bearing these messages in saddlebags made such modes of informal distance education more economical (Burke, 1988). Another milestone invention in communications technology was the invention of the printing press in the mid-fifteenth century, which revolutionized the world (Cauthen & Wroth, 1994). The printing press dramatically reduced the labor and economic production costs of recording and duplicating books. The printing press also hastened the dissemination of information and served to democratize access to new ideas (Burke, 1988). This printing revolution, together with the development in later centuries of increasingly efficient and reliable postal delivery methods such as rail, motor, and airline transportation systems, delivered much of the formal distance education: the “correspondence course.” Correspondence courses were an alternative to regular matriculation in schools and institutions of higher learning. Subsequent distance

education practices evolved to the use of radio, television, satellite, and computer technologies to deliver course content.

Rationale for Distance Education

The practice of distance education is primarily a response to perceived needs and demands for access to education (Neufeld, 1985). However, economic factors have also played an important role in the decision to use a distance format (Neufeld, 1985). There is much information about the lack of access to education for people in rural areas. Keegan and Harasim (1990) suggested that distance education alleviates some of the significant obstacles students often face related to “geographic isolation, family responsibilities, scheduling conflicts, and lack of appropriate educational programs or facilities” (p. 9). Technology such as video and audio recordings (individually or integrated) provide convenient and flexible access to instructional opportunities. An increasingly diverse student population in higher education creates a demand for innovative ways to offer instruction. These students encounter time constraints due to full-time employment and family obligations. In an attempt to address these needs, institutions are exploring the use of the World Wide Web to provide convenient and accessible instruction to students.

Distance education not only provides access to education, it is also increasingly essential because of economic factors. Budgetary constraints, the decreasing number of traditional students, and a larger population of non-traditional students have provided the impetus for the growth of distance education (Kaye, 1989). Kaye (1989) argues that distance education can be economically

advantageous because there is a potential for high enrollment in DL classes. Kaye describes the student to faculty potential ratio as 200 to 1, and contends that there are “economies of scale associated with mass distance education provision” (p. 12). A second economic advantage is the reduction of student-based campus facilities such as buildings for classrooms, computer labs, and residence halls. (Kaye, 1989). By requiring students to own computer resources, institutions also save on purchasing, as well as maintenance expenditure. Additionally, if these non-traditional students access the course materials from home, the institution saves on utility, janitorial, infrastructure and renovation costs.

Role of Technology in Distance Education

The nature of distance education--the time and place separation of students and teachers requires technology to accomplish its instructional goals. Garrison (1995) suggests:

Distance education is inescapably linked to the technology of delivery.

Distance education is a set of instructional methods based largely on mediated communication capable of extending the influence of the educator beyond the formal institutional setting for benefiting the learner through appropriate guidance and support. Without the use of electronic equipment, distance education would not exist. (p. 45)

The early predominant practice in distance education was text-based correspondence courses. Recent uses of communications technologies such as the telegraph, telephone, radio and even recently, television (abetted by communications

satellites), teleconferencing systems, the videocassette recorder (VCR), and computer have altered distance educational practice. The availability of new technologies instigated a change to supplement correspondence courses with audio and videocassette materials (Neufeld, 1985). Evolution of distance education continues with each successive technology. Radio broadcasts, satellite and television broadcasts, audio-conferencing, and video-conferencing are some examples of this type of technology evolution. The distance education practice became an integration of these systems. For instance, a satellite broadcast was augmented by audio-conferencing for all the participants.

Theory of Distance Education

Several theories for distance education have been proposed. Keegan (1980), Holmberg (1986), and Peters (1983) viewed distance education theory in a manner distinct from traditional educational theory. The theory supported by Shale (1990) is that the concept of education is the same, whether it occurs in a classroom where the students meet face-to-face with an instructor or in an electronic media environment, separated in distance from the instructor. However, while the methodology for good teaching may be the same for both on-site and distance education, teaching at a distance requires that the instructor carefully plan and structure opportunities for interaction (Shale, 1990).

Demographics of the Distance Education Student

The improved access and availability of electronic technology has enabled more students to participate in the learning process. Students who enroll in distance

education courses may do so for many reasons, one of which is convenience.

Students may experience limitations in time, travel, or location due to commitments to home, family, and the work place (Galusha, 1997).

Approximately two-thirds of U.S. colleges and universities have distance education programs where students take classes away from a main campus. There may be as many as 15% of U.S. college students taking distance education courses. Although presently having a low percentage of the total participation rate, distance education is expected to continue to grow nationally at a rate of 15% to 20% a year on the college or university campus (Gendreau & Stewart, 1996).

Distance learning students are typically thought of as adults, studying part-time, often at a geographic distance from the campus. Previous studies suggested that the students were older, increasingly enrolled in part-time rather than full-time classes, were more comfortable studying at home, and more selective in exercising their educational options than traditional students. This growing body of learners is increasingly concerned with life-long learning opportunities and specific programs geared to the needs of business and industry that lie outside of traditional undergraduate and graduate instruction (Galusha, 1997).

Recent studies indicate that the distance learning population is shifting toward students that are older, occupy local residence, and work full or part-time jobs. These shifts indicate a convergence in characteristics of the independent study and on-campus populations (Galusha, 1997). The change in distance

education can be attributed in part to the shift of the United States from an industrial-based economy to a service-based economy. During the 1990s, the economical change that took place in the United States has resulted in more jobs shifting to the service sector (Galusha, 1997). Many of the jobs associated with this type of economy are based at employee's homes. Designing web pages, computer software design, database maintenance, and sales are some examples of these types of careers.

Formal education will become an on-going part of life and the necessity for increased flexibility, expanded delivery, and the ability to respond to and meet the individual needs of learners must match the demands of life-long learning. The community of learners in the future will demand a new educational context, the development of new systems of delivery, and the creation of new and expanded areas of scholarship to meet their needs in a rapidly changing and increasingly interdependent world (Harry, 1992).

Chapter III

Methodology

The focus of this study was to examine distance education at Morehead State University and conduct an analysis of the distance education learners' demographics. The researcher obtained data from the Office of Distance Learning for the fall semester 1999. Four research questions were designed to guide this study. The research questions are as follows:

1. What are the general demographics of distance education learners at Morehead State University?
2. Is there an age difference between distance education students compared to traditional students at Morehead State University?
3. Is there an age difference between undergraduate distance education students compared to traditional undergraduate students at Morehead State University?
4. Is there an age difference between distance education graduate students compared to traditional graduate students at Morehead State University?

Research questions two, three, and four make use of hypotheses to test the ages of distance learners during the 1999 fall semester.

To prove the validity of the study with evidence and to derive statistically sound judgments when evaluating sample data, this researcher used a procedure known as hypothesis testing. A testable hypothesis is one that is falsifiable. There is

usually a set of hypotheses, which consists of a null hypothesis (H_0) and an alternative hypothesis (H_a). It is possible to conceive results or observations that contradict the predictions of the hypothesis. Hypotheses that make false predictions are judged themselves to be false. One adopts the approach that hypotheses cannot be proven true; they can only be falsified. The hypothesis must make predictions; the set of predictions must be finite and completely specifiable. In statistical situations, rare events are judged to contradict a hypothesis. It is more likely to see an event that the alternative hypothesis predicts to be true rather than to see an event that the null hypothesis predicts to be true. The rarer the observation, on the assumption of a true null hypothesis, the more damaging such an observation is to the judged veracity of the null hypothesis.

The null hypothesis (H_0) is the hypothesis that allows for precise prediction of the results if it is true. Commonly, but not always, it is a hypothesis of no difference, hence null hypothesis. The key feature of a good null hypothesis is that it makes a finite set of specifiable predictions, and for which it is possible to conceive of an observation that will contradict those predictions.

The alternate hypothesis (H_a) allows for the rejection of the null hypothesis. This hypothesis is usually the one that the research is seeking to prove.

To accept or reject hypotheses, researchers use a level of significance, often termed alpha (α) and denoted by that Greek letter. The level of significance follows a normal distribution (bell curve). Common levels of significance used in statistics are .01, .05, and .10.

For this study, three hypothesis were developed to test research questions related to the ages of the participants. A .05 alpha level of statistical significance was the basis for supporting or rejecting the hypotheses using normal distribution and chi-square.

The three hypotheses are:

H_0 : There is no significant difference in the age for distance education students compared to traditional students at MSU.

H_a : Distance education students are significantly older compared to traditional students at MSU.

H_0 : There is no significant age difference in distance education students enrolled in graduate courses compared to traditional graduate students at MSU.

H_a : Graduate level distance education students are significantly older than traditional delivery graduate students at MSU.

H_0 : There is no significant age difference in distance education students enrolled in undergraduate courses compared to traditional undergraduate students at MSU.

H_a : Undergraduate level Distance education students are significantly older than traditional delivery students at MSU.

The hypotheses in this study were tested using two different statistical tests.

The two statistical test used in this study are normal distribution (bell curve) using Z -scores and chi-square.

To reduce the difficulty of comparing data of different variables, this researcher used a normal distribution (Z-distribution) to compare data using computed \underline{Z} -scores. \underline{Z} -scores are derived from the mean as well as the variability of a data set. \underline{Z} -scores help measure how far a piece of data is from the mean. More specifically, \underline{Z} -scores tell how far a piece of data is from the mean in terms of standard deviations. The computed \underline{Z} -scores are then compared to \underline{Z}_α (a table of computed alpha values) to make the determination of acceptance or rejection of hypotheses (Perles, 1999).

According to Perles (1999) another common statistical tool used in statistics is the chi-square distribution (χ^2). Chi-square is used to test the independence of two sets of data. In addition, the chi-square statistic is used to determine if a relationship between sets of data are chance or related in some manner. As with the \underline{Z} statistic, chi-square computations are compared to values from a table. Then, a determination is made to accept or reject a hypothesis based on calculated values compared to table values of chi-square.

Design

Data from existing distance learning surveys collected for the fall semester 1999 at Morehead State University were used for this research. The data collected for this research project came from 22 interactive television distance education courses offered during the Fall Semester 1999 at Morehead State University. The classes consisted of both undergraduate and graduate offerings. Data were compiled through

a general questionnaire (Appendix A) developed and distributed by the Office of Distance Learning. Three hundred nineteen surveys were distributed to students enrolled in the 22 distance-learning classes during the fall semester 1999.

All surveys were screened to provide a more accurate depiction of the data. The screening process involved elimination of any incomplete survey forms along with elimination of any student participating in less than seven hours credit. The determination for imposing a 7-hour limit was based on question two of the survey. Question two results show that as many as 47% of the distance education students take between 1-6 hours course credit per semester. Imposing these criteria for the screenings did, however, include students that do not qualify as full-time students.

A minimum of seven credit hours was set for all participants, graduate and undergraduate, in distance learning as well as all students enrolled in traditional classroom courses to ensure unbiased treatment of all data. The use of this screening process resulted in a more accurate data analysis for the study.

From the three hundred student surveys, six were rejected as incomplete or unusable. Another 22 surveys were eliminated from the DL students' surveys because of incomplete surveys or less than seven credit hours of coursework. Forty-six surveys were eliminated from the undergraduate arena because of irregularities in the forms. The screening resulted in a final total of 291 DL students.

Table 1 and Figure 1 show that of the total enrollment of 318 distance education students, no DL site had a combined class enrollment of more than 59 students. Fourteen sites offered DL classes in the fall 1999 semester. In addition,

classes. The third section related to the class environment. Finally, the survey identified student services desired by the distance education learners.

The participants were also asked to provide information regarding their gender, DL site, experience with distance education courses, and their academic level. The participant could disclose whether this was their first distance education course.

Population

During the fall semester 1999, 22 interactive television classes were offered by the Office of Distance Learning. Three hundred nineteen surveys were distributed to students enrolled in these interactive (ITV) television classes. From the 319 returned surveys, six were rejected as incomplete or unusable. In addition, 42 were eliminated from the graduate DL students' surveys because of incomplete surveys or less than six credit hours of coursework. Forty-six observations were eliminated from the undergraduate DL surveys because of irregularities in the forms or less than six credit hours of coursework. Of the total enrollment of 319 distance education students, no DL site had a combined class enrollment of more than 59 students (Table 1 and Figure 1). Fourteen sites offered DL classes in the fall 1999 semester. In addition, there were 152 (48%) graduate students and 166 (52%) undergraduate students enrolled in distance education in the fall 1999 semester (Table 2).

Table 2

Enrollment by Class and Status

Class	Status	Enrollment
Marketing & Management	Graduate	26
Health & Phys. Education	Graduate	17
Science	Graduate	18
Vocational Education	Graduate	18
Nursing & Health	Undergraduate	26
English	Undergraduate	26
Nursing B.S.	Undergraduate	12
Finance	Undergraduate	24
Real Estate	Undergraduate	28
Accounting	Graduate	10
Special Education	Graduate	17
Special Education	Undergraduate	11
Math	Undergraduate	7
Secondary Education	Graduate	6
Speech	Undergraduate	11
Social Work	Undergraduate	8
Health	Graduate	27
Physical Education	Graduate	11
Elementary Education	Undergraduate	9
Instructional Leadership	Graduate	5
Missing Data		2
Total		319

Data Collection Methods

The researcher conducted the study using data obtained from the Office of Distance Learning. The test data were gathered using a survey prepared and distributed by MSU. A facilitator distributed the survey to the students at each site. The surveys were then gathered and forwarded to the Office of Distance Learning. Once the students' surveys were received and entered in a database, all indications of the students' identities were removed. Learners' names were never entered into a database, report, summary, or written on any statement. After the data were collected, it was tabulated by the Office of Distance Learning. The data then became a permanent record. The researcher obtained the data for this study from Mr. Tim Young, Director of Distance Learning and Dr. Jeanne Osborne, Director of Institutional Research and Effectiveness.

Data Analysis

The analysis of surveyed data was conducted in four stages. The first stage consisted of examining the survey information regarding the demographics of the participants who enroll in distance education courses.

The second stage involved the researcher looking at data in the survey that could be compared to the data of traditional students at the undergraduate and graduate level as compiled by the MSU Office of Institutional Research and Effectiveness.

The third stage involved the researcher examining demographic data in the survey. The data were to be used to compare graduate and undergraduate level distance education students.

The fourth and final stage involved examination, final sorting and final analysis of the data. The DL survey results were sorted by demographics of participants enrolled in MSU distance education courses. Questions 1-8 were identified as providing demographic information.

Several methods of analysis were needed to make use of the data collected. A combination of hand computation and MINITAB statistical software were used for data analysis in this study. In addition, a series of tables were developed as a guide for entering the data. Z value was computed for each research question using a formula for a normal distribution model with right tail properties. To confirm the findings of the normal distribution model, a chi-square test was used on the same data.

The Office of Distance Learning used Microsoft Excel (Office 97) to record and quantify the responses of the student surveys. All data relevant to this study obtained from the Excel documents were formatted into tables using Microsoft Word.

Each of the responses from the surveys were entered into the MINITAB software. Sample sizes ranging in number from 100 to 319 were defined for this purpose. The data were subjected to analysis based on the research questions outlined in the study.

This study sought to analyze the demographics of distance learners. The methodology discussed in this chapter was deemed sufficient by the researcher to elicit pertinent data and relevant conclusions pertaining to this study.

Chapter IV

Findings

The purpose of this study was to examine distance learning at Morehead State University during the fall semester 1999. In specific, the study sought to analyze distance education learners' demographics at MSU.

As part of Morehead State University's distance education program, the students in distance education courses complete a survey each semester. The surveys are administered and collected by the facilitator at each ITV site. Analyses of the data from the fall semester 1999 surveys are described in this chapter.

The researcher screened all data to provide a more accurate depiction of undergraduate and graduate data. The screening process involved elimination of any incomplete survey forms along with elimination of any student participating in less than seven hours credit. The determination for imposing the seven-hour limits was based on question two of the DL student survey. Table 3 and Figure 2 show that approximately 47% of the overall distance education students take between 1-7 hours course credit per semester.

Table 3

Number of Hours for Distance Learning Students 1999 Fall Semester

Hours Taken	Frequency	Percent
1--3	77	24.3
4--6	71	22.4
7--9	33	10.4
10--12	46	14.5
13--15	44	13.8
16--18	39	12.3
19--21	7	2.3

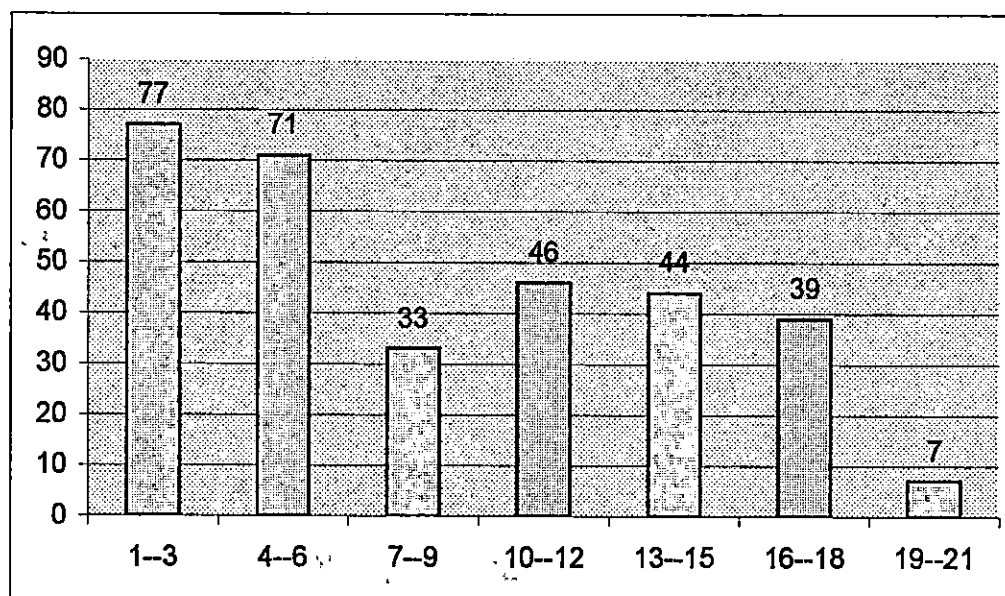


Figure 2. Number of Hours Taken Fall Semester 1999 for DL Students.

This chapter presents an analysis of four research questions. The study is broken into four distinct areas: student demographics, overall student age, graduate student age, and undergraduate student age. The four research questions of the study are as follows:

1. What are the general demographics of distance education learners at Morehead State University?
2. Is there an age difference between distance education students compared to traditional students at Morehead State University?
3. Is there an age difference between undergraduate distance education students compared to traditional undergraduate students at Morehead State University?
4. Is there an age difference between distance education graduate students compared to traditional graduate students at Morehead State University?

Discussion of Research Question One: Demographics

The demographics of distance education students at Morehead State University appear to be very similar to the average DL student described by the literature reviewed in this study.

Research question one seeks to analyze the demographics of MSU distance learners. DL students fill out a survey each semester to provide information regarding their gender, DL site, experience with distance education courses, and their academic level. In addition to that information, the participants are asked to disclose whether this is their first distance education course and if the students are employed.

Other questions of the survey deal with ethnic origin and whether the course was part of a degree. Finally, question six of the DL survey relates to the age of distance education students. The researcher conducted an analysis using the data from the fall semester 1999 distance learning survey.

Gender.

Figure three shows that the gender composition of Morehead State University's DL students is 63% (201) female compared to 37% male (117). On first examination, the disproportion of females to males appears to be unusual; however, when compared to traditional MSU students the percentages are very similar at 60% and 40% respectively (MSU Office of Institutional Research). In addition, females outnumbered males, accounting for 59% of undergraduates, 70% of graduate enrollment, or 61% of overall traditional student enrollment (MSU Office of Institutional Research and Effectiveness). The data suggests that there is little difference in the ratio of females to males of traditional students compared to distance education students.

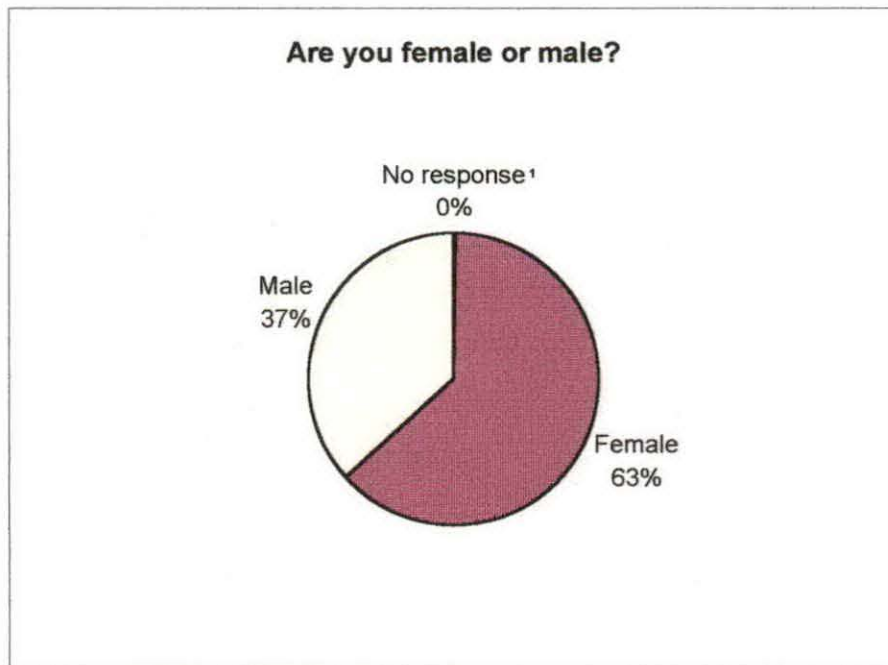


Figure 3. Student Survey Question Five.

Distance learning sites.

Another part of the survey asked the participants to identify the distance-learning site. As stated previously, Morehead State University had 319 students enrolled in distance learning during the fall 1999 semester. In addition, there were 22 distance-learning classes offered at 14 sites. Two sites, Combs (18.5%) and Ginger Hall (12.2%) had the largest percentage of students enrolled. Both of these sites are on the MSU campus.

Question three of the survey asked the participants if they took classes on or off campus (Figure 4). This data collaborates existing definitions of distance-education.

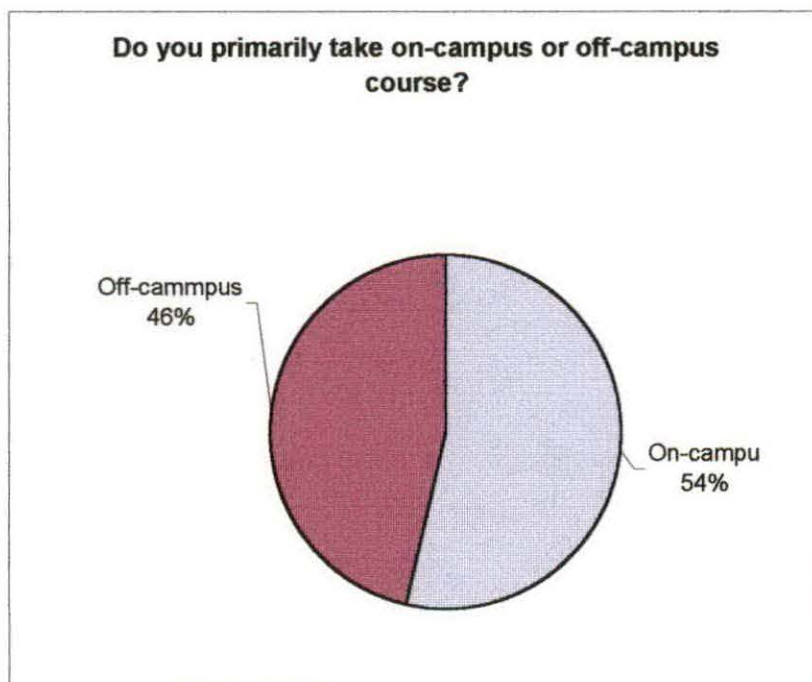


Figure 4. Student Survey Question Three

The remaining 223 students were distributed throughout the off-campus sites with enrollment ranging from 4 students at Maysville to 41 students at the Prestonsburg site.

Previous distance learning courses taken.

Question 9 of the survey inquired about the number of previous DL courses the student had taken. As illustrated in Figure 5, 71% of the distance education students at MSU have had only one to two previous DL classes.

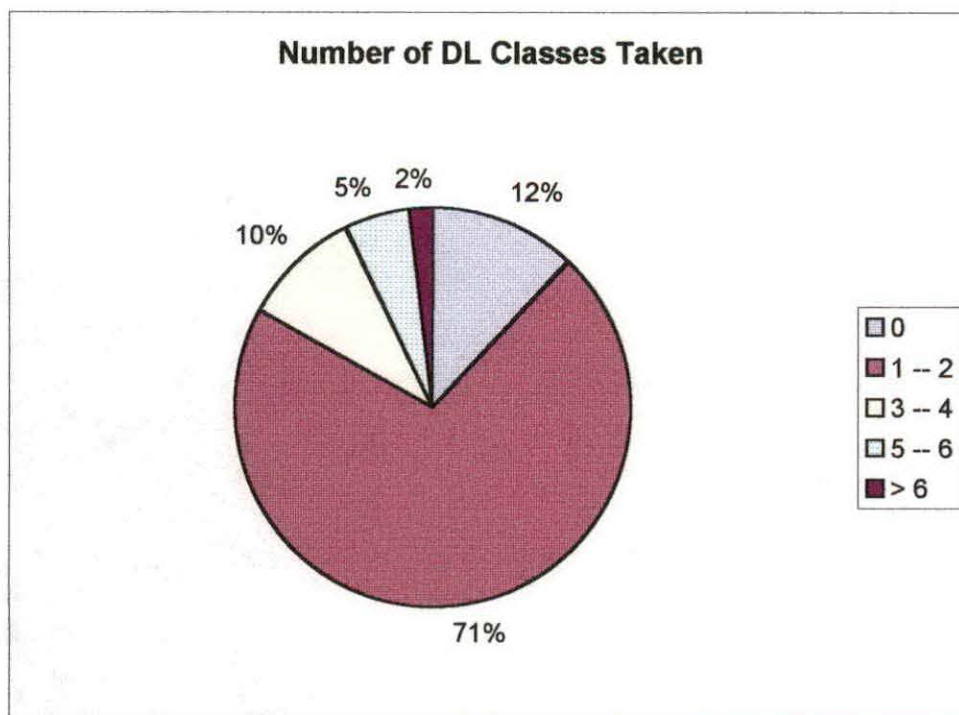


Figure 5. Student Survey Question Nine

For another 12% of DL students, this is their first DL class. In addition, the data also suggests that students seldom take three or more distance education courses. This is evidenced by only 6% of the students surveyed having taken seven or more DL courses.

Employment status.

Question four of the DL survey asked participants about their employment status. Most of the participants, 47% (149) indicated that they were employed full-time while, 27% (87) of those enrolled in DL classes were employed part-time (Figure 6).

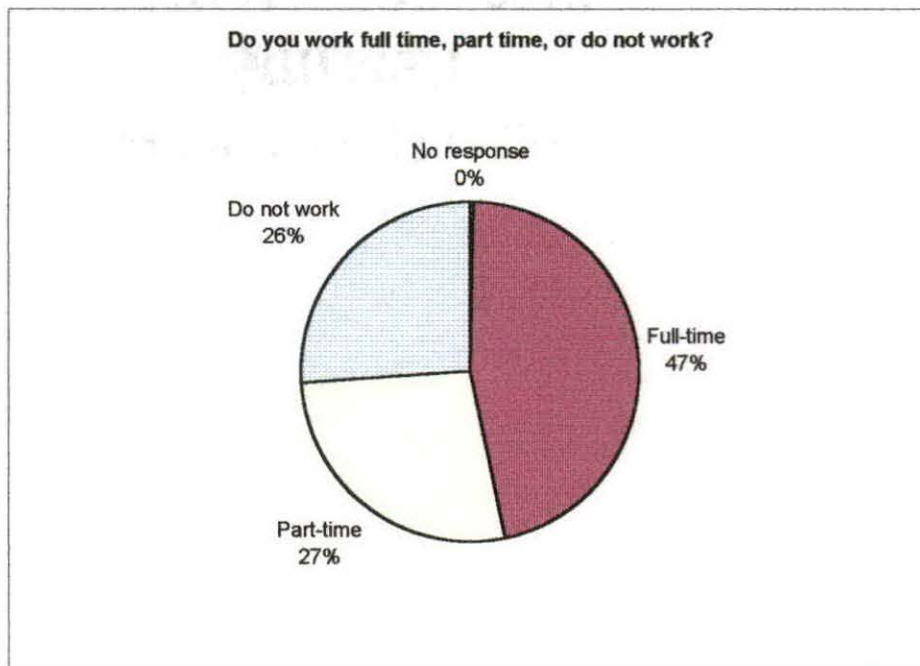


Figure 6. Student Survey Question Four

The data of the DL survey suggests that the majority of the distance education students have employment obligations.

Ethnic origin.

Question seven of the DL survey asked the participants about their ethnic origin (Figure 7). The DL survey data depicts a student body composed of 91% (291) Caucasian students. According to the Office of Institutional Research and Effectiveness, the traditional student body is comprised of 94% Caucasian students. At a difference of 3%, there is the possibility that DL classes are slightly more diverse.

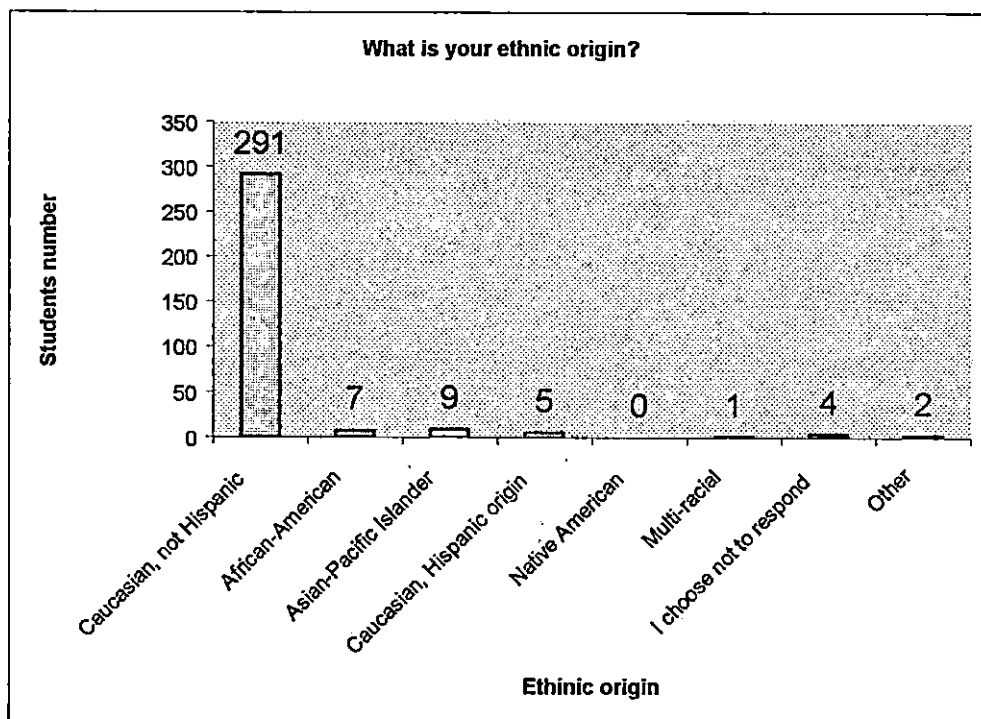


Figure 7. Ethnic Origin

Distance learning as part of a degree.

Survey question eight concerns data associated with whether the participants are using DL courses as part of a degree (Figure 8). The participants can indicate whether the DL course they are currently taking is part of a degree, an elective, or of personal interest.

The primary reason most of the participants (66%) enrolled in a distance education course in the fall semester 1999 to meet their degree requirements. Twenty percent identified the course as a degree. Only 14% indicated the final choice,

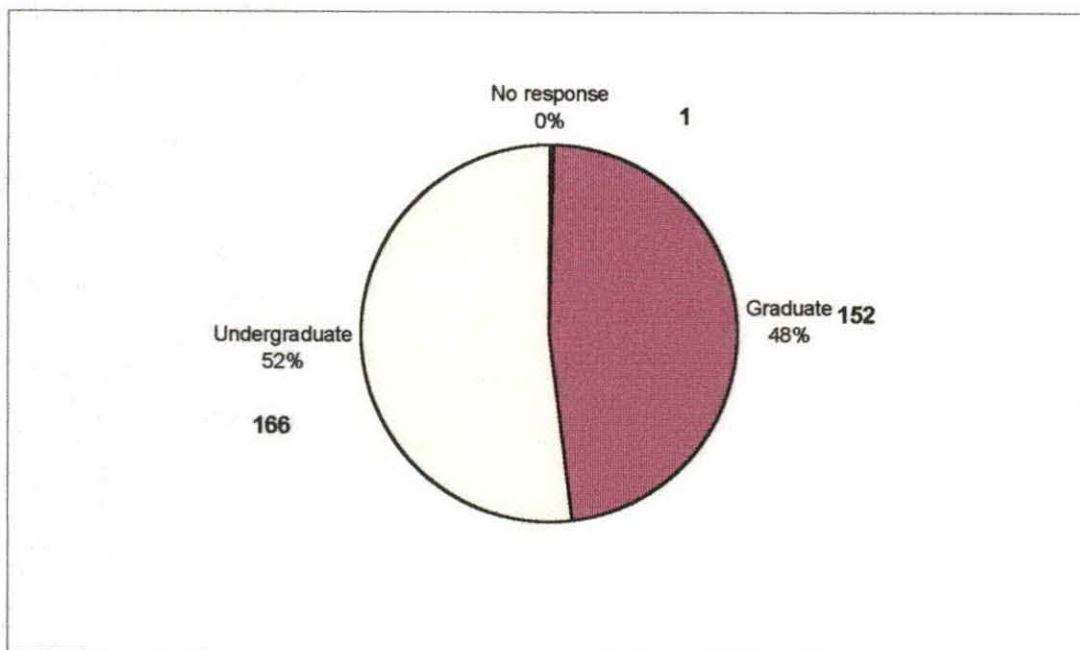


Figure 9. Class Status

Discussion of Research Question Two: Overall Age Difference

Of the 319 participating students in the fall 1999 semester the average age of the participants for the combined graduate and undergraduate DL enrollment was 28.74 years with a standard deviation of 8.384 years (Table 4 and Figure 10). Table 5 and Figure 11 show the average age of the traditional students averaged 25.8 years. The Office of Institutional Research and Effectiveness on the MSU campus provided the data for the traditional students.

Table 4

Overall Distance Learning Enrollment by Age

Age	Number	Percent	Mean	St Dev
< 21	46	15.8		
21 – 25	116	39.8		
26 – 30	55	18.9		
31 – 35	19	6.5		
36 – 40	23	7.9		
41 – 45	21	7.2		
46 – 50	6	2.0		
51 – 55	5	1.7		
Totals	291	100	28.74	8.384

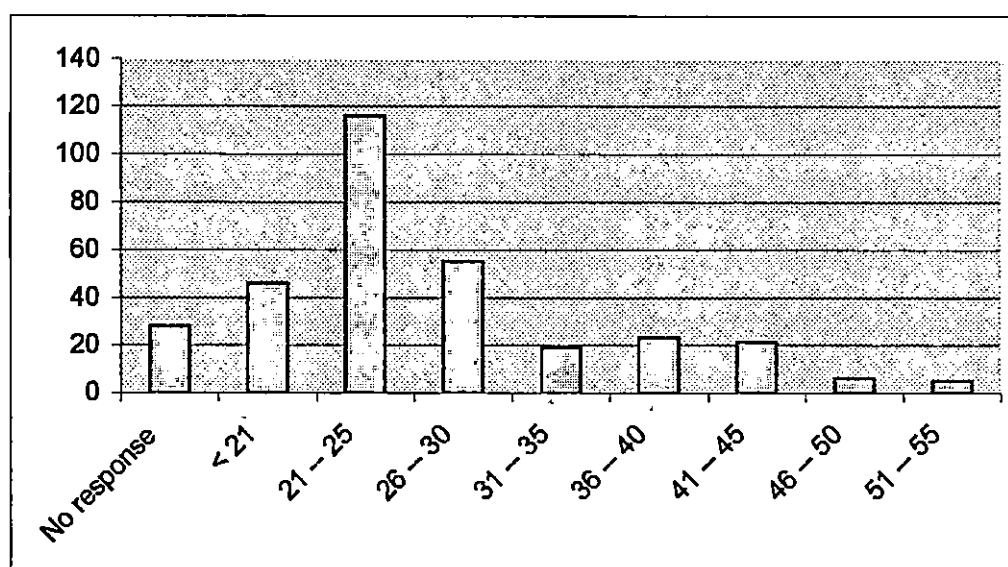


Figure 10. Overall Distance Learning Enrollment by Age

Table 5

Overall Traditional Student Enrollment by Age

Age	Number	Percent	Mean
18—24	5,159	78.0	
25—34	809	12.2	
35—44	424	6.4	
45—59	219	3.3	
Totals	6,611	99.9	25.8

*Less than 100% a result of rounding

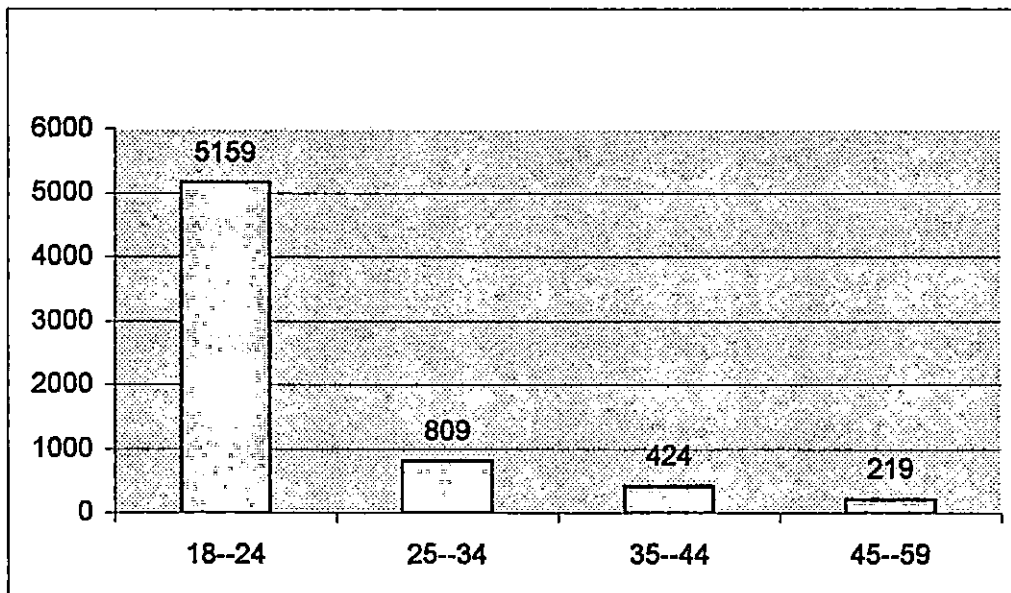


Figure 11. Overall Traditional Enrollment by Age

Research question two examines the overall age difference of distance education students as compared to traditional students at MSU. The following hypothesis tests research question two. Hypothesis two was tested using a normal distribution model as well as chi-square. The researcher conducted both normal distribution and chi-square tests as a check to ensure test result accuracy.

H_0 : There is no significant difference in the age for distance education students compared to traditional students at MSU.

H_a : Distance education students are significantly older compared to traditional students at MSU.

Since the sample is greater than 30, the hypothesis of research question two was tested using a normal distribution model with a significance level of .05. The data in Table 4 produced $n = 291$, a mean of 28.74 and a standard deviation of 8.38. Using a normal Z distribution model formula, a Z value of 5.9819 was calculated. The rejection region is $Z > Z_{\alpha}$ at .05 level of significance. The alpha value for .05 level of significance was obtained from normal distribution table for right tail probabilities. The alpha value obtained from the table was 1.645 (Perles, 1999).

Since 1.645 is less than the Z value of 5.9819 and the level of α is significant at .05, the null hypothesis will be rejected and the alternative hypothesis that the overall distance education students at MSU are significantly older than students enrolled in traditional delivery classes will be accepted.

To further test this hypothesis, a chi-square test was conducted to determine if there was a statistically significant difference between the ages for both traditional delivery and ITV distance delivery students. The data presented in Table 6 were used to test this hypothesis.

A Chi-square value of 13.7 was obtained by calculating a contingency table. The critical value of 7.815 was obtained from a table of chi-square critical values using a .05 level of significance with 3 degrees of freedom. The critical value of 7.815 that was obtained from a table of χ^2 critical values is smaller than the calculated χ^2 value of 13.7 returned from the data presented in Table 7, indicating that there is a statistically significant age difference (Perles, 1999).

This finding confirms the results of the first test. It is thus concluded from these tests that the overall ages of DL students as compared to the overall ages of traditional classroom students are statistically significant. Therefore, the null hypothesis is rejected on this element of the study.

Table 6

Chi-square Table for Overall Age of Traditional VS Distance Learning Students

Age	18-24	25-34	35-44	45-59	Row Totals
Traditional	130	40	20	10	200
DL Overall	119	78	32	20	249
Column					
Totals	249	118	52	30	449
Grand Total					

Table 7

Chi-Square Values for Overall Age of Traditional VS Distance Learning Students

<i>O</i>	<i>E</i>	<i>O-E</i>	$(O-E)^2$	$(O-E)^2/E$
130	110.9	19.1	364.8	3.3
40	52.6	-12.6	158.8	3.0
20	23.2	-3.2	10.2	.4
10	13.4	-3.4	11.6	.9
119	138.0	-19.0	361.0	2.6
78	65.4	12.6	158.8	2.4
32	28.8	3.2	10.2	.4
20	16.6	3.4	11.6	.7
Critical value from table $\chi^2_{3,0.05}=7.815$			Value for $\chi^2 = 13.7$	

However, accepting H_0 that the average DL student is significantly older has raised the question about whether or not the age difference was a result of the DL

undergraduates being older or if DL graduate students were older. To resolve this question the data were further analyzed.

The data were divided into two categories: undergraduate and graduate. The data in Tables 8, 9 and Figures 12, 13 were obtained from completed surveys. The categorization resulted in six surveys being rejected as incomplete or unusable from the overall table. In addition, 42 were eliminated from the graduate DL students' surveys because of incomplete surveys or less than seven credit hours of coursework. Forty-six observations were eliminated from the undergraduate DL surveys because of irregularities in the forms or less than seven hours credit of coursework. The eliminations left 249 complete responses for analysis. The data for graduate and undergraduate were then analyzed separately.

Discussion of Research Question Three: Graduate Age Difference

There were 319 students enrolled in distance education in the 1999 Fall Semester at MSU. Of the 319 total enrollments, 48% (152) were graduate students. Graduate students accounted for 23% of the traditional student population. The sample used in this question, $n = 110$ resulted because of the elimination of incomplete survey forms or less than seven credit hours. The average age of the participants for graduate DL enrollment was 32.88 years with a standard deviation of 8.229 years (Table 8 and Figure 12). The average age of the traditional, graduate student for the fall semester 1999 averaged 31.72 years with a standard deviation of 5.31 years (Table 9 and Figure 13).

Table 8

Distance Education Graduate Enrollment by Age

Age	Number	Percent	Mean	St Dev
18—24	9	8		
25—34	45	41		
35—44	40	36		
45—59	16	15		
Totals	110	100	32.88	8.229

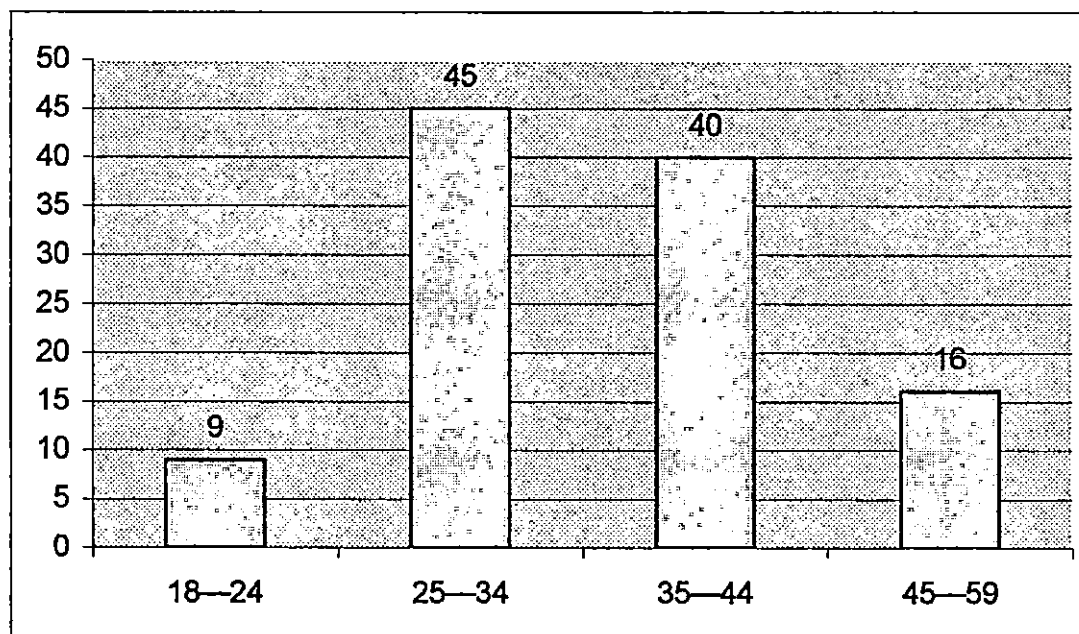
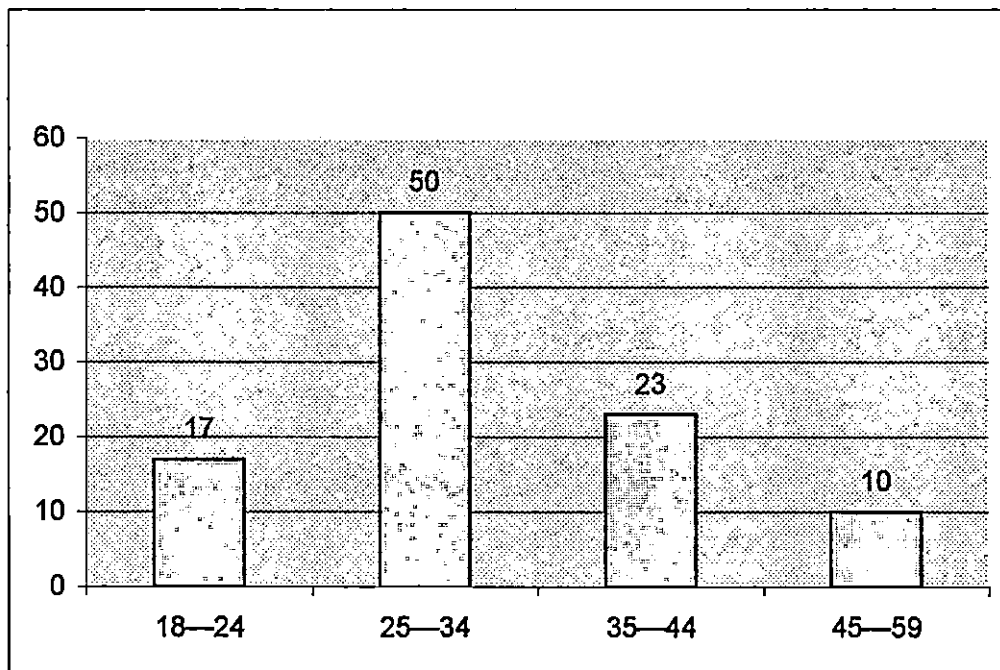


Figure 12. Distance Education Graduate Students by Age

Table 9

Traditional Graduate A Enrollment by Age

Age	Number	Percent	Mean	St Dev
18—24	17	17		
25—34	50	50		
35—44	23	23		
45—59	10	10		
Totals	100	100	31.72	5.31

Figure 13. Traditional Graduate Students by Age

Research question three seeks to determine if there were any significant differences in the ages of DL graduate students and traditional graduate students at MSU. Hypothesis three was also tested using a normal distribution model as well as chi-square. The reason that two tests were conducted is for a cross-check of the results to ensure accuracy.

Again, a hypothesis was designed to aid in the research.

H₀: There is no significant age difference in distance education students enrolled in graduate courses compared to traditional graduate students at MSU.

H_a: Graduate level distance education students are significantly older than traditional delivery graduate students at MSU.

As with the last sample, this sample also is greater than 30. Because the sample size is large, the hypothesis of objective three was tested using a normal distribution model with a significance level of .05. The data in Table 8 produced $n = 110$, a mean of 4.18 and a standard deviation of 8.22. Using the formula for a normal distribution model, a Z value of 4.18 resulted. The rejection region is $\underline{Z} > \underline{Z}_\alpha$ at a .05 level of significance. This level of significance resulted in a value of 1.645 obtained from a normal distribution table for right tail probabilities (Perles, 1999).

Since the level of α is significant at .05 and 4.18 is greater than the alpha value of 1.645 the null hypothesis will be rejected and the alternative hypothesis, distance

Table 10

Chi-square Test for ages of Traditional VS Distance Learning Graduate Students

Age	18-24	25-34	35-44	45-59	Row Totals
Traditional	17	50	23	10	100
DL Graduate	9	45	40	16	110
Column					
Totals	26	95	63	26	210
					Grand Total

Table 11

Chi-square Values for ages of Traditional VS Distance Learning Graduate Students

<i>O</i>	<i>E</i>	<i>O-E</i>	$(O-E)^2$	$(O-E)^2/E$
17	12.4	4.6	21.2	1.71
50	45.2	4.8	23.0	.51
23	30.0	-7	49.0	1.63
10	12.4	-2.4	5.8	.46
9	13.4	-4.6	21.2	1.6
45	49.8	-4.8	23.04	.46
40	33.0	7	49.0	1.5
16	13.6	2.4	5.8	.42

Critical value from table $\chi^2_{3,0.05}=7.815$ Value for $\chi^2 = 8.29$

Discussion of Research Question Four:

Undergraduate Age Difference As previously stated, there were 319 students enrolled in distance education in the 1999 Fall Semester at MSU. Of the 319 total enrollments, 52% (166) were undergraduate students. There are 120 observations in this sample of DL undergraduates (Table 12 and Figure 14). There have been 46 observations eliminated because of irregularities in the forms or less than 6 hours credit of coursework. The mean of the age of the DL undergraduate students is 25.33 compared to 24.25 for the traditional undergraduate student (Table 13 and Figure 15).

Table 12

Distance Learning Undergraduate Enrollment by Age

Age	Number	Percent	Mean	St Dev
18--24	75	62.5		
25—34	32	26.6		
35—44	8	6.7		
45--59	5	4.2		
Totals	120	100	25.33	7.155

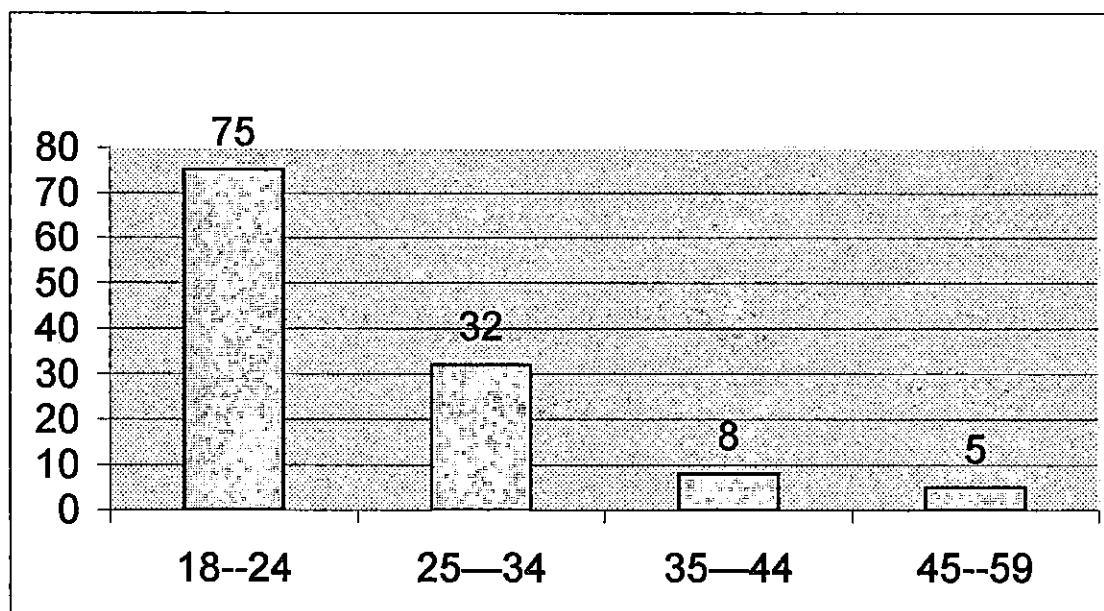


Figure 14. Undergraduate Distance Learning Enrollment by Age

Table 13

Traditional Undergraduate Enrollment by Age

Age	Number	Percent	Mean	SD
18--24	156	78		
25--34	24	12.2		
35--44	12	6.4		
45--59	8	3.3		
Totals	200	99.9*	24.25	6.926

*Less than 100% a result of rounding

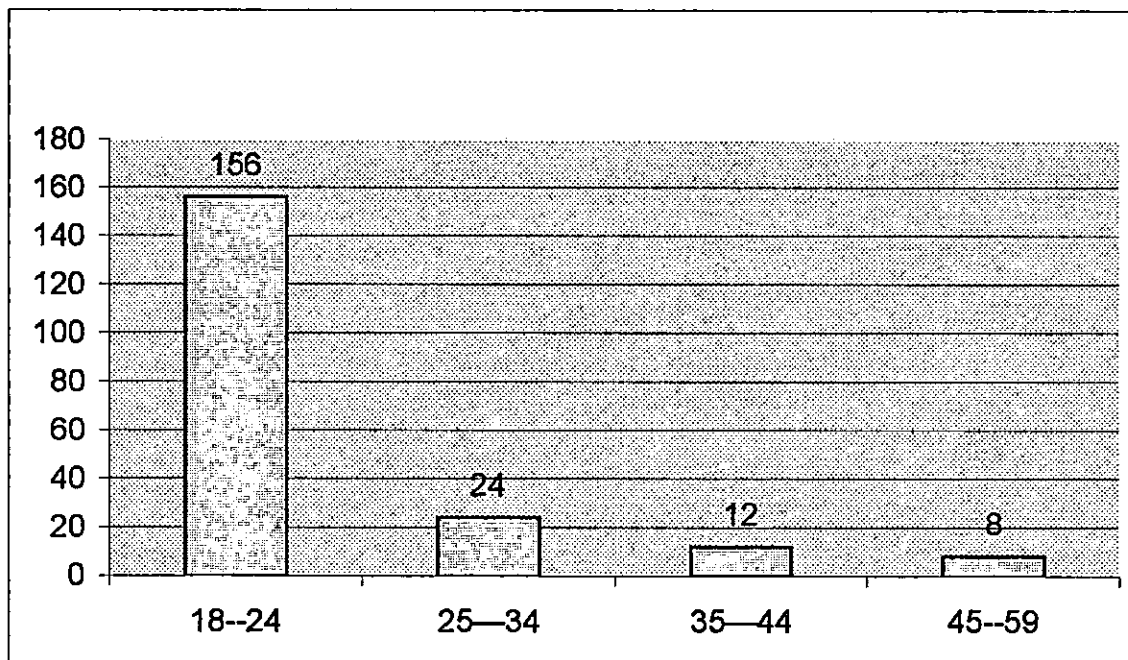


Figure 15. Undergraduate Traditional Enrollment by Age

Research question four focuses on determining if any significant age difference exists between DL undergraduate students and traditional undergraduate students at MSU. The following hypothesis was developed to test the fourth research question of this study.

H₀: There is no significant age difference in distance education students enrolled in undergraduate courses compared to traditional undergraduate students at MSU.

H_a: Undergraduate level Distance education students are significantly older than traditional delivery students at MSU.

Since the calculated value for χ^2 of 8.43 is greater than the critical value for chi-square 7.815, the null hypothesis of no statistically significant age difference must be rejected. From this test, one can conclude the ages of DL undergraduate students compared to the ages of traditional undergraduate students are statistically significant. Therefore, the researcher must reject the null hypotheses and accept that the average ages of undergraduate level distance education students are older than traditional undergraduate students.

Table 14

Chi-square Test of Undergraduate Age of Traditional VS Distance Learning

Undergraduate Students

Age	18-24	25-34	35-44	45-59	Row Totals
Traditional	156	24	12	8	200
DL	75	32	8	5	120
Column					
Totals	231	56	20	13	320
					Grand Total

Table 15

Chi-square Test of Graduate Age of Traditional VS Distance Learning UndergraduateStudents

<i>O</i>	<i>E</i>	<i>O-E</i>	$(O-E)^2$	$(O-E)^2/E$
156	144.4	11.6	134.56	.93
24	35.0	-11.0	121	3.45
12	12.5	-0.5	.25	.02
8	8.1	-.1	.01	.001
75	86.6	-11.6	134.6	1.6
32	24.4	7.6	57.8	2.4
8	7.5	.5	0.3	.03
5	4.9	.1	0.01	.002

Critical value from table $\chi^2_{3,0.05}=7.815$	Value for $\chi^2 = 8.43$
---	---------------------------

Chapter V: Conclusions and Implications

Conclusions

This study sought to examine distance education at Morehead State University and analyze the demographics of its distance education learners. The results of the study revealed the following trends.

All data were screened to provide a more accurate depiction of the data. The screening process involved elimination of any incomplete survey forms along with elimination of any student participating in less than seven hours credit. The determination for imposing the seven-hour limits was based on question two of the DL student survey. The results show that as many as 47% of the overall distance education students take between 1-6 hours course credit per semester. However, using this criterion for the screenings included students that do not qualify as full-time students. Under the MSU definition of a full-time student, a graduate student must take a minimum of nine credit hours and an undergraduate must take a minimum of twelve credit hours. Because of this fact, the minimum of seven credit hours was established for both the undergraduate as well as the graduate students to ensure unbiased treatment of all data. The screening process resulted in a more accurate analysis of data for the study.

The study resulted in the determination that the average MSU distance education student is a Caucasian, 29-year-old, undergraduate female pursuing a degree while employed. The average distance learner takes mostly on-campus classes

and usually does not take more than two distance education classes during an academic career.

The results of the hypothesis testing of three age related research questions resulted the null hypothesis being rejected for all three questions.

Four research questions were developed to guide the study and identify areas of possible differences. The research questions were:

1. What are the general demographics of distance education learners at Morehead State University?
2. Is there an age difference between distance education students compared to traditional students at Morehead State University?
3. Is there an age difference between undergraduate distance education students compared to traditional undergraduate students at Morehead State University?
4. Is there an age difference between distance education graduate students compared to traditional graduate students at Morehead State University?

The following conclusion is presented for each question of the study.

Research Question One

The first research question sought to examine distance education at Morehead State University and make determinations about the demographics of distance education learners. To make the analysis of research question one, questions 1-8 of the MSU distance learning survey were used to create a demographic profile of MSU distance learning students.

DL survey question one required the participants to indicate whether they were graduate or undergraduate students. The survey data showed that 52% of MSU distance education students are undergraduates. When compared to 77% of traditional students being undergraduates, this shows a considerably higher rate of graduate students enroll in distance education classes at MSU. Nonetheless, the percentage of undergraduates is greater compared to graduates at 52% and 48% respectively.

DL survey question two solicited information concerning the number of hours taken during the 1999 fall semester. Combining undergraduate and graduate students indicated that 46% of the DL students were enrolled in six or less credit hours for the 1999 fall semester. Analyzing the credit hour percentages for six or less credit hours puts forth the conclusion that most DL students are full-time students.

Survey question three concentrates on whether distance education students enroll in classes held on or off the Morehead State University main campus. Fifty-six percent of the participants enroll in on-campus classes. This collaborates Keegan (1988) in as much as his definition states that distance learners take classes on and off-campus. One concludes that distance learners are more likely to take a DL class on campus rather than off-campus.

Employment status is the concern of survey question four. A large percentage (74%) of distance education students at MSU during the 1999 fall semester were employed. According to Dr. Jeanne Osborne, Office of Intuitional Research and Effectiveness, traditional full-time students are not usually employed. Based on the

DL survey data and the data supplied by the MSU Office of Institutional Research and Effectiveness, one can presume that most distance learners at Morehead State University are employed.

The participants also responded to survey question five, are you male or female? The gender composition of Morehead State University's DL students is 63% female compared to 37% male. Traditional students are also mostly women outnumbering men at MSU at a rate of 59% for undergraduates and 70% for graduate enrollment. Combining the total enrollment of traditional undergraduate and graduate students produces a value of 61% women at MSU (MSU Office of Institutional Research and Effectiveness). The data suggested that there is little difference in the ratio of females to males of traditional students compared to distance education students and that most MSU students are female.

Survey question six asked the age of the participants. Normal distribution and chi-square tests were conducted using the DL survey data from question six. Research Questions 2-4 (Chapter Five) explain in detail the results of these tests.

Ethnic background of the participants was the focus of question seven. The MSU distance education survey allowed for eight different responses to this question. The response choices were Caucasian non Hispanic, African-American, Asian-Pacific Islander, Caucasian Hispanic origin, Native American, multi-racial, I choose not to respond, and other. The MSU distance learning survey data denotes a student body composed of 91% Caucasian students. According to the Office of

Institutional Research and Effectiveness, the traditional student body is comprised of 94% Caucasian students. At a difference of three percent, there is the possibility that DL classes are slightly more diverse.

The last question examined by this study is question eight of the MSU distance learning survey. Question eight gathered data associated with the participants' reasons for enrolling in DL classes. The participants could indicate whether the DL course was part of a degree, an elective, or of personal interest.

The primary reason most of the participants (66%) enrolled in a distance education course was that the course was a degree requirement. The next reason identified the course as an elective. Twenty percent marked the degree elective choice on the DL survey. The final choice, personal interest, was 14%. The data suggested that the majority of the distance education courses are taken by students pursuing courses specific to their respective degree programs.

Research Question 2

The second research question examined the overall ages of distance education students as compared to the overall ages of traditional students. A normal distribution model and chi-square test were run to determine if there was any statistical significance in the ages of the two groups. Both tests returned values that were considered to be significant, therefore, resulted in the rejection of the null hypothesis that there is no significant difference in the overall ages of distance education students compared to traditional students.

There proved to be statistically significant differences between the over all ages of distance education students compared to the over all ages of traditional classroom students. It can therefore be concluded that students who participate in distance education courses are, for the most part, older than students who participate in traditional classroom courses.

Research Question 3

Research question three sought to determine if there is a significant difference in the ages of graduate DL students compared to traditional graduate students. As in research question two, normal distribution model and a chi-square test were conducted to determine if there was any statistical significance in the ages of the two groups. Both tests returned values that were considered larger than the acceptance region for the null hypothesis, therefore resulted in its rejection.

Research question three also proved a significant difference between the ages of distance education graduate students compared to the ages of traditional graduate students. This test concluded that the ages of graduate students enrolled in distance education courses are older than that of graduate students enrolled in traditional classroom courses.

Research Question 4

The fourth research question sought to make a determination about any significant age differences between undergraduate DL students and traditional undergraduate students at MSU. In an effort to compare DL undergraduates to traditional undergraduates, a normal distribution model returned a Z value indicative

of rejection of the null hypothesis. To verify the results of the first test, a chi-square test was used on the same sample data. The chi-square test confirmed the results of the first test.

For the fourth research question, there also proved to be a statistically significant difference in the ages of undergraduate distance education students compared to the ages of traditional undergraduate students. As in the previous two tests, it can be concluded that undergraduate students who participate in distance education courses are older than undergraduate students who participate in traditional courses.

The study resulted in the a determination that the average Morehead State University distance education student is a Caucasian, 29-year-old, undergraduate female pursuing a degree while employed. The average distance learner takes mostly on-campus classes and usually does not take more than two distance education classes during an academic career.

Implications

Given these findings of the research, it is important to examine the implications of this study. The study had implications for both future research and practice such as:

1. An investigation of students' demographics at other types of institutions (e.g., liberal arts colleges, community colleges,) might reveal different results that would further strengthen the body of research on the topic.

2. A study of other Kentucky based regional universities distance learning student's demographics.
3. The amount of time DL students devote to their studies compared to traditional students.
4. A study to determine the level of distance learner satisfaction with distance learning delivery methodology.
5. An investigation of current student services for distance learners, non-traditional students.
6. An investigation into the motivation of students to enroll in distance learning classes.

References

- Barker, J. & Kellen, J. (1998). Career planning: A developmental approach. New Jersey: Prentice-Hall Inc.
- Brown, F. B. & Brown, Y. (Ed.). (1994). Distance education around the world. New Jersey: Educational Technology Publications.
- Burke, J. (1988). Connections. Boston: Little Brown.
- Cauthen, S., & Wroth, E. (1994). Supporting teachers as perpetual learners: A proposal model for ongoing, distance, in-service teacher education. Virginia: Virginia Tech.
- Garrison, J. (1995). Deweyan pragmatism and the epistemology of contemporary social constructivism. Virginia: Virginia Tech.
- Garrison, D. R., & Shale, D. (1987). Mapping the boundaries of distance education: Problems in defining the field. The American Journal of Distance Education, 1(1), 4-13.
- Garrison, D. R. (1989) Understanding distance education. New York: Rutledge.
- Galusha, J. (1997). Barriers to learning in distance education. Unpublished doctoral, Virginia Tech at Blacksburg Virginia.
- Gendreau, G. & Stewart, W. (1996). Distance-learning programs boom. Michigan: University of Michigan.

Gottschalk, T. H. (1996). Distance education: An overview [On-line]. Available: <http://www.uidaho.edu/evo/dist1.html>.

Granger, D. (1990). Contemporary issues in american distance education. New York: Pergamon.

Harry, K. (1992). Distance education today and tomorrow: A personal perspective. Educational Media International, 29(3), 189-192.

Holmberg, G. (1986). Growth and structure of distance education. New Hampshire: Croom Helm.

Holmberg, G. (1977). Distance Education: A Survey And Bibliography. New York: Nichols Publishing.

Kaye, A. (1989). Computer-mediated communication and distance education. Oxford: Pergamon Press.

Keegan, D. & Harasim, L. (1990). On-line education: Perspectives on a new environment. New York: Praeger.

Keegan, D. (1980). On defining distance education. Distance Education, 1(1), 19-45.

Keegan, D. (1988). Problems in defining the field of distance education. The American Journal of Distance Education, 2(2), 4-11.

McIsaac, M. S. & Gunawardena, C. N. (1996). Distance Education. In D. H. Jonassen (Ed.), Handbook of research for educational communications and technology: A project of the association for educational communications and technology (pp. 403-437). New York: Simon & Schuster Macmillan.

MSU Office of Distance Education (2001). [On-Line]. Available:
<http://www.morehead-st.edu/units/dl/>.

MSU Office of Institutional Research and Effectiveness (2001). [On-Line].
Available: <http://www.morehead-st.edu/units/ire/>.

Murgatroyd, S., & Woudstra, A. (1989). Issues in the management of distance education. The American Journal Of Distance Education, 3(1), 4-19.

Neufeld, G. R. (1985). Innovations in distance education applied to the professional development of teachers. (ERIC Document Reproduction Service No. ED294).

Peters, O. (1983). Distance teaching and industrial production: A comparative interpretation in outline. London: Croom Helm.

Rumble, G., & Keegan, D. (1982). The distance teaching universities. New York: St. Martin's.

Perles, M., B, (1999). Statistics: A first course. New Jersey: Prentice Hall.

Shale, D. (1990). Toward a reconceptualization of distance education. New York: Pergamon.

Guralnik, D. (Ed.). (1978). Webster's new word dictionary (2nd ed.). Springfield: Merrian.

Willis, B. (1989). Distance-delivered instruction: Making it work. Education Technology, p. 46-47.

Appendix A:
Survey Developed by MSU

STUDENT DISTANCE LEARNING (ITV) SURVEY

Site _____ Course _____

Please fill in the blank to the right of the question with the answer's number which most applies to you.

1. (1) Graduate (2) Undergraduate _____
2. Number of hours taken this semester: _____
3. Do you primarily take on-campus or off-campus courses?
(1) on-campus (2) off-campus _____
4. Do you work full time, part-time, or do not work?
(1) Full-time (2) Part-time (3) Do not work _____
5. Are you female or male?
(1) Female (2) Male (3) I choose not to respond _____
6. What is your age? _____ (optional) _____
7. What is your ethnic origin?
(1) Caucasian, not Hispanic (2) African-American
(3) Asian-Pacific Islander (4) Caucasian, Hispanic origin
(5) Native American (6) Multi-racial
(7) I choose not to respond (8) Other _____
8. Why did you take this course:
(1) Degree requirement (2) Degree elective (3) Other (Non-degree, personal interest) _____
9. How many distance learning courses have you taken? _____
10. Would you take another distance learning course?
(1) Yes (2) No _____
11. Would you recommend taking a distance learning course to your peers?
(1) Yes (2) No _____

Please rank on a scale of 1 to 4 the following items which best describe your reason for taking a distance learning course; 1 represents the most important and 4 is the least important.

12. Convenience _____ Location _____ Time of course _____ Only course offered in my major _____

Please mark the appropriate response.

13. At what point in the semester did you begin to feel comfortable in the distance learning environment?
1st week _____ 3rd week _____ Midterm _____ 12th week _____ 16th week _____ Never _____

Please indicate to what extent you agree or disagree with the following statements by placing the appropriate number from the scale in the blank to the right.

1= Strongly agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

14. Information regarding admissions, course scheduling, registration, and fee payment procedures was readily available.
1 2 3 4 5 _____

15. Classes over television seemed more organized than a regular classroom.
1 2 3 4 5 _____
16. The interaction with the instructors helped me adjust to the distance learning environment.
1 2 3 4 5 _____
17. The flexibility of the distance learning environment helped me adjust.
1 2 3 4 5 _____
18. The on-site support provided at the distance learning location helped me adjust.
1 2 3 4 5 _____
19. Access to materials and equipment at the location helped me adjust.
1 2 3 4 5 _____
20. Interaction with peers was helpful in the distance learning experience.
1 2 3 4 5 _____
21. Goals and objectives of the instructor for the course were communicated clearly.
1 2 3 4 5 _____
22. I was able to apply information acquired in the distance learning environment.
~~1~~ ~~2~~ 3 4 5 _____
23. The distance learning atmosphere was conducive to learning.
1 2 3 4 5 _____
24. The instructor successfully met the stated objectives for this course.
1 2 3 4 5 _____
25. I received immediate feedback regarding my coursework.
1 2 3 4 5 _____
26. I used a variety of learning strategies.
1 2 3 4 5 _____
27. I was provided meaningful guidelines that assisted in adjusting to the distance learning environment.
1 2 3 4 5 _____
28. I saw that variety of teaching strategies were used by the instructor.
1 2 3 4 5 _____
29. The distance learning environment was intellectually challenging.
1 2 3 4 5 _____
30. I was encouraged to reflect on how to teach/learn in the distance learning environment.
1 2 3 4 5 _____
31. I was motivated to learn new skills during the distance learning course.
1 2 3 4 5 _____
32. I found the distance learning class was more demanding than a traditional class.
1 2 3 4 5 _____

33. I needed more explicit communication from the instructor in the distance learning environment.

1 2 3 4 5

34. The site facilitator was helpful in learning to use the equipment.

1 2 3 4 5

Technology

35. Identify the technologies that you feel you successfully operated and utilized during the distance learning course by checking the item(s) below:

Computer _____

Presentation software _____

Document camera _____

Database/Spreadsheet software _____

E-Mail _____

TV _____

VCR/Video _____

Word processing software _____

CourseInfo _____

Other: _____

Interaction

36. My instructor returned my papers and assignments in a timely manner.

(1) Yes (2) No

37. My instructor gave me feedback on examinations in a timely manner.

(1) Yes (2) No

Library Resources

38. I had adequate access to library resources..

(1) Strongly agree (2) Agree (3) Neutral (4) Disagree
(5) Strongly Disagree

39. Did you know you could request materials from Morehead State University's Library through the Extended Campus Services Office?

(1) Yes (2) No

40. Did you request any materials from the Extended Campus Services Office during this semester?

(1) Yes (2) No

41. How did you make your request?

(a) Phone (b) Fax (c) E-mail (d) Mail

42. How would you rate this service?

(5) Excellent (4) Good (3) Adequate (2) Fair (1) Poor

Academic Advising

43. How well does the academic advising system meet your needs?

(5) Exceptionally well (4) More than adequately (3) Adequately
(2) Less than adequately (1) Poor

44. During the past year how often did you interact with your advisor (face-to-face, e-mail, phone)?

(a) Four times or more (b) Three times (c) Twice
(d) Once (e) Never

45. Was the number of times sufficient for your needs?
(1) Yes (2) No (3) Undecided _____
46. My advisor responded to me in a timely manner.
(a) Responded quickly each time (b) Responded quickly most of the time
(c) Adequate response time (d) Responded slowly (e) Never responded _____

Please add other comments you would like to make below and/or on the back of this sheet. Your participation in this survey is appreciated.

1. What is your age?
2. What is your ethnic origin?

Motivation

3. Why did you take the course?
4. How many DL courses have you taken before?
5. Would you take another DL course?
6. Would you recommend DL to your peers?
7. Convenience played what role in deciding to take a DL course?
8. Location played what role in deciding to take a DL course?
9. The time the course was offered played what role in deciding to take a DL course?
10. This course being the only course offered in my major played what role in deciding to take a DL course?

Distance Learning Environment

11. At what point during the semester did you begin to feel comfortable in the ITV classroom?
12. Classes over television seemed more organized than a regular classroom
13. The interaction with the instructors helped me adjust to the DL environment
14. The flexibility of the DL environment helped me adjust
15. The on-site support provided at the DL location helped me adjust
16. Access to materials and equipment at the location helped me adjust
17. Interaction with peers was helpful in the distance learning experience
18. Goals and objectives of the instructor for the course were communicated clearly
19. I was able to apply information acquired in the DL environment
20. The DL atmosphere was conducive to learning
21. The instructor successfully met the stated objectives for this course
22. I received immediate feedback regarding my coursework
23. I used a variety of learning strategies
24. I was provided meaningful guidelines that assisted in adjusting to the DL environment
25. I saw that a variety of teaching strategies were used by the instructor
26. The DL environment was intellectually challenging
27. I was encouraged to reflect on how to teach/learn in the DL environment
28. I was motivated to learn new skills during the DL course
29. I found the DL class more demanding than a traditional class
30. I needed more explicit communication from the instructor in the DL environment
31. The site facilitator was helpful in learning to use the equipment
32. Skills mastered during the semester
33. My instructor returned my papers and assignments in a timely manner.

34. My instructor gave me feedback on examinations in a timely manner.

Student Services

35. Information regarding admissions, course scheduling, registration, and fee payment procedures were readily available
36. I had adequate access to library resources.
37. Did you know you could request materials from Morehead State University's Library through the Extended Campus Services Office?
38. Did you request any materials from the Extended Campus Services Office during this semester?
39. How did you make your request?
40. How would you rate this service?
41. How well does the academic advising system meet your needs?
42. My advisor responded to me in a timely manner.

Appendix B:
Tables

Table 1

Distance Education Enrollment by Site

FLEMMINGBURG	6	PIKE	13
REED	35	LAPPIN	14
COMBS	59	GINGER HALL	37
PRESTONSBURG	41	MASON	5
ASHLAND	9	BATH	29
JACKSON	17	WEST LEBERTY	13
MAYSVILLE	4	HINDMAN	16

Table 3

Number of Hours for Distance Learning Students 1999 Fall Semester

Hours Taken	Frequency	Percent
1--3	77	24.3
4--6	71	22.4
7--9	33	10.4
10--12	46	14.5
13--15	44	13.8
16--18	39	12.3
19--21	7	2.3

Table 4

Overall Distance Learning Enrollment by Age

Age	Number	Percent	Mean	St Dev
< 21	46	15.8		
21 – 25	116	39.8		
26 – 30	55	18.9		
31 – 35	19	6.5		
36 – 40	23	7.9		
41 – 45	21	7.2		
46 – 50	6	2.0		
51 – 55	5	1.7		
Totals	291	100	28.74	8.384

Table 5

Overall Traditional Student Enrollment by Age

Age	Number	Percent	Mean
18—24	5,159	78.0	
25—34	809	12.2	
35—44	424	6.4	
45—59	219	3.3	
Totals	6,611	99.9	25.8

*Less than 100% a result of rounding

Table 8

Distance Education Graduate Enrollment by Age

Age	Number	Percent	Mean	St Dev
18—24	9	8		
25—34	45	41		
35—44	40	36		
45—59	16	15		
Totals	110	100	32.88	8.229

Table 9

Traditional Graduate A Enrollment by Age

Age	Number	Percent	Mean	St Dev
18—24	17	17		
25—34	50	50		
35—44	23	23		
45—59	10	10		
Totals	100	100	31.72	5.31

Table 10

Chi-square Test for ages of Traditional VS Distance Learning Graduate Students

Age	18-24	25-34	35-44	45-59	Row Totals
Traditional	17	50	23	10	100
DL Graduate	9	45	40	16	110
Column					
Totals	26	95	63	26	210
					Grand Total

Table 11

Chi-square Values for ages of Traditional VS Distance Learning Graduate Students

<i>O</i>	<i>E</i>	<i>O-E</i>	$(O-E)^2$	$(O-E)^2/E$
17	12.4	4.6	21.2	1.71
50	45.2	4.8	23.0	.51
23	30.0	-7	49.0	1.63
10	12.4	-2.4	5.8	.46
9	13.4	-4.6	21.2	1.6
45	49.8	-4.8	23.04	.46
40	33.0	7	49.0	1.5
16	13.6	2.4	5.8	.42

Critical value from table $\chi^2_{3,0.05}=7.815$ Value for $\chi^2 = 8.29$

Table 12

Distance Learning Undergraduate Enrollment by Age

Age	Number	Percent	Mean	St Dev
18--24	75	62.5		
25--34	32	26.6		
35--44	8	6.7		
45--59	5	4.2		
Totals	120	100	25.33	7.155

Table 13

Traditional Undergraduate Enrollment by Age

Age	Number	Percent	Mean	SD
18--24	156	78		
25--34	24	12.2		
35--44	12	6.4		
45--59	8	3.3		
Totals	200	99.9	24.25	6.926

*Less than 100% a result of rounding

Table 14

Chi-square Test of Undergraduate Age of Traditional VS Distance LearningUndergraduate Students

Age	18-24	25-34	35-44	45-59	Row Totals
Traditional	156	24	12	8	200
DL	75	32	8	5	120
Column					
Totals	231	56	20	13	320
					Grand Total

Table 15

Chi-square Test of Graduate Age of Traditional VS Distance Learning Undergraduate

<i>O</i>	<i>E</i>	<i>O-E</i>	$(O-E)^2$	$(O-E)^2/E$
156	144.4	11.6	134.56	.93
24	35.0	-11.0	121	3.45
12	12.5	-0.5	.25	.02
8	8.1	-.1	.01	.001
75	86.6	-11.6	134.6	1.6
32	24.4	7.6	57.8	2.4
8	7.5	.5	0.3	.03
5	4.9	.1	0.01	.002
Critical value from table $\chi^2_{3,0.05}=7.815$			Value for $\chi^2=8.43$	

Appendix C: Figures

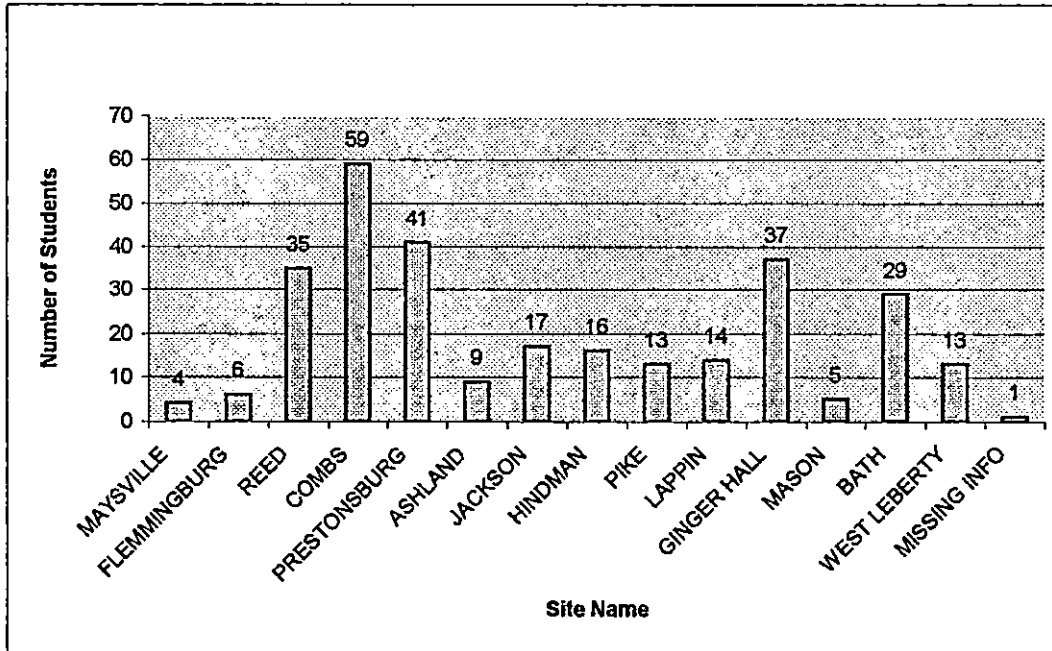


Figure 1. Distance Education Courses by Site

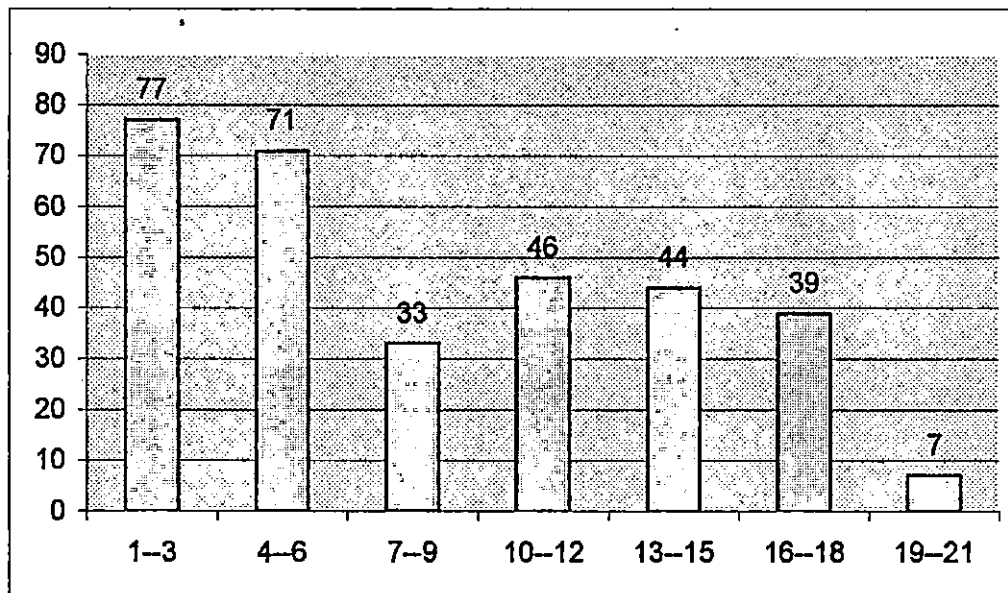


Figure 2. Number of Hours Taken Fall Semester 1999 for DL Students

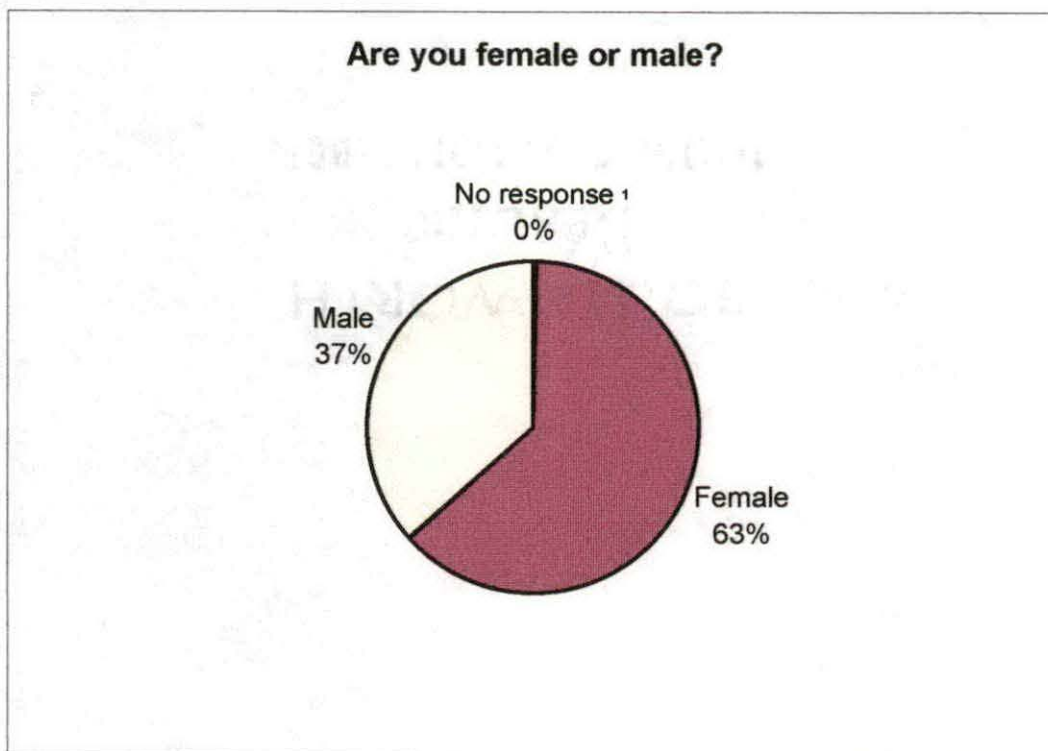


Figure 3. Student Survey Question Five.

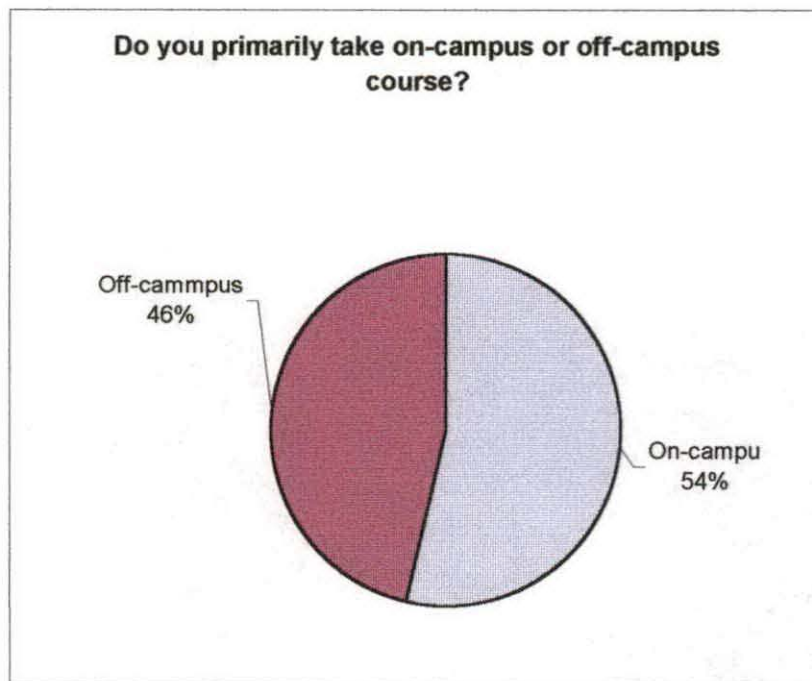


Figure 4. Student Survey Question Three

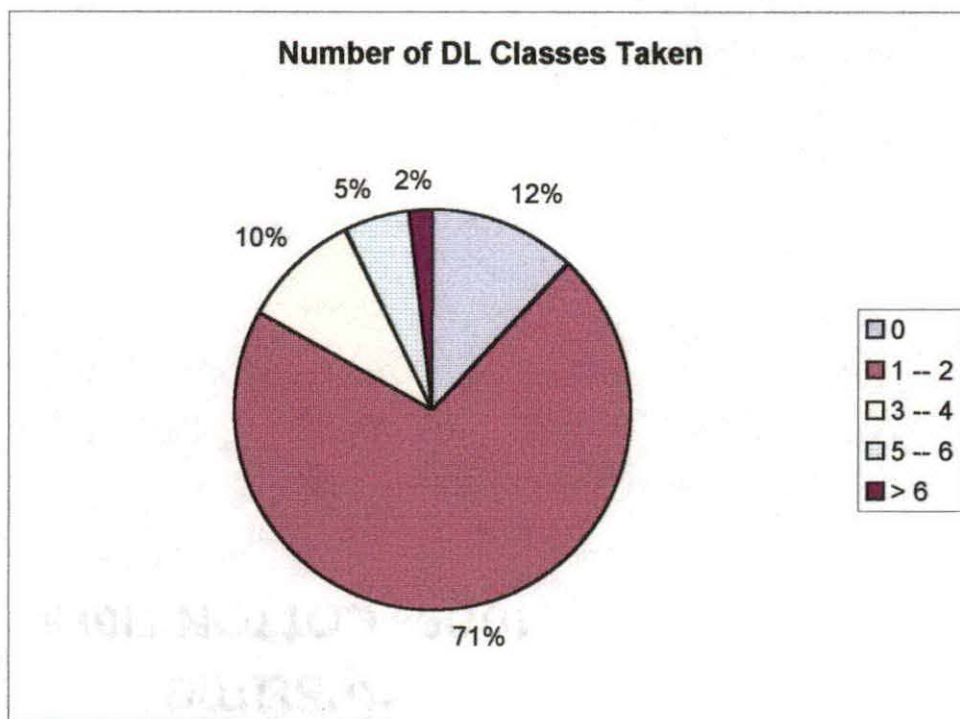


Figure 5. Student Survey Question Nine

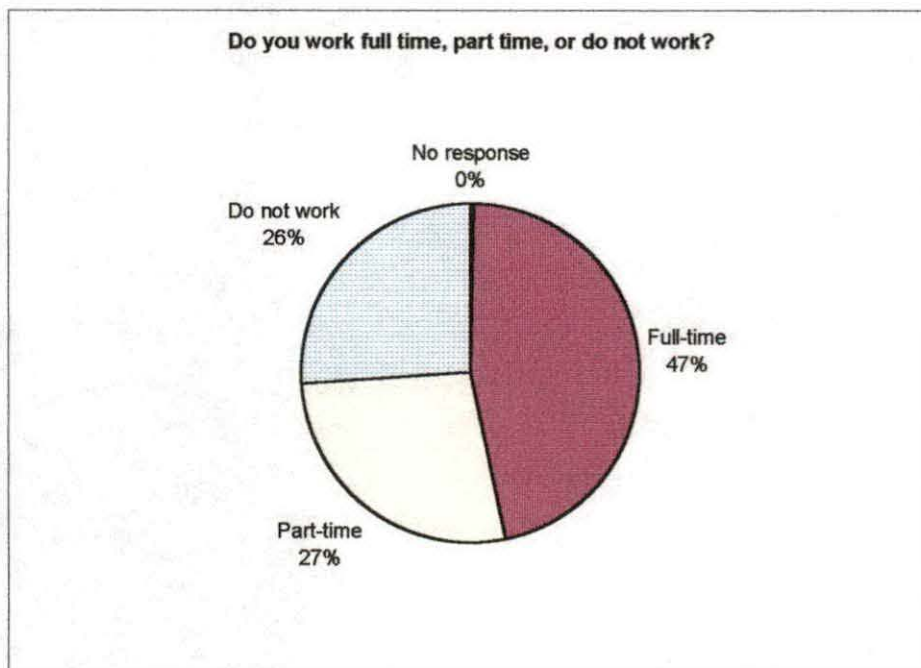


Figure 6. Student Survey Question Four

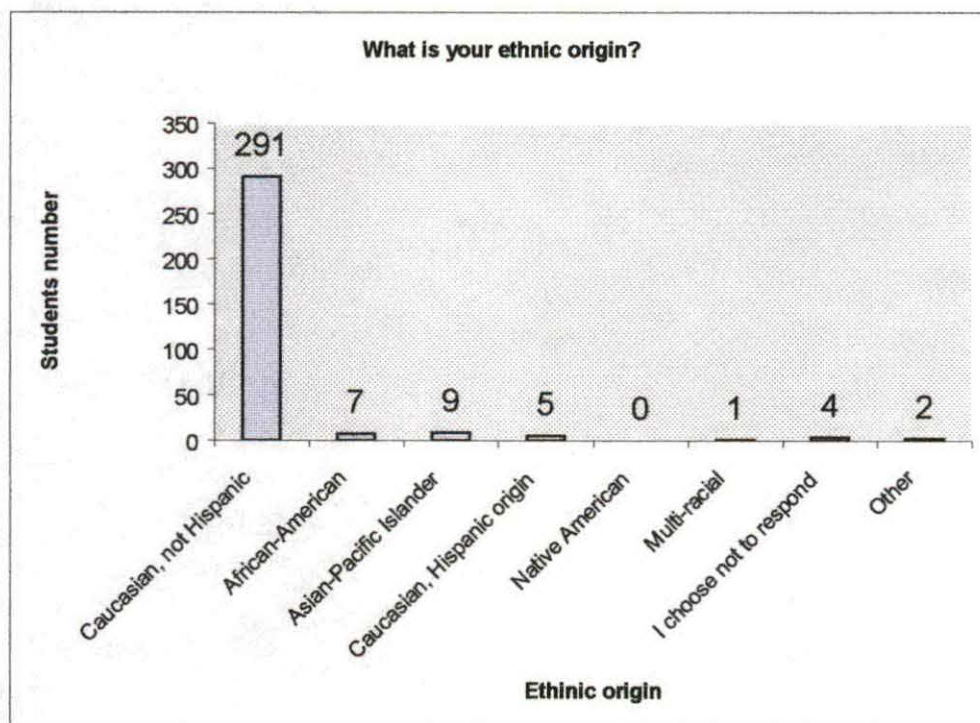


Figure 7. Ethnic Origin

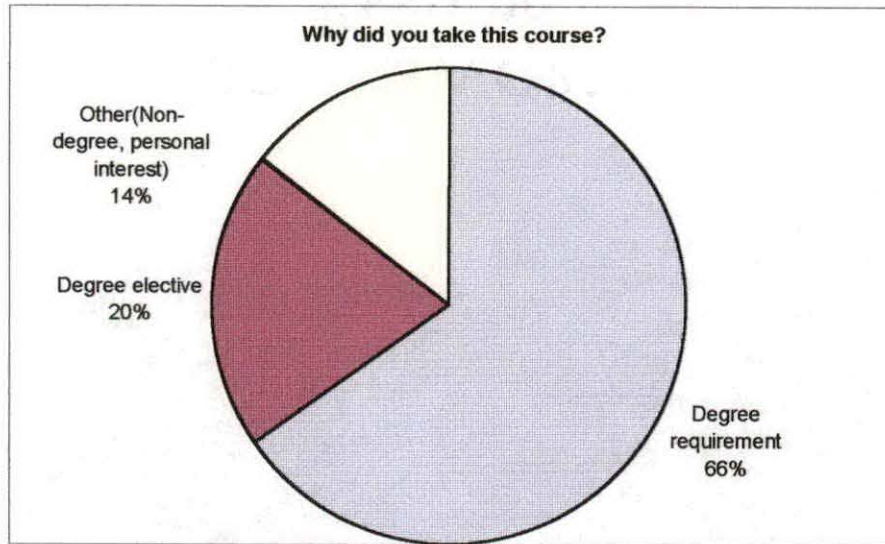


Figure 8. Student Survey Question Eight

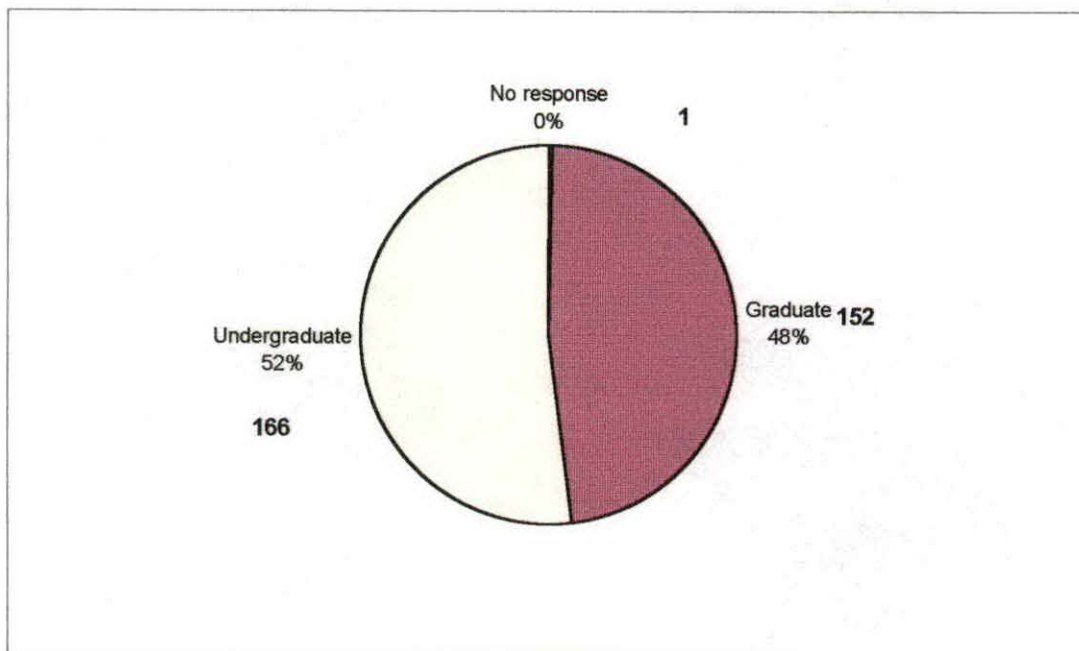


Figure 9. Class Status

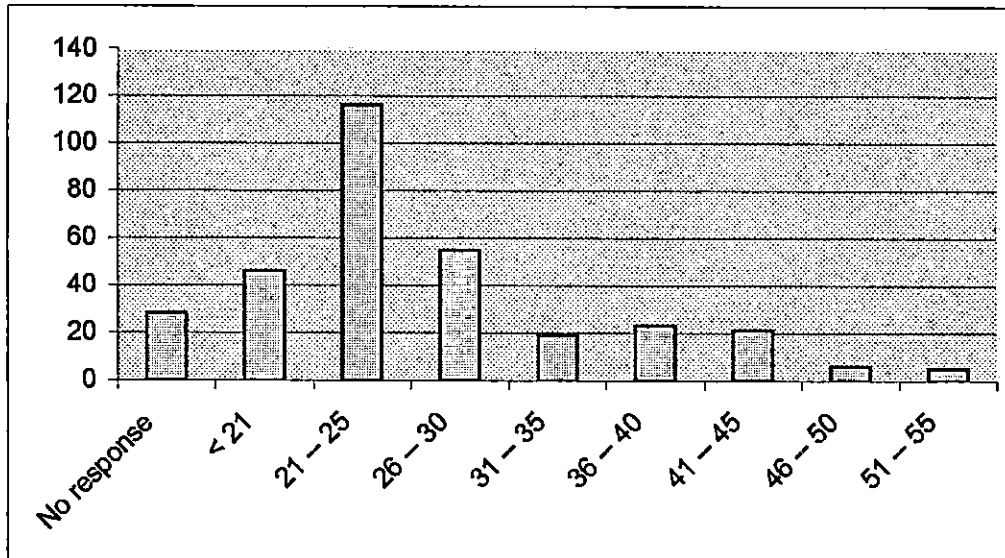


Figure 10. Overall Distance Learning Enrollment by Age

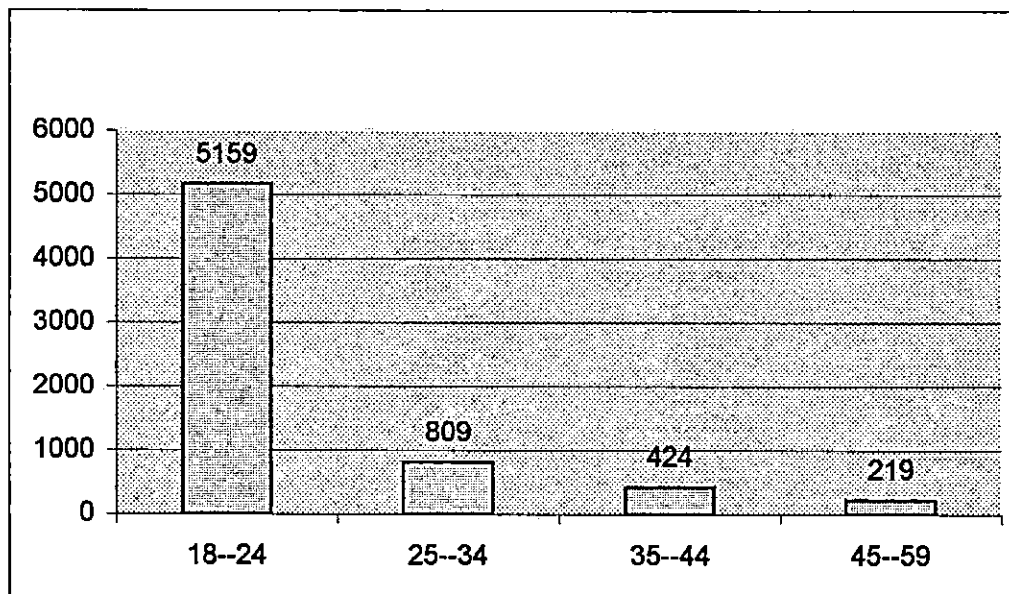


Figure 11. Overall Traditional Enrollment by Age

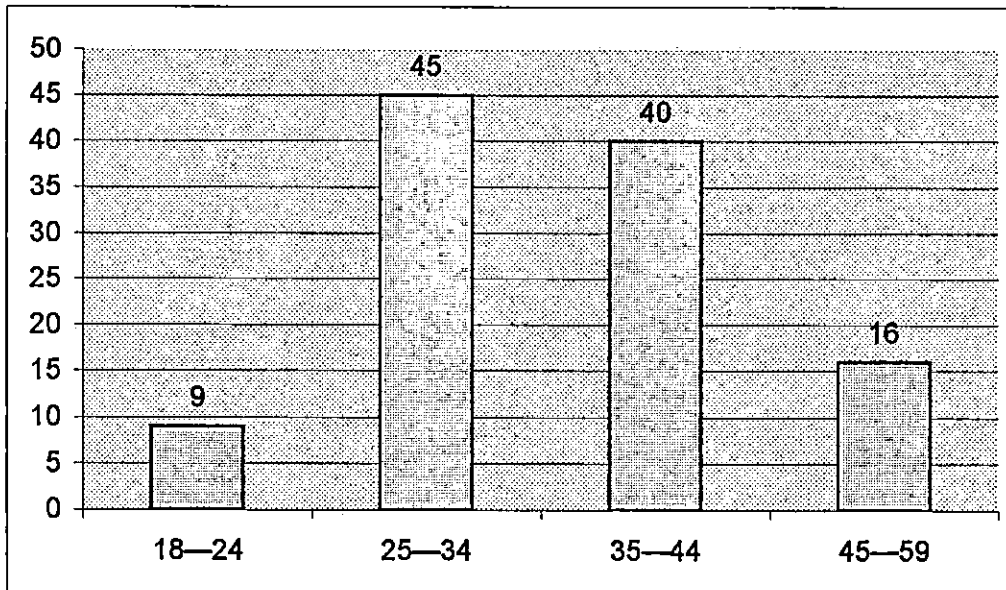


Figure 12. Distance Education Graduate Students by Age

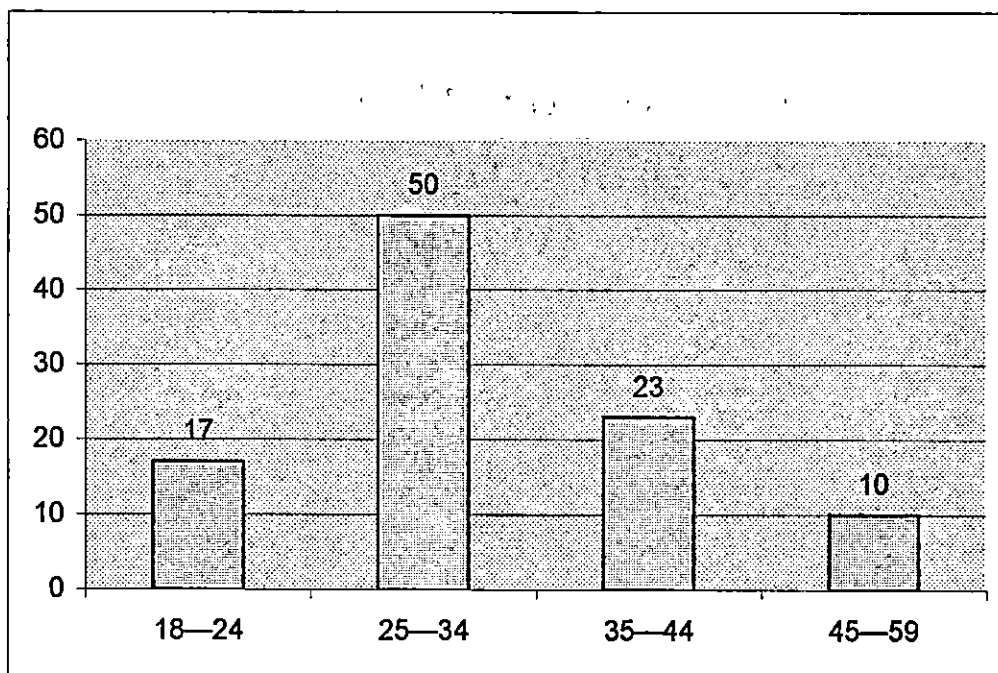


Figure 13. Traditional Graduate Students by Age

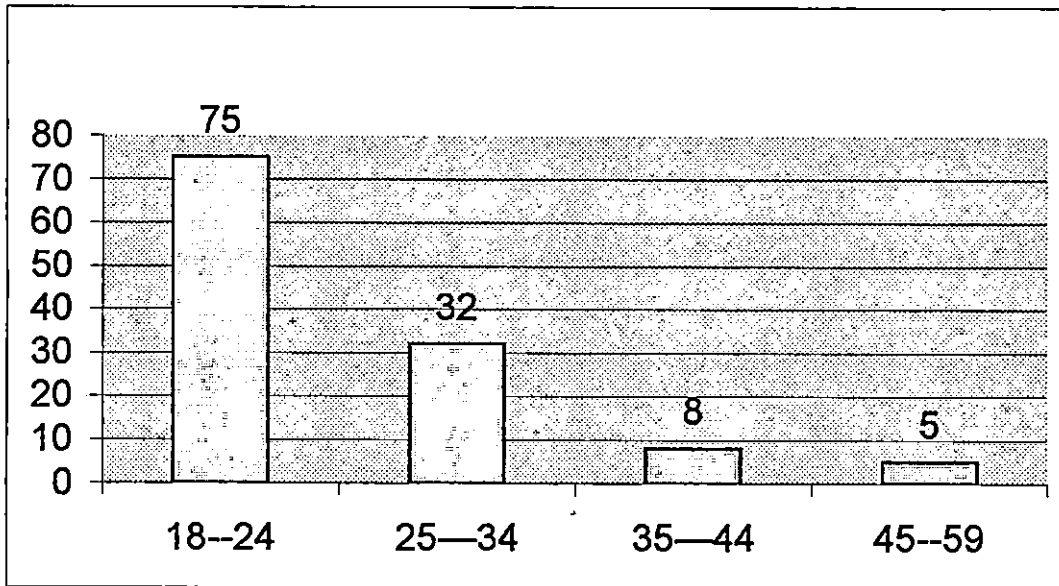


Figure 14. Undergraduate Distance Learning Enrollment by Age.

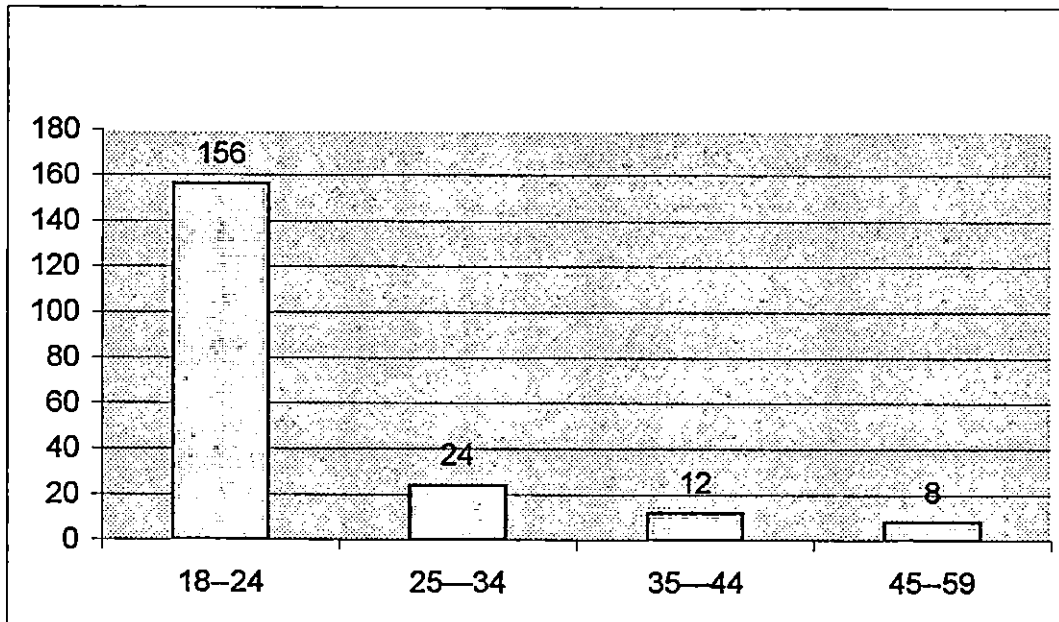


Figure 15. Undergraduate Traditional Enrollment by Age

Appendix D:
Distance Learning Survey Data

Distance Learning Survey Data Fall Semester 1999

ID NUMBER	SITE CODE	COURSE CODE	Number of hours taken this semester	Status	Do you work 1, 2 or 3?	Gender	Gender	Gender	AGE
001	1	1	3	1	1	1	27	2	23
002	1	1	3	1	1	1	25	2	
003	1	2	9	1	1	2	32	2	
004	1	2	3	1	1	1	35	2	34
005	2	3	3	1	1	2	30	1	45
006	2	3	3	1	1	1	30	2	47
007	2	3	3	2	1	1	35	2	26
008	2	3	3	1	1	1	25	1	32
009	2	4	6	1	1	1	44	1	
010	2	4	3	1	1	1	42	2	46
011	3	5	3	2	1	1	37	1	21
012	3	5	15	2	2	1	43	1	20
013	3	5	13	2	2	1	19	1	23
014	3	5	19	2	2	2	22	1	20
015	3	5	15	2	2	1	20	1	20
016	3	5	12	2	1	1	24	1	21
017	3	5	17	2	2	1	22	1	20
018	3	5	12	2	1	1	33	1	22
019	3	5	14	2	2	1	22	1	22
020	3	5	14	2	2	1	21	1	20
021	3	5	13	2	2	1	19	2	22
022	3	5	16	2	3	2	21	1	21
023	3	5	12	0	2	1	21	1	23
024	3	5	13	1	3	2	24	1	21
025	3	5	1	2	2	1	49	1	
026	3	5	9	1	1	1	36	1	26
027	3	5	14	2	3	2	21	1	43
028	3	5	15	2	3	1	21	1	39
029	3	5	15	2	2	1	21	1	35
030	4	6	15	2	3	1	21	1	
031	4	6	12	2	2	1	51	1	
032	4	6	16	2	3	1	21	1	27
033	4	6	12	2	3	1	20	1	45
034	4	6	18	2	2	1	21	1	
035	4	6	15	2	3	1	21	1	38
036	4	6	15	2	2	1	23	2	32
037	4	6	12	2	2	1	22	1	28
038	3	7	0	1	1	1	26	1	45
039	3	7	10	2	2	1	41	1	27
040	3	7	10	2	3	1	36	1	24

041	4	6	18	2	3	2	0	1	23
042	4	6	3	1	1	2	40	1	24
043	4	6	15	2	3	1	20	1	21
044	5	5	6	2	1	1	52	2	
045	5	5	6	2	1	1	0	2	29
046	5	5	21	2	2	1	21	2	23
047	5	8	15	2	1	1	37	2	22
048	5	8	9	1	2	1	24	2	39
049	5	8	18	2	3	1	30	1	23
050	5	8	21	2	3	1	23	2	23
051	5	8	15	2	1	1	24	2	23
052	5	8	12	2	1	1	43	2	22
053	5	8	6	2	1	2	30	2	23
054	5	8	12	1	2	1	20	2	22
055	5	8	6	2	1	1	38	2	24
056	5	8	12	2	1	1	41	2	
057	5	9	18	2	3	2	43	2	
058	5	9	18	2	1	1	36	2	
059	5	7	7	2	1	1	30	2	24
060	5	7	4	1	0	1	0	2	23
061	5	7	4	2	1	1	45	2	23
062	5	10	18	2	3	1	44	2	22
063	5	10	15	2	1	1	34	2	
064	5	10	16	2	3	1	24	2	
065	5	10	9	2	3	1	42	1	
066	5	5	12	2	3	2	24	2	
067	5	5	18	2	3	2	24	2	33
068	5	5	7	2	1	1	30	2	23
069	5	5	6	2	1	1	37	2	23
070	5	7	5	2	1	1	29	2	41
071	5	7	9	2	2	1	39	2	25
072	5	7	6	2	1	1	24	2	51
073	5	10	12	2	1	1	38	2	32
074	5	10	9	2	1	1	0	1	
075	5	1	6	1	2	1	24	2	
076	5	1	3	1	1	2	50	2	
077	5	1	6	1	2	1	24	2	23
078	5	1	3	1	1	2	0	2	39
079	5	1	3	1	1	2	26	2	24
080	5	1	3	1	1	1	42	2	24
081	5	1	3	1	1	1	30	2	32
082	5	1	3	1	1	1	36	2	23
083	5	1	3	1	3	1	24	2	
084	5	1	3	1	3	1	35	2	
085	6	7	3	2	1	1	43	2	

086	6	1	3	2	1	2	52	2	30
087	6	1	3	1	1	2	25	2	31
088	6	1	3	1	1	1	34	2	
089	6	1	3	1	3	1	22	2	
090	6	1	3	1	1	2	24	2	
091	6	1	3	1	1	2	34	2	33
092	6	1	3	1	1	2	25	2	29
093	6	1	3	1	3	2	23	2	23
094	7	11	3	1	1	1	38	2	24
095	7	11	3	1	1	1	30	1	29
096	7	11	3	1	1	2	34	2	48
097	7	11	3	1	1	2	36	2	
098	7	11	3	1	1	1	0	2	26
099	7	11	3	1	1	1	30	2	24
100	7	6	8	2	3	1	22	2	44
101	7	6	13	2	3	1	41	2	26
102	7	6	12	1	2	1	37	1	28
103	7	12	15	2	3	1	22	2	27
104	7	12	15	2	3	1	21	2	27
105	7	12	12	2	3	1	36	2	23
106	7	12	0	1	3	1	0	1	23
107	7	12	12	2	3	1	28	2	35
108	7	10	3	1	3	2	0	2	25
109	7	8	3	2	1	2	22	2	31
110	7	8	3	2	1	1	0	2	26
111	8	13	2	2	1	1	32	2	34
112	8	14	6	1	1	2	27	2	27
113	8	14	3	1	1	2	29	2	25
114	8	14	3	1	1	1	46	2	22
115	8	14	3	1	1	1	27	2	24
116	8	14	12	1	2	1	42	2	29
117	8	14	3	1	1	2	29	2	30
118	8	11	3	1	1	1	30	2	
119	8	11	3	1	1	1	0	2	23
120	8	11	10	1	1	2	38	2	
121	8	11	3	1	1	2	36	2	58
122	8	11	3	1	1	2	28	2	36
123	8	11	3	1	1	1	44	2	26
124	8	11	6	1	1	2	33	2	28
125	8	11	6	2	1	2	27	2	28
126	8	11	3	1	1	2	29	2	25
127	9	15	3	1	1	1	24	1	25
128	9	15	3	1	1	1	42	2	33
129	9	15	3	1	1	1	33	2	38
130	9	3	6	1	1	1	0	2	32

131	9	3	3	1	1	1	0	2	28
132	9	3	6	1	1	1	30	2	27
133	9	3	3	1	1	2	0	2	50
134	9	3	3	1	1	1	0	2	23
135	9	3	3	1	1	1	30	2	
136	9	3	6	1	1	3	0	2	50
137	9	3	3	1	1	2	0	2	25
138	9	3	3	1	1	2	31	2	34
139	9	3	3	1	1	2	38	2	33
140	10	16	15	2	2	2	30	1	27
141	10	16	12	2	2	2	22	1	25
142	10	16	16	2	3	1	20	1	32
143	10	16	18	2	3	1	22	1	47
144	10	16	3	2	2	1	22	1	33
145	10	16	15	2	2	1	21	2	36
146	10	16	16	2	3	1	21	1	50
147	10	16	13	2	1	1	42	2	30
148	10	12	14	2	2	1	22	1	24
149	10	12	17	2	3	2	26	1	22
150	3	4	12	1	2	2	55	1	24
151	3	4	3	1	1	2	49	1	23
152	3	4	6	1	3	2	26	1	23
153	3	4	9	1	2	1	0	1	
154	3	4	9	1	1	1	28	1	29
155	3	4	3	1	3	2	0	1	
156	3	4	9	1	2	2	0	1	
157	3	4	6	1	2	1	0	1	
158	3	4	6	1	1	1	28	1	39
159	3	4	3	1	1	2	51	1	24
160	3	4	12	1	2	1	25	1	22
161	3	4	3	1	1	1	0	1	21
162	3	4	3	1	1	2	33	1	22
163	4	17	15	2	1	1	21	1	
164	4	17	12	2	3	2	24	1	29
165	4	17	15	2	3	1	21	1	23
166	4	17	21	2	3	2	24	1	22
167	4	17	18	2	2	1	22	1	23
168	4	17	12	2	3	1	21	1	23
169	4	17	18	2	2	2	22	1	23
170	4	17	17	2	3	2	23	1	
171	4	17	18	2	3	1	21	1	
172	4	17	9	1	1	2	25	1	
173	4	17	3	2	3	1	22	1	
174	4	17	16	2	2	1	21	1	31
175	4	17	9	1	1	2	23	1	46

176	4	20	19	1	2	2	28	1	
177	4	9	12	2	3	2	22	1	42
178	4	9	15	2	3	1	20	1	21
179	4	9	18	2	2	2	0	1	21
180	4	9	14	2	3	2	21	1	
181	4	9	18	2	2	1	22	1	52
182	4	9	15	1	2	1	22	1	23
183	4	9	15	2	3	2	21	1	23
184	4	9	15	2	3	2	21	1	19
185	4	9	12	2	3	2	20	1	42
186	4	9	3	1	1	2	37	1	22
187	4	9	6	2	2	1	23	1	21
188	4	9	18	2	2	2	25	1	21
189	4	9	12	2	2	2	43	1	21
190	4	9	18	2	2	1	21	1	22
191	4	9	18	2	2	1	20	1	24
192	4	9	18	2	2	1	22	1	22
193	4	9	20	1	2	1	22	1	20
194	4	9	16	2	3	1	29	1	22
195	4	9	15	2	3	2	19	1	25
196	4	9	15	2	3	1	20	1	42
197	4	9	15	2	2	1	21	1	30
198	4	9	16	2	2	2	20	1	
199	4	9	12	2	3	2	22	1	
200	4	9	18	2	2	2	20	1	48
201	10	3	3	1	1	2	26	1	30
202	10	3	3	1	1	1	41	1	44
203	10	3	3	1	1	1	29	1	
204	10	3	6	1	1	1	0	2	20
205	4	10	12	2	1	2	23	1	21
206	4	10	15	2	2	1	22	1	20
207	4	10	18	2	2	2	22	1	21
208	15	20	15	2	2	1	21	1	20
209	11	11	6	1	1	2	45	1	21
210	11	11	4	1	1	2	31	1	21
211	11	11	3	1	1	2	31	1	21
212	12	17	3	1	1	2	0	2	22
213	12	17	3	1	1	1	0	1	20
214	12	17	3	1	1	1	27	2	21
215	12	17	6	1	1	1	29	1	21
216	12	17	6	1	1	2	26	1	24
217	11	2	6	1	1	1	23	1	21
218	11	2	9	1	2	1	22	1	21
219	11	2	9	1	1	1	27	1	32
220	11	2	9	1	2	2	24	1	40

221	11	2	6	1	2	1	22	1	28
222	11	2	9	1	1	1	22	1	
223	11	2	9	1	1	2	25	1	
224	11	2	12	1	2	1	24	1	33
225	11	2	9	1	2	1	24	1	28
226	11	2	12	1	3	2	24	1	41
227	11	2	9	1	1	1	27	1	34
228	11	2	9	1	1	2	23	1	
229	11	2	9	1	1	2	25	1	32
230	11	2	9	1	1	2	24	1	
231	11	2	12	1	1	1	23	1	
232	13	8	6	2	3	1	17	2	26
233	13	8	6	2	3	1	17	2	26
234	13	8	6	2	3	1	17	2	
235	13	8	6	2	3	2	17	2	48
236	13	8	6	2	3	1	17	2	35
237	13	8	6	2	3	1	17	2	40
238	13	8	6	2	2	2	18	2	
239	13	8	6	2	2	1	17	2	24
240	13	8	6	2	3	2	17	2	23
241	13	8	6	2	2	2	17	1	40
242	13	8	6	2	3	2	17	2	36
243	13	8	6	2	2	2	17	2	
244	13	6	6	1	3	1	17	2	
245	13	6	6	2	3	1	17	2	29
246	13	6	6	2	3	1	17	2	26
247	13	6	6	2	3	2	17	2	23
248	13	6	6	2	3	1	17	2	26
249	13	6	6	2	2	2	18	2	
250	13	6	6	2	3	1	17	2	
251	13	6	6	2	3	2	17	2	
252	13	6	6	2	2	1	17	2	23
253	13	6	6	2	2	2	17	1	23
254	13	6	6	2	2	2	17	2	23
255	13	6	6	2	3	2	17	2	24
256	11	11	2	1	1	1	0	1	39
257	11	11	17	2	2	1	22	1	23
258	11	11	14	2	3	2	30	1	21
259	11	11	3	1	1	1	31	1	21
260	11	11	3	1	1	1	27	1	29
261	11	11	14	2	2	1	20	1	24
262	11	11	12	2	2	1	22	1	
263	11	11	12	2	2	1	21	1	
364	4	18	15	2	2	2	21	1	41
265	4	18	16	2	2	2	22	1	23

266	4	18	18	1	2	1	22	1	
267	4	18	16	2	2	2	22	1	23
268	4	18	12	2	2	2	20	1	22
269	4	18	15	2	3	2	21	1	24
270	4	18	16	2	3	1	27	1	29
271	14	18	6	2	1	2	30	2	23
272	14	18	12	2	1	1	36	2	
273	14	18	6	2	1	1	24	1	22
274	14	18	6	2	1	2	22	1	24
275	14	17	3	1	1	1	29	2	22
276	14	17	3	1	1	1	0	2	24
277	14	17	3	1	1	1	42	2	23
278	14	17	3	1	1	1	36	2	23
279	14	17	3	1	1	1	29	2	42
280	14	17	3	1	1	1	28	2	
281	14	17	3	1	1	1	28	2	
282	14	9	15	2	3	1	22	1	33
283	14	9	12	2	3	1	24	2	35
284	11	19	9	1	2	1	27	1	
285	11	19	6	1	1	1	23	1	50
286	11	19	9	1	2	1	24	1	32
287	11	19	3	1	1	2	28	1	25
288	11	19	9	1	3	2	25	1	48
289	11	19	12	1	2	1	24	1	47
290	11	19	9	1	2	1	24	1	33
291	11	19	12	1	3	2	24	1	22
292	11	19	9	1	1	2	24	1	41
293	11	19	3	1	1	2	33	1	26
294	11	19	9	1	2	2	23	1	
295	13	17	18	2	2	1	23	1	31
296	13	17	12	2	1	1	24	1	24
297	13	4	3	1	1	2	27	1	43
298	13	4	3	1	1	1	20	2	21
299	13	4	3	1	1	1	28	2	21

Ethnic Origin	Why did you take this course?	How many DL courses have you taken?	Would you take a 2 nd DL course?	Would you recommend taking a DL course to your peers?	Location	Time of course	Only course offered in my major	At what point in the semester did you begin to feel comfortable in the DL environment?
1	1	1	1	1	2	3	4	2
1	1	2	1	1	2	4	3	1
1	1	1	1	1	3	2	1	1

1	1	1	1	1	2	3	1	2
1	1	1	1	1	2	4	3	2
1	2	2	1	1	2	3	4	2
1	2	2	1	1	3	4	1	2
1	2	1	2	1	2	1	4	1
1	1	2	1	1	1	1	0	3
1	1	1	1	1	2	3	4	2
1	2	0	1	1	4	1	3	1
1	2	0	1	3	1	0	0	2
1	2	0	1	2	4	2	3	1
1	3	3	1	1	3	1	4	1
1	2	0	2	2	4	4	4	6
1	3	0	2	2	3	2	4	3
1	2	1	1	1	2	1	4	2
1	2	0	1	2	2	1	4	2
4	2	1	2	2	3	2	4	1
1	2	1	2	2	2	4	1	1
1	3	0	2	2	1	2	4	2
1	2	1	1	1	3	2	1	3
1	2	1	1	1	1	2	4	2
1	1	2	1	1	1	3	4	1
1	1	1	1	1	2	1	0	2
1	3	2	1	1	1	3	4	2
4	2	1	2	2	3	1	2	1
1	2	3	1	1	2	3	4	1
1	2	3	1	1	3	2	1	1
1	1	0	2	2	3	4	1	6
1	2	0	2	2	2	1	4	1
1	2	1	1	2	4	4	1	2
1	1	1	1	1	3	1	4	2
1	1	0	2	2	4	1	2	3
2	1	1	2	2	3	2	1	3
1	1	0	2	1	4	2	1	2
1	1	0	1	1	1	3	2	2
1	1	74	1	1	0	0	0	2
1	1	3	1	2	3	2	1	3
1	1	74	1	1	4	4	4	0
1	1	0	1	2	4	1	4	2
1	1	1	1	1	0	0	4	1
1	1	0	2	2	4	1	2	2
1	3	1	1	1	2	1	4	3
7	2	1	2	2	1	3	2	3
1	3	1	1	1	1	3	4	2
1	1	2	1	1	1	4	3	1
1	1	4	1	1	1	4	1	1

1	1	1	1	1	2	3	4	2
1	1	2	1	1	1	2	1	2
1	1	2	1	1	1	3	4	3
1	1	1	1	1	2	3	4	3
1	1	2	1	1	1	3	1	1
7	1	3	1	1	3	2	1	1
1	1	2	1	1	1	4	3	1
1	1	2	1	1	2	0	0	2
8	2	6	1	1	2	4	1	1
1	1	4	2	2	2	4	3	1
1	1	5	1	1	0	0	0	1
1	1	5	1	1	1	1	4	2
1	1	0	1	1	1	1	0	2
1	2	2	1	1	3	1	4	1
1	1	10	1	1	0	0	1	1
1	2	2	1	1	4	1	2	1
1	2	1	1	1	3	1	4	1
1	1	1	1	1	2	4	1	3
1	2	1	1	1	4	1	4	2
1	2	5	1	1	3	1	4	1
1	1	2	1	1	1	1	2	2
1	1	1	1	1	2	1	3	1
1	1	2	1	1	3	2	1	1
1	2	1	1	1	4	2	3	3
1	2	0	1	0	4	2	3	3
1	2	3	1	1	3	2	4	2
1	1	6	1	1	1	4	3	3
1	3	1	1	1	1	1	0	2
1	1	2	1	1	1	2	4	3
1	1	1	1	0	2	4	3	3
1	1	1	1	1	3	1	4	2
1	1	1	1	1	1	0	0	2
1	1	1	1	1	1	3	4	1
1	1	6	1	1	4	1	3	2
1	1	3	1	1	3	2	4	1
1	1	2	1	1	3	1	3	1
1	1	5	1	1	2	1	4	1
1	1	7	1	1	3	2	4	1
1	1	1	1	1	3	2	4	3
1	1	3	1	1	3	1	4	1
1	1	1	2	2	4	3	1	6
1	1	1	1	1	1	2	4	2
1	1	5	1	1	2	3	1	3
1	1	2	1	1	2	1	4	1
1	1	5	1	2	2	2	4	1

1	1	3	1	1	4	2	1	1
1	1	3	1	1	4	2	3	1
1	1	1	1	1	1	3	4	1
1	1	2	1	1	1	3	4	1
1	2	1	1	1	2	3	4	2
1	1	1	1	1	2	1	4	1
1	2	1	1	1	1	3	4	2
1	1	1	1	1	1	3	4	1
1	1	2	1	1	2	3	0	2
1	1	3	1	1	1	4	3	2
1	1	2	1	1	1	4	4	1
1	1	2	1	1	2	3	4	2
1	1	1	1	1	1	3	4	1
1	1	2	1	1	2	4	3	1
3	3	7	1	1	1	3	4	1
6	1	1	1	1	3	2	1	3
1	1	1	1	1	1	0	0	3
1	3	3	1	1	1	3	4	1
1	2	0	1	1	1	3	4	2
7	2	2	1	1	1	3	3	1
1	1	1	1	1	1	3	4	3
1	2	2	1	1	1	3	4	3
1	1	1	1	1	1	1	1	2
1	2	2	1	1	2	3	4	2
1	1	1	1	1	1	4	3	2
1	1	1	1	1	1	3	4	3
1	1	2	1	1	2	4	1	2
1	1	1	1	1	3	2	4	1
1	1	2	1	1	0	0	0	2
1	1	2	1	1	1	1	0	1
1	1	1	1	1	1	3	4	2
1	2	2	1	1	1	0	0	1
1	1	1	1	1	2	4	3	2
1	3	1	1	1	2	3	4	2
1	2	1	1	1	2	3	4	2
1	3	1	1	1	1	3	4	2
1	1	1	1	1	1	3	4	2
1	1	3	2	2	0	0	1	6
1	1	1	2	2	4	3	1	2
1	1	1	2	2	1	2	1	2
1	1	1	2	2	2	4	1	6
1	1	0	2	2	1	4	2	6
1	1	2	1	1	1	3	4	3
1	1	1	1	1	2	4	1	2
1	1	3	1	1	1	1	4	1

1	1	1	2	2	1	4	3	3
1	2	1	1	1	2	2	2	2
1	1	1	1	1	1	1	1	2
1	2	1	1	1	2	1	4	2
1	1	1	1	2	3	2	1	1
1	2	1	1	1	1	0	0	1
1	1	1	1	1	3	2	1	1
1	1	1	1	1	2	3	1	2
1	3	2	1	1	4	1	4	1
1	1	2	1	2	3	2	4	3
1	3	2	1	1	3	2	4	1
1	3	2	1	1	1	1	4	1
1	1	2	1	1	0	0	0	1
1	1	3	1	1	3	2	4	1
3	1	2	1	1	1	2	4	1
3	1	5	2	1	0	0	0	1
3	1	2	1	1	4	3	1	1
3	1	2	1	1	4	2	2	3
2	1	4	1	1	0	0	0	2
1	1	3	1	1	3	2	4	1
1	1	3	1	1	3	4	1	1
1	1	4	1	1	2	3	1	1
1	1	0	1	1	0	1	0	2
1	1	0	1	1	1	1	0	2
1	1	1	1	1	1	3	4	1
1	1	1	2	1	3	2	1	3
1	3	2	1	1	3	1	4	2
1	1	1	1	1	4	4	4	0
1	1	2	1	1	3	2	1	2
1	1	1	1	1	4	2	1	1
1	1	1	2	2	1	4	3	6
4	1	1	1	1	1	3	4	3
1	1	1	1	1	3	4	1	2
1	1	5	1	1	1	1	1	1
1	1	1	1	1	4	2	1	2
1	1	0	2	2	3	2	1	0
1	2	2	1	1	1	2	4	1
1	1	2	1	1	4	4	1	1
1	3	2	1	1	3	2	4	1
1	2	1	1	1	2	3	4	1
1	2	0	1	1	1	2	3	2
1	2	1	1	1	4	3	3	2
1	2	1	1	0	4	2	1	1
4	3	0	2	2	3	1	4	3
1	2	2	1	1	3	1	4	2

2	2	2	1	1	2	1	4	1
2	3	0	1	1	3	1	4	1
1	3	1	1	1	3	1	4	2
1	1	1	1	1	3	2	4	2
1	1	1	1	1	1	1	1	3
1	2	1	1	1	0	0	1	3
1	2	1	1	1	2	2	3	3
1	1	2	1	1	4	3	2	1
1	1	1	1	1	3	2	1	2
3	2	0	1	1	2	1	4	2
1	2	1	1	1	1	1	3	1
1	3	1	1	1	4	1	3	2
1	2	1	1	1	4	1	2	1
1	1	1	1	2	4	2	1	3
1	2	2	1	1	2	3	4	1
3	1	1	1	1	4	3	2	2
2	2	2	1	1	2	1	3	2
1	1	2	1	1	3	2	4	2
1	1	2	1	1	3	2	4	1
1	1	2	1	1	2	4	1	1
1	1	2	1	1	3	1	4	1
1	2	1	1	1	1	1	2	2
1	2	1	1	1	2	1	4	1
8	1	1	1	1	1	1	1	2
2	1	1	1	1	2	3	4	2
1	1	4	1	1	3	3	1	3
1	1	2	1	1	2	4	1	1
1	3	1	1	1	4	4	4	1
1	2	2	1	1	3	4	1	6
1	2	1	1	1	1	0	0	2
1	2	2	1	1	1	4	4	2
1	2	1	2	2	3	2	1	6
1	1	0	2	2	3	2	1	6
1	1	4	1	2	4	2	1	1
3	1	2	1	1	4	2	1	2
1	1	1	1	1	2	4	1	2
1	1	2	1	1	3	4	1	1
1	1	0	1	1	4	2	1	2
1	1	1	1	1	2	4	1	2
1	1	3	1	1	3	2	1	1
1	1	3	1	1	2	1	4	1
1	1	2	1	1	3	2	1	2
1	1	5	1	1	2	3	1	1
1	1	2	1	1	2	3	4	2
1	1	1	1	1	3	2	4	1

1	1	5	1	1	1	1	1	1
1	1	0	1	1	2	4	3	1
1	1	1	2	1	0	0	1	3
1	3	2	1	1	2	2	4	3
1	3	2	1	1	1	1	4	2
1	3	2	1	1	3	1	4	2
1	3	2	1	1	0	0	0	1
1	3	2	1	1	1	4	2	4
1	3	2	1	1	2	3	4	3
1	2	2	1	1	2	3	4	3
1	3	2	1	1	2	3	4	2
1	3	1	1	1	2	3	4	3
1	3	2	2	1	2	3	4	2
1	3	2	1	1	1	3	4	1
1	3	1	2	2	1	3	4	1
1	3	2	1	1	3	1	4	2
1	3	2	1	1	2	1	4	3
1	3	2	2	1	1	2	1	2
1	3	2	1	1	3	1	4	1
1	3	2	1	1	2	3	4	2
1	2	2	1	1	2	3	4	3
1	3	2	1	1	1	4	2	4
1	3	0	1	1	2	3	4	4
1	3	2	1	1	2	3	4	2
1	3	2	2	1	0	0	0	2
1	3	1	2	2	1	3	4	1
1	3	2	1	1	1	3	4	1
1	1	1	1	1	1	1	4	3
1	1	0	1	1	3	1	4	3
1	1	1	1	1	1	1	0	3
1	1	1	1	1	2	3	1	1
1	1	0	1	1	0	0	1	2
1	1	2	1	1	4	2	1	1
1	1	1	1	1	2	1	4	6
1	1	1	1	1	1	2	3	2
1	1	1	1	1	1	3	2	2
1	1	0	1	1	3	2	1	2
1	1	0	1	1	3	2	4	2
1	1	0	1	1	2	3	4	2
1	1	1	2	1	2	3	4	2
1	1	0	1	1	4	2	1	1
1	1	2	1	1	3	2	1	1
1	1	2	1	1	1	0	0	1
1	1	4	1	1	1	1	3	1
1	1	1	1	1	3	1	4	3

1	1	1	1	1	1	1	4	1
1	2	2	1	1	3	3	2	1
1	1	2	1	1	1	3	3	1
1	1	1	1	1	2	3	4	2
1	1	2	1	1	1	2	4	2
1	1	1	1	1	1	1	4	2
1	1	2	1	1	1	3	4	1
1	1	2	1	1	1	3	2	2
7	3	4	1	1	3	2	1	1
1	1	2	1	1	1	1	4	1
1	3	2	1	2	1	2	3	2
1	1	4	1	2	4	2	1	1
1	1	2	1	1	3	4	1	1
1	2	1	1	1	4	4	3	1
1	1	1	1	1	0	0	0	1
1	1	3	1	1	4	2	1	1
1	1	2	1	1	3	2	1	2
1	2	1	1	1	4	4	1	0
1	1	0	2	1	3	1	4	1
1	2	6	1	1	0	0	0	2
1	1	1	1	1	0	1	0	2
1	1	1	2	2	1	3	4	6
1	3	1	1	1	1	3	4	2
1	1	2	1	1	2	1	4	1
1	1	1	1	1	1	4	3	2
1	1	1	1	1	1	4	3	2

The interaction with the instructors helped me adjust to the DL environment	Classes over television seemed more organized than a regular classroom	Information regarding admissions, course scheduling, registration, and fee payment procedures were readily available	The flexibility of the DL environment helped me adjust	The on-site support provided at the DL location helped me adjust	Access to materials and equipment at the location helped me adjust	Interaction with peers was helpful in the distance learning experience
3	2	3	4	2	3	1
4	5	4	5	3	3	2
4	4	2	2	2	4	4
3	4	1	2	4	3	5
3	3	5	5	5	5	5
2	3	3	2	2	2	2
3	3	3	3	3	3	2
2	4	4	2	3	2	1
2	3	1	2	2	3	2
1	3	3	2	2	2	1
3	3	4	3	1	2	1

3	3	1	3	2	3	1
5	5	2	5	1	2	5
1	3	1	2	1	1	1
4	4	3	4	4	4	4
4	4	4	4	4	4	4
3	3	3	3	2	3	3
3	4	4	3	3	3	3
4	3	2	3	3	3	2
5	5	1	5	5	5	5
2	1	3	1	1	2	2
2	3	2	3	2	2	2
2	3	2	2	2	2	2
2	2	2	2	2	2	3
3	4	2	0	0	0	0
3	3	1	3	3	3	3
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1
2	5	1	3	2	2	5
3	4	3	3	3	3	3
1	3	3	2	3	3	2
4	2	3	3	3	3	3
3	4	1	3	3	3	2
2	5	1	4	3	3	2
2	4	2	1	1	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	3	2	2	2	3	2
1	3	1	3	1	1	1
2	4	2	5	3	4	2
1	1	1	1	1	1	1
2	1	2	2	2	3	2
1	2	4	3	2	1	3
4	5	1	3	1	1	3
1	3	2	3	1	1	1
2	3	1	1	1	1	1
3	3	3	2	1	1	1
1	2	1	1	1	1	1
3	5	1	3	1	3	3
1	3	2	1	1	2	1
2	3	2	2	2	2	1
3	3	2	2	2	2	2
1	3	1	2	1	1	1
1	2	1	1	1	1	1
2	2	1	1	1	2	2

1	2	1	1	1	1	1
2	3	5	2	5	3	3
1	3	2	1	1	1	1
1	3	2	3	2	1	1
1	2	2	2	2	2	2
1	4	1	2	4	3	1
2	2	1	2	1	2	2
4	3	2	2	4	4	2
3	3	1	2	3	3	2
1	3	1	2	2	4	1
2	3	4	2	2	2	1
2	3	1	2	2	2	2
3	3	2	1	2	2	2
2	3	2	2	2	4	2
1	4	3	2	2	2	2
1	1	4	1	1	1	1
3	3	1	3	1	1	1
2	2	2	3	3	3	2
3	4	1	3	2	2	1
5	4	5	5	5	4	4
2	3	1	3	1	2	1
2	2	2	4	2	4	1
2	3	5	2	1	2	1
1	2	1	1	1	1	1
1	2	2	2	1	2	1
2	2	3	1	2	3	1
1	2	1	1	3	1	1
1	1	1	1	3	3	1
2	3	1	2	2	2	2
2	4	1	1	1	3	1
4	1	4	4	4	3	4
2	3	1	1	1	1	1
4	4	3	4	2	3	1
1	3	2	2	1	2	2
5	5	3	4	4	4	4
2	4	5	3	3	3	2
5	5	2	5	4	4	3
5	2	4	1	5	1	1
4	4	1	4	4	4	4
2	3	3	3	2	3	2
3	4	1	1	2	2	1
4	5	2	3	2	2	2
3	3	3	3	2	3	2
1	1	2	2	2	3	1
1	3	2	2	1	2	1

1	2	2	2	1	2	2
3	4	3	2	4	3	1
2	3	2	2	5	5	1
2	4	2	2	2	2	2
5	3	3	4	3	3	4
2	3	1	2	2	2	2
2	2	2	2	2	2	2
3	3	3	3	2	2	3
2	3	3	3	3	3	4
2	2	1	1	3	1	3
1	1	1	1	1	1	1
3	3	4	2	2	2	2
3	4	1	1	1	1	1
1	3	1	2	1	1	1
2	2	1	1	1	1	1
3	5	1	3	1	2	1
4	4	2	2	2	2	2
3	3	3	3	2	2	2
1	2	2	1	1	1	1
2	3	2	2	2	2	2
2	3	2	2	2	2	2
3	4	4	5	3	3	5
2	5	2	3	2	3	2
5	3	5	5	5	3	5
2	4	2	1	1	1	2
2	3	2	2	1	1	3
1	3	2	2	1	2	1
2	3	2	2	1	2	2
4	4	4	4	1	2	1
4	5	3	5	3	5	4
3	5	1	4	1	4	1
2	3	1	3	1	2	1
5	5	5	3	1	1	1
2	5	3	3	1	3	1
3	4	2	3	2	2	2
2	1	2	2	1	2	1
2	4	4	2	1	3	1
3	3	2	4	1	2	1
4	3	1	2	1	2	3
3	3	1	2	1	1	1
1	2	2	1	2	1	1
3	5	1	3	4	2	4
1	3	1	1	1	1	3
3	3	2	3	2	2	1
3	3	2	2	3	2	2

1	2	2	1	1	1	2
3	3	2	3	3	2	3
2	2	1	2	2	2	3
2	3	1	5	3	1	1
3	3	4	3	3	2	2
3	3	2	3	4	3	2
3	4	2	4	2	2	3
1	3	1	1	1	1	1
2	3	3	2	2	2	2
3	3	1	3	1	2	3
2	3	1	1	1	1	2
1	1	2	1	1	1	1
3	4	2	3	2	2	2
3	4	3	3	3	3	4
2	3	5	3	2	2	2
1	3	1	1	1	1	1
2	5	3	1	1	3	4
1	3	2	2	3	3	1
2	2	2	3	2	2	2
2	4	1	3	3	2	2
3	5	3	1	3	2	3
1	3	3	2	2	1	1
3	3	2	3	3	3	3
2	3	1	2	3	3	4
1	4	1	1	1	1	1
2	2	2	2	2	2	2
2	3	2	3	2	3	2
4	3	2	3	4	3	2
2	2	2	2	2	2	2
2	3	2	3	3	3	3
3	3	3	3	4	3	3
2	3	1	2	2	1	2
2	2	2	3	3	2	2
3	2	4	2	2	3	4
3	5	3	4	4	4	2
1	3	2	3	2	2	1
3	4	2	2	3	3	2
2	3	1	3	4	3	4
2	2	2	2	2	2	2
2	0	3	2	0	3	3
2	3	1	2	3	2	2
1	5	1	2	1	1	1
1	1	1	1	2	2	2
2	3	3	2	2	2	2
1	3	1	1	1	1	1

2	3	2	2	3	2	2
2	3	2	2	2	1	2
3	3	1	3	3	2	2
3	4	2	2	1	4	2
1	3	1	3	2	2	2
1	2	4	2	3	2	3
2	3	1	2	2	2	2
2	4	3	2	2	2	3
3	3	2	3	3	3	3
3	3	2	2	2	2	2
2	3	2	2	2	2	1
5	5	5	5	5	5	2
3	3	2	2	3	3	2
2	2	3	3	3	3	2
2	2	2	2	1	1	1
1	1	3	3	3	3	1
2	2	2	2	2	2	2
3	3	3	3	2	4	3
2	4	5	2	1	2	1
3	3	1	3	3	3	3
5	5	4	5	2	2	3
4	5	1	3	1	1	4
2	4	1	2	1	2	2
3	5	3	3	2	3	3
5	5	4	5	1	2	1
2	4	3	3	3	3	3
2	4	2	1	2	1	2
2	3	2	4	4	2	2
3	2	2	2	2	2	3
1	4	2	3	2	1	3
3	4	2	3	3	2	1
3	4	3	3	3	3	2
2	3	2	2	2	2	2
2	3	1	3	3	3	2
2	2	1	2	2	2	2
3	2	2	2	4	1	3
2	2	2	2	2	2	2
2	2	2	2	2	2	2
1	1	1	1	1	1	1
2	2	1	2	2	2	1
1	1	3	2	3	2	3
3	5	1	3	2	3	2
4	4	2	3	4	5	3
2	2	3	2	2	3	2
2	2	1	3	3	3	2

4	4	3	4	3	4	2
3	3	2	3	3	3	2
1	1	1	2	2	3	1
4	3	2	2	3	2	1
2	4	5	3	2	4	1
2	2	3	2	1	2	2
3	2	3	3	3	3	3
4	4	2	3	3	3	1
2	4	2	3	3	2	3
2	5	1	2	3	3	1
1	3	3	2	1	2	1
4	4	3	3	3	3	2
2	3	2	3	3	3	2
2	2	3	3	3	3	3
4	3	3	4	4	3	2
1	1	2	2	2	3	2
2	4	5	3	2	3	2
3	4	5	3	4	3	3
2	3	2	2	2	2	2
2	3	1	3	3	2	4
2	3	3	3	3	3	3
1	3	2	1	1	1	1
2	3	2	3	2	4	2
3	3	2	2	3	2	2
2	2	3	2	2	4	2
3	3	2	3	3	3	3
3	3	2	4	2	2	3
3	3	2	3	3	3	2
1	3	3	3	1	3	1
1	3	1	1	2	2	1
2	4	2	2	2	2	2
3	3	3	3	1	1	2
3	3	2	3	3	3	2
1	4	1	4	1	4	1
3	3	3	3	3	3	3
2	3	2	2	2	2	1
3	2	2	2	3	2	2
1	3	2	2	2	2	2
4	3	1	2	1	2	1
4	3	1	2	1	2	1
3	3	1	2	2	2	2
3	3	2	2	2	2	2
3	2	2	2	2	4	2
2	3	3	1	1	1	1
3	3	3	2	2	2	1

3	3	1	1	1	1	1
2	1	3	1	1	1	2
2	4	1	4	3	2	3
3	4	2	3	2	2	2
2	2	2	3	2	3	2
3	3	2	3	3	2	2
2	3	1	3	3	3	3
3	3	2	2	2	2	1
3	3	2	3	1	3	3
1	1	1	1	1	1	1
1	1	1	1	1	1	1
3	3	1	3	3	3	3
3	3	3	3	2	2	3
1	5	1	3	1	3	3
1	4	2	3	3	3	1
2	2	1	1	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1

able to apply information acquired in the DL environment	The DL atmosphere was conducive to learning	Goals and objectives of the instructor were communicated clearly	The instructor successfully met the stated objectives for this course	I was provided meaningful guidelines that assisted in adjusting to the DL environment	I saw that variety of teaching strategies were used by the instructor	The DL environment was intellectually challenging
4	1	2	3	2	2	1
2	5	5	3	3	3	4
4	3	5	4	3	4	2
3	3	4	4	3	4	2
5	5	5	5	5	5	5
2	2	2	1	2	1	1
3	3	2	2	3	3	3
3	3	2	3	2	3	3
3	3	3	2	3	2	2
2	2	3	2	2	1	2
1	1	1	1	2	1	1
1	2	1	2	4	2	3
4	5	3	3	5	3	5
1	1	1	1	1	1	1
5	5	5	3	5	4	4
4	4	3	2	5	3	3
3	3	3	1	3	2	3
3	3	3	3	3	3	3
3	4	4	4	4	3	4
5	5	5	3	5	5	5

3	4	1	5	3	4	3
3	3	2	2	3	2	2
2	1	2	3	2	2	2
3	2	2	1	2	2	2
0	0	0	0	0	0	0
3	3	3	3	2	4	3
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	3	1	3	3	4	2
2	3	3	1	3	3	3
1	1	1	1	2	2	3
2	2	5	1	2	3	2
3	2	2	2	2	2	3
1	3	1	1	2	2	1
3	2	3	1	2	2	1
2	3	2	1	2	3	2
2	2	2	2	2	2	2
2	3	3	3	2	2	2
3	2	4	3	3	3	3
2	4	1	1	4	1	4
1	1	1	1	1	1	5
2	2	1	2	3	2	2
2	2	1	1	2	1	2
2	2	2	1	2	1	1
1	1	1	1	1	1	4
1	1	1	1	1	3	2
1	1	1	1	1	1	2
1	1	1	1	1	1	1
3	3	1	1	1	1	1
1	1	2	1	1	1	1
2	2	2	2	1	2	2
2	2	2	1	2	1	1
1	2	1	1	1	1	1
1	1	1	1	1	1	1
1	2	1	1	1	1	1
1	1	1	1	1	1	1
4	3	3	3	1	3	3
1	3	1	1	1	1	1
1	2	1	1	1	1	3
2	2	2	2	2	2	2
2	2	1	1	2	1	1
2	1	2	2	2	2	2
3	2	3	3	4	4	2
1	1	1	1	5	4	3

1	1	1	1	1	2	1
2	2	2	2	3	2	1
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	1	2	2	1
1	1	1	1	1	1	1
2	2	2	2	2	2	1
2	2	2	2	3	2	2
3	2	2	2	2	2	3
4	4	4	4	4	5	4
3	1	3	4	2	2	1
2	3	4	3	3	2	2
1	2	3	2	2	1	1
2	1	3	2	2	2	1
2	1	4	2	3	2	2
2	2	2	2	2	2	2
1	1	1	1	1	1	1
1	1	1	1	1	2	1
2	2	4	4	3	3	3
2	2	1	1	2	2	2
4	4	4	4	3	3	4
1	1	1	1	2	2	2
3	4	1	1	3	1	2
1	1	1	1	1	1	1
4	5	4	3	4	3	5
1	2	2	2	2	2	3
3	5	2	3	3	5	3
1	1	3	4	1	4	2
4	4	4	4	4	4	4
4	3	3	3	3	4	3
3	1	2	3	2	3	3
3	3	2	2	3	4	5
3	3	1	2	5	3	3
2	2	1	1	2	1	1
1	1	1	1	2	1	1
2	1	1	1	1	1	1
3	2	2	2	3	4	2
1	2	2	2	2	3	2
1	1	1	1	2	2	1
5	5	5	5	4	4	5
2	2	2	1	3	2	3
2	2	1	1	2	1	2
2	2	2	3	3	2	2
3	3	2	2	2	2	3

1	1	1	1	2	2	1
2	1	1	1	1	1	1
2	3	4	3	3	2	3
2	1	3	4	3	3	2
2	2	2	2	1	2	2
1	1	1	2	1	2	1
3	1	4	2	3	4	1
3	3	3	2	3	3	4
2	4	1	2	3	3	2
1	1	1	1	1	1	1
2	2	3	2	2	2	2
3	2	3	3	3	2	3
5	5	5	5	3	5	5
3	4	3	2	4	2	4
5	5	5	5	4	4	3
2	2	2	2	2	2	2
2	2	2	2	2	2	2
1	2	1	1	2	2	3
2	2	2	2	2	2	3
1	4	2	2	3	2	2
4	5	5	4	5	4	2
3	4	3	1	3	5	4
1	2	3	2	3	3	1
4	3	3	3	3	3	4
3	3	3	3	3	3	3
2	2	3	2	2	2	2
2	3	1	2	2	2	2
3	2	1	1	2	3	3
3	3	2	2	2	3	3
1	1	1	1	2	1	1
1	1	1	1	1	2	1
1	1	1	1	1	1	1
1	3	2	1	3	1	4
2	1	1	1	1	1	1
1	2	2	1	1	2	4
4	3	2	2	2	2	4
2	1	2	1	1	1	1
1	1	1	1	1	1	1
2	2	2	1	2	1	2
1	3	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	2	3	4	3
2	3	2	2	4	2	4
1	1	1	1	1	1	1
2	3	2	2	2	4	3

3	2	1	1	3	4	3
3	1	1	2	2	2	2
1	1	1	1	1	1	1
2	3	2	2	2	2	2
4	4	3	4	3	3	4
2	2	1	2	2	2	2
1	1	1	1	1	1	1
3	3	3	4	3	2	4
2	2	1	1	2	2	2
2	2	1	1	2	2	2
0	0	0	1	1	2	3
2	4	1	1	2	3	2
2	1	2	2	2	2	2
3	3	3	3	3	3	3
2	2	2	2	3	3	3
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	2	3	1	1	1	1
3	3	2	2	3	3	2
3	2	2	2	2	2	2
2	2	2	2	2	2	2
4	3	4	4	4	4	3
1	1	1	1	2	1	1
3	3	2	2	2	2	2
3	2	2	2	3	4	3
4	5	3	1	4	5	5
2	2	2	1	2	1	1
2	2	2	2	3	2	2
3	4	2	2	4	4	3
2	2	2	2	2	3	2
1	2	1	2	2	1	3
1	2	2	2	2	2	3
1	1	1	1	1	1	1
1	1	1	1	1	1	2
2	3	1	1	1	1	2
1	1	2	1	1	1	1
2	2	2	1	2	2	3
2	2	2	1	1	1	2
2	2	2	2	2	2	2
1	3	1	1	3	1	2
2	2	2	1	2	2	3
1	3	1	1	2	2	2
2	2	1	1	1	1	2
3	2	4	2	2	3	2
3	3	3	3	3	3	3

2	2	2	2	2	2	2
1	1	2	2	1	1	1
5	5	5	5	4	3	3
2	2	2	2	3	3	3
2	1	1	1	3	3	3
2	1	2	1	2	2	1
1	1	1	1	1	1	1
2	2	2	2	2	2	2
2	3	4	3	4	4	3
2	2	4	3	2	3	4
3	3	3	1	2	1	3
5	5	5	5	5	5	5
4	4	5	5	5	5	5
2	3	3	4	2	2	3
3	4	4	3	4	2	3
3	4	1	1	4	4	4
3	2	3	2	2	2	3
2	3	1	2	1	1	2
3	2	2	2	3	3	4
3	2	2	3	2	3	2
4	4	4	4	3	1	3
2	2	3	3	3	4	3
2	3	4	3	3	3	2
1	1	1	1	2	3	2
3	2	2	2	4	2	2
2	2	2	2	2	2	2
2	2	2	2	2	3	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
1	1	1	1	1	5	1
1	1	1	1	1	1	1
1	2	1	2	1	2	2
1	3	2	2	2	2	1
4	4	4	3	4	3	3
1	3	2	2	2	2	1
1	2	4	3	3	3	3
2	2	3	3	3	3	2
2	3	2	2	3	2	2
2	2	1	1	1	3	1
3	4	2	3	2	3	2
4	3	3	2	2	2	3
1	1	1	1	1	1	1
3	3	2	3	3	2	3
2	4	2	3	3	2	3
3	1	2	1	3	3	2

2	3	1	3	3	2	2
3	2	1	1	3	1	1
2	2	2	2	2	1	1
2	2	3	2	3	2	2
3	2	3	3	2	2	2
3	2	4	4	4	3	3
2	1	2	1	2	2	1
1	2	1	1	2	1	3
3	3	2	2	3	2	2
1	1	1	1	1	1	1
2	2	2	2	1	2	3
3	3	3	3	3	3	3
1	2	1	1	2	1	2
2	2	3	3	3	2	3
1	2	1	1	1	2	3
2	2	4	3	3	5	4
2	2	2	2	3	3	3
3	2	2	3	2	3	3
1	2	2	2	4	3	3
1	1	1	1	1	2	3
1	2	1	1	2	1	3
2	2	2	2	2	2	2
1	4	2	2	2	1	1
3	2	2	2	3	3	3
1	4	1	1	1	1	3
3	3	3	3	3	3	3
1	2	2	2	1	2	2
2	2	2	2	2	2	2
2	2	1	1	1	1	3
2	2	3	2	3	2	2
2	1	3	2	3	2	2
3	2	1	3	3	3	3
3	3	3	3	3	2	2
2	2	2	2	2	2	2
2	1	1	1	2	2	2
2	2	3	3	3	3	2
1	1	1	1	1	1	1
1	1	2	2	1	1	1
3	3	1	1	3	2	3
2	2	1	2	2	3	3
2	2	3	3	2	2	2
2	2	1	1	3	1	1
3	3	3	3	3	3	3
2	1	1	2	2	2	2
1	1	1	1	1	1	1

1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1
2	2	2	3	3	3	3
1	3	1	1	1	1	3
1	1	1	1	3	1	1
1	1	1	1	2	2	1
1	1	1	1	1	2	1
1	1	1	1	1	1	1

I was encouraged to reflect on how to teach/learn in the DL environment	I was motivated to learn new skills during the DL course	I found the DL class more demanding than a traditional class	I needed more explicit communication from the instructor in the DL environment	The site facilitator was helpful in learning to use the equipment	I received immediate feedback regarding my coursework
2	1	1	1	1	4
2	4	2	2	2	4
3	3	2	4	2	2
3	2	2	2	1	2
5	5	5	5	5	5
2	1	3	3	1	1
3	3	3	3	2	3
3	3	3	5	1	1
2	3	3	3	3	3
3	3	4	3	3	2
2	1	4	5	1	3
3	3	3	4	1	2
5	5	4	1	1	4
1	1	3	5	1	1
4	4	4	4	4	3
3	3	5	3	5	5
3	3	3	3	3	2
3	3	3	3	3	3
4	4	4	1	1	3
5	5	1	1	1	5
2	4	5	3	4	3
2	2	2	3	2	2
2	2	3	3	2	3
3	3	4	4	4	2
0	0	0	0	0	0
3	3	3	3	3	4
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1

2	3	2	3	1	1
2	3	3	4	2	3
2	2	3	4	1	1
2	3	3	4	3	1
3	3	3	3	3	2
3	1	1	1	2	1
2	2	1	3	2	1
2	2	3	2	2	2
2	2	2	2	2	2
2	2	3	2	2	2
3	3	1	5	1	1
3	2	4	2	1	1
1	3	3	5	1	1
3	3	1	1	1	4
2	1	1	5	1	1
2	1	1	2	1	1
1	1	3	3	1	1
1	1	3	4	1	1
1	1	3	4	1	1
1	1	3	5	1	1
1	1	1	3	3	1
1	1	1	1	1	1
2	2	3	4	2	2
1	1	2	3	2	1
1	1	2	3	1	1
1	1	3	3	1	1
1	1	2	3	1	1
1	1	1	4	1	1
3	3	3	3	2	1
1	1	2	4	1	1
2	2	1	5	1	1
2	2	2	2	2	2
1	1	3	5	1	1
1	2	2	2	2	3
3	2	2	2	3	4
3	4	5	3	3	3
2	2	1	5	3	2
2	2	2	2	1	2
2	3	3	3	2	3
2	2	2	3	2	3
2	2	2	3	2	2
1	3	4	3	2	3
1	1	1	1	1	1
1	1	1	2	1	3
3	3	2	3	1	2

2	2	3	1	1	2
4	5	5	4	5	0
1	1	1	1	1	5
3	3	2	2	4	4
1	1	2	3	1	4
2	1	1	2	1	3
2	2	4	2	2	5
2	2	2	1	1	2
1	1	4	5	2	1
2	1	2	5	3	3
3	3	2	4	1	4
3	2	3	4	1	3
4	4	1	1	4	3
2	3	3	2	1	2
3	2	4	3	3	3
1	1	1	4	1	1
2	2	3	3	4	4
3	3	3	2	2	3
3	5	5	2	2	5
4	4	3	1	1	5
4	4	3	3	4	4
4	3	4	4	2	4
3	4	3	2	1	4
4	4	5	3	1	5
3	3	3	3	3	5
2	1	2	5	1	2
1	1	5	4	1	1
1	1	1	2	1	1
1	1	1	1	1	4
5	1	3	4	1	2
2	3	3	3	1	1
4	4	4	2	5	5
3	3	4	3	2	3
2	2	4	4	1	1
2	2	3	3	2	2
3	3	4	3	2	2
1	1	5	5	0	2
1	1	1	3	1	1
3	2	2	3	1	4
2	2	2	3	1	5
2	1	3	2	1	1
1	1	4	2	1	1
3	1	2	2	1	2
3	3	3	2	1	5
3	2	3	4	1	3

1	1	2	3	1	2
2	2	3	3	2	2
3	2	3	2	1	4
4	4	2	4	5	2
3	3	3	1	2	5
5	5	2	3	5	3
2	2	4	4	2	2
2	1	3	4	1	3
3	2	4	3	2	1
3	2	3	3	2	2
2	3	4	3	1	3
4	3	2	1	3	5
4	3	1	3	1	3
2	3	1	1	1	2
3	2	1	1	1	5
3	3	1	1	1	2
2	2	2	2	2	3
3	1	1	2	1	2
2	3	3	2	1	2
3	3	1	2	1	2
1	2	3	4	1	1
1	2	2	3	2	1
1	1	1	3	1	1
3	3	2	2	1	1
3	2	3	3	1	1
4	3	4	4	2	2
2	2	3	3	2	1
1	1	3	1	1	1
1	2	2	4	2	1
2	2	3	3	2	2
1	1	3	3	3	1
3	2	3	3	2	2
3	2	3	3	4	2
2	4	4	4	2	2
1	1	1	1	1	1
1	2	3	4	2	2
1	2	3	5	1	1
3	3	1	4	2	3
1	1	1	2	1	1
2	2	2	3	2	3
4	4	4	5	3	3
2	2	4	2	1	1
1	1	3	3	1	1
3	3	4	3	2	4
3	2	3	4	3	3

2	2	2	3	1	2
3	2	2	3	4	1
2	1	4	3	1	3
1	1	2	3	2	2
3	3	3	3	3	3
2	3	3	3	3	1
2	1	3	4	1	2
2	2	2	2	2	2
1	1	2	3	1	2
3	3	3	3	2	4
2	2	2	2	2	3
2	2	3	4	3	2
3	3	4	3	4	4
1	2	3	4	1	1
2	2	2	3	3	2
2	3	3	2	3	3
1	3	5	3	3	1
2	2	1	3	1	1
3	3	2	4	2	3
4	4	3	3	4	2
3	1	2	4	2	2
4	2	5	2	0	1
2	2	3	4	3	1
1	1	3	5	2	1
1	1	1	5	1	3
1	2	3	4	3	1
1	1	2	5	1	1
2	3	2	3	1	1
2	1	2	3	1	1
2	2	3	4	2	2
1	3	2	1	2	1
2	2	5	5	1	1
3	3	4	4	2	1
2	2	3	2	2	1
2	2	2	3	2	2
3	3	3	3	3	3
2	2	2	4	3	1
1	1	1	3	1	1
3	3	1	5	1	3
2	2	3	4	2	2
3	2	3	5	2	1
2	2	3	5	1	1
1	1	1	2	1	1
2	2	2	5	2	2
3	3	3	3	3	4

3	3	4	4	3	3
2	2	3	5	2	2
5	5	5	1	1	5
5	5	3	2	1	5
2	3	2	1	1	5
3	4	5	2	2	5
1	4	2	1	1	4
2	2	3	3	3	2
1	1	1	1	2	1
4	3	3	3	4	2
2	2	3	2	3	2
4	2	3	1	4	4
3	3	4	3	2	4
3	3	3	3	2	2
2	2	2	3	2	1
3	3	4	3	2	2
2	2	2	2	2	2
3	3	2	2	2	2
2	2	2	2	2	2
2	2	2	4	2	2
3	1	1	1	1	1
1	1	3	3	1	1
2	1	1	3	3	3
2	3	3	1	1	3
4	4	2	2	2	4
2	2	1	3	2	2
3	3	2	3	2	3
3	3	2	2	3	2
2	2	2	3	1	3
2	1	1	5	1	2
4	4	2	2	3	4
2	2	2	2	1	4
1	1	1	4	2	1
3	3	3	3	3	2
3	2	2	3	2	3
2	2	3	3	3	2
3	2	1	1	2	2
3	2	1	4	2	1
2	1	1	4	2	2
2	2	2	3	1	3
2	2	2	2	1	3
2	1	4	4	1	2
1	1	1	5	1	2
3	2	1	3	1	1
3	3	3	3	3	3

1	1	1	5	2	1
2	2	1	2	2	2
3	3	3	2	2	3
1	1	1	4	2	3
4	3	3	2	4	4
3	1	3	5	1	3
3	3	5	4	5	5
3	2	3	3	2	2
3	2	3	4	3	4
4	3	3	3	2	1
2	1	2	3	1	1
2	2	4	4	1	1
2	2	4	4	2	2
2	2	4	3	1	4
3	2	3	3	2	3
1	1	3	1	1	1
3	3	3	2	3	3
2	2	4	4	2	2
2	1	2	4	4	2
1	1	1	5	1	1
3	2	4	4	4	3
3	2	4	4	1	3
3	3	4	2	1	3
3	3	2	2	1	3
3	3	4	3	2	3
2	2	3	3	1	3
2	2	3	3	1	4
1	1	3	3	1	1
1	2	1	4	1	1
4	4	4	4	1	1
2	2	3	3	2	2
3	2	2	2	2	2
3	2	2	3	1	2
3	3	3	3	3	3
2	2	3	3	1	2
1	4	4	4	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	3	3	1
2	2	2	2	2	2
1	1	3	5	1	2
1	3	3	5	1	1
1	2	1	2	1	2
1	1	1	3	1	1
1	1	3	3	1	1

Computer	Presentation software	Document camera	Database/spreadsheet software	E-mail	TV	VCR/Video
1	2	2	2	1	2	2
1	2	2	2	1	2	2
1	2	2	2	1	1	1
1	2	2	2	2	1	2
2	2	2	2	2	2	2
1	1	1	2	1	2	2
1	2	2	2	1	2	2
1	2	1	2	1	1	1
1	1	1	2	2	1	2
1	1	1	1	1	1	1
1	1	2	2	2	2	2
2	2	2	2	2	2	2
1	2	1	1	2	1	1
1	1	2	2	1	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
1	1	2	2	2	2	1
2	2	2	2	2	2	2
2	2	2	2	2	2	2
1	2	2	2	2	2	1
1	2	2	2	2	2	1
1	2	2	2	2	2	2
1	2	2	2	2	2	1
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	1	2
1	1	1	1	2	1	2
1	2	1	2	2	2	2
2	2	2	2	1	2	2
2	2	2	2	1	2	2
1	1	1	1	1	1	1
2	2	2	2	1	2	2
1	1	2	2	1	1	1
1	2	1	2	1	2	2
2	2	2	2	1	2	2
1	2	2	2	1	2	2
1	1	2	2	1	1	1
1	1	2	2	1	2	2
1	1	1	1	1	1	1
1	1	1	2	1	2	2
1	2	1	1	1	1	1
1	2	1	1	1	1	1

2	2	2	2	1	2	2
1	1	2	2	1	1	1
1	2	2	2	1	2	2
1	1	2	2	1	1	2
2	2	2	2	1	2	2
2	2	2	2	2	2	2
1	1	1	1	1	1	1
2	2	2	2	2	2	2
1	2	1	2	1	1	1
2	2	2	2	2	2	2
1	1	1	1	1	1	1
1	2	1	2	1	2	2
2	2	2	2	2	1	1
1	2	2	2	1	2	2
1	1	1	1	1	1	1
2	2	2	2	2	2	2
1	1	1	1	1	1	1
1	2	2	2	1	2	2
1	2	2	2	1	2	2
1	2	2	2	2	2	2
1	2	2	2	1	1	1
1	2	2	2	1	2	2
2	2	2	2	2	2	2
1	2	2	1	2	1	1
2	2	2	2	2	2	2
1	2	2	2	1	2	2
1	2	2	2	1	1	1
1	2	2	2	1	1	2
1	2	2	2	1	2	2
1	2	2	2	1	2	2
1	2	2	2	2	2	2
2	2	2	2	2	2	2
1	2	2	2	1	1	2
1	2	1	2	2	1	1
1	2	2	2	1	2	2
1	1	1	2	1	1	2
1	1	2	2	1	1	2
1	2	1	2	1	2	2
1	1	2	2	1	2	2
1	1	1	1	1	1	1
1	1	1	1	1	1	1
2	2	2	2	2	2	2
1	2	2	2	1	2	2
1	2	2	1	1	2	1
1	1	1	2	1	2	1

1	1	2	2	1	2	2
2	2	2	2	1	2	2
1	1	2	1	1	2	1
1	2	2	2	1	2	2
1	2	2	1	1	2	2
1	2	2	1	1	2	2
2	2	2	2	2	2	2
1	2	2	2	1	1	1
2	2	2	2	2	2	2
1	2	2	2	1	1	2
1	2	2	2	1	2	1
1	2	2	2	1	2	2
1	2	2	2	1	2	2
1	2	2	2	1	1	2
1	2	2	2	1	2	2
2	2	1	2	2	2	2
1	2	2	2	1	1	1
1	2	1	2	1	1	1
2	2	2	2	2	2	2
1	2	2	2	1	1	1
1	2	2	1	1	2	2
1	1	1	2	1	1	2
2	2	2	2	2	2	2
1	1	1	2	2	1	2
1	1	2	2	1	2	2
1	1	1	2	1	1	2
1	1	2	2	1	1	1
1	1	2	2	1	1	1
1	1	2	2	1	1	1
1	2	2	2	1	1	1
1	2	2	1	1	1	2
1	2	2	2	1	2	2
2	2	2	2	1	2	2
2	2	2	2	1	2	2
1	2	2	2	1	2	2
2	2	1	2	2	1	2
2	2	1	2	2	2	2
2	2	2	2	2	2	2
1	2	1	2	1	2	2
1	2	2	2	1	1	2
1	2	1	2	1	1	2

1	2	1	2	1	2	2
1	2	2	2	1	1	2
1	2	1	2	1	2	1
1	2	1	2	1	2	2
1	2	1	2	1	1	2
1	2	2	2	1	1	1
1	2	2	2	1	1	1
2	1	2	1	1	1	2
1	2	2	2	1	2	2
1	1	1	2	1	1	2
1	1	2	2	1	1	1
2	2	1	2	2	2	2
2	2	2	2	2	2	2
1	2	2	2	1	2	2
2	2	2	2	2	2	2
1	2	1	2	2	1	2
1	2	2	2	1	2	2
1	2	2	2	1	1	2
1	2	2	2	1	2	1
1	2	2	2	1	2	1
1	1	1	2	2	1	1
1	1	2	1	1	2	2
1	1	2	2	1	2	1
1	2	1	2	1	1	2
1	1	2	2	2	2	2
1	1	2	2	1	2	1
1	1	1	2	1	1	1
1	2	2	2	1	2	2
1	1	2	2	1	2	2
1	1	2	2	1	1	1
1	2	2	2	1	1	2
2	2	2	2	2	2	2
1	1	2	2	1	1	1
2	1	2	2	2	1	2
1	2	2	2	2	2	2
1	1	2	2	1	1	1
1	2	2	2	2	2	2
1	1	2	2	2	2	2
2	2	2	2	2	2	2
1	2	2	2	1	1	2

1	1	2	2	1	2	2
1	1	2	1	1	1	2
2	2	2	2	2	2	2
1	1	2	2	1	2	2
1	1	2	2	1	2	2
1	1	2	2	1	1	2
2	2	2	2	2	2	2
1	2	2	2	1	2	2
1	1	2	2	1	2	2
1	1	2	2	1	2	2
1	1	2	1	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	2	2	2	1	2	2
1	1	2	2	1	2	2
1	1	2	1	1	1	2
1	1	2	2	1	2	2
1	1	2	2	1	1	2
1	1	2	2	1	2	2
1	1	1	2	1	2	2
1	1	2	1	1	1	1
1	1	1	1	1	1	1
1	2	2	2	1	2	2
1	1	1	1	2	2	2
1	2	1	2	1	1	1
1	1	2	2	1	2	2
2	2	2	2	2	2	2
1	2	2	1	1	2	2
2	2	2	2	2	2	2
2	2	2	2	2	1	1
1	2	2	2	1	2	1
1	1	1	1	1	1	1
2	2	2	2	2	2	2
2	2	2	2	1	2	2
1	1	1	1	1	1	1
1	1	2	2	1	2	2
1	2	2	2	1	1	2
1	2	2	2	1	1	1
2	2	2	2	2	2	2
1	1	2	2	1	1	1
1	1	1	1	1	1	1
1	1	2	1	1	2	1
1	2	2	2	1	1	1
1	1	2	2	2	1	1
1	1	1	2	1	1	1
1	1	2	1	1	1	1

1	1	2	2	1	1	2
1	2	2	2	1	2	2
1	2	1	2	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	1	2	2	1	2	2
1	1	1	1	1	1	1
1	2	2	2	1	2	1
1	2	2	2	1	2	1
1	2	2	2	1	1	1
1	2	1	2	1	1	1
1	2	2	2	1	1	2
1	1	2	2	1	1	1
1	2	1	2	1	2	2
2	2	2	2	2	2	2
1	2	1	2	1	1	2
2	2	2	2	2	2	2
1	1	1	1	1	1	1
1	1	1	1	2	1	1
1	1	1	1	1	1	1
1	2	2	2	2	2	2
1	2	1	2	1	1	2
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	1	1	1	1	1	1
1	2	2	2	1	2	2
1	2	2	2	1	2	2
1	2	2	2	1	1	2
1	1	1	2	1	1	1
1	1	2	1	1	1	1
1	1	1	2	1	1	1
1	1	1	2	1	1	1
1	1	1	2	1	2	1

Word processing software	Convenience	CourseInfo	Other	My instructor returned my papers and assignments in a timely manner.	My instructor gave me feedback on examinations in a timely manner.	I had adequate access to library resources.
1	1	1		2	2	3
2	1	2		2	2	3
1	4	1		1	1	1
2	4	1		1	2	5

2	1	2	0	0	0
1	1	1	1	1	3
2	2	1	1	1	2
1	3	2	1	1	1
2	1	1	1	1	3
1	1	1	1	1	3
1	2	2	0	0	1
2	0	2	1	1	1
2	1	2	2	2	1
1	2	2	1	1	1
2	1	2	2	2	3
2	1	2	2	2	3
2	3	2	1	2	3
2	3	2	2	1	3
2	1	2	2	1	2
2	3	2	1	1	1
2	3	2	1	2	2
2	4	2	1	1	2
2	2	2	2	2	2
2	1	2	1	1	1
2	3	2	0	0	0
2	2	2	1	1	3
2	4	2	1	1	1
2	1	2	1	1	1
2	4	2	1	1	1
2	2	1	1	1	2
1	3	1	1	1	1
1	4	2	1	1	1
2	2	2	1	1	2
1	3	1	1	1	1
2	4	1	1	1	2
2	3	1	1	1	1
1	2	1	1	1	2
1	1	1	1	1	2
1	4	1	1	1	4
1	4	1	1	1	1
2	1	1	1	1	3
1	0	1	1	1	1
2	3	1	1	1	2
2	3	1	1	1	1
2	4	1	1	1	2
1	2	1	1	1	5
2	2	2	1	1	2
2	3	2	1	1	4
1	1	1	1	1	1

2	1	2	1	1	3
2	2	2	1	1	3
2	1	2	1	1	3
1	1	1	1	1	1
2	4	2	1	1	3
2	2	2	1	1	3
2	1	2	1	1	3
1	3	1	1	1	4
2	1	2	1	1	4
1	1	1	1	1	3
2	1	1	1	1	3
2	1	2	1	1	4
2	2	2	1	1	3
2	0	1	2	1	3
2	3	1	1	1	1
2	2	2	1	1	4
1	3	2	1	1	1
2	1	2	1	1	3
1	2	2	1	1	3
2	1	2	0	0	3
1	1	2	1	1	2
2	4	2	1	1	2
1	1	1	1	1	1
2	1	1	2	1	3
2	2	2	1	1	2
1	2	1	1	2	3
2	1	1	0	0	2
1	3	1	2	2	3
1	2	2	2	2	4
1	2	1	2	1	1
2	0	2	2	2	2
1	2	1	2	2	4
1	2	1	2	2	2
1	1	1	1	1	1
2	1	2	2	2	2
2	3	1	1	1	2
1	1	1	1	1	2
2	1	1	1	1	2
1	2	1	1	2	2
2	2	1	2	2	4
1	3	1	1	1	1
2	4	1	2	2	2
1	3	1	1	1	2
1	2	1	2	2	2
2	3	2	2	2	1

1	1	2	2	2	2
2	2	2	2	2	3
1	2	2	2	2	4
2	1	1	2	2	1
2	3	2	2	2	1
1	2	1	1	1	2
1	2	1	1	1	2
2	1	1	1	1	1
2	2	2	1	1	1
2	1	2	1	1	1
2	1	1	1	1	1
2	2	2	1	1	3
2	1	2	1	1	3
1	2	2	1	1	3
1	4	2	1	1	1
2	0	2	1	1	0
2	2	2	1	1	2
1	2	1	1	1	4
2	1	1	2	2	4
1	2	1	1	1	6
2	2	1	1	1	4
1	1	1	1	1	3
1	1	1	1	1	2
2	2	1	2	2	2
2	2	2	1	1	1
1	3	1	1	1	1
2	1	2	1	1	2
1	1	2	2	2	3
2	1	2	2	2	2
1	2	2	2	2	2
1	0	1	1	1	4
2	1	2	1	1	1
2	1	1	3	3	3
2	1	2	1	1	3
2	2	2	1	3	3
2	2	2	1	1	2
2	0	1	2	2	5
2	2	1	1	2	3
2	2	1	1	1	1
2	3	1	2	1	5
1	3	1	1	1	3
1	2	1	1	1	3
2	3	1	1	1	3
2	1	1	1	1	3
2	2	1	1	1	4

2	2	1	1	1	1
2	2	2	1	1	1
2	3	2	1	1	1
2	4	2	1	1	3
2	0	2	1	1	1
2	4	2	1	1	3
2	1	2	1	1	2
2	4	2	1	1	3
2	1	2	1	1	1
1	1	2	1	1	3
1	1	1	1	1	1
1	0	1	1	1	3
1	1	1	1	1	3
2	3	1	1	1	1
1	1	1	1	1	1
1	2	1	1	1	2
2	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	2
1	2	1	1	1	2
2	4	1	1	1	1
1	0	1	1	1	2
1	1	1	1	1	3
2	2	2	2	2	3
2	4	2	1	1	2
2	2	2	1	1	2
2	1	2	1	1	3
1	4	1	1	1	1
2	3	1	1	1	2
2	2	2	1	1	2
2	2	1	1	1	1
2	2	1	1	1	1
2	1	2	1	1	2
1	3	1	1	1	1
2	4	2	2	2	3
2	3	2	1	1	2
2	4	2	1	1	2
2	1	1	1	1	2
1	1	1	1	1	1
2	4	1	1	1	2
2	3	2	1	1	2
1	3	1	1	1	3
2	2	1	1	1	1
2	2	1	1	1	2
2	3	2	1	1	2

2	2	1	1	1	2
1	2	1	1	1	1
1	1	1	1	1	2
2	1	1	1	1	2
1	0	1	1	1	1
1	3	1	1	1	2
1	1	1	1	1	1
1	4	1	1	1	1
1	3	1	1	1	2
1	2	1	1	1	3
1	2	1	1	1	1
2	3	1	1	1	2
1	3	1	1	1	2
1	1	1	1	1	2
2	1	1	1	1	4
2	4	2	1	1	3
2	1	1	1	1	2
1	1	1	1	1	1
2	2	1	1	1	3
1	2	1	1	1	2
2	2	2	1	1	3
2	3	1	1	1	1
2	1	2	1	1	3
1	1	1	1	1	1
2	4	2	2	2	3
2	3	2	1	1	2
1	4	1	1	1	1
2	2	2	2	2	5
2	0	2	2	2	3
1	1	2	2	2	2
2	4	2	2	2	0
2	4	2	2	2	2
1	3	1	1	0	2
1	3	1	1	1	1
2	3	1	1	1	3
1	2	1	1	1	1
2	3	1	1	2	2
1	3	1	1	2	3
2	4	1	1	1	2
2	3	1	1	2	2
2	4	1	1	1	2
1	4	1	1	1	1
2	1	2	1	1	1
2	1	1	1	2	2
2	1	2	1	0	2

1	1	1	1	1	1
1	0	1	1	1	1
2	1	1	2	2	3
2	1	2	1	1	1
2	2	2	1	1	3
1	0	1	1	1	3
1	3	1	1	1	3
2	1	2	1	1	2
1	1	1	1	1	4
2	1	2	1	1	3
1	1	1	1	1	3
2	1	1	1	1	1
1	1	1	1	1	2
2	2	2	1	1	3
2	2	2	1	1	2
2	1	1	1	1	3
1	1	1	1	1	3
1	2	1	1	1	1
2	1	1	1	1	2
1	1	1	1	1	4
1	3	2	1	1	3
1	1	2	2	2	4
2	1	2	1	1	2
2	0	1	1	1	1
1	2	2	2	2	3
1	1	1	1	1	2
1	1	1	2	2	2
1	2	1	2	1	3
2	1	2	1	1	1
1	4	1	2	2	2
1	0	1	1	1	1
1	3	1	2	2	1
1	3	1	1	1	3
2	2	1	2	1	3
1	4	1	1	1	1
1	4	1	1	1	1
2	1	1	1	1	1
2	1	2	1	1	2
1	1	2	2	1	3
2	3	2	1	1	3
1	4	1	1	1	1
1	1	1	1	1	3
1	1	1	1	1	3
1	2	1	1	1	4
1	1	1	1	1	1

2	2	1	2	2	4
2	1	1	2	2	4
2	1	2	1	1	2
2	3	2	2	2	3
1	1	2	2	2	4
1	2	2	2	2	2
2	4	2	2	2	3
2	4	2	1	1	1
2	1	1	1	1	2
2	4	2	1	1	1
1	3	1	1	1	3
1	2	1	1	1	2
1	4	1	1	1	1
2	1	2	1	1	1
2	3	1	1	1	1
2	4	1	1	1	2
1	4	1	1	1	1
1	2	1	1	1	1
2	1	1	3	3	1
2	0	1	1	1	2
1	2	2	1	1	1
2	2	1	1	1	1
2	3	1	1	1	3
1	2	1	1	1	2
2	2	1	1	1	1

Did you request any materials from the Extended Campus Services Office during this semester?	How did you make your request?	How would you rate this service?	How well does the academic advising system meet your needs?	During the past year how often did you interact with your advisor (face-to-face, e-mail, phone)?	Was the number of times sufficient for your needs?	My advisor responded to me in a timely manner.
2	2	0	0	4	3	1
1	1	3	2	1	2	3
1	2	5	6	3	2	1
1	1	1	5	4	1	1
0	0	0	0	0	0	1
2	2	0	0	4	5	3
1	2	0	0	3	1	1
2	2	0	0	2	4	1

1	2	5	6	3	1	3	2
2	2	0	0	3	5	1	0
1	2	0	0	2	0	3	1
2	2	0	0	4	3	1	2
2	2	0	0	3	3	3	0
1	2	5	1	5	1	1	1
1	2	0	0	3	2	2	2
2	2	0	5	1	5	2	5
1	1	3	2	4	2	1	2
2	2	0	0	0	2	1	1
1	2	0	0	3	1	1	3
1	1	1	1	4	3	2	5
2	2	1	2	2	5	2	4
2	2	1	2	3	1	1	3
1	2	0	2	3	3	1	3
1	2	0	1	4	1	0	0
0	0	0	0	0	0	0	0
1	2	0	0	3	2	1	3
1	1	1	2	1	1	2	5
1	2	5	6	5	3	1	1
1	2	0	1	5	1	1	1
2	2	0	0	1	1	3	3
1	1	3	3	3	1	1	1
2	2	0	0	1	4	2	3
1	2	5	6	4	1	1	1
2	2	0	0	3	3	1	2
2	2	0	0	5	1	2	1
2	2	0	0	5	1	1	1
1	2	0	3	4	2	1	1
1	2	1	1	5	1	1	1
2	2	0	5	4	1	1	1
1	2	0	0	3	2	1	1
2	2	0	0	5	1	1	1
1	2	5	1	5	4	1	2
1	2	0	0	3	3	1	2
1	2	0	0	3	4	1	1
2	2	0	0	3	2	1	1
2	2	0	0	2	4	2	1
1	0	0	1	1	2	2	4
2	2	0	0	3	5	1	0
1	2	0	1	3	1	1	1
2	2	0	0	1	2	1	1
1	1	1	3	3	5	2	5
1	2	0	0	3	2	1	3
1	2	0	2	4	5	3	2

1	2	5	6	2	4	2	5
1	2	5	1	4	4	1	1
2	2	0	0	4	4	3	3
1	1	1	5	3	1	3	1
1	2	0	0	1	2	1	1
2	2	5	2	3	2	1	1
1	2	0	3	4	2	1	2
1	2	0	0	2	3	1	3
1	2	5	6	4	2	1	1
1	2	0	4	2	2	2	4
1	2	5	6	2	2	3	2
1	2	0	0	1	2	3	3
2	2	0	0	1	5	2	0
1	2	0	0	2	4	2	3
1	2	5	6	3	2	3	3
2	2	5	6	3	1	1	1
1	2	5	6	4	1	1	1
1	2	0	0	4	4	1	4
2	2	0	0	5	3	1	1
2	2	0	0	5	5	3	0
1	2	0	0	3	4	3	1
1	2	1	2	3	4	1	1
1	2	0	0	5	3	1	1
1	2	1	2	4	4	1	1
2	2	5	6	2	1	3	0
2	2	5	6	3	4	1	1
1	2	1	1	1	1	1	2
1	2	0	5	0	5	2	0
2	2	0	0	2	5	2	5
1	2	0	0	5	1	1	1
1	1	3	2	4	3	1	1
1	2	0	0	3	1	1	1
1	1	3	2	4	5	1	1
2	2	0	0	3	2	1	3
2	2	0	0	4	2	1	1
1	1	3	5	1	4	2	2
1	2	5	6	4	2	1	1
1	1	3	3	1	2	3	4
1	2	5	2	4	1	1	1
1	2	0	0	3	3	1	1
1	2	0	0	3	5	3	0
1	2	3	2	3	3	2	2
1	2	5	6	1	5	3	6
2	2	0	0	2	5	2	0
1	2	0	0	3	1	1	1

1	2	0	0	3	5	0	0
1	1	4	3	3	3	1	3
2	1	1	2	3	1	3	3
2	2	3	2	1	1	1	1
1	2	0	1	1	4	2	4
2	2	0	0	1	4	2	4
2	2	0	0	4	2	1	1
1	2	0	0	3	1	1	2
2	2	5	2	4	4	2	4
1	2	0	0	3	5	0	0
1	2	3	2	5	3	1	1
0	0	0	0	2	5	2	5
2	2	0	0	3	1	1	1
2	2	5	3	3	4	1	1
1	2	1	4	2	5	3	3
3	3	5	6	4	3	1	1
2	2	0	0	3	5	3	5
2	1	3	1	2	5	2	3
1	2	0	2	4	5	2	5
1	2	5	6	2	5	2	5
1	2	0	0	3	4	1	1
2	2	0	0	5	1	1	1
1	2	1	2	4	1	1	2
2	2	0	0	3	2	3	5
1	2	0	0	2	5	2	5
2	2	0	4	1	4	2	4
2	2	0	5	3	4	1	1
2	2	0	0	4	3	1	1
1	2	5	6	3	5	1	6
1	2	0	0	3	4	1	3
0	1	1	2	6	6	4	6
1	2	0	3	3	3	1	3
2	2	0	0	2	2	1	2
1	2	0	0	4	2	1	1
1	2	0	0	4	4	1	1
2	2	0	0	1	5	2	5
1	2	2	3	3	5	3	2
2	2	0	0	1	3	2	5
1	2	5	6	3	3	1	1
2	2	0	0	3	5	0	0
1	2	5	6	3	5	3	6
2	2	0	0	3	1	1	1
2	2	0	2	3	1	1	1
2	2	0	0	4	1	1	1
2	2	0	0	3	2	1	4

2	2	0	0	3	2	1	1
2	2	0	0	3	1	1	3
1	2	5	6	4	1	1	3
2	2	0	0	1	1	3	5
1	1	1	2	5	1	1	4
2	2	0	0	3	1	1	1
2	2	0	0	5	1	1	1
1	2	0	0	3	4	3	3
1	2	0	2	4	1	1	1
1	2	0	0	4	1	1	3
2	2	0	0	5	1	1	1
1	2	4	2	3	1	1	1
1	2	1	2	4	1	1	1
1	2	5	0	2	3	2	4
1	2	0	0	3	1	1	1
1	2	0	0	3	1	1	1
1	2	0	0	3	1	1	2
2	2	0	0	3	5	0	3
1	2	0	0	5	1	1	1
2	2	0	3	3	1	1	1
2	2	0	0	2	1	1	1
2	2	0	1	4	1	1	1
2	2	0	0	3	1	1	1
2	2	0	0	3	1	1	1
2	2	0	0	3	1	1	2
1	1	1	2	2	3	2	5
1	2	0	2	5	3	1	2
2	2	0	2	3	1	1	1
1	2	0	2	4	1	1	1
2	2	0	0	3	1	1	1
2	2	0	0	3	1	1	2
1	2	0	0	3	1	1	2
2	2	0	3	3	1	2	1
1	2	0	0	4	1	1	3
1	2	3	2	4	2	1	1
2	2	0	0	5	1	1	1
2	2	5	6	3	1	1	1
2	2	0	3	2	1	1	1
1	1	3	3	5	1	1	1
2	1	3	2	3	2	1	3
1	1	3	2	4	1	1	2
2	2	0	0	3	2	1	1
1	2	0	0	0	0	1	0
1	2	0	2	3	1	1	1
2	2	5	6	5	1	1	1

1	1	3	1	5	1	1	1
1	1	0	0	4	1	1	1
2	2	0	0	1	5	2	4
1	2	0	3	4	1	1	1
2	2	0	0	4	1	1	1
2	2	0	0	3	2	1	2
2	2	0	0	5	3	1	1
1	1	3	2	4	2	1	1
1	1	3	3	4	1	1	1
2	2	0	0	4	1	1	2
2	2	0	0	5	1	1	1
1	2	0	3	3	0	2	5
1	2	0	2	3	3	1	2
2	2	0	0	3	2	1	1
2	2	0	0	2	5	2	5
2	2	0	0	1	5	2	5
1	2	0	0	4	1	1	1
2	2	5	6	3	3	1	1
1	2	0	2	1	5	2	5
2	2	5	6	1	4	2	4
1	2	0	0	1	1	1	4
2	2	0	0	2	1	1	3
2	2	5	6	3	4	1	3
2	2	5	5	1	5	3	5
2	2	0	0	3	5	1	0
2	2	3	2	3	3	2	4
2	2	0	0	1	4	2	4
1	2	0	4	1	5	2	4
1	2	0	0	3	1	1	2
2	2	1	2	5	1	1	1
1	1	4	5	4	1	1	1
1	2	5	6	3	4	1	1
2	2	0	0	3	2	1	1
1	2	0	0	5	1	1	1
2	2	3	4	3	1	3	2
1	2	0	2	6	4	1	2
1	1	3	5	5	1	1	1
1	1	3	1	5	3	1	1
2	2	0	0	5	4	0	1
1	2	0	0	4	1	1	2
1	2	5	6	5	1	1	1
1	1	1	3	3	1	1	2
1	2	0	0	1	1	1	1
2	2	0	0	3	2	3	3
2	2	3	3	4	3	3	2

1	2	3	3	1	5	3	3
1	2	5	6	6	6	4	6
2	1	3	3	3	1	1	2
1	2	0	0	4	1	1	1
1	2	0	0	3	1	1	1
1	2	0	0	3	2	1	1
2	1	3	3	3	2	3	3
2	2	5	6	6	5	4	6
1	2	0	0	2	5	1	0
2	2	0	0	1	5	2	5
1	1	3	2	1	5	1	1
2	2	0	0	3	1	1	2
2	2	3	2	4	1	3	1
1	2	5	6	6	6	4	6
1	1	3	1	4	1	1	1
1	2	0	0	3	1	1	1
1	2	3	2	3	1	1	1
1	2	3	3	3	1	3	3
1	2	0	0	3	1	1	1
1	2	5	6	3	5	3	6
2	2	0	0	3	5	2	5
1	2	0	0	3	5	1	0
2	2	5	3	3	1	1	3
2	2	5	6	3	1	3	3
2	2	0	2	5	1	1	1
2	2	0	0	2	4	2	4
2	2	0	0	4	1	1	3
1	2	0	1	4	2	1	3
1	2	0	0	2	4	2	3
2	2	1	3	3	1	3	4
1	2	0	0	3	3	1	1
1	2	0	0	4	1	1	1
1	2	3	1	4	1	1	2
2	2	0	0	4	1	1	2
2	2	0	0	4	2	1	1
2	2	3	1	3	1	3	3
2	2	3	2	4	4	1	1
1	2	0	0	4	5	3	2
1	2	5	6	3	3	1	1
2	2	0	1	1	5	1	5
2	2	5	6	5	1	1	1
2	2	5	6	2	2	1	3
2	2	5	6	2	2	1	3
2	2	0	0	3	5	0	0
2	2	1	1	5	3	1	1

2	2	0	5	4	5	3	0
2	2	0	0	1	5	1	5
2	2	0	0	3	5	1	0
1	2	0	0	5	5	4	0
1	2	0	0	2	3	1	3
1	2	0	0	4	2	1	1
2	2	0	2	3	1	1	2
1	2	0	2	3	4	1	1
1	1	3	1	5	2	1	1
1	1	1	2	3	2	1	3
1	2	5	6	4	1	1	2
1	1	3	4	4	1	1	1
1	1	1	1	5	1	1	1
1	2	1	1	5	1	1	1
1	2	5	6	3	3	1	1
1	1	3	2	4	2	1	1
2	2	5	6	3	1	1	1
2	2	0	0	1	2	0	0
1	2	0	0	4	1	1	2
1	2	0	0	3	5	2	5
1	2	0	0	5	1	1	1