



# CWU Centers Student Services Survey

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May 20, 2015

## EXECUTIVE SUMMARY

### Objective

The 2014-2015 Student Services Survey is part of an effort to assess the needs of students attending all CWU East and Westside University Centers. The results from this voluntary survey will be used to guide recommendations for new or expanded programs and services at the Centers. The survey will also be used as a comparison to last year's survey of the Westside Centers' improvements and areas of opportunity. Additionally, it will identify areas of opportunity for Eastside centers.

Of the 2,220 students invited, 93 unique surveys were completed representing a 4% response rate. For statistics which encompass all Centers, one student equals approximately 1%. This response rate may not provide an accurate representation of the entire CWU Centers student body and should be noted when reviewing the statistics in this report.

### Population Distribution & Response Rates

The most popular majors are IDS (17%), Accounting (15%) and Business Administration (15%). Participating students' gender distribution is 76% female and 24% male. More detailed demographic information can be found in the Appendix Excel document available at [www.cwu.edu/student-life/reports-and-surveys](http://www.cwu.edu/student-life/reports-and-surveys). Center response rates are as follows:

West	2015	2014	East	2015	2014
<b>Everett</b>	9%	9%	<b>Moses Lake</b>	2%	N/A
<b>Lynnwood</b>	25%	35%	<b>Wenatchee</b>	3%	N/A
<b>Des Moines</b>	35%	35%	<b>Yakima</b>	5%	N/A
<b>Pierce County</b>	15%	17%			

Age	Percentage
<b>18-24</b>	28%
<b>25-29</b>	21%
<b>30-40</b>	17%
<b>40 and over</b>	31%

### Administration Staff

Overall, students are happy with the support provided by front office staff. 85% of students find the office staff knowledgeable, timely in responses and feel they are greeted in a positive manner. 64% find the student planner useful.

Asked only to Eastside students, 78% find the office staff friendly.

**Academic Advising**

Nearly all students (92%) are aware of their faculty/program advisor. Conversely, only 60% knew whom their professional/transfer advisor is. Students’ comments often note that they were not aware that there are different kinds of advisors and that this should be explained during orientation.

Students state that they occasionally meet with their faculty/program advisor (39%) and meet with their professional/transfer advisor rarely (44%) provided they know whom the professional/transfer advisor is. Students feel that time/schedule conflicts (59%) and simply not needing assistance (63%) are the largest barriers to meeting with either advisor. However, students who do meet with advisors do report that they have a better understanding of their academic requirements ((89% - faculty, 65% - professional). In general, students choose classes based on time of day first, academic requirements second and course format third.

Additional qualitative comments from students:

- Faculty advisors are impersonal and don’t show interest in students’ well-being
- Faculty advisors don’t advertise availability
- Faculty and professional advisors need additional training to better answer students’ questions
- Faculty advisors exhibit poor/limited communication with students
- Additional office hours are needed for both faculty and professional advisors

**Student Life**

Overall, students feel only a small connection to their center (37%) with the most neutral being Des Moines and the most connected being Lynnwood (81%). Most students are unaware of whom the Westside Centers’ Student Leadership Groups are (60% unaware). Very few feel that their SLG represents them as a student (57% - Lynnwood, 17% - Des Moines, 20% - Pierce). 54% of all Center students have attended at least one event at CWU. The largest barriers to attending events are time conflicts, distance to their Center and feeling they do not need to attend.

Campus	Leadership	Career Prep	Academics	Outreach	Diversity	Outdoors	Entertainment
<b>Everett/ Lynnwood</b>	58%	55%	48%	39%	29%	19%	48%
<b>Des Moines</b>	55%	70%	21%	39%	36%	21%	42%
<b>Pierce</b>	36%	50%	14%	43%	36%	14%	71%
<b>Moses Lake</b>	50%	100%	50%	50%	50%	50%	100%
<b>Wenatchee</b>	100%	100%	33%	66%	33%	0%	0%
<b>Yakima</b>	40%	60%	60%	40%	20%	60%	80%
<b>Average</b>	<b>50%</b>	<b>59%</b>	<b>30%</b>	<b>38%</b>	<b>32%</b>	<b>20%</b>	<b>51%</b>

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## Student Life (continued)

Top three requested events:

- Career preparation **59%**
- Leadership & professional development **50%**
- Outreach (Community Service) **38%**

Most requested event times:

- M, T, Th, F evenings **37%**
- Thursday afternoons **35%**

Only about half of all Westside students felt that orientation prepared them to be a successful student (59%) versus 44% of Eastside students.

## Library Resources

77% of in-person Westside students know where their Center library is located (76% - LW, 62% - DM) vs 44% of Eastside students which share libraries with their host college. 70% of online students know how to access library resources through the CWU website. Just over half (59%) know how to find help with reference or research assistance at their library.

## Financial Aid

Students are evenly spread when it comes to the amount of time required to learn about the cost of tuition.

<b>No time, enrolled first and then checked bill</b>	28%
<b>Enough time, the web page informat was clear</b>	34%
<b>A good amount of time, unsure whether financial aid was enough</b>	11%
<b>A good amount of time, I spoke with a financial aid counselor</b>	27%

Over half of domestic students complete their academic admissions requirements and financial aid application at least six weeks before the start of the quarter (53%). One-fifth completed their FAFSA before going through the admissions process. Once aid was awarded, 49% received the amount they expected. Only 15% received less than they had hoped and just 7% did not receive aid before the first week of classes.

During orientation, nearly three-quarters of students stated they did not attend a financial aid workshop. Reasons included that they were not interested in a workshop (36%) or didn't know there would be a workshop (33%). Had a workshop be given on a different day than orientation, 12% (11 students) indicated they would have attended.

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## **Writing and Math Center**

The most requested tutoring topic is subject-specific tutoring (56%) with writing tutoring coming in second (46%). The most requested subjects for tutoring are accounting and finance, followed by math and ITAM.

In order of preference, students would like to receive tutoring in the following forms:

1. In-person
2. Outlook email
3. Canvas/Collaborate
4. Phone
5. Skype

## **Career Services**

Half of participating students would be likely to consult their career counselor for assistance in their job search (54%). Similarly, 57% would be likely to meet to get assistance with their resume or cover letters. 53% are also interested in pursuing an internship while attending CWU.

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## OPTIONAL QUESTIONS

### Contact

Overwhelming, students prefer to be contacted via CWU email and the CWU website. Contrary to our current advertising methods for campus announcements, only one-quarter of students say that they look at announcements via posters on campus or through social media.

### Challenges As A Student

The largest challenge for students is the limited class selection. This includes class format and class times. Students are requesting additional distance education classes rather than online courses. Many students would also like to be able to choose classes that are given earlier in the day rather than in the evening. Reasons include: travel time, family obligations and work schedules.

### Observable Improvement (Westside Centers)

Thirteen students (14%) said that they had taken the 2014 Westside Student Services Survey. Three-quarters noted an observable improvement from the year prior. Specific improvements include hiring a financial aid counselor at Lynnwood and an increased number of student events.

### Areas of Opportunity

Online students would like to see more engagement with their population through Canvas and accessible student programs to those that are too far from campus to justify traveling for an event. Students repeatedly spoke about the absence of enforcement of the Student Code of Conduct in the classroom and the abundance of cheating in DE and in-person classes. They also request additional support from faculty in program-required internships. A more defined difference between a faculty and professional advisor is also requested as a majority of students do not know they have two (or more) advisors and their purposes. Additional class times in the morning and afternoon would make class selections more desirable. Students would also like to feel like there is more of a connection between Ellensburg and the Centers.