



CENTRAL WASHINGTON UNIVERSITY

2016 RUFFALO NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS

I. Methodology	2.
II. Executive Summary	3.
III. Strategic Planning Overview.....	4.
IV. Priorities and Satisfaction	5.
A. Scale Comparison CWU vs. U.S. Average vs. Peers	5.
B. CWU Changes in Major “Scales” from 2015 to 2016	5.
C. GAPS in Priorities less Satisfaction Questions	6.
GAPS – CWU Online vs. CWU On-campus Students	7.
CWU GAPS compared to Peers and the U.S. Average	8.
Changes in CWU Student Satisfaction from 2015 to 2016	9.
V. Program Enrollment: Sources of Information.....	9.
VI. Program Enrollment: Factors.....	10.
VII. Summary of CWU Online and On-campus Students	11.
VIII. Demographics.....	13.
A. Changes in Demographics of CWU PSOL Respondents	13.
B. Comparison of CWU to Peer and U.S. Demographics	16.
IX. Majors of 2016 Survey Respondents.....	20.
Appendix 1 - Mock-up of Questions on CWU’s 2016 PSOL Survey	21.

I. METHODOLOGY

Central Washington University (CWU) administers the Noel-Levitz Priorities Survey for Online Learners (PSOL) online via email notifications to all CWU students enrolled in 100% online (WW) courses. During the spring 2016 term, links to PSOL surveys were emailed to students on May 9, May 16, and May 19. A link to the survey was also added to surveyed students “to do” list in MyCWU. All respondents were eligible for a 10% discount on a purchase at the CWU Wildcat Shop.

The survey is organized around five main areas:

- There are 26 standard items rated for both importance (or priority) and satisfaction. Noel-Levitz groups those 26 questions into five main categories which they call “scales”
- CWU added ten custom questions that were rated for importance and satisfaction.
- The survey includes seven items that assess “sources of information” that students used for enrollment decisions. These questions only ask for importance.
- The survey includes eleven items that assess “pre-enrollment factors.” These items only ask for an importance rating.
- The survey asks three “Strategic Planning Overview” questions.

A mock-up of CWU’s 2016 PSOL survey follows in Appendix 1.

During the last four years CWU has administered the PSOL in the spring quarter. The enrollment of students in courses taught 100% online has increased approximately 51% over those four years.

Table 1 – Noel-Levitz Priorities Survey for Online Learners Response Rates over Time

Year	Term	Date Started	Date Ended	Students Surveyed	Replies	Response Rate
2016	Spring	5/9/16	5/24/16	3,612	375	10%
2015	Spring	5/13/15	5/25/15	3,476	274	8%
2014	Spring	5/7/14	5/24/14	2,785	385	14%
2013	Spring	4/30/13	5/15/13	2,392	253	11%
2011	Fall	11/3/11	11/26/11	1,733	189	11%
2010	Summer	7/9/10	8/10/10	1,924	405	21%
2009	Summer	7/10/09	8/1/09	1,474	311	21%

Note: One reason the response rate dropped in 2015 was because the Washington State Attorney General proclaimed that randomly selecting a prize from respondents was “gambling with state property” and therefore illegal. CWU could no longer randomly select a respondent for an iPad as in 2014.

Table 2 - Proportion of Respondents by Home Campus

	2014	2015	2016
Ellensburg Campus	42%	50%	45%
University Centers	42%	32%	39%
Enrolled Online	16%	18%	16%

The PSOL allows CWU to benchmark ourselves to selected peer institutions and to the national average. The peer institutions selected for 2016 include:

- Bemidji State University
- California State U-San Bernardino
- Dakota State University
- Dayton State College
- Troy University, AL
- U of Illinois Springfield
- U of Wisconsin-Stout

(Note: The University of Wisconsin –Superior was used as a peer in 2015 instead of Dayton State. However, Wisconsin Superior was not available in 2016 so Dayton State College was selected to take its place).

The 2016 PSOL had:

- 375 CWU responses (57 from students enrolled in online degree programs)
- 3,658 responses by seven peer institutions
- 118,322 responses nationally

II. EXECUTIVE SUMMARY

- CWU enrollment in courses taught 100% online has increased 51% from spring 2012 to spring 2016.
- CWU students enrolled in fully online degree programs gave better ratings in Strategic Planning Overview questions than CWU students enrolled on-campus and better ratings than respondents at peer institutions. CWU online students gave comparable ratings to U.S. PSOL respondents.
- Some demographics for surveyed CWU students are different from peers and U.S. PSOL respondents.
- CWU student satisfaction on 31 of the first 36 questions improved from 2015 to 2016; however, most “Gaps” in priorities less satisfaction are still higher than peers and U.S. respondents.
- 64% of CWU students enrolled in online degree programs were “Satisfied” or “Very satisfied” that “Tutoring services are readily available for online courses.” Only 47% of on-campus CWU students were “Satisfied” or “Very satisfied.” This may be because CWU students enrolled in online degree programs have access to online tutoring, while on-campus students currently only have access to in-person tutoring.
- There was a substantial decrease in satisfaction with the timeliness of bookstore service compared to the 2015 PSOL survey. Most likely, this is because the bookstore encountered significant issues implementing a new textbook ordering and processing system in 2016, which resulted in extended delays to students receiving textbook shipments.
- The PSOL identified seven challenges for CWU relative to peer and national ratings:
 - 4. Faculty provide timely feedback about student progress.
 - 6. Tuition paid is a worthwhile investment.
 - 7. Program requirements are clear and reasonable.
 - 9. Adequate financial aid is available.
 - 12. There are sufficient offerings with my program of study.
 - 20. The quality of online instruction is excellent.
 - 26. The bookstore provides timely service to students.

- The PSOL identified seven strengths for CWU relative to peer and national ratings:
 - 2. My program advisor is accessible by telephone and e-mail.
 - 3. Instructional materials are appropriate for program content.
 - 17. Assessment and evaluation procedures are clear and reasonable.
 - 18. Registration for online courses is convenient.
 - 23. Billing and payment processes are convenient for me.
 - 25. Faculty are responsive to student needs.
 - 35. A fair and equitable learning environment exists in my online course(s). (Note: this is a custom question that CWU added.)

III. STRATEGIC PLANNING OVERVIEW

The PSOL measures three broad ratings it calls “strategic planning overviews.” In 2016 CWU ratings continued to improve in all three categories. See Table 5 for the wording of the seven point Likert scales.

Table 3 – CWU Strategic Planning Overview Trends

	2009	2010	2011	2013	2014	2015	2016	Trends
So far, how has your college experience met your expectations?	4.26	4.27	4.63	4.31	4.47	4.55	4.76	
Rate your overall satisfaction with your experience here thus far.	4.84	4.85	5.33	4.97	5.17	5.20	5.45	
All in all, if you had to do it over, would you enroll here again?	5.31	5.10	5.55	5.42	5.48	5.48	5.67	

Note 1: the “Sparkline” trend lines are exaggerated. The X-axis is from the minimum to the maximum value.

Note 2: 2011 was the only year that CWU administered the PSOL during the fall term. That may explain the spike in ratings that year.

CWU students enrolled in online degree programs had 2016 “Summary” ratings that were higher than CWU students enrolled on-campus, higher than peer institutions, and comparable to all PSOL respondents.

Table 4 – Strategic Planning Overview Comparison

	CWU ONLINE	CWU ON-CAMPUS	PEER AVERAGE	U.S. AVERAGE
#55. So far, how has your college experience met your expectations?	5.1	4.7	4.8	5.2
#56. Rate your overall satisfaction with your experience here thus far.	5.8	5.4	5.6	5.8
#57. All in all, if you had to do it over, would you enroll here again?	5.9	5.6	5.8	5.9

Table 5 - Scales Used for “Strategic Planning Overview” Questions

Scale	Question 55	Question 56	Question 57
1	Much worse than expected	Not satisfied at all	Definitely not
2	Quite a bit worse than expected	Not very satisfied	Probably not
3	Worse than I expected	Somewhat dissatisfied	Maybe no
4	About what I expected	Neutral	I don't know
5	Better than I expected	Somewhat satisfied	Maybe yes
6	Quite a bit better than I expected	Satisfied	Probably yes
7	Much better than I expected	Very satisfied	Definitely yes

IV. PRIORITIES AND SATISFACTION DETAILS with GAP ANALYSIS

A. MAJOR “SCALE” COMPARISON CWU vs. the U.S. AVERAGE vs. PEERS

Noel-Levitz uses the first 26 questions of the PSOL to measure five main categories, or what they call “scales” of priorities and satisfaction. They conduct a “Gap analysis” on Priority less Satisfaction. CWU has higher Gaps on all five scales. Two exogenous factors may influence CWU’s higher GAPS: (1) some of CWU’s demographics are quite different than peers and all U.S. PSOL participants, and (2) most of CWU’s respondents are not enrolled in fully online degree programs.

Table 6 – Scale Report Showing CWU’s “GAPS” vs. the U.S. Average (smaller gaps are better)

Scale / Item	-- CWU Average of All Students --			--- National Online Learners ---			Difference in Gaps	Data Bars 0.0 to 0.5
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
Institutional Perceptions	6.3	5.6	0.7	6.5	5.9	0.6	0.1	
Academic Services	6.3	5.5	0.8	6.5	5.9	0.5	0.3	
Instructional Services	6.2	5.5	0.7	6.4	5.9	0.6	0.2	
Enrollment Services	6.4	5.5	0.9	6.5	6.1	0.5	0.4	
Student Services	6.2	5.3	0.9	6.4	5.9	0.5	0.4	

Table 7 – CWU’s GAPS vs. the Average of CWU Peers (smaller gaps are better)

Scale / Item	-- CWU Average of All Students --			--- CWU Peers Institutions ---			Difference in Gaps	Data Bars 0.0 to 0.5
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
Institutional Perceptions	6.3	5.6	0.7	6.4	5.7	0.6	0.1	
Academic Services	6.3	5.5	0.8	6.2	5.6	0.5	0.3	
Instructional Services	6.2	5.5	0.7	6.3	5.6	0.6	0.2	
Enrollment Services	6.4	5.5	0.9	6.3	5.9	0.5	0.4	
Student Services	6.2	5.3	0.9	6.1	5.6	0.5	0.4	

Both Satisfaction and Priority questions used a seven point Likert scale. See Table 9.

B. SCALE CHANGES FROM 2015 TO 2016

The 2016 scale report showed that CWU Satisfaction improved in four of the five major scales. CWU Satisfaction in “Institutional Perceptions” and “Instructional Services” both improved significantly. There was not a major change in “Enrollment Services.” Gaps of Satisfaction less Priority decreased for three of the five scales, the other two gaps did not show major changes. Table 8 summarizes the changes in scales.

Table 8 – Changes in CWU’s Major Scales from 2015 to 2016

Scale / Item	----- 2016 -----			----- 2015 -----			Satisfaction Increase	GAP Change
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
Institutional Perceptions	6.3	5.6	0.7	6.2	5.4	0.8	0.2*	-0.1
Academic Services	6.3	5.5	0.8	6.2	5.4	0.8	0.1	0.0
Instructional Services	6.2	5.5	0.7	6.2	5.3	0.9	0.2*	-0.2
Enrollment Services	6.4	5.5	0.9	6.3	5.5	0.8	0.0	0.0
Student Services	6.2	5.3	0.9	6.1	5.2	0.9	0.1	-0.1

Table 9 - Likert Scales Used for Priorities and Satisfaction Questions 1 through 36

	PRIORITIES SCALES	SATISFACTION SCALES
1	Not important at all	Not satisfied at all
2	Not very important	Not very satisfied
3	Somewhat unimportant	Somewhat dissatisfied
4	Neutral	Neutral
5	Somewhat important	Somewhat satisfied
6	Important	Satisfied
7	Very important	Very satisfied

C. GAPS IN PRIORITIES LESS SATISFACTION

Gaps (Priorities less Satisfaction) of 1.0 or higher are highlighted on Table 10. This table shows the 26 standard “Priorities and Satisfaction” questions and CWU’s ten custom questions on the PSOL survey. Both the Priorities and Satisfaction questions use Likert scales numbered from a low of 1 to a high of 7 (see Table 9 for the question scales). In 2016 CWU students enrolled in online degree programs had seven questions with gaps of 1.0 or larger. CWU students’ enrolled on-campus had six questions with gaps of 1.0 or larger. Table 10 summarizes the gaps and highlights the two questions where students in both online and on-campus degree programs show gaps of 1.0 or larger.

Table 10 - Comparison of CWU Students Enrolled Fully Online vs. Students Enrolled On-campus

CWU Students Enrolled in Online Degree Programs			Question text (* denotes CWU Custom Questions) Questions where both students enrolled in fully online degree programs and students enrolled on-campus had gaps of 1.0 or greater are highlighted	CWU Students Enrolled On-campus		
Priority	Satisfaction	GAP		Priority	Satisfaction	GAP
6.1	5.8	0.3	1. This institution has a good reputation.	6.1	5.8	0.3
6.4	5.8	0.5	2. My program advisor is accessible by telephone and e-mail.	6.4	5.8	0.6
6.5	5.8	0.7	3. Instructional materials are appropriate for program content.	6.5	5.7	0.8
6.4	5.6	0.8	4. Faculty provide timely feedback about student progress.	6.4	5.4	1.0
6.4	5.2	1.2	5. My program advisor helps me work toward career goals.	6.4	5.5	0.9
6.6	5.4	1.1	6. Tuition paid is a worthwhile investment.	6.6	5.5	1.1
6.6	5.7	0.9	7. Program requirements are clear and reasonable.	6.6	5.6	0.9
5.0	5.4	-0.4	8. Student-to-student collaborations are valuable to me.	5.0	5.1	-0.1
6.4	5.6	0.8	9. Adequate financial aid is available.	6.4	5.2	1.1
6.4	5.6	0.8	10. This institution responds quickly when I request information.	6.4	5.6	0.8
6.5	5.7	0.8	11. Student assignments are clearly defined in the syllabus.	6.5	5.6	0.9
6.5	5.5	0.9	12. There are sufficient offerings within my program of study.	6.5	5.4	1.1
6.2	5.6	0.6	13. Frequency of student & instructor interactions is adequate.	6.2	5.5	0.6
6.2	5.2	1.0	14. I receive timely information on the availability of financial aid.	6.2	5.3	0.9
6.0	4.9	1.1	15. Channels are available for providing timely responses to student complaints.	6.0	5.0	0.9
6.2	5.8	0.5	16. Appropriate technical assistance is readily available.	6.2	5.6	0.7
6.3	5.6	0.7	17. Assessment/evaluation procedures are clear and reasonable.	6.3	5.7	0.6
6.5	5.6	0.9	18. Registration for online courses is convenient.	6.5	5.9	0.6
5.9	5.2	0.7	19. Online career services are available.	5.9	5.3	0.6
6.4	5.6	0.9	20. The quality of online instruction is excellent.	6.4	5.4	1.1
6.1	5.4	0.7	21. Adequate online library resources are provided.	6.1	5.6	0.6
6.3	5.3	1.0	22. I am aware of whom to contact about programs & services.	6.3	5.4	0.9
6.3	6.0	0.3	23. Billing and payment procedures are convenient for me.	6.3	5.7	0.7
5.9	5.6	0.3	24. Tutoring services are readily available for online courses.	5.9	5.0	0.9
6.5	5.6	0.9	25. Faculty are responsive to student needs.	6.5	5.7	0.8
6.2	5.0	1.2	26. The bookstore provides timely service to students.	6.2	5.2	1.0
6.4	5.9	0.5	*27. Help desk services & technical support are adequate.	6.2	5.6	0.6
5.8	5.9	-0.1	*28. Student-student interaction is fostered/encouraged in online course(s).	5.3	5.3	0.0
6.3	5.7	0.6	*29. Faculty-student interaction is fostered/encouraged in online course(s).	6.1	5.3	0.8
6.1	6.2	-0.1	*30. The online course management system is easy to use.	5.9	5.8	0.1
6.3	5.4	0.9	*31. General academic advising is available to online learners.	6.2	5.4	0.8
5.3	4.5	0.7	*32. I feel I am a member of the CWU community.	5.9	5.1	0.7
6.6	5.7	0.9	*33. The organization and design of my online course(s) is conducive to learning.	6.4	5.5	0.9
5.8	5.7	0.1	*34. Orientation to university systems/support resources is provided	6.0	5.3	0.8
6.6	5.8	0.8	*35. A fair/equitable learning environment exists in my online course(s).	6.4	5.8	0.5
6.8	5.8	1.0	*36. Courses necessary to meet my degree objectives are offered online.	6.4	5.6	0.9

Table 11 compares CWU online and on-campus gaps in Priorities less Satisfaction to the average gap for seven peers and the U.S. average. Four questions are highlighted where the Gap for CWU students are 0.5 or higher than peers or the U.S. average. CWU students enrolled in fully online degree programs had lower Gaps than peers or the U.S. on seven of the 26 questions. CWU’s seven relative strengths are identified with a star in a green background. CWU’s seven “challenges” relative to peers and U.S. responses are identified with a down arrow in a red background.

Table 11 - GAPS Comparison: CWU Online vs. CWU On-campus vs. Peers vs. the U.S. PSOL Average GAP

GAP Analysis: Satisfaction less Importance Averages The optimal average gap for each question is highlighted Question Text (* denotes CWU custom questions)		CWU Online GAP	CWU On-campus GAP	Peer GAP	U.S. GAP
	1. This institution has a good reputation.	0.3	0.3	0.3	0.4
★	2. My program advisor is accessible by telephone and e-mail.	0.5	0.6	0.4	0.4
★	3. Instructional materials are appropriate for program content.	0.7	0.8	0.7	0.6
↓	4. Faculty provide timely feedback about student progress.	0.8	1.0	1.0	0.8
	5. My program advisor helps me work toward career goals.	1.2	0.9	0.7	0.7
↓	6. Tuition paid is a worthwhile investment.	1.1	1.1	1.0	0.8
↓	7. Program requirements are clear and reasonable.	0.9	0.9	0.8	0.7
	8. Student-to-student collaborations are valuable to me.	-0.4	-0.1	-0.4	-0.2
↓	9. Adequate financial aid is available.	0.8	1.1	0.6	0.6
	10. This institution responds quickly when I request information.	0.8	0.8	0.6	0.6
	11. Student assignments are clearly defined in the syllabus.	0.8	0.9	0.9	0.7
↓	12. There are sufficient offerings within my program of study.	0.9	1.1	0.9	0.6
	13. Frequency of student & instructor interactions is adequate.	0.6	0.6	0.6	0.5
	14. I receive timely information on the availability of financial aid.	1.0	0.9	0.5	0.6
	15. Channels are available for providing timely responses to student complaints.	1.1	0.9	0.7	0.7
	16. Appropriate technical assistance is readily available.	0.5	0.7	0.5	0.4
★	17. Assessment/evaluation procedures are clear and reasonable.	0.7	0.6	0.6	0.5
★	18. Registration for online courses is convenient.	0.9	0.6	0.5	0.3
	19. Online career services are available.	0.7	0.6	0.4	0.4
↓	20. The quality of online instruction is excellent.	0.9	1.1	1.1	0.8
	21. Adequate online library resources are provided.	0.7	0.6	0.4	0.4
	22. I am aware of whom to contact about programs & services.	1.0	0.9	0.6	0.6
★	23. Billing and payment procedures are convenient for me.	0.3	0.7	0.3	0.4
	24. Tutoring services are readily available for online courses.	0.3	0.9	0.6	0.4
★	25. Faculty are responsive to student needs.	0.9	0.8	0.8	0.7
↓	26. The bookstore provides timely service to students.	1.2	1.0	0.2	0.3
	*27. Help desk services & technical support are adequate.	0.5	0.6		
	*28. Student-student interaction is fostered/encouraged in online course(s).	-0.1	0.0		
	*29. Faculty-student interaction is fostered/encouraged in online course(s).	0.6	0.8		
	*30. The online course management system is easy to use.	-0.1	0.1		
	*31. General academic advising is available to online learners.	0.9	0.8		
	*32. I feel I am a member of the CWU community.	0.7	0.7		
	*33. The organization and design of my online course(s) is conducive to learning.	0.9	0.9		
	*34. Orientation to university systems/support resources is provided	0.1	0.8		
★	*35. A fair/equitable learning environment exists in my online course(s).	0.8	0.5		
	*36. Courses necessary to meet my degree objectives are offered online.	1.0	0.9		

Table 12 shows the changes from 2015 to 2016 in “item” ratings for all CWU students taking courses online during the spring quarters. CWU student satisfaction improved for 31 or the 36 questions. Ten of the questions had statistically significant improvement, one had a significant decrease (* denotes a difference statistically significant at the 0.05 level, ** at the 0.01 level).

Table 12 - Changes in Satisfaction from 2015 to 2016 for all CWU Students Enrolled in Spring Online Courses

Item	2016				2015				Change in Satisfaction	Data Bars ± 0.5
	Priority	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap		
1. This institution has a good reputation.	6.1	5.8	1.3	0.3	6.0	5.4	1.3	0.5	0.33**	█
2. My program advisor is accessible by telephone and e-mail.	6.4	5.8	1.5	0.6	6.2	5.6	1.6	0.6	0.19	█
3. Instructional materials are appropriate for program content.	6.5	5.7	1.3	0.8	6.4	5.5	1.3	0.9	0.18	█
4. Faculty provide timely feedback about student progress.	6.5	5.5	1.5	1.0	6.4	5.2	1.5	1.2	0.24*	█
5. My program advisor helps me work toward career goals.	6.3	5.4	1.7	0.9	6.1	5.1	1.8	1.0	0.32*	█
6. Tuition paid is a worthwhile investment.	6.6	5.4	1.5	1.1	6.4	5.3	1.5	1.2	0.16	█
7. Program requirements are clear and reasonable.	6.6	5.6	1.4	1.0	6.4	5.5	1.5	1.0	0.18	█
8. Student-to-student collaborations are valuable to me.	5.0	5.2	1.4	-0.1	4.9	5.0	1.5	-0.1	0.11	█
9. Adequate financial aid is available.	6.4	5.3	1.8	1.1	6.3	5.2	1.7	1.1	0.07	█
10. This institution responds quickly when I request information.	6.4	5.6	1.4	0.8	6.4	5.3	1.6	1.0	0.27*	█
11. Student assignments are clearly defined in the syllabus.	6.5	5.6	1.4	0.9	6.5	5.5	1.4	1.0	0.09	█
12. There are sufficient offerings within my program of study.	6.5	5.4	1.5	1.1	6.4	5.2	1.4	1.3	0.21	█
13. The frequency of student and instructor interactions is adequate.	6.2	5.5	1.4	0.6	6.2	5.3	1.4	0.8	0.23*	█
14. I receive timely information on the availability of financial aid.	6.3	5.3	1.7	1.0	6.2	5.2	1.6	1.1	0.07	█
15. Channels are available for providing timely responses to student complaints.	6.0	5.0	1.7	1.0	6.0	4.8	1.7	1.2	0.2	█
16. Appropriate technical assistance is readily available.	6.2	5.6	1.5	0.6	6.2	5.3	1.5	0.9	0.26*	█
17. Assessment and evaluation procedures are clear and reasonable.	6.3	5.6	1.3	0.7	6.3	5.5	1.3	0.8	0.11	█
18. Registration for online courses is convenient.	6.5	5.8	1.4	0.7	6.5	5.8	1.4	0.7	0.04	█
19. Online career services are available.	5.9	5.2	1.5	0.6	5.7	4.9	1.7	0.8	0.31*	█
20. The quality of online instruction is excellent.	6.5	5.4	1.6	1.1	6.5	5.1	1.7	1.4	0.27*	█
21. Adequate online library resources are provided.	6.1	5.5	1.6	0.6	6.2	5.7	1.4	0.5	-0.15	█
22. I am aware of whom to contact for questions about programs and services.	6.3	5.4	1.6	0.9	6.2	5.2	1.7	1.1	0.22	█
23. Billing and payment procedures are convenient for me.	6.3	5.7	1.4	0.6	6.3	5.7	1.4	0.6	-0.03	█
24. Tutoring services are readily available for online courses.	5.9	5.1	1.8	0.8	5.8	5.2	1.7	0.6	-0.07	█
25. Faculty are responsive to student needs.	6.5	5.7	1.4	0.8	6.5	5.3	1.6	1.2	0.34**	█
26. The bookstore provides timely service to students.	6.2	5.2	1.8	1.0	6.2	5.7	1.3	0.5	-0.51***	█
*27. Help desk services and technical support are adequate to meet my needs.	6.2	5.6	1.5	0.6	6.3	5.7	1.4	0.6	-0.07	█
*28. Student-to-student interaction is fostered and encouraged in my online course(s).	5.4	5.4	1.5	0.0	5.2	5.2	1.5	-0.1	0.16	█
*29. Faculty-to-student interaction is fostered and encouraged in my online course(s).	6.1	5.3	1.6	0.8	6.0	5.2	1.6	0.8	0.13	█
*30. There are effective safeguards to deter cheating in online courses.	5.9	5.9	1.4	0.1	5.8	5.8	1.3	0.0	0.1	█
*31. General academic advising is available to online learners.	6.2	5.4	1.6	0.8	6.1	5.2	1.6	0.9	0.23	█
*32. I feel I am a member of the Central Washington University community.	5.8	5.0	1.8	0.8	5.6	5.0	1.7	0.6	0.05	█
*33. The organization and design of my online course(s) is conducive to learning.	6.5	5.5	1.6	0.9	6.4	5.5	1.5	1.0	0.09	█
*34. Orientation to university systems and support resources is provided to online learners.	6.0	5.3	1.7	0.7	5.9	5.2	1.6	0.8	0.15	█
*35. A fair and equitable learning environment exists in my online course(s).	6.4	5.8	1.4	0.6	6.3	5.7	1.4	0.6	0.12	█
36. Courses necessary to meet my degree objectives are offered online.	6.5	5.6	1.6	0.9	6.4	5.3	1.7	1.2	0.33	█

CWU student satisfaction improved from 2015 to 2016 (at least a little bit) for all seven items that Noel-Levitz identified as challenges.

The satisfaction of students enrolled in online courses improved or held steady on 31 of the 36 questions.

V. PROGRAM ENROLLMENT: SOURCES OF INFORMATION

Table 13 summarizes responses to questions that ask: “Each item below describes an expectation about your experiences with this program. On the left, tell us how important it is for your institution to meet this expectation.” The importance of all sources of information increased from 2015 to 2016. CWU’s “Web site” had the smallest increase in importance, but it is still the most important “to meet expectations” for students enrolled in online degree programs and students enrolled on-campus.

Table 13 – Importance to Meet Expectations about your Experience with this Institution

This question uses a seven point Likert scale, see table 13A below.

	2016 Averages		2015 Averages		2016 less 2015		± 1.5 Data Bars	
	Online	On-campus	Online	On-campus	Online	On-campus	Online	On-campus
37. Source of information: Catalog and brochures (printed)	3.6	4.3	3.2	3.6	0.4	0.7		
38. Source of information: Catalog (online)	6.3	5.7	5.9	5.4	0.4	0.3		
39. Source of information: College representatives	4.6	5.1	3.9	4.1	0.7	1.0		
40. Source of information: Web site	6.5	6.0	6.5	5.7	0.0	0.3		
41. Source of information: Advertisements	3.8	4.0	3.1	3.3	0.7	0.7		
42. Source of information: Recommendation from instructor or program advisor	5.2	5.8	4.3	5.1	0.9	0.7		
43. Source of information: Contact with current students and / or recent graduates of the program	4.7	5.2	3.4	4.5	1.3	0.7		

Table 13A - Seven-point Likert Scale was used for Enrollment Questions.



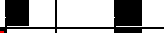

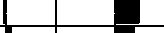
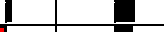
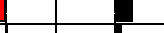
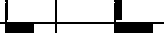
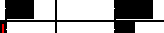
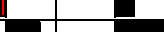








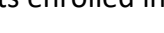


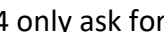
- 1 -	- 2 -	- 3 -	- 4 -	- 5 -	- 6 -	- 7 -
Not important at all	Not very important	Somewhat unimportant	Neutral	Somewhat important	Important	Very important

VI. PROGRAM ENROLLMENT: FACTORS

Table 14 summarizes the importance of “enrollment factors.” The importance of enrollment factors to students enrolled in online degree programs increased for all factors except: “Ability to transfer credits” and “Work schedule” (which held steady). These questions use the same seven point Likert scale as in table 8A.

Table 14 - Factors Important in Enrollment

Notice the large increase for on-campus students for #54 “Recommendations from employer.” The importance of “Recommendations from employer” for on-campus students to enroll at CWU increased from “Somewhat unimportant” to “Somewhat important” in a year. All of the enrollment factors gained in importance for on-campus students while five of the factors decreased for online students. The scale for this question bank is in Table 13A.

	2016		2015		2016 less 2015		± 1.5 Data Bars	
	Online	On-campus	Online	On-campus	Online	On-campus	Online	On-campus
44. Factor to enroll: Ability to transfer credits	6.2	6.3	5.7	5.5	0.5	0.8		
45. Factor to enroll: Cost	6.3	6.3	6.6	5.9	-0.3	0.3		
46. Factor to enroll: Financial assistance available	6.2	6.1	5.5	5.4	0.7	0.7		
47. Factor to enroll: Future employment opportunities	5.8	6.3	6.3	5.7	-0.5	0.7		
48. Factor to enroll: Reputation of institution	5.8	6.1	5.8	5.5	-0.1	0.6		
49. Factor to enroll: Work schedule	6.4	6.0	6.3	5.5	0.1	0.5		
50. Factor to enroll: Flexible pacing for completing a program	6.1	6.1	6.4	5.7	-0.3	0.4		
51. Factor to enroll: Convenience	6.8	6.4	6.7	6.3	0.0	0.1		
52. Factor to enroll: Distance from campus	5.2	5.7	4.4	4.8	0.8	1.0		
53. Factor to enroll: Program requirements	6.4	6.4	6.5	5.8	-0.2	0.5		
54. Factor to enroll: Recommendations from employer	4.1	5.4	3.1	3.3	1.0	2.1		

VII. SUMMARY OF CWU ONLINE AND ON-CAMPUS STUDENTS

Table 15 summarizes the first 54 questions of the Priorities Survey for Online Learners. The table:

- Compares responses of CWU students enrolled in online degree programs to CWU students enrolled in on-campus programs.
- The table shows the proportion of students who responded with a 6 or 7 to each question. For questions 1 through 36 a 6 is “Satisfied” and 7 is “Very satisfied.” Questions 37 through 54 only ask for importance. A 6 is a response of “Important” a 7 is “Very important.”
- Effect sizes are computed to measure the differences in proportions. Cohen’s h is used to compute the effect sizes. (see: https://en.wikipedia.org/wiki/Cohen%27s_h)
- Six questions are highlighted with an effect size of 0.3 or larger.

One difference is very interesting. Question 54 asks how important a recommendation from an employer was for enrollment. Students enrolled on-campus had a much higher proportion of “Important” and “Very Important” even though students enrolled online are more likely to be employed full time.

Table 15 – CWU Online Student Responses Compared to CWU On-campus Student Responses

	CWU Online		CWU F2F		Online less F2F		Effect Size
	% >5	n	% >5	n	%'s	± 25% Bars	
SATISFACTION OF FIRST 26 QUESTIONS							
1. This institution has a good reputation.	64%	56	68%	295	(4%)		-0.07
2. My program advisor is accessible by telephone and e-mail.	76%	55	68%	283	9%		0.19
3. Instructional materials are appropriate for program content.	67%	54	61%	294	6%		0.12
4. Faculty provide timely feedback about student progress.	59%	56	57%	292	2%		0.05
5. My program advisor helps me work toward career goals.	50%	52	60%	278	(10%)		-0.20
6. Tuition paid is a worthwhile investment.	54%	54	58%	286	(4%)		-0.09
7. Program requirements are clear and reasonable.	70%	56	65%	291	5%		0.11
8. Student-to-student collaborations are valuable to me.	52%	50	43%	282	9%		0.19
9. Adequate financial aid is available.	63%	49	52%	264	12%		0.24
10. This institution responds quickly when I request information.	70%	54	62%	287	8%		0.18
11. Student assignments are clearly defined in the syllabus.	61%	56	61%	294	0%		0.00
12. There are sufficient offerings within my program of study.	64%	55	54%	285	10%		0.20
13. The frequency of student and instructor interactions is adequate.	62%	55	59%	286	3%		0.06
14. I receive timely information on the availability of financial aid.	55%	49	52%	249	3%		0.06
15. Channels are available for providing timely responses to student complaints.	43%	46	46%	233	(3%)		-0.06
16. Appropriate technical assistance is readily available.	67%	48	59%	259	7%		0.15
17. Assessment and evaluation procedures are clear and reasonable.	59%	56	61%	282	(2%)		-0.05
18. Registration for online courses is convenient.	64%	56	69%	280	(5%)		-0.10
19. Online career services are available.	51%	41	52%	233	(0%)		-0.01
20. The quality of online instruction is excellent.	56%	55	59%	284	(3%)		-0.06
21. Adequate online library resources are provided.	56%	52	61%	261	(6%)		-0.11
22. I am aware of whom to contact for questions about programs and services.	53%	55	56%	278	(3%)		-0.07
23. Billing and payment procedures are convenient for me.	75%	52	63%	269	12%		0.26
24. Tutoring services are readily available for online courses.	64%	42	47%	225	17%		0.35
25. Faculty are responsive to student needs.	62%	55	66%	288	(4%)		-0.08
26. The bookstore provides timely service to students.	51%	45	53%	268	(2%)		-0.03
SATISFACTION OF CWU CUSTOM QUESTION							
27. Help desk services and technical support are adequate to meet my needs.	74%	42	62%	253	11%		0.24
28. Student-to-student interaction is fostered and encouraged in my online course(s).	68%	57	54%	283	14%		0.30
29. Faculty-to-student interaction is fostered and encouraged in my online course(s).	61%	56	51%	289	10%		0.19
30. There are effective safeguards to deter cheating in online courses.	82%	49	68%	283	13%		0.31
31. General academic advising is available to online learners.	57%	47	55%	246	3%		0.05
32. I feel I am a member of the Central Washington University community.	35%	51	55%	282	(20%)		-0.40
33. The organization and design of my online course(s) is conducive to learning.	61%	57	63%	292	(1%)		-0.03
34. Orientation to university systems and support resources is provided to online learners.	64%	50	56%	257	8%		0.16
35. A fair and equitable learning environment exists in my online course(s).	71%	56	71%	290	0%		0.00
36. Courses necessary to meet my degree objectives are offered online.	64%	56	62%	281	3%		0.06
IMPORTANCE OF SOURCES OF INFORMATION USED FOR ENROLLMENT DECISIONS							
37. Catalog and brochures (printed)	25%	48	35%	266	(10%)		-0.22
38. Catalog (online)	84%	57	69%	281	15%		0.36
39. College representatives	41%	54	52%	269	(11%)		-0.22
40. Web site	86%	57	77%	284	9%		0.23
41. Advertisements	24%	50	28%	257	(4%)		-0.09
42. Recommendation from instructor or program advisor	65%	54	72%	272	(7%)		-0.16
43. Contact with current students and / or recent graduates of the program	48%	54	54%	258	(6%)		-0.11
IMPORTANCE OF FACTORS IMPORTANT FOR ENROLLMENT							
44. Ability to transfer credits	83%	53	83%	275	0%		0.00
45. Cost	84%	57	81%	286	3%		0.08
46. Financial assistance available	84%	49	78%	273	6%		0.14
47. Future employment opportunities	70%	54	82%	278	(12%)		-0.28
48. Reputation of institution	63%	56	76%	284	(14%)		-0.30
49. Work schedule	86%	51	77%	273	9%		0.24
50. Flexible pacing for completing a program	79%	56	81%	282	(3%)		-0.07
51. Convenience	95%	56	87%	289	8%		0.29
52. Distance from campus	58%	38	70%	267	(12%)		-0.25
53. Program requirements	83%	53	85%	282	(2%)		-0.05
54. Recommendations from employer	41%	37	64%	225	(23%)		-0.46

VIII. DEMOGRAPHICS

In general, the demographics of CWU PSOL respondents didn't change much from 2015 to 2016. Section B. highlights some of the demographics of CWU PSOL respondents that are quite different than peer PSOL respondents and national PSOL respondents.

A. CHANGES IN DEMOGRAPHICS OF ALL CWU PSOL RESPONDENTS FROM SPRING 2015 TO SPRING 2016

DEMOG1 Item 58 – Gender			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Female	77%	72%	-5%	
2 – Male	23%	28%	5%	
No response	12	23		

DEMOG2 Item 59 – Age			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – 18 and under	2%	1%	-1%	
2 – 19 to 24	40%	41%	0%	
3 – 25 to 34	21%	25%	4%	
4 – 35 to 44	17%	16%	-1%	
5 – 45 to 54	15%	12%	-3%	
6 – 55 to 64	5%	5%	0%	
7 – 65 and older	0%	0%	0%	
No response	7	17		
Estimated average age using mid-points of the age categories	32	32		

DEMOG3 Item 60 – Ethnicity / Race			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – African-American	4%	4%	0%	
2 – American Indian or Alaskan Native	2%	1%	0%	
3 – Asian or Pacific Islander	8%	13%	5%	
4 – Caucasian/White	69%	63%	-7%	
5 – Hispanic	8%	11%	3%	
6 – Other	3%	2%	-1%	
7 – Prefer not to respond	7%	5%	-1%	
No response	13	21		

DEMOG4 Item 61 – Current enrollment status			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Primarily online	58%	58%	0%	
2 – Primarily on-campus	42%	42%	0%	
No response	11	21		

DEMOG5 Item 62 – Current class load			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Full-time	81%	83%	2%	
2 – Part-time	19%	17%	-2%	
No response	12	19		

DEMOG6 Item 63 – Class level			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – First year	8%	6%	-2%	
2 – Second year	6%	5%	-1%	
3 – Third year	37%	41%	4%	
4 – Fourth year	30%	33%	2%	
5 - Special Student	0%	1%	1%	
6 - Graduate / Professional	16%	11%	-5%	
7 - Other	3%	4%	1%	
No response	11	19		

DEMOG7 Item 64 – Educational goal			Difference	Data bars
	2015	2016	2016-2015	±15%
1 - Associate degree	1%	1%	-1%	
2 –Bachelor's degree	64%	67%	3%	
3 - Master's degree	25%	23%	-2%	
4 - Doctorate or professional degree	8%	5%	-3%	
5 - Certification (initial or renewal)	1%	2%	1%	
6 - Self-improvement / pleasure	0%	1%	1%	
7 - Job-related training	0%	1%	1%	
8 - Other	1%	1%	0%	
No response	14	17		

DEMOG8 Item 65 – Employment			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Full-time	41%	38%	-3%	
2 – Part-time	33%	33%	0%	
3 – Not employed	26%	29%	3%	
No response	13	21		

DEMOG9 Item 66 – Current residence			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Own house	33%	31%	-2%	
2 – Rent room/apartment/house	47%	49%	2%	
3 – Relative's house	11%	12%	1%	
4 – Residence hall	7%	6%	-2%	
5 – Other residence	2%	3%	1%	
No response	14	18		

DEMOG10 Item 67 – Marital status			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Single	57%	58%	1%	
2 – Single with children	8%	11%	3%	
3 – Married	11%	11%	0%	
4 – Married with children	21%	18%	-3%	
5 – Prefer not to respond	3%	1%	-2%	
No response	13	21		

DEMOG11 Item 68 – Current plans			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – Complete online degree program	50%	49%	-1%	
2 – Complete degree on campus	39%	41%	2%	
3 – Transfer credits	2%	1%	-2%	
4 – Complete this course	9%	10%	1%	
No response	13	18		

DEMOG12 Item 69 – Current online enrollment			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – 1 to 3 credits	12%	13%	1%	
2 – 4 to 6 credits	36%	29%	-6%	
3 – 7 to 9 credits	11%	13%	3%	
4 – 10 to 12 credits	17%	19%	2%	
5 – 13 to 15 credits	20%	20%	0%	
6 – More than 15 credits	5%	5%	0%	
No response	14	22		

DEMOG13 Item 70 – Previous online enrollment			Difference	Data bars
	2015	2016	2016-2015	±15%
1 – No classes	16%	12%	-5%	
2 – 1 to 3 classes	29%	31%	2%	
3 – 4 to 6 classes	18%	16%	-2%	
4 – 7 to 9 classes	5%	6%	1%	
5 – 10 to 12 classes	9%	12%	3%	
6 – 13 to 15 classes	14%	12%	-2%	
7 – More than 15 classes	9%	11%	2%	
Estimated classes using mid-points	6.3	6.7		
No response	19	24		

DEMOG14 Item 71 - My intended degree is:	2015		2016		Difference	Data bars
	2015	2016	2016-2015	±15%		
Online undergraduate degree	34%	35%	2%			
Online graduate degree	18%	12%	-6%			
On campus undergraduate degree	37%	43%	6%			
On campus graduate degree	11%	9%	-1%			
No response	13	27				

DEMOG15 Item 72 - My home CWU campus is:	2015		2016		Difference	Data bars
	2015	2016	2016-2015	±15%		
1 - Ellensburg	50%	45%	-5%			
2 - Des Moines, Kent, or Pierce County	14%	21%	7%			
3 - Lynnwood or Everett	13%	14%	1%			
4 - Moses Lake, Wenatchee, or Yakima	4%	4%	0%			
5 - Online: a fully online degree program	18%	16%	-2%			
No response	13	18				

B. COMPARISON OF CWU PSOL DEMOGRAPHICS to PEERS and to the U.S. AVERAGE

The following tables compare the demographics of CWU PSOL respondents to peer institutions and the average of all U.S. respondents.

“Sparklines” are small charts that occupy just one cell in an Excel spreadsheet. All of the below sparklines use a vertical scale of 0% to 100%.

Some of the most noticeable difference in demographics include:

- PSOL peer respondents and U.S. PSOL respondents are much more likely to be enrolled part time.
- CWU students enrolled on-campus average about five or six years younger than the CWU online students.
- 21% of U.S. PSOL respondents are African American. This is quite a bit larger than CWU students or PSOL peers.
- 19% of CWU online student respondents are “Hispanic,” which is double the CWU on-campus percentage and much higher than PSOL peers or the U.S. PSOL average.
- CWU students have a higher class load than PSOL peers or the U.S. PSOL average.
- **15% of the U.S. PSOL respondents’ goal is an Associate degree. This is quite different than CWU students or PSOL peers.**
- Almost twice as many CWU on-campus students are single compared to CWU online students.
- CWU students are enrolled in more online credits than PSOL peers or the U.S. PSOL average.

DEMOG1 Item 58 – Gender	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Female	69%	81%	60%	69%	■ ■ ■ ■
2 – Male	29%	19%	40%	31%	■ ■ ■ ■
Did Not Answer	2%	0			—

DEMOG2 Item 59 – Age

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – 18 and under	1%	0%	1%	1%	— — — —
2 – 19 to 24	44%	23%	14%	11%	■ — — —
3 – 25 to 34	26%	21%	32%	29%	■ — ■ — ■ —
4 – 35 to 44	13%	32%	27%	28%	— ■ — ■ — ■ —
5 – 45 to 54	11%	18%	20%	22%	— — ■ — ■ —
6 – 55 to 64	5%	7%	6%	8%	— — — — ■ —
7 – 65 and older	0%	0%	1%	1%	— — — —
Did Not Answer	0%	0%			
Estimated average age	31	36	37	38	

DEMOG3 Item 60 – Ethnicity / Race

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – African-American	4%	7%	7%	21%	— — ■ — ■ — ■ —
2 – American Indian or Alaskan Native	2%	0%	1%	1%	— — — —
3 – Asian or Pacific Islander	14%	11%	4%	3%	— — — — ■ —
4 – Caucasian/White	64%	51%	79%	61%	■ — ■ — ■ — ■ —
5 – Hispanic	9%	19%	3%	6%	— ■ — — — ■ —
6 – Other	2%	0%	2%	3%	— — — —
7 – Prefer not to respond	4%	11%	4%	5%	— — — — ■ —
Did Not Answer	1%	2%			

DEMOG4 Item 61 – Current enrollment status

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Primarily online	50%	98%	92%	93%	■ ■ ■ ■ ■ —
2 – Primarily on-campus	49%	2%	8%	7%	■ — — — — ■ —
Did Not Answer	1%	0			

DEMOG5 Item 62 – Current class load

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Full-time	84%	72%	42%	60%	■ ■ ■ ■ ■ —
2 – Part-time	15%	28%	58%	40%	— ■ — ■ — ■ —
Did Not Answer	1%	0%			

DEMOG6 Item 63 – Class level

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – First year	6%	5%	8%	20%	— — — —
2 – Second year	6%	2%	9%	17%	— — — —
3 – Third year	41%	37%	21%	15%	■ ■ ■ ■
4 – Fourth year	32%	33%	21%	14%	■ ■ ■ ■
5 - Special Student	0%	2%	1%	1%	— — — —
6 - Graduate / Professional	9%	21%	35%	30%	— ■ ■ ■ ■
7 - Other	5%	0%	4%	3%	— — — —
Did Not Answer	1%	0			

DEMOG7 Item 64 – Educational Goal

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 - Associate degree	1%	0%	4%	15%	— — — —
2 –Bachelor's degree	69%	54%	48%	41%	■ ■ ■ ■ ■
3 - Master's degree	22%	32%	33%	27%	■ ■ ■ ■ ■
4 - Doctorate or professional degree	5%	5%	6%	13%	— — — —
5 - Certification (initial or renewal)	1%	9%	5%	2%	— — — —
6 - Self-improvement / pleasure	1%	0%	0%	0%	— — — —
7 - Job-related training	1%	0%	1%	0%	— — — —
8 - Other	1%	0%	1%	1%	— — — —
Did Not Answer	0	0			

DEMOG8 Item 65 – Employment

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Full-time	34%	56%	71%	65%	■ ■ ■ ■ ■
2 – Part-time	34%	25%	16%	13%	■ ■ ■ ■ ■
3 – Not employed	30%	19%	13%	22%	■ ■ ■ ■ ■
Did Not Answer	1%	0			

DEMOG9 Item 66 – Current residence

	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Own house	27%	54%	60%	49%	■ ■ ■ ■ ■
2 – Rent room/apartment/house	52%	30%	30%	37%	■ ■ ■ ■ ■
3 – Relative’s house	12%	12%	7%	10%	— — — —
4 – Residence hall	7%	0%	2%	1%	— — — —
5 – Other residence	2%	4%	2%	3%	— — — —
Did Not Answer	0%	0			

DEMOG10 Item 67 – Marital status	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Single	62%	32%	32%	29%	■ ■ ■ ■
2 – Single with children	10%	18%	9%	15%	— — — —
3 – Married	10%	14%	18%	17%	— — — —
4 – Married with children	15%	32%	39%	35%	— ■ ■ ■ ■
5 – Prefer not to respond	1%	4%	2%	4%	— — — —
Did Not Answer	1%	2%			

DEMOG11 Item 68 – Current plans	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Complete online degree program	40%	96%	82%	84%	■ ■ ■ ■
2 – Complete degree on campus	48%	0%	9%	6%	■ — — —
3 – Transfer credits	1%	0%	2%	4%	— — — —
4 – Complete this course	11%	4%	7%	6%	— — — —
Did Not Answer	0%	0%			

DEMOG12 Item 69 – Current online enrollment	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – 1 to 3 credits	14%	7%	23%	25%	— — ■ ■ ■
2 – 4 to 6 credits	32%	14%	33%	31%	■ ■ — ■ ■
3 – 7 to 9 credits	12%	19%	22%	12%	— — — —
4 – 10 to 12 credits	18%	21%	13%	11%	— ■ — — —
5 – 13 to 15 credits	18%	28%	5%	4%	— ■ — — —
6 – More than 15 credits	4%	11%	4%	17%	— — — —
Did Not Answer	2%	0%			
Estimated average online credits	8.1	10.4	6.7	7.7	

DEMOG13 Item 70 – Previous online enrollment	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – No classes	14%	0%	17%	22%	— — — —
2 – 1 to 3 classes	30%	33%	36%	39%	■ ■ ■ ■ ■
3 – 4 to 6 classes	16%	12%	17%	13%	— — — —
4 – 7 to 9 classes	7%	2%	10%	6%	— — — —
5 – 10 to 12 classes	12%	11%	7%	6%	— — — —
6 – 13 to 15 classes	9%	23%	3%	3%	— ■ — —
7 – More than 15 classes	12%	19%	9%	11%	— ■ — —
Did Not Answer	0%	0%			

DEMOG14 Item 71 - My intended degree is	CWU On-Campus	CWU Online	Spark Lines
Online undergraduate degree	27%	74%	
Online graduate degree	10%	21%	
On campus undergraduate degree	49%	0%	
On campus graduate degree	11%	0%	
Did Not Answer	2%	5%	

DEMOG15 Item 72 - My home CWU campus is:	CWU On-Campus	CWU Online	Spark Lines
1 - Ellensburg	53%	0%	
2 - Des Moines, Kent, or Pierce County	25%	0%	
3 - Lynnwood or Everett	17%	0%	
4 - Moses Lake, Wenatchee, or Yakima	5%	0%	
5 - Online: fully online degree program	0%	100%	
Did Not Answer	0%	0	

IX. MAJORS OF CWU SURVEY RESPONDENTS

Table 16 – Majors of CWU PSOL Respondents

Major Code	Major	CWU	CWU	CWU	CWU
		Online	On-Campus	Online %	On-Campus %
1168	Not enrolled in an online degree program	3	122	5%	38%
1169	Aviation Management (BS)	0	5	0%	2%
1153	English: Professional & Creative Writing (BA)	5	3	9%	1%
1063	Health & Phys. Ed.: Athletic Administration (MS)	0	6	0%	2%
1165	Health & Phys. Ed.: Teaching Phys. Ed. & Health (MS)	0	3	0%	1%
1166	Higher Education (MED)	8	4	14%	1%
1087	Information Tech & Admin Mgt (BAS)	9	39	16%	12%
1088	Information Tech & Admin Mgt (BS)	6	24	11%	8%
1089	Information Tech & Admin Mgt (MS)	1	8	2%	3%
1090	Interdisciplinary Studies: Social Sciences (BS)	6	31	11%	10%
1094	Law & Justice (BA)	7	16	12%	5%
1167	Literacy (MED)	0	0	0%	0%
1107	Paramedicine (BS)	2	2	4%	1%
1125	Psychology (BA)	3	16	5%	5%
1137	School Administration (MED)	1	0	2%	0%
1170	Social Services (BS)	0	8	0%	3%
1145	Sociology (BA)	2	5	4%	2%
1151	Special Education (MED)	0	1	0%	0%
	Did not answer	4	25	7%	8%
	TOTAL	57	318	100%	100%

Appendix 1

A Mock-up of Questions on CWU's 2016 Priorities Survey for Online Learners

Each item below describes an expectation about your experiences with this program.

On the *left*, tell us how **important** it is for your institution to meet this expectation.

On the *right*, tell us how **satisfied** you are that your institution has met this expectation.

Importance to me My level of satisfaction											
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	N/A - does not apply	1 - not satisfied at all	2 - not very satisfied	3 - somewhat dissatisfied	4 - neutral	5 - somewhat satisfied	6 - satisfied	7 - very satisfied	N/A - not available/not used				
1	2	3	4	5	6	7	N/A					1	2	3	4	5	6	7	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. This institution has a good reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. My program advisor is accessible by telephone and e-mail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Instructional materials are appropriate for program content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Faculty provide timely feedback about student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. My program advisor helps me work toward career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Tuition paid is a worthwhile investment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Program requirements are clear and reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Student-to-student collaborations are valuable to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Adequate financial aid is available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. This institution responds quickly when I request information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Student assignments are clearly defined in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. There are sufficient offerings within my program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	N/A					1	2	3	4	5	6	7	N/A

... My level of satisfaction Importance to me ...

1 - not important at all
 2 - not very important
 3 - somewhat unimportant
 4 - neutral

5 - somewhat important
 6 - important
 7 - very important
 N/A - does not apply

1 - not satisfied at all
 2 - not very satisfied
 3 - somewhat dissatisfied
 4 - neutral

5 - somewhat satisfied
 6 - satisfied
 7 - very satisfied
 N/A - not available/not used

1	2	3	4	5	6	7	N/A		1	2	3	4	5	6	7	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13.	The frequency of student and instructor interactions is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14.	I receive timely information on the availability of financial aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15.	Channels are available for providing timely responses to student complaints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16.	Appropriate technical assistance is readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17.	Assessment and evaluation procedures are clear and reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18.	Registration for online courses is convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19.	Online career services are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20.	The quality of online instruction is excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21.	Adequate online library resources are provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22.	I am aware of whom to contact for questions about programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23.	Billing and payment procedures are convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24.	Tutoring services are readily available for online courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	N/A		1	2	3	4	5	6	7	N/A

1 - not important at all
 2 - not very important
 3 - somewhat unimportant
 4 - neutral

5 - somewhat important
 6 - important
 7 - very important
 N/A - does not apply

1 - not satisfied at all
 2 - not very satisfied
 3 - somewhat dissatisfied
 4 - neutral

5 -somewhat satisfied
 6 - satisfied
 7 - very satisfied
 N/A - not available/not used

1	2	3	4	5	6	7	N/A	Note: #27 through #36 are "Campus Defined Items"									1	2	3	4	5	6	7	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25.	Faculty are responsive to student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26.	The bookstore provides timely service to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27.	Help desk services and technical support are adequate to meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28.	Student-to-student interaction is fostered and encouraged in my online course(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29.	Faculty-to-student interaction is fostered and encouraged in my online course(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30.	There are effective safeguards to deter cheating in online courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31.	General academic advising is available to online learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32.	I feel I am a member of the Central Washington University community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33.	The organization and design of my online course(s) is conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34.	Orientation to university systems and support resources is provided to online learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35.	A fair and equitable learning environment exists in my online course(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36.	Courses necessary to meet my degree objectives are offered online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	N/A										1	2	3	4	5	6	7	N/A	

Each item below describes an expectation about your experiences with this program.
 On the *left*, tell us how important it is for your institution to meet this expectation.

1 - not important at all
 2 - not very important
 3 - somewhat unimportant
 4 - neutral

5 - somewhat important
 6 - important
 7 - very important
 N/A - does not apply

1	2	3	4	5	6	7	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Catalog and brochures (printed)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Catalog (online)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. College representatives
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Web site
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Advertisements
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Recommendation from instructor or program advisor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Contact with current students and / or recent graduates of the program
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Ability to transfer credits
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Cost
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Financial assistance available
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Future employment opportunities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Reputation of institution
1	2	3	4	5	6	7	N/	

Importance to me ...

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral

5 - somewhat important
6 - important
7 - very important
N/A - does not apply

1	2	3	4	5	6	7	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Work schedule
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Flexible pacing for completing a program
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. Convenience
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. Distance from campus
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53. Program requirements
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	54. Recommendations from employer

Summary Questions

Choose the one response that best applies to you for each of the questions below.

1. So far, how has your online experience met your expectations?

2. Rate your overall satisfaction with your online experience thus far.

3. If you had to do it over, would you enroll in this program again?

Demographic Questions

Please select the response for each item that best describes you from the pull down lists provided.

1. Gender

2. Age

3. Ethnicity/Race

4. Current Enrollment Status

5. Overall Class Load

6. Class Level

7. Educational Goal

8. Employment

9. Current Residence

10. Marital Status

11. Current Plans

12. Current Online Enrollment

13. Previous Online Enrollment

Campus defined demographics

14. My intended degree is:

- Online undergraduate degree
- Online graduate degree
- On-campus undergraduate degree
- On-campus graduate degree

15. My home CWU campus is:

- Ellensburg
- Des Moines or Pierce County
- Lynnwood or Everett
- Moses Lake, Wenatchee, or Yakima
- Online: a fully online degree program

Please enter any comments you would like to share with this institution.

Campus Defined Majors

- 1168 - Not enrolled in an online degree program
- 1063 - Health and Physical Education: Athletic Administration (MS)
- 1087 - Information Tech & Admin Mgt (BAS)
- 1088 - Information Tech & Admin Mgt (BS)
- 1089 - Information Tech & Admin Mgt (MS)
- 1090 - Interdisciplinary Studies: Social Sciences (BS)
- 1094 - Law & Justice (BA)
- 1107 - Paramedicine (BS)
- 1125 - Psychology (BA)
- 1137 - School Administration (MED)
- 1145 - Sociology (BA)
- 1151 - Special Education (MED)
- 1153 - English: Professional & Creative Writing (BA)
- 1165 - Health and Physical Education: Teaching Physical Education and Health (MS)
- 1166 - Higher Education (MED)
- 1167 - Literacy (MED)
- 1168 - Aviation Management (BS)
- 1169 - Social Services (BS)