



CENTRAL WASHINGTON UNIVERSITY

2018 RUFFALO NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS

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## 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 winter 2018 term, links to PSOL surveys were emailed to students on January 22<sup>nd</sup>, 25<sup>th</sup>, 29<sup>th</sup> and February 1<sup>st</sup>. All respondents were eligible for a 10% discount on a purchase at the CWU Wildcat Shop (either in Ellensburg or online). Fifteen respondents were randomly selected for early fall 2017 registration.

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 2018 PSOL survey follows in Appendix 1.

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

Year	Term	Date Started	Date Ended	Students Surveyed	Replies	Response Rate
2018	Winter	1/22/18	2/1/18	5,060	354	7%
2017	Spring	5/1/17	5/12/17	4,070	187	5%
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: We believe the response rate dropped in 2017 because the PSOL was sent out later than in previous years. This might have negated the incentive of early registration. 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	2017	2018
Ellensburg Campus	42%	50%	45%	33%	48%
University Centers	42%	32%	39%	40%	33%
Enrolled Online	16%	18%	16%	22%	19%

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The PSOL allows CWU to benchmark ourselves to selected peer institutions and to the national average. The peer institutions selected for 2018 include:

- Bemidji State University
- City University of Seattle
- Dakota State University
- Minot State University
- Troy University, AL
- U of Illinois Springfield
- U of Wisconsin-Stout

The 2018 PSOL had:

- 354 CWU responses (63 from students enrolled in online degree programs)
- 3,665 responses by seven peer institutions
- 128,988 responses nationally

## II. EXECUTIVE SUMMARY

### Note about the 2017 vs. 2018 PSOL

In 2017, CWU self-administered a NSSE Topical Module survey to all first year and senior students just before the PSOL. The course evaluations (SEOs) were administered just after the PSOL. The PSOL was administered later than usual and was squeezed between two other surveys. The responses rate of the PSOL was low (5%), evidently because of the time and the other surveys. CWU “gaps” in satisfaction less priorities increased in the 2017 survey. This seems to be an anomaly because CWU Multimodal Learning did not change any of their processes and several other assessments didn’t show a change in online vs. face-to-face students. As planned, in 2018 we administered the PSOL earlier in the term without surveys just before it and the response rate increased to 7%.

### 2018 PSOL Executive Summary

- Some demographics for surveyed CWU students are different from peers and U.S. PSOL respondents.
- CWU student satisfaction on 33 of the first 36 questions improved from 2017 to 2018; however, many “Gaps” in priorities less satisfaction are still higher than peers and U.S. respondents.
- The PSOL identified five 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.\*
  - 35. Campus item: A fair and equitable learning environment exists in my online course(s).\*
- The PSOL identified eight challenges for CWU relative to peer and national ratings:
  - 6. Tuition paid is a worthwhile investment.
  - 9. Adequate financial aid is available.\*
  - 10. This institution responds quickly when I request information.
  - 11. Student assignments are clearly defined in the syllabus.\*
  - 12. There are sufficient offerings within my program of study.\*
  - 14. I receive timely information on the availability of financial aid.\*
  - 20. The quality of online instruction is excellent.\*
  - 36. Campus item: Courses necessary to meet my degree objectives are offered online

\* = also included as a strength or challenge in 2017

## III. STRATEGIC PLANNING OVERVIEW

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The PSOL measures three broad ratings it calls “strategic planning overviews.” In 2018 CWU’s ratings increased in overall satisfaction and desire to do the program again but decreased in meeting expectations. 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	2017	2018	Trends
So far, how has your online experience met your expectations?	4.26	4.27	4.63	4.31	4.47	4.55	4.76	4.56	4.50	
Rate your overall satisfaction with your online experience thus far.	4.84	4.85	5.33	4.97	5.17	5.20	5.45	5.17	5.24	
If you had to do it over, would you enroll in this program again?	5.31	5.10	5.55	5.42	5.48	5.48	5.67	5.42	5.55	

*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.*

In two categories, CWU students enrolled in online degree programs had 2018 “Summary” ratings lower than CWU students enrolled on-campus, peer institutions, and PSOL respondents; however, both those categories increased from last year. In the third category, overall satisfaction, online degree programs increased to a level above on-campus and just below peer institutions and national PSOL respondents.

**Table 4 – Strategic Planning Overview Comparison**

	ONLINE		CWU ON-CAMPUS		CWU AVERAGE		PEER AVERAGE		U.S. AVERAGE	
	2018	vs. 2017	2018	vs. 2017	2018	vs. 2017	2018	vs. 2017	2018	vs. 2017
1. So far, how has your online experience met your expectations?	4.4	0.2	4.5	-0.1	4.5	-0.1	4.9	0.0	5.2	0.0
2. Rate your overall satisfaction with your online experience thus far.	5.4	0.5	5.2	0.0	5.2	0.0	5.6	0.0	5.8	0.0
3. If you had to do it over, would you enroll in this program again?	5.4	0.4	5.6	0.1	5.5	0.1	5.8	0.0	5.9	0.0

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

Scale	Summary Question 1	Sum. Question 2	Sum. Question 3
1	Much worse than I expected	Not satisfied at all	Definitely not
2	Quite a bit worse than I expected	Not very satisfied	Probably not
3	Worse than I expected	Somewhat dissatisfied	Maybe not
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**

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**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 than national PSOL respondents on four of the five scales and higher Gaps than peer institutions on three of the 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. Both Satisfaction and Priority questions used a seven point Likert scale. See Table 9.

**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 -0.1 to 0.5
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
Institutional Perceptions	6.30	5.69	0.61	6.55	5.93	0.62	-0.01	
Academic Services	6.29	5.62	0.67	6.47	5.97	0.50	0.17	
Instructional Services	6.22	5.59	0.63	6.43	5.89	0.54	0.09	
Enrollment Services	6.40	5.55	0.85	6.53	6.08	0.45	0.40	
Student Services	6.17	5.48	0.69	6.40	5.90	0.50	0.19	

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

Scale/Item	CWU Average of All Students			CWU Peer Institutions			Difference in Gaps	Data Bars -0.1 to 0.5
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
Institutional Perceptions	6.30	5.69	0.61	6.44	5.77	0.67	-0.06	
Academic Services	6.29	5.62	0.67	6.29	5.71	0.58	0.09	
Instructional Services	6.22	5.59	0.63	6.31	5.66	0.65	-0.02	
Enrollment Services	6.40	5.55	0.85	6.37	5.91	0.46	0.39	
Student Services	6.17	5.48	0.69	6.16	5.67	0.49	0.20	

**B. SCALE CHANGES FROM 2017 TO 2018**

The 2018 scale report showed that CWU Satisfaction improved year-to-year on all five of the major scales. CWU Satisfaction in “Institutional Perceptions”, “Academic Services”, and “Student Services” all improved significantly. There was not a significant change in “Enrollment Services.” Gaps of Satisfaction less Priority decreased for all of the five scales. Table 8 summarizes the changes in scales.

**Table 8 – Changes in CWU’s Major Scales from 2017 to 2018**

Scale/Item	Feb 2018			May 2017			Satisfaction Increase	Gap Change
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
Institutional Perceptions	6.30	5.69	0.61	6.33	5.55	0.78	0.14	-0.17
Academic Services	6.29	5.62	0.67	6.27	5.44	0.83	0.18	-0.16
Instructional Services	6.22	5.59	0.63	6.28	5.48	0.80	0.11	-0.17
Enrollment Services	6.40	5.55	0.85	6.37	5.51	0.86	0.04	-0.01
Student Services	6.17	5.48	0.69	6.14	5.24	0.90	0.24*	-0.21

\* Difference statistically significant at the .05 level

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

	<b>PRIORITIES SCALES</b>	<b>SATISFACTION SCALES</b>
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 2018 CWU students enrolled in online degree programs had nine questions with gaps of 1.0 or larger. CWU students’ enrolled on-campus had two questions with gaps of 1.0 or larger. Table 10 summarizes the gaps and highlights one question 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	5.6	0.4	1. This institution has a good reputation.	6.1	5.9	0.2
6.6	5.9	0.7	2. My program advisor is accessible by telephone and e-mail.	6.3	5.9	0.5
6.5	5.7	0.8	3. Instructional materials are appropriate for program content.	6.5	5.8	0.6
6.5	5.4	<b>1.1</b>	4. Faculty provide timely feedback about student progress.	6.5	5.7	0.7
6.1	5.2	0.9	5. My program advisor helps me work toward career goals.	6.2	5.5	0.7
6.7	5.4	<b>1.3</b>	6. Tuition paid is a worthwhile investment.	6.5	5.6	0.9
6.6	5.4	<b>1.2</b>	7. Program requirements are clear and reasonable.	6.5	5.8	0.7
4.4	4.9	-0.4	8. Student-to-student collaborations are valuable to me.	4.9	5.2	-0.3
6.4	5.7	0.6	9. Adequate financial aid is available.	6.5	5.3	<b>1.2</b>
6.5	5.8	0.7	10. This institution responds quickly when I request information.	6.3	5.4	0.9
6.7	5.5	<b>1.2</b>	11. Student assignments are clearly defined in the syllabus.	6.5	5.7	0.8
6.6	5.4	<b>1.2</b>	12. There are sufficient offerings within my program of study.	6.4	5.5	0.9
6.3	5.7	0.5	13. Frequency of student & instructor interactions is adequate.	6.2	5.7	0.5
6.4	5.5	0.9	14. I receive timely information on the availability of financial aid.	6.3	5.3	1.0
6.0	5.1	0.9	15. Channels are available for providing timely responses to student complaints.	6.0	5.2	0.8
6.4	5.9	0.5	16. Appropriate technical assistance is readily available.	6.3	5.7	0.6
6.5	5.8	0.7	17. Assessment/evaluation procedures are clear and reasonable.	6.4	5.8	0.5
6.7	5.9	0.9	18. Registration for online courses is convenient.	6.5	5.9	0.6
6.2	5.4	0.8	19. Online career services are available.	5.9	5.5	0.4
6.6	5.3	<b>1.3</b>	<b>20. The quality of online instruction is excellent.</b>	6.4	5.4	<b>1.0</b>
6.3	6.1	0.2	21. Adequate online library resources are provided.	6.2	5.9	0.3
6.4	5.5	0.9	22. I am aware of whom to contact about programs & services.	6.2	5.5	0.8
6.5	5.8	0.8	23. Billing and payment procedures are convenient for me.	6.3	5.6	0.6
5.8	5.5	0.4	24. Tutoring services are readily available for online courses.	5.9	5.2	0.7
6.6	5.8	0.9	25. Faculty are responsive to student needs.	6.5	5.7	0.8
6.4	6.1	0.3	26. The bookstore provides timely service to students.	6.2	5.8	0.4
6.6	6.1	0.5	*27. Help desk services & technical support are adequate.	6.2	5.9	0.3
5.0	5.7	-0.7	*28. Student-student interaction is fostered/encouraged in online course(s).	5.1	5.3	-0.2
6.1	5.6	0.5	*29. Faculty-student interaction is fostered/encouraged in online course(s).	5.8	5.3	0.5
5.9	6.2	-0.3	*30. The online course management system is easy to use.	5.9	5.8	0.1
6.3	5.1	<b>1.2</b>	*31. General academic advising is available to online learners.	6.0	5.3	0.6
5.0	4.6	0.4	*32. I feel I am a member of the CWU community.	5.8	5.4	0.4
6.5	5.3	<b>1.2</b>	*33. The organization and design of my online course(s) is conducive to learning.	6.3	5.6	0.7
5.9	5.1	0.8	*34. Orientation to university systems/support resources is provided	5.9	5.5	0.4
6.4	5.8	0.6	*35. A fair/equitable learning environment exists in my online course(s).	6.2	6.0	0.2
6.7	5.7	<b>1.0</b>	*36. Courses necessary to meet my degree objectives are offered online.	6.3	5.5	0.8

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. Two questions are highlighted where the “Overall Gap” for CWU students is 0.5 or higher than peers or the U.S. average. CWU’s five relative strengths are identified with a star in a green background. CWU’s eight “challenges” relative to peers and U.S. responses are identified with a flag 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: Importance less Satisfaction Question Text (* denotes CWU custom questions)		Averages	CWU Overall GAP	CWU Online GAP	CWU On-campus GAP	Peer GAP	U.S. GAP
	1. This institution has a good reputation.		0.2	0.4	0.2	0.4	0.4
★	2. My program advisor is accessible by telephone and e-mail.		0.5	0.7	0.5	0.4	0.4
★	3. Instructional materials are appropriate for program content.		0.7	0.8	0.6	0.8	0.6
	4. Faculty provide timely feedback about student progress.		0.8	1.1	0.7	1.0	0.8
	5. My program advisor helps me work toward career goals.		0.8	1.0	0.7	0.7	0.6
⚠	6. Tuition paid is a worthwhile investment.		1.0	1.3	0.9	1.0	0.8
	7. Program requirements are clear and reasonable.		0.8	1.2	0.7	0.8	0.7
	8. Student-to-student collaborations are valuable to me.		-0.3	-0.4	-0.3	-0.4	-0.3
⚠	<b>9. Adequate financial aid is available.</b>		<b>1.2</b>	<b>0.6</b>	<b>1.2</b>	<b>0.7</b>	<b>0.7</b>
⚠	10. This institution responds quickly when I request information.		0.9	0.7	0.9	0.5	0.6
⚠	11. Student assignments are clearly defined in the syllabus.		0.9	1.2	0.8	0.9	0.7
⚠	12. There are sufficient offerings within my program of study.		1.0	1.2	0.9	0.9	0.6
	13. Frequency of student & instructor interactions is adequate.		0.5	0.5	0.5	0.6	0.5
⚠	<b>14. I receive timely information on the availability of financial aid.</b>		<b>1.0</b>	<b>0.9</b>	<b>1.0</b>	<b>0.5</b>	<b>0.6</b>
	15. Channels are available for providing timely responses to student complaints.		0.9	0.9	0.8	0.7	0.7
	16. Appropriate technical assistance is readily available.		0.6	0.5	0.6	0.4	0.4
★	17. Assessment/evaluation procedures are clear and reasonable.		0.6	0.7	0.5	0.6	0.5
★	18. Registration for online courses is convenient.		0.6	0.9	0.6	0.5	0.3
	19. Online career services are available.		0.5	0.8	0.4	0.3	0.4
⚠	20. The quality of online instruction is excellent.		1.1	1.3	1.0	1.1	0.8
	21. Adequate online library resources are provided.		0.3	0.2	0.3	0.4	0.4
	22. I am aware of whom to contact about programs & services.		0.8	0.9	0.8	0.6	0.5
	23. Billing and payment procedures are convenient for me.		0.7	0.8	0.6	0.2	0.4
	24. Tutoring services are readily available for online courses.		0.7	0.4	0.7	0.6	0.5
	25. Faculty are responsive to student needs.		0.8	0.9	0.8	0.8	0.7
	26. The bookstore provides timely service to students.		0.4	0.3	0.4	0.3	0.3
	*27. Help desk services & technical support are adequate.		0.3	0.5	0.3		
	*28. Student-student interaction is fostered/encouraged in online course(s).		-0.2	-0.7	-0.2		
	*29. Faculty-student interaction is fostered/encouraged in online course(s).		0.5	0.5	0.5		
	*30. The online course management system is easy to use.		0.1	-0.3	0.1		
	*31. General academic advising is available to online learners.		0.8	1.2	0.6		
	*32. I feel I am a member of the CWU community.		0.5	0.4	0.4		
	*33. The organization and design of my online course(s) is conducive to learning.		0.8	1.2	0.7		
	*34. Orientation to university systems/support resources is provided		0.5	0.8	0.4		
★	*35. A fair/equitable learning environment exists in my online course(s).		0.3	0.6	0.2		
⚠	*36. Courses necessary to meet my degree objectives are offered online.		0.9	1.0	0.8		

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Table 12 shows the changes from 2017 to 2018 in “item” ratings for all CWU students taking courses online during the spring quarter of 2017 and the winter quarter of 2018. CWU student satisfaction increased for 33 of the 36 questions. Three of the questions had statistically significant increases in satisfaction (\* denotes a difference statistically significant at a 0.05 level, \*\* at the 0.01 level).

**Table 12 - Changes in Satisfaction from 2017 to 2018 for all CWU Students Enrolled in Online Courses**

Item	2018				2017				Change in Satisfaction	Data Bars ± 0.5
	Priority	Satisfaction	SD	Gap	Priority	Satisfaction	SD	Gap		
1. This institution has a good reputation.	6.1	5.8	1.2	0.2	6.2	5.6	1.3	0.6	0.21	
2. My program advisor is accessible by telephone and e-mail.	6.4	5.9	1.5	0.5	6.4	5.5	1.8	0.9	0.36*	
3. Instructional materials are appropriate for program content.	6.4	5.8	1.2	0.7	6.5	5.7	1.2	0.8	0.06	
4. Faculty provide timely feedback about student progress.	6.4	5.6	1.4	0.8	6.4	5.5	1.4	0.9	0.14	
5. My program advisor helps me work toward career goals.	6.2	5.4	1.6	0.8	6.2	5.1	2.0	1.1	0.29	
6. Tuition paid is a worthwhile investment.	6.5	5.6	1.5	1.0	6.5	5.5	1.5	1.0	0.06	
7. Program requirements are clear and reasonable.	6.5	5.7	1.5	0.8	6.5	5.6	1.4	0.9	0.15	
8. Student-to-student collaborations are valuable to me.	4.9	5.2	1.5	-0.3	5.2	5.1	1.7	0.1	0.05	
9. Adequate financial aid is available.	6.5	5.3	1.8	1.2	6.3	5.3	1.8	1.1	0.07	
10. This institution responds quickly when I request information.	6.4	5.5	1.6	0.9	6.3	5.3	1.7	1.0	0.17	
11. Student assignments are clearly defined in the syllabus.	6.5	5.6	1.4	0.9	6.5	5.5	1.5	1.1	0.16	
12. There are sufficient offerings within my program of study.	6.4	5.5	1.5	1.0	6.4	5.4	1.5	1.1	0.10	
13. The frequency of student and instructor interactions is adequate.	6.2	5.7	1.3	0.5	6.2	5.6	1.4	0.6	0.11	
14. I receive timely information on the availability of financial aid.	6.3	5.3	1.6	1.0	6.4	5.3	1.8	1.1	0.08	
15. Channels are available for providing timely responses to student complaints.	6.1	5.2	1.6	0.9	6.1	4.7	1.9	1.4	0.46**	
16. Appropriate technical assistance is readily available.	6.3	5.7	1.4	0.6	6.2	5.7	1.4	0.5	0.08	
17. Assessment and evaluation procedures are clear and reasonable.	6.4	5.8	1.3	0.6	6.4	5.6	1.4	0.8	0.16	
18. Registration for online courses is convenient.	6.5	5.9	1.5	0.6	6.5	5.8	1.5	0.7	0.07	
19. Online career services are available.	5.9	5.5	1.5	0.5	5.8	5.2	1.7	0.6	0.28	
20. The quality of online instruction is excellent.	6.5	5.4	1.6	1.1	6.5	5.3	1.6	1.2	0.01	
21. Adequate online library resources are provided.	6.2	5.9	1.3	0.3	6.3	5.7	1.4	0.6	0.16	
22. I am aware of whom to contact for questions about programs and services.	6.3	5.4	1.7	0.8	6.4	5.3	1.8	1.1	0.11	
23. Billing and payment procedures are convenient for me.	6.3	5.6	1.6	0.7	6.3	5.7	1.5	0.6	-0.07	
24. Tutoring services are readily available for online courses.	5.9	5.2	1.7	0.7	5.9	5.1	1.7	0.8	0.10	
25. Faculty are responsive to student needs.	6.5	5.7	1.4	0.8	6.5	5.5	1.5	1.0	0.19	
26. The bookstore provides timely service to students.	6.2	5.8	1.5	0.4	6.1	5.6	1.6	0.5	0.22	
*27. Help desk services and technical support are adequate to meet my needs.	6.2	5.9	1.3	0.3	6.2	5.8	1.3	0.3	0.08	
*28. Student-to-student interaction is fostered and encouraged in my online course(s).	5.1	5.3	1.7	-0.2	5.2	5.4	1.6	-0.2	-0.09	
*29. Faculty-to-student interaction is fostered and encouraged in my online course(s).	5.9	5.4	1.5	0.5	6.0	5.3	1.7	0.7	0.05	
*30. There are effective safeguards to deter cheating in online courses.	5.9	5.8	1.5	0.1	6.0	5.8	1.5	0.1	0.01	
*31. General academic advising is available to online learners.	6.1	5.3	1.7	0.8	6.2	5.1	1.8	1.1	0.21	
*32. I feel I am a member of the Central Washington University community.	5.7	5.2	1.7	0.5	5.8	4.8	1.9	1.0	0.39*	
*33. The organization and design of my online course(s) is conducive to learning.	6.3	5.5	1.5	0.8	6.4	5.4	1.5	1.1	0.15	
*34. Orientation to university systems & support resources is provided to online learners.	5.9	5.4	1.7	0.5	6.1	5.2	1.8	0.9	0.18	
*35. A fair and equitable learning environment exists in my online course(s).	6.3	6.0	1.3	0.3	6.4	5.8	1.4	0.6	0.14	
*36. Courses necessary to meet my degree objectives are offered online.	6.4	5.5	1.7	0.9	6.5	5.6	1.6	0.9	-0.10	

## 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.”

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

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

	2018 Averages		2017 Averages		2018 less 2017		± 1.5 Data Bars	
	Online	On-campus	Online	On-campus	Online	On-campus	Online	On-campus
37. Source of information: Catalog and brochures (printed)	4.1	5.1	3.6	4.5	0.6	0.6		
38. Source of information: Catalog (online)	6.4	6.2	5.8	6.1	0.6	0.1		
39. Source of information: College representatives	5.1	5.5	4.5	5.1	0.7	0.4		
40. Source of information: Web site	6.4	6.3	6.2	6.2	0.2	0.1		
41. Source of information: Advertisements	3.5	4.3	3.0	4.0	0.6	0.4		
42. Source of information: Recommendation from instructor or program advisor	5.7	5.8	5.2	5.7	0.5	0.1		
43. Source of information: Contact with current students and / or recent graduates of the program	4.6	5.2	4.5	5.0	0.1	0.2		

**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 on-campus degree programs increased in all factors except “Reputation of the institute,” which remained almost constant. On the other hand, the importance of enrollment factors to students enrolled in online degree programs remained fairly steady, except in “Financial assistance available”, “Distance from campus”, and “Recommendations from employer”, of which “Recommendations from employer” had a large increase. These questions use the same seven point Likert scale as in Table 13A.

Note: 2017 had a low response rate with unusually low ratings. This likely accounts for some of the significant increases in 2018. See section II. Executive Summary.

**Table 14 - Factors Important in Enrollment**

	2018		2017		2018 less 2017		± 1.5 Data Bars	
	Online	On-campus	Online	On-campus	Online	On-campus	Online	On-campus
44. Factor to enroll: Ability to transfer credits	6.1	6.1	6.0	5.9	0.1	0.2		
45. Factor to enroll: Cost	6.3	6.2	6.5	6.0	-0.2	0.2		
46. Factor to enroll: Financial assistance available	6.2	6.1	5.8	5.3	0.5	0.8		
47. Factor to enroll: Future employment opportunities	5.9	6.0	6.0	5.9	-0.2	0.1		
48. Factor to enroll: Reputation of institution	5.7	5.9	5.8	5.9	-0.1	0.0		
49. Factor to enroll: Work schedule	6.2	6.0	6.3	5.4	-0.1	0.6		
50. Factor to enroll: Flexible pacing for completing a program	6.0	6.1	6.0	5.7	0.0	0.5		
51. Factor to enroll: Convenience	6.5	6.3	6.5	6.2	0.1	0.1		
52. Factor to enroll: Distance from campus	4.9	5.8	4.3	4.7	0.6	1.1		
53. Factor to enroll: Program requirements	5.7	6.2	5.6	5.9	0.1	0.3		
54. Factor to enroll: Recommendations from employer	4.2	5.0	2.9	3.5	1.4	1.4		

## 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](https://en.wikipedia.org/wiki/Cohen%27s_h))
- Twelve questions have highlighted effect sizes because the effect size is 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.

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

	CWU Online		CWU On Campus		Online less On-Campus		Effect Size
	% >5	n	% >5	n	%'s	Data Bars	
<b>SATISFACTION OF FIRST 26 QUESTIONS</b>							
1. This institution has a good reputation.	59%	61	67%	264	(8%)		-0.17
2. My program advisor is accessible by telephone and e-mail.	71%	62	71%	261	0%		0.00
3. Instructional materials are appropriate for program content.	66%	61	67%	264	(1%)		-0.02
4. Faculty provide timely feedback about student progress.	50%	62	61%	261	(11%)		-0.23
5. My program advisor helps me work toward career goals.	51%	57	57%	241	(6%)		-0.13
6. Tuition paid is a worthwhile investment.	56%	61	57%	253	(2%)		-0.03
7. Program requirements are clear and reasonable.	65%	62	68%	263	(3%)		-0.07
8. Student-to-student collaborations are valuable to me.	34%	58	50%	253	(16%)		-0.32
9. Adequate financial aid is available.	67%	51	50%	237	16%		0.34
10. This institution responds quickly when I request information.	65%	60	56%	256	9%		0.18
11. Student assignments are clearly defined in the syllabus.	58%	62	65%	264	(7%)		-0.14
12. There are sufficient offerings within my program of study.	58%	59	59%	256	(2%)		-0.04
13. The frequency of student and instructor interactions is adequate.	71%	62	64%	260	7%		0.15
14. I receive timely information on the availability of financial aid.	66%	50	52%	239	14%		0.29
15. Channels are available for providing timely responses to student complaints.	53%	47	48%	221	5%		0.10
16. Appropriate technical assistance is readily available.	70%	54	63%	229	7%		0.15
17. Assessment and evaluation procedures are clear and reasonable.	66%	62	66%	260	0%		0.01
18. Registration for online courses is convenient.	69%	61	69%	262	(1%)		-0.01
19. Online career services are available.	56%	45	53%	220	2%		0.05
20. The quality of online instruction is excellent.	50%	62	54%	260	(4%)		-0.08
21. Adequate online library resources are provided.	77%	53	71%	241	7%		0.16
22. I am aware of whom to contact for questions about programs and services.	63%	60	57%	259	6%		0.13
23. Billing and payment procedures are convenient for me.	73%	60	65%	249	9%		0.19
24. Tutoring services are readily available for online courses.	61%	41	50%	202	10%		0.21
25. Faculty are responsive to student needs.	69%	62	62%	260	8%		0.16
26. The bookstore provides timely service to students.	84%	49	70%	240	14%		0.33
<b>SATISFACTION OF CWU CUSTOM QUESTION</b>							
27. Help desk services and technical support are adequate to meet my needs.	78%	49	70%	214	8%		0.18
28. Student-to-student interaction is fostered and encouraged in my online course(s).	69%	58	54%	253	15%		0.31
29. Faculty-to-student interaction is fostered and encouraged in my online course(s).	60%	60	54%	260	6%		0.12
30. There are effective safeguards to deter cheating in online courses.	87%	53	68%	246	18%		0.45
31. General academic advising is available to online learners.	56%	54	52%	221	3%		0.06
32. I feel I am a member of the Central Washington University community.	38%	58	54%	249	(16%)		-0.32
33. The organization and design of my online course(s) is conducive to learning.	61%	61	60%	259	0%		0.01
34. Orientation to university systems & support resources is provided to online learners.	55%	56	60%	234	(5%)		-0.10
35. A fair and equitable learning environment exists in my online course(s).	70%	61	76%	257	(5%)		-0.12
36. Courses necessary to meet my degree objectives are offered online.	61%	62	61%	256	1%		0.02
<b>IMPORTANCE OF SOURCES OF INFORMATION USED FOR ENROLLMENT DECISIONS</b>							
37. Catalog and brochures (printed)	33%	55	49%	244	(16%)		-0.34
38. Catalog (online)	89%	61	81%	258	8%		0.21
39. College representatives	52%	56	58%	249	(6%)		-0.13
40. Web site	89%	62	82%	261	7%		0.20
41. Advertisements	8%	53	33%	242	(26%)		-0.67
42. Recommendation from instructor or program advisor	69%	58	68%	255	1%		0.02
43. Contact with current students and / or recent graduates of the program	39%	56	50%	246	(11%)		-0.22
<b>IMPORTANCE OF FACTORS IMPORTANT FOR ENROLLMENT</b>							
44. Ability to transfer credits	78%	58	79%	254	(2%)		-0.04
45. Cost	82%	61	80%	260	2%		0.05
46. Financial assistance available	78%	54	78%	247	0%		0.00
47. Future employment opportunities	73%	60	74%	255	(0%)		-0.01
48. Reputation of institution	69%	61	67%	256	2%		0.04
49. Work schedule	76%	59	74%	245	2%		0.05
50. Flexible pacing for completing a program	74%	62	76%	254	(1%)		-0.03
51. Convenience	92%	62	80%	265	12%		0.34
52. Distance from campus	52%	50	70%	242	(18%)		-0.38
53. Program requirements	63%	62	81%	257	(18%)		-0.41
54. Recommendations from employer	36%	47	51%	203	(15%)		-0.30

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## VIII. DEMOGRAPHICS

- There were more male respondents than last year.
- The overall age of students taking online classes went down. There was a large decrease in 4<sup>th</sup> year students taking online classes and an increase in first, second, and third year students taking online courses.
- There were more on-campus students as well as more students planning on completing their degree on campus.
- There was a 10% increase in respondents that had not had any previous online courses, versus last year's respondents.

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 2017 TO WINTER 2018

#### DEMOG1 Item 58 – Gender

			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – Female	79%	76%	-2%	
2 – Male	19%	24%	4%	
Did Not Answer	25	44		

#### DEMOG2 Item 59 – Age

			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – 18 and under	1%	5%	4%	
2 – 19 to 24	40%	42%	2%	
3 – 25 to 34	23%	26%	3%	
4 – 35 to 44	19%	15%	-4%	
5 – 45 to 54	15%	9%	-6%	
6 – 55 to 64	2%	3%	1%	
7 – 65 and older	1%	0%	0%	
Did Not Answer	18	38		
Estimated average age using mid-points of the age categories	32	30		

#### DEMOG3 Item 60 – Ethnicity / Race

			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – African-American	7%	5%	-2%	
2 – American Indian or Alaskan Native	1%	0%	-1%	
3 – Asian or Pacific Islander	9%	11%	1%	
4 – Caucasian/White	62%	60%	-2%	
5 – Hispanic	12%	12%	1%	
6 – Other	3%	4%	1%	
7 – Prefer not to respond	6%	8%	2%	
Did Not Answer	6	22		

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DEMOG4 Item 61 – Current enrollment status			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – Primarily online	62%	57%	-5%	
2 – Primarily on-campus	38%	44%	5%	
Did Not Answer	6	23		

DEMOG5 Item 62 – Current class load			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – Full-time	80%	80%	0%	
2 – Part-time	19%	20%	0%	
Did Not Answer	12	39		

DEMOG6 Item 63 – Class level			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – First year	2%	9%	7%	
2 – Second year	8%	11%	3%	
3 – Third year	33%	38%	5%	
4 – Fourth year	41%	30%	-11%	
5 - Special student	1%	1%	-1%	
6 - Graduate / Professional	11%	6%	-5%	
7 - Other class level	3%	5%	1%	
Did Not Answer	12	27		

DEMOG7 Item 64 – Educational Goal			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 - Associate degree	1%	2%	2%	
2 –Bachelor's degree	72%	73%	1%	
3 - Master's degree	20%	18%	-3%	
4 - Doctorate or professional degree	5%	5%	0%	
5 - Certification (initial or renewal)	2%	2%	1%	
6 - Self-improvement / pleasure	0%	0%	0%	
7 - Job-related training	0%	0%	0%	
8 - Other educational goal	1%	0%	-1%	
Did Not Answer	10	26		

DEMOG8 Item 65 – Employment			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – Full-time	36%	35%	-1%	
2 – Part-time	29%	31%	2%	
3 – Not employed	34%	34%	-1%	
Did Not Answer	13	40		

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**DEMOG9 Item 66 – Current residence**

	2017	2018	Difference	Data Bars
			2018-2017	±15%
1 – Own house	26%	26%	0%	
2 – Rent room/apartment/house	53%	52%	-1%	
3 – Relative’s house	11%	10%	-1%	
4 – Residence hall	7%	11%	4%	
5 – Other residence	2%	1%	-1%	
Did Not Answer	12	21		

**DEMOG10 Item 67 – Marital status**

	2017	2018	Difference	Data Bars
			2018-2017	±15%
1 – Single	60%	61%	1%	
2 – Single with children	9%	7%	-2%	
3 – Married	10%	11%	1%	
4 – Married with children	18%	20%	1%	
5 – Marital - Prefer not to respond	2%	1%	-1%	
Did Not Answer	15	33		

**DEMOG11 Item 68 – Current plans**

	2017	2018	Difference	Data Bars
			2018-2017	±15%
1 – Complete online degree program	54%	43%	-11%	
2 – Complete degree on campus	37%	46%	9%	
3 – Transfer credits	2%	2%	0%	
4 – Complete this course	7%	9%	2%	
Did Not Answer	1	6		

**DEMOG12 Item 69 – Current online enrollment**

	2017	2018	Difference	Data Bars
			2018-2017	±15%
1 – 1 to 3 credits	9%	10%	1%	
2 – 4 to 6 credits	33%	34%	1%	
3 – 7 to 9 credits	8%	11%	3%	
4 – 10 to 12 credits	21%	20%	-1%	
5 – 13 to 15 credits	20%	16%	-4%	
6 – More than 15 credits	9%	9%	0%	
Did Not Answer	0	7		

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DEMOG13 Item 70 – Previous online enrollment			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 – No classes	8%	19%	10%	
2 – 1 to 3 classes	31%	29%	-2%	
3 – 4 to 6 classes	21%	17%	-4%	
4 – 7 to 9 classes	8%	9%	1%	
5 – 10 to 12 classes	10%	8%	-2%	
6 – 13 to 15 classes	10%	7%	-3%	
7 – More than 15 classes	12%	11%	-1%	
Estimated classes using mid-points	6.6	5.7		
Did Not Answer	4	14		

DEMOG14 Item 71 - My intended degree is			Difference	Data Bars
	2017	2018	2018-2017	±15%
Online undergraduate degree	41%	30%	-11%	
Online graduate degree	12%	13%	1%	
On campus undergraduate degree	42%	47%	5%	
On campus graduate degree	5%	10%	5%	
Did Not Answer	3	6		

DEMOG15 Item 72 - My home CWU campus is:			Difference	Data Bars
	2017	2018	2018-2017	±15%
1 - Ellensburg	42%	48%	6%	
2 - Des Moines, Kent, or Pierce County	18%			
2 - Des Moines		11%		
3 - Lynnwood	13%	13%	0%	
4 - Moses Lake, Wenatchee, or Yakima	3%	3%	0%	
5 - Online: fully online degree program	24%	19%	-5%	
6 - Pierce		5%		
Did Not Answer	9	22		

Note: The rewording of this question for the 2018 survey made it difficult to compare answers.



## 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:

- CWU students are considerably less likely to be male compared to PSOL peers.
- CWU students enrolled on-campus average about five years younger than the CWU online students.
- 17% of CWU online student respondents are “Hispanic,” which is higher than CWU on-campus, PSOL peers or the U.S. PSOL average.
- CWU online students are more than twice as likely to be part-time compared to CWU on-campus students.
- CWU online students are almost twice as likely to work full time compared to CWU on-campus students and half as likely to be employed part-time.
- Peer institutions have a much higher percentage of full-time employed students.
- CWU students are enrolled in more online credits than PSOL peers or the U.S. PSOL average.

<b>DEMOG1</b> Item 58 – Gender	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Female	76%	80%	62%	80%	■ ■ ■ ■
2 – Male	24%	20%	38%	20%	— — ■ —
Did Not Answer	26	3	115	25	

<b>DEMOG2</b> Item 59 – Age	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – 18 and under	6%	0%	0%	1%	— — —
2 – 19 to 24	48%	17%	16%	40%	■ ■ ■ ■
3 – 25 to 34	23%	37%	32%	23%	■ ■ ■ ■
4 – 35 to 44	10%	35%	29%	19%	— ■ ■ ■
5 – 45 to 54	10%	8%	17%	15%	— — ■ ■
6 – 55 to 64	3%	3%	5%	2%	■ ■ ■ ■
7 – 65 and older	0%	0%	1%	1%	— — —
Did Not Answer	19	3	97	18	
Estimated average age using mid-points of the age categories	28	34	36	32	

<b>DEMOG3</b> Item 60 – Ethnicity / Race	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – African-American	7%	0%	10%	7%	— — — —
2 – American Indian or Alaskan Native	0%	2%	1%	1%	— — — —
3 – Asian or Pacific Islander	10%	11%	5%	9%	— — — —
4 – Caucasian/White	60%	60%	72%	62%	■ ■ ■ ■
5 – Hispanic	12%	17%	5%	12%	— — — —
6 – Other	4%	3%	2%	3%	— — — —
7 – Prefer not to respond	7%	6%	5%	6%	— — — —
Did Not Answer	12	0	115	6	

<b>DEMOG4</b> Item 61 – Current enrollment status	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Primarily online	48%	100%	91%	62%	■ ■ ■ ■
2 – Primarily on-campus	52%	0%	9%	38%	■ — ■
Did Not Answer	12	2	91	6	

<b>DEMOG5</b> Item 62 – Current class load	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Full-time	84%	60%	49%	81%	■ ■ ■ ■
2 – Part-time	16%	40%	51%	19%	— — ■ —
Did Not Answer	20	5	96	12	

<b>DEMOG6</b> Item 63 – Class level	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – First year	9%	6%	7%	2%	— — — —
2 – Second year	13%	5%	8%	8%	— — — —
3 – Third year	36%	49%	21%	33%	■ ■ ■ ■
4 – Fourth year	32%	22%	23%	41%	■ ■ ■ ■
5 - Special Student	1%	0%	1%	1%	— — — —
6 - Graduate / Professional	5%	11%	35%	11%	— — ■ —
7 - Other	4%	6%	5%	3%	— — — —
Did Not Answer	16	0	84	12	

<b>DEMOG7</b> Item 64 – Educational Goal	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 - Associate degree	2%	0%	1%	1%	— — —
2 –Bachelor's degree	75%	65%	51%	72%	■ ■ ■ ■
3 - Master's degree	15%	27%	35%	20%	— ■ ■ —
4 - Doctorate or professional degree	6%	3%	7%	5%	— — — —
5 - Certification (initial or renewal)	2%	5%	4%	2%	— — — —
6 - Self-improvement / pleasure	0%	0%	0%	0%	— —
7 - Job-related training	0%	0%	1%	0%	—
8 - Other	0%	0%	1%	1%	— —
Did Not Answer	16	1	94	10	

<b>DEMOG8</b> Item 65 – Employment	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Full-time	31%	55%	72%	36%	— ■ ■ ■
2 – Part-time	34%	16%	16%	29%	— — — ■
3 – Not employed	35%	29%	13%	34%	— ■ — ■
Did Not Answer	26	5	107	13	

<b>DEMOG9</b> Item 66 – Current residence	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Own house	22%	43%	58%	26%	— ■ ■ ■
2 – Rent room/apartment/house	55%	34%	30%	53%	■ ■ ■ ■
3 – Relative’s house	9%	16%	8%	11%	— — — —
4 – Residence hall	13%	2%	2%	7%	— — — —
5 – Other residence	0%	5%	2%	2%	— — — —
Did Not Answer	11	2	106	12	

<b>DEMOG10</b> Item 67 – Marital status	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Single	66%	39%	33%	60%	■ ■ ■ ■
2 – Single with children	6%	11%	9%	9%	— — — —
3 – Married	10%	15%	19%	10%	— — — —
4 – Married with children	17%	33%	38%	19%	— ■ ■ ■
5 – Prefer not to respond	1%	2%	2%	2%	— — — —
Did Not Answer	17	2	108	15	

<b>DEMOG11</b> Item 68 – Current plans	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – Complete online degree program	33%	98%	84%	54%	
2 – Complete degree on campus	55%	0%	9%	37%	
3 – Transfer credits	2%	0%	2%	2%	
4 – Complete this course	10%	2%	5%	7%	
Did Not Answer	5	0	96	1	

<b>DEMOG12</b> Item 69 – Current online enrollment	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – 1 to 3 credits	11%	2%	22%	9%	
2 – 4 to 6 credits	38%	18%	31%	33%	
3 – 7 to 9 credits	10%	16%	21%	8%	
4 – 10 to 12 credits	20%	24%	15%	21%	
5 – 13 to 15 credits	13%	31%	6%	20%	
6 – More than 15 credits	9%	10%	5%	9%	
Did Not Answer	5	1	129	0	

<b>DEMOG13</b> Item 70 – Previous online enrollment	CWU On-Campus	CWU Online	PSOL Peers	PSOL National	Spark Lines
1 – No classes	20%	15%	16%	8%	
2 – 1 to 3 classes	31%	18%	37%	31%	
3 – 4 to 6 classes	20%	6%	17%	21%	
4 – 7 to 9 classes	9%	10%	9%	8%	
5 – 10 to 12 classes	7%	15%	8%	9%	
6 – 13 to 15 classes	5%	16%	4%	10%	
7 – More than 15 classes	8%	21%	11%	12%	
Estimated classes using mid-points	5.1	8.5	5.3	6.5	
Did Not Answer	9	1	118	4	

<b>DEMOG14</b> Item 71 - My: intended degree is	CWU On-Campus	CWU Online	Spark Lines
Online undergraduate degree	24%	62%	
Online graduate degree	8%	36%	
On campus undergraduate degree	55%	0%	
On campus graduate degree	13%	2%	
Did Not Answer	4	2	

DEMOG15 Item 72 - My home CWU campus is:	CWU On-Campus	CWU Online	Spark Lines
1 - Ellensburg	59%	0%	█
2 - Des Moines	14%	0%	█
3 - Lynnwood	16%	0%	█
4 - Moses Lake, Wenatchee, or Yakima	4%	0%	█
5 - Online: fully online degree program	0%	100%	█
6 - Pierce	7%	0%	█
Did Not Answer	0	0	

## IX. MAJORS OF CWU SURVEY RESPONDENTS

Table 16 – Majors of CWU PSOL Respondents

Major	CWU			
	Online	On-Campus	Online %	On-Campus %
Information Tech & Admin Mgt (BS)	13	16	21%	6%
English: Professional & Creative Writing (BA)	13	6	21%	2%
Information Tech & Admin Mgt (BAS)	8	17	13%	6%
Interdisciplinary Studies: Social Sciences (BS)	6	14	10%	5%
Psychology (BA)	3	23	5%	9%
Social Services (BS)	3	9	5%	3%
Sociology (BA)	3	3	5%	1%
Paramedicine (BS)	2	6	3%	2%
Higher Education (MED)	2	0	3%	0%
Business Administration (BS)	1	41	2%	15%
Law & Justice (BA)	1	14	2%	5%
Professional and Creative Writing (MA)	1	3	2%	1%
Master Teacher (MED)	1	1	2%	0%
School Administration (MED)	1	1	2%	0%
Health and Physical Education (MS)	1	1	2%	0%
Information Tech & Admin Mgt (MS)	1	0	2%	0%
Athletic Administration (MS)	0	6	0%	2%
Public Health (BS)	0	5	0%	2%
Literacy (MED)	0	1	0%	0%
Aviation Management (BS)	0	1	0%	0%
Not enrolled in an online degree program	2	92	3%	34%
No Answer	1	4	2%	1%
TOTAL	63	269	100%	100%

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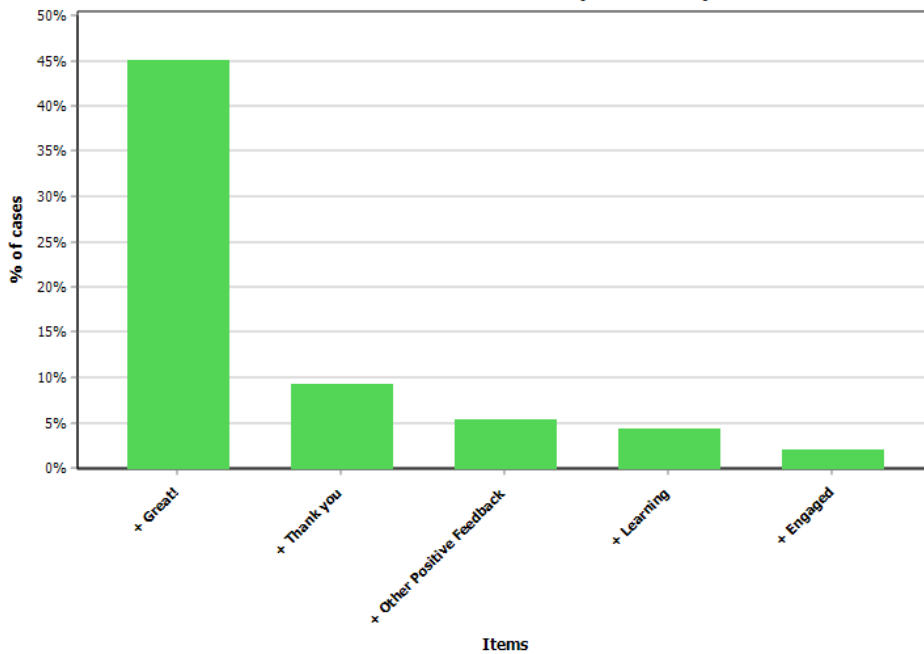
## X. ANALYSIS OF STUDENT WRITTEN RESPONSES

The following charts compare the text responses from 204 respondents who answered the question “Please enter any comments you would like to share with this institution.”

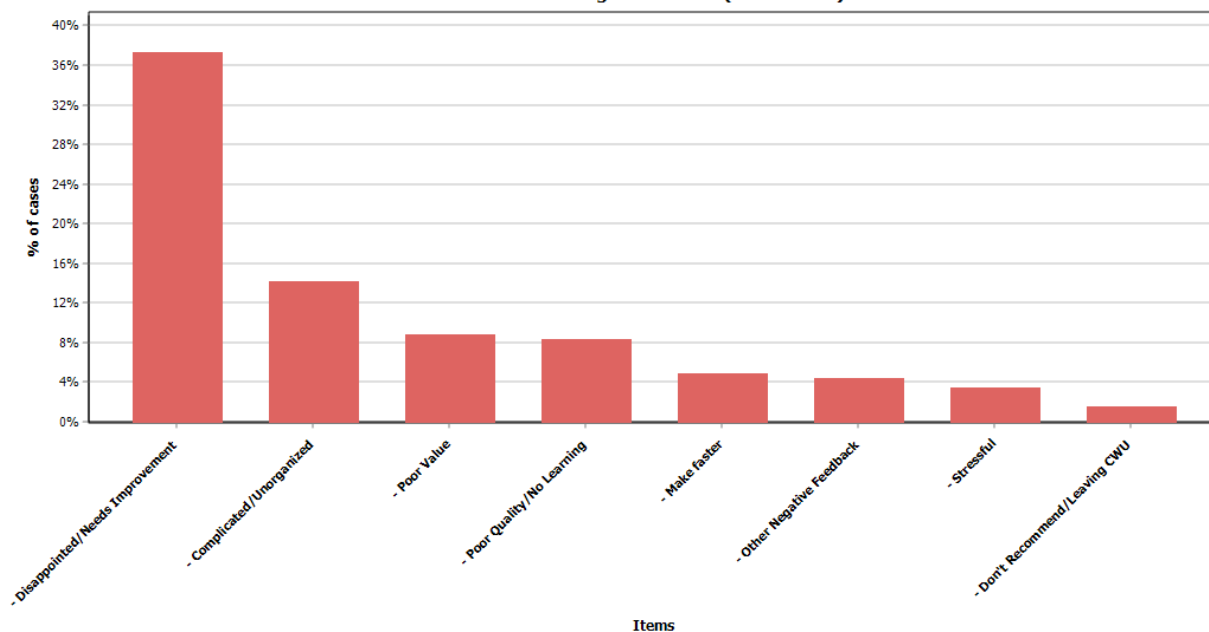
### A. Frequency Plots for Positive and Negative Feedback

Frequency plots compare the frequency of words, phrases, and topics within all text responses. Keywords were grouped in three different sections: positive, negative, and neutral. Neutral keywords were used to help identify which aspects respondents felt were positive or negative. Note that there were often more than one code in each case. Therefore, these charts represent the percentages of cases that *included* said codes.

Distribution of Positive codes (% of cases)

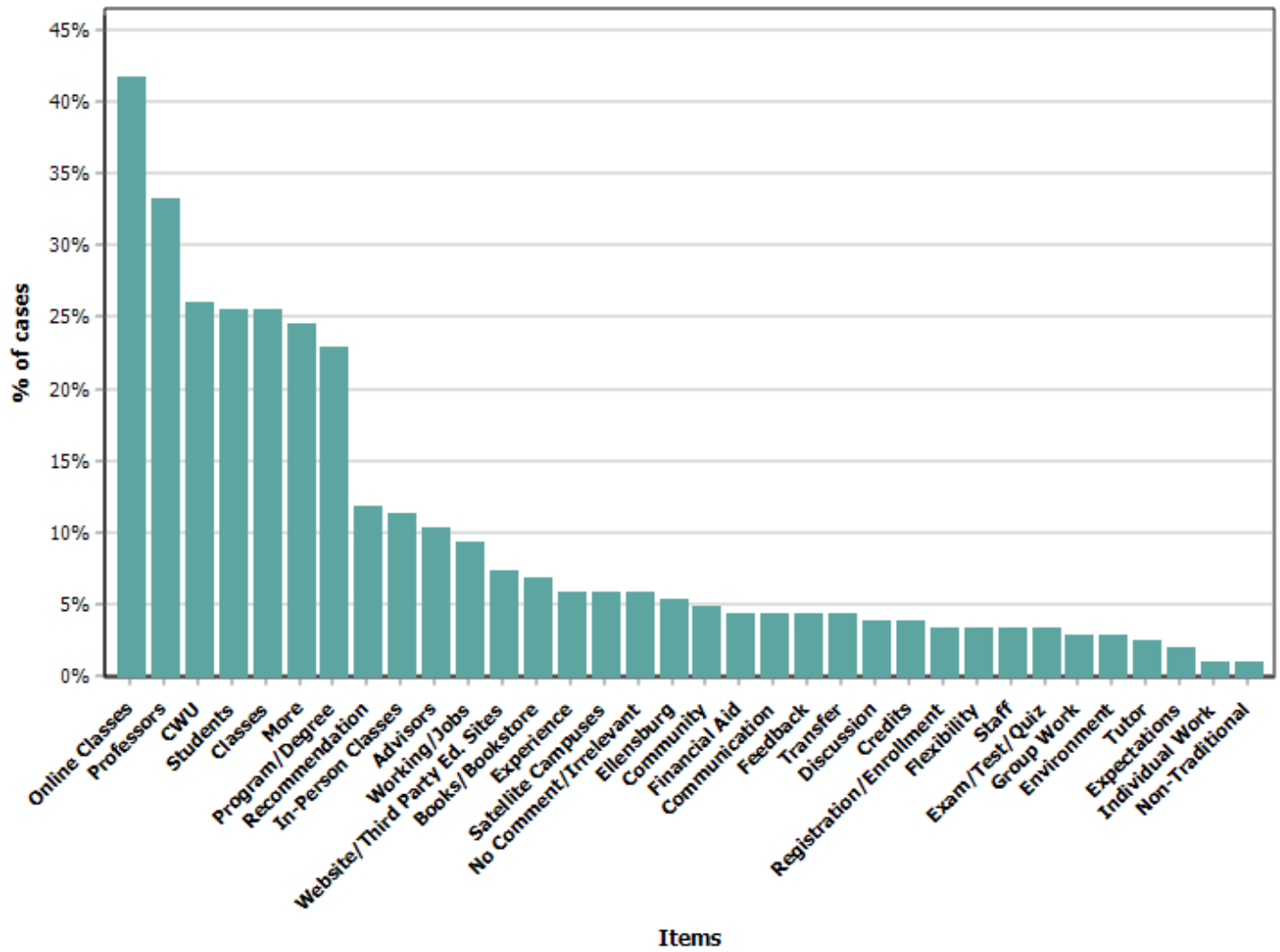


Distribution of Negative codes (% of cases)



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### Distribution of Neutral codes (% of cases)

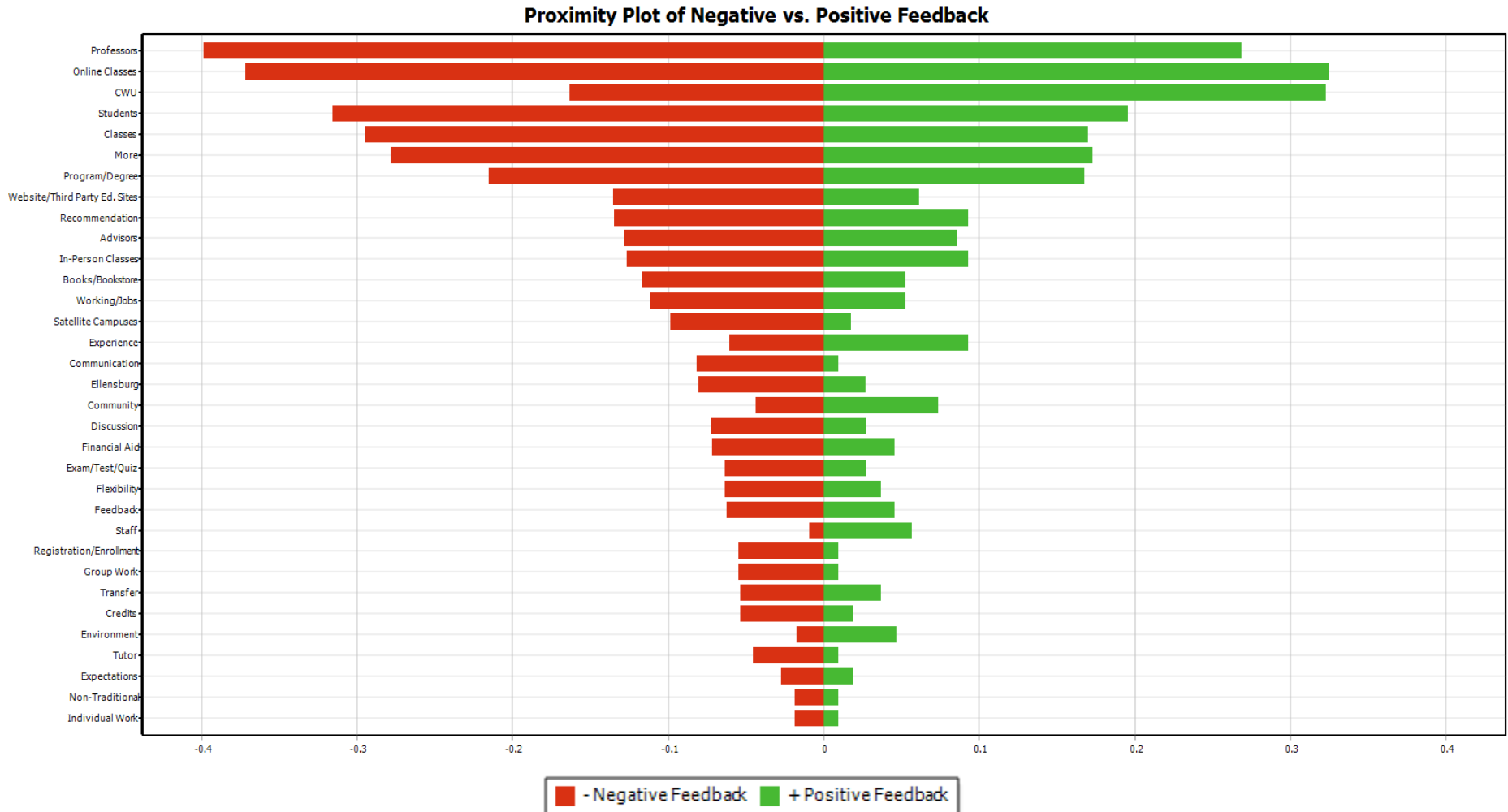


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## B. Proximity Plots for Positive and Negative Feedback

The following chart compares the proximity of positive and negative comments.

- There was significant feedback both positively and negatively for codes “Professors” and “Online Classes”
- Code “CWU” had much greater positive feedback than negative.
- Codes “Satellite Campuses” and “Communication” had much greater negative feedback than positive.
- Codes “Staff” and “Environment” had much greater positive feedback than negative.

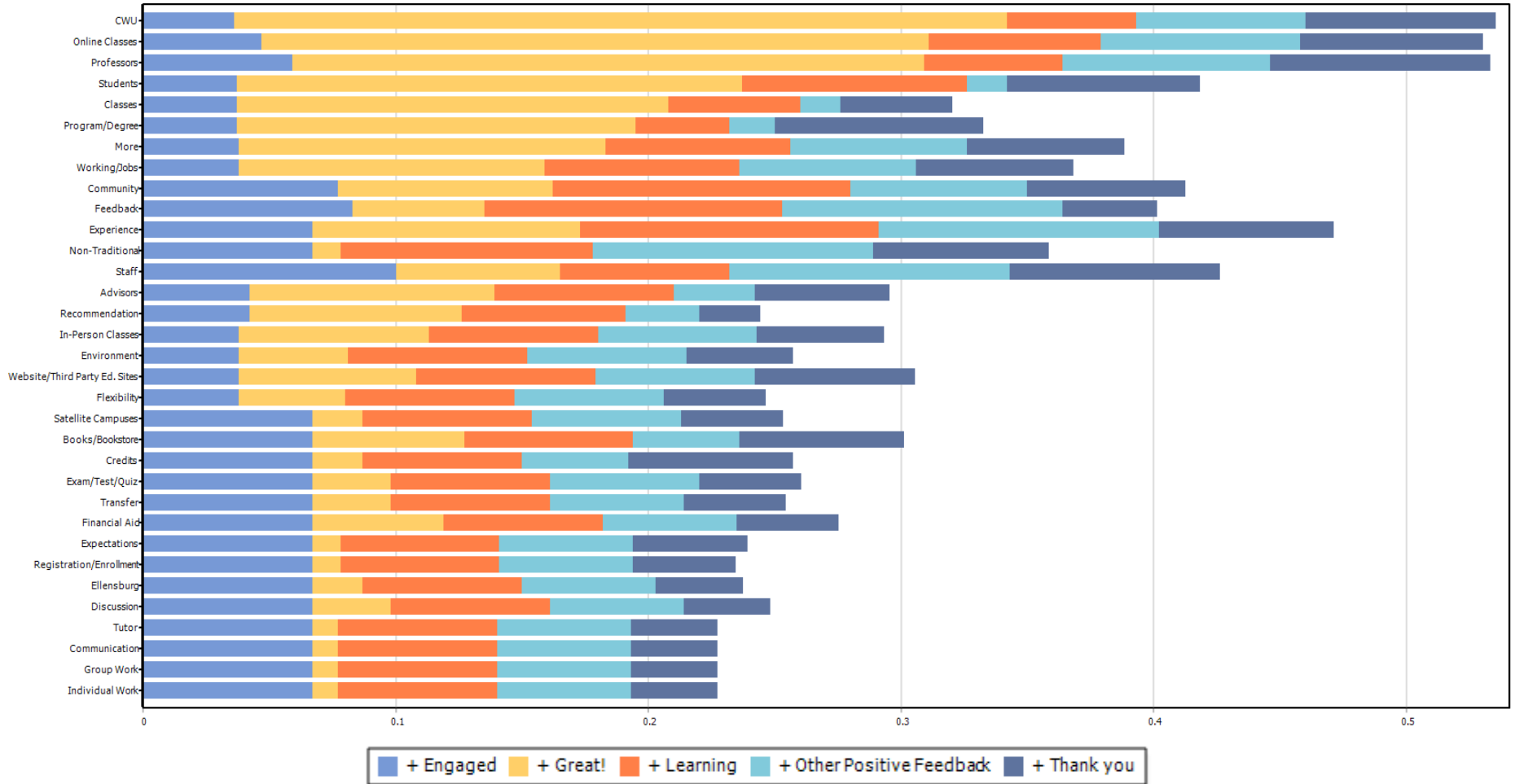




The following chart provides a breakdown of the proximity of each of the positive codes by the neutral codes.

- The highest rating for code “Engaged” was “Staff”
- The top three highest ratings for code “Great!” were “CWU”, “Online Classes”, and “Professors”
- The highest rating for code “Learning” was “Community”
- The highest rating for code “Other Positive Feedback” was “Feedback”
- The top three highest ratings for code “Thank you” were “Professors”, “Staff”, and “Program/Degree”

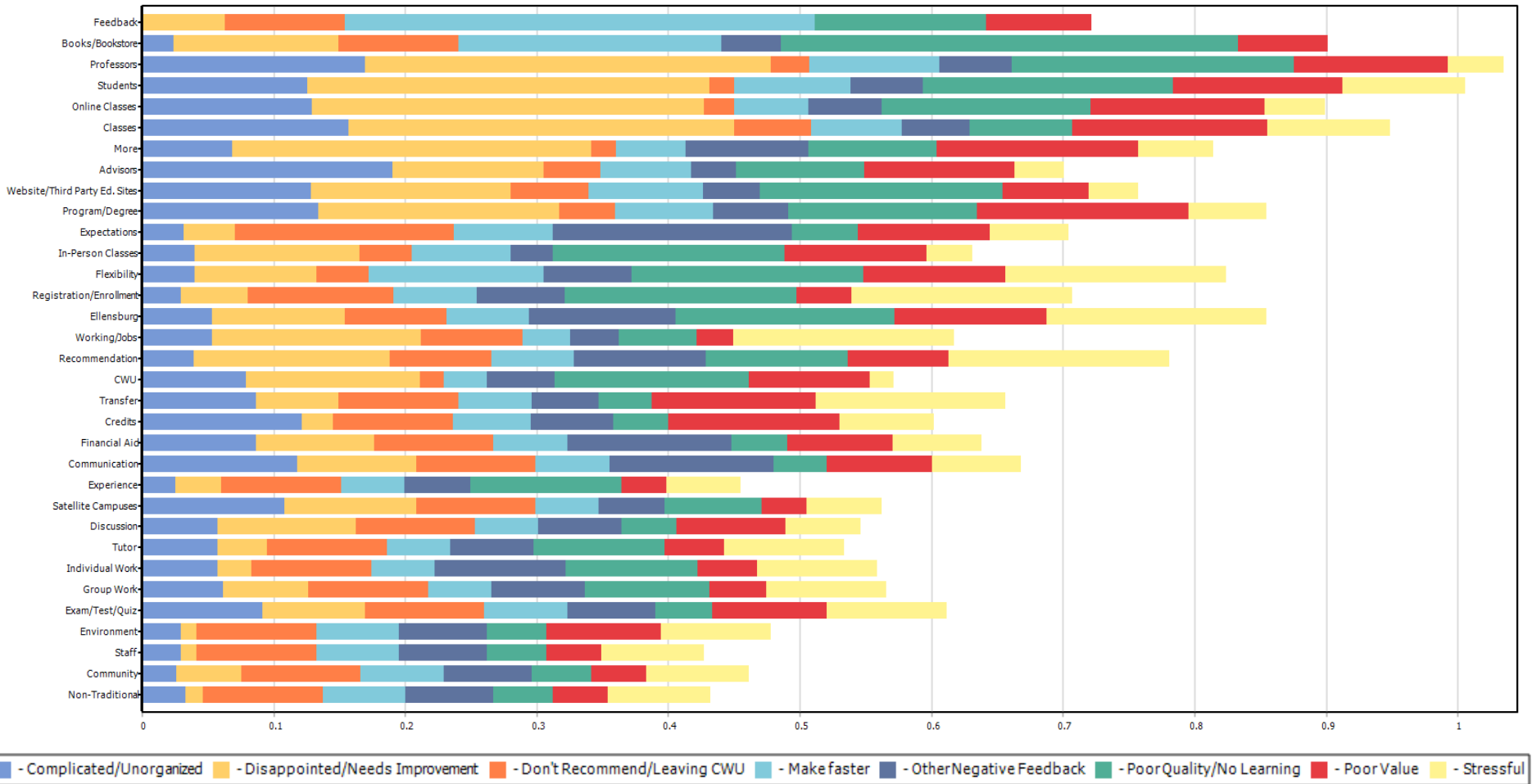
**Proximity Plot of Positive Feedback**



The following chart provides a breakdown of the proximity of each of the negative codes by the neutral codes.

- The highest rating for code “Complicated/Unorganized” was “Advisors”
- The highest ratings for code “Disappointed/Needs Improvement” were “Professors”, “Students”, “Online Classes”, and “Classes”
- The highest rating for code “Don’t Recommended/Leaving CWU” was “Expectations”
- The highest rating for code “Make Faster” was “Feedback”
- The highest rating for code “Other Negative Feedback” was “Expectations”
- The highest rating for code “Poor Quality/No Learning” was “Books/Bookstore”
- The highest rating for code “Poor Value” was “Program/Degree”
- The top three highest ratings for code “Stressful” were “Registration/Enrollment” tied with “Flexibility” followed by “Transfer”

**Proximity Plot of Negative Feedback**

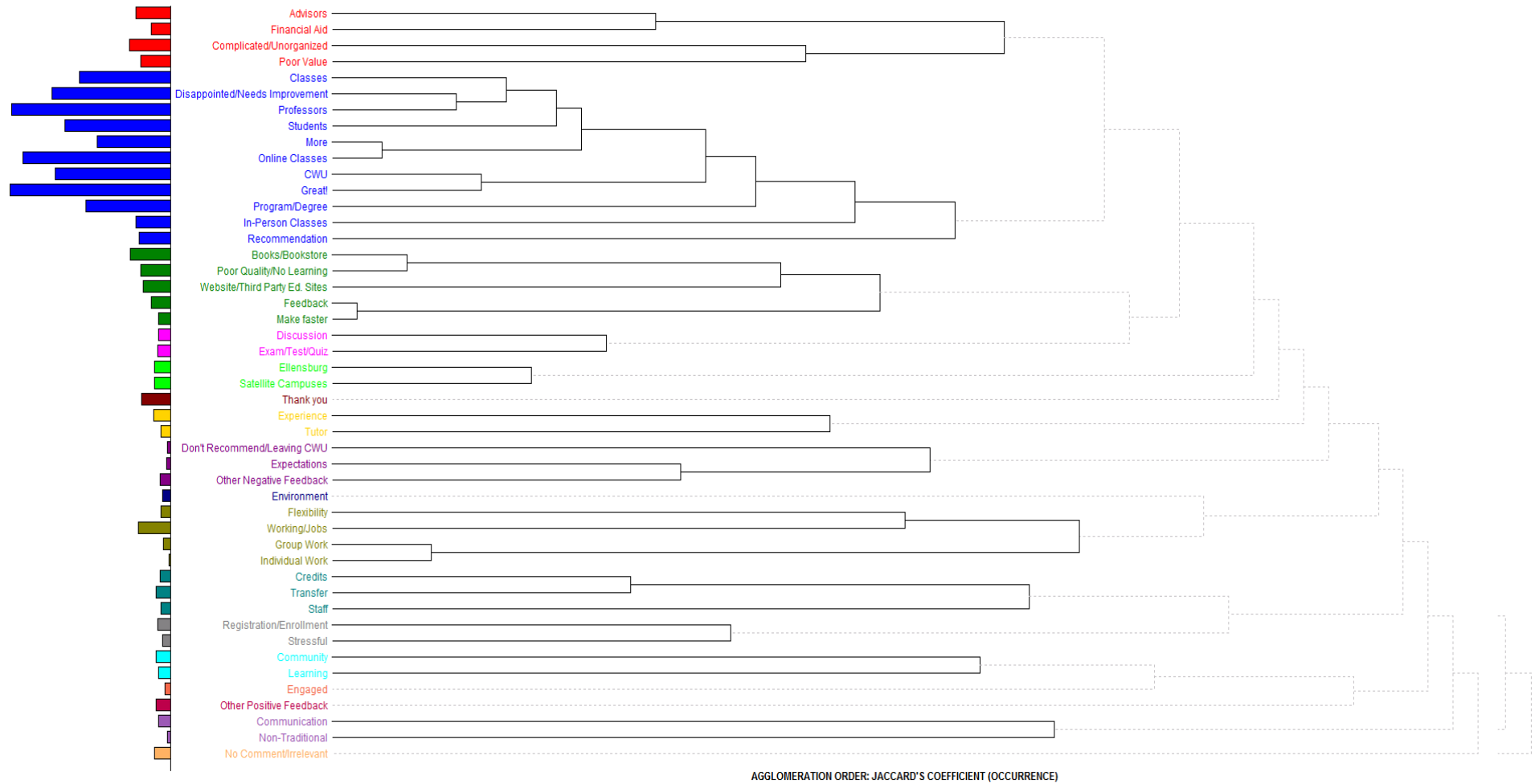


### C. Dendrogram of Student Written Responses

A dendrogram is a tree diagram showing the arrangement of text comments. This table summarizes 204 student responses into 17 clusters.

Some of the most closely related codes were:

- “Feedback” and “Make Faster”
- “More” and “Online Classes”
- “Books/Bookstore” and “Poor Quality/No Learning”



## **Appendix 1**

A Mock-up of Questions on CWU's 2018 Priorities Survey for Online Learners

**About the responses**

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.

**Level of importance...**

- 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

**...Level of satisfaction**

- 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

0%

1 2 3 4 5 6 7 N/A

1. This institution has a good reputation.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

2. My program advisor is accessible by telephone and e-mail.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

3. Instructional materials are appropriate for program content.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

4. Faculty provide timely feedback about student progress.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

5. My program advisor helps me work toward career goals.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

6. Tuition paid is a worthwhile investment.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

7. Program requirements are clear and reasonable.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

8. Student-to-student collaborations are valuable to me.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

9. Adequate financial aid is available.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

10. This institution responds quickly when I request information.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

11. Student assignments are clearly defined in the syllabus.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

12. There are sufficient offerings within my program of study.

1 2 3 4 5 6 7 N/A

**About the responses**

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.

**Level of importance...**

- 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

**...Level of satisfaction**

- 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

13% Complete

1 2 3 4 5 6 7 N/A

13. The frequency of student and instructor interactions is adequate.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

14. I receive timely information on the availability of financial aid.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

15. Channels are available for providing timely responses to student complaints.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

16. Appropriate technical assistance is readily available.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

17. Assessment and evaluation procedures are clear and reasonable.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

18. Registration for online courses is convenient.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

19. Online career services are available.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

20. The quality of online instruction is excellent.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

21. Adequate online library resources are provided.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

22. I am aware of whom to contact for questions about programs and services.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

23. Billing and payment procedures are convenient for me.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

24. Tutoring services are readily available for online courses.

1 2 3 4 5 6 7 N/A

**About the responses**

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.

**Level of importance...**

- 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

**...Level of satisfaction**

- 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

25% Complete

1 2 3 4 5 6 7 N/A

25. Faculty are responsive to student needs.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

26. The bookstore provides timely service to students.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

27. Campus item: Help desk services and technical support are adequate to meet my needs.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

28. Campus item: Student-to-student interaction is fostered and encouraged in my online course(s).

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

29. Campus item: Faculty-to-student interaction is fostered and encouraged in my online course(s).

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

30. Campus item: There are effective safeguards to deter cheating in online courses.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

31. Campus item: General academic advising is available to online learners.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

32. Campus item: I feel I am a member of the Central Washington University community.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

33. Campus item: The organization and design of my online course(s) is conducive to learning.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

34. Campus item: Orientation to university systems and support resources is provided to online learners.

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

35. Campus item: A fair and equitable learning environment exists in my online course(s).

1 2 3 4 5 6 7 N/A

1 2 3 4 5 6 7 N/A

36. Campus item: Courses necessary to meet my degree objectives are offered online

1 2 3 4 5 6 7 N/A

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## About the responses

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.

### Level of importance...

- |                          |                        |
|--------------------------|------------------------|
| 1 - Not important at all | 5 - Somewhat important |
| 2 - Not very important   | 6 - Important          |
| 3 - Somewhat unimportant | 7 - Very important     |
| 4 - Neutral              | N/A - Does not apply   |

On the left, tell us how important each of the following sources of information were in your decision to enroll in this program.

38% Complete

1 2 3 4 5 6 7 N/A

37. Source of information: Catalog and brochures (printed)

1 2 3 4 5 6 7 N/A

38. Source of information: Catalog (online)

1 2 3 4 5 6 7 N/A

39. Source of information: College representatives

1 2 3 4 5 6 7 N/A

40. Source of information: Web site

1 2 3 4 5 6 7 N/A

41. Source of information: Advertisements

1 2 3 4 5 6 7 N/A

42. Source of information: Recommendation from instructor or program advisor

1 2 3 4 5 6 7 N/A

43. Source of information: Contact with current students and / or recent graduates of the program

On the left, tell us how important each of the following factors were in your decision to enroll in this program.

1 2 3 4 5 6 7 N/A

44. Factor to enroll: Ability to transfer credits

1 2 3 4 5 6 7 N/A

45. Factor to enroll: Cost

1 2 3 4 5 6 7 N/A

46. Factor to enroll: Financial assistance available

1 2 3 4 5 6 7 N/A

47. Factor to enroll: Future employment opportunities

1 2 3 4 5 6 7 N/A

48. Factor to enroll: Reputation of institution



### About the responses

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.

#### Level of importance...

- |                          |                        |
|--------------------------|------------------------|
| 1 - Not important at all | 5 - Somewhat important |
| 2 - Not very important   | 6 - Important          |
| 3 - Somewhat unimportant | 7 - Very important     |
| 4 - Neutral              | N/A - Does not apply   |

On the left, tell us how important each of the following factors were in your decision to enroll in this program.

50% Complete

1 2 3 4 5 6 7 N/A

49. Factor to enroll: Work schedule

1 2 3 4 5 6 7 N/A

50. Factor to enroll: Flexible pacing for completing a program

1 2 3 4 5 6 7 N/A

51. Factor to enroll: Convenience

1 2 3 4 5 6 7 N/A

52. Factor to enroll: Distance from campus

1 2 3 4 5 6 7 N/A

53. Factor to enroll: Program requirements

1 2 3 4 5 6 7 N/A

54. Factor to enroll: 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?

Much worse than I expected  
Quite a bit worse than I expected  
Worse than I expected  
About what I expected  
Better than I expected  
Quite a bit better than I expected  
Much better than I expected

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

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▼

- Not satisfied at all
- Not very satisfied
- Somewhat dissatisfied
- Neutral
- Somewhat satisfied
- Satisfied
- Very satisfied

---

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

---

▼

- Definitely not
- Probably not
- Maybe not
- I don't know
- Maybe yes
- Probably yes
- Definitely yes

**Demographic Questions:**

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

1. Gender

---

▼
Female
Male

---

2. Age

---

▼
18 and under
19 to 24
25 to 34
35 to 44
45 to 54
55 to 64
65 and over

---

3. Ethnicity/Race

---

▼
African-American
American Indian or Alaskan Native
Asian or Pacific Islander
Caucasian/White
Hispanic
Other Race
Race - Prefer not to respond

---

4. Current Enrollment Status

---

▼
Primarily online
Primarily on-campus

---

5. Overall Class Load

---

▼
Full-time
Part-time

---

6. Class Level

---

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▼

- First year
- Second year
- Third year
- Fourth year
- Special student
- Graduate/Professional
- Other class level

---

7. Educational Goal

---

▼

- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate or professional degree
- Certification (initial or renewal)
- Self-improvement/pleasure
- Job-related training
- Other educational goal

---

8. Employment

---

▼

- Full-time
- Part-time
- Not employed

---

9. Current Residence

---

▼

- Own house
- Rent room / apartment / house
- Relative's Home
- Residence hall
- Other residence

---

10. Marital Status

---

▼

- Single
- Single with children
- Married
- Married with children
- Marital - Prefer not to respond

---

11. Current Plans

▼

- Complete online degree program
- Complete degree on campus
- Transfer credits
- Complete this course

---

12. Current Online Enrollment

▼

- 1-3 credits
- 4-6 credits
- 7-9 credits
- 10-12 credits
- 13-15 credits
- More than 15 credits

---

13. Previous Online Enrollment

▼

- no classes
- 1-3 classes
- 4-6 classes
- 7-9 classes
- 10-12 classes
- 13-15 classes
- More than 15 classes

## 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
- Lynnwood
- Moses Lake, Wenatchee, or Yakima
- Online: a fully online degree program
- Pierce

16. Select your program/major

17. How likely is it that you would recommend this institution to a friend?

0 - Not at all likely

1...4

5 - Neutral

6...9

10 Extremely Likely

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

Limit 2048 characters:

[\(back to top of Appendix 1\)](#)