CENTRAL WASHINGTON UNIVERSITY

2015 PRIORITIES SURVEY FOR ONLINE LEARNERS
CWU Students Enrolled On-campus and CWU Students Enrolled in Online Degree Programs compared to Peers and all Respondents

A report on CWU PSOL Trends from 2014 to 2015 is available at:
http://www.cwu.edu/associate-provost/reports

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I. ABSTRACT

Central Washington University (CWU) administered the Ruffalo/Noel-Levitz Priorities Survey for Online Learners (PSOL) online via email to all students enrolled in online courses during the spring 2015 term (4/14/15 through 5/25/15). The survey is designed to assess the priorities and satisfaction of online learners. This report compares responses of CWU students enrolled at a campus to CWU students enrolled in an online degree program to seven peer institutions and the average of all 117 institutions who administered the survey.

The PSOL uses a seven point Likert scale to measure student Priorities and Satisfaction for 26 questions. A "GAP" is then computed subtracting Satisfaction from Priority.   CWU students enrolled in online degree programs had lower gaps on more questions than peers but less than the PSOL average of all respondents. CWU students enrolled on-campus had consistently larger (worse) gaps than any other group. A reason for this difference may have been differences in many demographics.

II. EXECUTIVE SUMMARY

- CWU students enrolled online gave on-average a higher/better response to question 57: "All in all, if you had to do it over, would you enroll here again?" than PSOL Peers or all PSOL respondents.
- CWU students enrolled in online degree programs generally had smaller gaps between priorities and Satisfaction than CWU students enrolled on-campus and PSOL Peer Institutions.
- The U.S. average was more than a 0.5 points better than CWU online students on a 7 point Likert scale on three questions:
  - 15. Channels are available for providing timely responses to student complaints.
  - 24. Tutoring services are readily available for online courses. Note: CWU improved greatly on this rating from 2014 to 2015 but still has room for more improvement.
  - 26. The bookstore provides timely service to students.

The demographics of CWU PSOL respondents enrolled at a campus (On-campus) versus CWU students enrolled in an online degree program (Online) were quite different and probably explain quite a bit of the differences in ratings of Priorities and Satisfaction. Demographics are detailed starting on page 11. Some of the major differences are summarized in Table 1.

Table 1 – A Summary of Some Demographical Differences of CWU Students Enrolled On-campus vs. Online

	CWU On-campus Respondents	CWU Online Respondents
Estimated average age	29.5	38.1
Employed full time	35%	60%
Own house	26%	58%
Married	26%	51%
Previous on-line courses taken	5.8	8.9

CWU peer institutions included:

- Troy University, AL
- U of Illinois Springfield
- U of Wisconsin-Stout
- Bemidji State University, MN
- Dakota State University, SD
- U of Wisconsin-Superior
- California State U-San Bernardino

Note: a large majority of the CWU responses were females. This is not surprising, females tend to have a higher response rate to surveys. Any conclusions this paper makes are based on a small response rate to a convenience sample that is not representative of CWU's population.   The following conclusions may be used to help focus further research but they are probably not significant.

Table 2 - 2015 Overall Response Rates and Proportion of Responses by Home Campus

	2014	2015
Surveys emailed	2,785	3,476
Responses	385	274
Response rate	14%	8%

	2014	2015
Ellensburg Campus	42%	50%
Centers	42%	32%
Enrolled Online	16%	18%

The response rate dropped from 2014 to 2015 in part because the Washington State Attorney General ruled that randomly selecting a respondent to receive an iPad was "gambling with state property" and illegal. The National Survey of Student Engagement research suggests that the total number of respondents is more important than response rate in assuring that first-year student and senior institutional estimates are reliable. However, that research may not apply to the PSOL survey.

III. STRATEGIC PLANNING OVERVIEW

CWU students enrolled in online degree programs gave higher ratings that PSOL Peers and CWU students enrolled on-campus on all three questions. The average response of CWU students enrolled in online degree programs was very similar to the PSOL national averages. These questions all used a seven point Likert scale with 7 being the best possible rating. See Table 4 for the Likert scales.

Table 3 - Strategic Planning Overview
Average Ratings of CWU Students Enrolled in On-campus and Online Degree Programs vs. PSOL Peer Ratings and PSOL National Averages

	CWU On-campus	CWU Online	Peers	U.S. Average
55. So far, how has your college experience met your expectations?	4.5	4.9	4.8	**5.2**
56. Rate your overall satisfaction with your experience here thus far.	5.1	**5.8**	5.6	**5.8**
57. All in all, if you had to do it over, would you enroll here again?	5.4	**6.1**	5.8	5.8

Table 4 - 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. GAP ANALYSIS FOR FIVE MAJOR "SCALES"

Noel-Levitz groups the first 26 questions of the PSOL into five main categories, or what they call "scales" of priorities and satisfaction.   Chart 1 and Tables 5 and 6 summarize the average of CWU students enrolled at a campus, enrolled in an online degree program, PSOL peers and the U.S. average of all PSOL respondents. CWU students enrolled in online degree programs have smaller gaps in Priorities minus Satisfaction than CWU students enrolled at a campus. This may be due in large part to differences in demographics (see Section IV starting on page 10). CWU students enrolled in online degree generally have lower (better) or similar gaps than peers and national averages in "Institutional Perception," "Instructional Services," and "Enrollment Services." CWU students enrolled in online degree programs do not compare as well in "Academic Services" and "Student Services." Details of which question make up each "scale" are included in Appendix 3.

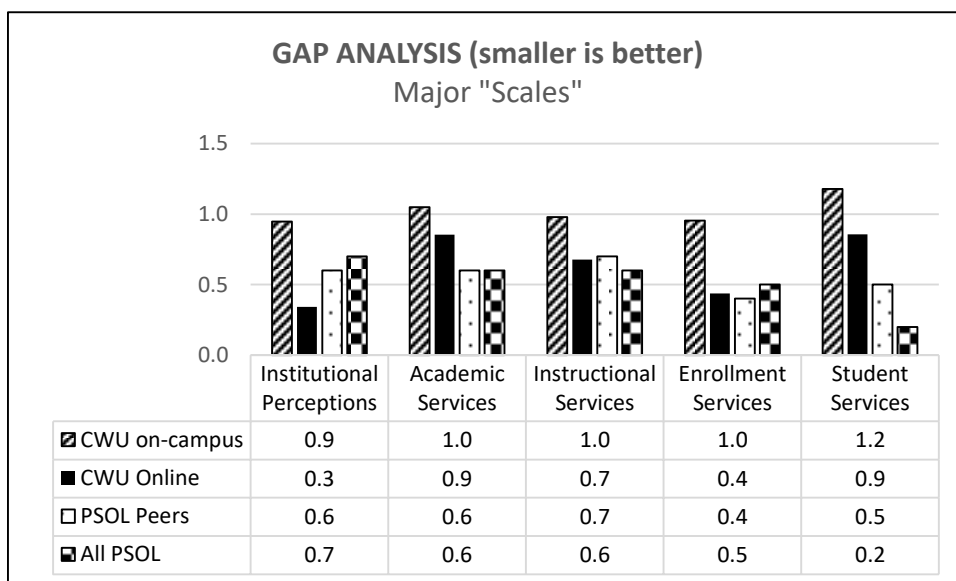**Chart 1 – Noel-Levitz Scale Report Showing GAPS in Priorities less Satisfaction (smaller is better)**

GAP ANALYSIS (smaller is better)
Major "Scales"

	Institutional Perceptions	Academic Services	Instructional Services	Enrollment Services	Student Services
☑ CWU on-campus	0.9	1.0	1.0	1.0	1.2
■ CWU Online	0.3	0.9	0.7	0.4	0.9
☐ PSOL Peers	0.6	0.6	0.7	0.4	0.5
▣ All PSOL	0.7	0.6	0.6	0.5	0.2

Table 5 –GAPS in Major Scales (Priorities less Satisfaction)

	CWU On-campus	CWU Online	PSOL Peers	All PSOL
Institutional Perceptions	0.9	0.3	0.6	0.7
Academic Services	1.0	0.9	0.6	0.6
Instructional Services	1.0	0.7	0.7	0.6
Enrollment Services	1.0	0.4	0.4	0.5
Student Services	1.2	0.9	0.5	0.2

Table 6 – Average Scale Ratings of Priorities and Satisfaction

PRIORITIES	CWU On-campus	CWU Online	PSOL Peers	All PSOL
Institutional Perceptions	6.1	6.2	6.4	6.6
Academic Services	6.0	6.0	6.2	6.5
Instructional Services	6.2	6.3	6.3	6.5
Enrollment Services	6.0	5.9	6.3	6.5
Student Services	5.8	5.9	6.1	6.1
SATISFACTION	CWU On-campus	CWU Online	PSOL Peers	All PSOL
Institutional Perceptions	5.2	5.9	5.8	5.9
Academic Services	4.9	5.2	5.6	5.9
Instructional Services	5.2	5.6	5.6	5.9
Enrollment Services	5.0	5.5	5.9	6.0
Student Services	4.6	5.0	5.6	5.9

Note: Noel-Levitz only provides scale ratings for all of CWU respondents. To estimate the scale ratings for CWU students enrolled on-campus and in online degree programs the weighted average of their responses was used.   For example, to compute the "Institutional Perceptions" scale for students enrolled online:

		Average Rating	Number of Replies (N)	Average times N
Question 1	This institution has a good reputation.	5.98	48	287.00
Question 6	Tuition paid is a worthwhile investment	6.42	47	301.58
	Sum		95	588.58
Summation of (Average times replies) divided by the summation of replies				6.2

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

Table 7 - 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

B. GAP ANALYSIS FOR INDIVIDUAL QUESTIONS

The Priorities Survey for Online Learners has 26 common questions. Students are asked their priorities and satisfaction for each question using a seven point Likert scale (see Table 7) where seven is the best or highest rating. The PSOL then computes "gaps" as the average rating of Importance minus the average rating of Satisfaction. Lower gaps are desirable.

Table 8 below compares gaps in Priorities less Satisfaction and highlights the smallest (best) gaps. Note: some of the differences in gaps are very small and may not be much different for practical purposes.

In summary, CWU students enrolled online have smaller (better) gaps in Importance less Satisfaction on most questions compared to PSOL peers and CWU students enrolled on-campus. The PSOL population gaps were smallest on 14 of the 26 questions.

Questions where CWU online students had smaller gaps than CWU on-campus students	20 of 26
Questions where CWU online students had smaller gaps than peer institutions	18 of 26
Questions where CWU students enrolled online had smaller gaps than the PSOL national average	8 of 26

Table 8 – Gaps in Average Ratings of Priorities less Average Ratings of Satisfaction

Smaller gaps are better. Smallest gaps are highlighted even though they may not be significantly different than other groups.

	CWU On-campus GAPs	CWU Online GAPs	PSOL Peer GAPs	PSOL U.S. GAPs
1. This institution has a good reputation.	0.6	0.2	0.8	0.5
2. My program advisor is accessible by telephone and e-mail.	0.6	0.4	0.7	0.4
3. Instructional materials are appropriate for program content.	1.0	0.8	1.0	0.6
4. Faculty provide timely feedback about student progress.	1.3	1.0	1.3	0.8
5. My program advisor helps me work toward career goals.	1.1	1.3	1.0	0.7
6. Tuition paid is a worthwhile investment.	1.3	0.5	1.3	0.9
7. Program requirements are clear and reasonable.	1.0	1.1	1.1	0.7
8. Student-to-student collaborations are valuable to me.	0.1	-0.3	-0.2	-0.2
9. Adequate financial aid is available.	1.3	0.4	0.9	0.7
10. This institution responds quickly when I request information.	1.2	0.5	1.1	0.7
11. Student assignments are clearly defined in the syllabus.	1.0	1.0	1.1	0.7
12. There are sufficient offerings within my program of study.	1.3	1.3	1.4	0.7
13. Frequency of student & instructor interactions is adequate.	0.9	0.7	0.9	0.6
14. I receive timely information on the availability of financial aid.	1.1	0.8	0.8	0.7
15. Channels are available for providing timely responses to student complaints.	1.6	1.9	1.1	0.8
16. Appropriate technical assistance is readily available.	1.3	0.9	0.8	0.5
17. Assessment/evaluation procedures are clear and reasonable.	0.9	0.2	0.8	0.6
18. Registration for online courses is convenient.	0.7	0.4	0.8	0.3
19. Online career services are available.	1.1	1.1	0.7	0.5
20. The quality of online instruction is excellent.	1.4	1.1	1.5	0.8
21. Adequate online library resources are provided.	0.8	0.3	0.5	0.4
22. I am aware of whom to contact about programs & services.	1.2	0.6	1.2	0.6
23. Billing and payment procedures are convenient for me.	0.8	0.1	0.7	0.4
24. Tutoring services are readily available for online courses.	1.4	1.0	0.2	0.4
25. Faculty are responsive to student needs.	1.3	0.9	1.3	0.8
26. The bookstore provides timely service to students.	0.8	1.0	0.2	0.3

C. RATINGS OF IMPORTANCE

Table 9 – Average Ratings of Importance – Largest ratings are highlighted. Small differences may not be significant.

		CWU On-campus Average	CWU Online Average	Peer Average	U.S. Average
IMP1	This institution has a good reputation.	5.9	6.0	6.2	6.5
IMP2	My program advisor is accessible by telephone and e-mail.	6.0	6.1	6.4	6.5
IMP3	Instructional materials are appropriate for program content.	6.4	6.5	6.5	6.6
IMP4	Faculty provide timely feedback about student progress.	6.4	6.4	6.5	6.6
IMP5	My program advisor helps me work toward career goals.	5.8	5.9	6.1	6.3
IMP6	Tuition paid is a worthwhile investment.	6.4	6.4	6.6	6.6
IMP7	Program requirements are clear and reasonable.	6.4	6.5	6.5	6.6
IMP8	Student-to-student collaborations are valuable to me.	4.9	4.7	4.8	5.4
IMP9	Adequate financial aid is available.	5.7	5.4	6.1	6.5
IMP10	This institution responds quickly when I request information.	6.3	6.5	6.4	6.6
IMP11	Student assignments are clearly defined in the syllabus.	6.4	6.7	6.6	6.7
IMP12	There are sufficient offerings within my program of study.	6.3	6.7	6.5	6.6
IMP13	Frequency of student & instructor interactions is adequate.	6.1	6.2	6.2	6.4
IMP14	I receive timely information on the availability of financial aid.	5.6	5.6	6.0	6.4
IMP15	Channels are available for providing timely responses to student complaints.	5.6	5.4	5.9	6.3
IMP16	Appropriate technical assistance is readily available.	6.1	5.9	6.2	6.5
IMP17	Assessment/evaluation procedures are clear and reasonable.	6.3	6.2	6.4	6.5
IMP18	Registration for online courses is convenient.	6.4	6.4	6.6	6.6
IMP19	Online career services are available.	4.9	5.0	5.7	6.2
IMP20	The quality of online instruction is excellent.	6.4	6.7	6.7	6.7
IMP21	Adequate online library resources are provided.	5.9	5.9	6.2	6.5
IMP22	I am aware of whom to contact about programs & services.	6.1	6.3	6.3	6.5
IMP23	Billing and payment procedures are convenient for me.	6.1	6.1	6.4	6.6
IMP24	Tutoring services are readily available for online courses.	5.3	5.1	5.4	6.1
IMP25	Faculty are responsive to student needs.	6.4	6.6	6.6	6.7
IMP26	The bookstore provides timely service to students.	5.9	5.9	5.9	6.4

Note that the PSOL population average ratings of Priorities were always highest if there was a difference of 0.2 or more.

D. RATINGS OF SATISFACTION

Table 10 – Average Ratings of Satisfaction – Largest ratings are highlighted. Small differences may not be significant.

		CWU On-campus Average	CWU Online Average	Peer Average	U.S. Average
SAT1	This institution has a good reputation.	5.2	5.8	5.4	6.0
SAT2	My program advisor is accessible by telephone and e-mail.	5.4	5.7	5.6	6.1
SAT3	Instructional materials are appropriate for program content.	5.4	5.6	5.5	6.0
SAT4	Faculty provide timely feedback about student progress.	5.2	5.4	5.2	5.8
SAT5	My program advisor helps me work toward career goals.	4.6	4.6	5.1	5.6
SAT6	Tuition paid is a worthwhile investment.	5.1	5.9	5.3	5.8
SAT7	Program requirements are clear and reasonable.	5.4	5.4	5.5	5.9
SAT8	Student-to-student collaborations are valuable to me.	4.8	5.0	5.0	5.5
SAT9	Adequate financial aid is available.	4.5	5.0	5.2	5.8
SAT10	This institution responds quickly when I request information.	5.1	6.0	5.3	5.9
SAT11	Student assignments are clearly defined in the syllabus.	5.5	5.7	5.5	6.0
SAT12	There are sufficient offerings within my program of study.	5.0	5.4	5.2	5.9
SAT13	Frequency of student & instructor interactions is adequate.	5.2	5.5	5.3	5.8
SAT14	I receive timely information on the availability of financial aid.	4.5	4.8	5.2	5.8
SAT15	Channels available for providing timely responses to student complaints.	3.9	3.6	4.8	5.5
SAT16	Appropriate technical assistance is readily available.	4.8	5.0	5.3	6.1
SAT17	Assessment/evaluation procedures are clear and reasonable.	5.4	6.0	5.5	6.0
SAT18	Registration for online courses is convenient.	5.6	6.0	5.8	6.4
SAT19	Online career services are available.	3.7	3.9	4.9	5.7
SAT20	The quality of online instruction is excellent.	4.9	5.6	5.1	5.9
SAT21	Adequate online library resources are provided.	5.1	5.6	5.7	6.1
SAT22	I am aware of whom to contact about programs & services.	5.0	5.8	5.2	6.0
SAT23	Billing and payment procedures are convenient for me.	5.4	6.0	5.7	6.2
SAT24	Tutoring services are readily available for online courses.	3.9	4.1	5.2	5.7
SAT25	Faculty are responsive to student needs.	5.2	5.8	5.3	5.9
SAT26	The bookstore provides timely service to students.	5.1	4.9	5.7	6.1

The PSOL population usually had the highest average rating of Satisfaction.

SUMMARY

- CWU students enrolled in online degree programs have similar ratings of priorities to CWU students enrolled on-campus. However, CWU students enrolled in online degree programs have slightly better ratings of satisfaction and lower gaps in priorities less satisfaction ratings.
- CWU students enrolled in online degree programs have, in general, lower (better) gaps in "priorities less satisfaction" than peers.
- The average of all PSOL respondents is, in general, more positive than the CWU students or peer institutions.

E. CWU CUSTOM QUESTIONS

CWU had the option to add ten custom questions measuring Importance and Satisfaction. Table 11 shows those results. CWU students enrolled in online degree programs had lower gaps on 9 of the 10 custom questions. This could be for several reasons:

- The PSOL survey is designed for students enrolled online
- The demographics of CWU students enrolled online vs CWU students enrolled on-campus are different in several areas.

Table 11 – A Summary of Average Responses to CWU PSOL Custom Questions

The data bars range from minus one to plus one. Red bars (to the left) indicate questions where CWU students enrolled in online degree programs had lower/better gaps in Importance minus Satisfaction

	IMPORTANCE		SATISFACTION		GAP		CWU
	CWU On-Campus	CWU Online	CWU On-Campus	CWU Online	CWU On-Campus	CWU Online	Online less On-campus
IMP27 * Help desk services & technical support are adequate.	6.0	5.7	4.9	4.3	1.2	1.4	
IMP28 * Student-student interaction is fostered/encouraged in online course(s).	5.1	5.2	4.9	5.7	0.2	-0.5	
IMP29 * Faculty-student interaction is fostered/encouraged in online course(s).	5.9	6.1	5.0	5.5	0.9	0.6	
IMP30 * The online course management system is easy to use.	5.6	5.6	5.3	5.4	0.3	0.2	
IMP31 * General academic advising is available to online learners.	5.4	5.6	4.3	4.7	1.2	0.9	
IMP32 * I feel I am a member of the CWU community.	5.5	5.2	4.7	4.8	0.7	0.4	
IMP33 * The organization and design of my online course(s) is conducive to learning.	6.4	6.4	5.3	5.7	1.1	0.7	
IMP34 * Orientation to university systems/support resources is provided	5.6	5.9	4.7	5.2	0.9	0.6	
IMP35 * A fair/equitable learning environment exists in my online course(s).	6.2	6.3	5.5	6.2	0.7	0.1	
IMP36 * Courses necessary to meet my degree objectives are offered online.	6.2	6.7	5.0	5.6	1.2	1.1	

V. SOURCES OF INFORMATION AND FACTORS IMPORTANT FOR ENROLLMENT DECISIONS

A. HOW IMPORTANT ARE EACH OF THE FOLLOWING SOURCES OF INFORMATION TO YOUR DECISION TO ENROLL AT CWU?

Table 12 – Summary of Importance of each of the following SOURCES OF INFORMATION

		IMPORTANCE		On-campus less Online	Data Bars -1 to +1
		On-campus	Online		
IMP37	Catalog and brochures (printed)	3.6	3.2	0.4	
IMP38	Catalog (online)	5.3	5.9	-0.5	
IMP39	College representatives	4.1	3.9	0.2	
IMP40	Web site	5.7	6.5	-0.8	
IMP41	Advertisements	3.3	3.1	0.1	
IMP42	Recommend. from instructor/program advisor	5.1	4.3	0.9	
IMP43	Contact w/ current students/recent grads of CWU	4.5	3.4	1.1	

It is not surprising to see that students enrolled online rate the online catalog and CWU's website to be more important sources of information than students enrolled on-campus. CWU students enrolled on-campus rate "Contact with current students and/or recent graduates of CWU" and ""Recommendation from instructor and/or program advisor" much higher than students enrolled online.

B. HOW IMPORTANT ARE EACH OF THESE <u>FACTORS</u> IN YOUR ENROLLMENT?

Table 13 – Summary of Importance of each of the following <u>FACTORS</u> in your Enrollment

		IMPORTANCE		On-campus	Data Bars
		On-campus	Online	less Online	-1 to +1
IMP44	Ability to transfer credits	5.5	5.7	-0.2	
IMP45	Cost	5.9	6.6	-0.6	
IMP46	Financial assistance available	5.5	5.5	-0.1	
IMP47	Future employement opportunities	5.7	6.3	-0.6	
IMP48	Reputation of institution	5.5	5.8	-0.4	
IMP49	Work schedule	5.5	6.3	-0.8	
IMP50	Flexible pacing for completing a program	5.7	6.4	-0.7	
IMP51	Convenience	6.3	6.7	-0.4	
IMP52	Distance from campus	4.8	4.4	0.4	
IMP53	Program requirements	5.8	6.5	-0.7	
IMP54	Recommendations from employer	3.3	3.1	0.2	

On-campus students only rated two of the eleven Factors higher in importance than students enrolled online.

VI. DEMOGRAPHICS

The demographics highlight the difference in CWU students enrolled on-campus vs. the other three groups of students enrolled online.

Note 1: Noel-Levitz provided the total number of students surveyed but not the number of non-responses to the demographics questions. So the percentages for "All PSOL" is the percent of respondents to each question.   The other percentages are of all students who were surveyed.

Note 2: Noel-Levitz peer and population demographics are from 2014/15. 2015 demographics were not yet available.

Note 3: "Sparklines" are small charts that show trends for each row of data.   See:
https://en.wikipedia.org/wiki/Sparkline

DEMOG 1 - GENDER

Gender	CWU On-campus	CWU Online	PSOL Peers	All PSOL Respondents	Sparklines 0% to 100%
Female	70%	83%	60%	71%	■ ■ ■ ■
Male	23%	17%	38%	29%	▬ ▬ ■ ▬
No answer	7%	0%	2%		__ __
Total	226	48	3,290	122,403	

Note: Females tend to provide higher responses to surveys than males. The above table is not representative of the populations for each group.

DEMOG 2 - AGE

Age	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 50%
18 and under	2%	0%	0%	1%	
19 to 24	44%	13%	14%	10%	
25 to 34	18%	29%	33%	29%	
35 to 44	14%	27%	27%	28%	
45 to 54	12%	25%	19%	23%	
55 to 64	4%	6%	5%	8%	
65 and over	0%	0%	1%	1%	
No answer	5%	0%	2%		
Total.	226	48	3,290	122,401	
Average *	29.5	38.1	35.9	38.8	

* The average age was estimated using a weighted average of the mid-points of each category. 18 and under was assumed to average 17 years old. 65 and older was assumed to average 67 years old.

CWU respondents enrolled on-campus are, on average, quite a bit younger than the other groups. This may account for a large portion of the differences in ratings of Importance and Satisfaction.

DEMOG 3 - ETHNICITY / RACE

Ethnicity / Race	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
African American	4%	2%	6%	22%	
American Indian or Alaskan Native	2%	0%	2%	1%	
Asian or Pacific Islander	9%	2%	4%	3%	
Caucasian or White	63%	79%	80%	60%	
Hispanic	8%	6%	3%	6%	
Other Race	3%	0%	2%	<1%	
Prefer not to Respond	4%	10%	4%	8%	
Did not answer	7%	1%	2%		
Total	226	48	3,290	122,401	

CWU students enrolled online and CWU peers are not as racially diverse as CWU students enrolled on-campus or the population of all PSOL respondents.

DEMOG 4 - CURRENT ENROLLMENT STATUS

Enrollment Status	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Primarily online	46%	100%	90%	95%	▄ ■ ■ ■
Primarily on-campus	49%	0%	8%	5%	▄ ▁ ▁ ▁
Did not answer	5%	0%	2%		▁ ▁ ▁
Total	226	48	3,290	122,401	

It is no surprise that CWU students enrolled on-campus have very different enrollment status than CWU students enrolled online, CWU peers, or the population of all PSOL respondents.

DEMOG 5 - CLASS LOAD

Class Load	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Full-time	81%	63%	43%	61%	■ ▄ ▄ ■
Part-time	14%	38%	55%	39%	▁ ■ ■ ▄
Did not answer	5%	0%	2%		▁ ▁
Total	226	48	3,290	122,401	

DEMOG 6 - CLASS LEVEL

Class Level	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
First year (1)	9%	0%	7%	22%	▁ ▁ ▁ ▄
Second year (2)	7%	2%	9%	18%	▁ ▁ ▁ ▄
Third year (3)	34%	42%	21%	15%	▄ ■ ▄ ▄
Fourth year (4)	30%	27%	21%	12%	▄ ▄ ▄ ▄
Special Student	0%	0%	1%	0%	▁
Graduate / professional (5)	13%	25%	35%	30%	▁ ▄ ■ ■
Other class level	3%	4%	4%	3%	▁ ▁ ▁ ▁
Did not respond	5%	0%	2%		▁ ▁
Total	226	48	3,290	122,401	
Average Class Standing *	3.3	3.8	3.7	3.1	■ ■ ■ ■

* Average class standing does not include "Special" and "Other."

The 22% of all PSOL respondents enrolled in first year classes is a bit of an outlier compared to the other groups. It pulls the Average Class Standing down to the same as CWU students enrolled on-campus.

The sparkline for "Average Class Standing" has a vertical axis scale of 0 to 4.

Students enrolled online who responded to the survey were more likely to be enrolled in graduate degree programs than CWU on-campus students.

DEMOG 7 - EDUCATIONAL GOAL

Educational Goal	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Associate degree	1%	0%	3%	15%	__ __ __
Bachelor's degree	63%	50%	49%	40%	■■■■
Master's degree	20%	40%	33%	26%	_■■■
Doctoral or professional degree	8%	6%	6%	16%	__ __ __
Certificate (initial or renewal)	1%	0%	4%	2%	__ __ __
Self-improvement'	0%	0%	0%	0%	__
Job-related	0%	0%	1%	0%	__
Other	0%	4%	1%	1%	__ __ __
Did not respond	6%	0%	2%		__ __
Total	226	48	3,290	122,401	

The population of all PSOL respondents have higher percentages of students pursuing Associate degrees and Doctoral or Professional degrees.

DEMOG 8 - EMPLOYMENT

Employment	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Full-time	35%	60%	69%	64%	_■■■
Part-time	32%	25%	16%	13%	■___
Not employed	27%	15%	12%	23%	____
Did not respond	6%	0%	2%		__ __
Total	226	48	3,290	122,401	

67% of CWU respondents enrolled on-campus were employed either full time or part time compared to 85% for CWU respondents enrolled online, 85% for CWU's peer group, and 77% for all respondents to the PSOL survey.

DEMOG 9 – CURRENT RESIDENCE

Current Residence	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Own house	26%	58%	60%	49%	_■■■
Rent room / apartment / house	46%	35%	28%	38%	■___
Relative's home	12%	4%	6%	10%	____
Residence hall	8%	0%	2%	<1%	__ __
Other	2%	2%	2%	3%	____
Did not respond	6%	0%	2%		__ __
Total	226	48	3,290	122,401	

Students enrolled online are more likely to own their own house.

DEMOG 10 – MARITAL STATUS

Marital Status	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Single	59%	33%	30%	29%	■ ▬ ▬ ▬
Single with children	7%	10%	8%	17%	_ ▬ ▬ ▬
Married	10%	13%	18%	16%	_ ▬ ▬ ▬
Married with children	16%	38%	40%	34%	▬ ■ ■ ■
Prefer not to answer	3%	4%	2%	4%	_ _ _ _
Did not respond	5%	2%	2%		_ _ _
Total	226	48	3,290	122,401	

CWU on-campus respondents are more likely to be single and less likely to be married with children.

DEMOG 11 – CURRENT PLANS

Current Plans	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
Complete online degree program	37%	96%	82%	86%	▬ ■ ■ ■
Complete degree on-campus	45%	2%	9%	5%	■ _ _ _
Transfer credits	3%	0%	1%	4%	_ _ _
Complete this course	10%	0%	6%	5%	_ _ _
Did not respond	5%	2%	2%		_ _ _
Total	226	48	3,290	122,401	

The only surprise to Current Plans is that so many CWU respondents enrolled on-campus plan to finish their degrees online.

DEMOG 12 – CURRENT ONLINE ENROLLMENT

Current Online Enrollment	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 40%
1 - 3 credits	12%	6%	22%	26%	▬ _ ■ ■
4 - 6 credits	36%	23%	31%	30%	■ ▬ ■ ■
7 - 9 credits	10%	10%	22%	11%	▬ ▬ ■ ▬
10 - 12 credits	15%	23%	13%	10%	■ ■ ▬ ▬
13 - 15 credits	15%	35%	5%	5%	▬ ■ _ _
More than 15 credits	5%	2%	4%	18%	▬ _ _ ■
Did not respond	6%	0%	3%		_ _
Estimated Averages*	**8.0**	**9.9**	**6.8**	**7.8**	■ ■ ■ ■
Total	226	48	3,290	122,401	

* the "estimated average current online enrollment" is a weighted average using the mid-points of each category. It was assumed that "more than 15 credits" averaged to 17 credits. CWU credits were probably higher because CWU is on the quarter system. If the PSOL credits were increase by 50% the averages would be 10.2 credits for PSOL peers and 11.7 credits for all PSOL respondents. The sparklines for "Estimated Averages" run from 0 to 10.

DEMOG 13 – PREVIOUS ONLINE ENROLLMENT

Previous Online Enrollment	CWU On-campus	CWU Online	PSOL Peers	All PSOL	Sparklines 0% to 100%
No classes	17%	8%	16%	23%	
1 - 3 classes	28%	21%	35%	39%	
4 - 6 classes	17%	13%	16%	12%	
7 - 9 classes	5%	2%	10%	6%	
10 - 12 classes	9%	8%	7%	6%	
13 - 15 classes	9%	29%	4%	3%	
More than 15 classes	8%	13%	9%	11%	
Did not respond	7%	6%	2%		
Estimated Averages*	**5.8**	**8.9**	**5.3**	**4.8**	
Total	226	48	3,290	122,401	

* Note: The sparkline for "Estimated Averages" uses a vertical scale from 0 to 10. The estimated averages use the mid-point of each category.

CWU respondents may have a different scale because CWU is on quarter system.

VII. CWU CUSTOM DEMOGRAPHICS

CWU had the option to add up to two custom demographic questions.

DEMOG 14 - MY INTENDED DEGREE IS:

My intended degree is:	CWU On-campus	CWU Online	Sparklines 9% to 100%
Online undergraduate degree	24%	69%	
Online graduate degree	15%	29%	
On-campus undergraduate degree	43%	0%	
On-campus graduate degree	12%	2%	
Did not respond	6%	0%	
Total	226	48	

DEMOG 15 - MY HOME CWU CAMPUS IS:

My home CWU campus is:	CWU On-campus	CWU Online	Sparklines 9% to 100%
Ellensburg	58%	0%	▆
Des Moines or Pierce County	16%	0%	▁
Lynnwood or Everett	15%	0%	▁
Moses Lake, Wenatchee, or Yakima'	5%	0%	
A fully online degree program	0%	100%	▆
Did not respond	6%	0%	
Total	226	48	

CWU CAMPUS DEFINED MAJORS / CODES

Campus Defined Major Codes	CWU On-campus	CWU Online
1168 - Not enrolled in an online degree program	42%	2%
1063 - Health and Physical Education: Athletic Administration (MS)	2%	0%
1087 - Information Tech & Admin Mgt (BAS)	8%	17%
1088 - Information Tech & Admin Mgt (BS)	7%	10%
1089 - Information Tech & Admin Mgt (MS)	5%	6%
1090 - Interdisciplinary Studies: Social Sciences (BS)	8%	15%
1094 - Law & Justice (BA)	4%	6%
1107 - Paramedicine (BS)	0%	0%
1125 - Psychology (BA)	5%	13%
1137 - School Administration (MED)	1%	0%
1145 - Sociology (BA)	4%	4%
1151 - Special Education (MED)	2%	0%
1153 - English: Professional & Creative Writing (BA)	2%	8%
1165 - Health and Physical Education: Teaching Physical Education and Health (MS)	0%	0%
1166 - Higher Education (MED)	2%	13%
1167 - Literacy (MED)	0%	2%
Did not respond	7%	4%
Total	226	48

Note that 33% of online respondents are ITAM majors. This may skew some of the sample statistics.

It seems strange that only 42% of students who reported as being enrolled in an on-campus program select "Not enrolled in an online degree program."

APPENDIX 1

MOCK-UP OF CWU's 2015 PRIORITIES SURVEY FOR ONLINE LEARNERS

Each item below describes an expectation about your experiences with this program.
On the *left,* tell us how <u>important</u> it is for your institution to meet this expectation.
On the *right,* tell us how <u>satisfied</u> you are that your institution has met this expectation.

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

1 - not important at all	5 - somewhat important	1 - not satisfied at all	5 - somewhat satisfied
2 - not very important	6 - important	2 - not very satisfied	6 - satisfied
3 - somewhat unimportant	7 - very important	3 - somewhat	7 - very satisfied
4 - neutral	N/A - does not apply	dissatisfied	N/A - not available/not
		4 - neutral	used

1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A
○	○	○	○	○	○	○	○	1.	This institution has a good reputation.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	2.	My program advisor is accessible by telephone and e-mail.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	3.	Instructional materials are appropriate for program content.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	4.	Faculty provide timely feedback about student progress.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	5.	My program advisor helps me work toward career goals.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	6.	Tuition paid is a worthwhile investment.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	7.	Program requirements are clear and reasonable.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	8.	Student-to-student collaborations are valuable to me.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	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.	○	○	○	○	○	○	○	○

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

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
○	○	○	○	○	○	○	○	13.	The frequency of student and instructor interactions is adequate.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	14.	I receive timely information on the availability of financial aid.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	15.	Channels are available for providing timely responses to student complaints.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	16.	Appropriate technical assistance is readily available.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	17.	Assessment and evaluation procedures are clear and reasonable.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	18.	Registration for online courses is convenient.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	19.	Online career services are available.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	20.	The quality of online instruction is excellent.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	21.	Adequate online library resources are provided.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	22.	I am aware of whom to contact for questions about programs and services.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	23.	Billing and payment procedures are convenient for me.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	24.	Tutoring services are readily available for online courses.	○	○	○	○	○	○	○	○
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
○	○	○	○	○	○	○	○	25. Faculty are responsive to student needs.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	26. The bookstore provides timely service to students.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	27. Help desk services and technical support are adequate to meet my needs.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	28. Student-to-student interaction is fostered and encouraged in my online course(s).	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	29. Faculty-to-student interaction is fostered and encouraged in my online course(s).	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	30. There are effective safeguards to deter cheating in online courses.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	31. General academic advising is available to online learners.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	32. I feel I am a member of the Central Washington University community.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	33. The organization and design of my online course(s) is conducive to learning.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	34. Orientation to university systems and support resources is provided to online learners.	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	35. A fair and equitable learning environment exists in my online course(s).	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	36. Courses necessary to meet my degree objectives are offered online.	○	○	○	○	○	○	○	○
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 <u>important</u> it is for your institution to meet this expectation.

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

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

Importance to me ...

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

1	2	3	4	5	6	7	N/A	

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		
○	○	○	○	○	○	○	○	49.	Work schedule
○	○	○	○	○	○	○	○	50.	Flexible pacing for completing a program
○	○	○	○	○	○	○	○	51.	Convenience
○	○	○	○	○	○	○	○	52.	Distance from campus
○	○	○	○	○	○	○	○	53.	Program requirements
○	○	○	○	○	○	○	○	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?

   [dropdown ▼]

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

   [dropdown ▼]

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

   [dropdown ▼]

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

[▼]

14. Campus demographic item #1

[▼]

15. Campus demographic item #2

[▼]

16. Selection of Program/Major:

[▼]

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

[text box]

APPENDIX 2

117 INSTITUTIONS ADMINSITERING THE PSOL FROM 2011 THROUGH 2014

AIU - Online, IL	Great Falls College Montana State University, MT
Allen Community College, KS	Gwinnett Technical College, GA
American College of Education, FL	Henley - Putnam University, CA
Amridge University, AL	Hope International University, CA
Anthem College - Online, AZ	Indiana Wesleyan University, IN
Argosy University Online, PA	Inver Hills Community College, MN
Art Institute Online, PA	Isothermal Community College, NC
Ashford University, IA	Jones International University, CO
Baker College Online, MI	Kettering College, OH
Bellevue University, NE	King University, TN
Bemidji State University, MN	LeTourneau University, TX
Bismarck State College, ND	Lincoln College of New England, CT
Bon Secours Memorial College of Nursing, VA	Linfield College, OR
Brookhaven College (DCCCD), TX	Loyola University New Orleans, LA
Bryant & Stratton College - Southtowns, NY	Master's College & Seminary, ON
California State University - San Bernardino, CA	Mayville State University, ND
Capella University, MN	Mercy College, NY
Carlow University, PA	Mesa Community College, AZ
Central Lakes College, MN	Metropolitan State University, MN
Central Washington University, WA	Mississippi Gulf Coast Community College, MS
Champlain College, VT	Mississippi State University, MS
Cloud County Community College, KS	Missouri Baptist University, MO
College of the Ouachitas, AR	Moberly Area Community College, MO
Colorado State University - Global Campus, CO	Nebraska Methodist College, NE
Colorado Technical University - Colorado Springs, CO	New England College of Business and Finance, MA
Columbia College, MO	New Mexico State University at Alamogordo, NM
Corban University, OR	North Dakota State College of Science, ND
Cowley County Community College, KS	Northcentral University, AZ
Crown College, MN	Northwood University, MI
CUNY School of Professional Studies, NY	Ohio Christian University, OH
Cuyahoga Community College, OH	Patrick Henry College, VA
Dakota College at Bottineau, ND	Patten University, CA
Dakota State University, SD	Post University, CT
Dallas Colleges Online, TX	Regis University, CO
Daymar College - Online, KY	Rider University, NJ
Daytona State College, FL	Rio Salado College, AZ
Dickinson State University, ND	Saint Mary-of-the-Woods College, IN
Education Futures Group, LLC , TX	San Juan College, NM
Everglades University, FL	Savannah College of Art and Design, GA
Excelsior College, NY	Schoolcraft College, MI
Fort Hays State University, KS	Shoreline Community College, WA
Friends University, KS	South Central College, MN
Front Range Community College, CO	South University Online, PA
Georgia Military College, GA	Southwestern Assemblies of God University, TX
Georgia Northwestern Technical College, GA	Spring Arbor University, MI

St. John Fisher College, NY	University of Wisconsin - Superior, WI
State Fair Community College, MO	Utica College, NY
Strayer University, DC	Valley City State University, ND
Sullivan University, KY	Virginia College Online, AL
Texas Woman's University, TX	Virginia Commonwealth University, VA
Trident University International, CA	Volunteer State Community College, TN
Troy University, AL	Walden University, GA
University of Illinois at Springfield, IL	Wayne Community College, NC
University of Maryland University College, MD	Western Wyoming Community College, WY
University of Saint Francis, IN	Westwood College Online, CO
University of San Francisco, CA	Williston State College, ND
University of St. Francis, IL	Wilmington University, DE
University of the Rockies, CO	Yavapai College, AZ
University of Wisconsin - Stout, WI	

APPENDIX 3

Questions Within Each Major Scale

Scale: Institutional Perceptions

1. This institution has a good reputation.
6. Tuition paid is a worthwhile investment.

Scale: Academic Services

2. My program advisor is accessible by telephone and e-mail.
5. My program advisor helps me work toward career goals.
7. Program requirements are clear and reasonable.
12. There are sufficient offerings within my program of study.
16. Appropriate technical assistance is available.
21. Adequate online library resources are provided.
24. Tutoring services are readily available.

Scale: Instructional Services

3. Instructional materials are appropriate for program content.
4. Faculty provide timely feedback about student progress.
8. Student-to-student collaborations provide valuable experiences.
11. Student assignments are clearly defined in the syllabus.
13. The frequency of student and instructor interactions is adequate.
17. Assessment and evaluation procedures are clear and reasonable.
20. The quality of online instruction is excellent.
25. Faculty are responsive to student needs.

Scale: Enrollment Services

9. Adequate financial aid is available.
14. I receive timely information on the availability of financial aid.
18. Registration for online courses is convenient.
23. Billing and payment procedures are convenient for me.

Scale: Student Services

10. This institution responds quickly when I request information.
15. Channels are available for providing timely responses to student complaints.
19. Online career services are available.
22. I am aware of whom to contact for questions about programs and services.
26. The bookstore provides timely service to students.