CENTRAL WASHINGTON UNVIVERSITY

2014 NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS

**A COMPARISON OF RESPONSES FROM STUDENTS ENROLLED PRIMARILY ONLINE
TO STUDENTS ENROLLED PRIMARILY ON CAMPUS**

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I. ABSTRACT

Central Washington University (CWU) administers the Noel-Levitz (N-L) Priorities Survey for Online Learners (PSOL) online via email to all students enrolled in online courses. The survey was administered during the spring 2013 term (4/29/13 through 5/15/13) and the spring 2014 term (4/20/14 through 5/24/14). The survey is designed to assess the priorities and satisfaction of students enrolled in distance learning and online courses. This report summarizes differences in responses by students enrolled in online degree programs vs. students enrolled in degree programs on campus, either at Ellensburg or at one of the Centers.

II. EXECUTIVE SUMMARY

A. Strategic Management Question s – Online Students Gave Slightly Higher Ratings on All Questions

	Online	F2F	± 0.5 Difference	Cohen's d
So far, how has your college experience met your expectations?	4.6	4.5	▮	small
Rate your overall satisfaction with your experience here thus far.	5.5	5.1	▬▬	small
All in all, if you had to do it over, would you enroll here again?	5.7	5.4	▬	small

B. Priorities Questions – "moderate" differences on 4 of 36 questions. All other differences were small.

Online students considered FOUR services to be moderately less important than on-campus students:
> 19. Online career services are available.
> 24. Tutoring services are readily available.
> 27. Campus item: Help desk services and technical support are adequate to meet my needs.
> 32. Campus item: I feel I am a member of the Central Washington University community.

C. Satisfaction Questions – "moderate" differences on 7 of 32 questions. All other differences were small.

Online students were less satisfied with:
> 15. Channels are available for providing timely responses to student complaints.
> 16. Appropriate technical assistance is available.
> 19. Online career services are available.
> 24. Tutoring services are readily available.
> 26. The bookstore provides timely service to students.
> 27. Campus item: Help desk services and technical support are adequate to meet my needs.
> 32. Campus item: I feel I am a member of the Central Washington University community.

D. Information and Factors for Enrollment

There were quite a few differences in the information and factors that online students use for enrollment decisions when compared to on-campus students.

E. Demographics

There were differences in demographics between online and on-campus students. The differences made sense, e.g., online students were older, more likely to be employed full time, more likely to be enrolled part time, etc.

F. Summary

Online students were slightly more satisfied with their experience at CWU and slightly more likely to re-enroll if given the chance. There are some areas to improve for online students but this survey did not point out major differences in satisfaction between online and on-campus students.

III. METHODOLOGY

The PSOL survey consists of 73 questions:
- 26 standard items rated for both importance and satisfaction
- 10 campus defined items rated for both importance and satisfaction
- 18 items assessing pre-enrollment factors – only rated for importance
- 3 summary questions
- 15 demographic questions
- 1 question asking students their general major, or "group code"

The PSOL is partially designed to provide "gap analysis" between importance and satisfaction. This report compares responses of students enrolled "primarily online" to students enrolled "primarily on-campus." Questions 1 through 36 ask: "Each item below describes an expectation about your experiences with this program. 'On the left tell us how underline important it is for your institution to meet this expectation. On the right tell us how underline satisfied you are that your institution has met this expectation.

The Noel-Levitz Priorities Survey for Online Learners is a national survey tested thoroughly to give reliable and valid questions. Noel-Levitz emailed the online survey to all CWU students enrolled in "WW" courses (100% online) during the spring 2014 quarter. The response rate was 14%. The response rate rose slightly from 2013. An iPad Air was given to one randomly selected student. All respondents were email a coupon to the Wildcat shop which was redeemable in-person or online.

Table 1 2014 Noel-Levitz Priorities Survey for Online Learners Response Rates

Surveys emailed	2,785
Responses	385
Response Rate	14%
Respondents' Home Campus	
Ellensburg Campus	42%
Centers	42%
Enrolled Online	16%

Cohen's d "Effect Size" was used to categorize the difference in means. It is the difference in means divided by the pooled standard deviation and it may provide better estimates of difference when sample sizes are different.

Cohen gave a "rule-of-thumb" that an effect size of 0.2 to 0.3 might be "small," between 0.3 and 0.8 "moderate," and larger than 0.8 "large." For this analysis an effect size (absolute value) of .3 to .8 is moderate and .8 or larger is large.

IV. STRATEGIC PLANNING QUESTIONS

The survey asks the importance only on three major questions. CWU's online students gave slightly better responses than on-campus students to all three questions.

Table 2 Strategic Planning Question Results

	Online	F2F	± 0.5 Difference	Cohen's d
55. So far, how has your college experience met your expectations?	4.6	4.5	▮	small
56. Rate your overall satisfaction with your experience here thus far.	5.5	5.1	▮▮	small
57. All in all, if you had to do it over, would you enroll here again?	5.7	5.4	▮▮	small

Table 3 Strategic Planning summary questions used a 7 point Likert Scale.

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

In summary, in 2014 online students rated these three summary questions slightly higher than on-campus students.   Online students are slightly more satisfied and slightly more likely to enroll again if given the chance.

V. PRIORITIES – no major differences, moderate differences on 4 of 36 questions

Table 4 The PSOL "importance" and "satisfaction" questions use a seven-point Likert scale

The scale for importance is:	The scale for satisfaction is:
1 - not important at all	1 – not satisfied at all
2 - not very important	2 – not very satisfied
3 - somewhat unimportant	3 – somewhat satisfied
4 - neutral	4 - neutral
5 – somewhat important	5 – somewhat satisfied
6 – important	6 - satisfied
7 – very important	7 – very satisfied

Tables 5, 6, and 7 summarize detailed responses to "Importance" (or Priority) questions.   Only four questions had even moderate differences using the Cohen's d scale.

Table 5 Comparison of Responses to "Importance" Questions 1 through 13

		-------------- Online ------			----------- On Campus --			Difference in Averages	± 1.0 Data Bars	Cohen's d Distance	Cohen's d qualitative
		- n -	Average	StDev	- n -	Average	StDev				
IMP1	1. This institution has a good reputation.	59	6.05	1.01	322	5.95	1.19	0.10		0.07	SMALL
IMP2	2. My program advisor is accessible by telephone and e-mail.	59	6.47	1.09	323	6.26	1.22	0.22		0.15	SMALL
IMP3	3. Instructional materials are appropriate for program content.	59	6.53	0.68	323	6.41	0.88	0.12		0.09	SMALL
IMP4	4. Faculty provide timely feedback about student progress.	59	6.58	0.67	322	6.42	0.85	0.16		0.12	SMALL
IMP5	5. My program advisor helps me work toward career goals.	59	6.05	1.57	318	6.11	1.46	-0.06		-0.03	SMALL
IMP6	6. Tuition paid is a worthwhile investment.	59	6.75	0.51	322	6.48	1.11	0.26		0.19	SMALL
IMP7	7. Program requirements are clear and reasonable.	59	6.64	0.61	319	6.51	0.85	0.13		0.10	SMALL
IMP8	8. Student-to-student collaborations provide valuable experiences.	59	4.51	1.88	321	4.97	1.82	-0.46		-0.24	SMALL
IMP9	9. Adequate financial aid is available.	59	5.58	2.22	322	6.04	1.86	-0.46		-0.23	SMALL
IMP10	10. This institution responds quickly when I request information.	59	6.37	0.76	321	6.41	0.99	-0.04		-0.03	SMALL
IMP11	11. Student assignments are clearly defined in the syllabus.	59	6.49	0.70	321	6.56	0.82	-0.07		-0.06	SMALL
IMP12	12. There are sufficient offerings within my program of study.	59	6.64	0.58	315	6.45	1.03	0.19		0.14	SMALL
IMP13	13. The frequency of student and instructor interactions is adequate.	58	6.16	0.85	315	6.16	1.02	0.00		0.00	SMALL

Table 5 (continued) Comparison of Responses to "Importance" Questions 14 through 26

		-------------- Online -------			----------- On Campus --			Difference in Averages	± 1.0 Data Bars	Cohen's d Distance	Cohen's d qualitative
		- n -	Average	StDev	- n -	Average	StDev				
IMP14	14. I receive timely information on the availability of financial aid.	57	5.39	2.22	316	5.89	1.88	-0.50		-0.25	SMALL
IMP15	15. Channels are available for providing timely responses to student complaints.	58	4.90	2.49	315	5.42	2.01	-0.52		-0.25	SMALL
IMP16	16. Appropriate technical assistance is available.	58	5.41	2.27	316	5.85	1.70	-0.43		-0.23	SMALL
IMP17	17. Assessment and evaluation procedures are clear and reasonable.	58	6.21	1.22	314	6.25	1.12	-0.04		-0.03	SMALL
IMP18	18. Registration processes are convenient.	58	6.69	0.63	316	6.39	1.06	0.30		0.22	SMALL
IMP19	19. Online career services are available.	58	4.24	2.75	313	5.21	2.18	-0.97		-0.43	MEDIUM
IMP20	20. The quality of online instruction is excellent.	58	6.81	0.44	314	6.47	0.85	0.34		0.27	SMALL
IMP21	21. Adequate online library resources are provided.	58	5.93	1.83	316	5.89	1.57	0.04		0.02	SMALL
IMP22	22. I am aware of whom to contact for questions about programs and services.	57	6.21	0.96	315	6.18	1.24	0.03		0.02	SMALL
IMP23	23. Billing and payment procedures are convenient for me.	57	5.89	1.80	316	6.07	1.54	-0.18		-0.10	SMALL
IMP24	24. Tutoring services are readily available.	59	4.03	2.75	316	5.06	2.24	-1.03		-0.45	MEDIUM
IMP25	25. Faculty are responsive to student needs.	57	6.53	0.76	318	6.49	0.93	0.04		0.03	SMALL
IMP26	26. The bookstore provides timely service to students.	57	5.60	2.19	318	5.97	1.55	-0.37		-0.21	SMALL

Table 6 Comparison of Responses to CWU Campus Defined "Importance" Questions

		-------------- Online -------			----------- On Campus --			Difference	± 1.0	Cohen's d	Cohen's d
		- n -	Average	StDev	- n -	Average	StDev	in Averages	Data Bars	Distance	qualitative
IMP27	27. Campus item: Help desk services and technical support are adequate to meet my needs.	57	5.02	2.52	316	5.66	1.92	-0.64		-0.31	MEDIUM
IMP28	28. Campus item: Student-to-student interaction is fostered and encouraged in my online course(s).	57	5.14	1.55	318	4.97	1.85	0.17		0.09	SMALL
IMP29	29. Campus item: Faculty-to-student interaction is fostered and encouraged in my online course(s).	57	6.21	0.94	318	5.97	1.29	0.24		0.15	SMALL
IMP30	30. Campus item: The online course management system is easy to use.	57	6.42	1.38	314	6.48	0.87	-0.06		-0.05	SMALL
IMP31	31. Campus item: General academic advising is available to online learners.	57	6.05	1.57	317	5.54	2.04	0.51		0.24	SMALL
IMP32	32. Campus item: I feel I am a member of the Central Washington University community.	57	4.95	1.97	319	5.56	1.61	-0.62		-0.34	MEDIUM
IMP33	33. Campus item: The organization and design of my online course(s) is conducive to learning.	57	6.42	0.68	319	6.43	0.89	-0.01		-0.01	SMALL
IMP34	34. Campus item: Orientation to university systems and support resources is provided to online learners.	57	5.63	1.55	318	5.46	2.03	0.18		0.08	SMALL
IMP35	35. Campus item: A fair and equitable learning environment exists in my online course(s).	57	6.42	1.07	318	6.34	0.98	0.08		0.06	SMALL
IMP36	36. Campus item: Courses necessary to meet my degree objectives are offered online.	57	6.74	0.70	317	6.33	1.15	0.41		0.28	SMALL

VI. SATISFACTION Moderate differences on 7 of 32 items, no major differences

Online students were moderately less satisfied on seven questions. See Tables 7 and 8.

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

16. Appropriate technical assistance is available.

19. Online career services are available.

24. Tutoring services are readily available.

26. The bookstore provides timely service to students.

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

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

Table 7 Differences in Satisfaction

		-------------- Online --------------			----------- On Campus -----------			Difference	± 1.0	Cohen's d	Cohen's d
		- n -	Average	StDev	- n -	Average	StDev	in Averages	Data Bars	Distance	qualitative
SAT1	1. This institution has a good reputation.	60	5.70	1.11	323	5.55	1.37	0.15		0.09	SMALL
SAT2	2. My program advisor is accessible by telephone and e-mail.	60	5.78	1.42	321	5.52	1.65	0.26		0.14	SMALL
SAT3	3. Instructional materials are appropriate for program content.	60	5.52	1.36	322	5.59	1.33	-0.07		-0.04	SMALL
SAT4	4. Faculty provide timely feedback about student progress.	60	5.05	1.55	323	5.27	1.48	-0.22		-0.13	SMALL
SAT5	5. My program advisor helps me work toward career goals.	59	4.97	1.92	317	4.83	2.10	0.14		0.06	SMALL
SAT6	6. Tuition paid is a worthwhile investment.	60	5.40	1.25	323	5.16	1.59	0.24		0.14	SMALL
SAT7	7. Program requirements are clear and reasonable.	60	5.42	1.37	320	5.52	1.43	-0.10		-0.06	SMALL
SAT8	8. Student-to-student collaborations provide valuable experiences.	59	4.58	1.80	322	4.89	1.68	-0.31		-0.17	SMALL
SAT9	9. Adequate financial aid is available.	59	4.85	2.38	319	4.84	2.20	0.01		0.00	SMALL
SAT10	10. This institution responds quickly when I request information.	60	5.90	0.92	323	5.37	1.59	0.53		0.30	SMALL

Table 7 Differences in Satisfaction – continued

		Online			On Campus			Difference in Averages	± 1.0 Data Bars	Cohen's d Distance	Cohen's d qualitative
		- n -	Average	StDev	- n -	Average	StDev				
SAT11	11. Student assignments are clearly defined in the syllabus.	59	5.25	1.38	323	5.64	1.34	-0.39		-0.25	SMALL
SAT12	12. There are sufficient offerings within my program of study.	60	5.17	1.53	323	5.15	1.74	0.01		0.01	SMALL
SAT13	13. The frequency of student and instructor interactions is adequate.	59	5.19	1.47	316	5.34	1.44	-0.16		-0.09	SMALL
SAT14	14. I receive timely information on the availability of financial aid.	59	4.51	2.28	313	4.66	2.18	-0.15		-0.07	SMALL
SAT15	15. Channels are available for providing timely responses to student complaints.	58	3.29	2.63	314	4.02	2.36	-0.73		-0.31	MEDIUM
SAT16	16. Appropriate technical assistance is available.	58	4.21	2.73	316	4.87	2.06	-0.66		-0.31	MEDIUM
SAT17	17. Assessment and evaluation procedures are clear and reasonable.	59	5.32	1.51	314	5.43	1.40	-0.10		-0.06	SMALL
SAT18	18. Registration processes are convenient.	59	5.80	1.47	315	5.78	1.50	0.02		0.01	SMALL
SAT19	19. Online career services are available.	57	3.23	2.61	316	3.97	2.38	-0.74		-0.31	MEDIUM
SAT20	20. The quality of online instruction is excellent.	59	5.37	1.31	316	5.22	1.61	0.15		0.08	SMALL
SAT21	21. Adequate online library resources are provided.	59	4.95	2.10	316	5.04	2.00	-0.09		-0.04	SMALL
SAT22	22. I am aware of whom to contact for questions about programs and services.	58	5.28	1.66	316	5.11	1.79	0.17		0.09	SMALL
SAT23	23. Billing and payment procedures are convenient for me.	58	5.69	1.74	317	5.52	1.81	0.17		0.09	SMALL
SAT24	24. Tutoring services are readily available.	58	2.28	2.28	316	3.66	2.41	-1.38		-0.57	MEDIUM
SAT25	25. Faculty are responsive to student needs.	58	5.64	1.41	321	5.38	1.52	0.26		0.15	SMALL
SAT26	26. The bookstore provides timely service to students.	58	4.69	2.79	321	5.33	1.96	-0.64		-0.31	MEDIUM

Table 8 Differences in Satisfaction – Campus Defined Items

		-------------- Online --------------			----------- On Campus -----------			Difference in Averages	± 1.0 Data Bars	Cohen's d Distance	Cohen's d qualitative
		- n -	Average	StDev	- n -	Average	StDev				
SAT27	27. Campus item: Help desk services and technical support are adequate to meet my needs.	58	3.60	2.86	319	4.77	2.32	-1.17		-0.50	MEDIUM
SAT28	28. Campus item: Student-to-student interaction is fostered and encouraged in my online course(s).	58	5.48	1.38	321	4.99	1.76	0.49		0.26	SMALL
SAT29	29. Campus item: Faculty-to-student interaction is fostered and encouraged in my online course(s).	58	5.24	1.45	321	5.17	1.61	0.07		0.04	SMALL
SAT30	30. Campus item: The online course management system is easy to use.	57	5.46	1.60	318	5.43	1.40	0.03		0.02	SMALL
SAT31	31. Campus item: General academic advising is available to online learners.	58	4.45	2.40	318	4.30	2.36	0.15		0.06	SMALL
SAT32	32. Campus item: I feel I am a member of the Central Washington University community.	57	3.82	1.76	322	4.95	1.80	-1.12		-0.58	MEDIUM
SAT33	33. Campus item: The organization and design of my online course(s) is conducive to learning.	58	5.55	1.34	321	5.41	1.50	0.14		0.08	SMALL
SAT34	34. Campus item: Orientation to university systems and support resources is provided to online learners.	58	4.52	2.09	316	4.49	2.21	0.03		0.01	SMALL
SAT35	35. Campus item: A fair and equitable learning environment exists in my online course(s).	58	5.74	1.35	317	5.59	1.50	0.15		0.09	SMALL
SAT36	36. Campus item: Courses necessary to meet my degree objectives are offered online.	58	5.71	1.45	320	5.18	1.70	0.53		0.29	SMALL

VII. ENROLLMENT INFORMATION –

Online students found the online catalog and the web site to be slightly more important than on-campus students. All other information was moderately or largely less important than on campus students.

Table 9 highlights the differences in importance of enrollment information between online and on-campus students. This is an area that may merit more study.

Table 9 Importance of Enrollment Information

		Online			On Campus			Difference	Online-F2F	Cohen's d	Cohen's d
		- n -	Average	StDev	- n -	Average	StDev	in Averages	-2 to +2	Distance	qualitative
IMP37	37. Catalog and brochures (printed)	59	3.03	2.48	320	4.05	2.38	-1.02		-0.42	MEDIUM
IMP38	38. Catalog (online)	59	5.97	1.66	321	5.57	1.99	0.39		0.19	SMALL
IMP39	39. College representatives	59	2.71	2.44	321	4.26	2.36	-1.55		-0.65	MEDIUM
IMP40	*40. Web site*	59	6.19	1.61	319	5.88	1.74	0.31		0.16	SMALL
IMP41	41. Advertisements	59	2.39	2.32	320	3.39	2.26	-1.00		-0.43	MEDIUM
IMP42	42. Recommendation from instructor or program advisor	59	3.58	2.85	321	5.21	2.22	-1.64		-0.72	LARGE
IMP43	*43.Contact with current students and / or recent graduates of the program*	58	3.14	2.79	317	4.42	2.45	-1.28		-0.52	MEDIUM

VIII. ENROLLMENT FACTORS moderate differences on 4 of 11 factors

The differences in what Noel-Levitz calls "enrollment factors" were not as stark as in enrollment information. However, there were moderate differences in four of the eleven questions.

Enrollment Factors that were moderately more important to on-line students were:

> 49. Work schedule as factor in decision to enroll.
> 50. Flexible pacing for completing a program as factor in decision to enroll.

Enrollment factors that were moderately more important to on-campus students were:

> 52. Distance from campus as factor in decision to enroll.
> 54. Recommendations from employer as factor in decision to enroll.

Table 10 summarizes the responses.

Table 10 Importance of Enrollment Factors

		-------------- Online --------------			------ On Campus ------			Difference	Online-F2F	Cohen's d	Cohen's d
		- n -	Average	StDev	- n -	Average	StDev	in Averages	-2 to +2	Distance	qualitative
IMP44	*44. Ability to transfer credits as factor in decision to enroll.*	59	5.71	2.41	321	5.58	2.29	0.14		0.06	SMALL
IMP45	45. Cost as factor in decision to enroll.	59	6.22	1.22	319	5.95	1.71	0.27		0.14	SMALL
IMP46	*46. Financial assistance available as factor in decision to enroll.*	58	5.33	2.49	321	5.63	2.17	-0.30		-0.14	SMALL
IMP47	47. Future employment opportunities as factor in decision to enroll.	59	5.47	2.18	320	5.86	1.88	-0.39		-0.19	SMALL
IMP48	48. Reputation of institution as factor in decision to enroll.	59	5.71	1.46	321	5.68	1.69	0.03		0.02	SMALL
IMP49	*49. Work schedule as factor in decision to enroll.*	59	6.31	1.81	321	5.27	2.42	1.03		0.42	MEDIUM
IMP50	50. Flexible pacing for completing a program as factor in decision to enroll.	59	6.32	1.52	322	5.71	1.91	0.61		0.30	MEDIUM
IMP51	*51. Convenience as factor in decision to enroll.*	59	6.83	0.50	322	6.38	1.09	0.45		0.32	SMALL
IMP52	52. Distance from campus as factor in decision to enroll.	59	3.71	3.18	320	5.03	2.45	-1.31		-0.53	MEDIUM
IMP53	*53. Program requirements as factor in decision to enroll.*	59	6.19	1.54	321	5.98	1.56	0.21		0.12	SMALL
IMP54	54. Recommendations from employer as factor in decision to enroll.	59	1.97	2.60	318	3.34	2.84	-1.37		-0.49	MEDIUM

IX. DEMOGRAPHICS

There were quite a few differences in demographics but most of them seem to make sense. The following tables summarize differences in responses between online and on-campus (F2F) students.

DEMOG1 Item 58 – Gender	Online	F2F	Difference	Data bars
1 – Female	78%	68%	10%	
2 – Male	22%	32%	-10%	
Did not answer (n's of 60 & 325)	0	6		

DEMOG2 Item 59 – Age

	Online	F2F	Difference	±0.6 Data bars
1 – 18 and under	0%	3%	-3%	
2 – 19 to 24	17%	43%	-27%	
3 – 25 to 34	35%	24%	11%	
4 – 35 to 44	33%	16%	17%	
5 – 45 to 54	12%	10%	2%	
6 – 55 to 64	3%	3%	1%	
7 – 65 and older	0%	0%	0%	
Did not answer (n's of 60 & 325)	0	6		

DEMOG3 Item 60 – Ethnicity / Race

	Online	F2F	Difference	±0.6 Data bars
1 – African-American	0%	3%	-3%	
2 – American Indian or Alaskan Native	2%	3%	-1%	
3 – Asian or Pacific Islander	2%	12%	-10%	
4 – Caucasian/White	83%	63%	21%	
5 – Hispanic	7%	11%	-5%	
6 – Other	5%	5%	0%	
7 – Prefer not to respond	2%	3%	-1%	
Did not answer (n's of 60 & 325)	0	7		

DEMOG4 Item 61 – Current enrollment status

	Online	F2F	Difference	±0.6 Data bars
1 – Primarily online	98%	48%	51%	
2 – Primarily on-campus	2%	52%	-51%	
Did not answer (n's of 60 & 325)	0	7		

DEMOG5 Item 62 – Current class load

	Online	F2F	Difference	±0.6 Data bars
1 – Full-time	60%	84%	-24%	
2 – Part-time	40%	16%	24%	
Did not answer (n's of 60 & 325)	0	8		

DEMOG6 Item 63 – Class level

	Online	F2F	Difference	±0.6 Data bars
1 – First year	3%	7%	-3%	
2 – Second year	2%	11%	-9%	
3 – Third year	33%	34%	-1%	
4 – Fourth year	37%	37%	-1%	
5 - Special Student	0%	1%	-1%	
6 - Graduate / Professional	25%	5%	20%	
7 - Other	0%	6%	-6%	
Did not answer (n's of 60 & 325)	0	7		

DEMOG7 Item 64 – Educational goal

	Online	F2F	Difference	±0.6 Data bars
1 - Associate degree	0%	0%	0%	
2 –Bachelor's degree	60%	74%	-14%	
3 - Master's degree	30%	18%	12%	
4 - Doctorate or professional degree	3%	5%	-2%	
5 - Certification (initial or renewal)	5%	2%	3%	
6 - Self-improvement / pleasure	0%	0%	0%	
7 - Job-related training	0%	1%	-1%	
8 - Other	2%	0%	1%	
Did not answer (n's of 60 & 325)	0	10		

DEMOG8 Item 65 – Employment

	Online	F2F	Difference	±0.6 Data bars
1 – Full-time	64%	30%	34%	
2 – Part-time	22%	32%	-10%	
3 – Not employed	14%	38%	-24%	
Did not answer (n's of 60 & 325)	1	9		

DEMOG9 Item 66 – Current residence

	Online	F2F	Difference	±0.6 Data bars
1 – Own house	52%	27%	25%	
2 – Rent room/apartment/house	35%	50%	-15%	
3 – Relative's house	13%	11%	2%	
4 – Residence hall	0%	10%	-10%	
5 – Other residence	0%	2%	-2%	
Did not answer (n's of 60 & 325)	0	7		

DEMOG10 Item 67 – Marital status

	Online	F2F	Difference	±0.6 Data bars
1 – Single	25%	61%	-36%	
2 – Single with children	23%	9%	15%	
3 – Married	20%	15%	5%	
4 – Married with children	28%	14%	14%	
5 – Prefer not to respond	3%	2%	1%	
Did not answer (n's of 60 & 325)	0	13		

DEMOG11 Item 68 – Current plans

	Online	F2F	Difference	±0.6 Data bars
1 – Complete online degree program	97%	39%	58%	
2 – Complete degree on campus	0%	53%	-53%	
3 – Transfer credits	2%	1%	1%	
4 – Complete this course	2%	8%	-6%	
Did not answer (n's of 60 & 325)	2	14		

DEMOG12 Item 69 – Current online enrollment

	Online	F2F	Difference	±0.6 Data bars
1 – 1 to 3 credits	5%	13%	-8%	
2 – 4 to 6 credits	22%	39%	-17%	
3 – 7 to 9 credits	16%	11%	4%	
4 – 10 to 12 credits	12%	18%	-6%	
5 – 13 to 15 credits	31%	13%	18%	
6 – More than 15 credits	14%	6%	8%	
Did not answer (n's of 60 & 325)	2	18		

DEMOG13 Item 70 – Previous online enrollment

	Online	F2F	Difference	±0.6 Data bars
1 – No classes	10%	24%	-14%	
2 – 1 to 3 classes	29%	27%	2%	
3 – 4 to 6 classes	10%	15%	-5%	
4 – 7 to 9 classes	12%	11%	1%	
5 – 10 to 12 classes	10%	9%	2%	
6 – 13 to 15 classes	12%	7%	5%	
7 – More than 15 classes	17%	7%	10%	
Did not answer (n's of 60 & 325)	1	12		

DEMOG14 Item 71 - **My intended degree is:**

	Online	F2F	Difference	±0.6 Data bars
Online undergraduate degree	66%	28%	38%	
Online graduate degree	32%	10%	22%	
Face-to-face undergraduate degree	0%	50%	-50%	
Face-to-face graduate degree	2%	12%	-10%	
Did not answer (n's of 60 & 325)	1	9		

DEMOG15 Item 72 - My home CWU campus is:

	Online	F2F	Difference	±0.6 Data bars
1 - Ellensburg	0%	50%	-50%	
2 - Des Moines, Kent, or Pierce County	0%	20%	-20%	
3 - Lynnwood or Everett	0%	23%	-23%	
4 - Moses Lake, Wenatchee, or Yakima	0%	7%	-7%	
5 - Online: a fully online degree program	100%	0%	100%	
Did not answer (n's of 60 & 325)	0	7		

X. MAJORS OF RESPONDENTS

Table 11 summarizes the majors of respondents to the survey. The survey went out to all students enrolled in "WW" or online courses. It is not surprising that a large number of on-campus students (44%) were not enrolled in an online degree program. It is surprising that 56% of the on-campus students said they were enrolled in an online degree program.

Table 11 Majors of Respondents to CWU's 2014 Noel-Levitz Priorities Survey for Online Learners

	Online	F2F	Data bars ± 20%
1063: Health and Physical Education: Athletic Administration (MS)	0%	1%	
1087: Information Tech & Admin Mgt (BAS)	18%	11%	
1088: Information Tech & Admin Mgt (BS)	10%	9%	
1089: Instructional Leadership (MED)	2%	0%	
1090: Interdisciplinary Studies: Social Sciences (BS)	8%	10%	
1092: Specialized Studies (BA/BS)	0%	3%	
1094: Law & Justice (BA)	5%	8%	
1107: Paramedicine (BS)	7%	0%	
1125: Psychology (BA)	10%	5%	
1137: School Administration (MED)	3%	1%	
1145: Sociology (BA)	8%	2%	
1151: Special Education (MED)	0%	1%	
1153: English Creative Writing (BA)	7%	2%	
1165: Health and Physical Education: Teaching Physical Education and Health (MS)	0%	1%	
1166: Higher Education (MED)	18%	2%	
1167: Literacy (MED)	2%	0%	
1168: Not enrolled in an online degree program	2%	44%	
Total Answered	60	312	
Did not answer	0	13	

N-L PSOL	Noel-Levitz Priorities Survey of Online Learners This national online survey has been designed to "Assess the satisfaction and priorities of students in distance learning and online programs." See https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/priorities-survey-for-online-learners
Cohen's d	A statistical measure of "effect size." "Effect size is a method of quantifying the difference between two groups that has some advantages over the use of tests of statistical significance alone." A pooled standard deviation is used as the denominator in this analysis. A pooled standard deviation is called for when the sample sizes of the variables studied are significantly different. See this conference presentation on effect size: http://www.leeds.ac.uk/educol/documents/00002182.htm Note: Some studies have indicated that Effect Size calculations with ordinal data may over-state the difference in means. The PSOL survey uses a seven point Likert scale for many of its questions. A seven point scale tends to provide statistics closer to real numbers than a four or five point scale. Cohen's d provides a research backed method of establishing rubric elements. Differences between ± 0.3 were assumed to be small. Differences between 0.3 and 0.8 and -0.3 to -0.8 were "moderate." Differences larger than 0.8 or smaller than -0.8 were "large."
Likert scale	Both the important and satisfaction questions on the PSOL used a seven point Likert scale.
n	"n" stands for the number of students who answered a particular question. The sample size is needed to compute Cohen's d Effect Size.
On-campus	For this study "on-campus" students are: (a) physically enrolled and located at the Ellensburg campus or one of CWU's centers and (b) taking a course that is taught 100% online.
Online	Courses taught 100% online via Blackboard or Canvas, usually asynchronously.
St Dev	An abbreviation for "standard deviation" a statistical measure of variability

APPENDIX 2

AN APPROXIMATE MOCK-UP OF THE NOEL-LEVITZ PRIORITIES SURVEY OF ONLINE LEARNERS SURVEY INSTRUMENT

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.

important

My level of satisfaction...

1 - not important at all

2 - not very important

3 - somewhat unimportant

4 - neutral

5 - somewhat important

6 - important

7 - very important

0 - does not apply

not available/not used - 0

very satisfied - 7

satisfied - 6

somewhat satisfied - 5

neutral - 4

somewhat dissatisfied - 3

not very satisfied - 2

not satisfied at all - 1

	1	2	3	4	5	6	7	0		1	2	3	4	5	6	7	0	
IMP1	o	o	o	o	o	o	o	o	01. This institution has a good reputation.	o	o	o	o	o	o	o	o	SAT1
IMP2	o	o	o	o	o	o	o	o	02. My program advisor is accessible by telephone and e-mail.	o	o	o	o	o	o	o	o	SAT2
IMP3	o	o	o	o	o	o	o	o	03. Instructional materials are appropriate for program content.	o	o	o	o	o	o	o	o	SAT3
IMP4	o	o	o	o	o	o	o	o	04. Faculty provide timely feedback about student progress.	o	o	o	o	o	o	o	o	SAT4
IMP5	o	o	o	o	o	o	o	o	05. My program advisor helps me work toward career goals.	o	o	o	o	o	o	o	o	SAT5
IMP6	o	o	o	o	o	o	o	o	06. Tuition paid is a worthwhile investment.	o	o	o	o	o	o	o	o	SAT6
IMP7	o	o	o	o	o	o	o	o	07. Program requirements are clear and reasonable.	o	o	o	o	o	o	o	o	SAT7
IMP8	o	o	o	o	o	o	o	o	08. Student-to-student collaborations are valuable to me.	o	o	o	o	o	o	o	o	SAT8
IMP9	o	o	o	o	o	o	o	o	09. Adequate financial aid is available.	o	o	o	o	o	o	o	o	SAT9
IMP10	o	o	o	o	o	o	o	o	10. This institution responds quickly when I request information.	o	o	o	o	o	o	o	o	SAT10
IMP11	o	o	o	o	o	o	o	o	11. Student assignments are clearly defined in the syllabus.	o	o	o	o	o	o	o	o	SAT11
IMP12	o	o	o	o	o	o	o	o	12. There are sufficient offerings within my program of study.	o	o	o	o	o	o	o	o	SAT12
IMP13	o	o	o	o	o	o	o	o	13. The frequency of student and instructor interactions is adequate.	o	o	o	o	o	o	o	o	SAT13
IMP14	o	o	o	o	o	o	o	o	14. I receive timely information on the availability of financial aid.	o	o	o	o	o	o	o	o	SAT14
IMP15	o	o	o	o	o	o	o	o	15. Channels are available for providing timely responses to student complaints.	o	o	o	o	o	o	o	o	SAT15
IMP16	o	o	o	o	o	o	o	o	16. Appropriate technical assistance is readily available.	o	o	o	o	o	o	o	o	SAT16
IMP17	o	o	o	o	o	o	o	o	17. Assessment and evaluation procedures are clear and reasonable.	o	o	o	o	o	o	o	o	SAT17
IMP18	o	o	o	o	o	o	o	o	18. Registration for online courses is convenient.	o	o	o	o	o	o	o	o	SAT18
IMP19	o	o	o	o	o	o	o	o	19. Online career services are available.	o	o	o	o	o	o	o	o	SAT19
IMP20	o	o	o	o	o	o	o	o	20. The quality of online instruction is excellent.	o	o	o	o	o	o	o	o	SAT20

	1 - not at important at all							*continued*							not available/not used - 0			
		2 - Not very important														very satisfied - 7		
			3 - somewhat unimportant												satisfied - 6			
				4 - neutral										somewhat satisfied - 5				
					5 - somewhat important									neutral - 4				
						6 - Important							somewhat dissatisfied - 3					
							7 - Very important						not very satisfied - 2					
								0 - does not apply		not satisfied at all - 1								

	1	2	3	4	5	6	7	0		1	2	3	4	5	6	7	0	
IMP21	o	o	o	o	o	o	o	o	21. Adequate online library resources are provided.	o	o	o	o	o	o	o	o	**SAT21**
IMP22	o	o	o	o	o	o	o	o	22. I am aware of whom to contact for questions about programs and services.	o	o	o	o	o	o	o	o	**SAT22**
IMP23	o	o	o	o	o	o	o	o	23. Billing and payment procedures are convenient for me.	o	o	o	o	o	o	o	o	**SAT23**
IMP24	o	o	o	o	o	o	o	o	24. Tutoring services are readily available for online courses.	o	o	o	o	o	o	o	o	**SAT24**
IMP25	o	o	o	o	o	o	o	o	25. Faculty are responsive to student needs.	o	o	o	o	o	o	o	o	**SAT25**
IMP26	o	o	o	o	o	o	o	o	26. The bookstore provides timely service to students.	o	o	o	o	o	o	o	o	**SAT26**
IMP27	o	o	o	o	o	o	o	o	27. Campus item: Help desk services and technical support are adequate to meet my needs.	o	o	o	o	o	o	o	o	**SAT27**
IMP28	o	o	o	o	o	o	o	o	28. Campus item: Student-to-student interaction is fostered and encouraged in my online course(s).	o	o	o	o	o	o	o	o	**SAT28**
IMP29	o	o	o	o	o	o	o	o	29. Campus item: Faculty-to-student interaction is fostered and encouraged in my online course(s).	o	o	o	o	o	o	o	o	**SAT29**
IMP30	o	o	o	o	o	o	o	o	30. Campus item: The online course management system is easy to use.	o	o	o	o	o	o	o	o	**SAT30**
IMP31	o	o	o	o	o	o	o	o	31. Campus item: General academic advising is available to online learners.	o	o	o	o	o	o	o	o	**SAT31**
IMP32	o	o	o	o	o	o	o	o	32. Campus item: I feel I am a member of the Central Washington University community.	o	o	o	o	o	o	o	o	**SAT32**
IMP33	o	o	o	o	o	o	o	o	33. Campus item: The organization and design of my online course(s) is conducive to learning.	o	o	o	o	o	o	o	o	**SAT33**
IMP34	o	o	o	o	o	o	o	o	34. Campus item: Orientation to university systems and support resources is provided to online learners.	o	o	o	o	o	o	o	o	**SAT34**
IMP35	o	o	o	o	o	o	o	o	35. Campus item: A fair and equitable learning environment exists in my online course(s).	o	o	o	o	o	o	o	o	**SAT35**
IMP36	o	o	o	o	o	o	o	o	36. Campus item: Courses necessary to meet my degree objectives are offered online.	o	o	o	o	o	o	o	o	**SAT36**

									On the left, tell us how important each of the following sources of information were in your decision to enroll in this program.
	1 - not at important at all								
		2 - Not very important							
			3 - somewhat unimportant						
				4 - neutral					
					5 - somewhat important				
						6 - Important			
							7 - Very important		
								0 - does not apply	
IMP37	o	o	o	o	o	o	o	o	37. Source of information: Catalog and brochures (printed)
IMP38	o	o	o	o	o	o	o	o	38. Source of information: Catalog (online)
IMP39	o	o	o	o	o	o	o	o	39. Source of information: College representatives
IMP40	o	o	o	o	o	o	o	o	40. Source of information: Web site
IMP41	o	o	o	o	o	o	o	o	41. Source of information: Advertisements
IMP42	o	o	o	o	o	o	o	o	42. Source of information: Recommendation from instructor or program advisor
IMP43	o	o	o	o	o	o	o	o	43. Source of information: Contact with current students and / or recent graduates of the program
IMP44	o	o	o	o	o	o	o	o	44. Factor to enroll: Ability to transfer credits
IMP45	o	o	o	o	o	o	o	o	45. Factor to enroll: Cost
IMP46	o	o	o	o	o	o	o	o	46. Factor to enroll: Financial assistance available
IMP47	o	o	o	o	o	o	o	o	47. Factor to enroll: Future employment opportunities
IMP48	o	o	o	o	o	o	o	o	48. Factor to enroll: Reputation of institution
IMP49	o	o	o	o	o	o	o	o	49. Factor to enroll: Work schedule
IMP50	o	o	o	o	o	o	o	o	50. Factor to enroll: Flexible pacing for completing a program
IMP51	o	o	o	o	o	o	o	o	51. Factor to enroll: Convenience
IMP52	o	o	o	o	o	o	o	o	52. Factor to enroll: Distance from campus
IMP53	o	o	o	o	o	o	o	o	53. Factor to enroll: Program requirements
IMP54	o	o	o	o	o	o	o	o	54. Factor to enroll: Recommendations from employer

SUM1 55. So far, how has your college experience met your expectations?

       1 – Much worse than I expected
       2 – Quite a bit worse than I expected
       3 – Worse than I expected
       4 – About what I expected
       5 – Better than I expected
       6 – Quite a bit better than I expected
       7 – Much better than I expected

SUM2 56. Rate your overall satisfaction with your experience here thus far.

       1 - Not satisfied at all
       2 - Not very satisfied
       3 - Somewhat dissatisfied
       4 - Neutral
       5 - Somewhat satisfied
       6 - Satisfied
       7 - Very satisfied

SUM3 57. All in all, if you had to do it over, would you enroll here again?

       1 - Definitely not
       2 - Probably not
       3 - Maybe not
       4 - I don't know
       5 - Maybe yes
       6 - Probably yes
       7 - Definitely yes

See pages 12 through 15 for the text of Demographic questions.

See Table 11 on page 16 for the major codes.

■