



**CENTRAL WASHINGTON UNIVERSITY  
2018 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)**

**A COMPARISON OF NSSE RESPONSES BY SENIORS ENROLLED IN ONLINE DEGREE PROGRAMS  
COMPARED TO SENIORS ENROLLED ON-CAMPUS**

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## I. ABSTRACT

Central Washington University (CWU) administered the National Survey of Student Engagement (NSSE) during the spring quarter of 2018. This report compares responses by seniors enrolled in online degree programs to seniors enrolled on campus or in mixed modality courses.

## II. METHODOLOGY

The NSSE invitation email was sent on 4/9/18, the fourth reminder email was sent on 4/19/18. The survey response rate was 14% for senior students and 17% for first year students. CWU's thirteen peers had a 19% responses rate for first year students and a 20% response rate for seniors.

**Table 1 – 2018 NSSE Response Rate**

	First Year Students		Seniors	
	CWU	Thirteen Peers*	CWU	Thirteen Peers*
Surveys Sent	2,346	27,558	2,805	36,505
Number of Responses	399	5,236	404	7,301
CWU Response Rate	17%	19%	14%	20%

\* Note: Surveys sent for the thirteen peers were estimated from their number of responses and response rate. The response rates were rounded so the total number of surveys the 13 peers sent are approximate.

All CWU students who responded to the survey received a coupon for a discount to Jerrol's bookstore (online or in-person). Fifteen CWU respondents were randomly selected for early fall 2019 registration.

NSSE defines effect sizes as "...any measure of the strength of a relationship between two variables." NSSE has developed the following scale from their data. See: [http://nsse.indiana.edu/pdf/effect\\_size\\_guide.pdf](http://nsse.indiana.edu/pdf/effect_size_guide.pdf)

The scale that NSSE uses for effect sizes (in absolute values) follows:

Trivial	Small	Medium	Large	Very Large
0 to 0.09	0.10 to 0.29	0.3 to 0.49	0.5 to 0.69	0.7 or more



NSSE uses the Hedge's g formula for effect size which uses "pooled standard deviation." See: <https://stats.stackexchange.com/questions/66956/whats-the-difference-between-hedges-g-and-cohens-d>

Hedge's g effect size is used in this paper to compute "Effect Sizes" on Table 6.

The questions below are summaries from a NSSE created report comparing "distance learners" (students enrolled in online degree programs) vs. all other students. NSSE identified 61 seniors who were distance learners (also called "Distance Students").

Tables of demographics of the two groups follow. Note: The NSSE report listed "All other" students in the left column of all tables. A red or negative data bar indicates that Distance students had a higher percent response to a question option.







**Table 1 – Sex of Senior Respondents**

	All Other	Distance	Data Bars ± 25%
Female	65%	72%	
Male	35%	28%	






**Table 2 – Age of Senior Respondents**

Average Age	
All other	Distance
25.1	36.5




**Table 3 – Percent of Senior Respondents in Each Age Group**

Age Group	All Other	Distance Learners	Distance Data Bars ± 60%
18-25	63%	12%	
26-35	14%	32%	
36-45	3%	21%	
46-55	4%	12%	
> 55	1%	5%	
Didn't Answer	16%	17%	

**Table 4 – Race of Distance and All Other Senior Respondents**

	All Other	Distance	Data Bars ± 25%
Asian	4%	5%	
Multiple	8%	5%	
Unknown	21%	19%	
All others	3%	12%	
White	64%	59%	

**Table 5 – Ethnicity of Distance and All Other Senior Respondents**

	All Other	Distance	Data Bars ± 10%
LatinX	16%	13%	
Not LatinX	76%	81%	
No response	8%	5%	

### III. EXECUTIVE SUMMARY

It is hard to tell from this survey if differences between the two students groups are from the mode of education or the relatively small sample size or differences in demographics, e.g. age. Any differences should be interpreted as areas for further research, not differences in the two populations.

Summary results include:

- Online students had higher (better) ratings for Higher-Order Learning and Reflective & Integrative Learning. These are two of the NSSE “Engagement Indicators.” See Table 6.
- Online students were significantly lower in their self-assessment of Collaborative Learning and Student-Faculty Interaction. See Table 6. Multimodal Learning may want to focus on professional development for faculty to improve these two Engagement Indicators.
- Online student ratings were better than “All Other” students in Classroom Experience. See Table 7.
- Online student ratings were also generally higher in “What has your instructor done” on Table 8.
- Online student ratings of how they used numerical information were generally lower than “all other” students. See Table 9.
- Online students reported that they were assigned more writing. See Tables 10 and 11.
- Table 12 seems to indicate that “Discussions with Diverse Others” were similar for online and all other students. The questions are phrased generally, so they don’t apply just to university settings.
- Online students seem more engaged with their courses, see Table 13.

- Table 14 summarizes “High Impact Practices.” Online students rated their experiences with six of the seven “High Impact Practices” lower than “all other students.” NSSE designates these undergraduate opportunities as “High Impact” due to their positive associations with student learning and retention. This is an area that CWU needs to research more and reduce barriers for online learners to participate.
- Online students rated their interactions with “Student services staff,” e.g. Career Services, Housing, etc., lower on Table 15.
- Campus Environment questions are on Table 16. Online and All Other student ratings are mixed.
- Online students rated one question on Table 17 lower that CWU may need to research. It was “How much does your university emphasize providing support for your overall well-being (recreation, health care, counseling, etc.).”
- Table 18 “About how many hours do you spend in a typical 7-day week doing the following?” provides insight on how online students differ from “all other” students.
- Ratings by online and all other students are mixed on Table 19 “Perceived Gains and Satisfaction.” However, ratings on overall educational experience and satisfaction with their choice of CWU are similar for online and all other students

As noted above, there are a lot of positive results for online learning at CWU from this survey. The three areas that seem to merit the most research into how online learning at CWU can be improved are:

1. The Collaborative Learning Engagement Indicator
2. The Student-Faculty Interaction Engagement Indicator
3. High Impact Practices

## IV. RESULTS

### A. ENGAGEMENT INDICATORS

NSSE developed ten Engagement Indicators to: “represent the multi-dimensional nature of student engagement.” Each Engagement Indicator is an average of several questions on the survey. NSSE converts the response scale to 0 to 60.

Table 2 compares the engagement of seniors enrolled in “distance” (online degree) programs to seniors enrolled on-campus and in mixed online and on-campus courses (“all other” students).

Distance students had moderately higher (better) effect sizes on Higher-Order Learning and Reflective & Integrative Learning. This may be because distance students have more job experience. Distance Students were lower (worse) than on-campus students with a large effect size (large difference) for Student-Faculty Interaction. Distance students were lower (worse) than on-campus students with a very large effect size for Collaborative Learning.

**Table 6 – Engagement Indicators**

	N	Mean	StDev	Effect Size	95% Conf. Int.		Percentiles		
					Lower	Upper	25th	50th	75th
<b>Higher-Order Learning</b>									
All Others	281	38.6	12.8		37	40	30	40	50
Distance Learners	61	44.3	10.9		42	47	40	45	55
Total	342	39.6	12.7	<b>-0.46</b>	38	41	30	40	50
<b>Reflective &amp; Integrative Learning</b>									
All Others	287	38.6	12.1		37	40	31	37	49
Distance Learners	59	42.8	10.9		40	46	34	43	49
Total	346	39.3	12	<b>-0.35</b>	38	41	31	40	49
<b>Learning Strategies</b>									
All Others	283	38.6	14.1		37	40	27	40	47
Distance Learners	60	41.4	12.9		38	45	30	40	53
Total	343	39.1	13.9	-0.20	38	41	27	40	53
<b>Quantitative Reasoning</b>									
All Others	282	29.4	15.7		28	31	20	27	40
Distance Learners	59	27.5	11.1		25	30	20	27	40
Total	341	29.1	15	0.13	27	31	20	27	40
<b>Collaborative Learning</b>									
All Others	287	36.0	13.2		34	38	25	35	45
Distance Learners	61	18.9	13.4		16	22	10	15	25
Total	348	33	14.7	<b>1.29</b>	31	35	25	35	45
<b>Discussions with Diverse Others</b>									
All Others	282	40.5	15.1		39	42	30	40	55
Distance Learners	60	39.8	17.2		35	44	20	40	60
Total	342	40.4	15.5	0.05	39	42	30	40	55
<b>Student-Faculty Interaction</b>									
All Others	282	29.2	15.4		27	31	20	25	40
Distance Learners	61	18.6	14.9		15	22	10	15	25
Total	343	27.3	15.8	<b>0.69</b>	26	29	15	25	40
<b>Effective Teaching Practices</b>									
All Others	284	39	13.2		37	41	32	40	48
Distance Learners	61	40.1	13.2		37	43	32	40	48
Total	345	39.2	13.2	-0.08	38	41	32	40	48
<b>Quality of Interactions</b>									
All Others	279	42.9	11.6		42	44	36	44	52
Distance Learners	55	42.2	14.5		38	46	34	46	54
Total	334	42.8	12.1	0.06	42	44	36	44	52
<b>Supportive Environment</b>									
All Others	283	31.9	13.2		30	33	23	33	40
Distance Learners	61	28.4	15.1		25	32	18	25	40
Total	344	31.3	13.6	0.26	30	33	23	33	40

## B. CLASSROOM EXPERIENCE

Table 7 summarizes responses to questions related to “classroom experience.” The data bars are the percent of “All Other” seniors less the percent of “Distance” seniors. The data bars are on a scale of plus or minus 25%. Note that in all cases, except for “memorizing course material,” distance learners had higher percent responses to “Quite a bit” and “Very much,” which indicated better experiences.

**Table 7 – Coursework Emphasis**

	ALL Others		Distance Learners		Data Bars ± 25%	
	N	%	N	%		
Memorizing course material	Very little	20	7	6	10	
	Some	94	33	20	33	
	Quite a bit	113	39	23	38	
	Very much	60	21	12	20	
	<b>Total</b>	<b>287</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Applying facts, theories, or methods to practical problems or new situations	Very little	3	1	0	0	
	Some	70	25	7	11	
	Quite a bit	128	45	30	49	
	Very much	84	29	24	39	
	<b>Total</b>	<b>285</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8	3	0	0	
	Some	78	27	10	16	
	Quite a bit	126	44	34	56	
	Very much	72	25	17	28	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Evaluating a point of view, decision, or information source	Very little	15	5	0	0	
	Some	82	29	5	8	
	Quite a bit	124	44	37	61	
	Very much	62	22	19	31	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Forming a new idea or understanding from various pieces of information	Very little	13	5	0	0	
	Some	64	23	7	11	
	Quite a bit	138	49	33	54	
	Very much	69	24	21	34	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>	

The percent of distance students who answered “Very much” was higher on four of the five questions about the instructor’s role in coursework in Table 8.

**Table 8. During the current school year, to what extent have your instructors done the following?**

	ALL Others		Distance Learners		Data Bars ± 25%	
	N	%	N	%		
Clearly explained course goals and requirements	Very little	4	1	1	2	
	Some	47	17	7	11	
	Quite a bit	146	52	30	49	
	Very much	86	30	23	38	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Taught course sessions in an organized way	Very little	8	3	0	0	
	Some	61	21	8	13	
	Quite a bit	137	48	33	54	
	Very much	78	27	20	33	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Used examples or illustrations to explain difficult points	Very little	9	3	2	3	
	Some	65	23	14	23	
	Quite a bit	123	44	27	45	
	Very much	84	30	17	28	
	<b>Total</b>	<b>281</b>	<b>100</b>	<b>60</b>	<b>100</b>	
Provided feedback on a draft or work in progress	Very little	18	6	6	10	
	Some	80	28	16	26	
	Quite a bit	127	45	25	41	
	Very much	57	20	14	23	
	<b>Total</b>	<b>282</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Provided prompt and detailed feedback on tests or completed assignments	Very little	16	6	3	5	
	Some	77	27	18	30	
	Quite a bit	127	45	25	41	
	Very much	63	22	15	25	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>	

Table 9 asks three questions related to numerical analysis. Here the percent of distance learners who responded “Very often” was consistently lower than “all other” seniors at CWU.



**Table 9 – About how often have you done the following?**

During the current school year, about how often have you done the following?

		ALL Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never	34	12	1	2	
	Sometimes	96	34	33	54	
	Often	102	36	25	41	
	Very often	52	18	2	3	
	Total	284	100	61	100	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	44	16	7	12	
	Sometimes	122	43	31	53	
	Often	78	28	18	31	
	Very often	39	14	3	5	
	Total	283	100	59	100	
Evaluated what others have concluded from numerical information	Never	47	17	7	11	
	Sometimes	105	37	29	48	
	Often	97	34	23	38	
	Very often	34	12	2	3	
	Total	283	100	61	100	

**C. WRITING BY DISTANCE EDUCATION**

Table 11 on the next page shows the percent of senior respondents that answered each option for how many short, medium, and long writing assignments they were assigned. An estimate of the average pages of writing assigned to each student during the 2017/2018 academic year through mid-April 2018 follows in Table 10.

**Table 10 – 2017/2018 Estimated Written Pages Assigned (through April, 2018)**

	All Other Students	Distance Students
Short assignments (3 pages)	26	34
Medium assignments (8 pages)	32	41
Long Assignments (15 pages)	26	43
Estimated average pages assigned	85	118

**Table 11 - During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned**

	All Others		Distance Learners		Data Bars	
	N	%	N	%		
Up to 5 pages	None	8	3	2	3	
	1-2	39	14	5	8	
	3-5	76	27	14	23	
	6-10	77	27	13	21	
	11-15	34	12	7	11	
	16-20	19	7	7	11	
	More than 20	31	11	14	23	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>62</b>	<b>100</b>	

	All Others		Distance Learners		Data Bars	
	N	%	N	%		
Between 6 and 10 pages	None	48	17	7	11	
	1-2	92	32	16	26	
	3-5	85	30	20	32	
	6-10	32	11	12	19	
	11-15	13	5	3	5	
	16-20	7	2	2	3	
	More than 20	7	2	2	3	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>62</b>	<b>100</b>	

	All Others		Distance Learners		Data Bars	
	N	%	N	%		
11 pages or more	None	130	46	20	32	
	1-2	99	35	27	44	
	3-5	28	10	8	13	
	6-10	18	6	2	3	
	11-15	4	1	3	5	
	16-20	1	0	1	2	
	More than 20	4	1	1	2	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>62</b>	<b>100</b>	

## D. DISCUSSIONS WITH DIVERSE OTHERS

Distance students report less discussion with “people of a race or ethnicity other than your own.” Their responses to the other questions in Table 12 are similar to “All Other” students.

**Table 12 - During the current school year, about how often have you had discussions with people from the following groups?**

	ALL Others		Distance Learners		Data Bars ± 25%	
	N	%	N	%		
People of a race or ethnicity other than your own	Never	8	3	3	5	
	Sometimes	65	23	18	30	
	Often	102	36	18	30	
	Very often	108	38	21	35	
	Total	283	100	60	100	
People from an economic background other than your own	Never	11	4	3	5	
	Sometimes	61	22	17	28	
	Often	111	39	18	30	
	Very often	100	35	23	38	
	Total	283	100	61	100	
People with religious beliefs other than your own	Never	15	5	4	7	
	Sometimes	67	24	14	23	
	Often	105	37	22	36	
	Very often	95	34	21	34	
	Total	282	100	61	100	
People with political views other than your own	Never	18	6	2	3	
	Sometimes	70	25	17	28	
	Often	101	36	20	33	
	Very often	94	33	22	36	
	Total	283	100	61	100	

### Course Engagement by Distance Education Status

Table 13 summarizes course engagement. In general, distance students report being more engaged with their courses than “all other” students.

**Table 13 - During the current school year, about how often have you done the following?**

	ALL Others		Distance Learners		Data Bars ± 25%	
	N	%	N	%		
Identified key information from reading assignments	Never	4	1	0	0	
	Sometimes	58	20	6	10	
	Often	125	44	30	50	
	Very often	97	34	24	40	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>60</b>	<b>100</b>	
Reviewed your notes after class	Never	18	6	4	7	
	Sometimes	89	31	16	26	
	Often	100	35	23	38	
	Very often	76	27	18	30	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Summarized what you learned in class or from course materials	Never	16	6	2	3	
	Sometimes	83	29	15	25	
	Often	110	39	25	41	
	Very often	75	26	19	31	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>	
During the current school year, to what extent have your courses challenged you to do your best work?		ALL Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
	1. Not at all	2	1	1	2	
	2	4	1	1	2	
	3	14	5	1	2	
	4	30	11	7	12	
	5	88	31	17	28	
	6	79	28	13	22	
	7. Very much	66	23	20	33	
<b>Total</b>	<b>283</b>	<b>100</b>	<b>60</b>	<b>100</b>		

**E. HIGH IMPACT PRACTICES AND LEADERSHIP**

NSSE has designated some questions as “High Impact Practices” due to their positive associations with student learning and retention.

Table 14 summarizes responses to High Impact Practices (HIPS). Distance students report less participation in all HIPS except for “courses that included community-based projects.”

**Table 14 - Which of the following have you done or do you plan to do before you graduate?**

		ALL Others		Distance Learners		Data Bars ± 25%	
		N	%	N	%		
Participate in an internship, co-op, field experience, student teaching, or clinical placement	Have not decided	21	7	11	18		
	Do not plan to do	48	17	18	30		
	Plan to do	89	31	16	26		
	Done or in progress	126	44	16	26		
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>		
Hold a formal leadership role in a student organization or group	Have not decided	22	8	8	13		
	Do not plan to do	134	47	48	79		
	Plan to do	24	8	4	7		
	Done or in progress	104	37	1	2		
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>		
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	39	14	8	13		
	Do not plan to do	133	47	39	65		
	Plan to do	30	11	4	7		
	Done or in progress	80	28	9	15		
	<b>Total</b>	<b>282</b>	<b>100</b>	<b>60</b>	<b>100</b>		
Participate in a study abroad program	Have not decided	28	10	9	15		
	Do not plan to do	206	73	49	80		
	Plan to do	21	7	3	5		
	Done or in progress	29	10	0	0		
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>		
Work with a faculty member on a research project	Have not decided	49	17	11	18		
	Do not plan to do	138	49	40	66		
	Plan to do	30	11	4	7		
	Done or in progress	67	24	6	10		
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>		
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	Have not decided	20	7	7	11		
	Do not plan to do	46	16	13	21		
	Plan to do	72	25	19	31		
	Done or in progress	146	51	22	36		
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>		
About how many of your courses at this institution have included a community-based project (service-learning)?			ALL Others		Distance Learners		Data Bars ± 25%
			N	%	N	%	
	None	108	38	20	33		
	Some	142	50	32	52		
	Most	30	11	8	13		
	All	3	1	1	2		
<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>			

**F. INDICATE THE QUALITY OF YOUR INTERACTIONS WITH THE FOLLOWING PEOPLE AT YOUR INSTITUTION**

Distance students rank their interaction with other students and staff at CWU about the same as “all other” students. The exception is Student services staff, with whom many distance learners do not interact.

**Table 15 – Interactions**

		<u>All others</u>		<u>Distance Learners</u>		<u>Data Bars ± 25%</u>
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
Students	Poor	2	1	2	3	
	2	1	0	2	3	
	3	6	2	2	3	
	4	39	14	9	15	
	5	74	26	13	21	
	6	76	27	14	23	
	Excellent	84	30	18	29	
	NA	1	0	2	3	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>62</b>	<b>100</b>	
Academic advisors	Poor	11	4	5	8	
	2	21	7	3	5	
	3	22	8	5	8	
	4	29	10	7	11	
	5	39	14	11	18	
	6	64	23	8	13	
	Excellent	96	34	21	34	
	NA	2	1	1	2	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>61</b>	<b>100</b>	

**Table 15 – Interactions – continued**

		<b>All others</b>		<b>Distance Learners</b>		<b>Data Bars ± 25%</b>
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
Faculty	Poor	1	0	1	2	
	2	6	2	4	6	
	3	12	4	1	2	
	4	32	11	8	13	
	5	66	23	14	23	
	6	83	29	15	24	
	Excellent	83	29	18	29	
	NA	1	0	1	2	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>62</b>	<b>100</b>	
<hr/>						
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
Student services staff (career services, student activities, housing, etc.)	Poor	12	4	4	6	
	2	21	7	6	10	
	3	15	5	3	5	
	4	36	13	1	2	
	5	71	25	7	11	
	6	45	16	10	16	
	Excellent	55	19	11	18	
	NA	28	10	20	32	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>62</b>	<b>100</b>	
<hr/>						
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
Other administrative staff and offices (registrar, financial aid, etc.)	Poor	12	4	5	8	
	2	16	6	3	5	
	3	19	7	2	3	
	4	44	15	5	8	
	5	65	23	11	18	
	6	59	21	16	26	
	Excellent	63	22	17	27	
	Not applicable	6	2	3	5	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>62</b>	<b>100</b>	

**G. CAMPUS ENVIRONMENT BY DISTANCE EDUCATION STATUS**

These responses are mixed. Online students rate some of the questions better and some worse.

**Table 16 - How much does your institution emphasize the following?**

		All Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Spending significant amounts of time studying and on academic work	Very little	3	1	1	2	
	Some	59	21	10	16	
	Quite a bit	158	56	35	57	
	Very much	62	22	15	25	
	Total	282	100	61	100	
Providing support to help students succeed academically	Very little	8	3	2	3	
	Some	74	26	19	31	
	Quite a bit	140	49	24	39	
	Very much	61	22	17	27	
	Total	283	100	62	100	
Using learning support services (tutoring services, writing center, etc.)	Very little	31	11	6	10	
	Some	65	23	22	35	
	Quite a bit	123	43	15	24	
	Very much	64	23	19	31	
	Total	283	100	62	100	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	34	12	10	16	
	Some	95	34	20	32	
	Quite a bit	97	35	19	31	
	Very much	55	20	13	21	
	Total	281	100	62	100	
Providing opportunities to be involved socially	Very little	19	7	7	11	
	Some	71	25	25	40	
	Quite a bit	124	44	19	31	
	Very much	69	24	11	18	
	Total	283	100	62	100	



**Table 17 - How much does your institution emphasize the following? – continued**

		All Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	29	10	13	21	
	Some	79	28	25	40	
	Quite a bit	107	38	17	27	
	Very much	68	24	7	11	
	Total	283	100	62	100	
		N	%	N	%	
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	86	30	23	37	
	Some	108	38	28	45	
	Quite a bit	66	23	6	10	
	Very much	23	8	5	8	
	Total	283	100	62	100	
		N	%	N	%	
Attending campus activities and events (performing arts, athletic events, etc.)	Very little	50	18	17	28	
	Some	94	33	26	43	
	Quite a bit	94	33	11	18	
	Very much	45	16	7	11	
	Total	283	100	61	100	
		N	%	N	%	
Attending events that address important social, economic, or political issues	Very little	59	21	15	25	
	Some	105	37	26	43	
	Quite a bit	90	32	11	18	
	Very much	30	11	9	15	
	Total	284	100	61	100	

**I. Time Spent on Various Activities by Distance Education Status**

The differences in time spent on campus activities between distance students and all other students make sense, especially because the distance students are enrolled in online degree programs and probably live at home. The tables do point out quite a few demographic differences between the two groups. See Table 18 for details.

**Table 18 - About how many hours do you spend in a typical 7-day week doing the following?**

		All Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0 hrs	1	0	0	0	
	1-5 hrs	34	12	4	6	
	6-10 hrs	70	25	12	19	
	11-15 hrs	64	23	7	11	
	16-20 hrs	49	17	11	18	
	21-25 hrs	29	10	10	16	
	26-30 hrs	19	7	7	11	
	More than 30 hrs	18	6	11	18	
Total		284	100	62	100	
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hrs	107	38	48	79	
	1-5 hrs	98	35	8	13	
	6-10 hrs	48	17	3	5	
	11-15 hrs	11	4	0	0	
	16-20 hrs	13	5	2	3	
	21-25 hrs	5	2	0	0	
	26-30 hrs	1	0	0	0	
	More than 30 hrs	1	0	0	0	
Total		284	100	61	100	
Working for pay on campus	0 hrs	184	65	57	92	
	1-5 hrs	5	2	1	2	
	6-10 hrs	16	6	1	2	
	11-15 hrs	25	9	0	0	
	16-20 hrs	44	16	2	3	
	21-25 hrs	3	1	0	0	
	26-30 hrs	4	1	0	0	
	More than 30 hrs	2	1	1	2	
Total		283	100	62	100	
Working for pay off campus	0 hrs	162	57	15	25	
	1-5 hrs	18	6	1	2	
	6-10 hrs	6	2	4	7	
	11-15 hrs	15	5	3	5	
	16-20 hrs	29	10	1	2	
	21-25 hrs	16	6	2	3	
	26-30 hrs	11	4	5	8	
	More than 30 hrs	26	9	30	49	
Total		283	100	61	100	

**Table 18 - About how many hours do you spend in a typical 7-day week ...– continued**

		All Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Doing community service or volunteer work	0 hrs	149	53	38	62	
	1-5 hrs	98	35	15	25	
	6-10 hrs	15	5	6	10	
	11-15 hrs	9	3	1	2	
	16-20 hrs	4	1	1	2	
	21-25 hrs	5	2	0	0	
	26-30 hrs	1	0	0	0	
	More than 30 hrs	2	1	0	0	
	<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>	
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	0 hrs	5	2	3	5	
	1-5 hrs	83	30	21	34	
	6-10 hrs	74	26	20	32	
	11-15 hrs	54	19	10	16	
	16-20 hrs	32	11	5	8	
	21-25 hrs	15	5	1	2	
	26-30 hrs	4	1	0	0	
	More than 30 hrs	13	5	2	3	
	<b>Total</b>	<b>280</b>	<b>100</b>	<b>62</b>	<b>100</b>	
Providing care for dependents (children, parents, etc.)	0 hrs	206	74	23	37	
	1-5 hrs	31	11	13	21	
	6-10 hrs	11	4	3	5	
	11-15 hrs	8	3	3	5	
	16-20 hrs	2	1	1	2	
	21-25 hrs	1	0	3	5	
	26-30 hrs	1	0	1	2	
	More than 30 hrs	20	7	15	24	
	<b>Total</b>	<b>280</b>	<b>100</b>	<b>62</b>	<b>100</b>	
Commuting to campus (driving, walking, etc.)	0 hrs	60	21	45	73	
	1-5 hrs	166	58	10	16	
	6-10 hrs	29	10	3	5	
	11-15 hrs	16	6	2	3	
	16-20 hrs	5	2	0	0	
	21-25 hrs	3	1	1	2	
	26-30 hrs	0	0	1	2	
	More than 30 hrs	5	2	0	0	
	<b>Total</b>	<b>284</b>	<b>100</b>	<b>62</b>	<b>100</b>	
Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?	Very little	28	10	2	3	
	Some	88	31	9	15	
	About half	83	29	22	36	
	Most	67	24	20	33	
	Almost all	17	6	8	13	
		<b>Total</b>	<b>283</b>	<b>100</b>	<b>61</b>	<b>100</b>

**H. PERCEIVED GAINS AND SATISFACTION BY DISTANCE EDUCATION STATUS**

Again, ratings by distance students are mixed; however, ratings on overall educational experience and satisfaction with their choice of CWU are similar for distance students and all other students. See Table 19.

**Table 19. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following**

		All Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Writing clearly and effectively	Very little	14	5	1	2	
	Some	62	22	9	15	
	Quite a bit	117	41	25	40	
	Very much	90	32	27	44	
	Total	283	100	62	100	
Speaking clearly and effectively	Very little	21	7	3	5	
	Some	60	21	20	32	
	Quite a bit	106	37	20	32	
	Very much	97	34	19	31	
	Total	284	100	62	100	
Thinking critically and analytically	Very little	4	1	0	0	
	Some	40	14	7	11	
	Quite a bit	113	40	22	35	
	Very much	127	45	33	53	
	Total	284	100	62	100	
Analyzing numerical and statistical information	Very little	36	13	1	2	
	Some	71	25	17	27	
	Quite a bit	98	35	30	48	
	Very much	79	28	14	23	
	Total	284	100	62	100	
Acquiring job- or work-related knowledge and skills	Very little	14	5	7	11	
	Some	65	23	13	21	
	Quite a bit	118	42	18	29	
	Very much	85	30	24	39	
	Total	282	100	62	100	

**Table 19. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following - continued**

		All Others		Distance Learners		Data Bars ± 25%
		N	%	N	%	
Working effectively with others	Very little	9	3	3	5	
	Some	50	18	22	36	
	Quite a bit	123	43	19	31	
	Very much	102	36	17	28	
	Total	284	100	61	100	
		N	%	N	%	
Developing or clarifying a personal code of values and ethics	Very little	26	9	7	11	
	Some	64	23	13	21	
	Quite a bit	112	40	24	39	
	Very much	81	29	18	29	
	Total	283	100	62	100	
		N	%	N	%	
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Very little	28	10	5	8	
	Some	66	23	15	24	
	Quite a bit	107	38	24	39	
	Very much	83	29	18	29	
	Total	284	100	62	100	
		N	%	N	%	
Solving complex real-world problems	Very little	19	7	4	6	
	Some	84	30	20	32	
	Quite a bit	113	40	19	31	
	Very much	67	24	19	31	
	Total	283	100	62	100	
		N	%	N	%	
Being an informed and active citizen	Very little	33	12	7	11	
	Some	85	30	23	37	
	Quite a bit	97	34	15	24	
	Very much	70	25	17	27	
	Total	285	100	62	100	
		N	%	N	%	
How would you evaluate your entire educational experience at this institution?	Poor	7	2	3	5	
	Fair	37	13	7	11	
	Good	132	46	26	42	
	Excellent	110	38	26	42	
	Total	286	100	62	100	
		N	%	N	%	
If you could start over again, would you go to the same institution you are now attending?	Definitely no	13	5	4	6	
	Probably no	27	9	5	8	
	Probably yes	110	38	22	35	
	Definitely yes	136	48	31	50	
	Total	286	100	62	100	