



CENTRAL WASHINGTON UNIVERSITY

**NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS
CWU compared to Peers and all Respondents**

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I. ABSTRACT

Central Washington University (CWU) administers the Noel-Levitz Priorities Survey for Online Learners (PSOL) online via email to all students enrolled in online courses. The survey was administered during the spring 2015 term (4/14/15 through 5/25/15). The survey is designed to assess the priorities and satisfaction of students enrolled in online courses. This report compares responses of students in online degree programs to students enrolled on campus along with changes from 2014 to 2015.

CWU survey students enrolled in courses taught entirely online. The CWU overall average is worse than both peers and the national average of all PSOL respondents. However, CWU students enrolled in online degree programs score consistently better than peers and comparable to national averages.

II. EXECUTIVE SUMMARY

The PSOL asks students to rate the importance and their satisfaction on a bank of questions. The PSOL then conducts "GAP Analysis" subtracting students Satisfaction rating from their Importance ratings. Smaller gaps are better. Negative gaps indicate higher ratings of Satisfaction compared to Important.

Both question banks use Likert questions with a scale of one to seven.

The response rate to the online survey dropped in 2015. The Washington State Attorney General determined that randomly selecting a respondent to receive an award was gambling with state money and illegal. In 2014 one iPad Air was given to a student randomly selected from all respondents. All respondents both years received a 10% discount on an item purchased from the Wildcat Shop (in person or online). Note: in 2015 77% of the responses were from females so this sample was not representative of all CWU students (see Demographic chart 1 on page 8).

Table 1 - 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%

III. STRATEGIC PLANNING OVERVIEW

CWU students enrolled in online degree programs improved from 2014 to 2015 on all three major "Strategic Planning Areas." These questions all used a seven point Likert scales with 7 being the best possible rating. See Table 3 for the Likert scales.

Table 2 - Strategic Planning Overview

Average Ratings of CWU Students Enrolled in On-campus (F2F) and Online Degree Programs vs. PSOL Peer Ratings and PSOL National Averages

	CWU F2F	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 3 - 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

Noel-Levitz uses the first 26 questions of the PSOL to measure five main categories, or what they call “scales” of priorities and satisfaction.

Table 4 – Scale Report Showing CWU’s Overall “Scale” Averages vs. PSOL Peers

Scale / Item	CWU Average of All Students			Average of PSOL Peer Group			Difference in Satisfaction	Statistical Significance
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
1. Institutional Perceptions	6.2	5.4	0.8	6.4	5.8	0.6	-0.4	≤ 0.001
2. Academic Services	6.2	5.4	0.8	6.2	5.6	0.6	-0.3	≤ 0.001
3. Instructional Services	6.2	5.3	0.9	6.3	5.6	0.7	-0.3	≤ 0.001
4. Enrollment Services	6.3	5.5	0.8	6.3	5.9	0.4	-0.4	≤ 0.001
5. Student Services	6.1	5.2	0.9	6.1	5.6	0.5	-0.4	≤ 0.001

Table 5 – Scale Report Showing CWU’s Overall “Scale” Average vs. the Average of All PSOL Respondents

Scale / Item	CWU Average of All Students			Average of All PSOL Respondents			Difference in Satisfaction	Statistical Significance
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap		
1. Institutional Perceptions	6.2	5.4	0.8	6.6	5.9	0.7	-0.5	≤ 0.001
2. Academic Services	6.2	5.4	0.8	6.5	5.9	0.6	-0.5	≤ 0.001
3. Instructional Services	6.2	5.3	0.9	6.5	5.9	0.6	-0.5	≤ 0.001
4. Enrollment Services	6.3	5.5	0.8	6.5	6.0	0.5	-0.5	≤ 0.001
5. Student Services	6.1	5.2	0.9	6.4	5.9	0.6	-0.6	≤ 0.001

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

Table 6 - 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

Table 67 summarizes the “gaps” in 2015 for 26 standard PSOL questions.

Table 6 – 2015 GAPS BETWEEN PRIORITIES AND SATISFACTION

Gaps of 1.0 or greater are highlighted in gray. Asterisks denote CWU custom questions.

---- Students Enrolled Online ----			Question text (* denotes CWU custom questions)	-- Students Enrolled On Campus --		
Importance	Satisfaction	GAP		Importance	Satisfaction	GAP
6.0	5.8	0.2	1. This institution has a good reputation.	5.9	5.2	0.6
6.1	5.7	0.4	2. My program advisor is accessible by telephone and e-mail.	6.0	5.5	0.6
6.5	5.6	0.8	3. Instructional materials are appropriate for program content.	6.4	5.5	0.9
6.4	5.4	1.0	4. Faculty provide timely feedback about student progress.	6.4	5.2	1.2
5.9	4.6	1.3	5. My program advisor helps me work toward career goals.	5.8	4.7	1.1
6.4	5.9	0.5	6. Tuition paid is a worthwhile investment.	6.4	5.1	1.3
6.5	5.4	1.1	7. Program requirements are clear and reasonable.	6.4	5.5	0.9
4.7	5.0	-0.3	8. Student-to-student collaborations are valuable to me.	4.9	4.8	0.1
5.4	5.0	0.4	9. Adequate financial aid is available.	5.7	4.5	1.2
6.5	6.0	0.5	10. This institution responds quickly when I request information.	6.3	5.1	1.2
6.7	5.7	1.0	11. Student assignments are clearly defined in the syllabus.	6.5	5.5	1.0
6.7	5.4	1.3	12. There are sufficient offerings within my program of study.	6.3	5.0	1.3
6.2	5.5	0.7	13. Frequency of student & instructor interactions is adequate.	6.1	5.2	0.9
5.6	4.8	0.8	14. I receive timely information on the availability of financial aid.	5.6	4.5	1.1
5.4	3.6	1.9	15. Channels are available for providing timely responses to student	5.5	3.9	1.6
5.9	5.0	0.9	16. Appropriate technical assistance is readily available.	6.1	4.8	1.3
6.2	6.0	0.2	17. Assessment/evaluation procedures are clear and reasonable.	6.3	5.4	0.9
6.4	6.0	0.4	18. Registration for online courses is convenient.	6.4	5.7	0.7
5.0	3.9	1.1	19. Online career services are available.	4.8	3.8	1.1
6.7	5.6	1.1	20. The quality of online instruction is excellent.	6.4	5.0	1.4
5.9	5.6	0.3	21. Adequate online library resources are provided.	5.9	5.1	0.8
6.3	5.8	0.6	22. I am aware of whom to contact for questions about programs and	6.1	5.0	1.2
6.1	6.0	0.1	23. Billing and payment procedures are convenient for me.	6.1	5.4	0.7
5.1	4.1	1.0	24. Tutoring services are readily available for online courses.	5.3	3.9	1.3
6.6	5.8	0.9	25. Faculty are responsive to student needs.	6.5	5.2	1.3
5.9	4.9	1.0	26. The bookstore provides timely service to students.	5.9	5.1	0.8
5.7	4.3	1.4	* Help desk services & technical support are adequate.	6.0	4.9	1.2
5.2	5.7	-0.5	* Student-to-student interaction is fostered and encouraged in my online	5.1	4.9	0.2
6.1	5.5	0.6	* Faculty-to-student interaction is fostered and encouraged in my online	5.9	5.0	0.9
5.6	5.4	0.2	* The online course management system is easy to use.	5.6	5.4	0.2
5.6	4.7	0.9	* General academic advising is available to online learners.	5.5	4.3	1.2
5.2	4.8	0.4	* I feel I am a member of the CWU community.	5.5	4.7	0.7
6.4	5.7	0.7	* The organization and design of my online course(s) is conducive to	6.4	5.3	1.1
5.9	5.2	0.6	* Orientation to university systems and support resources is provided to	5.6	4.7	0.9
6.3	6.2	0.1	* A fair and equitable learning environment exists in my online course(s).	6.2	5.5	0.7
6.7	5.6	1.1	* Courses necessary to meet my degree objectives are offered online.	6.2	5.0	1.3

Table 7 summarizes the changes in Priorities from 2014 to 2015 for both students enrolled in online degree programs and students enrolled on-campus, either at Ellensburg or at one of the Centers. Online student satisfaction improved on all but four of the thirty six questions.

Table 7 - Changes in Priorities from 2014 to 2015 – Students Enrolled in Online Degree Programs and Students Enrolled in On Campus (F2F) Degree Programs (who are taking courses online)

Questions text (* denotes CWU custom questions)	2014 Averages		2015 Averages		2015 less 2014 Differences in Means		Data Bars, -2.0 to +2.0 Increases are to the right (black)	
	Online	F2F	Online	F2F	Online	F2F	Online	F2F
1. This institution has a good reputation.	6.1	6.0	6.0	5.9	(0.1)	(0.1)		
2. My program advisor is accessible by telephone and e-mail.	6.5	6.2	6.1	6.0	(0.3)	(0.2)		
3. Instructional materials are appropriate for program content.	6.5	6.4	6.5	6.4	(0.0)	(0.0)		
4. Faculty provide timely feedback about student progress.	6.6	6.4	6.4	6.4	(0.2)	0.0		
5. My program advisor helps me work toward career goals.	6.1	6.1	5.9	5.8	(0.2)	(0.3)		
6. Tuition paid is a worthwhile investment.	6.7	6.5	6.4	6.4	(0.3)	(0.1)		
7. Program requirements are clear and reasonable.	6.6	6.5	6.5	6.4	(0.1)	(0.1)		
8. Student-to-student collaborations are valuable to me.	4.5	5.0	4.7	4.9	0.2	(0.0)		
9. Adequate financial aid is available.	5.6	6.0	5.4	5.7	(0.1)	(0.3)		
10. This institution responds quickly when I request information.	6.4	6.4	6.5	6.3	0.2	(0.1)		
11. Student assignments are clearly defined in the syllabus.	6.5	6.6	6.7	6.5	0.2	(0.1)		
12. There are sufficient offerings within my program of study.	6.6	6.4	6.7	6.3	0.0	(0.1)		
13. Frequency of student & instructor interactions is adequate.	6.2	6.2	6.2	6.1	0.1	(0.1)		
14. I receive timely information on the availability of financial aid.	5.4	5.9	5.6	5.6	0.2	(0.3)		
15. Channels are available for providing timely responses to student	4.9	5.4	5.4	5.5	0.5	0.1		
16. Appropriate technical assistance is readily available.	5.4	5.9	5.9	6.1	0.5	0.3		
17. Assessment/evaluation procedures are clear and reasonable.	6.2	6.3	6.2	6.3	0.0	0.0		
18. Registration for online courses is convenient.	6.7	6.4	6.4	6.4	(0.3)	(0.0)		
19. Online career services are available.	4.2	5.2	5.0	4.8	0.8	(0.4)		
20. The quality of online instruction is excellent.	6.8	6.5	6.7	6.4	(0.1)	(0.1)		
21. Adequate online library resources are provided.	5.9	5.9	5.9	5.9	(0.0)	0.0		
22. I am aware of whom to contact about programs & services.	6.2	6.2	6.3	6.1	0.1	(0.0)		
23. Billing and payment procedures are convenient for me.	5.9	6.1	6.1	6.1	0.2	0.0		
24. Tutoring services are readily available for online courses.	4.0	5.1	5.1	5.3	1.1	0.2		
25. Faculty are responsive to student needs.	6.5	6.5	6.6	6.5	0.1	(0.0)		
26. The bookstore provides timely service to students.	5.6	6.0	5.9	5.9	0.3	(0.0)		
* Help desk services & technical support are adequate.	5.0	5.6	5.7	6.0	0.7	0.4		
* Student-student interaction is fostered/encouraged in online course(s).	5.1	5.0	5.2	5.1	0.1	0.1		
* Faculty-student interaction is fostered/encouraged in online course(s).	6.2	6.0	6.1	5.9	(0.1)	(0.0)		
* The online course management system is easy to use.	6.4	6.5	5.6	5.6	(0.9)	(0.9)		
* General academic advising is available to online learners.	6.1	5.5	5.6	5.5	(0.4)	(0.1)		
* I feel I am a member of the CWU community.	4.9	5.5	5.2	5.5	0.3	(0.1)		
* The organization and design of my online course(s) is conducive to	6.4	6.4	6.4	6.4	(0.0)	(0.1)		
* Orientation to university systems/support resources is provided	5.6	5.5	5.9	5.6	0.2	0.1		
* A fair/equitable learning environment exists in my online course(s).	6.4	6.3	6.3	6.2	(0.1)	(0.2)		
* Courses necessary to meet my degree objectives are offered online.	6.7	6.3	6.7	6.2	(0.0)	(0.1)		

Table 8 summarizes the changes in Satisfaction from 2014 to 2015 for students enrolled in online degree programs and students enrolled in on campus programs.

Table 8 - Changes in Satisfaction from 2014 to 2015 for Students Enrolled in Online Degree Programs and Students Enrolled in On Campus Degree (F2F) Programs (who are taking courses online)

Question text (* denotes CWU custom questions)	2014 Averages		2015 Averages		2015 less 2014 Differences in Means		Data Bars, -2.0 to +2.0 Increases are to the right (black)	
	Online	F2F	Online	F2F	Online	F2F	Online	F2F
	1. This institution has a good reputation.	5.7	5.6	5.8	5.2	0.1	(0.3)	
2. My program advisor is accessible by telephone and e-mail.	5.8	5.5	5.7	5.5	(0.1)	(0.1)		
3. Instructional materials are appropriate for program content.	5.5	5.6	5.6	5.5	0.1	(0.1)		
4. Faculty provide timely feedback about student progress.	5.1	5.3	5.4	5.2	0.4	(0.1)		
5. My program advisor helps me work toward career goals.	5.0	4.8	4.6	4.7	(0.4)	(0.2)		
6. Tuition paid is a worthwhile investment.	5.4	5.2	5.9	5.1	0.5	(0.0)		
7. Program requirements are clear and reasonable.	5.4	5.5	5.4	5.5	(0.0)	(0.1)		
8. Student-to-student collaborations are valuable to me.	4.6	4.9	5.0	4.8	0.4	(0.1)		
9. Adequate financial aid is available.	4.8	4.8	5.0	4.5	0.2	(0.3)		
10. This institution responds quickly when I request information.	5.9	5.4	6.0	5.1	0.1	(0.3)		
11. Student assignments are clearly defined in the syllabus.	5.3	5.6	5.7	5.5	0.4	(0.2)		
12. There are sufficient offerings within my program of study.	5.2	5.2	5.4	5.0	0.2	(0.1)		
13. Frequency of student & instructor interactions is adequate.	5.2	5.4	5.5	5.2	0.3	(0.1)		
14. I receive timely information on the availability of financial aid.	4.5	4.7	4.8	4.5	0.3	(0.2)		
15. Channels are available for providing timely responses to student	3.3	4.0	3.6	3.9	0.3	(0.1)		
16. Appropriate technical assistance is readily available.	4.2	4.9	5.0	4.8	0.8	(0.1)		
17. Assessment/evaluation procedures are clear and reasonable.	5.3	5.4	6.0	5.4	0.7	(0.1)		
18. Registration for online courses is convenient.	5.8	5.8	6.0	5.7	0.2	(0.1)		
19. Online career services are available.	3.2	3.9	3.9	3.8	0.6	(0.2)		
20. The quality of online instruction is excellent.	5.4	5.2	5.6	5.0	0.2	(0.3)		
21. Adequate online library resources are provided.	4.9	5.1	5.6	5.1	0.7	0.0		
22. I am aware of whom to contact about programs & services.	5.3	5.1	5.8	5.0	0.5	(0.2)		
23. Billing and payment procedures are convenient for me.	5.7	5.5	6.0	5.4	0.3	(0.2)		
24. Tutoring services are readily available for online courses.	2.3	3.7	4.1	3.9	1.8	0.3		
25. Faculty are responsive to student needs.	5.6	5.4	5.8	5.2	0.1	(0.2)		
26. The bookstore provides timely service to students.	4.7	5.3	4.9	5.1	0.2	(0.2)		
* Help desk services & technical support are adequate.	3.6	4.7	4.3	4.9	0.7	0.1		
* Student-student interaction is fostered/encouraged in online course(s).	5.5	5.0	5.7	4.9	0.2	(0.1)		
* Faculty-student interaction is fostered/encouraged in online course(s).	5.2	5.2	5.5	5.0	0.3	(0.1)		
* The online course management system is easy to use.	5.5	5.5	5.4	5.4	(0.1)	(0.1)		
* General academic advising is available to online learners.	4.4	4.3	4.7	4.3	0.2	(0.0)		
* I feel I am a member of the CWU community.	3.8	4.9	4.8	4.7	1.0	(0.2)		
* The organization and design of my online course(s) is conducive to	5.6	5.4	5.7	5.3	0.1	(0.1)		
* Orientation to university systems/support resources is provided	4.5	4.5	5.2	4.7	0.7	0.2		
* A fair/equitable learning environment exists in my online course(s).	5.7	5.6	6.2	5.5	0.5	(0.1)		
* Courses necessary to meet my degree objectives are offered online.	5.7	5.2	5.6	5.0	(0.1)	(0.2)		

The satisfaction of students enrolled in online courses improved or held steady on 32 of the 36 questions. Conversely, satisfaction of students enrolled on campus improved for only 4 of the 36 questions.

Differences in Average 2015 Ratings by Students Enrolled in Online vs On Campus Degree Programs

Students enrolled in online degree programs and on campus degree programs have very similar average ratings of importance. Table 10 summarizes the 2015 average ratings of importance. An “effect size” was computed to give an approximate measure of the magnitude of differences in averages. There are no agreed standards for how to interpret an effect size. Interpretation is ultimately subjective. A typical scale of magnitude is listed in this article: http://davidmlane.com/hyperstat/effect_size.html. The only importance

question where the difference is moderate or above is “Courses necessary to meet my degree objectives are offered online.” Not surprisingly, students enrolled in online degree programs consider this more important.

Table 9 – Assumed Measures of Magnitude for Effect Sizes Used in this Study

Effect Size	Magnitude
Less than 0.1	“trivial difference”
0.1 to 0.3	“small”
0.3 to 0.5	“moderate”
Greater than 0.5	“large”

Table 10 – Differences in Average Ratings of Importance

Importance Question Text (* denotes CWU custom questions)	ON CAMPUS			ONLINE			Averages:	
	- n -	StDev	Average	- n -	StDev	Average	On Campus	Effect size
1. This institution has a good reputation.	216	1.4	5.9	48	0.9	6.0	0.1	0.09
2. My program advisor is accessible by telephone and e-mail.	213	1.6	6.0	47	1.3	6.1	0.1	0.07
3. Instructional materials are appropriate for program content.	218	1.1	6.4	48	0.7	6.5	0.1	0.07
4. Faculty provide timely feedback about student progress.	218	1.0	6.4	48	0.8	6.4	0.0	-0.01
5. My program advisor helps me work toward career goals.	207	1.9	5.8	44	1.7	5.9	0.1	0.05
6. Tuition paid is a worthwhile investment.	216	1.1	6.4	47	1.2	6.4	0.0	0.03
7. Program requirements are clear and reasonable.	217	1.1	6.4	48	0.6	6.5	0.1	0.10
8. Student-to-student collaborations are valuable to me.	215	1.9	4.9	45	1.9	4.7	-0.2	-0.09
9. Adequate financial aid is available.	197	2.2	5.7	40	2.5	5.4	-0.3	-0.13
10. This institution responds quickly when I request information.	214	1.2	6.3	47	0.6	6.5	0.2	0.21
11. Student assignments are clearly defined in the syllabus.	217	1.1	6.4	48	0.6	6.7	0.3	0.23
12. There are sufficient offerings within my program of study.	215	1.3	6.3	48	0.6	6.7	0.4	0.32
13. Frequency of student & instructor interactions is adequate.	211	1.3	6.1	48	0.8	6.2	0.1	0.12
14. I receive timely information on the availability of financial aid.	189	2.2	5.6	41	2.2	5.6	0.0	0.00
15. Channels are available for providing timely responses to student complaints.	194	2.0	5.6	41	1.9	5.4	-0.1	-0.06
16. Appropriate technical assistance is readily available.	207	1.3	6.1	44	1.6	5.9	-0.2	-0.15
17. Assessment/evaluation procedures are clear and reasonable.	209	1.1	6.3	48	0.8	6.2	-0.1	-0.06
18. Registration for online courses is convenient.	211	1.2	6.4	48	0.9	6.4	0.0	0.01
19. Online career services are available.	177	2.5	4.9	42	2.3	5.0	0.1	0.05
20. The quality of online instruction is excellent.	211	1.2	6.4	48	0.6	6.7	0.3	0.25
21. Adequate online library resources are provided.	201	1.7	5.9	46	1.7	5.9	0.0	-0.01
22. I am aware of whom to contact about programs & services.	210	1.3	6.1	48	0.9	6.3	0.2	0.13
23. Billing and payment procedures are convenient for me.	206	1.5	6.1	47	1.3	6.1	0.0	-0.01
24. Tutoring services are readily available for online courses.	186	2.3	5.3	43	2.3	5.1	-0.1	-0.07
25. Faculty are responsive to student needs.	210	1.0	6.4	47	0.6	6.6	0.2	0.17
26. The bookstore provides timely service to students.	197	1.8	5.9	46	1.7	5.9	0.0	-0.02
* Help desk services & technical support are adequate.	199	1.7	6.0	44	1.8	5.7	-0.3	-0.20
* Student-student interaction is fostered/encouraged in online course(s).	207	2.0	5.1	48	1.6	5.2	0.1	0.07
* Faculty-student interaction is fostered/encouraged in online course(s).	207	1.5	5.9	48	0.8	6.1	0.2	0.15
* The online course management system is easy to use.	203	1.8	5.6	46	1.7	5.6	0.0	-0.01
* General academic advising is available to online learners.	186	2.3	5.4	44	2.0	5.6	0.2	0.08
* I feel I am a member of the CWU community.	205	1.8	5.5	45	2.1	5.2	-0.2	-0.13
* The organization and design of my online course(s) is conducive to learning.	207	1.1	6.4	47	1.1	6.4	0.1	0.05
* Orientation to university systems/support resources is provided	197	1.9	5.6	46	1.5	5.9	0.3	0.15
* A fair/equitable learning environment exists in my online course(s).	206	1.3	6.2	48	0.7	6.3	0.2	0.12
* Courses necessary to meet my degree objectives are offered online.	203	1.4	6.2	48	0.5	6.7	0.5	0.36

There were quite a few moderate and large differences in average ratings of “satisfaction.” In all moderate or large differences students enrolled in online degree programs gave higher ratings. Table 11 summarizes differences in 2015 averages for students enrolled in online degree programs and students enrolled on campus. Moderate and large differences in average satisfaction ratings are highlighted.

Table 11 – Differences in Average Ratings of Satisfaction (moderate and large differences are highlighted)

Satisfaction Question Text (* denotes CWU custom questions)	ON CAMPUS			ONLINE			Averages: Online less	Effect size
	- n -	StDev	Average	- n -	StDev	Average	On Campus	
1. This institution has a good reputation.	220	1.6	5.2	48	0.9	5.8	0.6	0.37
2. My program advisor is accessible by telephone and e-mail.	215	1.8	5.4	47	1.8	5.7	0.3	0.15
3. Instructional materials are appropriate for program content.	223	1.4	5.4	48	1.2	5.6	0.2	0.14
4. Faculty provide timely feedback about student progress.	224	1.6	5.2	48	1.4	5.4	0.3	0.17
5. My program advisor helps me work toward career goals.	200	2.2	4.6	40	2.5	4.6	0.0	-0.01
6. Tuition paid is a worthwhile investment.	221	1.6	5.1	48	1.0	5.9	0.8	0.51
7. Program requirements are clear and reasonable.	221	1.6	5.4	48	1.3	5.4	0.0	-0.02
8. Student-to-student collaborations are valuable to me.	211	1.8	4.8	45	1.8	5.0	0.3	0.14
9. Adequate financial aid is available.	194	2.3	4.5	41	2.4	5.0	0.5	0.23
10. This institution responds quickly when I request information.	217	1.7	5.1	48	1.2	6.0	0.9	0.55
11. Student assignments are clearly defined in the syllabus.	221	1.5	5.5	48	1.4	5.7	0.2	0.15
12. There are sufficient offerings within my program of study.	218	1.6	5.0	48	1.2	5.4	0.4	0.22
13. Frequency of student & instructor interactions is adequate.	220	1.6	5.2	47	1.3	5.5	0.3	0.21
14. I receive timely information on the availability of financial aid.	192	2.2	4.5	39	2.5	4.8	0.3	0.14
15. Channels are available for providing timely responses to student complaints.	183	2.3	3.9	29	2.9	3.6	-0.4	-0.16
16. Appropriate technical assistance is readily available.	200	2.1	4.8	37	2.5	5.0	0.2	0.11
17. Assessment/evaluation procedures are clear and reasonable.	216	1.5	5.4	47	0.9	6.0	0.6	0.44
18. Registration for online courses is convenient.	217	1.6	5.6	47	1.2	6.0	0.3	0.21
19. Online career services are available.	167	2.5	3.7	34	2.7	3.9	0.1	0.05
20. The quality of online instruction is excellent.	215	1.8	4.9	48	1.3	5.6	0.7	0.38
21. Adequate online library resources are provided.	199	2.1	5.1	43	2.1	5.6	0.5	0.24
22. I am aware of whom to contact about programs & services.	216	1.9	5.0	48	1.5	5.8	0.8	0.44
23. Billing and payment procedures are convenient for me.	209	1.9	5.4	46	1.6	6.0	0.6	0.33
24. Tutoring services are readily available for online courses.	167	2.6	3.9	31	3.1	4.1	0.2	0.09
25. Faculty are responsive to student needs.	219	1.6	5.2	48	1.3	5.8	0.6	0.34
26. The bookstore provides timely service to students.	194	2.1	5.1	41	2.5	4.9	-0.2	-0.07
* Help desk services & technical support are adequate.	188	2.3	4.9	33	3.0	4.3	-0.6	-0.24
* Student-student interaction is fostered/encouraged in online course(s).	207	1.9	4.9	48	1.0	5.7	0.9	0.48
* Faculty-student interaction is fostered/encouraged in online course(s).	211	1.8	5.0	47	1.3	5.5	0.5	0.29
* The online course management system is easy to use.	202	1.9	5.3	42	2.2	5.4	0.0	0.02
* General academic advising is available to online learners.	185	2.3	4.3	38	2.7	4.7	0.4	0.19
* I feel I am a member of the CWU community.	209	2.0	4.7	45	2.0	4.8	0.1	0.05
* The organization and design of my online course(s) is conducive to learning.	215	1.6	5.3	46	1.6	5.7	0.4	0.23
* Orientation to university systems/support resources is provided	197	2.1	4.7	44	2.0	5.2	0.6	0.28
* A fair/equitable learning environment exists in my online course(s).	212	1.6	5.5	48	0.9	6.2	0.8	0.49
* Courses necessary to meet my degree objectives are offered online.	208	1.9	5.0	48	1.5	5.6	0.6	0.32
55. So far, how has your college experience met your expectations?	217	1.4	4.5	48	1.2	4.9	0.4	0.27
56. Rate your overall satisfaction with your experience here thus far	217	1.6	5.1	48	1.1	5.8	0.7	0.44
57. All in all, if you had to do it over, would you enroll here again?	217	1.7	5.4	48	1.2	6.1	0.7	0.41

V. PROGRAM ENROLLMENT: SOURCES OF INFORMATION

Table 12 summarizes responses to questions that ask: “Tell us how important each of the following sources of information was in your decision to enroll in this program.” The importance of all sources increased for online students with the exception of the CWU Online Catalog.

Table 12 – Importance of Enrollment Information Sources

This question uses a seven point Likert scale, see table 8A below.

- Notice the large increase for online students of #39 “College Representatives”
- Even after the increase “College Representatives” are the second least important source of information

Source Information Importance:	2014 Averages		2015 Averages		2015 less 2014 Differences in Means		Data Bars, -2.0 to +2.0 Increases are to the right (black)	
	Online	F2F	Online	F2F	Online	F2F	Online	F2F
37. Catalog and brochures (printed)	3.0	4.1	3.2	3.6	0.2	(0.4)		
38. Catalog (online)	6.0	5.6	5.9	5.4	(0.1)	(0.2)		
39. College representatives	2.7	4.2	3.9	4.1	1.2	(0.1)		
40. Web site	6.2	5.9	6.5	5.7	0.3	(0.1)		
41. Advertisements	2.4	3.4	3.1	3.3	0.8	(0.1)		
42. Recommendation from instructor or program advisor	3.6	5.2	4.3	5.1	0.7	(0.1)		
43. Contact with current students and / or recent graduates of the	3.1	4.4	3.4	4.5	0.3	0.1		

Table 12A - Seven-point Likert Scale was used for Enrollment Questions.

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

VI. PROGRAM ENROLLMENT: FACTORS

Table 13 summarizes the importance of “enrollment factors.” The importance of enrollment factors to students enrolled in online degree programs increased for all factors except: “Ability to transfer credits” and “Work schedule” (which held steady). These questions use the same seven point Likert scale as in table 8A.

Table 13 - Factors Important in Enrollment

- Notice the large increase for online students for #47 “Future employment opportunities” and #54 “Recommendation from employer”
- “Recommendation from employer” is still the least important factor even after the increase

Factor to Enroll:	2014 Averages		2015 Averages		2015 less 2014 Differences in Means		Data Bars, -2.0 to +2.0 Increases are to the right (black)	
	Online	F2F	Online	F2F	Online	F2F	Online	F2F
44. Ability to transfer credits	5.7	5.6	5.7	5.5	(0.1)	(0.1)		
45. Cost	6.2	5.9	6.6	5.9	0.4	(0.0)		
46. Financial assistance available	5.3	5.6	5.5	5.4	0.2	(0.2)		
47. Future employment opportunities	5.5	5.8	6.3	5.7	0.8	(0.2)		
48. Reputation of institution	5.7	5.7	5.8	5.5	0.1	(0.2)		
49. Work schedule	6.3	5.3	6.3	5.5	(0.0)	0.2		
50. Flexible pacing for completing a program	6.3	5.7	6.4	5.7	0.1	(0.0)		
51. Convenience	6.8	6.4	6.7	6.3	(0.1)	(0.1)		
52. Distance from campus	3.7	5.0	4.4	4.8	0.7	(0.3)		
53. Program requirements	6.2	6.0	6.5	5.8	0.3	(0.1)		
54. Recommendations from employer	2.0	3.3	3.1	3.3	1.1	(0.0)		

VII. DEMOGRAPHICS OF 2014 AND 2015 RESPONDENTS

The data bars in the charts below range from (-.3) to +.3. They are computed as 2015 values less 2014 values. Non-respondents are shown. There were 385 responses in 2014, 274 responses in 2015. The demographics of the two years are very similar. All year-to-year changes are less than 10%.

Demographic Tables

DEMOG1 Item 58 – Gender

	2014	2015	Difference	Data bars
1 – Female	70%	77%	7%	
2 – Male	30%	23%	-7%	
Did not answer	6	12		

DEMOG2 Item 59 – Age

	2014	2015	Difference	Data bars
1 – 18 and under	2%	2%	0%	
2 – 19 to 24	39%	40%	1%	
3 – 25 to 34	26%	21%	-6%	
4 – 35 to 44	19%	17%	-2%	
5 – 45 to 54	10%	15%	5%	
6 – 55 to 64	3%	5%	2%	
7 – 65 and older	0%	0%	0%	
Did not answer	6	7		
Estimated average age using mid-points of the age categories	31	32		

DEMOG3 Item 60 – Ethnicity / Race

	2014	2015	Difference	Data bars
1 – African-American	3%	4%	1%	
2 – American Indian or Alaskan Native	3%	2%	-1%	
3 – Asian or Pacific Islander	10%	8%	-2%	
4 – Caucasian/White	66%	69%	3%	
5 – Hispanic	11%	8%	-3%	
6 – Other	5%	3%	-2%	
7 – Prefer not to respond	3%	7%	4%	
Did not answer	7	13		

DEMOG4 Item 61 – Current enrollment status

	2014	2015	Difference	Data bars
1 – Primarily online	56%	58%	2%	
2 – Primarily on-campus	44%	42%	-2%	
Did not answer	7	11		

DEMOG5 Item 62 – Current class load

	2014	2015	Difference	Data bars
1 – Full-time	80%	81%	1%	
2 – Part-time	20%	19%	-1%	
Did not answer	8	12		

DEMOG6 Item 63 – Class level

	2014	2015	Difference	Data bars
1 – First year	6%	8%	2%	
2 – Second year	9%	6%	-3%	
3 – Third year	34%	37%	3%	
4 – Fourth year	37%	30%	-7%	
5 - Special Student	1%	0%	-1%	
6 - Graduate / Professional	8%	16%	8%	
7 - Other	5%	3%	-2%	
Did not answer	7	11		

DEMOG7 Item 64 – Educational goal

	2014	2015	Difference	Data bars
1 - Associate degree	0%	1%	1%	
2 - Bachelor's degree	71%	64%	-7%	
3 - Master's degree	20%	25%	5%	
4 - Doctorate or professional degree	5%	8%	3%	
5 - Certification (initial or renewal)	2%	1%	-1%	
6 - Self-improvement / pleasure	0%	0%	0%	
7 - Job-related training	1%	0%	-1%	
8 - Other	1%	1%	0%	
Did not answer	7	14		

DEMOG8 Item 65 – Employment

	2014	2015	Difference	Data bars
1 – Full-time	36%	41%	5%	
2 – Part-time	30%	33%	2%	
3 – Not employed	34%	26%	-8%	
Did not answer	10	13		

DEMOG9 Item 66 – Current residence

	2014	2015	Difference	Data bars
1 – Own house	31%	33%	2%	
2 – Rent room/apartment/house	48%	47%	-1%	
3 – Relative’s house	12%	11%	-1%	
4 – Residence hall	8%	7%	-1%	
5 – Other residence	1%	2%	1%	
Did not answer	7	14		

DEMOG10 Item 67 – Marital status

	2014	2015	Difference	Data bars
1 – Single	55%	57%	2%	
2 – Single with children	11%	8%	-3%	
3 – Married	16%	11%	-5%	
4 – Married with children	16%	21%	5%	
5 – Prefer not to respond	2%	3%	1%	
Did not answer	8	13		

DEMOG11 Item 68 – Current plans

	2014	2015	Difference	Data bars
1 – Complete online degree program	48%	50%	2%	
2 – Complete degree on campus	45%	39%	-6%	
3 – Transfer credits	1%	2%	1%	
4 – Complete this course	7%	9%	2%	
Did not answer	16	13		

DEMOG12 Item 69 – Current online enrollment

	2014	2015	Difference	Data bars
1 – 1 to 3 credits	12%	12%	-1%	
2 – 4 to 6 credits	36%	36%	-1%	
3 – 7 to 9 credits	12%	11%	-1%	
4 – 10 to 12 credits	17%	17%	1%	
5 – 13 to 15 credits	16%	20%	4%	
6 – More than 15 credits	7%	5%	-2%	
Did not answer	8	14		

DEMOG13 Item 70 – Previous online enrollment

	2014	2015	Difference	Data bars
1 – No classes	22%	16%	-6%	
2 – 1 to 3 classes	27%	29%	1%	
3 – 4 to 6 classes	14%	18%	3%	
4 – 7 to 9 classes	11%	5%	-6%	
5 – 10 to 12 classes	9%	9%	1%	
6 – 13 to 15 classes	8%	14%	6%	
7 – More than 15 classes	9%	9%	0%	
Did not answer	13	19		

DEMOG14 Item 71 - My intended degree is:

	2014	2015	Difference	Data bars
Online undergraduate degree	34%	34%	0%	
Online graduate degree	14%	18%	5%	
On campus undergraduate degree	42%	37%	-5%	
On campus graduate degree	10%	11%	1%	
Did not answer	13	13		

DEMOG15 Item 72 - My home CWU campus is:

	2014	2015	Difference	Data bars
1 - Ellensburg	42%	50%	8%	
2 - Des Moines, Kent, or Pierce County	17%	14%	-3%	
3 - Lynnwood or Everett	19%	13%	-6%	
4 - Moses Lake, Wenatchee, or Yakima	6%	4%	-2%	
5 - Online: a fully online degree program	16%	18%	3%	
Did not answer	10	13		

VIII. MAJORS OF SURVEY RESPONDENTS

Table 11 - Majors of Survey Respondents

	2014	2015	'15 - '14	Data bars
1063: Health and Physical Education: Athletic Administration (MS)	1%	2%	1%	
1087: Information Tech & Admin Mgt (BAS)	12%	11%	-2%	
1088: Information Tech & Admin Mgt (BS)	9%	8%	-1%	
1090: Interdisciplinary Studies: Social Sciences (BS)	10%	6%	-4%	
1092: Specialized Studies (BA/BS)	2%	9%	7%	
1094: Law & Justice (BA)	8%	5%	-3%	
1125: Psychology (BA)	6%	7%	1%	
1137: School Administration (MED)	1%	1%	0%	
1145: Sociology (BA)	3%	4%	1%	
1151: Special Education (MED)	1%	2%	1%	
1153: English Creative Writing (BA)	2%	4%	1%	
1165: Health and Physical Education: Teaching Physical Education and Health (MS)	1%	0%	0%	
1166: Higher Education (MED)	5%	4%	-1%	
1167: Literacy (MED)	0%	0%	0%	
1168: Not enrolled in an online degree program	37%	38%	0%	
No answer	13	18		