



CENTRAL WASHINGTON UNIVERSITY

2014 NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS

RESPONSES FROM CWU STUDENTS COMPARED TO THE 2014 PEER GROUP OF SEVEN INSTITUTIONS

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I. ABSTRACT

Central Washington University (CWU) administers the Noel-Levitz (NL) Priorities Survey for Online Learners (PSOL) online via email to all students enrolled in online courses. The survey was administered during 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 CWU students compared to students from seven peer universities:

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

Most of the peer group responses (95%) were from students enrolled in on-line degree programs. Only 16% of CWU's responses were from students enrolled in online degree programs. The tables below compare responses from CWU students enrolled in online degree programs and CWU students enrolled on-campus (or F2F) to the peer group.

II. EXECUTIVE SUMMARY

A. Summary Questions

The peer group gave slightly higher ratings on all three "summary" questions:

- So far, how has your college experience met your expectations?
- Rate your overall satisfaction with your experience here thus far.
- All in all, if you had to do it over, would you enroll here again?

B. Summary of Importance by Category (or "Scale")

Students rate the importance of all questions higher than the satisfaction. The differences are what Noel-Levitz calls "gaps." CWU has larger gaps in all of the major categories. Unfortunately we cannot compute these categorical averages for CWU students enrolled online vs. CWU students enrolled on-campus.

Table 1 Gaps between Importance and Satisfaction Ranked by CWU Importance

Scale / Item	Central Washington University				CWU Selected Peer Group			
	Importance	Satisfaction	Gap	Gap	Importance	Satisfaction	Gap	Gap
Academic Services	6.3	5.5	0.8		6.3	5.9	0.4	
Enrollment Services	6.3	5.5	0.8		6.4	5.8	0.6	
Institutional Perceptions	6.3	5.4	0.9		6.3	5.6	0.7	
Instructional Services	6.2	5.3	1.0		6.2	5.7	0.6	
Student Services	6.1	5.3	0.8		6.1	5.7	0.4	

C. Importance or Priorities Questions

CWU students have different (mostly lower) priorities than the peer group.

D. Satisfaction Questions

CWU students enrolled in online degree programs were substantively less satisfied and the PSOL peers on five questions. CWU satisfaction was lower than peers on all 26 questions measuring satisfaction. CWU improved its satisfaction quite a bit from 2013 to 2014. The improvements will need to continue to match peer satisfaction averages.

E. Information and Factors for Enrollment

There were only two large differences between CWU students enrolled in online degree programs and PSOL peers. CWU rate two enrollment factors quite a bit lower than peers: question 52 “Distance from Campus,” and question 54 “Recommendations from employer.”

F. Demographics

The demographics were very similar between CWU students enrolled in online degree programs and the peer group.

G. Summary

Three areas that this analysis indicates that CWU may need to focus improvement of online learning programs are: (1) Academic Services, (2) Instructional Services, and (3) Student Services.

III. METHODOLOGY

The PSOL survey consists of 73 questions:

- 26 items rated for both importance and satisfaction
- 10 campus defined items rated for both importance and satisfaction (not included in this analysis)
- 18 items assessing pre-enrollment information and factors – only rated for importance
- 3 summary questions
- 15 demographic questions (two of which are campus defined, no data is available for peers)
- 1 question asking students their general major, or “group code.” This is not available for peers.

The PSOL is partially designed to provide “gap analysis” between importance and satisfaction. This report compares responses of CWU students enrolled “primarily online” to students enrolled “primarily on-campus” to PSOL peers. Questions 1 through 36 ask: “Each item below describes an expectation about your experiences with this program. On the left tell us how important it is for your institution to meet this expectation. On the right tell us how 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 provide 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 in 2014 but not in 2013. In addition, in 2014 all respondents were email a coupon to the Wildcat shop which was redeemable in-person or online.

Table 2 2014 PSOL: CWU Response Rates and Home Campus of CWU Respondents

Surveys emailed	2,785	Ellensburg Campus	42%
Responses	385	Enrolled at a Center	42%
Response Rate	14%	Enrolled in an Online Degree Program	16%

Hedge’s g “Effect Size” was used to estimate the “substantive differences” 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 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 on three major questions. CWU’s online students gave slightly better responses than on-campus students but they were slightly lower than peer responses.

Table 3 Strategic Planning Question Results

	CWU "Campus" Majors	CWU Online Majors	PSOL Peer Group
So far, how has your college experience met your expectations?	4.5	4.6	4.9
Rate your overall satisfaction with your experience here thus far.	5.1	5.5	5.7
All in all, if you had to do it over, would you enroll here again?	5.4	5.7	5.9

Table 4 summarizes the question scales used for the above Likert questions. The scale ran from 1 (lowest) to 7 (highest).

Table 4 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, CWU students rated these three summary questions slightly lower than students from the peer institutions.

V. IMPORTANCE QUESTIONS MEASURING STUDENT PRIORITIES

The first 26 questions of the Priorities Survey for Online Learners ask students to rank importance and satisfaction. Both Importance and Satisfaction use a seven point Likert Scale. Questions 27 through 36 are selected by institutions. There is not peer data available. Table 5 describes the Likert scales used on the first 26 questions.

Table 5 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 6, 7, and 8 summarize detailed responses to “Importance” (or Priority) questions. Only four questions had even moderate differences using the Hedge’s g scale.

CWU students enrolled in online degree programs were most different (lower priority) than peers on:

- 14. I receive timely information on the availability of financial aid.
- 15. Channels are available for providing timely responses to student complaints.
- 16. Appropriate technical assistance is readily available.
- 19. Online career services are available.
- 24. Tutoring services are readily available for online courses.

Table 6 Comparison of Responses to “Importance” or Priority Questions 1 through 26

	Data bars are ± 1.0				
	----- CWU -----		PSOL	CWU F2F less	CWU Online
	On campus	Online	Peers	PSOL Peers	less PSOL Peers
1. This institution has a good reputation.	6.0	6.1	6.2		
2. My program advisor is accessible by telephone and e-mail.	6.3	6.5	6.4		
3. Instructional materials are appropriate for program content.	6.4	6.5	6.6		
4. Faculty provide timely feedback about student progress.	6.4	6.6	6.5		
5. My program advisor helps me work toward career goals.	6.1	6.1	6.1		
6. Tuition paid is a worthwhile investment.	6.5	6.7	6.6		
7. Program requirements are clear and reasonable.	6.5	6.6	6.5		
8. Student-to-student collaborations provide valuable experiences.	5.0	4.5	4.9		
9. Adequate financial aid is available.	6.0	5.6	6.1		
10. This institution responds quickly when I request information.	6.4	6.4	6.4		
11. Student assignments are clearly defined in the syllabus.	6.6	6.5	6.6		
12. There are sufficient offerings within my program of study.	6.5	6.6	6.5		
13. The frequency of student and instructor interactions is adequate.	6.2	6.2	6.2		
14. I receive timely information on the availability of financial aid.	5.9	5.4	6.2		
15. Channels are available for providing timely responses to student complaints.	5.4	4.9	5.9		
16. Appropriate technical assistance is available.	5.9	5.4	6.1		
17. Assessment and evaluation procedures are clear and reasonable.	6.3	6.2	6.3		
18. Registration processes are convenient.	6.4	6.7	6.5		
19. Online career services are available.	5.2	4.2	5.7		
20. The quality of online instruction is excellent.	6.5	6.8	6.5		
21. Adequate online library resources are provided.	5.9	5.9	6.1		
22. I am aware of whom to contact for questions about programs and services.	6.2	6.2	6.3		
23. Billing and payment procedures are convenient for me.	6.1	5.9	6.3		
24. Tutoring services are readily available.	5.1	4.0	5.6		
25. Faculty are responsive to student needs.	6.5	6.5	6.5		
26. The bookstore provides timely service to students.	6.0	5.6	6.2		

VI. SATISFACTION & GAP ANALYSIS

CWU’s on-campus and online students were less satisfied than the peer group on all 26 questions. CWU online students were substantively lower on five questions. Note that CWU students rated the important of questions 15, 16, 19, and 24 much lower than PSOL peers.

- 15. Channels available for 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.

CWU improved satisfaction on most of the questions from 2013 to 2014. CWU needs to continue that improvement to reach the same satisfaction level as this peer group.

Table 7 details the differences in average responses in Satisfaction.

Table 7 A Comparison of Satisfaction Averages among CWU Students Enrolled On-campus. CWU Students Enrolled Online, and the Noel-Levitz Priorities Survey for Online Learners Peer Group (PSOL Peers)

	----- CWU -----		PSOL Peers	Data bars are ± 1.0			
	On campus	Online		CWU F2F less Peers	Substantive Difference	CWU Online less Peers	Substantive difference
	1. This institution has a good reputation.	5.6		5.7	5.9		medium
2. My program advisor is accessible by telephone and e-mail.	5.5	5.8	6.0		small		small
3. Instructional materials are appropriate for program content.	5.6	5.5	5.9		small		small
4. Faculty provide timely feedback about student progress.	5.3	5.1	5.5		small		small
5. My program advisor helps me work toward career goals.	4.8	5.0	5.4		medium		small
6. Tuition paid is a worthwhile investment.	5.2	5.4	5.6		medium		small
7. Program requirements are clear and reasonable.	5.5	5.4	5.8		small		small
8. Student-to-student collaborations provide valuable experiences.	4.9	4.6	5.2		small		medium
9. Adequate financial aid is available.	4.8	4.9	5.6		medium		medium
10. This institution responds quickly when I request information.	5.4	5.9	6.0		medium		small
11. Student assignments are clearly defined in the syllabus.	5.6	5.3	5.7		small		medium
12. There are sufficient offerings within my program of study.	5.2	5.2	5.6		medium		medium
13. The frequency of student/instructor interactions is adequate.	5.3	5.2	5.6		small		small
14. I receive timely information on the availability of financial aid.	4.7	4.5	5.6		medium		medium
15. Channels available for timely responses to student complaints.	4.0	3.3	5.3		medium		large
16. Appropriate technical assistance is available.	4.9	4.2	5.8		medium		large
17. Assessment and evaluation procedures are clear and reasonable.	5.4	5.3	5.8		small		medium
18. Registration processes are convenient.	5.8	5.8	6.1		small		small
19. Online career services are available.	4.0	3.2	5.3		large		large
20. The quality of online instruction is excellent.	5.2	5.4	5.6		small		small
21. Adequate online library resources are provided.	5.0	5.0	5.9		medium		medium
22. I know whom to contact for about programs and services.	5.1	5.3	5.7		medium		medium
23. Billing and payment procedures are convenient for me.	5.5	5.7	6.1		medium		medium
24. Tutoring services are readily available.	3.7	2.3	4.9		medium		large
25. Faculty are responsive to student needs.	5.4	5.6	5.8		small		small
26. The bookstore provides timely service to students.	5.3	4.7	5.8		medium		large

Table 8 summarizes differences in “Gaps” between Importance and Satisfaction. Satisfaction ratings are subtracted from Importance ratings.

- Compared to the peer group, CWU online students has the largest gaps in:
- 15. Channels available for providing timely responses to student complaints.
 - 16. Appropriate technical assistance is available.
 - 24. Tutoring services are readily available.

CWU should work to narrow the gaps between importance and satisfaction in these three areas.

The smallest difference in gaps (almost no difference) between CWU online students and PSOL peers were:

- 1. This institution has a good reputation.**
- 10. This institution responds quickly when I request information.**
- 23. Billing and payment procedures are convenient for me.**

Table 8 Comparison of “Gaps” in Importance less Satisfaction

	CWU On-campus			CWU Online			Importance	Satisfaction	GAP	On-campus	Online
	Importance	Satisfaction	GAP	Importance	Satisfaction	GAP					
1. This institution has a good reputation.	6.0	5.6	0.4	6.1	5.7	0.4	6.2	5.9	0.3		
2. My program advisor is accessible by telephone and e-mail.	6.3	5.5	0.8	6.5	5.8	0.7	6.4	6.0	0.4		
3. Instructional materials are appropriate for program content.	6.4	5.6	0.8	6.5	5.5	1.0	6.6	5.9	0.7		
4. Faculty provide timely feedback about student progress.	6.4	5.3	1.1	6.6	5.1	1.5	6.5	5.5	1.0		
5. My program advisor helps me work toward career goals.	6.1	4.8	1.3	6.1	5.0	1.1	6.1	5.4	0.7		
6. Tuition paid is a worthwhile investment.	6.5	5.2	1.3	6.7	5.4	1.3	6.6	5.6	1.0		
7. Program requirements are clear and reasonable.	6.5	5.5	1.0	6.6	5.4	1.2	6.5	5.8	0.7		
8. Student-to-student collaborations provide valuable experiences.	5.0	4.9	0.1	4.5	4.6	-0.1	4.9	5.2	-0.3		
9. Adequate financial aid is available.	6.0	4.8	1.2	5.6	4.9	0.7	6.1	5.6	0.5		
10. This institution responds quickly when I request information.	6.4	5.4	1.0	6.4	5.9	0.5	6.4	6.0	0.4		
11. Student assignments are clearly defined in the syllabus.	6.6	5.6	1.0	6.5	5.3	1.2	6.6	5.7	0.9		
12. There are sufficient offerings within my program of study.	6.5	5.2	1.3	6.6	5.2	1.4	6.5	5.6	0.9		
13. The frequency of student and instructor interactions is adequate.	6.2	5.3	0.9	6.2	5.2	1.0	6.2	5.6	0.6		
14. I receive timely information on the availability of financial aid.	5.9	4.7	1.2	5.4	4.5	0.9	6.2	5.6	0.6		
15. Channels available for providing timely responses to student complaints.	5.4	4.0	1.4	4.9	3.3	1.6	5.9	5.3	0.6		
16. Appropriate technical assistance is available.	5.9	4.9	1.0	5.4	4.2	1.2	6.1	5.8	0.3		
17. Assessment and evaluation procedures are clear and reasonable.	6.3	5.4	0.9	6.2	5.3	0.9	6.3	5.8	0.5		
18. Registration processes are convenient.	6.4	5.8	0.6	6.7	5.8	0.9	6.5	6.1	0.4		
19. Online career services are available.	5.2	4.0	1.2	4.2	3.2	1.0	5.7	5.3	0.4		
20. The quality of online instruction is excellent.	6.5	5.2	1.3	6.8	5.4	1.4	6.5	5.6	0.9		
21. Adequate online library resources are provided.	5.9	5.0	0.9	5.9	5.0	0.9	6.1	5.9	0.2		
22. I know whom to contact for questions about programs & services.	6.2	5.1	1.1	6.2	5.3	0.9	6.3	5.7	0.6		
23. Billing and payment procedures are convenient for me.	6.1	5.5	0.6	5.9	5.7	0.2	6.3	6.1	0.2		
24. Tutoring services are readily available.	5.1	3.7	1.4	4.0	2.3	1.7	5.6	4.9	0.7		
25. Faculty are responsive to student needs.	6.5	5.4	1.1	6.5	5.6	0.9	6.5	5.8	0.7		
26. The bookstore provides timely service to students.	6.0	5.3	0.7	5.6	4.7	0.9	6.2	5.8	0.4		

Gaps run from ± 2.0

Smaller Gaps are Better

On-campus

less Peers

Online

less Peers

VII. ENROLLMENT INFORMATION

CWU students enrolled in online degree programs rated “Sources of enrollment information” very similar to the PSOL peer group.

Table 9 Importance of Enrollment Information

	CWU F2F	CWU Online	Peers	Data Bars are ± 2.0	
				CWU F2F less Peers	CWU Online less Peers
37. Source of information: Catalog and brochures (printed)	3.0	4.1	3.76		
38. Source of information: Catalog (online)	6.0	5.6	5.95		
39. Source of information: College representatives	2.7	4.3	4.33		
40. Source of information: Web site	6.2	5.9	6.26		
41. Source of information: Advertisements	2.4	3.4	3.37		
42. Source of information: Recommendation from instructor or program advisor	3.6	5.2	5.09		
43. Source of information: Contact with current students/recent graduates of the program	3.1	4.4	4.51		

VIII. ENROLLMENT FACTORS

There were two “Enrollment Factors” that CWU students enrolled in online degree programs found quite a bit less important than PSOL peers:

- 52. Factor to enroll: Distance from campus
- 54. Factor to enroll: Recommendations from employer

Table 10 Enrollment Factors

	CWU F2F	CWU Online	Peers	CWU F2F less Peers	CWU Online less Peers
44. Factor to enroll: Ability to transfer credits	5.6	5.7	5.9		
45. Factor to enroll: Cost	6.0	6.2	6.1		
46. Factor to enroll: Financial assistance available	5.6	5.3	5.6		
47. Factor to enroll: Future employment opportunities	5.9	5.5	5.9		
48. Factor to enroll: Reputation of institution	5.7	5.7	6.1		
49. Factor to enroll: Work schedule	5.3	6.3	6.6		
50. Factor to enroll: Flexible pacing for completing a program	5.7	6.3	6.5		
51. Factor to enroll: Convenience	6.4	6.8	6.7		
52. Factor to enroll: Distance from campus	5.0	3.7	5.1		
53. Factor to enroll: Program requirements	6.0	6.2	6.3		
54. Factor to enroll: Recommendations from employer	3.3	2.0	4.5		

IX. DEMOGRAPHICS

Demographics between CWU students enrolled in online majors and the PSOL peer group were similar. One difference stood out, 60% of CWU online students were enrolled full time vs, 80% of PSOL peer students.

The following demographic tables show responses from CWU students enrolled in online degree programs (Online), CWU students enrolled on-campus (F2F), and responses from the PSOL peer group (peers).

There were 60 responses from CWU students majoring in online degree programs, 325 responses from CWU students majoring in on-campus degree programs, and 2,459 responses from CWU's peer group.

DEMOG1 Item 58 – Gender				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Female	78%	68%	60%	18%	
2 – Male	22%	32%	40%	-18%	
Did not answer (n's of 60 & 325)	0	6	32		
DEMOG2 Item 59 – Age				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – 18 and under	0%	3%	0%	0%	
2 – 19 to 24	17%	43%	10%	6%	
3 – 25 to 34	35%	24%	33%	2%	
4 – 35 to 44	33%	16%	29%	5%	
5 – 45 to 54	12%	10%	21%	-10%	
6 – 55 to 64	3%	3%	5%	-2%	
7 – 65 and older	0%	0%	0%	0%	
Did not answer (n's of 60 & 325)	0	6	34		
DEMOG3 Item 60 – Ethnicity / Race				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – African-American	0%	3%	7%	-7%	
2 – American Indian or Alaskan Native	2%	3%	2%	0%	
3 – Asian or Pacific Islander	2%	12%	4%	-2%	
4 – Caucasian/White	83%	63%	79%	4%	
5 – Hispanic	7%	11%	3%	4%	
6 – Other	5%	5%	2%	3%	
7 – Prefer not to respond	2%	3%	4%	-3%	
Did not answer (n's of 60 & 325)	0	7	46		

DEMOG4 Item 61 – Current enrollment status				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Primarily online	98%	48%	96%	3%	
2 – Primarily on-campus	2%	52%	4%	-3%	
Did not answer (n's of 60 & 325)	0	7	34		
DEMOG5 Item 62 – Current class load				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Full-time	60%	84%	41%	19%	
2 – Part-time	40%	16%	59%	-19%	
Did not answer (n's of 60 & 325)	0	8	40		
DEMOG6 Item 63 – Class level				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – First year	3%	7%	7%	-4%	
2 – Second year	2%	11%	9%	-8%	
3 – Third year	33%	34%	20%	14%	
4 – Fourth year	37%	37%	20%	17%	
5 - Special Student	0%	1%	2%	-2%	
6 - Graduate / Professional	25%	5%	38%	-13%	
7 - Other	0%	6%	4%	-4%	
Did not answer (n's of 60 & 325)	0	7	33		
DEMOG7 Item 64 – Educational goal				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 - Associate degree	0%	0%	4%	-4%	
2 –Bachelor's degree	60%	74%	47%	13%	
3 - Master's degree	30%	18%	34%	-4%	
4 - Doctorate or professional degree	3%	5%	7%	-4%	
5 - Certification (initial or renewal)	5%	2%	5%	0%	
6 - Self-improvement / pleasure	0%	0%	1%	-1%	
7 - Job-related training	0%	1%	1%	-1%	
8 - Other	2%	0%	1%	1%	
Did not answer (n's of 60 & 325)	0	10	44		
DEMOG8 Item 65 – Employment				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Full-time	64%	30%	73%	-9%	
2 – Part-time	22%	32%	14%	8%	
3 – Not employed	14%	38%	12%	1%	
Did not answer (n's of 60 & 325)	1	9		0.46	

DEMOG9 Item 66 – Current residence				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Own house	52%	27%	63%	-12%	
2 – Rent room/apartment/house	35%	50%	28%	7%	
3 – Relative's house	13%	11%	6%	7%	
4 – Residence hall	0%	10%	1%	-1%	
5 – Other residence	0%	2%	2%	-2%	
Did not answer (n's of 60 & 325)	0	7	41		
DEMOG10 Item 67 – Marital status					
	Online	F2F	Peers	Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Single	25%	61%	27%	-2%	
2 – Single with children	23%	9%	9%	14%	
3 – Married	20%	15%	19%	1%	
4 – Married with children	28%	14%	43%	-15%	
5 – Prefer not to respond	3%	2%	2%	1%	
Did not answer (n's of 60 & 325)	0	13	59		
DEMOG11 Item 68 – Current plans					
	Online	F2F	Peers	Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – Complete online degree program	97%	39%	87%	10%	
2 – Complete degree on campus	0%	53%	5%	-5%	
3 – Transfer credits	2%	1%	2%	0%	
4 – Complete this course	2%	8%	7%	-5%	
Did not answer (n's of 60 & 325)	2	14	50		
DEMOG12 Item 69 – Current online enrollment					
	Online	F2F	Peers	Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – 1 to 3 credits	5%	13%	23%	-18%	
2 – 4 to 6 credits	22%	39%	34%	-12%	
3 – 7 to 9 credits	16%	11%	20%	-5%	
4 – 10 to 12 credits	12%	18%	13%	-1%	
5 – 13 to 15 credits	31%	13%	5%	26%	
6 – More than 15 credits	14%	6%	5%	9%	
Did not answer (n's of 60 & 325)	2	18	67		
DEMOG13 Item 70 – Previous online enrollment					
	Online	F2F	Peers	Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 – No classes	10%	24%	18%	-7%	
2 – 1 to 3 classes	29%	27%	36%	-7%	
3 – 4 to 6 classes	10%	15%	17%	-7%	
4 – 7 to 9 classes	12%	11%	9%	3%	
5 – 10 to 12 classes	10%	9%	7%	3%	
6 – 13 to 15 classes	12%	7%	4%	8%	
7 – More than 15 classes	17%	7%	10%	7%	
Did not answer (n's of 60 & 325)	1	12	49		

Note: there is no peer data for DEMOG14 or 15 which were “campus selected items.”

DEMOG14 Item 71 - My intended degree is:				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
Online undergraduate degree	66%	28%	NA	NA	NA
Online graduate degree	32%	10%	NA	NA	NA
Face-to-face undergraduate degree	0%	50%	NA	NA	NA
Face-to-face graduate degree	2%	12%	NA	NA	NA
Did not answer (n's of 60 & 325)	1	9			
DEMOG15 Item 72 - My home CWU campus is:				Difference	±0.6
	Online	F2F	Peers	Online - Peer	Data bars
1 - Ellensburg	0%	50%	NA	NA	NA
2 - Des Moines, Kent, or Pierce County	0%	20%	NA	NA	NA
3 - Lynnwood or Everett	0%	23%	NA	NA	NA
4 - Moses Lake, Wenatchee, or Yakima	0%	7%	NA	NA	NA
5 - Online: a fully online degree program	100%	0%	NA	NA	NA
Did not answer (n's of 60 & 325)	0	7			

X. MAJORS OF RESPONDENTS

Table 11 summarizes the majors of CWU 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 CWU Respondents to the 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	

APPENDIX 1
TERMS AND ABBREVIATIONS

N-L PSOL	Noel-Levitz Priorities Survey for 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
Hedge’s g	Hedge’s g is a variant of a statistic called “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 point scale. Hedge’s g 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 FOR ONLINE LEARNERS SURVEY INSTRUMENT

CWU 2014 NOEL-LEVITZ PRIORITIES SURVEY OF ONLINE LEARNERS

APPROXIMATE PSOL MOCK-UP

See: <http://tinyurl.com/PSOL-MOCKUP>

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

important

My level of satisfaction...

1 - not important at all

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

	1 - not at important at all								<i>continued</i>								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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Source of information: Catalog and brochures (printed)
IMP38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Source of information: Catalog (online)
IMP39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Source of information: College representatives
IMP40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Source of information: Web site
IMP41	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Source of information: Advertisements
IMP42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Source of information: Recommendation from instructor or program advisor
IMP43	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Source of information: Contact with current students and / or recent graduates of the program
IMP44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Factor to enroll: Ability to transfer credits
IMP45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Factor to enroll: Cost
IMP46	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Factor to enroll: Financial assistance available
IMP47	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Factor to enroll: Future employment opportunities
IMP48	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Factor to enroll: Reputation of institution
IMP49	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Factor to enroll: Work schedule
IMP50	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Factor to enroll: Flexible pacing for completing a program
IMP51	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. Factor to enroll: Convenience
IMP52	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. Factor to enroll: Distance from campus
IMP53	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53. Factor to enroll: Program requirements
IMP54	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.

