



**CENTRAL WASHINGTON UNVIVERSITY**

**2014 NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS**

**RESPONSES FROM CWU STUDENTS COMPARED TO U.S. AVERAGES**

I.	Abstract.....	2.
II.	Executive Summary.....	2.
III.	Methodology.....	4.
IV.	Strategic Planning Questions.....	4.
V.	Priorities.....	5.
VI.	Satisfaction.....	7.
VII.	Enrollment Information.....	8.
VIII.	Enrollment Factors.....	9.
IX.	Demographics.....	9.
X.	Majors.....	13.
	Appendix 1 – Terms and Abbreviations.....	15.
	Appendix 2 – Institutions Participating in the 2014 PSOL.....	16.
	Appendix 3 – A Mock-up of the 2014 PSOL Survey.....	18.

Tom Henderson, Director of Institutional Assessment

## 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 all responses to the survey.

The institutions participating in the PSOL were an eclectic mix of public community colleges, masters, and doctoral institutions, as well as private not-for-profit and private for-profit institutions. See Appendix 2 for the entire list. Most of the PSOL 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 to CWU students enrolled on-campus (or F2F) to all survey responses.

## II. EXECUTIVE SUMMARY

### A. CWU's Relative Strengths and Weaknesses Compared to National PSOL Results

CWU's relative strengths include:

11. Student assignments are clearly defined in the syllabus.
18. Registration for online courses is convenient.
3. Instructional materials are appropriate for program content.
35. Campus item: A fair and equitable learning environment exists in my online course(s).
2. My program advisor is accessible by telephone and e-mail.
23. Billing and payment procedures are convenient for me.

CWU's weaknesses relative to U.S. averages include:

6. Tuition paid is a worthwhile investment.
12. There are sufficient offerings within my program of study.
20. The quality of online instruction is excellent.
4. Faculty provide timely feedback about student progress.
36. Campus item: Courses necessary to meet my degree objectives are offered online.
9. Adequate financial aid is available.

### B. Summary Questions

U.S. students gave higher ratings on all three "summary" questions. These questions use a seven point Likert scale with 7 being the highest rating and 1 being the lowest rating.

**Table 1 – PSOL Summary Questions Average Responses**

	CWU On-Campus	CWU Online	All PSOL Responses
So far, how has your college experience met your expectations?	4.5	4.6	5.2
Rate your overall satisfaction with your experience here thus far.	5.1	5.5	5.8
All in all, if you had to do it over, would you enroll here again?	5.4	5.7	5.9

**C. Summary of Importance by Category (or “Scale”)**

Students rate the importance of all questions higher than 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 2 Gaps between Importance and Satisfaction Ranking by CWU Importance – smaller is better**

Scale / Item	Central Washington University				All PSOL Respondents				CWU less U.S.
	Importance	Satisfaction	Gap	Gap	Importance	Satisfaction	Gap	Gap	
Academic Services	6.3	5.5	0.8		6.6	5.9	0.7		
Enrollment Services	6.3	5.5	0.8		6.5	5.9	0.6		
Institutional Perceptions	6.3	5.4	0.9		6.5	5.9	0.6		
Instructional Services	6.2	5.3	1.0		6.5	6.0	0.5		
Student Services	6.1	5.3	0.8		6.4	5.9	0.6		

**D. Importance or Priorities Questions**

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

**E. Satisfaction Questions**

None of the differences in satisfaction between CWU students enrolled in online degree programs and the PSOL peers was substantively large. However, CWU satisfaction was lower on all 26 questions. CWU improved its overall satisfaction from 2013 to 2014. The improvements will need to continue to match peer satisfaction averages.

**F. Information and Factors for Enrollment**

CWU students rated the enrollment information and factors lower than all PSOL respondents. Details are in sections Xii and XIII.

**F. Demographics**

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

## G. Summary

Instruction Service is an area where CWU is lowest compared to national averages and where improvement should be focused. Hopefully improvements in CWU students' satisfaction with online learning will continue into 2015.

## 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 all 122,403 PSOL respondents. 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 3 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 higher ratings than on-campus students but they were lower than peer responses.

**Table 4 Strategic Planning Question Average Responses**

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

**Table 5 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. CWU students enrolled in online degree programs rated the questions slightly higher than CWU students enrolled in on-campus programs.

## 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. U.S. averages are not available. Table 6 describes the Likert scales used on the first 26 questions.

**Table 6 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

Table 7 summarizes 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 7 Comparison of Responses to “Importance” or Priority Questions 1 through 26**

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

Table 8 compares the average responses to custom questions that CWU added. CWU students enrolled in online degree programs are compared to CWU students enrolled on-campus (either the main Ellensburg campus or one of the Centers). Four of the ten questions had moderate differences. Online students did not

feel it was as important to feel they were a part of the CWU community. They also did not feel it was as important that help desk and technical support was adequate.

**Table 8 CWU PSOL Custom Questions – CWU Online vs. CWU On-campus Responses**

	Online	On-campus		Hedge's g	
	Average	Average	Difference	Substantive	Qualitative
				Difference	Difference
27. Help desk services and technical support are adequate to meet my needs.	5.0	5.7	(0.6)		Medium
28. Student-to-student interaction is fostered and encouraged in my online course(s).	5.1	5.0	0.2		Small
29. Faculty-to-student interaction is fostered and encouraged in my online course(s).	6.2	6.0	0.2		Small
30. The online course management system is easy to use.	6.4	6.5	(0.1)		Small
31. General academic advising is available to online learners.	6.1	5.5	0.5		Medium
32. I feel I am a member of the Central Washington University community.	4.9	5.6	(0.6)		Medium
33. The organization and design of my online course(s) is conducive to learning.	6.4	6.4	(0.0)		Small
34. Orientation to university systems and support resources is provided to online learners.	5.6	5.5	0.2		Small
35. A fair and equitable learning environment exists in my online course(s).	6.4	6.3	0.1		Small
36. Courses necessary to meet my degree objectives are offered online.	6.7	6.3	0.4		Medium

## VI. SATISFACTION

CWU's on-campus and online students were less satisfied than the peer group on all 26 questions. There were substantive differences on some of the questions.

CWU students enrolled in online degree programs were statistically significantly lower and substantively lower in Satisfaction than national averages on the following questions.

- 14. I receive timely information on the availability of financial aid.
- 15. Channels available for timely responses to student complaints.
- 16. Appropriate technical assistance is available.
- 19. Online career services are available.
- 21. Adequate online library resources are provided.
- 24. Tutoring services are readily available.
- 26. The bookstore provides timely service to students.

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

**Table 9 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 ± 2.0			
	On campus	Online		CWU F2F	Substantive	CWU Online	Substantive
				less Peers	Difference	less Peers	difference
1. This institution has a good reputation.	5.6	5.7	5.9		medium		small
2. My program advisor is accessible by telephone and e-mail.	5.5	5.8	6.0		medium		small
3. Instructional materials are appropriate for program content.	5.6	5.5	5.9		medium		medium
4. Faculty provide timely feedback about student progress.	5.3	5.1	5.5		medium		medium
5. My program advisor helps me work toward career goals.	4.8	5.0	5.4		medium		medium
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		medium		medium
8. Student-to-student collaborations provide valuable experiences.	4.9	4.6	5.2		medium		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		medium		medium
14. I receive timely information on the availability of financial aid.	4.7	4.5	5.6		medium		large
15. Channels available for timely responses to student complaints.	4.0	3.3	5.3		large		large
16. Appropriate technical assistance is available.	4.9	4.2	5.8		large		large
17. Assessment and evaluation procedures are clear and reasonable.	5.4	5.3	5.8		medium		medium
18. Registration processes are convenient.	5.8	5.8	6.1		medium		medium
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		medium		medium
21. Adequate online library resources are provided.	5.0	5.0	5.9		large		large
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		large		large
25. Faculty are responsive to student needs.	5.4	5.6	5.8		medium		small
26. The bookstore provides timely service to students.	5.3	4.7	5.8		medium		large

**VII. ENROLLMENT INFORMATION**

CWU students found all enrollment information less important than PSOL averages. The difference was largest on the importance of “college representatives.”

**Table 10 Importance of Enrollment Information**

	Data Bars are ± 2.0				
	CWU F2F	CWU Online	Peers	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

Again, CWU students found all enrollment factors less important than PSOL national averages. Two questions had the largest difference.

52. Factor to enroll: Distance from campus

54. Factor to enroll: Recommendations from employer

**Table 11 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 PSOL respondents were similar.

The largest differences between CWU online students and the national averages were:

- CWU has fewer African-American students enrolled
- A large proportion of CWU students are upper-class
- No CWU students have an Associate Degree as a goal
- More CWU students are employed part-time vs. not employed at all
- A higher proportion of CWU students plan to complete online degree programs
- CWU students are enrolled in more credits
- CWU students had more prior experience taking online courses

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

<b>DEMOG1</b> Item 58 – Gender				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – Female	78%	68%	71%	7%	
2 – Male	22%	32%	29%	-7%	
Did not answer (n's of 60 & 325)	0	6			
<b>DEMOG2</b> Item 59 – Age				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – 18 and under	0%	3%	1%	-1%	
2 – 19 to 24	17%	43%	10%	7%	
3 – 25 to 34	35%	24%	29%	6%	
4 – 35 to 44	33%	16%	28%	5%	
5 – 45 to 54	12%	10%	23%	-11%	
6 – 55 to 64	3%	3%	8%	-5%	
7 – 65 and older	0%	0%	1%	-1%	
Did not answer (n's of 60 & 325)	0	6			
<b>DEMOG3</b> Item 60 – Ethnicity / Race				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – African-American	0%	3%	22%	-19%	
2 – American Indian or Alaskan Native	2%	3%	1%	2%	
3 – Asian or Pacific Islander	2%	12%	3%	9%	
4 – Caucasian/White	83%	63%	60%	3%	
5 – Hispanic	7%	11%	6%	5%	
6 – Other	5%	5%	NA	NA	NA
7 – Prefer not to respond	2%	3%	8%	-6%	
Did not answer (n's of 60 & 325)	0	7			
<b>DEMOG4</b> Item 61 – Current enrollment status				Difference	±0.6
	Online	F2F	Peers	Online - U.S.	Data bars
1 – Primarily online	98%	48%	95%	3%	
2 – Primarily on-campus	2%	52%	5%	-3%	
Did not answer (n's of 60 & 325)	0	7			
<b>DEMOG5</b> Item 62 – Current class load				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – Full-time	60%	84%	61%	-1%	
2 – Part-time	40%	16%	39%	1%	
Did not answer (n's of 60 & 325)	0	8			

<b>DEMOG6</b> Item 63 – Class level				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – First year	3%	7%	22%	-19%	
2 – Second year	2%	11%	18%	-16%	
3 – Third year	33%	34%	15%	18%	
4 – Fourth year	37%	37%	12%	25%	
5 - Special Student	0%	1%	0%	0%	
6 - Graduate / Professional	25%	5%	30%	-5%	
7 - Other	0%	6%	3%	-3%	
Did not answer (n's of 60 & 325)	0	7			
<b>DEMOG7</b> Item 64 – Educational goal				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 - Associate degree	0%	0%	15%	-15%	
2 –Bachelor's degree	60%	74%	40%	20%	
3 - Master's degree	30%	18%	26%	4%	
4 - Doctorate or professional degree	3%	5%	16%	-13%	
5 - Certification (initial or renewal)	5%	2%	2%	3%	
6 - Self-improvement / pleasure	0%	0%	0%	0%	
7 - Job-related training	0%	1%	0%	0%	
8 - Other	2%	0%	1%	1%	
Did not answer (n's of 60 & 325)	0	10			
<b>DEMOG8</b> Item 65 – Employment				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – Full-time	64%	30%	64%	0%	
2 – Part-time	22%	32%	13%	9%	
3 – Not employed	14%	38%	23%	-9%	
Did not answer (n's of 60 & 325)	1	9			

<b>DEMOG9</b> Item 66 – Current residence				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – Own house	52%	27%	49%	3%	
2 – Rent room/apartment/house	35%	50%	38%	-3%	
3 – Relative’s house	13%	11%	10%	3%	
4 – Residence hall	0%	10%	0%	0%	
5 – Other residence	0%	2%	3%	-3%	
Did not answer (n's of 60 & 325)	0	7			
<b>DEMOG10</b> Item 67 – Marital status				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – Single	25%	61%	29%	-4%	
2 – Single with children	23%	9%	17%	6%	
3 – Married	20%	15%	16%	4%	
4 – Married with children	28%	14%	34%	-6%	
5 – Prefer not to respond	3%	2%	4%	-1%	
Did not answer (n's of 60 & 325)	0	13			
<b>DEMOG11</b> Item 68 – Current plans				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – Complete online degree program	97%	39%	86%	11%	
2 – Complete degree on campus	0%	53%	5%	-5%	
3 – Transfer credits	2%	1%	4%	-2%	
4 – Complete this course	2%	8%	5%	-3%	
Did not answer (n's of 60 & 325)	2	14			
<b>DEMOG12</b> Item 69 – Current online enrollment				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – 1 to 3 credits	5%	13%	26%	-21%	
2 – 4 to 6 credits	22%	39%	30%	-8%	
3 – 7 to 9 credits	16%	11%	11%	5%	
4 – 10 to 12 credits	12%	18%	10%	2%	
5 – 13 to 15 credits	31%	13%	5%	26%	
6 – More than 15 credits	14%	6%	18%	-4%	
Did not answer (n's of 60 & 325)	2	18			

<b>DEMOG13 Item 70 – Previous online enrollment</b>				Difference	±0.6
	Online	F2F	U.S.	Online - U.S.	Data bars
1 – No classes	10%	24%	23%	-13%	
2 – 1 to 3 classes	29%	27%	39%	-10%	
3 – 4 to 6 classes	10%	15%	12%	-2%	
4 – 7 to 9 classes	12%	11%	6%	6%	
5 – 10 to 12 classes	10%	9%	6%	4%	
6 – 13 to 15 classes	12%	7%	3%	9%	
7 – More than 15 classes	17%	7%	11%	6%	
Did not answer (n's of 60 & 325)	1	12			

These next two questions are custom questions added by CWU. They do not have comparable PSOL averages.

<b>DEMOG14 Item 71 - My intended degree is:</b>			Online less	± 1.0
	Online	F2F	F2F	Data bars
Online undergraduate degree	66%	28%	38%	
Online graduate degree	32%	10%	22%	
Face-to-face undergraduate degree	0%	50%	-50%	
Face-to-face graduate degree	2%	12%	-10%	
Did not answer (n's of 60 & 325)	1	9		

<b>DEMOG15 Item 72 - My home CWU campus is:</b>			Online less	± 1.0
	Online	F2F	F2F	Data bars
1 - Ellensburg	0%	50%	-50%	
2 - Des Moines, Kent, or Pierce County	0%	20%	-20%	
3 - Lynnwood or Everett	0%	23%	-23%	
4 - Moses Lake, Wenatchee, or Yakima	0%	7%	-7%	
5 - Online: a fully online degree program	100%	0%	100%	
Did not answer (n's of 60 & 325)	0	7		

## X. MAJORS OF RESPONDENTS

Table 11 summarizes the majors of 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	<p>Noel-Levitz Priorities Survey for Online Learners</p> <p>This national online survey has been designed to “Assess the satisfaction and priorities of students in distance learning and online programs.” See <a href="https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/priorities-survey-for-online-learners">https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/priorities-survey-for-online-learners</a></p>
Hedge’s g	<p>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: <a href="http://www.leeds.ac.uk/educol/documents/00002182.htm">http://www.leeds.ac.uk/educol/documents/00002182.htm</a></p> <p>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.</p> <p>Hedge’s g provides a research backed method of establishing rubric elements. Differences between <math>\pm 0.3</math> 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.”</p>
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

### Institutions Participating in the 2014 Noel-Levitz Priorities Survey for Online Learners

AIU - Online, IL  
Allen Community College, KS  
American College of Education, FL  
Amridge University, AL  
Anthem College - Online, AZ  
Argosy University Online, PA  
Art Institute Online, PA  
Ashford University, IA  
Baker College Online, MI  
Bellevue University, NE  
Bemidji State University Bemidji, MN  
Bemidji State University, MN  
Bismarck State College, ND  
Bon Secours Memorial College of Nursing, VA  
Brookhaven College (DCCCD), TX  
Bryant & Stratton College -  
California State University - San Bernardino, CA  
Capella University, MN  
Carlow University, PA  
Central Lakes College, MN  
Central Washington University, WA  
Champlain College, VT  
Cloud County Community College, KS  
College of the Ouachitas, AR  
College, GA  
College, WY  
Colorado State University - Global Campus, CO  
Colorado Technical University - Colorado Springs  
Columbia College, MO  
Corban University, OR  
Cowley County Community College, KS  
Crown College, MN  
CUNY School of Professional  
Cuyahoga Community College, OH  
Dakota College at Bottineau, ND  
Dakota State University Madison, SD  
Dakota State University, SD  
Dallas Colleges Online, TX  
Daymar College - Online, KY  
Daytona State College, FL  
Dickinson State University, ND  
Education Futures Group, LLC , TX  
Everglades University, FL  
Excelsior College, NY  
Fort Hays State University, KS  
Friends University, KS  
Front Range Community College, CO  
Georgia Military College, GA  
Georgia Northwestern Technical  
Great Falls College Montana State University, MT  
Gwinnett Technical College, GA  
Henley - Putnam University, CA  
Hope International University, CA  
Indiana Wesleyan University, IN  
Inver Hills Community College, MN  
Isothermal Community College, NC  
Jones International University, CO  
Kettering College, OH  
King University, TN  
LeTourneau University, TX



Lincoln College of New England, CT  
Linfield College, OR  
Loyola University New Orleans, LA  
Master's College & Seminary, ON  
Mayville State University, ND  
Mercy College, NY  
Mesa Community College, AZ  
Metropolitan State University, MN  
Minnesota State University-Mankato Mankato  
Mississippi Gulf Coast Community College, MS  
Mississippi State University, MS  
Missouri Baptist University, MO  
Moberly Area Community College, MO  
Nebraska Methodist College, NE  
New England College of Business & Finance, MA  
New Mexico State University at Alamogordo, NM  
North Dakota State College of  
Northcentral University, AZ  
Northwood University, MI  
Ohio Christian University, OH  
Patrick Henry College, VA  
Patten University, CA  
Post University, CT  
Regis University, CO  
Rider University, NJ  
Rio Salado College, AZ  
Saint Mary-of-the-Woods College, IN  
San Juan College, NM  
Savannah College of Art and Design, GA  
Schoolcraft College, MI  
Science, ND  
Shoreline Community College, WA  
South Central College, MN  
South University Online, PA  
Southtowns, NY

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

## **APPENDIX 3**

### **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	
<b>IMP1</b>	<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"/>	<b>SAT1</b>
<b>IMP2</b>	<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"/>	<b>SAT2</b>
<b>IMP3</b>	<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"/>	<b>SAT3</b>
<b>IMP4</b>	<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"/>	<b>SAT4</b>
<b>IMP5</b>	<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"/>	<b>SAT5</b>
<b>IMP6</b>	<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"/>	<b>SAT6</b>
<b>IMP7</b>	<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"/>	<b>SAT7</b>
<b>IMP8</b>	<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"/>	<b>SAT8</b>
<b>IMP9</b>	<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"/>	<b>SAT9</b>
<b>IMP10</b>	<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"/>	<b>SAT10</b>
<b>IMP11</b>	<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"/>	<b>SAT11</b>
<b>IMP12</b>	<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"/>	<b>SAT12</b>
<b>IMP13</b>	<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"/>	<b>SAT13</b>
<b>IMP14</b>	<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"/>	<b>SAT14</b>
<b>IMP15</b>	<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"/>	<b>SAT15</b>
<b>IMP16</b>	<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"/>	<b>SAT16</b>
<b>IMP17</b>	<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"/>	<b>SAT17</b>
<b>IMP18</b>	<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"/>	<b>SAT18</b>
<b>IMP19</b>	<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"/>	<b>SAT19</b>
<b>IMP20</b>	<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"/>	<b>SAT20</b>

	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						



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.

