

City University Student Satisfaction Survey Fall 2009/Winter 2010

Analysis of Results

Prepared for City University of Seattle

In this report, The Hanover Research Council presents data from the Fall 2009/Winter 2010 survey of student satisfaction at City University of Seattle (CityU). The report begins with a broad overview of the survey data, highlighting points of statistical interest, and then analyzes the results in diachronic perspective using data from the Fall 2008 iteration of the survey. Comprehensive appendices display all of the tables generated by the survey as well as additional cuts of data.

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Executive Summary

- ❖ 1,222 current students at City University of Seattle (CityU) participated in the Fall 2009/Winter 2010 survey of student satisfaction administered by The Hanover Research Council. 903 students reached the end of the survey. Consistent with previous administrations, the sample population was primarily female (63%), non-traditional (75%), non-international (92%), and employed on a full-time (63%) or part-time (13%) basis. Approximately one-third of the sample each was at the beginning, middle, and conclusion of their programs.
- ❖ Nearly 60% of respondents first learned about City University from one of four sources: friends (22.5%), family members (12.7%), colleagues (11.9%), or the CityU website (11.5%). The vast majority of respondents (85%) only applied to City University and made their decision primarily on the convenience of the class schedule and class locations, the fact that CityU had the programs that they desired, and the ability to take programs online. Factors that did not strongly influence their decision to attend CityU include the recommendation of an employer or CityU alum, employment opportunities, and tuition/fee affordability.
- ❖ The primary mode of course delivery is slowly changing at City University. In 2008, 42% of the survey respondents took the majority of their classes in traditional brick-and-mortar classrooms, 28% took most of their courses entirely online, and 23% took some combination of traditional and online classes. In this year's survey, only 34% of respondents took mostly traditional classes (-8%), 32% took the majority of their classes online (+4%), and 27% enjoyed some combination of the two (+4%). The number of students taking different types of classes based on quarterly needs remained constant (7% each year).
- ❖ The majority of students attend City University to receive one of four degrees: an MBA (22%), a B.S. in Business Administration (15%), an M.A. in Counseling or Counseling Psychology (10%), or a Master in Teaching (7%).
- ❖ Students were asked to agree or disagree with a number of statements about their learning experiences at CityU. On average, the students more strongly agreed with the statement, "I am encouraged to take an active role in my own learning," than any other. They also strongly agreed with the following statements: "I am gaining knowledge and skills in my studies that increase my value to my workplace or organization," and "Courses have clear learning goals supported by assignments in the courses." Statements with which respondents were, on average, less likely to agree include: "I am able to take the classes I need when and how I need them," "The CityU library offers the resources and services I need to be successful in my

classes,” and “I receive the academic support I need to continue my studies successfully.”

- ❖ Respondents were also asked to agree or disagree with a series of statements about learning outcomes that followed from their time at CityU. Students responded favorably to the following statements: “My studies improve my ability to find, evaluate, and use relevant information,” “My studies improve my ability to think critically about information and problems, and “My studies improve my communication and interpersonal skills.” Students did not agree as strongly with the statements, “My studies prepare me to work effectively in international and/or multicultural settings,” and “My studies improve my ability to work in diverse cultural environments.”
- ❖ Almost nine in ten (87%) of the students surveyed reported an intention to take classes next quarter at City University. Those who responded “no” cited a number of explanations, including that they have already completed or will soon complete their programs, and that they need to take time off for personal reasons. Ten (9%) said that they were dissatisfied with the quality of instruction, and 5 (4.5%) said that financial strains will be the cause of their withdrawal.
- ❖ The survey then posited a series of questions about CityU library services. While two-thirds of students reported using only CityU’s library (and not other libraries), the online library catalog and databases appear to be the only resources that are heavily utilized. The majority of students have never used the “Ask a Librarian” service, interlibrary loan program, or online library tutorials and subject guides. Most (61%) access library content from My.CityU. Another 28% use Blackboard as a portal. A plurality of respondents (43%) first learned about CityU library services from an instructor; one in four (26%) discovered these resources from program orientation materials; and an additional 11% learned about them from class-related materials.
- ❖ Students were asked to agree or disagree with a set of statements about student services at CityU. Only two statements received mean scores of 4.00 or higher (“agree”): “I can access my online courses easily and reliably,” and “The person I talked to when I was thinking about attending CityU provided me useful, timely, and accurate information that helped me decide to enroll.” Students were, on average, in less agreement about the quality of the self-service features on the MyCityU portal, the speed and helpfulness of the 24/7 Help Desk, the utility of the advising/mentoring program, and the expedience of the financial aid process. A majority of the surveyed students registered interest in the following services that are not currently offered at CityU: research skills support (60.17%), course-specific tutoring (59.27%), and writing support (58.50%). Additional services in math tutoring and English language support were not endorsed.

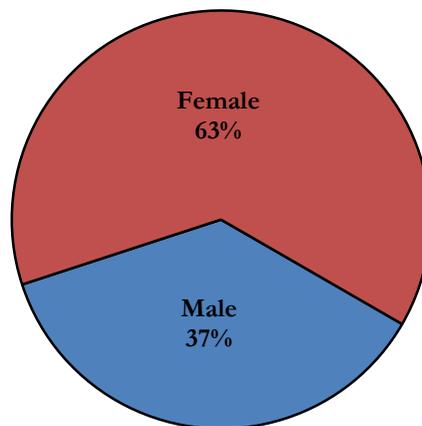
- ❖ CityU continues to score highly in overall levels of satisfaction. Seventy-seven percent (77%) of the students polled agreed or strongly agreed with the statement, “I am satisfied with my experience so far at CityU.” Only 11% disagreed or strongly disagreed. Furthermore, 72% agreed or strongly agreed with the statement, “I would recommend CityU to a friend, family member, or colleague.” Just 11% disagreed or strongly disagreed with that statement.

- ❖ Finally, the survey prompted students to discuss their current financial situation. Students continue to rely heavily on financial aid (27.33% of the respondents), their own savings and employment income (25.33%), and family gifts and loans (16.99%) as primary sources of tuition dollars. The percentage of students using their own funds to pay for college and those who received tuition support from their employers both declined significantly from 2008 to 2009. Despite this trend, the majority of students (64.71%) reported that their education plans have not been affected “at all” by the recession.

Overview of the Population Sample

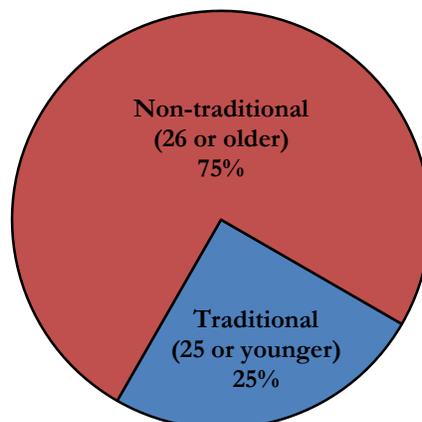
The annual survey of student satisfaction at City University of Seattle was electronically administered to 1,222 current students during the winter of 2010. A smaller number of students (903) completed all parts of the survey. As in past years, females were oversampled. 63% of the students completing the survey identified as female, while just 37% self-identified as male. This is essentially unchanged from the Fall 2008 survey administration, when 65% of the respondents were female and 35% were male.

FIGURE 1. Sex Identification (n=1145)



Age. As in past years, approximately three quarters of the population was non-traditional (defined in this survey as being older than 25).

FIGURE 2. Respondent Age (n=886)



A plurality of the respondents (32.96%) were between 26 and 35. 24.94 percent were 25 or younger, 21.67% were between the ages of 36 and 45, 16.70% were between the ages of 46 and 55, and only 3.72% were 56 years of age or older.

TABLE 1. Ages of Respondents (n=886)

Age range	Number of respondents	% of respondents
25 or younger	221	24.94%
26 to 35	292	32.96%
36 to 45	192	21.67%
46 to 55	148	16.70%
56 or older	33	3.72%
Total	886	100.00%

International status. Eighty-six respondents (8%) reported that they were international students. Of this population, 45 specified the type of visa that they held: 32 internationals (71%) had F1 visas, while the other 13 had other visas.

FIGURE 3. International Student Identification (n=1104)

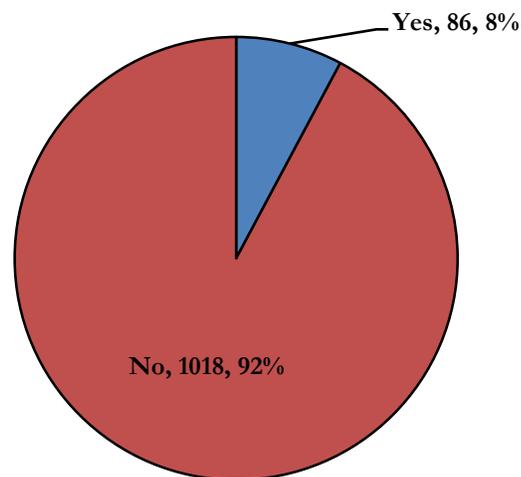
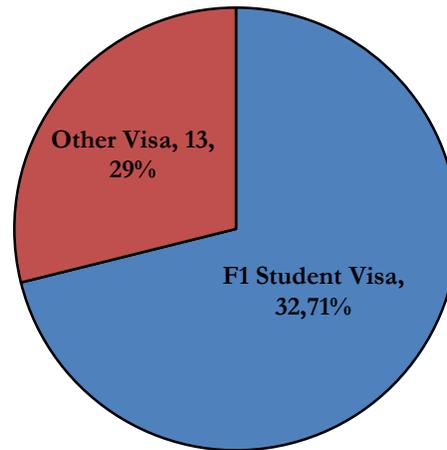


FIGURE 4. Type of Visa (n=45)



Employment status. In 2010, the majority of students who participated in the satisfaction survey (61%) were employed full-time. Twenty-two percent (22%) were full-time students without jobs. Thirteen percent (13%) were employed part-time, and the remaining 4% were part-time students without jobs. The effects of the recession on the employment status of CityU students appears to have remained constant over the last year: there was very little change in employment status between the Fall 2008 sample and the population surveyed in the most recent iteration. In 2008, 25% were unemployed (3.9% part-time, 21.1% full-time), and 75% were employed (11.8% part-time, 63.2% full-time).

FIGURE 5. Employment Status (n=885)

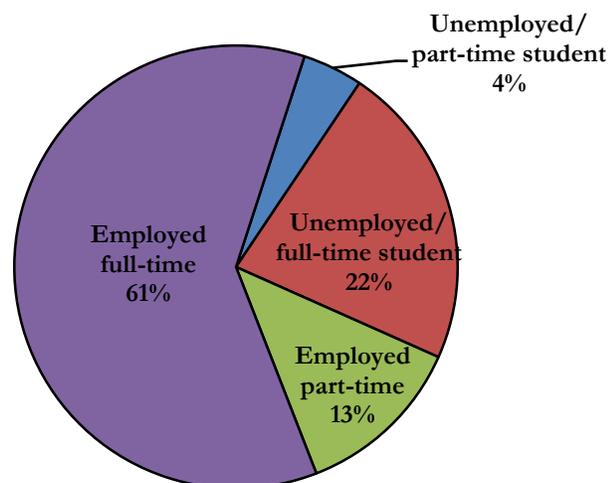
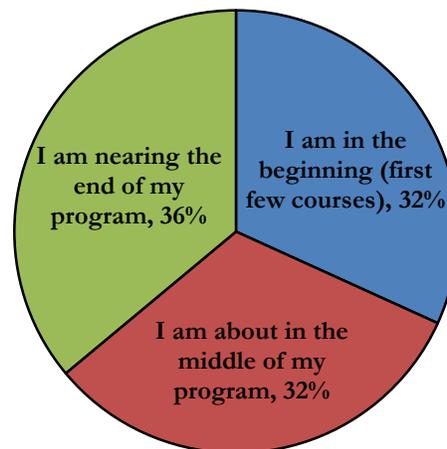


TABLE 2. Employment Status (n=885)

Status	Number of respondents	% of respondents
Unemployed/part-time student	39	4.41%
Unemployed/full-time student	197	22.26%
Employed part-time	110	12.43%
Employed full-time	539	60.90%
Total	885	100.00%

Last, survey participants were asked to describe how far along in their program they were. The respondents were split almost evenly in three ways: a little more than one third were nearing the end of their individual programs (36%), and just under one third each were either in the beginning of their programs or in the middle of their programs (32%, respectively).

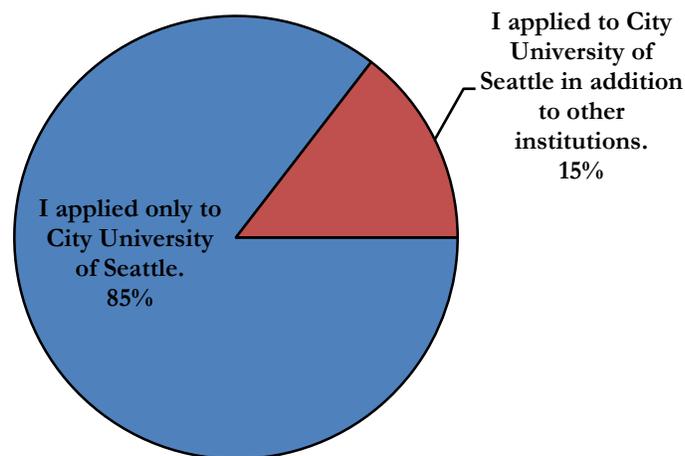
FIGURE 6. Phase of Program (n=1054)

The College Search—How Students Found and Selected CityU

The core of the survey began with a series of questions that asked participants about the admission and selection processes—how they learned about City University of Seattle, how many schools they applied to, the factors that influenced their decision to attend CityU, and the mode of learning that they have chosen to embrace while a student at CityU.

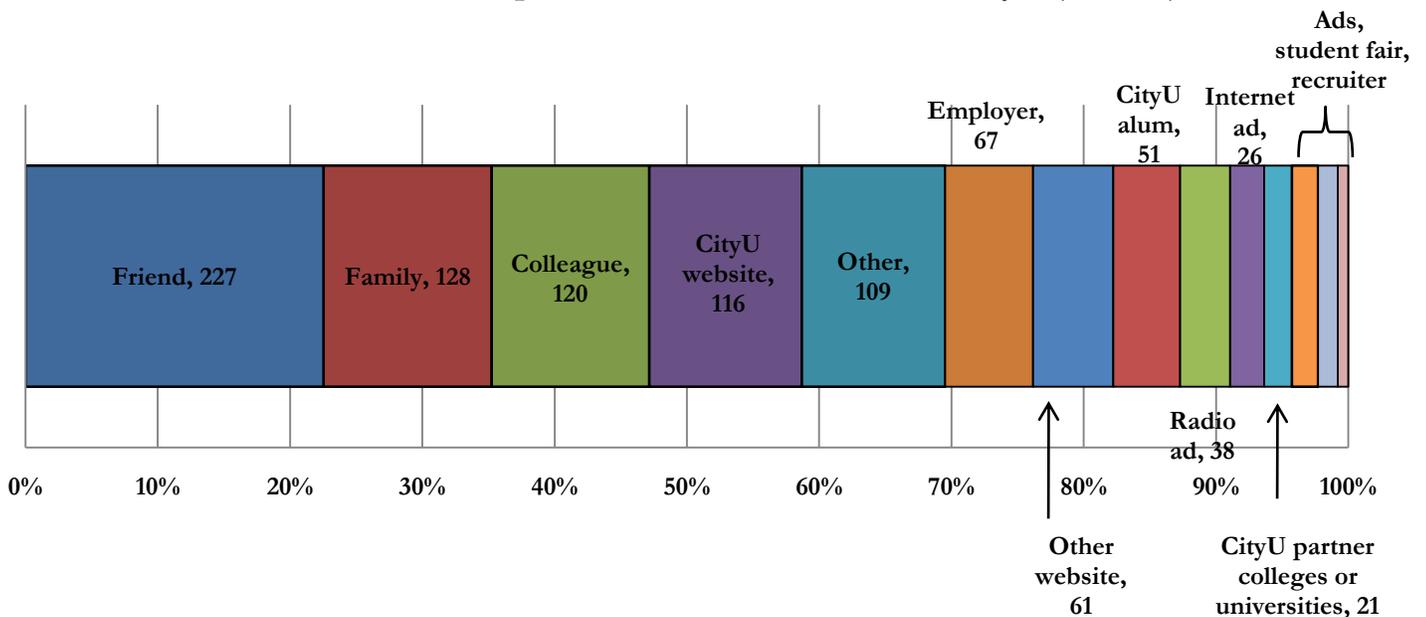
The first question asked students to indicate the number of schools to which they applied for admission. The clear majority of students (85%) replied that they applied only to City University of Seattle; the remaining 15% sent applications for admission to CityU and at least one other school.

FIGURE 7. Number of Schools to Which Students Applied (n=323)



Next, the survey called on students to indicate how they first learned about City University of Seattle—from employers, CityU alums, internet and magazine ads, recruiting agents, friends, family, colleagues, the CityU website, and other sources. 22.5 percent said that they first learned about CityU from a friend. 12.7 percent learned about CityU from family, 11.9% found out about CityU from a colleague, and 11.5% discovered it from the CityU website. The remaining 40% of respondents learned about CityU from another source—employer, other website, CityU alum, internet/radio ad, partner college or university, or ads, a student fair, or a recruiter. Family members provided more referrals this year than in the past—in 2008, the top responses were a friend (28.7%), CityU’s website (13.1%), and a colleague (12.8%).

FIGURE 8. How Respondents First Learned about CityU (n=1007)

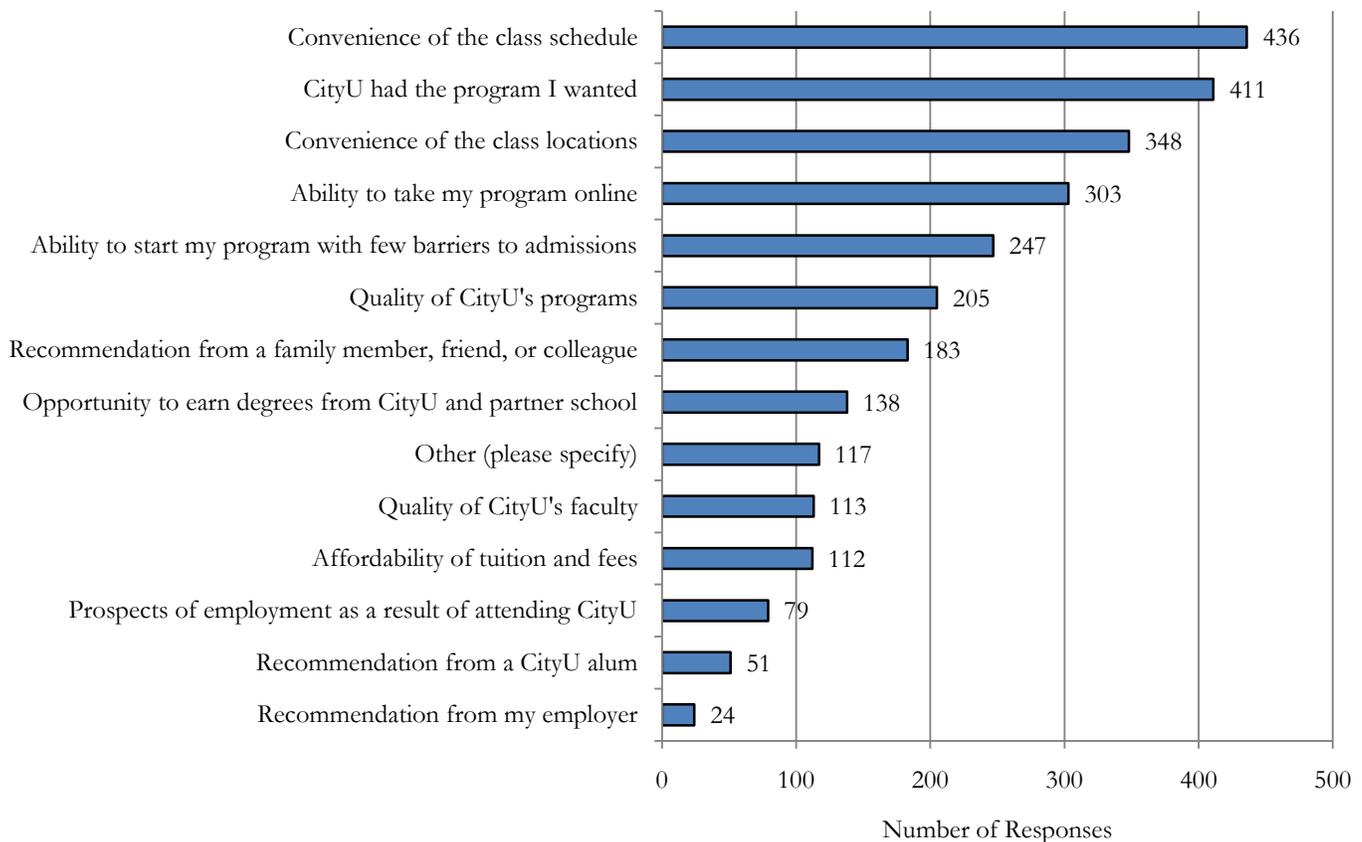


Among the 109 students who reported learning about CityU from “other” sources, 13.76% indicated that their knowledge of CityU came from close proximity to the institution. In this group of respondents, 8 students (7.34%) reported that they either lived or worked near the university, while 7 students (6.42%) reported that they had driven past the institution. Many students citing “other” sources also suggested that they had been referred from another, non-partner postsecondary institution. Fifteen students (13.76%) indicated that this was their source of information about the University. Among these students, 5 respondents had been referred from Navy College (4.59%), while the rest of the referring institutions varied. Another group of students reported that their own independent research had led them to discovering CityU (17.43%). Among these students, 9 respondents (8.26%) reported that they learned about CityU by doing an independent web search (5 of these students cited use of Google specifically). Meanwhile, 7 of these students (6.54%) generally suggested that they conducted research on their own, without identifying a method.

An additional 3 students (2.75%) cited website listings provided by OPSI or The College Board. Elsewhere, 9 students (8.26%) indicated that they didn't remember how they learned about the institution. 6 students (5.5%) had learned about CityU through television, radio, or magazine advertisements. Additionally, 6 respondents learned about the institution through a family member, friend, or acquaintance (5.5%). Another 6 students also reported learning about CityU through a teacher, professor, counselor, or advisor (5.5%). Among other respondents reporting similar sources, 5 students (4.59%) learned about the institution through their workplaces and 4 students (3.67%) learned about CityU through a recruiter.

For the next question, respondents were given the opportunity to cite up to three most important factors that influenced their decision to attend CityU. The top 6 responses, each receiving in excess of 200 votes by students, were convenience of the class schedule (436), program offerings (411), the convenience of the class locations (348), the ability to take programs online (303), the ability to start a program with few barriers to admissions (247), and the quality of CityU's programs (205). Factors that did not influence the decision to attend CityU included a recommendation from an employer (24), a recommendation from a CityU alum (51), and employment prospects (79).

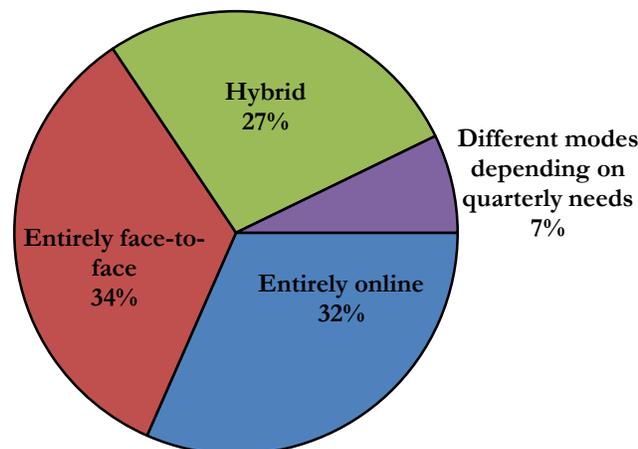
FIGURE 9. Top Factors that Influenced Decision to Attend CityU (2767 resp.)



Among the 117 students who reported “other” reasons for choosing to attend CityU, a variety of reasons were cited by respondents. The largest group of these students (25 respondents, 21.37%) indicated that they chose CityU either to improve their English or because the institution generally offered the possibility to take classes that were taught in English. The only other notable group of respondents indicated that they chose to attend CityU because it accepted their credits as transfer students from other institutions (15 respondents, 12.82%). Nine students (7.69%) pointed to specific CityU programs as their reasons for attending. Among these students, the Early Childhood Education and Master of Business Administration programs were both cited twice. A total of 9 students (7.69%) also made reference to delivery of courses online or face-to-face. In this group, 4 students (3.42%) were attracted by online courses and 4 students (3.42%) appreciated the mixture of these delivery methods. Finally, a group of 8 students (6.48%) stated that their decision to attend CityU was based on financial support, 5 of which specifically cited grants or scholarships (4.27%).

Students were also asked to indicate the mode of course delivery that they most frequently utilize: traditional, face-to-face delivery, online delivery, a combination of face-to-face and online delivery (hybrid model), or different modes depending on quarterly needs. 2010 data show that 34% of students continue to rely on traditional brick-and-mortar learning environments, 32% of students are committed to online coursework, 27% participate in both online and traditional classes, and 7% use different modes depending on quarterly needs. This represents somewhat of a shift toward online (synchronous and asynchronous) learning by City University. In 2008, 42% of students took the majority of their classes in traditional classrooms. 28% of students took most of their courses entirely online, and 23% took classes in a mix of online and face-to-face classroom time.

FIGURE 10. Mode of Delivery (n=890)



Students enrolled in traditional face-to-face or mixed-mode courses were asked to further specify their locations. A plurality of students that answered this question said that it was “not applicable” because they took all of their courses online. 15 percent selected Bellevue, Washington, just under 10% chose Tacoma/Fife, 8.18% indicated Bratislava, Slovakia, and 6.54% selected Everett, Washington. The rest of the responses were spread fairly evenly across the remaining choices: Trencin, Slovakia (6.07%), Greater Vancouver, British Columbia (5.61%), Renton, Washington (4.79%), Vancouver (3.15%), Edmonton, Alberta (2.45%), Pravetz, Bulgaria (2.45%), North Seattle (1.87%), Prague (1.87%), Calgary (1.64%), Sofia (1.29%), a community or technical college campus in Washington (1.17%), and other locations.

TABLE 3. Location of Face-to-Face and Mixed-Mode Classes (n=856)

Location	Number of respondents	% of respondents
Not applicable (I take all of my courses online.)	189	22.08%
Bellevue, WA	132	15.42%
Tacoma/Fife, WA	83	9.70%
Bratislava, Slovakia	70	8.18%
Everett, WA	56	6.54%
Trencin, Slovakia	52	6.07%
Greater Vancouver, BC	48	5.61%
Renton, WA	41	4.79%
Other (please specify):	29	3.39%
Vancouver, WA	27	3.15%
Edmonton, AB	21	2.45%
Pravetz, Bulgaria	21	2.45%
North Seattle, WA	16	1.87%
Prague, Czech Republic	16	1.87%
Calgary, AB	14	1.64%
Sofia, Bulgaria	11	1.29%
At a Washington community or technical college campus	10	1.17%
Vancouver Island, BC	8	0.93%
Luzern or Zurich, Switzerland	7	0.82%
Athens, Greece	2	0.23%
Baja California, Mexico	2	0.23%
Hawaii	1	0.12%
Beijing, Shanghai, or Guangzhou, China	0	0.00%
Bucharest, Romania	0	0.00%
Corporate site (e.g, Boeing)	0	0.00%
Queensland, Australia	0	0.00%
5b. I take most of my face-to-face or mixed-mode classes at the following location:		

Twenty-nine students indicated “other” locations. Among these respondents, 6 students indicated that all their classes had been taken online (20.69%), while 4 students reported taking classes at the United State Coast Guard base in Seattle (13.79%). Nine other students reported taking classes at various locations throughout

Washington (31.04%). A total of 9 students indicated that they had taken courses outside the United States (31.04%). Among these students, 4 had taken courses in Switzerland (13.79%), 2 had taken courses in Canada (6.9%), and 3 had taken courses in various other European locations (10.35%).

Next, the survey asked students to identify their primary academic goal at City University. The top five choices, which accounted for approximately 54% of all responses, were an MBA (various emphases) (22%), a B.S. in Business Administration (various emphases) (15%), an M.A. in Counseling/Counseling Psychology (10%), and a Master in Teaching (various) (7%).

FIGURE 11. Primary Academic Goal at CityU (n=938)

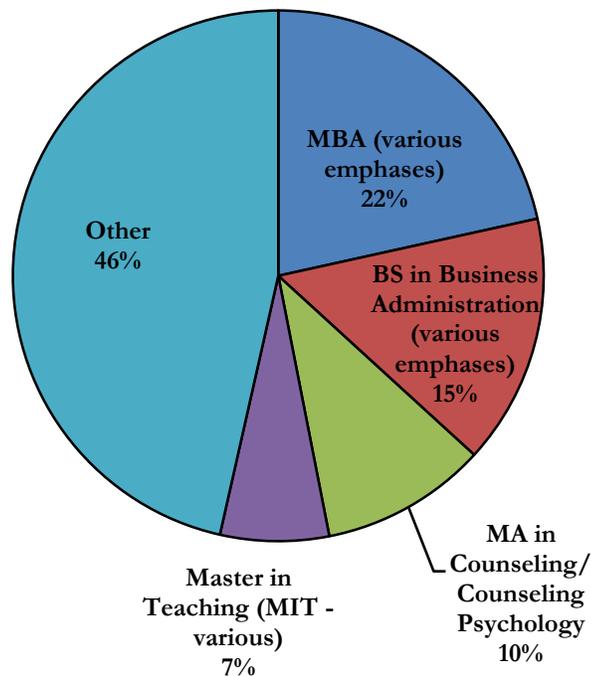


TABLE 4. Primary Academic Goal CityU (n=938)

Academic Goal	Number of Respondents	% of Respondents
MBA (various emphases)	202	21.54%
BS in Business Administration (various emphases)	143	15.25%
MA in Counseling/Counseling Psychology	95	10.13%
Master in Teaching (MIT - various)	62	6.61%
BA in Management	52	5.54%
BA in Education (various)	44	4.69%
M.Ed. in Guidance and Counseling	37	3.94%
BA in Applied Psychology	36	3.84%
BS in Accounting	28	2.99%
Other (please specify):	28	2.99%
M.Ed. in Educational Leadership (including certificate in Educational Leadership, Executive Leadership, Professional Certification for Principals and Program Administrators)	27	2.88%
MS in Project Management	24	2.56%
M.Ed. Other Specialties (including Professional Certification for Teachers)	23	2.45%
MA in Leadership	16	1.71%
Graduate certificate (various)	16	1.71%
BS in Information Systems	14	1.49%
BS in Marketing	14	1.49%
Endorsements only	14	1.49%
BS in General Studies	13	1.39%
AS in General Studies	11	1.17%
BS in Communications	9	0.96%
Undergraduate certificate (various)	9	0.96%
MS Technology Management	7	0.75%
BS in Computer Systems	6	0.64%
MS in Computer Systems	3	0.32%
No intended degree (course work only)	3	0.32%
Continuing education - PHR, SPHR, PFP	2	0.21%
Total	938	100.00%

Twenty-eight students cited “other” academic goals at CityU, mostly pointing to specific programs they intended to complete. In this group, 8 respondents (28.57%) cited academic goals relating to Counseling programs (either the Master of Education in School Counseling and Leadership program or the Master of Counseling program). The only other area of study cited by multiple students was Information Security, as 5 students (17.86%) indicated that a program in this discipline was their “other” goal (4 of these students cited the Master of Science in Information Security program).

Opinions about the CityU Experience

In this section of the report, Hanover analyzes data generated from survey questions asking about satisfaction with various elements of the CityU experience. When possible, researchers coded individual responses and assigned numerical weights in order to calculate arithmetic means. Year-to-year comparisons were made using the data available in the Fall 2008 report made available to Hanover by City University.

The first series of questions called on current students to register their opinions about a series of statements describing the learning environment at City University of Seattle. Respondents were enabled to select “strongly disagree,” “disagree,” “neither agree nor disagree,” “agree,” and “strongly agree.” Each response was given a weight from 1 to 5 (1 representing “strongly disagree,” 5 representing “strongly agree”), and averages were computed for each statement. As the figure below shows, the highest scoring statement was “I am encouraged to take an active role in my own learning,” which received a 4.32.

FIGURE 12. Opinions about Learning Experiences at CityU



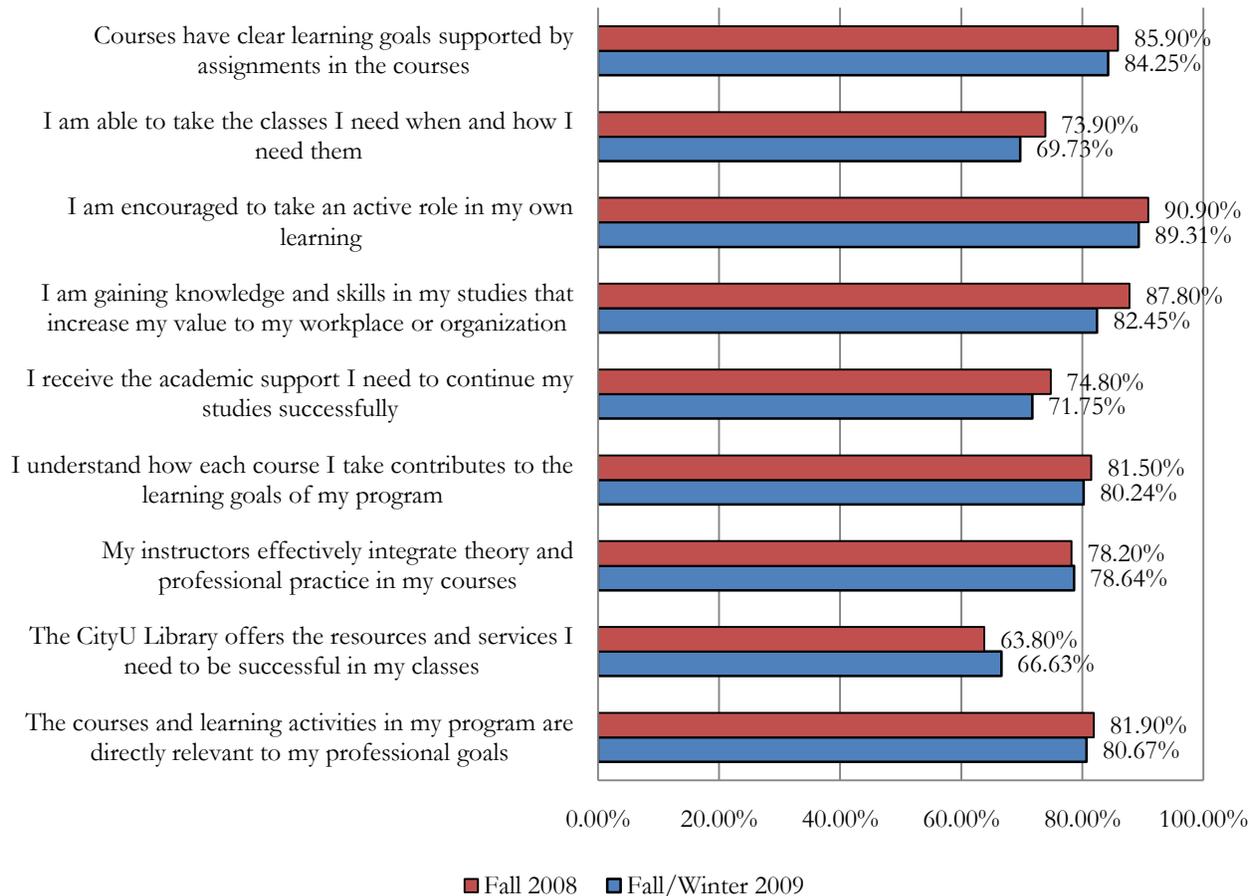
TABLE 5. Opinions about Learning Experiences at CityU

Indicate how strongly you agree or disagree with each of the following statements about the quality of your learning experiences at CityU	Weighted Average
I am encouraged to take an active role in my own learning (n=926)	4.32
I am gaining knowledge and skills in my studies that increase my value to my workplace or organization (n=923)	4.13
Courses have clear learning goals supported by assignments in the courses (n=927)	4.07
The courses and learning activities in my program are directly relevant to my professional goals (n=926)	4.06
I understand how each course I take contributes to the learning goals of my program (n=926)	4.05
My instructors effectively integrate theory and professional practice in my courses (n=927)	3.97
I receive the academic support I need to continue my studies successfully (n=924)	3.86
The CityU Library offers the resources and services I need to be successful in my classes (n=926)	3.82
I am able to take the classes I need when and how I need them (n=925)	3.81
Key: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree	

Other statements with scores above 4.0 (“agree”) include “I am gaining knowledge and skills in my studies that increase my value to my workplace or organization,” “courses have clear learning goals supported by assignments in the courses,” “the courses and learning activities in my program are directly relevant to my professional goals,” and “I understand how each course I take contributes to the learning goals of my program.”

The next figure shows how these assessment scores compare with those recorded during the administration of the Fall 2008 student satisfaction survey. While all but two of the indicators have lower numbers for Winter 2010 than Fall 2008, none of the differences are statistically significant.

FIGURE 13. Opinions about Learning Experiences at CityU (Over Time)



The next series of questions asked students to give their opinions about what they have learned at City University. As with the last set of statements, Hanover coded individual responses and assigned numerical weights in order to calculate arithmetic means. Year-to-year comparisons were made using the data available in the Fall 2008 report made available to Hanover by City University. The figure below shows that 5 statements received scores of 4.00 or higher (“agree”):

- ❖ My studies improve my ability to find, evaluate, and use relevant information
- ❖ My studies improve my ability to think critically about information and problems
- ❖ My studies improve my communication and interpersonal skills
- ❖ My studies help me develop professional competency in my field
- ❖ My studies develop my ability to apply ethical principles to real-life personal and professional situations

One question, in particular, received the “disagree” response more than the others: “My studies prepare me to work effectively in international and/or multicultural settings.”

FIGURE 14. Opinions about Learning Outcomes at CityU

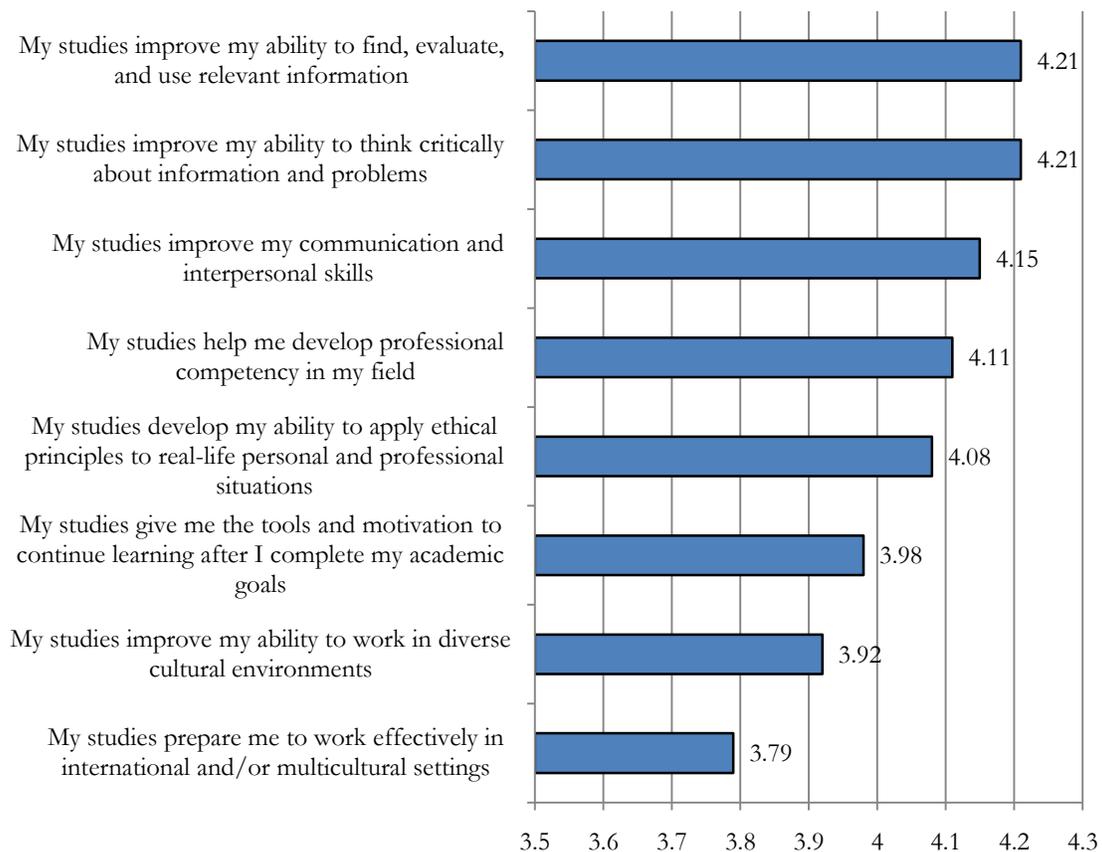
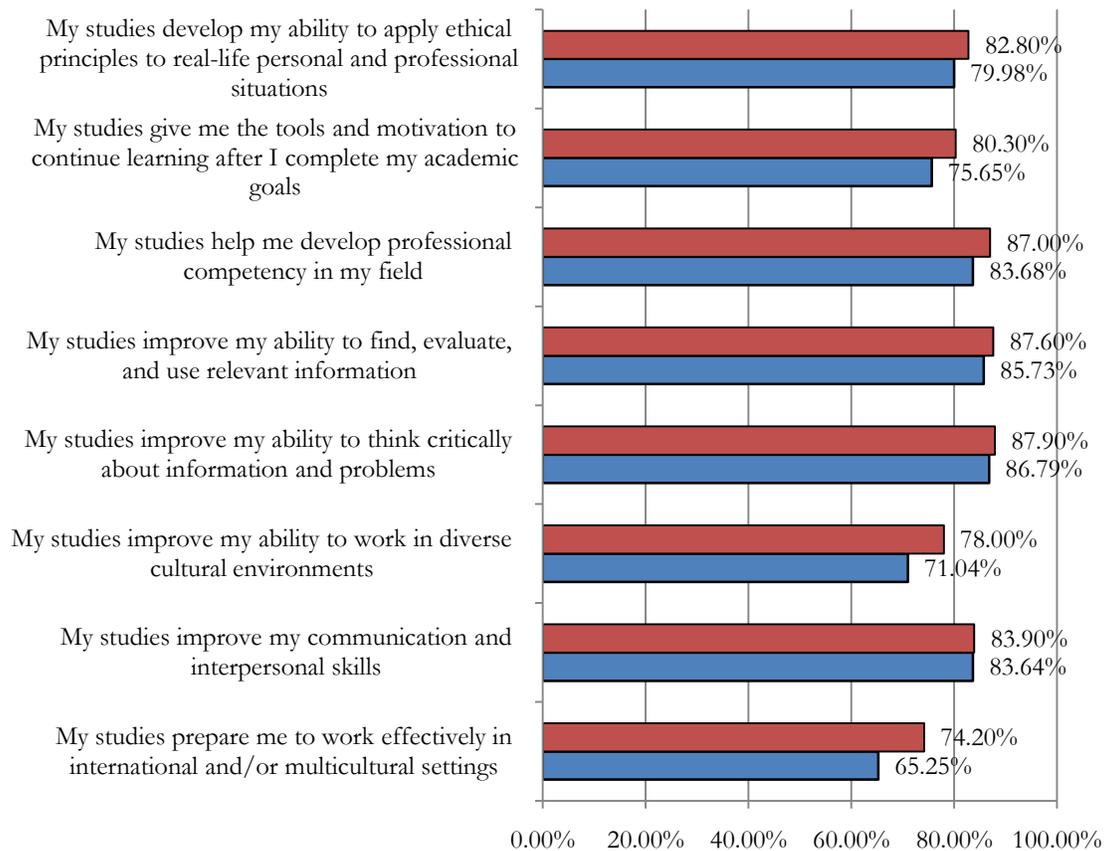


TABLE 6. Opinions about Learning Outcomes at CityU

Indicate how strongly you agree or disagree with each of the following statements about what you are learning at CityU	Weighted Average
My studies help me develop professional competency in my field (n=925)	4.11
My studies improve my communication and interpersonal skills (n=923)	4.15
My studies improve my ability to think critically about information and problems (n=924)	4.21
My studies improve my ability to find, evaluate, and use relevant information (n=925)	4.21
My studies develop my ability to apply ethical principles to real-life personal and professional situations (n=924)	4.08
My studies improve my ability to work in diverse cultural environments (n=922)	3.92
My studies give me the tools and motivation to continue learning after I complete my academic goals (n=920)	3.98
My studies prepare me to work effectively in international and/or multicultural settings (n=921)	3.79
Key: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree	

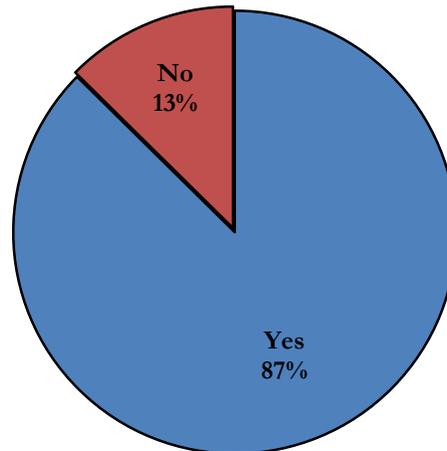
The next figure compares these responses with those collected during Fall 2008.

FIGURE 15. Opinions about Learning Outcomes at CityU (Over Time)



The next question inquired if students intended to take one or more classes next quarter. Eighty-seven percent (87%) of respondents anticipated taking one or more classes next quarter, slightly down from 2008 (89.4%).

FIGURE 16. Plan to Take Classes Next Quarter (n=936)



Students responding “no” were asked in a follow-up question to select among a number of explanations. The most popular response, which received 72 votes (64.29%), was “I will complete my program or meet my educational goal this quarter.” 10.71 percent replied, “I need to take time off for personal reasons,” and 8.93% said, “I am dissatisfied with the quality of instruction.” Only 7 students provided “other” reasons for their plans not to take classes next quarter. No discernable trend is visible among the comments submitted from these students.

TABLE 7. Opinions about Learning Outcomes at CityU

Reason	Number of respondents	% of respondents
I will complete my program or meet my educational goal this quarter	72	64.29%
I need to take time off for personal reasons	12	10.71%
I am dissatisfied with the quality of instruction	10	8.93%
Other (please specify):	7	6.25%
I need to take time off for financial reasons	5	4.46%
The course(s) I want are not offered at a location or in a delivery mode that works for me	3	2.68%
I need to take time off for family reasons	2	1.79%
I am dissatisfied with the quality and relevance of the courses	1	0.89%
I am dissatisfied with the quality of support services (financial aid, billing, library, advising, etc.)	0	0.00%
Total	112	100.00%

Opinions about CityU Services

In this section, Hanover documents the responses to survey questions about services and programs offered by City University of Seattle. The first question began with the phrase, “During the most recent quarter, I have used…” and then listed a number of library services. Students were asked to select the frequency with which they have used each: “not at all,” “once,” “two to three times,” and “four or more times.”

FIGURE 17. CityU’s library for research help (“Ask a Librarian”) (n=866)

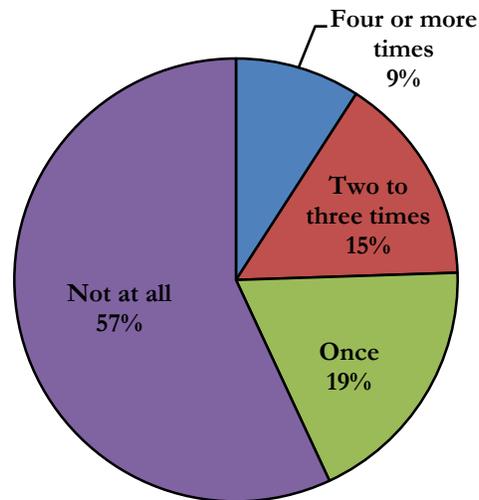


FIGURE 18. CityU’s online library catalog or databases to locate articles, books, ebooks, or videos (n=881)

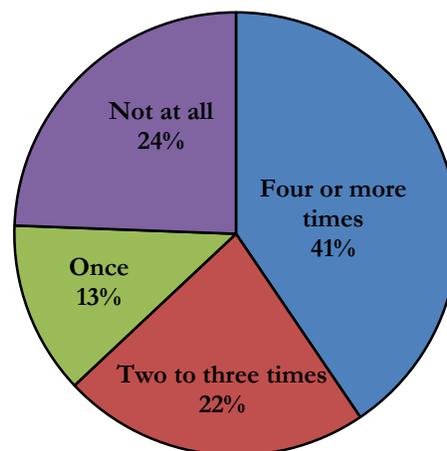


FIGURE 19. CityU's interlibrary loan to borrow materials from other libraries (n=861)

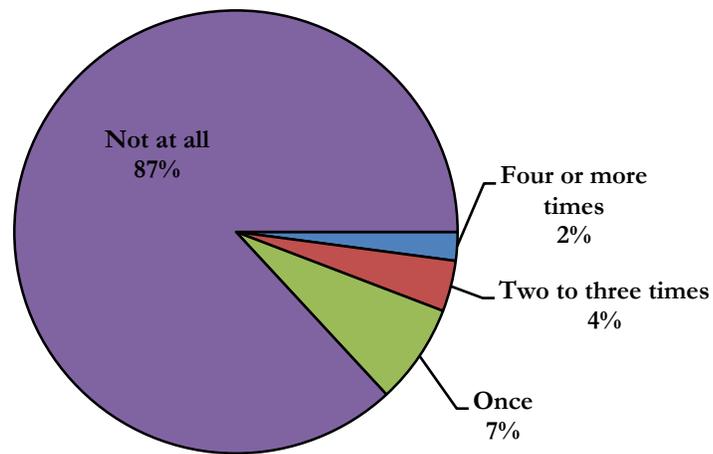


FIGURE 20. CityU's online library tutorials, course resource, or subject guides (n=870)

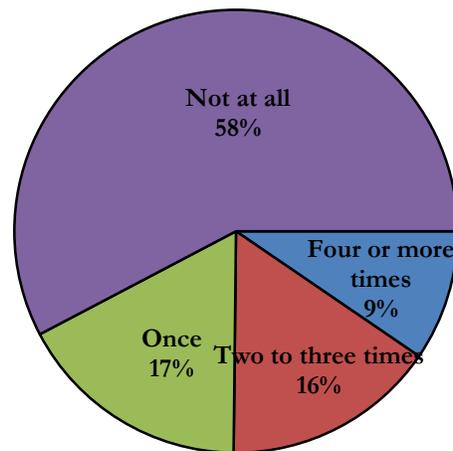
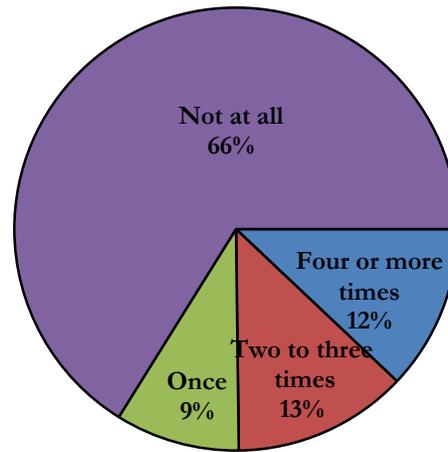
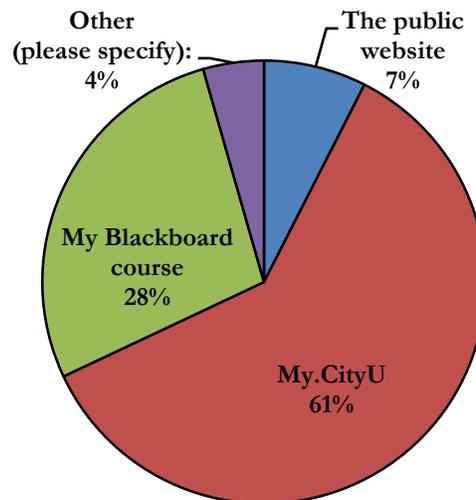


FIGURE 21. “A library other than CityUs to do most of my research” (n=871)

Next, the survey called on participants to indicate the manner in which they most frequently access the CityU library’s resources and services. The majority selected My.CityU as the primary portal through which they access library content. Blackboard was the second most frequently selected answer choice (28%), followed by the public website (7%) and “other” (4%).

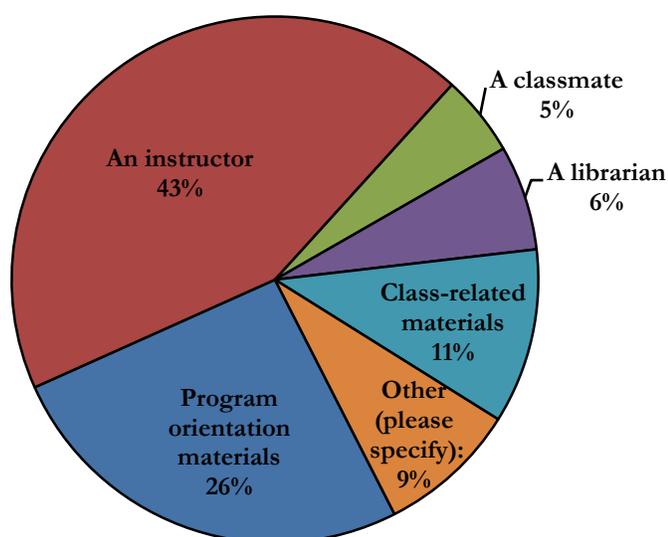
FIGURE 22. Primary Means of Accessing Library Content (n=881)

Overall, 39 students indicated that they access CityU Library resources and services by “other” means. However, most of these students (61.54%) selected this option to report that they had never used CityU Library resources, stating “not applicable” or writing a comment indicating that they hadn’t used the resources. Meanwhile, multiple students cited use of two additional websites to access CityU Library

resources. Among these respondents, 3 students (7.69%) used <<http://www.vsm.sk>>, and 2 students (5.13%) used <<http://www.cutn.sk>>. No further trends are visible among the remaining “other” responses.

Students were then asked how they learned about the resources and services that are available from the City U library. Forty-three percent (43%) of them answered “an instructor.” Other popular responses were “program orientation materials” (26%) and “class-related materials” (11%). Classmates and libraries received about 11% of the responses in total.

FIGURE 23. How Students Learned about CityU Library Services (n=884)



A total of 76 respondents reported learning about the resources and services available from CityU’s library through “other” sources. The largest group of students reported that they had learned about these resources on their own (38 respondents, 50%). Among these students, many indicated that they’d found these resources by exploring the University website, and a small number of these students expressed disdain towards the lack of information regarding these resources. One student reported having to “dig around” for these resources, while another found them by “bumbling through the awkward website.” Again, a number of these students simply indicated that they had not learned about these resources at all (18 respondents, 23.68%).

Finally, respondents were asked to indicate how strongly they agree or disagree with a series of statements about CityU services. Possible responses included “strongly disagree,” “disagree,” “neither agree nor disagree,” “agree,” and “strongly agree.” Participants were instructed to select “N/A” if they could not accurately comment on a statement. Only two statements received mean scores of 4.00 or higher (“agree”):

- ❖ I can access my online courses easily and reliably
- ❖ The person I talked to when I was thinking about attending CityU provided me useful, timely, and accurate information that helped me decide to enroll

Five statements received noticeably lower scores:

- ❖ The self-service features on MyCityU portal (for example, payment, registration, checking grades) are easy to use and reliable.
- ❖ The 24/7 Help Desk online Live Support Center is useful for solving my technical problems
- ❖ The 24/7 help Desk responds quickly to requests for help
- ❖ The faculty member assigned to mentor me or my cohort provides me with good advice and support for completing my program
- ❖ The financial aid process is timely and accurate

FIGURE 24. Student Opinions about CityU Services

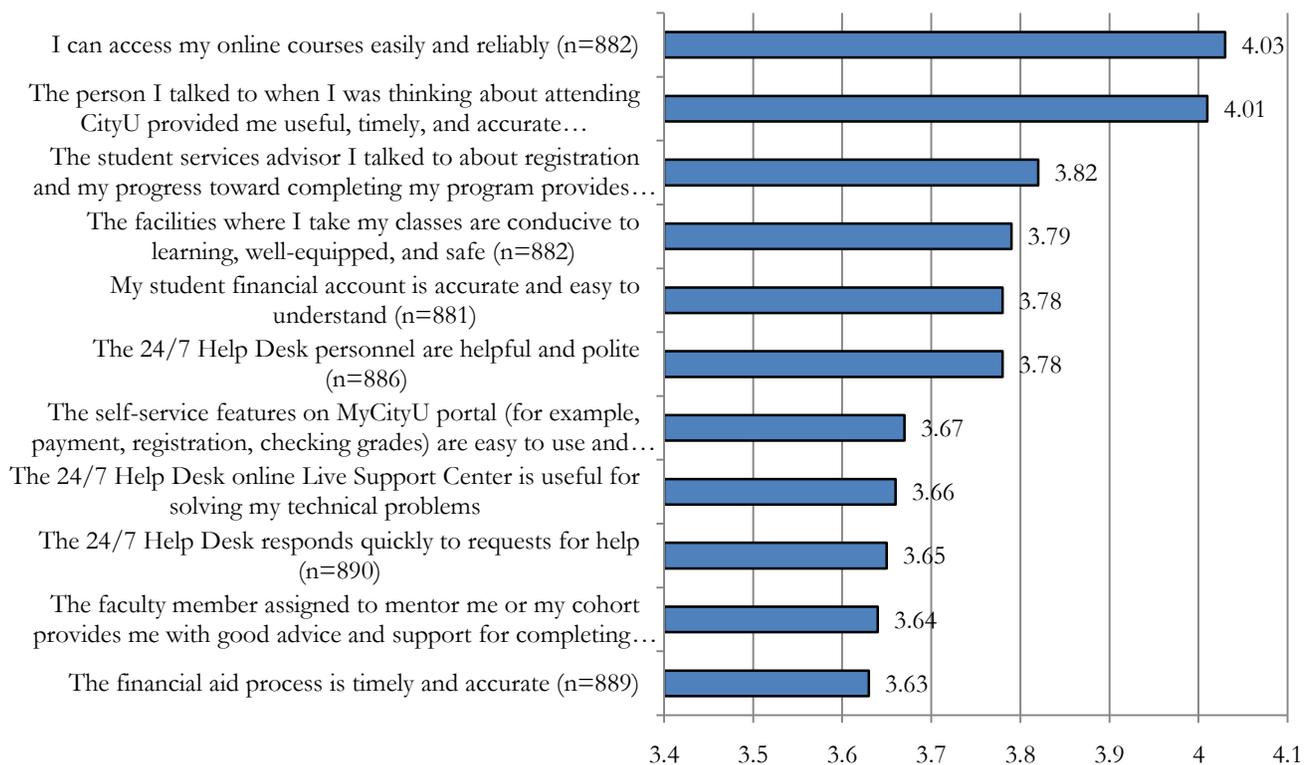


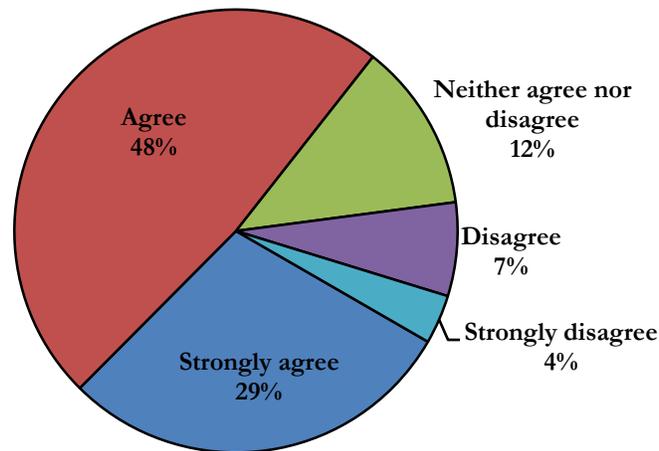
TABLE 8. Student Opinions about CityU Services

Indicate how strongly you agree or disagree with each of the following statements about CityU services.	Weighted Average
I can access my online courses easily and reliably (n=882)	4.03
The person I talked to when I was thinking about attending CityU provided me useful, timely, and accurate information that helped me decide to enroll (n=888)	4.01
The student services advisor I talked to about registration and my progress toward completing my program provides me with sufficient information to help me plan for classes (n=890)	3.82
The facilities where I take my classes are conducive to learning, well-equipped, and safe (n=882)	3.79
My student financial account is accurate and easy to understand (n=881)	3.78
The 24/7 Help Desk personnel are helpful and polite (n=886)	3.78
The self-service features on MyCityU portal (for example, payment, registration, checking grades) are easy to use and reliable (n=887)	3.67
The 24/7 Help Desk online Live Support Center is useful for solving my technical problems	3.66
The 24/7 Help Desk responds quickly to requests for help (n=890)	3.65
The faculty member assigned to mentor me or my cohort provides me with good advice and support for completing my program (n=885)	3.64
The financial aid process is timely and accurate (n=889)	3.63
Key: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree. Respondents selecting "N/A" were excluded.	

Overall Satisfaction

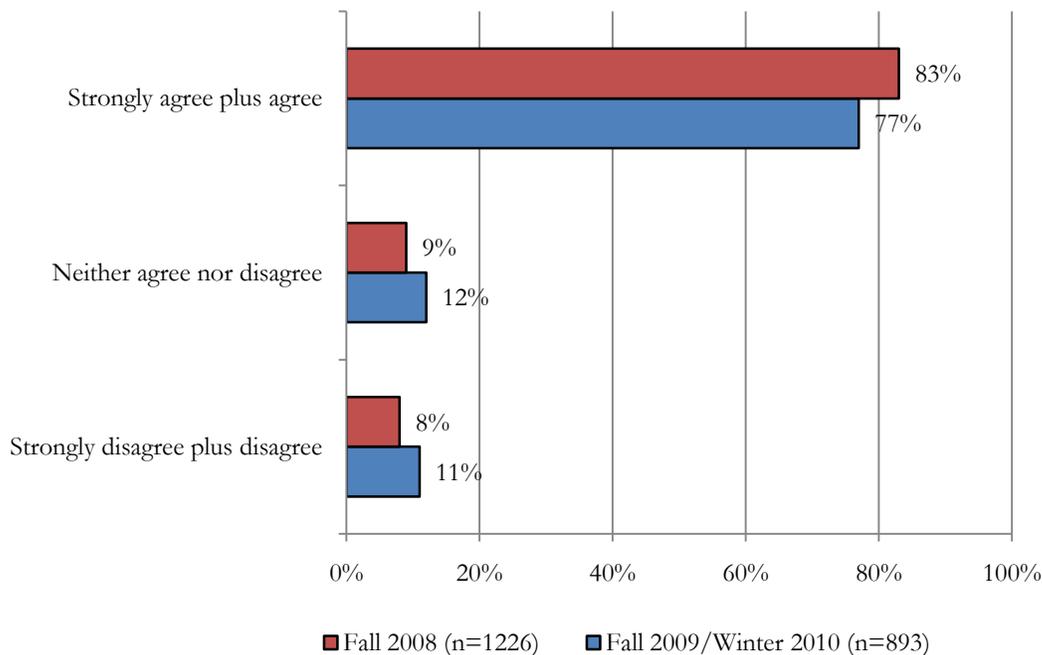
Survey participants were asked to describe their overall level of satisfaction with the CityU experience. Seventy-seven percent (77%) said that they agreed or strongly agreed with the statement, “I am satisfied with my experience so far at CityU.” 12 percent neither agreed nor disagreed, 7% disagreed, and 4% strongly disagreed.

FIGURE 25. “I am satisfied with my experience so far at CityU” (n=893)



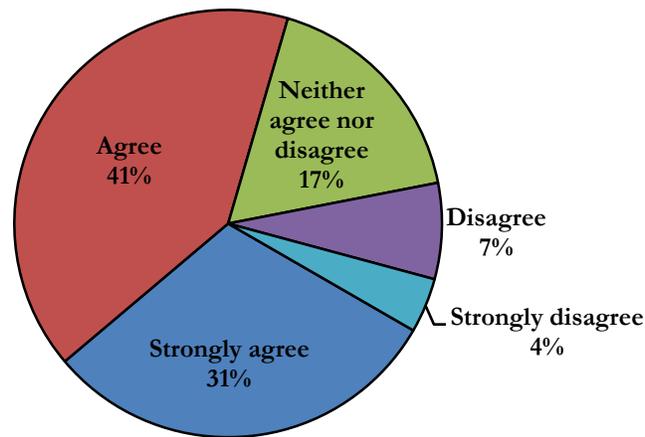
These figures closely approximate the data from Fall 2008, as shown below.

FIGURE 26. Overall Satisfaction (Over Time)



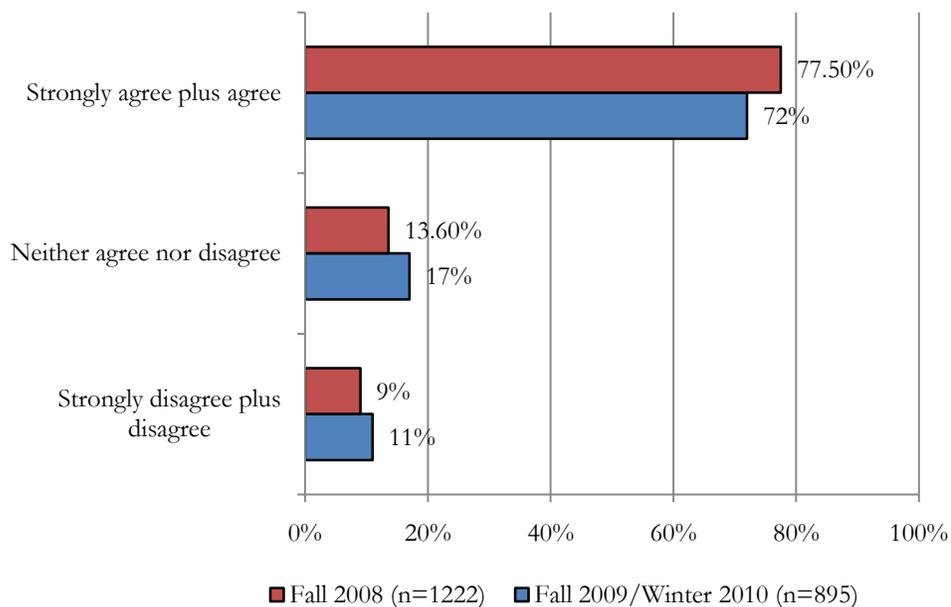
Students were then asked to respond to the statement, “If a friend, family member or colleague asked me about my experience, I would highly recommend CityU to them.” Seventy-two percent (72%) of respondents agreed or strongly agreed with the statement. 17 percent neither agreed nor disagreed, 7% disagreed, and 4% strongly disagreed.

FIGURE 27. “I would recommend CityU to a friend, family member, or colleague” (n=895)



Deviations from Fall 2008 responses on this question follow the same pattern as the deviations we saw with the question on overall satisfaction.

FIGURE 28. Recommendation to Others (Over Time)



Students were also asked how they pay for tuition. The table below shows that students relied heavily on financial aid (27.33% of respondents), their own savings and employment income (25.33%), and family gifts and loans (16.99%). On the whole, very few members of the sample received a CityU scholarship (.45%), funds from a private sponsor (.67%), or funding from a CityU staff benefit (.79%). This represents somewhat of a shift from data generated from the Fall 2008 survey of CityU students. That year, a plurality of students indicated that they paid tuition using their own funds (“myself,” 38.5%), while that percentage declined to 25.53% this year. Financial aid, family gifts/loans, and private loans remained constant. There was a significant decrease in the percentage of respondents reporting employer tuition assistance as the primary source of tuition dollars between Fall 2008 and Winter 2010 (18.9% to 12.5%).

TABLE 9. “The primary source of money I use to pay my tuition is…”

Source	Number of respondents	% of respondents
Financial Aid (U.S.)	243	27.33%
Myself	227	25.53%
Family gifts or loans	151	16.99%
Employer tuition assistance	111	12.49%
Private loans	57	6.41%
Other (please specify):	50	5.62%
Military tuition assistance	22	2.47%
Veteran's benefits	11	1.24%
CityU staff benefit	7	0.79%
Private sponsor	6	0.67%
CityU scholarship	4	0.45%
Total	889	100.00%

Among the 50 total students who reported “other” sources of money to pay for tuition, most of the respondents cited reliance on multiple funding sources. The largest group of students indicated at least partial dependence on financial aid, scholarship, or grant funds to pay for their tuition (36%). Thirteen respondents pointed to at least partial dependence on family or spouses to pay tuition (26%), while 26% of respondents also cited reliance of student loans. Seven respondents indicated that they at least partially depend on their own income to pay for tuition (14%). The same number of respondents reported at least partial reliance upon funding from an employer (14%).

For the first time, in 2010, CityU asked students if changes in the economy have appreciably affected their education plans. The vast majority (64.71%) indicated that their plans have not been changed “at all.” Almost 1 in 10 students responded that they “plan to take fewer classes this year.” Smaller percentages said that they “plan[ned] to take more classes this year” (5.75%), were affected by “reduced or

eliminated tuition support” from an employer (5.64%), or intended to “take a break from my education for one quarter or longer” (5.09%).

TABLE 10. Impact of Economy on Education Plans (n=904)

Responses	Number of respondents	% of respondents
Not at all	585	64.71%
I plan to take fewer classes this year	80	8.85%
I plan to take more classes this year	52	5.75%
My employer reduced or eliminated tuition support	51	5.64%
I plan to take a break from my education for one quarter or longer	46	5.09%
Other (please specify):	90	9.96%
Total	904	100.00%

A total of 90 students indicated that economic changes have impacted their educational plans in “other” ways. Outlooks varied greatly across these respondents, as the educational plans of a student are intrinsically tied to unique and personal concerns relating to finances, employment, and family. However, the common thread throughout these comments is growing anxiety about financial circumstances. Overall, 60% of all “other” respondents cited a concern relating generally to paying for their CityU education. Of course, within this group, specific concerns varied. Most of these students pointed to being unable to pay for rising tuition and other costs relating to attending the University, or commented that they were in need of greater financial support from scholarships and/or loans (27 respondents, 30%). As one student stated, “there was an unexpected increase in tuition that placed an increased hardship on our finances,” while another reported, “I cannot afford to purchase the textbooks in a timely manner.”

Meanwhile, another set of students in this group suggested that they had to (or were planning) to discontinue or delay their studies at CityU or switch to online coursework as a result of struggling with the costs of attendance. One student wrote, “I will probably have to delay courses if I don't get a scholarship.” Another student indicated needing “to take time away from studies to save money to continue the program,” adding, “this has impacted my family’s lifestyle.” Other respondents simply indicated that money was tight or pointed to loss of a job as an added reason for financial hardship. Despite discomfort among many students, another group of students indicated that the results of the financial downturn had caused them to return to school (13 respondents, 14.44%). As one student stated, “I returned to school because my position was eliminated due to budget cuts,” while another noted that it is a “good time to further my education.”

Students were presented with a list of services not currently offered by City University and asked to convey their level of interest—their choices were “online,” “face-to-face programming,” and “no interest.” More than 60% of the students were interested in research skills support. 59% wanted to learn more about course-specific tutoring programs, and 58.50% wanted additional writing support services. Less than half of the students were interested in additional math tutoring, and about one quarter of students wanted more English language support.

TABLE 11. Interest in Additional Services

Service	% of student s interested in either online or face-to-face programming
Research skills support	60.17%
Course-specific tutoring	59.27%
Writing support	58.50%
Math tutoring	45.41%
English language support	26.24%

A total of 51 students reported that they would definitely take advantage of “other” academic support services if they were offered. Again, considerable variety was found among responses, and many students pointed to multiple potential services that they would use. Of course, certain recurrent concerns do appear among these comments. Among these respondents, the largest group of students indicated a need for additional face-to-face support (14, respondents 27.45%). As one student wrote, “my preference is face to face with qualified instructors who are personable and can relate to people outside the academic world.”

Meanwhile, 10 students reported that they were in need of greater technical support and training (19.61%). Many of these students simply asked for more technical assistance, and one stated needing help “making effective use of CityU’s website resources such as the library.” Another substantial group of students (7 respondents, 13.73%) indicated that they needed more instruction and training related to APA Style and Formatting. Among the other comments, 5 students requested help related to specific courses or programs (9.85%), 5 requested better interactive learning technology (9.85%), and 4 requested additional career-related services and guidance regarding what to do after graduation (7.8%).

Free Response

To complete the survey, respondents were given an open forum to tell the institution anything else about their experience at CityU that would help them to improve their academic success. Across these responses—a total of 396 students took advantage of the opportunity to share additional comments—a wide range of opinions and concerns were shared. These comments run the gamut from feelings of overall satisfaction with the University to feelings of frustration with the institution. However, because of phrasing of the question and the likelihood that many satisfied or indifferent students were less likely to raise concerns, the majority of the responses were negative in nature.

Almost a quarter of these respondents expressed some level of satisfaction with their educational experience at CityU, or indicated that they were satisfied despite small concerns (90 respondents, 22.72%). One respondent wrote, “I am proud of being a CityU student,” while others cited positive experiences with specific programs or instructors. For example, one student wrote:

The Alternate Routes Program has been life changing for me. It has enabled me to continue my education and to become a teacher. The program also gave me new found confidence and personal pride. I am very grateful to have had this amazing experience.

Another student stated, “My boss is impressed with my writing skills that I have developed through the City University courses that I have completed.” Many of these students simply expressed overall satisfaction at having decided to attend the institution, with one calling the University a “great place to work and learn.”

About one-third of the respondents indicated that they felt the quality or the quantity of their education was poor or complained that instructor performance was insufficient (123 students, 31.06%). Among these students, 26 directly used the term “quality” in their comments (6.56%). “I am very disappointed in the quality of education that I am receiving through CityU,” one student wrote, while another stated that “quality of instructors is inconsistent.” Elsewhere, a student indicated, “One of my instructors this quarter struggles even to find relevant information in the textbook each week.” The following is a sampling of additional comments that illustrate student frustration with instruction at CityU:

- ❖ Some of the instructors are less involved than others; I would love to engage in more dialogue with the instructors in the online experience.
- ❖ I have found myself being a little uneasy with the instructors. Majority of them are very nice and approachable, however the teaching style lacked. I felt that some of the instructors didn't even know what what on the syllabus. I feel that I am paying a lot of money to get my education through City U, and expect that the instructors at least put their name and contact information on the syllabus. Instead I read; instructor,

- please put your name here...The main thing is, I want to know that the instructor wants to be there teaching, and has given us 100% by knowing what they are teaching, proofing the syllabus by adding their information, and being to class on time, and for the whole time needed.
- ❖ I'm in my second class where the instructor is reading a PowerPoint presentation to me verbatim. I need a lecture of some sort to learn beyond what the PPT is teaching.
 - ❖ Find better instructors. It seems like when the classes are online the teachers don't teach anything. They just facilitate by grading assignments. Most of the instructors online can't even answer questions that the students ask. Many of the responses often border on being rude.

Meanwhile, among all respondents, 40 students directly took issue with the disorganization of their program, their professors, the administration, or the University as a whole (10.1%). One student pointed to a “lack of organization of course programming,” and another respondent suggested that “City U needs to learn how to be more organized and communicate better with students.” Other students indicated that a program was “disorganized and disjointed,” and that “City U is incredibly disorganized.”

A significant group of students communicated frustration with advisors, counselors, scheduling, or the overall administration at the University (55 respondents, 13.89%). Many of these comments coincided with complaints over the lack of organization. One student summarized the sentiment of many, suggesting that there needs to be “better communication between admin staff and students.” Many other students raised concerns over the availability or effectiveness of their advisors. One student wrote, “my advisor has not been much help,” and a number of other respondents indicated that advisors failed to communicate important information to them. Indeed, lack of communication is a recurrent theme in these comments. Another respondent stated that “communication from program administrators to students is poor and creates frustration for students.” A substantial number of these complaints also pertained to the scheduling and registration of classes.

Meanwhile, a small group of these students indicated that costs relating to attending the University are too high (28 respondents, 7.07%). One student wrote, “if my employer did not pay my tuition I would not be able to afford CityU,” while another stated, “The tuition fees and administrative fees are very high—they did not reflect the current economic downturn...” Another group of comments addressed concerns related to the University’s website and/or Blackboard (33 respondents, 8.33%). One student stated, “the website is horrible to navigate,” adding, “I can never find any of the links I need for registration, enrollment, class schedules, or buying books.” Another student spoke for many others in stating, “Blackboard needs a lot of improvement.”

APPENDIX 1. Tables

TABLE 12. International Student Identification (n=1104)

Response	Number of respondents	% of respondents
Yes	86	7.79%
No	1018	92.21%
Total	1104	100.00%

TABLE 13. Stage of Program (n=1054)

Response	Number of respondents	% of responses
I am in the beginning (first few courses) of my program.	335	31.78%
I am about in the middle of my program.	339	32.16%
I am nearing the end of my program.	380	36.05%
Total	1054	100.00%

TABLE 14. Number of Applications (n=323)

Response	Number of respondents	% of responses
I <u>only</u> applied to City University of Seattle.	276	85.45%
I applied to City University of Seattle in addition to other institutions.	47	14.55%
Total	323	100.00%

TABLE 15. Source of Knowledge about CityU (n=1007)

Response	Number of respondents	% of respondents
A friend	227	22.54%
A family member	128	12.71%
A colleague	120	11.92%
CityU's web site	116	11.52%
Other (please specify):	109	10.82%
My employer	67	6.65%
A web site other than CityU's	61	6.06%
A CityU alum	51	5.06%
An advertisement on the radio	38	3.77%
An advertisement on the Internet	26	2.58%
One of CityU's partner colleges or universities	21	2.09%
An advertisement in a newspaper or magazine	20	1.99%
A student fair	15	1.49%
An international recruiting agent	8	0.79%
Total	1007	100%

TABLE 16. Top Three Reasons Why Attend CityU (n=2767)

Response	Number of respondents	% of respondents
Convenience of the class locations	348	12.58%
Quality of CityU's faculty	113	4.08%
Convenience of the class schedule	436	15.76%
Quality of CityU's programs	205	7.41%
Opportunity to earn degrees from CityU and one of its partner schools	138	4.99%
Recommendation from a family member, friend, or colleague	183	6.61%
Affordability of tuition and fees	112	4.05%
Ability to take my program online	303	10.95%
CityU had the program I wanted	411	14.85%
Recommendation from a CityU alum	51	1.84%
Recommendation from my employer	24	0.87%
Prospects of employment as a result of attending CityU	79	2.86%
Ability to start my program with few barriers to admissions	247	8.93%
Other (please specify):	117	4.23%
Total	2767	100.00%

TABLE 17. Mode of Course Delivery (n=890)

Source	Number of respondents	% of respondents
Delivered entirely online	281	31.57%
Delivered entirely in a face-to-face classroom	303	34.04%
Delivered in a mix of online and face-to-face classroom time	242	27.19%
I choose different modes of delivery depending on my needs each quarter	64	7.19%
Total	890	100.00%

TABLE 18. Location of Courses

Response	Number of respondents	% of responses
Not applicable (I take all of my courses online.)	189	22.08%
Bellevue, WA	132	15.42%
Tacoma/Fife, WA	83	9.70%
Bratislava, Slovakia	70	8.18%
Everett, WA	56	6.54%
Trencin, Slovakia	52	6.07%
Greater Vancouver, BC	48	5.61%
Renton, WA	41	4.79%
Other (please specify):	29	3.39%
Vancouver, WA	27	3.15%
Edmonton, AB	21	2.45%
Pravetz, Bulgaria	21	2.45%
North Seattle, WA	16	1.87%
Prague, Czech Republic	16	1.87%
Calgary, AB	14	1.64%
Sofia, Bulgaria	11	1.29%
At a Washington community or technical college campus	10	1.17%
Vancouver Island, BC	8	0.93%
Luzern or Zurich, Switzerland	7	0.82%
Athens, Greece	2	0.23%
Baja California, Mexico	2	0.23%
Hawaii	1	0.12%
Beijing, Shanghai, or Guangzhou, China	0	0.00%
Bucharest, Romania	0	0.00%
Corporate site (e.g., Boeing)	0	0.00%
Queensland, Australia	0	0.00%

TABLE 19. Academic Goal (n=938)

Response	Number of respondents	% of responses
MBA (various emphases)	202	21.54%
BS in Business Administration (various emphases)	143	15.25%
MA in Counseling/Counseling Psychology	95	10.13%
Master in Teaching (MIT - various)	62	6.61%
BA in Management	52	5.54%
BA in Education (various)	44	4.69%
M.Ed. in Guidance and Counseling	37	3.94%
BA in Applied Psychology	36	3.84%
BS in Accounting	28	2.99%
Other (please specify):	28	2.99%
M.Ed. in Educational Leadership (including certificate in Educational Leadership, Executive Leadership, Professional Certification for Principals and Program Administrators)	27	2.88%
MS in Project Management	24	2.56%
M.Ed. Other Specialties (including Professional Certification for Teachers)	23	2.45%
MA in Leadership	16	1.71%
Graduate certificate (various)	16	1.71%
BS in Information Systems	14	1.49%
BS in Marketing	14	1.49%
Endorsements only	14	1.49%
BS in General Studies	13	1.39%
AS in General Studies	11	1.17%
BS in Communications	9	0.96%
Undergraduate certificate (various)	9	0.96%
MS Technology Management	7	0.75%
BS in Computer Systems	6	0.64%
MS in Computer Systems	3	0.32%
No intended degree (course work only)	3	0.32%
Continuing education - PHR, SPHR, PFP	2	0.21%
Total	938	100.00%

Please indicate how strongly you agree or disagree with each of the following statements about the quality of your learning experiences here at CityU.

TABLE 20. My courses have clear learning goals that are supported by the assignments in the courses.		
Strongly agree	288	31.07%
Agree	493	53.18%
Neither agree nor disagree (Neutral)	88	9.49%
Disagree	38	4.10%
Strongly disagree	20	2.16%
Total	927	100.00%

TABLE 21. I am encouraged to take an active role in my own learning.		
Strongly agree	427	46.11%
Agree	400	43.20%
Neither agree nor disagree	75	8.10%
Disagree	17	1.84%
Strongly disagree	7	0.76%
Total	926	100.00%

TABLE 22. I understand how each course I take contributes to the learning goals for my program.		
Strongly agree	309	33.37%
Agree	434	46.87%
Neither agree nor disagree	114	12.31%
Disagree	54	5.83%
Strongly disagree	15	1.62%
Total	926	100.00%

TABLE 23. My instructors effectively integrate theory and professional practice in my courses.		
Strongly agree	278	29.99%
Agree	451	48.65%
Neither agree nor disagree	112	12.08%
Disagree	61	6.58%
Strongly disagree	25	2.70%
Total	927	100.00%

TABLE 24. The courses and learning activities in my program are directly relevant to my professional goals.

Strongly agree	314	33.91%
Agree	433	46.76%
Neither agree nor disagree	116	12.53%
Disagree	49	5.29%
Strongly disagree	14	1.51%
Total	926	100.00%

TABLE 25. I am gaining knowledge and skills in my studies that increase my value to my workplace or organization.

Strongly agree	350	37.92%
Agree	411	44.53%
Neither agree nor disagree	110	11.92%
Disagree	33	3.58%
Strongly disagree	19	2.06%
Total	923	100.00%

TABLE 26. I am able to take the classes I need when and how I need them.

Strongly agree	292	31.57%
Agree	353	38.16%
Neither agree nor disagree	138	14.92%
Disagree	99	10.70%
Strongly disagree	43	4.65%
Total	925	100.00%

TABLE 27. I receive the academic support I need to continue my studies successfully.

Strongly agree	274	29.65%
Agree	389	42.10%
Neither agree nor disagree	152	16.45%
Disagree	80	8.66%
Strongly disagree	29	3.14%
Total	924	100.00%

TABLE 28. The CityU Library offers the resources and services I need to be successful in my classes.

Strongly agree	256	27.65%
Agree	361	38.98%
Neither agree nor disagree	224	24.19%
Disagree	57	6.16%
Strongly disagree	28	3.02%
Total	926	100.00%

Please indicate how strongly you agree or disagree with the following statements about what you are learning at CityU.

TABLE 29. My studies help me develop professional competency in my field.		
Strongly agree	307	33.19%
Agree	467	50.49%
Neither agree nor disagree	108	11.68%
Disagree	29	3.14%
Strongly disagree	14	1.51%
Total	925	100.00%

TABLE 30. My studies improve my communication and interpersonal skills.		
Strongly agree	355	38.46%
Agree	417	45.18%
Neither agree nor disagree	96	10.40%
Disagree	43	4.66%
Strongly disagree	12	1.30%
Total	923	100.00%

TABLE 31. My studies improve my ability to think critically about information and problems.		
Strongly agree	365	39.50%
Agree	437	47.29%
Neither agree nor disagree	84	9.09%
Disagree	28	3.03%
Strongly disagree	10	1.08%
Total	924	100.00%

TABLE 32. My studies improve my ability to find, evaluate, and use relevant information.		
Strongly agree	376	40.65%
Agree	417	45.08%
Neither agree nor disagree	94	10.16%
Disagree	27	2.92%
Strongly disagree	11	1.19%
Total	925	100.00%

TABLE 33. My studies develop my ability to apply ethical principles to real-life personal and professional situations.

Strongly agree	323	34.96%
Agree	416	45.02%
Neither agree nor disagree	132	14.29%
Disagree	38	4.11%
Strongly disagree	15	1.62%
Total	924	100.00%

TABLE 34. My studies improve my ability to work in diverse cultural environments.

Strongly agree	281	30.48%
Agree	374	40.56%
Neither agree nor disagree	195	21.15%
Disagree	57	6.18%
Strongly disagree	15	1.63%
Total	922	100.00%

TABLE 35. My studies give me the tools and motivation to continue learning after I complete my academic goals.

Strongly agree	290	31.52%
Agree	406	44.13%
Neither agree nor disagree	154	16.74%
Disagree	51	5.54%
Strongly disagree	19	2.07%
Total	920	100.00%

TABLE 36. My studies prepare me to work effectively in international and/or multicultural settings.

Strongly agree	237	25.73%
Agree	364	39.52%
Neither agree nor disagree	234	25.41%
Disagree	62	6.73%
Strongly disagree	24	2.61%
Total	921	100.00%

TABLE 37. Plan to Take Class Next Quarter

Response	Number of respondents	% of respondents
Yes	818	87.39%
No	118	12.61%
Total	936	100.00%

TABLE 38. If No, Why Not?

Reason	Number of respondents	% of respondents
I will complete my program or meet my educational goal this quarter	72	64.29%
I am dissatisfied with the quality of instruction	10	8.93%
I am dissatisfied with the quality and relevance of the courses	1	0.89%
I am dissatisfied with the quality of support services (financial aid, billing, library, advising, etc.)	0	0.00%
The course(s) I want are not offered at a location or in a delivery mode that works for me	3	2.68%
I need to take time off for financial reasons	5	4.46%
I need to take time off for personal reasons	12	10.71%
I need to take time off for family reasons	2	1.79%
Other (please specify):	7	6.25%
Total	112	100.00%

During the most recent quarter, I have used...

TABLE 39. CityUs library for research help (Ask a Librarian service) (n=866)

Four or more times	79	9.12%
Two to three times	133	15.36%
Once	161	18.59%
Not at all	493	56.93%
Total	866	100.00%

TABLE 40. CityUs online library catalog or databases to locate articles, books, ebooks, or videos (n=881)

Four or more times	357	40.52%
Two to three times	198	22.47%
Once	111	12.60%
Not at all	215	24.40%
Total	881	100.00%

TABLE 41. CityU's interlibrary loan to borrow materials from other libraries (n=861)

Four or more times	18	2.09%
Two to three times	32	3.72%
Once	63	7.32%
Not at all	748	86.88%
Total	861	100.00%

TABLE 42. CityU's online library tutorials, course resource, or subject guides (n=870)

Four or more times	83	9.54%
Two to three times	136	15.63%
Once	149	17.13%
Not at all	502	57.70%
Total	870	100.00%

TABLE 43. A library other than CityUs to do most of my research (n=871)

Four or more times	105	12.06%
Two to three times	111	12.74%
Once	79	9.07%
Not at all	576	66.13%
Total	871	100.00%

TABLE 44. Means of Accessing Library Resources (n=881)

Resources	Number of respondents	% of respondents
The public website at http://www.cityu.edu/about/services/library.htm	66	7.49%
My.CityU	533	60.50%
My Blackboard course	243	27.58%
Other (please specify):	39	4.43%
Total	881	100.00%

TABLE 45. How Learned About Library Resources(n=884)

Source	Number of respondents	% of respondents
Program orientation materials	228	25.79%
An instructor	384	43.44%
A classmate	44	4.98%
A librarian	57	6.45%
Class-related materials	95	10.75%
Other (please specify):	76	8.60%
Total	884	100.00%

Please indicate how strongly you agree or disagree with each of the following statements about CityU's services. If these services do not apply to you, select "N/A/"

TABLE 46. The person I talked to when I was thinking about attending CityU provided me useful, timely, and accurate information that helped me decide to enroll (n=888)

Strongly agree	302	34.01%
Agree	338	38.06%
Neither agree nor disagree	118	13.29%
Disagree	47	5.29%
Strongly disagree	27	3.04%
N/A	56	6.31%
Total	888	100.00%

TABLE 47. The student services advisor I talk to about registration and my progress toward completing my program provides me with sufficient information to help me plan for classes (n=890)

Strongly agree	281	31.57%
Agree	324	36.40%
Neither agree nor disagree	130	14.61%
Disagree	76	8.54%
Strongly disagree	51	5.73%
N/A	28	3.15%
Total	890	100.00%

TABLE 48. The faculty member assigned to mentor me or my cohort provides me with good advice and support for completing my program (n=885)

Strongly agree	201	22.71%
Agree	232	26.21%
Neither agree nor disagree	150	16.95%
Disagree	63	7.12%
Strongly disagree	61	6.89%
N/A	178	20.11%
Total	885	100.00%

TABLE 49. The Financial Aid process is timely and accurate (n=889)

Strongly agree	140	15.75%
Agree	192	21.60%
Neither agree nor disagree	155	17.44%
Disagree	48	5.40%
Strongly disagree	34	3.82%
N/A	320	36.00%
Total	889	100.00%

TABLE 50. My student financial account is accurate and easy to understand (n=881)

Strongly agree	186	21.11%
Agree	315	35.75%
Neither agree nor disagree	146	16.57%
Disagree	60	6.81%
Strongly disagree	26	2.95%
N/A	148	16.80%
Total	881	100.00%

TABLE 51. The facilities where I take my classes are conducive to learning, well-equipped, and safe (n=882)

Strongly agree	197	22.34%
Agree	336	38.10%
Neither agree nor disagree	114	12.93%
Disagree	68	7.71%
Strongly disagree	34	3.85%
N/A	133	15.08%
Total	882	100.00%

TABLE 52. I can access my online courses easily and reliably (n=882)

Strongly agree	285	32.31%
Agree	330	37.41%
Neither agree nor disagree	90	10.20%
Disagree	50	5.67%
Strongly disagree	25	2.83%
N/A	102	11.56%
Total	882	100.00%

TABLE 53. The self-service features on MyCityU portal (for example, payment, registration, checking grades) are easy to use and reliable (n=887)

Strongly agree	226	25.48%
Agree	323	36.41%
Neither agree nor disagree	152	17.14%
Disagree	98	11.05%
Strongly disagree	53	5.98%
N/A	35	3.95%
Total	887	100.00%

TABLE 54. The 24/7 Help Desk responds quickly to requests for help (n=890)

Strongly agree	149	16.74%
Agree	169	18.99%
Neither agree nor disagree	179	20.11%
Disagree	37	4.16%
Strongly disagree	31	3.48%
N/A	325	36.52%
Total	890	100.00%

TABLE 55. The 24/7 Help Desk personnel are helpful and polite (n=886)

Strongly agree	159	17.95%
Agree	176	19.86%
Neither agree nor disagree	182	20.54%
Disagree	26	2.93%
Strongly disagree	17	1.92%
N/A	326	36.79%
Total	886	100.00%

TABLE 56. The 24/7 Help Desk online Live Support Center is useful for solving my technical problems. (n=887)

Strongly agree	149	16.80%
Agree	157	17.70%
Neither agree nor disagree	184	20.74%
Disagree	32	3.61%
Strongly disagree	30	3.38%
N/A	335	37.77%
Total	887	100.00%

TABLE 57. Overall level of satisfaction (n=893)

Response	Number of respondents	% of respondents
Strongly agree	260	29.12%
Agree	430	48.15%
Neither agree nor disagree	110	12.32%
Disagree	61	6.83%
Strongly disagree	32	3.58%
Total	893	100.00%

TABLE 58. I would recommend to friend, colleague, family member (n=895)

Response	Number of respondents	% of respondents
Strongly agree	273	30.50%
Agree	364	40.67%
Neither agree nor disagree	156	17.43%
Disagree	65	7.26%
Strongly disagree	37	4.13%
Total	895	100.00%

TABLE 59. Sex Identification (n=887)

Response	Number of respondents	% of respondents
Male	325	36.64%
Female	562	63.36%
Total	887	100.00%

TABLE 60. Age Identification (n=883)

Age Range	Number of respondents	% of respondents
25 or younger	221	24.94%
26 to 35	292	32.96%
36 to 45	192	21.67%
46 to 55	148	16.70%
56 or older	33	3.72%
Total	883	100.00%

TABLE 61. Employment Status (n=885)

Status	Number of respondents	% of respondents
Unemployed/part-time student	39	4.41%
Unemployed/full-time student	197	22.26%
Employed part-time	110	12.43%
Employed full-time	539	60.90%
Total	885	100.00%

TABLE 62. Primary Source of Tuition Funding (n=889)

Source	Number of respondents	% of respondents
Financial Aid (U.S.)	243	27.33%
Myself	227	25.53%
Family gifts or loans	151	16.99%
Employer tuition assistance	111	12.49%
Private loans	57	6.41%
Other (please specify):	50	5.62%
Military tuition assistance	22	2.47%
Veteran's benefits	11	1.24%
CityU staff benefit	7	0.79%
Private sponsor	6	0.67%
CityU scholarship	4	0.45%
Total	889	100.00%

TABLE 63. Effect of Economy on Educational Decisions (n=904)

Responses	Number of respondents	% of respondents
Not at all	585	64.71%
I plan to take fewer classes this year	80	8.85%
I plan to take more classes this year	52	5.75%
My employer reduced or eliminated tuition support	51	5.64%
I plan to take a break from my education of one quarter or longer	46	5.09%
Other (please specify):	90	9.96%
Total	904	100.00%

I would definitely take advantage of the following services if they were offered:

TABLE 64. Math tutoring (n=795)

Online	162	20.38%
Face-to-face	199	25.03%
I do not need this service	434	54.59%
Total	795	100.00%

TABLE 65. Writing support (n=853)

Online	279	32.71%
Face-to-face	220	25.79%
I do not need this service	354	41.50%
Total	853	100.00%

TABLE 66. Research skills support (n=841)

Online	273	32.46%
Face-to-face	233	27.71%
I do not need this service	335	39.83%
Total	841	100.00%

TABLE 67. Course-specific tutoring (n=825)

Online	231	28.00%
Face-to-face	258	31.27%
I do not need this service	336	40.73%
Total	825	100.00%

Online	97	13.32%
Face-to-face	94	12.91%
I do not need this service	537	73.76%
Total	728	100.00%

APPENDIX 2. “Other” Responses, Question 3

Full-text “other” responses to Question 3, “I first learned about CityU from the following source”:

- ❖ Recruiter from Arizona
- ❖ Recruiter
- ❖ Recruiter
- ❖ Recruiter
- ❖ Presentation of program at my workplace
- ❖ A CityU representative gave a presentation about the University at my work.
- ❖ CityU Counselor came to my place of employment to give a class.
- ❖ Boeing
- ❖ a pamphlet that was at the place I volunteered at.
- ❖ Radio Adv
- ❖ tv advertisement 20 years ago
- ❖ TV ad
- ❖ Advertisement On MTV
- ❖ MTV
- ❖ Thw Advocate -ACSW magazine
- ❖ a teacher friend of mine gave me an email she received about programs you offered
- ❖ My mom
- ❖ word of mouth
- ❖ my mom’s colleague
- ❖ Famiy members colleague
- ❖ A Psychologist in Alberta – acquaintance
- ❖ my teacher
- ❖ An undergrad professor
- ❖ my advisor in 1993
- ❖ from my high school teacher
- ❖ I noticed that a counsellor had advertised getting her masters through City U
- ❖ a counsellor in the field who used to be the dean of another program
- ❖ I don't remember, I have known about it for a while.
- ❖ can't remember
- ❖ I don't recall, I have been going to City University since 1997?
- ❖ Not sure I remember. I first attended in 2003.
- ❖ Don't recall
- ❖ I have been with City U for many years. I don't recall how I first learned of the school.
- ❖ Don't remember
- ❖ I no longer remember but I heard of an information evening which I attended

- ❖ I can't remember
- ❖ I live 50 meters from it
- ❖ I used to live near the Vancouver Washington campus.
- ❖ Live nearby
- ❖ I live only a few minutes far from CU in Trenčín, Slovakia
- ❖ I visited the school nearby my work.
- ❖ Building near me
- ❖ Close proximity to my Office
- ❖ local to the Bellevue campus, knew it was there
- ❖ Drove by CityU building on the side of I-5.
- ❖ Drove by a City U building
- ❖ I drove by it on interstate 5 in north Seattle.
- ❖ drove by it all the time on the freeway in Renton, WA
- ❖ I drove past the Everett Campus then looked online
- ❖ Pass CityU building in Tacoma everyday on I-5 to Seattle
- ❖ city U Bellevue was originally in my neighborhood
- ❖ Web search for master in counselling programs
- ❖ A web search for programs to earn a teaching certificate for secondary math in a year or less time.
- ❖ a search engine
- ❖ a web search
- ❖ google
- ❖ Google Search for Online MBAs
- ❖ Google search engine
- ❖ i googled
- ❖ google
- ❖ Researching accredited schools with distance learning programs
- ❖ searching for an MBA school
- ❖ research on education programs
- ❖ Through Market research of local colleges that have live classes in the Puget Sound area
- ❖ Through my own research of Masters programs / City U website
- ❖ I had know what I want to study and I was looking for it
- ❖ Reserched on line in 2006 before I moved here and made sure it was supported by my Company.
- ❖ OPSI website for approved colleges for teachers
- ❖ WA OSPI list of approved colleges offering certification
- ❖ collegboard.com
- ❖ Clark College's advisor
- ❖ Perry Technical Institute
- ❖ I attended Renton Technical College and their Website recommends you as a transfer student option.
- ❖ My Previous College who transferred us to City U

- ❖ My advisor at Green River Community College
- ❖ While attending Western-Took an Art class through City U
- ❖ Presentation at my Undergraduate University by City U
- ❖ navy college
- ❖ Through a Navy program called TAP Class (Transition Assistance Program)
- ❖ Navy
- ❖ Navy College
- ❖ military tap class
- ❖ Base learning program.
- ❖ a registrar in a community college
- ❖ Cetys Universidad
- ❖ Info given at Tacoma School Dist. Para conference
- ❖ Booth at at conference
- ❖ I am a previous student
- ❖ I earned my MBA from City U.
- ❖ Returning Student
- ❖ Attened previously
- ❖ I'm a CityU alum
- ❖ A City U Instructor
- ❖ I've been a student since 1984 when school was called City College
- ❖ I was graduated from City University with a bachelor's degress in 1997.
- ❖ alumni
- ❖ from Best Rep
- ❖ Ferry
- ❖ VSFS
- ❖ known for online degrees
- ❖ unemployment approved courses
- ❖ Through my professional organization
- ❖ at an exhibition of universities in my country
- ❖ open day in City University
- ❖ Military Retirement Briefing Coordinater
- ❖ City University sales managers
- ❖ From the dean on an university presentation

APPENDIX 3. “Other” Responses, Question 4

Full-text “other” responses to Question 4, “The top three reasons that influenced by choice to attend CityU are...”:

- ❖ online
- ❖ wanted to try an online course
- ❖ I appreciate the online distance learning option!
- ❖ At the time, it was one of the few universities that offered a Distance Learning option
- ❖ Ability to take both online and campus courses
- ❖ Face to Face instruction
- ❖ Resident students as well as on-line
- ❖ It wasn't entirely an online program: The opportunity to attend classes with face-to-face interaction/learning with others was important to me.
- ❖ A good amount of class offered in class and not online. But you've changed that, and for that I hate ShittyU and will never tell a soul to attend this God Damned over priced Joke of a “University” Keep catering to your damn international students who's parents will continue to write the check for an American “Education”
- ❖ scholarship
- ❖ Financial Support from a Diversity Scholarship
- ❖ Boeing's Learning Together Program pays for it
- ❖ grant/conditional scholarship offered
- ❖ Grant to attend City U
- ❖ federal grant
- ❖ I was told I was getting my schooling paid for, only for it not to be followed through with.
- ❖ I have won the study on CityU in a Global Management Challenge competition
- ❖ other international locations
- ❖ liked the fact that international schools were available. Showed that City U is internationally focused.
- ❖ the only internationally recognized degree in Slovakia at that time
- ❖ chance to study abroad
- ❖ ability to earn my MBA with the other 2 checked reasons
- ❖ Special Education grant program made it affordable
- ❖ It had Pro-cert and Masters together
- ❖ few schools have a BA in ECE
- ❖ MBA degree
- ❖ The Degree in ECE
- ❖ The PLA program
- ❖ Combination of Masters program and Professional Certification

- ❖ program focused on counselling in BC--application for work
- ❖ Course meet requirements needed to become registered psychologist
- ❖ dude! it's in English !! that's superb
- ❖ studying in English
- ❖ opportunity to study in english in Slovakia
- ❖ possibility to study in English
- ❖ study in English language
- ❖ almost all courses taught in English
- ❖ studying in English language
- ❖ improving the level of English
- ❖ Studying in English
- ❖ opportunity to study in English
- ❖ possibility of improving in learning english
- ❖ language - english
- ❖ possibility to study in English
- ❖ because I can study in english language (which is not common in Slovakia)
- ❖ study program in English language
- ❖ Opportunity of Studying at American School with American School System, Opportunity of Studying in English Language
- ❖ education in english language
- ❖ study in English
- ❖ opportunity to study in English language
- ❖ learning in English
- ❖ courses taught in english and US style of studying
- ❖ ability to study in English
- ❖ English language
- ❖ Studying in English language
- ❖ Ability to study in English
- ❖ was able to transfer credits from a college in the US
- ❖ CityU accepted credits from technical college
- ❖ ability to transfer courses taken in another grad program
- ❖ More transfer credits to cut to the chase and let me out already.
- ❖ they accepted more transfer credits than other institutions would
- ❖ ability to continue in my studies after transferring from different school in US
- ❖ Not being overly picky in accepting transfer credits from community colleges
- ❖ was able to transfer most of my college credit from another university
- ❖ I was able to transfer all of my existing credits from my prior education.
- ❖ Acceptance of the majority of credits taken at other colleges
- ❖ done throughout my career as credits.
- ❖ Accepted Griffin Business College Credits
- ❖ City U was willing to accept my associate degree credits from Bellevue Community Collage and didn't disqualify or nullify that course work the way

- University of Washington did. They accepted 80 of 90 college credits I had earned from Bellevue Community College. They also accepted the 2 classes I had just taken and UW Seattle.
- ❖ Took my first classes because they were offered on military base.
 - ❖ CityU being extremely military friendly and the acceptance of multiple courses and training that I have
 - ❖ no entrance exam
 - ❖ Not having to take the GMAT
 - ❖ The ability to earn a dual degree in two years.
 - ❖ Double Degree Opportunity
 - ❖ I'm getting a Double Degree
 - ❖ opportunity to study and also be working and travel.
 - ❖ allows me to continue my full time job
 - ❖ it was close to home
 - ❖ Began due to convenience of Vancouver, WA Business classes in early 2000's
 - ❖ the timeframe I can finish my degree in.
 - ❖ Convenient program start times
 - ❖ i didn't get accepted at uw
 - ❖ There isn't much choice in Bulgaria. CityU is one of the very few American universities here. There are actually only two, so I chose this one, cause it was cheaper.
 - ❖ I'm a CityU employee
 - ❖ I work for CityU
 - ❖ I liked that CityU is a nonprofit and appreciated its mission.
 - ❖ I was accepted into my program of choice at CityU
 - ❖ don't really know, sorry
 - ❖ Accredited by the Northwest Commission on Colleges and Universities
 - ❖ recommendation from an undergrad professor
 - ❖ recommendation from the lawyer
 - ❖ Only interested in receiving a degree.
 - ❖ alternative route to certification
 - ❖ at the time, offered 5wk courses
 - ❖ My daughter
 - ❖ The course I wanted to take was also a credit course and not just certification
 - ❖ Campus
 - ❖ class schedule matched with my visa requirements
 - ❖ problems with job search.
 - ❖ Through a Navy program called TAP Class (Transition Assistance Program)
 - ❖ Didn't care which college I attended
 - ❖ Practical learning included with theory
 - ❖ I especially like that instructors are professionals in their fields. 2) I like that I am treated like an adult/customer.
 - ❖ Competent advisors and their dedication to communicate with me.

- ❖ I perceive it as a challenge to myself
- ❖ Accreditation
- ❖ The classes looked so interesting and catered to my needs for registration
- ❖ work experience not needed for MBA
- ❖ Class locations are getting impossible
- ❖ I didn't have other school
- ❖ study in foreign language
- ❖ not oriented to a particular school of therapy
- ❖ state funded program
- ❖ The instructors actually worked in the field I was pursuing, instead of just wanted to teach college students.
- ❖ Glen Grigg was the deciding factor - his vision was clear that education needs to be valuable and not just a process of “jumping through hoops”. He's a real asset.

APPENDIX 4. “Other” Responses, Question 5b

Full-text “other” responses to Question 5b, “I take most of my face-to-face or mixed-mode classes at the following location...”:

- ❖ CG Base Seattle
- ❖ coast guard base
- ❖ Coast Guard Base
- ❖ USCG Base in Seattle Washington
- ❖ Not applicable - my classes are all on line in Seattle , Washington
- ❖ online
- ❖ online
- ❖ Online
- ❖ Entirely Online So far
- ❖ 1st Quarter at CityU. Only 1 course so far online.
- ❖ Wettingen, Switzerland
- ❖ Wettingen, Switzerland
- ❖ Wettingen, Switzerland
- ❖ Abbotsford, BC
- ❖ Victoria, BC
- ❖ Boeing Everett
- ❖ Renton
- ❖ Centralia, WA
- ❖ John Stanford Center in Seattle
- ❖ North Seattle
- ❖ Tacoma and Renton about equal
- ❖ Would like to take a few remaining business classes on site in Vancouver, WA
- ❖ Yakima, WA
- ❖ Skagit Valley College, Alternate Routes Program
- ❖ Pravetz, Bulgaria
- ❖ Romania / Bucharest
- ❖ Slovakia, Trencin
- ❖ N/A so far. I recently transfered from a 4yr university in Prescott, AZ and am trying to finish an air traffic certification degree at Green River Community College

APPENDIX 5. “Other” Responses, Question 6

Full-text “other” responses to Question 6, “My primary academic goal at CityU is...”:

- ❖ M.Ed in School Counseling and Leadership
- ❖ M.Ed in School Counselling
- ❖ M.Ed. in School Counselling and Leadership
- ❖ MED in Leadership & Counseling
- ❖ Med school Leadership and Counselling
- ❖ Master of Counselling in Alberta
- ❖ Masters Counselling Psych
- ❖ Masters in Counseling (MC)
- ❖ ms in information security
- ❖ MS Information Security
- ❖ MSIS
- ❖ MSIS
- ❖ BS in Information Systems Security
- ❖ Alternate route dual endorsement ELL and gen. elementary
- ❖ Alternative routes to teaching
- ❖ AS in General Studies and continue on with BS, and Masters
- ❖ BA in Linguistics
- ❖ BA in Management w/ emphasis in Information Systems Mgmt
- ❖ BSBA (various emphases)
- ❖ BSBA Knowledge Management
- ❖ CFA
- ❖ hope to enroll in City U phd program
- ❖ hospitality management
- ❖ IEP
- ❖ MBA Financial management
- ❖ Professional Certification
- ❖ Special education endorsement/MIT

APPENDIX 6. “Other” Responses, Question 9b

Full-text “other” responses to Question 9b, “Please indicate the reason you do not plan to take classes next quarter.”

- ❖ Pursuing a degree at another college
- ❖ The Calgary cohort did not go so I have been commuting to Edmonton and I need a break
- ❖ Must complete Chemistry, and Biology courses for entrance into Medical School.
- ❖ I will complete my program but will not take more classes because the quality of my education has been low and the relevance of the courses does not properly suit the program goals.
- ❖ BECAUSE I GRADUATED IN 2008! NICE JOB SENDING THIS TO A GRADUATE-WHY DON'T YOU UPDATE YOUR EMAIL LISTS? GET REAL, CITY U
- ❖ I take four classes a fiscal year due to funding constraints at work and I will finish my fourth class this term for the fiscal year.
- ❖ If I do not pass this last course -- I will seriously consider legal action for false representation of an educational institution.

APPENDIX 7. “Other” Responses, Question 11

Full-text “other” responses to Question 11, “I access CityU Library’s resources and services primarily through...”:

- ❖ I don't.
- ❖ Do not use
- ❖ Never done it
- ❖ Do not use
- ❖ have not used library....NOT USER FRIENDLY
- ❖ I never have
- ❖ I do not use it because it is not well-arranged. There are many things so it is hard to find what you really need.
- ❖ none
- ❖ I've never used it
- ❖ It is inconvient for me to use the library since there is none at my location.
- ❖ Don't
- ❖ I don't, it's dumb, a waste of time and my tutition money
- ❖ don't use
- ❖ not used
- ❖ n/a
- ❖ don't use
- ❖ Did not use
- ❖ I do not visit the Library
- ❖ not at all
- ❖ never
- ❖ I do not
- ❖ none
- ❖ I haven't used the library
- ❖ Not applicable at this time
- ❖ www.cutn.sk
- ❖ <http://library.cutn.sk/>
- ❖ www.vsm.sk
- ❖ www.vsm.sk
- ❖ <http://www.vsm.sk>
- ❖ Snohomish Libarary (On-Line)
- ❖ city u web site is too dificult to use, that is when it actually is working...
- ❖ INternet
- ❖ <http://library.cityu.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First>
- ❖ atlas.cityu.bg
- ❖ The University of Calgary
- ❖ I use both: My.CityU, and My Blackboard course

- ❖ proquest saved under my favorites online
- ❖ directly in the library
- ❖ All of the above - all of the time

APPENDIX 8. "Other" Responses, Question 12

Full-text "other" responses to Question 12, "I learned about the resources and services available from CityUs library through:"

- ❖ nobody
- ❖ do not
- ❖ I have not really been told about the resources available through the City U library
- ❖ none
- ❖ Don't use
- ❖ didn't
- ❖ none
- ❖ n/a
- ❖ N/a
- ❖ not at all
- ❖ never used it
- ❖ Don't know much about it
- ❖ Noone did tell anything. I don't even know what services there are.
- ❖ I do not know what they are
- ❖ I don't really know what is available or how to use it
- ❖ Never really learned about the resources.
- ❖ I have been able to get all the information I have needed without these resources to date
- ❖ I do not visit the Library
- ❖ I had to dig around the web site
- ❖ looking around the website
- ❖ trial and error
- ❖ blackboard
- ❖ finding it on my own
- ❖ My own previous experience.
- ❖ the website
- ❖ research on my own. Instructor said to read a book on line but did not give any instructions/did not know how to access the information.
- ❖ My own research
- ❖ Myself
- ❖ fumbling around with the website - not very easy
- ❖ investigation
- ❖ Self
- ❖ looking online trying to navigate the site
- ❖ self help
- ❖ search my own

- ❖ I explore the website on my own.
- ❖ looking at the website
- ❖ on-my-own searching through the website.
- ❖ myself. i had to find out about the services on my own. i was not given the info
- ❖ pointing and clicking through the links
- ❖ Accident while exploring City U links
- ❖ My.CityU Website
- ❖ Looking on the My CityU website
- ❖ Trail and error looking on line
- ❖ on my own
- ❖ myself
- ❖ Just pushing buttons
- ❖ through searching the site-info available was never made clear
- ❖ Bumbling through the awkward website
- ❖ By investigating the web site
- ❖ My CityU
- ❖ website
- ❖ website
- ❖ my.cityu search
- ❖ Previous use
- ❖ Investigating CityU website
- ❖ I searched for the information on blackboard because no one told me about it
- ❖ Orientation and my first two instructors really encouraged use of it.
- ❖ Course Guides
- ❖ web
- ❖ on the fly as part of class participation. It wasn't that hard. Website is well laid out.
- ❖ combination of all above
- ❖ The library is very disappointing to me, I have aske for help and have not received it
- ❖ The Dean Of CityU at Pravetz site
- ❖ Program Administrative Assistant
- ❖ City U program coordinator
- ❖ email
- ❖ internet
- ❖ an alum
- ❖ backboard
- ❖ general knowledge from other community colleges about that resource
- ❖ A colleague from work who attended City U
- ❖ All of the abovr
- ❖ I just found out about it

APPENDIX 9. “Other” Responses, Question 12

Full-text “other” responses to Question 19, “The primary source of money I use to pay my tuition is”:

- ❖ Parents
- ❖ husband
- ❖ half employeer, half me
- ❖ my family
- ❖ My family
- ❖ a bank loan
- ❖ Myself and Student Loans
- ❖ Me and some from employer
- ❖ credit card
- ❖ Student Line of Credit
- ❖ spouse
- ❖ Bank loan :(
- ❖ BC Student Aid
- ❖ Aboriginal band
- ❖ second part time job in addition to my full time job.
- ❖ Line of credit
- ❖ employer
- ❖ scholarship has been won, do not have to pay for study
- ❖ My father
- ❖ Parents
- ❖ Parents
- ❖ myself and my family
- ❖ my husband
- ❖ employer ta & fin aid
- ❖ scholarship from employer
- ❖ Financial Aid and Employer tuition
- ❖ seahawks scholarship
- ❖ by my contributions and financial aid.
- ❖ CityU
- ❖ Half Employer Tuition Assistance, Half Student Loans
- ❖ Pell grant and student loans
- ❖ Trade Act Benefits
- ❖ Financial Aid Loans
- ❖ forgivable loan
- ❖ myself right now, looking into financial aid for more classes
- ❖ my husband
- ❖ Student Loans through City U federal loan programs

- ❖ Fafsa
- ❖ conditional scholarship
- ❖ combination of self, family, and scholarship
- ❖ Grant Program through Washington State for Para Educators to become teachers.
- ❖ grant
- ❖ forgiveable state loan
- ❖ Grant/Conditional Scholarship
- ❖ Both Financial Aid and A scholarship
- ❖ parents
- ❖ a mix of loans, the TRADE Act and WIA

APPENDIX 10. “Other” Responses, Question 20

Full-text “other” responses to Question 20, “The changes in the economy have impacted my educational plans in the following ways:”

- ❖ I returned to school because my position was eliminated due to budget cuts
- ❖ I began my program as a result of the economic downturn.
- ❖ Unemployed, it's why I'm going to school
- ❖ I went back to school due to reduction in hours over a year ago
- ❖ I am attending because I was laid off
- ❖ prompted me to go back to school
- ❖ to go back to school
- ❖ The change in the economy is primarily why I started my program at CityU.
- ❖ I may be forced to pursue additional endorsements earlier than planned
- ❖ A good time to further my education
- ❖ I have to take more classes and get another endorsement so I can get a job.
- ❖ I felt inspired to pursue a career that would yield higher income than I am presently capable of earning.
- ❖ I have to find additional sources to make up the financial aid gap
- ❖ I don't have money to pay my tuition, and there are no scholarships offered in Bulgaria
- ❖ I do not have quite enough aid to take two classes per quarter- creating debt.
- ❖ I have to find a cheaper place to purchase books due to needing remainder of loans for bills
- ❖ Displeased with the 20% tuition increase between Fall and Winter quarter.
- ❖ I cannot afford to purchase the textbooks in a timely manner.
- ❖ CityU continues to raise tuition despite the economy. I started at \$1200 per course and it's now at \$1750 per course. This is unreasonable.
- ❖ i have troubles with paying my already too high tuition
- ❖ It is significantly more expensive than what it was at the start of my program.
- ❖ ever higher debt; these course are very expensive
- ❖ able to afford books
- ❖ There was an unexpected increase in tuition that placed an increased hardship on our finances
- ❖ I am unemployed and will pay for my last quarter of classes on my own - I graduate in June. I would like to attend a CityU graduate program, but must find a way to pay for my attendance - I will pay quarter per quarter.
- ❖ I have to cut personal expenses to afford CETYS and City U payment
- ❖ I think that I will have difficulties paying my loans due to reduced hours from work.
- ❖ My working hours were changed and I think that I will have some difficulties paying my loans
- ❖ I won't take a break as tuition increases each year and it is expensive as it is

- ❖ I am taking out more loans.
- ❖ I plan on finding out about financial aid or a loan program
- ❖ needing loans/grants/scholarships
- ❖ Need for scholarship money more then ever
- ❖ Have to borrow money
- ❖ I had to take out student loans.
- ❖ I plan to apply for a Federal Direct Loan for the remainder of my education
- ❖ I have to borrow money from family as I loose my job and according to the economic situation in Slovakia I have problem with my application.
- ❖ Less money in means more money out for school. Bogus.
- ❖ I'm working more while in school
- ❖ I may need to take time away from studies to save money to continue the program. I take on more work, increasing my stress level, to pay for studies. This has impacted my family's lifestyle as well.
- ❖ I waited one quarter to start class due to no money.
- ❖ I took a year break, but now I am taking more courses to catch up.
- ❖ possibly taking fewer courses in third year in order to work and pay for life.
- ❖ There may be a chance I have to interrupt my studies for a while
- ❖ I don't know if I will be able to go to grad school after my BA
- ❖ Contemplating dropping second endorsement
- ❖ I don't know the status of my scholarship application; I will probably have to delay courses if I don't get a scholarship.
- ❖ Some ... had to take more time than anticipated off between some classes
- ❖ I will go to Czech republic the next school year because it is cheaper
- ❖ I will probably not take the MBA program
- ❖ I decided after 1. trimester of BSBA study online and work.
- ❖ Planning to finish the University online. thanks for giving this opportunity. It is totally perfect!
- ❖ Maybe I will switch from daily do online student
- ❖ There is potential of my employer eliminating tuition assistance.
- ❖ unable to take summer classes with out aid
- ❖ I plan to take no further classes after this degree is finished - too expensive!
- ❖ I wasn't able to keep up with my cohort, became unemployed
- ❖ I was forced to start work, making it harder for me to take courses on campus.
- ❖ I was laid off, and no longer received employer tuition support.
- ❖ Lost hours at my job
- ❖ I was laid off which eliminated employer paid tuition
- ❖ I have to sacrifice more now in the last qtr due to spouse loss of job
- ❖ money is tight
- ❖ just my personal financial life is harder
- ❖ I barely eat or don't eat properly
- ❖ Budgeting is difficult, but the tuition payment plan helps tremendously

- ❖ I plan to take two masters degrees in the next few years, at least one of which at CityU
- ❖ Further motivation to finish!
- ❖ I plan to continue my education and not drop out which I often feel like doing
- ❖ I want to push through and finish my classes as quickly as possible.
- ❖ I have one class left and I will finish
- ❖ I will complete my degree this year
- ❖ I plan to teach online
- ❖ I won't be online anymore
- ❖ not sure yet
- ❖ Not sure
- ❖ What the Hell would any of you monkey's running this school know about the economy? Dr. Middleton and Keith Foe are the only people that are associated with this school that you (ShittyU) should listen to.
- ❖ Job Outlook in my field of study
- ❖ After graduation in 2010, I will be looking for employment.
- ❖ which school to go to
- ❖ Stimulus \$ allowed for more employer tuition support
- ❖ I must go to Scotland to work
- ❖ Seeking employment after graduation
- ❖ too late to change them, but if I were to go back in time I wouldn't have enrolled at this school
- ❖ My extra endorsements will likely educate me out of my job, no funding for the position I went to school for
- ❖ due to economy, I'm considering taking CPA exam
- ❖ I question whether an education will matter in the future if the economy recovers

APPENDIX 11. “Other” Responses, Question 21

Full-text “other” responses to Question 21, “I would definitely take advantage of the following services if they were offered”:

- ❖ Linux/open office training, Online
- ❖ Online - How to create/organize learning materials from various courses for future reference
- ❖ Online
- ❖ technology/computer usage
- ❖ Technical training via online
- ❖ Further assistance with making effective use of CityU's website resources such as the library
- ❖ Technical support classes! CU need a SmartBoard-I will graduate not knowing how to use one, while many schools have them!
- ❖ Computer applications
- ❖ Online
- ❖ Technology class, Face to Face
- ❖ Better Practicum Advisor, able to answer questions. Both online and face to face
- ❖ I have paid over \$400 for face to face help with a private tutor.
- ❖ study skills and time management face-to-face or online
- ❖ Face to face, preferably at North Seattle location
- ❖ Since I'm a distant online learner it has to be online, but if its local face to face
- ❖ face-to-face weekend support personell
- ❖ face to face
- ❖ My preference is face to face with qualified instructors who are personable and can relate to people outside the academic world.
- ❖ face to face
- ❖ I would love face-to-face writing tutors and research support
- ❖ foreign languages, like German or Spanish - face-to-face
- ❖ Business decision modling & analysis need face to face if class online
- ❖ If I had to take math now, I would need face-to-face help. Ex: Calculus, or General Chemistry (formula based style) or Physics
- ❖ Someone to double check APA citations, online support for required class software such as BRS
- ❖ APA tutoring and feedback
- ❖ Because City U uses a specific style of APA writing for all of its graduate level classes. I think that BOTH the staff and the students should be trained prior to class beginning on what the expectations are of BOTH the staff and the student. Way too much of my class time has been spent on the small details of how each individual teacher would like thier papers to look like.
- ❖ APA instruction

- ❖ APA live chat
- ❖ I'm worried about stats & would love to have tutoring available. Also APA format, thesis and practicum placement help
- ❖ APA Guidelines that are in agreement with faculty. The two don't match.
- ❖ CAREER CENTER IS A MUST even for international locations such as SOFIA
- ❖ Career Placement
- ❖ Keeping or creating some type of communication with individuals or businesses that could potential offer future positions or even set up internships or co-ops
- ❖ I would be very thankful for some kind of classes or presentations about the future of graduated students that do not have family companies where they can be employed. Be more specific, there is a need of some kind of tutoring about how to be succesful as a graduated student without any practices in the field of management... just few companies like to employ this yoLinux Support
- ❖ Statistics & College Algebra
- ❖ General elective courses online or on campus - courses that are not related to another program
- ❖ finding practicum sites for MED in counselling
- ❖ accounting and economics
- ❖ During the first quarter of the MBA program it would be helpful if the instructor knows a great deal about the 2 year program. I would suggest a trip to the Library/Resource center. The instructor needs to know Capstone, inside and out. I believe the focus of your own business plan goes overboard.
- ❖ Video or phone conference with the instructor and entire class.
- ❖ I can only take the finance classes I need online but it is hard to learn finance/math without a classroom for me.
- ❖ other than academic support, need more social meeting, and extra curriculum such as job interview, or support internship information. cityu. has no useful extra activity. cityu must invest and spend vast amount of money for organize student activity group other than SIFE
- ❖ Virtual Classrooms
- ❖ I do think a forum like the black board discussion forum would be helpful for each degree program. The reason I think it would be helpful is it would give an opportunity for the students to interact and speak to the professors who have been in the students desired field for years and the professors could give more valuable advice or insight about questions regarding the course, or even how the actual job is after the degree is completed than the individual instructor of the course may be able to.
- ❖ I'm in Virginia
- ❖ I need a way to have my papers proof read and Smarthinking does NOT proof read papers.

- ❖ I don't need a tutor for academic reasons, it's just nice to have someone with experience from the program available to answer basic questions about understanding teacher expectations, accessing support
- ❖ It is important for students to receive clear communication from instructors about assignment requirements. The students are not receiving timely service when it comes asking questions about assignments or any other enquiries about the courses. It is also important for students to have an access to counselling/support about managing their stress. Most students work full-time and manage the program. There is not any support with regards to this.
- ❖ would really value an advisor being assigned when we begin the program for advice, counsel and support
- ❖ Financial help, I.E. Lower Tuition rates
- ❖ I'm nearing the end of my program and am concerned that courses may not be available when I want them.
- ❖ Someone to double check APA citations, online support for required class software such as BRS
- ❖ APA tutoring and feedback
- ❖ Because City U uses a specific style of APA writing for all of its graduate level classes. I think that BOTH the staff and the students should be trained prior to class beginning on what the expectations are of BOTH the staff and the student. Way too much of my class time has been spent on the small details of how each individual teacher would like thier papers to look like.
- ❖ APA instruction
- ❖ APA live chat
- ❖ I'm worried about stats & would love to have tutoring available. Also APA format, thesis and practicum placement help
- ❖ APA Guidelines that are in agreement with faculty. The two don't match.

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