



**PROFESSIONAL &
CONTINUING EDUCATION**

UNIVERSITY *of* WASHINGTON

Educational Outreach

Early Childhood & Family Studies

Online BA Completion Degree

Feasibility Research

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Questions:

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SUMMARY OF FINDINGS

**Early Childhood & Family Studies Online BA Completion Degree
Feasibility Research**

Background and Methodology

Background

The UW College of Education, in collaboration with the National Center on Quality Teaching and Learning (NCQTL), is proposing a BA in Early Childhood & Family Studies, with a special emphasis in Quality Teaching and Learning. The proposed degree would be an entirely online Bachelor's completion degree, one of the first to be offered by the University of Washington and administered by UW PCE.

The goal of the research is to determine feasibility of offering and sustaining an online BA completion degree in Early Childhood & Family Studies.

Specific Objectives

- Estimate demand for a BA completion degree in Early Childhood & Family Studies
- Evaluate value of proposed degree and reasons for completion
- Identify attitudes concerning financial aspects, such as price willing to pay, influence of financial aid and payment options
- Gather an educational, professional and demographic profile of respondents

Methodology

Sampling Frame and Selection

An estimated 1,910 Early Childhood Professionals received an invitation to complete an online survey. The Early Childhood Professionals included Head Start, preschool, and child care teachers and administrators. Of those, 388 completed the survey between August 21st and October 15th, 2012, resulting in a response rate of 20.3%.

	Number who completed survey	Total valid email sample*	Response Rate
Early Childhood Professionals	388	1,910	20.3%

**Undelivered emails or unsubscribe requests were excluded from the valid email sample and therefore not included in response rate calculations.*

Text Analysis Methodology

To analyze the open-ended questions contained in the questionnaire we used SPSS Text Analytics for Surveys. Text analysis, a form of qualitative analysis, is the extraction of useful information from text (such as open-ended responses) so that the key ideas or concepts contained within this text can be grouped into an appropriate number of categories. SPSS Text Analytics for Surveys combines advanced linguistic technologies designed to reliably extract and classify key concepts within open-ended survey responses with manual techniques, using robust category building algorithms.

Both a table and a graph are presented for each open-ended question. The tables present the category names, number of responses and the percent of responses.

In the graph, each circle represents a stated category (based on key phrases and concepts). The size of the node represents the relative size based on the number of records for that category. The thickness and color of the line between two categories denotes the number of shared responses they have between respondents. If there is no line between two nodes, there were no shared responses. It is possible for there to be shared responses between seemingly unrelated/opposite responses. This can occur when respondents indicate both positive and negative comments in the same response.

Summary of Findings

Educational Needs and Barriers to Completion

- **The proposed online BA Completion Degree is likely to provide a unique educational choice for Early Childhood Professionals.** Over one-half (56.5%) of respondents in this sample indicated that they currently hold some credits in Early Childhood and/or Family Studies, but have not yet completed a Bachelor's Degree. As the industry begins to demand higher education credentials for those working in Early Childhood occupations, these professionals will likely need to complete their BA to either maintain, or further their career in this field.
 - **Given the limited local choices for BA completion degrees, the UW has an opportunity to differentiate in this field.**
- **Not being able to afford to continue** (53%) was the most frequently mentioned response when asked why education was started but not finished. Family situation (32.0%) and getting a job (26.5%) were also mentioned as completion barriers.

Perceived Value of Early Childhood and Family Studies Degree

- The majority of respondents (83.0%) indicated that a Bachelor's in Early Childhood and Family Studies is a valuable degree to offer.
 - **Increasing the quality of care to children** (51.9%) was mentioned most frequently as the reason this degree would be valuable to the larger industry, followed by expanding job opportunities/wages (21.4%) and a degree being a requirement for some jobs (15.6%).
- However, concern that the **cost of obtaining a Bachelor's degree would not outweigh the potential increase in salary** (35.8%) is the primary reason respondents did not see value in the degree. Additionally, respondents indicated that experience is more important than a degree (34.0%) and a degree is not a necessary requirement for jobs in this field (28.3%).

Feasibility of Offering a Bachelor's Completion Degree in Early Childhood and Family Studies

There are two primary questions to answer when attempting to understand demand for a potential degree or new program. 1) How big is the target market – how many people would potentially be interested in a program in this field? 2) Given the proposed curriculum, delivery method, etc., how many people within that target market are interested in THIS degree? Once those questions are addressed, it becomes easier to assess whether the proposed degree is viable.

How big is the Target Market? General Interest in Continuing Education

- **There is moderately strong interest among Early Childhood Professionals in pursuing additional education in a field related to Early Childhood & Family Studies.** 42.5% of all Early Childhood professionals indicated that they will 'definitely' (14.7%) or 'probably' (27.8%) pursue a degree in this field within the next three years, **indicating a potentially reasonable target market size.**
 - This equates to 56.6% of qualified respondents (those with some education in the field).
 - **These results are encouraging,** given the large size of the industry and trends suggesting that national employment will continue to see increasing growth over the next 10 years (see below). Industry trends requiring more advanced education will also increase the size of the target market.
- **Availability of online courses that enable independent participation (46.4%) is the primary motivator for pursuing additional education.** Wanting to improve depth of knowledge (39.4%), staying current in the field (31.4%) and increasing salary potential (31.0%) were also mentioned frequently as motivating reasons to complete a Bachelor's degree in this field.

Reasons Would Not Complete Bachelor's in this Field

- Those who said they would definitely NOT complete a Bachelor's in EC&FS within the next 3 years were asked why. Besides already having a degree (71%), respondents most frequently stated that they are close to retirement (15.0%), feel they already have sufficient work experience or training (14.0%) or they have time constraints (13.1%).

Demand for a Master's Degree in Early Childhood & Family Studies

- **Interest in the proposed degree is strong among these Early Childhood Professionals.** Due to the nature of the survey questions, we can look at responses for three different groups of respondents.
 - **Early Childhood Professionals:** 56.7% of the broader sample is either very (29.1%) or somewhat (27.6%) interested in the proposed Early Childhood & Family Studies degree.
 - **Those with interest in pursuing continuing education in the field:** 79.7% of those who want to continue their education indicated they are very (40.9%) or somewhat (38.8%) interested in the proposed degree.
 - **Those who likely meet the prerequisite education requirements:** 83.2% of those who have some previous education in the field but have not yet completed a degree indicated they are very (44.5%) or somewhat (38.7%) interested in the degree.
- **Combined with the reasonable target market size, these results suggest that maintaining a viable Bachelor's Degree completion program in EC&FS is feasible.**
- Those who were not at all interested, or uncertain of their interest, were asked what needs to happen in order for them to consider pursuing this degree. **More financial aid or obtaining higher pay** was mentioned most frequently (31.9%) followed by having lower prerequisite requirements or considering experience in application evaluation (21.3%).

Pricing

Respondents who indicated they are very or somewhat interested in the proposed Bachelor's degree in Early Childhood & Family Studies were asked specific questions related to pricing and funding.

- **The cost to complete this program may be a barrier to sufficient enrollment, as these respondents are particularly price sensitive.**
 - More than three-quarters (79.6%) of those with some level of interest in the proposed degree indicated that **they could NOT attend without some sort of financial aid.**
 - Almost one-half (47.5%) of those with some level of interest in the proposed degree stated that they would **pay \$5,000 or less** per year. 39.7% indicated they would pay between \$5,000 and \$9,999.
 - Funding to complete this degree is likely to come from either **federal student loans** (46.6%) or personal funds/savings (33.8%). However, many respondents also indicated they **don't know** (42.0%) how they would pay for the program if they wanted to attend.

Employment Projections (Secondary source)

The chart below contains employment projections for occupations related to Early Childhood & Family Studies (gathered from Bureau of Labor Statistics, sourced below). The table shows employment in 2010 and projected employment in 2020, as well as the associated change (percent and numeric).

- **National outlook:** Nationally, the employment outlook for workers in occupations related to Early Childhood education is positive. Across all industries, employment is expected to increase by 14.3%, but employment is expected to increase faster than average for those in Early Childhood fields, especially Childcare Workers (20.4%), Preschool Teachers (24.9%), Special Education Teachers (21.3%) and Education Administrators (24.9%).
- **Washington State outlook:** Within Washington, the outlook is not as positive, as Childcare Workers (18.0%) is the only category expected to grow faster than industry average (14.5%).

Occupation	Entry Level Education ¹	Washington State Employment			Statewide Vacancies, Fall 2010 ³	US Employment, in thousands ⁴		
		2010	2020	% change 2010-2020 ²		2010	2020	% change 2010-2020
Childcare Workers	HS Diploma	43,046	50,777	18.0%	171	1,282.30	1,544.30	20.4%
Teacher Assistants	HS Diploma	34,024	38,103	12.0%	426	1,288.30	1,479.30	14.8%
Preschool Teachers	Associate's	6,713	7,511	11.9%	260	456.8	570.4	24.9%
Kindergarten Teachers	Bachelor's	3,826	4,272	11.7%	51	179.2	211.9	18.2%
Elementary School Teachers	Bachelor's	27,869	31,178	11.9%	87	1,476.50	1,725.30	16.8%
Middle School Teachers	Bachelor's	11,852	13,209	11.4%	124	641.7	750	16.9%
Secondary School Teachers	Bachelor's	15,476	17,248	11.4%	227	1,037.60	1,109.50	6.9%
Special Education Teachers (Preschool, Kindergarten, and Elementary School)	Bachelor's	3,417	3,839	12.4%	8	222.8	270.2	21.3%
Education Administrators, Preschool and Child Care Center/Program	Bachelor's	1,270	1,426	12.3%	0	63.6	79.5	24.9%
ROLL-UP CATEGORY: Preschool, Primary, Secondary, and Special Education School Teachers		75,243	84,039	11.7%	—	4,354.40	5,009.40	15.0%
ROLL-UP CATEGORY: Education Administrators		9,172	10,273	12.0%	—	478.4	549.7	14.9%

1. US Department of Labor National Employment Occupational Outlook Handbook http://www.bls.gov/emp/ep_table_111.htm
2. WA Statewide Demand/Decline Occupations <https://fortress.wa.gov/esd/wilma/wdclists/WDAArea.aspx?area=000000>
3. WA Statewide Employment Projection 2010-2020 <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/employment-projections>
4. US Department of Labor National Employment Projection 2010-2020 <http://www.bls.gov/emp/#tables>

DETAILED FINDINGS

**Early Childhood & Family Studies Online BA Completion Degree
Feasibility Research**

Detailed Findings

Findings in the following tables represent three different groups of respondents. These groups are not distinct; respondents can fall into more than one category. Responses are always shown for the Early Childhood Professionals (total sample) and are shown for other subsamples where appropriate. Sample sizes vary for each question as respondents can refuse to answer.

- **Early Childhood Professionals:** Represents the total sample who participated in the survey (n=388)
- **Those interested in the proposed BA Completion Degree:** Represents those who indicated they are 'very' or 'somewhat' interested in the proposed degree (n=220)
- **Those who likely meet the prerequisite education requirements:** Represents those who have some college credit in a related field, but no more than an Associate's degree (n=219)

Table 1: Highest level of education already completed in field related to Early Childhood and/or Family Studies (such as education, early child development, teaching or social work)?

	Total Count	Percent of Total Sample (n=388)	Percent of those interested (n=220)
No college/university credits in this field	37	9.5%	8.2%
Some college credit, but less than 1 year in this field	47	12.1%	14.5%
1 or more years of college, but no degree in this field	86	22.2%	27.3%
Associate's Degree in this field	86	22.2%	30.5%
Bachelor's Degree or higher in this field	132	34.0%	19.5%
Total	388	100.0%	100.0%

Table 2: Why not completed Bachelor's degree in field? (Among those with some related education)

	Total Count	Percent of Respondents with related education* (n=219)
I could not afford to continue my schooling	117	53.4%
Family situation did not permit me to continue education	70	32.0%
I got a job and could not continue going to school	58	26.5%
The school I attended did not offer any more credits in this field	28	12.8%
Got a degree in a different field	19	8.7%
I decided to pursue a different field	17	7.8%
I wanted to take a break	15	6.8%
I am currently in school to complete my Bachelor's in this field	10	4.6%
Don't know	3	1.4%
Other**	35	15.9%

*Totals of multiple response questions may exceed 100%

****Other responses included:**

- Am currently running an in home childcare business and have for 30 years now!
- By the time I get out of work at my preschool job it would be too late to get to a class on time.
- Can't attend campus classes for upper level classes because of work schedule.
- Currently attending online to get CDA
- Degrees are a piece of paper that are overblown and expensive. Hands on experience through actual work is much more valuable.
- I am currently in school to complete my AAS in Early Childhood Ed
- I am fortunate to be in a position that does not require BA
- I am in the process of working on Early childhood credits
- I am minoring in Family Studies and the ECE certificate is not available at my University. I hope to complete the certificate in the next year.
- I can't settle on a college. I am looking for something that will allow me the ability to still work fulltime and be a single parent to my three beautiful boys :)
- I got my CDA instead
- I have a job and currently going to school.
- I have an in-home childcare
- I opened my own Montessori school and I do not currently have time
- I want only on-line classes not to go in at all
- I want to go back to school to work on BA degree; I try to solve my problem as soon as I can to make my dream.
- I won't make one penny more than I do now with a degree.
- In school now
- In this area, there are not a lot of job opportunities available. Younger people with BS degrees use this program as a stepping stone and move out of the area. The salary for people who stay is not rewarded.
- It was a long time ago 1977
- Just haven't returned yet
- Montessori certified
- Moved
- Moved to another state
- Need on line distance learning while running business cannot go to traditional school
- No extra time
- Not needed for this field
- Slowly finishing my AA then continuing with BA
- Still working on
- Still working on Associate's Degree at Community College while working full time.
- Time and credits didn't transfer to a degree
- Was undecided at the time.
- working for head start and working towards completing my AA
- Working full time as well

Table 3: Is Bachelor's in Early Childhood & Family Studies valuable?

	Total Count	Percent of Total Sample (n=388)	Percent of those Interested (n=220)
Yes	322	83.0%	90.0%
No	23	5.9%	1.4%
Don't know/not sure	43	11.1%	8.6%
Total	388	100.0%	100.0%

Table 4: Why is Bachelor's in this field valuable?

	Total Count	Percent of those who think degree is valuable (n=243)
Education and knowledge helps to provide better care to children and families	126	51.9%
Expands job opportunities and increases wages	52	21.4%
Having a BA is necessary for certain jobs in the field	38	15.6%
Increases Professionalism in field	34	14.0%
Provides necessary skills and abilities	29	11.9%
Helps increase understanding of early child development	24	9.9%
Not enough Universities offer this degree, especially online	15	6.2%
Specific emphasis on young children important	15	6.2%
New research, and applying research, in the field is important	12	4.9%

**Totals of multiple response questions may exceed 100%*

Graph 1: Text Analysis: Reasons having a Bachelor's in this field is valuable

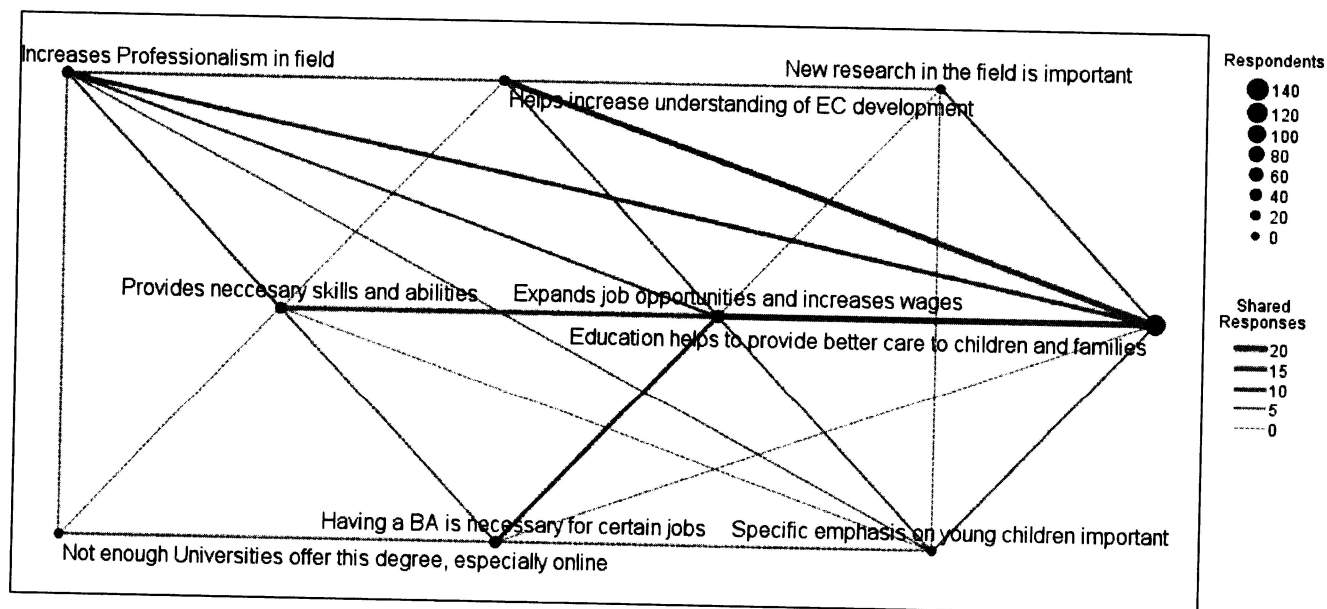


Table 4: Why is Bachelor's in this field not valuable?

	Total Count	Percent of those who think degree is <u>not</u> valuable (n=53)
Too expensive for the resulting salary	19	35.8%
Experience or individual classes are as or more important than a degree	18	34.0%
Not a necessary requirement for jobs in the field	15	28.3%
Passion is more important than a degree	5	9.4%
Too much time commitment	4	7.5%
Those with a BA and not enough experience are out of touch with the realities of the job	2	3.8%
Interested in Master's Degree	2	3.8%

**Totals of multiple response questions may exceed 100%*

Graph 2: Text Analysis: Reasons having a Bachelor's in this field is NOT valuable

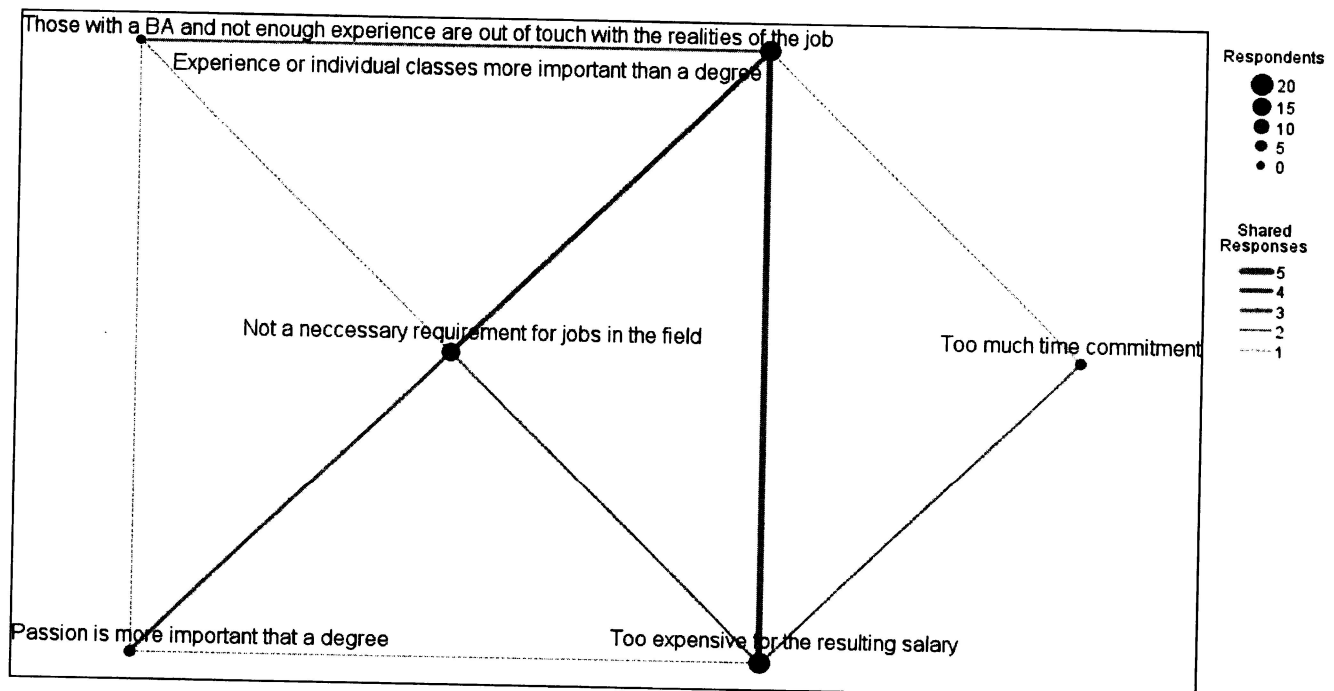


Table 5: Likely to pursue completion of Bachelor's degree in Early Childhood & Family Studies within next 3 years?

	Total Count	Percent of Total Sample (n=388)	Percent of 'Qualified'* (n=219)
Definitely will NOT pursue	112	28.9%	12.8%
Probably will NOT pursue	111	28.6%	30.6%
Probably WILL pursue	108	27.8%	40.6%
Definitely WILL pursue	57	14.7%	16.0%
Total	388	100.0%	100.0%

*Qualified respondents have some education in the field but have not yet completed a Bachelor's Degree

Table 6: Why not plan to complete Bachelor's?

	Total Count	Percent of those who will NOT pursue Bachelor's in field (n=107)
Already have a related degree	76	71.0%
Close to retirement	16	15.0%
Sufficient Work Experience/Degree Training	15	14.0%
Time constraints	14	13.1%
Financial reasons	13	12.1%
Not interested in a BA program	12	11.2%
Already have a job in field	12	11.2%

*Totals of multiple response questions may exceed 100%

Graph 3: Text Analysis: Reasons do not plan to complete a Bachelor's in this field

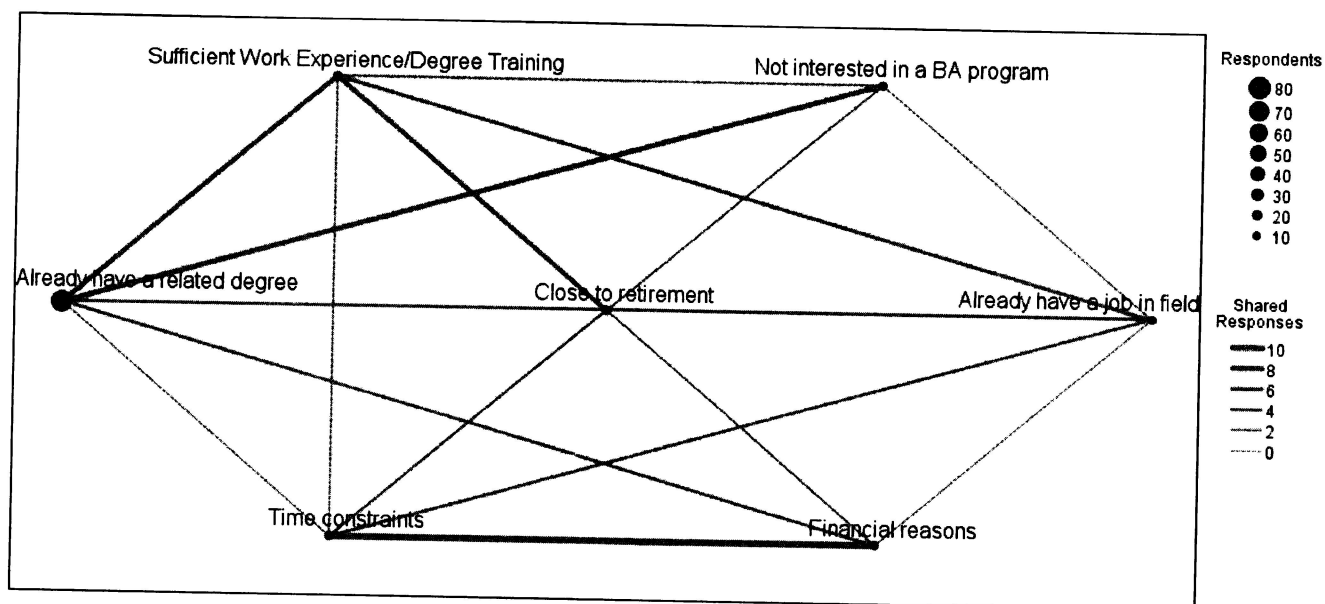


Table 7: Motivation for completing Bachelor's in Early Childhood & Family Studies

	Total Count	Percent of Total Sample (n=388)	Percent of those interested (n=220)
Availability of online courses that enable me to participate on my own schedule	127	46.4%	48.9%
Wanting to improve my depth of knowledge	108	39.4%	38.8%
Increasing salary potential	85	31.0%	32.9%
Staying current in a field of interest	86	31.4%	31.1%
Developing a better understanding in an area of importance to my current job	73	26.6%	26.9%
Achieving greater specialization in a particular field	51	18.6%	21.5%
Enhancing competitiveness in the job market	49	17.9%	18.3%
Broadening skill base	43	15.7%	14.6%
Simply having the achievement of completing a college degree I've already started	32	11.7%	11.9%
Completing a college degree is always my goal	29	10.6%	11.0%
Seeing good opportunities in this field	18	6.6%	6.4%
Good to add to my resume	20	7.3%	5.9%
Getting a promotion	15	5.5%	5.5%
Seeking a major career change	9	3.3%	2.7%
Wanting a change in responsibility	9	3.3%	2.3%
Getting a job	6	2.2%	2.3%
Peer/co-worker pressure	3	1.1%	.9%
Other **	14	5.1%	4.6%

**Totals of multiple response questions may exceed 100%*

***Other responses included:*

- *All of these choices would be good factors*
- *Already have ECE, Elementary, Special Education, and Family Studies degrees*
- *Availability of in class courses that enable me to participate on a schedule that works with my current childcare job and having the program available at the UW Bothell Campus*
- *For me there are no other reasons but financial is a big one who is going to pay for this?*
- *For the piece of paper*
- *Gaining an education in an emerging field*
- *Grants*
- *I already have a BA in ECE*
- *I have a 4 year degree already*
- *IF the studies included teachings and philosophy of the schools in Reggio Emilia, Italy*
- *Money I was looking for an online program that would not cost me a fortune*
- *Providing the best care for children*
- *State mandate*
- *To help the Latino community*

- A. Those who indicated they will 'Definitely NOT' pursue a Bachelor's Degree in a related field (n=112; see Table 5 above) were not asked this question and excluded from the findings reported in the 'Percent of Respondents' column. Rather, this column represents findings among those who have some interest in pursuing a degree in this field.
- B. The 'Percent of Total Sample' column re-classifies those excluded respondents as 'Not at all interested' in the proposed degree and represents interest across the broader population.
- C. The third column represents interest among those who likely meet prerequisite education requirements.

Table 8: Interest in proposed online BA completion degree in Early Childhood & Family Studies

	Total Count	A Percent of Respondents (those interested in pursuing degree) (n=276)	B Percent of Total Sample (n=388)	C Percent of 'Qualified'* (n=191)
Not at all interested	11	4.0%	31.7%	3.7%
Uncertain	45	16.3%	11.6%	13.1%
Somewhat interested	107	38.8%	27.6%	38.7%
Very interested	113	40.9%	29.1%	44.5%
Total	276	100.0%	100.0%	100.0%

**Qualified respondents have some education in the field but have not yet completed a Bachelor's Degree*

Table 9: Would like additional information on proposed degree?

	Total Count	Percent of Total Sample (n=386)	Percent of those interested (n=220)
Yes*	293	75.9%	92.2%
No	93	24.1%	7.8%
Total	386	100.0%	100.0%

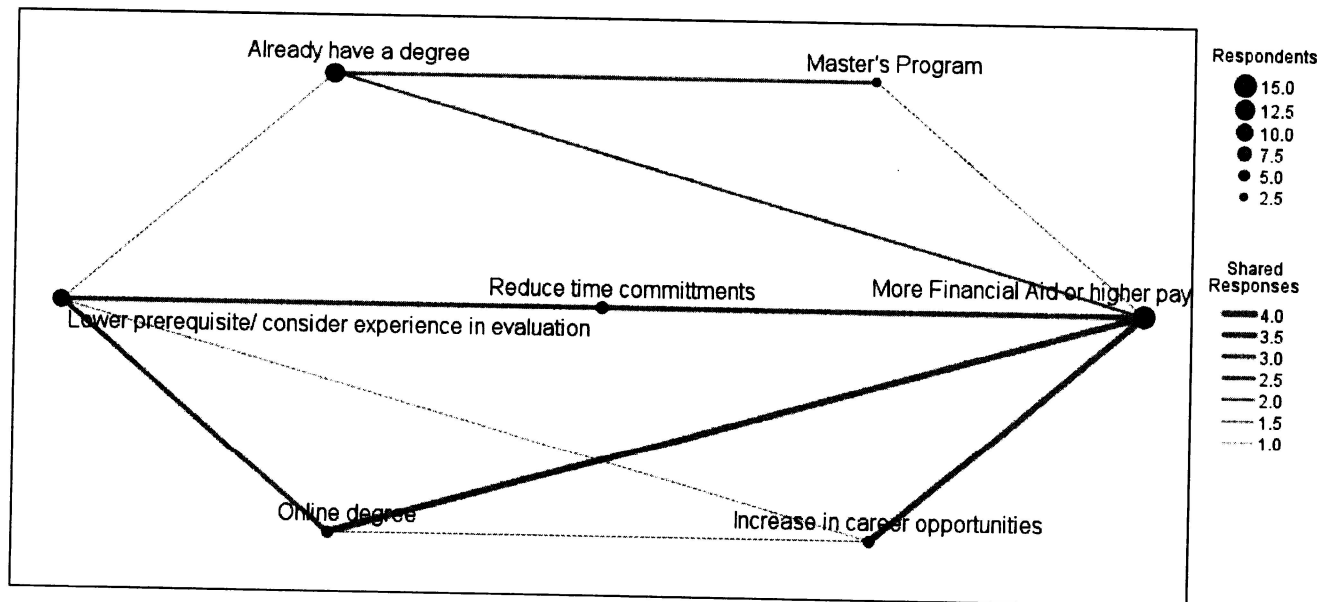
**These respondents were asked to provide contact information which will be shared with the sponsoring department*

Table 10: What needs to happen to consider pursuing degree?

	Total Count	Percent of those not interested in proposed degree* (n=47)
More financial aid or higher pay	15	31.9%
Already have a degree	12	25.5%
Lower prerequisite/ consider experience in evaluation	10	21.3%
Reduce time commitments	6	12.8%
Increase in career opportunities	5	10.6%
Online degree	5	10.6%
Retiring	4	8.5%
Master's Program	3	6.4%

*Totals of multiple response questions may exceed 100%

Graph 4: Text Analysis: What needs to happen to consider pursuing degree?



Only respondents who answered they were interested (either very or somewhat) in the proposed degree (n=220) were asked the following questions pertaining to funding.

Table 11: Anticipated funding source

	Total Count	Percent of Respondents* (n=220)
Federal Student Loans	102	46.6%
Personal Funds/Savings	74	33.8%
Employer Support	60	27.4%
Private Loans (student or other)	39	17.8%
Family Contributions	12	5.5%
Veterans Assistance	0	.0%
Don't know	92	42.0%
Other**	22	10.0%

*Totals of multiple response questions may exceed 100%.

**Other responses included:

- Access available grants and other funding resources that promote quality child care
- Childcare Aware Grant
- Childcare scholarship
- DEL funding
- Do not have funds
- Financial Aid
- Grants
- Head Start
- Hoping to get it through Early Achievers, possibly.
- Look for learning grants!
- Myself
- Scholarships, General (3)
- Scholarship for Child care professionals
- Scholarship from Child Care Aware?
- Scholarships through Early Achievers program
- Scholarships for Early childhood professionals
- Self
- This is a major problem I don't make much \$ as it is

Table 12: Highest amount of ANNUAL tuition willing to consider

	Total Count	Percent of Respondents (n=219)
\$15,000 or more per year	5	2.3%
\$10,000 to \$14,999 per year	23	10.5%
\$5,000 to \$9,999 per year	87	39.7%
Less than \$5,000 per year	104	47.5%
Total	219	100.0%

Table 13: Influence of financial aid on ability to attend

	Total Count	Percent of Respondents (n=216)
I could NOT attend without some sort of financial aid	172	79.6%
Financial aid would help, but is not crucial	32	14.8%
I would not need/plan to pursue financial aid options	4	1.9%
Other**	8	3.7%
Total	216	100.0%

****Other responses included:**

- Head Start funds
- I don't think I would qualify, but have limited finances available outside of family
- I don't want to owe, it would have to be a grant.
- I have no idea how much the program really costs...
- I need 100% financial aid NOT just some help
- I would need grants
- My husband and I had to adopt are grandson when he was 19 months – he is now 7 so a lot of are funds are for his care

The entire sample (n=388) was asked to complete the remaining profile questions. Answers to educational, professional and demographic questions are shown for both the total sample (n=388), as well as for those who are 'very' or 'somewhat' interested in the proposed degree (n=220).

Educational Profile

Table 14: Highest level of education in ANY field

	Total Count	Percent of Total Sample (n=388)	Percent of those interested (n=220)
Less than high school	5	1.3%	1.4%
High school degree	17	4.4%	4.5%
Some college credit, but less than 1 year	27	7.0%	7.3%
1 or more years of college, but no degree	72	18.6%	23.6%
Associate's Degree	89	22.9%	31.8%
Bachelor's Degree	113	29.1%	23.6%
Master's Degree	63	16.2%	7.3%
Doctoral Degree	1	.3%	.0%
Professional Degree (MD, JD)	1	.3%	.5%
Total	388	100.0%	100.0%

Table 15: Subject area of highest degree

	Total Count	Percent of Total Sample (n=387)	Percent of those interested (n=220)
Early childhood education	154	41.4%	48.1%
Elementary education	26	7.0%	4.7%
General studies	10	2.7%	3.8%
Educational leadership	11	3.0%	3.3%
Human/Social Services	9	2.4%	2.8%
Preschool education	9	2.4%	2.4%
Secondary education	5	1.3%	1.4%
Special education	5	1.3%	1.4%
Business	5	1.3%	1.4%
Psychology	9	2.4%	1.4%
Sociology/Social Work	7	1.9%	1.4%
Early childhood special education	6	1.6%	.9%
Child Development	5	1.3%	.9%
Human Development	11	3.0%	.9%
Teaching	5	1.3%	.5%
Educational policy	1	.3%	.5%
Instructional leadership	1	.3%	.5%
Family Services	4	1.1%	.5%
Other	89	23.9%	23.1%
Total	372	100.0%	100.0%

****Other responses included:**

- AA
- AA ECE and AS Bus admin
- Accounting (2)
- Applied Behavioral Science (2)
- Art (3)
- Biology
- CDA and got Accredited
- Certified Montessori, UW Early Childhood Ld Cert 2012
- Communications (3)
- Construction Technology
- Counseling
- Criminal Justice (2)
- Curriculum & Instruction
- Deaf studies
- Early childhood public administration
- ECE, Elementary, Special Education, Family Studies
- Education & Human Development
- Educational Leadership and Policy Studies
- Elementary ed and Reggio Emilia philosophy ed
- Fashion Merchandising
- Fine Arts
- Forestry
- Journalism
- Language
- Law
- Liberal Arts (2)
- Management
- Massage Therapy
- Masters in Ed, Counseling Specialist
- Mathematics
- MBA
- MEd, Counseling
- Medical coding
- Montessori EC Teaching
- Montessori education (2)
- No degree (3)
- Non-profit management
- Office (2)
- Organizational Leadership/Management (2)
- Paralegal
- Philosophy with minor in youth development
- Political Science (2)
- Public Administration
- Rehab (Mental Health) Counseling

- Geography
- Have approx. 50 credits toward B.A.S.S. at WSU
- High school classes
- History (5)
- Home Economics
- Hotel Restaurant Management
- Interdisciplinary Studies, psych and family studies minors
- International Studies, Spanish
- I have had a lot of training in the preschool, early childhood education but I do not have a degree. I have been a home daycare provider for 19 years.
- School Counseling
- Science
- Spanish/Anthropology
- Stars classes in early education
- Stay home mother
- Theater
- Vocational Home & Family Life, teaching
- Women and Gender Studies

Professional Profile

Table 16: Current Profession

	Total Count	Percent of Total Sample (n=387)	Percent of those interested (n=220)
Childcare provider	107	27.6%	27.7%
School administrator	54	14.0%	14.5%
Childcare facility owner	46	11.9%	14.1%
Teacher (preschool)	33	8.5%	10.5%
Head start teacher	28	7.2%	8.2%
Childcare Center Director	26	6.7%	6.8%
ECEAP Teacher/Manager	15	3.9%	4.5%
Childcare center support staff	8	2.1%	2.3%
Family services	10	2.6%	2.3%
Head start Administration/Management	10	2.6%	1.8%
DEL Analyst/Licensor	9	2.3%	.9%
Head start Specialist	4	1.0%	.9%
Teacher (Kindergarten)	1	.3%	.5%
Not employed	1	.3%	.5%
Childcare Licensor	5	1.3%	.5%
Early Learning Administration/Management	7	1.8%	.5%
Social services	5	1.3%	.5%
Teacher (1st-6th grade)	1	.3%	.0%
Mental health provider	0	.0%	.0%
Student	0	.0%	.0%
Higher Ed Instructor	2	.5%	.0%
Other	15	3.9%	3.2%
Total	387	100.0%	100.0%

****Other responses included:**

- Special Education Para educator
- Civil Service Education Specialist local government agency
- Executive leader
- Coach
- program manager / administrator
- Executive Director (Admin responsibilities)
- Regional Field Specialist
- Consultant
- government education specialist
- Nonprofit in ECE
- Program Director
- QRIS



Table 17: Age

	Total Count	Percent of Total Sample (n=387)	Percent of those interested (n=220)
18-24	9	2.3%	1.8%
25-34	63	16.3%	18.6%
35-44	89	23.0%	28.2%
45-54	136	35.1%	35.5%
55+	90	23.3%	15.9%
Under 35	72	18.6%	20.5%
35 or older	315	81.4%	79.5%
Total	387	100.0%	100.0%

Table 18: Gender

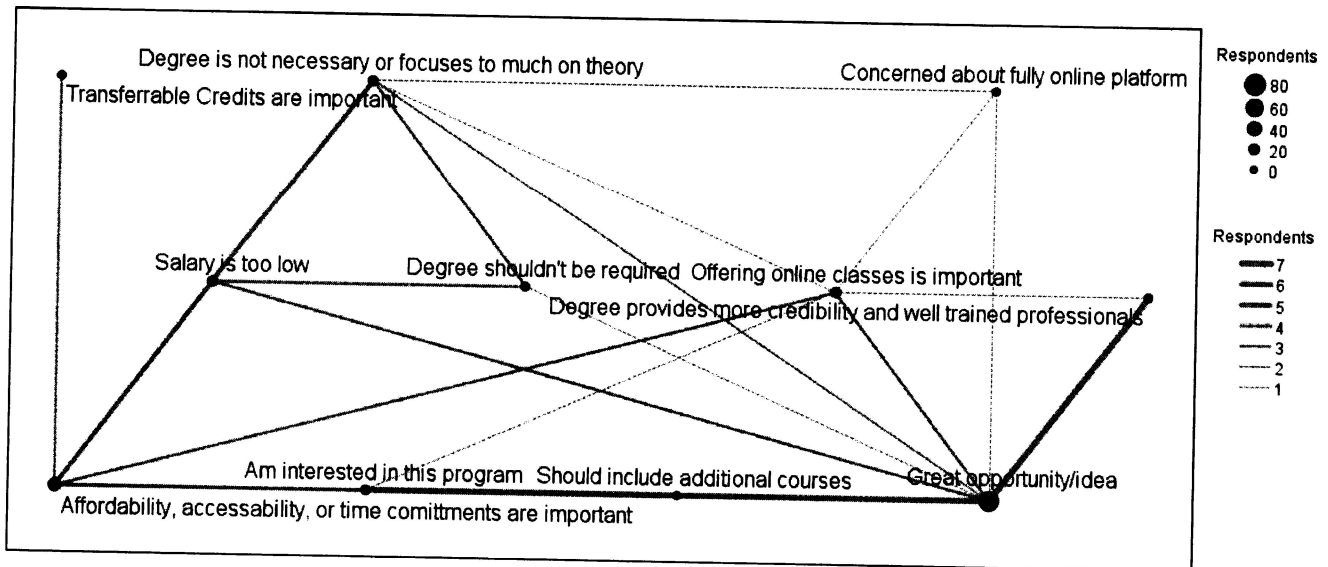
	Total Count	Percent of Total Sample (n=381)	Percent of those interested (n=220)
Male	8	2.1%	2.8%
Female	373	97.9%	97.2%
Total	381	100.0%	100.0%

Table 19: Additional Comments

At the end of the survey, respondents were asked to share any additional comments they had concerning the proposed degree. As this was an open-ended question, respondent answers can fall under multiple categories.

	Total Count	Percent of Respondents (n=170)
Great opportunity/idea	71	41.8%
Affordability, accessibility, or time commitments are important	33	19.4%
Offering online classes is important	18	10.6%
Salary is too low	17	10.0%
Degree is not necessary or focuses too much on theory	13	7.6%
Am interested in this program	12	7.1%
Degree provides more credibility and well trained professionals	10	5.9%
Degree shouldn't be required	8	4.7%
Transferrable Credits are important	8	4.7%
Concerned about fully online platform	6	3.5%
Should include additional courses	4	2.4%
BA may not mean more job opportunities	2	1.2%
Other	20	11.8%

Graph 4: Text Analysis: Additional comments



Survey Instrument

Thank you for responding to our survey. Your responses will help the University of Washington design a new Bachelor's degree in Early Childhood & Family Studies to better meet the needs of students and working professionals in the industry. The survey should take approximately 5-8 minutes of your time.

We assure you that your answers will remain confidential and only be used in aggregate form, combined with responses from other participants.

As a reminder, eligible surveys (fully and accurately completed) will be entered into a drawing to win an Apple iPad. Good luck!

Section 1: Educational Needs

Intro: Early Childhood & Family Studies is a field within Education devoted to advancing the quality of teaching and school readiness outcomes for young children. A degree in this field equips early childhood professionals with the tools to promote school readiness by enhancing children's social and cognitive development, as well as family and parent engagement with literacy and learning.

Q 1 What is the highest level of education you have ALREADY completed in any field related to Early Childhood and/or Family Studies (such as education, early child development, teaching or social work)? **Select only one.**

- | | |
|--|--------------------|
| 1) No college/university credits in this field | Skip to Q 3 |
| 2) Some college credit, but less than 1 year in this field | Continue |
| 3) 1 or more years of college, but no degree in this field | Continue |
| 4) Associate's Degree in this field | Continue |
| 5) Bachelor's Degree or higher in this field | Skip to Q 3 |

Q 2 You mentioned that you have some education related to Early Childhood and Family Studies, but have not yet completed a Bachelor's Degree in this field. Why is that? **Select up to three.**

- 1) I am currently in school to complete my Bachelor's in this field
- 2) I decided to pursue a different field
- 3) I got a job and could not continue going to school
- 4) Family situation did not permit me to continue education
- 5) I wanted to take a break
- 6) I could not afford to continue my schooling
- 7) The school I attended did not offer any more credits in this field
- 8) Other (please specify) _____
- 9) Don't know

Q 3 Do you think having a Bachelor's Degree in this field is/would be valuable?

- 1) Yes
- 2) No
- 3) Don't know/Unsure

Q 4 Why is that?

Q 5 How likely are you to pursue completion of a **Bachelor's degree** in a field related to Early Childhood & Family Studies within the next 3 years?

- | | |
|---|--------------------|
| 1) Definitely will NOT pursue a Bachelor's degree in this field | Continue |
| 2) Probably will NOT pursue a Bachelor's degree in this field | Skip to Q 7 |
| 3) Probably WILL pursue Bachelor's degree in this field | Skip to Q 7 |
| 4) Definitely WILL pursue Bachelor's degree in this field | Skip to Q 7 |

Q 6 Why do you not plan to pursue completion of a Bachelor's degree in this field? *Please be as specific as possible.*

Skip to intro before Q 13

Q 7 If you were to complete a Bachelor's degree in a field related to Early Childhood & Family Studies, what are the factors that would motivate you the most? **Select up to three.**

- 1) Developing a better understanding in an area of importance to my current job
- 2) Wanting a change in responsibility
- 3) Seeking a major career change
- 4) Wanting to improve my depth of knowledge
- 5) Achieving greater specialization in a particular field
- 6) Enhancing competitiveness in the job market
- 7) Staying current in a field of interest
- 8) Broadening skill base
- 9) Increasing salary potential
- 10) Availability of online courses that enable me to participate on my own schedule
- 11) Getting a job
- 12) Getting a promotion
- 13) Peer/co-worker pressure
- 14) Seeing good opportunities in this field
- 15) Simply having the achievement of completing a college degree I've already started
- 16) Completing a college degree is always my goal
- 17) Good to add to my resume
- 18) Other (please specify): _____

Section 2: Interest in Proposed Degree and Program Specifics

The College of Education at the University of Washington is exploring the possibility of offering an online Bachelor's completion degree in Early Childhood & Family Studies. **This degree would allow students who have previous college credit in a related education field to complete their Bachelor's degree entirely online.**

The BA in Early Childhood and Family Studies is an exciting and innovative degree completion program offered through the College of Education. Emphasizing Quality Teaching and Learning, the degree is designed to be affordable, relevant and accessible to those currently working in early childcare and early childhood education. Completing a BA in this degree will give early childhood professionals the tools to improve education outcomes for young children.

Using the latest online and video technology, the degree will be completed entirely online, allowing professionals to continue working. The curriculum encourages meaningful integration of coursework and practice, culminating in an integrative capstone project.

Courses have been developed by leading experts at universities around the nation and are based on the most recent evidence of practices to improve child outcomes, aligning with the national Head Start Child Development and Early Learning Framework and WA State Early Achievers Framework/ Early Learning Guidelines. The curriculum was developed to address cultural and linguistic diversity.

The proposed curriculum includes the following courses:

- 1) Foundational courses
 - Child Development and Family Engagement
 - Cultural Competence
 - Engaging Interactions and Environments
 - Observation and Assessment
- 2) Specific content area courses
 - Social and Emotional Development
 - Language and Communication in Cultural Context
 - Literacy
 - Cognition and General Knowledge: Science, Math, Logic, and Reasoning
 - Approaches to Learning
 - Physical Health and Development
 - Technology
- 3) Specialization to serve all children regardless of their abilities and disabilities
 - Highly Individualizing Teaching and Learning
- 4) Integrative Capstone Course
 - The Intentional Teacher

This degree will offer approximately 100 credits. **As this is a degree completion program, a minimum of approximately (60) credits in Education, Early Childhood Development or a related field will be a prerequisite for entering.** Completing the Bachelor's degree will take approximately 2 years, depending on the number of credits a student brings to the program.

Q 8 Given the above description, how interested are you in completing a Bachelor's Degree in Early Childhood & Family Studies at the University of Washington?

- | | |
|--------------------------|--------------|
| 1) Not at all interested | Continue |
| 2) Uncertain | Continue |
| 3) Somewhat interested | Skip to Q 10 |
| 4) Very interested | Skip to Q 10 |

Q 9 What needs to happen in order for you to consider pursuing this degree? *Please be as specific as possible.*

Skip to intro before Q 13

Q 10 If you wanted to attend this program, how would you pay for a Bachelor's Degree in Early Childhood & Family Studies?
Select all that apply.

- 1) Personal Funds/Savings
- 2) Federal Student Loans
- 3) Private Loans (student or other)
- 4) Employer Support
- 5) Veterans Assistance
- 6) Family Contributions
- 7) Don't Know
- 8) Other (Please specify): _____

Q 11 If you were to pursue a program related to Early Childhood & Family Studies, what is the highest amount of **ANNUAL** tuition you would consider paying to complete a Bachelor's degree? **Select only ONE.**

- 1) \$15,000 or more per year
- 2) \$10,000 to \$14,999 per year
- 3) \$5,000 to \$9,999 per year
- 4) Less than \$5,000 per year

Q 12 Which of the following best describes the influence of **financial aid** on your ability to attend this program?

- 1) I could NOT attend without some sort of financial aid
- 2) Financial aid would help, but is not crucial
- 3) I would not need/plan to pursue financial aid options

Section 3: Background Information

We have just a few remaining questions regarding your professional and educational background. Please remember that your answers will remain confidential.

Q 13 Which of the following most closely describes your current professional occupation?

- 1) Head Start Teacher
- 2) Teacher (preschool)
- 3) Teacher (Kindergarten)
- 4) Teacher (1st grade – 6th grade)
- 5) School administrator
- 6) Childcare provider
- 7) Childcare facility owner
- 8) Mental health provider
- 9) Student
- 10) Not employed
- 11) Other (Please specify): _____

Q 14 What is the highest degree or level of school you have completed in ANY field? **Select only one.**

- 1) Less than high school
- 2) High school degree
- 3) Some college credit, but less than 1 year
- 4) 1 or more years of college, but no degree
- 5) Associate's Degree
- 6) Bachelor's Degree
- 7) Master's Degree
- 8) Doctoral Degree
- 9) Professional Degree (MD, JD)

Q 15 What is the subject area of your highest degree?

- 1) Preschool Education
- 2) Early Childhood Special Education
- 3) Early Childhood Education
- 4) Elementary Education
- 5) Secondary Education
- 6) Special Education
- 7) Teaching
- 8) Educational Policy
- 9) Educational Leadership
- 10) Instructional Leadership
- 11) Other (Please Specify): _____

Q 16 What is your age?

- 1) 18-24 years
- 2) 25-34 years
- 3) 35-44 years
- 4) 45-54 years
- 5) 55 years or over

Q 17 What is your gender?

- 1) Male
- 2) Female

Q 18 Please share any additional comments you may have concerning the proposed Bachelor's Degree in Early Childhood & Family Studies.

Q 19 Would you like to be entered into the drawing to win an Apple iPad?

- 1) **Yes** – I certify that all questions are answered honestly and to the best of my knowledge
- 2) **No** – I would not like to submit an entry

**Continue with Contest Entry Page
Skip to Q 20**

Contest entry page

Contest winners will be drawn within 4 weeks. Please complete the following contact information so we can notify winners!

Full Name: _____
E-mail address: _____
Phone number: _____

All respondents continue with Q 20 after completing Contest entry page

Q 20 When available, would you like to receive additional information about the proposed Bachelor's Degree in Early Childhood & Family Studies?

- 1) Yes **Skip to Contact screen**
- 2) No **Skip to Ending screen**

Ending screen: Thank you for your time; your responses are very important to the University of Washington.

Please click 'Submit Responses' to finish the survey.

If you have any questions about this survey, please contact us via email at pce_research@pce.uw.edu.

Contact Screen: If you are interested in hearing more regarding this UW program, please complete the following Contact Information Survey to provide us with your name, e-mail and mailing address. Your name will not be associated with your survey responses.

A new window will pop-up to collect your contact information. Please complete the information and click on 'Submit Responses.' Then close that window and return here to click 'Submit Responses' to finish the survey.

Thank you for your time; your responses are very important to the University of Washington.

If you have any questions about this survey, please contact us via email at pce_research@pce.uw.edu.

**UW Online Learning Pilot
Autumn 2011
Instructor Evaluation Results**

Prepared by: Danielle Allsop and Jeaneen Bougard

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Background and Methodology

UW Online Learning launched a pilot of seven online credit courses in autumn 2009. This pilot converted existing individual start courses into group start offerings where all students started and ended with the quarterly calendar. The pilot also integrated a new registration process and fee structure for UW matriculated students allowing them to register via MyUW as part of their regular course load and pay a supplemental \$350 fee. The courses were also presented using the Moodle Learning Management System.

Unique end-of-course evaluations were designed for instructors teaching the pilot courses. The evaluation incorporates questions from the standard online learning evaluation (IAS Form I) and also asks specific questions relevant to the pilot. The goal of this evaluation is to understand how instructors rate the online teaching experience and the course as a whole. The web-based survey (designed and programmed using Catalyst Web Q) was sent to all 13 instructors teaching pilot courses. 13 out of 13 instructors responded to the survey, generating a 100% response rate.

Highlights of Findings - Instructors

- 100% of instructors said the online course as a whole was “good” or “excellent.” (page 10, question 1)
- 12 out of 13 instructors (92.3%) said they would recommend teaching their course to another instructor, while one said he/she would not. (page 18, question 23)
- 12 out of 13 instructors (92.3%) said they would teach a group-start online course again. One instructor said he/she might teach a group-start online course again. (page 17, question 22a) Selected verbatim comments are as follows: (page 17,18 question 22b)
 - I enjoy trying to make this class a better experience for students each quarter.
 - I enjoy the flexibility of the format. It allows me to travel to conferences or speaking engagements while still being around for my students on-line. They aren't held up if I'm not physically present in Seattle. I think this format is great, especially for non-majors courses.
 - I enjoy being associated with cutting-edge technologies, and believe courses like these are only going to become more prevalent and sophisticated.
- 12 out of 13 instructors (92.3%) said the interactive features of the course contribute to student learning. Only one instructor indicated that the interactive features did not contribute to student learning (7.7%) Selected comments are as follows: (pages 11,12, questions 11a, 11b)
 - Discussion boards and lecture content contributed greatly to student learning.
 - They are able to respond immediately to what they see, and are required to respond, so it gets them engaged.
 - I believe that the students viewed a great amount of dance and provide a variety of cultural points of view on each subject.
 - I liked the use of discussion forums and the flexibility of them. I want to be more active on them in the future, but working with lectures used up a lot of time this term.
 - Many students did not choose to participate in the online forums, but those that did seemed to have gotten a better grasp of the overall themes of the course.

- The discussion forums provided a good interactive experience and brought up issues and examples I hadn't thought about.
- Very easy to access and study at your own pace
- We used discussion boards to work through problems, concepts, and cases. This worked for those students that participated and I would call it "effective," ineffective for those students who did not.
- 7 out of 13 instructors (53.8%) said that teaching the online course was “about the same” as teaching a classroom course. An additional four instructors (30.8%) said teaching online course was “harder” than teaching a classroom course. Two instructors (15.4%) said that the online course was “easier” than teaching a classroom course. Selected comments are as follows: (pages 14,15, questions 18a,18b)
 - While there's more prep time involved in developing the course, not having to give two or three lectures a week makes the teaching more relaxed.
 - Some things are more difficult--many more emails to answer. Also, it is more work to update lecture material quarter to quarter. The course is easier in that I don't have to spend time/money producing overheads for every lecture. Harder to set things up, but easier once they were in place, so it's a "wash"
 - There is some confusion on course expectations, assignments, etc. that you would explain verbally in a classroom setting, and students email a lot of questions. We set up a general discussion board for these things, but it was not used much until we attached extra credit to it! Then they were posting questions and answering each other's questions about course mechanics, etc.
 - Scheduling was easier, and it is easier to do a poor job. But it is harder to maintain a rapport with students (which I did not do well, I am afraid), and it is extremely difficult to delve deep into very complex issues that require changes in modes of thinking. That kind of teaching requires constant monitoring of student reactions and constant "tweaking" of the material -- impossible with a canned course.
- 6 out of 13 instructors (46.2%) said that teaching an online course required more time than compared to teaching a classroom course. Another 6 out of 13 instructors (46.2%) said that teaching an online course required about the same amount of time as teaching a classroom course. One instructor (7.7%) said teaching an online course required less time. Selected comments are as follows: (pages 15,16 , questions 19a, 19b)

- I put in more time answering emails and discussion forum questions; I hold more office hours each week, but I don't have a fixed set of lectures to give each week.
 - I spend more far more time online with this course than with a traditional course.
 - Many more hours spent in preparation, but fewer hours spent once the course began.
 - It's more difficult to balance other projects when teaching a group-start class.
 - E-mail requires constant attention, and it's much more time-consuming to grade assignments online.
 - Greater number of students and questions to be answered. Plus due to the start-up nature of this course, much more work in the first quarter was needed.
 - No in-person meeting means less time.
- Two instructors (15.4%) said teaching a group-start online course was “about the same” as teaching a start-anytime online course. Three instructors (23.1%) said that teaching a group-start online course was “easier” than teaching a start-anytime online course, while two instructors (15.4%) said it was “harder.” Six instructors (46.2%) did not rank the experience since they had never taught a start-anytime online course. Selected comments are as follows: (page 17, questions 21a, 21b)
 - I think it's easier to grade the same assignment instead of different ones at different stages.
 - There are more students at one time, so there is high email traffic. But, everyone is working on the same thing at the same time, which makes tracking issues much easier.
 - More grading, more oversight of course discussions necessary, meeting the students only once for the final exam seems awkward.
 - 11 out of 13 instructors (84.6%) said the enrollment limit for their course was “reasonable.” Two instructors (15.4%) said that the enrollment limit was not reasonable. (page 13,14, questions 15,16)
 - 10 out of 13 instructors (76.9%) said they were fairly compensated for teaching the course, while three instructors (23.1%) said they were not fairly compensated. (Page 14, question 17a)
 - 100% of instructors said the ease of communication with UWEO staff was “good” or “excellent”. (page 13 , question 14a)

- 10 out of 13 instructors (76.9%) said that the training they received was “good” or “excellent.” Three instructors (23.1%) said that training was “fair.” (pages 12, 13 questions 13a,13b)

Analysis

- Instructor feedback suggests that the online pilot courses offered in autumn 2011 were a success. 92.3% of instructors rated the online courses favorably, indicating that the online format and interactive features are effective and contribute to student learning.
- 92.3% of instructors said that they would teach an online course again and would also recommend the teaching experience to another instructor.
- Instructor responses varied when asked to compare their online teaching experience with teaching in the classroom. 53.8% said that teaching online was “about the same” as teaching in the classroom, while another 30.8% said that teaching online was “harder” than teaching in the classroom. 15.4% viewed their experience as being easier. Results indicate that there is an association between the amount of time spent teaching an online course and the perceived ease or difficulty of teaching online compared to in the classroom.
- Instructors were evenly split between those who indicated time required was “about the same” (46.2%) and those who indicated “more time” was required (46.2%) to teach online versus in the classroom. Instructors mentioned that their time is spent differently in an online course, with more focus on grading and answering questions through emails as opposed to in person lecturing. Similar instructor comments have been observed throughout the pilot project.
- Instructors had mixed responses on whether teaching a group-start online course was harder than teaching a start-anytime course. It should be noted that 46.2% of instructors have never taught a start-anytime course. As the pilot expands, so does the number of first time online instructors who have only taught in the group-start format. Over time this question may decrease in relevance.
- Most instructors said that the enrollment limit for their course and their compensation was reasonable. The responses on the enrollment question are slightly more favorable compared to the results from spring 2011.

Conclusion/Recommendations

The autumn 2011 results indicate that the pilot courses continue to be successful. Instructors were positive about the courses as a whole and provided valuable insight on the online teaching experience. Instructors gave mixed feedback on when asked to compare teaching online to teaching in the classroom. 53.8% said that teaching online was “about the same” as teaching a classroom course, while another 30.7% said that teaching online was “harder” than teaching a classroom course. 15.4% said teaching online was “easier” than teaching a classroom course. There continues to be a relationship between the time required to teach an online course and whether teaching online is perceived as easier, harder, or about the same as teaching in the classroom. Three of the four instructors who said that the time required teaching an online course was greater than a classroom course also indicated that teaching the online course was harder than teaching in the classroom. Similar to past results, instructors emphasized that the time demands of grading assignments and responding to student emails is often more cumbersome compared to teaching a classroom course. This feedback suggests that careful calibration of enrollment limits and continued integration of TA and grader support is integral to the efficacy of the online pilot courses. Both instructors and students benefit from the added support that a TA or grader can provide. Instructor comments also suggest that course content must be carefully considered when offering a course in the group start format and/or for larger number of students. Instructors may need to revise the number and type of assignments to reflect the class size and to ensure that grading is manageable.

Instructors said that the online format was effective and the interactive course features contributed to student learning. Instructors continue to make use of the interactive features available in Moodle. The most commonly used features are forums and quizzes. Many instructors are now incorporating online chat sessions and/or online meetings. Instructors continue to experiment with innovative course activities and assignments, such as student generated videos, group projects, and online mapping and poster assignments.

Feedback on training was predominantly positive, though three instructors (23.1%) rated training as “fair.” These instructors indicated that they missed having a Moodle “help” feature to consult and that they were unsure of where to direct their questions. This feedback will be reviewed further by the online learning team to ensure that instructors have the tools they need to successfully teach their course once the quarter begins.

Most instructors indicated that they are satisfied with the enrollment limits and felt that they were fairly compensated. Compensation models were streamlined and more carefully defined in 2010-11, which appears to have contributed to increase satisfaction in the area of compensation over the past several quarters. As we have seen in past quarters, student demand for the pilot courses remains strong and continues to grow. The pilot courses are scheduled to expand over the next two years with the addition of new courses. Four new courses launched in autumn quarter, ranging from Dance to Political

Science. New offerings are expected to be a mixture of mid-size courses (50-65 students) and large size courses (100+). Most large courses include TAs or graders to balance the work load and to ensure students receive the necessary instruction and feedback. Continued analysis of course evaluations will help to ensure that the courses are expanded in a sustainable way and continue to provide high quality learning experiences for students.

Appendix A: Frequency Tables and Verbatim Responses

1 This online learning course as a whole was	Excellent	3	23.1%
	Good	10	76.9%
	Total	13	100.0%
2 The effectiveness of the online learning format was	Excellent	5	38.5%
	Good	6	46.2%
	Fair	2	15.4%
	Total	13	100.0%
2 The organization of the course materials was	Excellent	4	30.8%
	Good	9	69.2%
	Total	13	100.0%
3 Usefulness of textbook (or textbooks) in communicating course content was	Excellent	4	30.8%
	Good	7	53.8%
	Fair	2	15.4%
	Total	13	100.0%
4 Usefulness of graded assignments in communicating course content was	Excellent	6	46.2%
	Good	5	38.5%
	Fair	2	15.4%
	Total	13	100.0%
5 Usefulness of video in communicating course content was	Excellent	3	23.1%
	Good	7	53.8%
	Fair	1	7.7%
	Very poor	2	15.4%
	Total	13	100.0%
6 Usefulness of audio in communicating course content was	Excellent	7	53.8%
	Good	4	30.8%
	Fair	2	15.4%
	Total	13	100.0%
7 Usefulness of online discussions in communicating course content was	Excellent	6	46.2%
	Good	5	38.5%
	Fair	2	15.4%
	Total	13	100.0%

8 The overall ease of navigating this online course was	Excellent	4	30.8%
	Good	6	46.2%
	Fair	3	23.1%
	Total	13	100.0%
9 The ease of receiving student assignments for this online course was	Excellent	4	30.8%
	Good	7	53.8%
	Fair	2	15.4%
	Total	13	100.0%
10 The ease of participating in online forums for this course was	Excellent	5	38.5%
	Good	7	53.8%
	Fair	1	7.7%
	Total	13	100.0%
11a Did the interactive features of this course contribute to student learning?	Yes	12	92.3%
	No	1	7.7%
	Total	13	100.0%
11b Please explain			
Among: Respondents who stated that interactive features contributed to student learning (n=12)			
Discussion boards and lecture content contributed greatly to student learning.	1	7.7%	
They are able to respond immediately to what they see, and are required to respond, so it gets them engaged.	1	7.7%	
I believe that the students viewed a great amount of dance and provide a variety of cultural points of view on each subject.	1	7.7%	
I liked the use of discussion forums and the flexibility of them. I want to be more active on them in the future, but working with lectures used up a lot of time this term.	1	7.7%	
Many students did not choose to participate in the online forums, but those that did seemed to have gotten a better grasp of the overall themes of the course.	1	7.7%	
Really "yes" and "no."	1	7.7%	
The course required students to comment on each others work, and that portion of the assignments went very well.			
With 50+ students, online discussions were impossible. Students did the minimum required interaction. There were few ways, as instructor, I could "get them talking." Perhaps large classes should be divided into learning teams (groups) of some kind to facilitate better discussion and interaction between students.			

Students seemed especially engaged in the forums this quarter.		1	7.7%
The discussion forums are useful and promote some amount of interaction by the students, although I consider this a low level interaction. The use of the meeting room worked well to some extent; using a meeting room is more interactive, but the feedback and echo in the system really distracted from its usefulness.		1	7.7%
The discussion forums provided a good interactive experience and brought up issues and examples I hadn't thought about.		1	7.7%
The GoPost and email systems worked very well.		1	7.7%
Very easy to access and study at your own pace		1	7.7%
We used discussion boards to work through problems, concepts, and cases. This worked for those students that participated and I would call it "effective," ineffective for those students who did not.		1	7.7%
Among: Respondents who stated that interactive features DID NOT contribute to student learning (n=1)			
The answer is 'maybe'. I find I have to require students to interact. Otherwise their tendency is to only passively receive the material.		1	7.7%
12 The ease of use of the online gradebook feature of this course was	Excellent	2	15.4%
	Good	5	38.5%
	Fair	4	30.8%
	Poor	2	15.4%
	Total	13	100.0%
13a The training provided for this course by UWEO was	Excellent	4	30.8%
	Good	6	46.2%
	Fair	3	23.1%
	Total	13	100.0%
13b Please explain your evaluation of the training			
Among: Respondents who stated training provided was EXCELLENT (n=4)			
Great		1	7.7%
Highly responsive and willing to work with me on the fly as I needed.		1	7.7%
I always received quick and helpful responses to my Moodle questions.		1	7.7%
They were very prompt and helpful.		1	7.7%
Among: Respondents who stated training provided was GOOD (n=6)			
I could have used better support to troubleshoot the meeting room feedback issues. This was more a limitation on timing, as opposed to lack of support. The issues need to be resolved prior to the start of classes.		1	7.7%
It was over a year ago that I was trained, but it provided me with a basic outline of how to navigate the site.		1	7.7%
There was a fair amount of confusion at the start of the course, but it seems to be running more smoothly now.		1	7.7%
I enjoyed working with the staff. I would have liked more in-person training, but this had as much to do with my availability as with yours. My email and phone questions were answered quickly.		1	7.7%
Jan is wonderful and very helpful!		1	7.7%

Among: Respondents who stated training provided was FAIR (n=3)			
As always, much of the training can only happen with a course structure being active. Much of the difficulties arose from not knowing exactly who to contact for various services.		1	7.7%
I badly missed a "help" reference system. If I wanted to know how to accomplish a certain task, I could not look it up easily in the online training "course." Online (web-based) Moodle help pages from other institutions were marginally useful since their installations were frequently different than ours. Christi R. was a great resource, but I frequently did not need her services as much as I needed reference materials.		1	7.7%
I had wanted to get going on early with training since I knew my time was limited, but I was told I had to wait for all the paperwork. We ran into some technical glitches that I had to work through myself (solving a problem with compatability with Adobe Presenter, and I still have ongoing difficulties). This pushed everything back in terms of the timeline and added stress to the process. Also, I wasted a lot of time early on with unanticipated problems. Turnaround time in emailing the technical support was horrible. I don't think I ever heard back from tech support on about 4 or 5 issues I emailed about. Note that I am NOT talking about the general support staff. Maggi Kram was incredibly helpful. I'm talking the "behind the scenes" technical staff who work on computer glitches.		1	7.7%
14a The ease of communication with UWEO staff was	Excellent	8	61.5%
	Good	5	38.5%
	Total	13	100.0%
14b Please explain your evaluation of communication			
Among: Respondents who stated ease of communication with UWEO was EXCELLENT (n=8)			
Any and all problems in this area were entirely of my own making... The staff is great!		1	7.7%
I received responses and solutions to problems right away, very helpful.		1	7.7%
Great		1	7.7%
I always get fast replies to emails and helpful tips.		1	7.7%
I always received quick and helpful responses to my e-mail questions.		1	7.7%
Responses to questions are always answered in a timely manner.		1	7.7%
Everyone responds quickly whenever I have a question or problem.		1	7.7%
Very prompt and helpful		1	7.7%
Among: Respondents who stated ease of communication with UWEO was GOOD (n=5)			
The staff was always ready to respond.		1	7.7%
It was easy to get the attention of the staff.		1	7.7%
Maggi Kram was superb, as was Danielle Alsop. I would have liked Jeaneen Bougard to be a bit more proactive on communicating information about room reservations and also would have liked to been kept in the loop about students taking exams away from the Puget Sound region.		1	7.7%
Getting better every quarter.		1	7.7%
Course developer and director were very easy to reach, tech support took a bit to hear from on some downtime issues.		1	7.7%
15 Was the student enrollment limit for this	Yes	11	84.6%

course reasonable?	No	2	15.4%
	Total	13	100.0%
16 What should the enrollment limit be?	40:1 at the most	1	7.7%
	45 -- grading + forums takes a lot of time	1	7.7%
17a Were you fairly compensated for teaching this course?	Yes	10	76.9%
	No	3	23.1%
	Total	13	100.0%
17b Please explain			
Among: Respondents who did NOT feel fairly compensated (n=3)			
"Fairly," yes, since I agreed to the rate. But the salary is only about 65-70% of what I get paid regularly here at the UW. (I was paid \$6000 for this course, I will get ~\$8500 for each course I teach for the rest of this academic year.) I was willing to take the low salary to get the experience of teaching an online course.		1	7.7%
As a TA, I was paid around 1/2 what I made as a PhD instructor, for exactly the same work. In addition, the compensation for creating the course, which took far more effort than the running of the online course, was far from sufficient.		1	7.7%
Negotiated with chair		1	7.7%
18a Compared to teaching a classroom course, teaching this online course was	Easier	2	15.4%
	About the same	7	53.8%
	Harder	4	30.8%
	Total	13	100.0%
18b Please explain			
Among: Respondents who indicated teaching online was EASIER (n=2)			
Less time for preparation.		1	7.7%
While there's more prep time involved in developing the course, not having to give two or three lectures a week makes the teaching more relaxed.		1	7.7%
Among: Respondents who indicated teaching online was ABOUT THE SAME (n=7)			
Both types of teaching require lots of work.		1	7.7%
Less preparation time, but more grading time.			7.7%
Easier in many ways, but much more administration.		1	7.7%
There is some confusion on course expectations, assignments, etc. that you would explain verbally in a classroom setting, and students email a lot of questions. We set up a general discussion board for these things, but it was not used much until we attached extra credit to it! Then they were posting questions and answering each other's questions about course mechanics, etc.		1	7.7%

Scheduling was easier, and it is easier to do a poor job. But it is harder to maintain a rapport with students (which I did not do well, I am afraid), and it is extremely difficult to delve deep into very complex issues that require changes in modes of thinking. That kind of teaching requires constant monitoring of student reactions and constant "tweaking" of the material -- impossible with a canned course.	1	7.7%
Some things are more difficult--many more emails to answer. Also, it is more work to update lecture material quarter to quarter. The course is easier in that I don't have to spend time/money producing overheads for every lecture.	1	7.7%
Harder to set things up, but easier once they were in place, so it's a "wash"	1	7.7%
Among: Respondents who indicated teaching online was HARDER (n=4)		
In a course like Human Geography, the curriculum requires a setting that promotes critical thinking. I felt that a number of students were not invested in the course like they are with classroom courses, and were looking for simple answers to get the A's they felt entitled to. My classroom courses are ranked high in the department because I believe students need to and enjoy being challenged intellectually. The course that I produced does not seem to provoke the same kind of critical thinking as one in a traditional classroom environment.	1	7.7%
Definitely harder, the 24/7 nature of the course resulted in repeating material to many students by email and in office. Course was quite exhausting.	1	7.7%
The initial setup was probably the worst experience I've had here at the UW. It was very frustrating and stressful. I still find Moodle to be very difficult to work with, particularly in getting basic statistics on student usage, such as how many times students participated in the forums. You have to do this student-by-student rather than having an ordered list of those who participated the most to least, and when they participated. Catalyst does this extremely well. Moodle is difficult. Also, there are many "hidden" features such as making grades appear for students that are not easy to figure out and are not included in the training.	1	7.7%
This type of teaching often takes on a "high touch" tutorial method.	1	7.7%
19a Compared to teaching a classroom course, the time required to teach this online course was	More time	6
	About the same	6
	Less time	1
	Total	13
19b Please explain		
Among: Respondents who indicated course required MORE TIME (n=6)		
E-mail requires constant attention, and it's much more time-consuming to grade assignments online.	1	7.7%
Greater number of students and questions to be answered. Plus due to the start-up nature of this course, much more work in the first quarter was needed.	1	7.7%
repeat above: the 24/7 nature of the course resulted in repeating material to many students by email and in office. Course was quite exhausting.	1	7.7%
It takes a long time to grade this much written work, but that is the only way to evaluate if the students are learning.	1	7.7%
See above.	1	7.7%

The initial setup was horrible. I am glad it is over. I will be tinkering around the edges to make improvements, but this was a horrible time sink.	1	7.7%
Among: Respondents who indicated course required SAME TIME (n=6)		
... if done well, especially for teaching the course the first time.	1	7.7%
I put in more time answering emails and discussion forum questions; I hold more office hours each week, but I don't have a fixed set of lectures to give each week.	1	7.7%
I spend more far more time online with this course than with a traditional course.	1	7.7%
Many more hours spent in preparation, but fewer hours spent once the course began.	1	7.7%
Over the course of the quarter, there was much less time required for this class, but if I factor in the time required to plan the class, record the lectures, grade, and handle student confusion with technology, I believe that this took more time overall than a comparable classroom course.	1	7.7%
There was more e-mail and discussion board post reading and communicating than in a lecture course, so that made up for any lecture time I didn't do in real time.	1	7.7%
Among: Respondents who indicated course required LESS TIME (n=1)		
No in-person meeting means less time.	1	7.7%
20a Which online learning format do you prefer?	Group start	7 53.8%
	No preference	2 15.4%
	Never taught a start-anytime course	4 30.8%
	Total	13 100.0%
20b Please explain		
Among: Respondents who indicated they prefer GROUP START (n=7)		
Easier to keep track of all the students.	1	7.7%
It is easier to keep track of the work that way.	1	7.7%
group start is necessary for the large class	1	7.7%
I believe the group start is the wave of the future and gives students a sense of community.	1	7.7%
It's easier when everyone is on the same timeline.	1	7.7%
I think the sense of community is important with the group-start vs independent start course.	1	7.7%
There tends to be more student-student interaction, which I think is a good thing.	1	7.7%
Among: Respondents who indicated they have NO PREFERENCE (n=2)		
Group start is more time consuming when it comes to grading, but I like the discussion element that isn't really possible with start-anytime.	1	7.7%
I like both types. It's great that students have a choice.	1	7.7%
Among: Respondents who indicated they have NEVER TAUGHT START-ANYTIME COURSE (n=4)		
I have only taught group-start courses.	1	7.7%

I have only taught group-start.		1	7.7%
I imagine that if the course were a skills-based course (e.g., computer programming language), Start-anytime would be fine. With concept-based courses (such as most geography courses) it would be much harder to do start-anytime.		1	7.7%
I'm typing something in because it is required, but given the reliance on discussion forums, this would have to be a group start class.		1	7.7%
21a Compared to teaching a Start-anytime online course, teaching this Group-start online course was	Easier	3	23.1%
	About the same	2	15.4%
	Harder	2	15.4%
	Never taught a start-anytime course	6	46.2%
	Total	13	100.0%
21b Please explain			
Among: Respondents who indicated Group-start was EASIER (n=3)			
I think it's easier to grade the same assignment instead of different ones at different stages.		1	7.7%
same as above.		1	7.7%
It's easier when everyone is on the same timeline.		1	7.7%
Among: Respondents who indicated Group-start was ABOUT THE SAME (n=2)			
No difference		1	7.7%
There are more students at one time, so there is high email traffic. But, everyone is working on the same thing at the same time, which makes tracking issues much easier.		1	7.7%
Among: Respondents who indicated Group-start was HARDER (n=2)			
More grading, more oversight of course discussions necessary, meeting the students only once for the final exam seems awkward.		1	7.7%
because it's compressed into ten weeks		1	7.7%
Among: Respondents who had NEVER TAUGHT a start-anytime course (n=6)			
Blah -- required.		1	7.7%
can't compare		1	7.7%
N/A		1	7.7%
I have only taught group-start courses.		1	7.7%
I have never taught a start-anytime course		1	7.7%
22a Would you teach a Group-start online course again?	Yes	12	92.3%
	Maybe	1	7.7%
	Total	13	100.0%
22b Please explain			
Definitely		1	7.7%

I am already scheduled.	1	7.7%	
I currently teaching a group-start online course.	1	7.7%	
I enjoy being associated with cutting-edge technologies, and believe courses like these are only going to become more prevalent and sophisticated.	1	7.7%	
I enjoy the flexibility of the format. It allows me to travel to conferences or speaking engagements while still being around for my students on-line. They aren't held up if I'm not physically present in Seattle. I think this format is great, especially for non-majors courses.	1	7.7%	
I enjoy trying to make this class a better experience for students each quarter.	1	7.7%	
I have only taught group-start courses.	1	7.7%	
I'm happy with it.	1	7.7%	
If the class size were smaller, the topic were appropriate, and I was better trained to teach in the online environment.	1	7.7%	
Overall, I really enjoy the experience.	1	7.7%	
Blah.	1	7.7%	
I enjoy it.	1	7.7%	
plan to for winter quarter	1	7.7%	
23 Would you recommend teaching this online course to another instructor?	Yes	12	92.3%
	No	1	7.7%
	Total	13	100.0%
24 What one thing would you change to improve this online course?			
Divide the students into learning groups and design some sort of incentive for the groups to interact more... including discussions, peer grading, etc.	1	7.7%	
I think that next time I would hold "virtual office hours" so that students can submit questions in "real time" and receive answers. I know I could do this using G-CHAT, but I don't know if MOODLE has this capability. But I will check it out.	1	7.7%	
I think we will encourage the use of the general discussion board a bit more next time.	1	7.7%	
I would like to get the meeting room working better. The students seemed to benefit from being able to see me write on a piece of paper and provide explanations at the same time. The microphone echo/feedback, however, was horrible. The hope was the I would be able to talk and students would be able to talk, but we mostly had to use the chat feature, which is cumbersome.	1	7.7%	
I'm going to add a statement about academic misconduct.	1	7.7%	
Many things have crossed my mind. Currently, for the second quarter, we have added a Collect It Drop Box for study guides in hopes of seeing how students are engaging with the questions and materials. After seeing how they work with these, the Study Guides may be refined to concentrate the core questions and objectives—more depth rather than breadth. Another possibility would be to make the exams online as well, rather than midterm and final meeting time.	1	7.7%	
Moodle interface needs to be rethought. It is too cluttered and pieces of the course become scattered around instead of one place. Some students had a hard time finding what they needed.	1	7.7%	
more resources for teaching	1	7.7%	

One required group meeting BEFORE the final exam, either at the beginning of the quarter or mid-quarter, and without the stress of a test involved.	1	7.7%
Only under very specific circumstances. They really need to know about the steep start up costs.	1	7.7%
I would love there to be email alerts when a student submits work AFTER the due date.	1	7.7%
The answer is really "it depends". The first-time preparation that went into the course was a substantial amount of time.	1	7.7%
This is a qualified yes, I would prepare them for the different pedagogical approach and the different student population.	1	7.7%

Appendix B: Email Message

Dear Instructors,

Included below is a link to the instructor end-of-course evaluation for the online, group start pilot course(s) you are teaching this quarter. We ask that all instructors complete the evaluation – responses to each of questions on the survey are required. We greatly value your feedback as it helps us to improve the courses, as well as our services and support. Aggregate data from the evaluation will be reported to the UW Regents and other senior UW administration. The evaluation should take approximately 15 minutes to complete. We will send two reminders to you on December 13th and 20th.

<https://catalyst.uw.edu/webq/survey/uwpcemr/11866>

Let me know if you have any questions.

Thank you in advance for completing the evaluation,
Danielle

Danielle Allsop, MPA
Program Manager

Appendix C: Survey

End of Course Evaluation (Instructor)

Your feedback is extremely valuable to us and will be used to assess the online learning group start courses. Selected feedback will also be shared with the UW Regents for evaluation and reporting purposes. This evaluation should take approximately 15 minutes to complete.

Today's Date:

	Excellent	Good	Fair	Poor	Very Poor
This online learning course as a whole was					
The effectiveness of the online learning format was					
The organization of the course materials was					
Usefulness of textbook (or textbooks) in communicating course content was					
Usefulness of graded assignments in communicating course content was					
Usefulness of video in communicating course content was					
Usefulness of audio in communicating course content was					
Usefulness of online discussions in communicating course content was					
The overall ease of navigating this online course was					
The ease of receiving student assignments for this online course was					
The ease of participating in online forums for this course was					

Did the interactive features of this course contribute to student learning?

Yes

No

Please explain (open-ended response)

	Excellent	Good	Fair	Poor	Very Poor
The ease of use of the "online gradebook" feature of this course was					

	Excellent	Good	Fair	Poor	Very Poor
The training provided for this course by UW Educational Outreach was					

Please explain (open-ended response)

	Excellent	Good	Fair	Poor	Very Poor
The ease of communication with UW Educational Outreach staff was					

Please explain (open-ended response)

Was the student enrollment limit for this course reasonable?

Yes

No

Were you fairly compensated for teaching this course?

Yes

No

	Easier	About the Same	Harder
The ease of use of the "online gradebook" feature of this course was			
Please explain (open-ended response)			

	More Time	About the Same	Less Time
Compared to teaching a classroom course, the time required to teach this online course was			
Please explain (open-ended response)			

	I prefer group-start	I prefer start-anytime	No preference
Which online learning format do you prefer? Group-start (all students begin and end the course on the same date) or Start-anytime (students may begin the course on any date they wish).			
Please explain (open-ended response)			

	Easier	About the Same	Harder
Compared to teaching a Start-anytime online course, teaching this Group-start online course was			
Please explain (open-ended response)			

Would you teach a Group-start online course again?

Yes

Maybe

No

Please explain (open-ended response)

Based on your experience, would you recommend teaching this online course to another instructor?

Yes

No

What one thing would you change to improve this online course? Please provide any additional feedback as well (open-ended response).

Pro Forma Template by Fiscal Year

Final

YOU DO NOT NEED TO ENTER DATA DIRECTLY INTO THIS SPREADSHEET

Grantee:

0

Enrollment Projections

Full Time Enrollment	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
2012-2013	0	0	0	0	0	0
2013-2014		108	97	88	0	0
2014-2015			108	97	88	0
2015-2016				108	97	88
2016-2017					108	97
2017-2018						108

Total Full Time Enrollment

Student Credit Hour Enrollment (Does not reflect Full Time Enrollment Above)	0	108	205	293	293	293
Part Time Headcount - Annual Unduplicated	0	188	357	463	463	463
Average Credit Load	0	35	35	33	33	33
Total Student Credit Hours	0	6,486	12,323	15,292	15,292	15,292

Total Full Time Enrollment Total Student Credit Hours Total FTE (FT + SCH/45)

	0	108	205	293	293	293
	0	6,486	12,323	15,292	15,292	15,292
	0	108	205	293	293	293

Annual Full Time Tuition Rate Annual Full Time Fees Gross Tuition Revenue Fee Revenue

	\$ -	\$ 7,200	\$ 7,488	\$ 7,788	\$ 8,099	\$ 8,423
	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
	\$ -	\$ 1,037,760	\$ 2,050,614	\$ 2,642,492	\$ 2,740,362	\$ 2,838,232
	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Subtotal - Tuition and Fee Revenue

	\$0	\$1,037,760	\$2,050,614	\$2,642,492	\$2,740,362	\$2,838,232
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Discount on Full Time Tuition Rates

	\$0	\$72,643	\$143,543	\$184,974	\$191,825	\$198,676
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Total Net Full Time Tuition and Fee Revenue

	\$0	\$965,117	\$1,907,071	\$2,457,518	\$2,548,537	\$2,639,556
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Part Time Credit Hour Rate Gross Tuition Revenue

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Net Part Time Tuition and Fee Revenue

	\$0	\$0	\$0	\$0	\$0	\$0
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TOTAL TUITION AND FEE REVENUE

	\$0	\$965,117	\$1,907,071	\$2,457,518	\$2,548,537	\$2,639,556
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Pro Forma Template by Fiscal Year

Final

Grantee:

0

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Enrollment Projections

State and Local Appropriations

State (Based on Per FTE Figure)
Local (Based on Per FTE Figure)

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	0	0	0	0	0	0
	0	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL STATE AND LOCAL APPROPRIATIONS						
GRANT REVENUE						
NGLC						
Other Grant Revenue						
	\$356,004	\$528,180	\$0	\$0	\$0	\$0
	0	0	0	0	0	0
TOTAL GRANT REVENUE	\$356,004	\$528,180	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$356,004	\$1,493,297	\$1,907,071	\$2,457,518	\$2,548,537	\$2,639,556

Pro Forma Template by Fiscal Year
Final

Grantee:

Enrollment Projections

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FY 2013

FY 2014

FY 2015

FY 2016

FY 2017

FY 2018