
NSSE 2021 Topical Module Report Experiences with Online Learning

University of San Francisco

This module, new for the 2021 administration, was developed in collaboration with Quality Matters, a leader in online instruction. Based in part on Standards for the Quality Matters Higher Education Rubric (6th Ed.), the item set measures instructional aspects that experts consider to be ideal for online courses. The set also assesses how students engage in both online and hybrid courses, their degree of comfort with online learning and experience of support, and ideas about how the learning experience can be improved.

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First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, to what extent have your <i>entirely or partly online</i> courses provided the following?										
a. Clearly stated learning objectives or goals	EOL01a	0	Not at all	1	0	103	1	3.2	3.0 ***	.24
		1	Very little	6	2	575	5			
		2	Some	38	14	2,747	23			
		3	Quite a bit	144	49	5,091	41			
		4	Very much	103	35	3,667	30			
Total				292	100	12,183	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	1	0	139	1	3.1	2.8 ***	.30
		1	Very little	8	3	819	7			
		2	Some	42	15	3,152	26			
		3	Quite a bit	138	47	4,702	38			
		4	Very much	102	35	3,329	28			
Total				291	100	12,141	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	1	0	74	1	3.3	3.1 **	.15
		1	Very little	1	0	433	4			
		2	Some	42	15	2,137	17			
		3	Quite a bit	121	41	4,712	38			
		4	Very much	126	43	4,813	40			
Total				291	100	12,169	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	1	0	132	1	3.1	2.9 ***	.21
		1	Very little	8	3	642	5			
		2	Some	54	19	3,021	25			
		3	Quite a bit	122	41	4,635	37			
		4	Very much	106	37	3,733	31			
Total				291	100	12,163	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	2	1	180	2	3.0	2.8 ***	.22
		1	Very little	7	2	894	7			
		2	Some	59	20	3,162	26			
		3	Quite a bit	130	44	4,514	37			
		4	Very much	94	32	3,412	28			
Total				292	100	12,162	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOL01f	0	Not at all	4	1	179	2	3.0	2.8 ***	.21
		1	Very little	11	4	1,050	8			
		2	Some	63	22	3,204	26			
		3	Quite a bit	111	38	4,391	36			
		4	Very much	103	35	3,333	28			
Total				292	100	12,157	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	8	3	390	3	2.9	2.7 ***	.21
		1	Very little	18	6	1,453	12			
		2	Some	56	19	3,249	27			
		3	Quite a bit	121	42	3,882	31			
		4	Very much	88	30	3,180	27			
Total				291	100	12,154	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	1	0	116	1	3.2	3.1 **	.15
		1	Very little	7	2	505	4			
		2	Some	34	12	2,259	19			
		3	Quite a bit	140	48	4,853	39			
		4	Very much	110	37	4,422	37			
Total				292	100	12,155	100			
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	1	0	90	1	3.2	3.0 **	.17
		1	Very little	7	3	473	4			
		2	Some	37	13	2,411	20			
		3	Quite a bit	134	46	4,894	40			
		4	Very much	112	38	4,284	35			
Total				291	100	12,152	100			
2. During the current school year, about how many of your <i>entirely or partly online</i> courses included the following?										
a. Live sessions including the instructor and students	EOL02a	1	None	5	2	357	3	3.4	3.0 ***	.51
		2	Some	16	6	2,720	22			
		3	Most	114	39	5,499	44			
		4	All	156	53	3,579	31			
		Total				291	100			
b. Pre-recorded presentations by the instructor	EOL02b	1	None	34	12	1,526	14	2.3	2.3	-.07
		2	Some	169	58	6,359	52			
		3	Most	67	23	2,917	23			
		4	All	20	7	1,340	11			
		Total				290	100			
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	58	20	3,228	26	2.2	2.1 *	.13
		2	Some	148	51	6,057	49			
		3	Most	61	21	1,889	16			
		4	All	23	8	957	8			
		Total				290	100			
d. Group projects or presentations	EOL02d	1	None	23	8	2,450	21	2.5	2.1 ***	.43
		2	Some	138	48	6,631	54			
		3	Most	104	35	2,211	18			
		4	All	27	9	841	7			
		Total				292	100			
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	1	0	1,070	10	3.1	2.5 ***	.73
		2	Some	55	19	5,529	46			
		3	Most	154	53	4,001	32			
		4	All	82	28	1,536	13			
		Total				292	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	2	1	271	2	2.9	2.9	-.01
		2	Some	90	31	3,352	28			
		3	Most	136	47	5,654	46			
		4	All	64	22	2,868	23			
			Total	292	100	12,145	100			
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	2	1	141	1	3.2	3.1 **	.19
		2	Some	30	10	2,417	21			
		3	Most	156	54	5,659	47			
		4	All	103	35	3,925	32			
			Total	291	100	12,142	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	4	1	515	4	3.0	2.8 ***	.26
		2	Some	74	26	4,357	36			
		3	Most	126	43	4,511	37			
		4	All	87	30	2,750	23			
			Total	291	100	12,133	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	10	4	921	8	2.8	2.6 ***	.28
		2	Some	95	33	5,314	43			
		3	Most	122	42	3,916	32			
		4	All	63	21	1,979	16			
			Total	290	100	12,130	100			
3. During the current school year, how comfortable have you been doing the following in your <i>entirely or partly online</i> courses?										
a. Participating in online discussion boards, forums, or other discussion tools	EOL03a	1	Not at all comfortable	4	1	375	3	4.7	4.5 *	.14
		2		12	4	666	5			
		3		41	14	1,435	12			
		4		42	15	2,731	22			
		5		90	31	3,143	26			
		6	Very comfortable	100	34	3,659	30			
		—	Not applicable	3	1	126	1			
			Total	292	100	12,135	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	7	2	574	5	4.3	4.2	.10
		2		21	7	1,088	9			
		3		45	15	1,971	16			
		4		76	26	3,020	24			
		5		80	27	2,646	22			
		6	Very comfortable	61	21	2,574	22			
		—	Not applicable	2	1	247	2			
	Total	292	100	12,120	100					
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	21	7	1,124	10	4.0	4.0	-.01
		2		30	10	1,067	9			
		3		32	11	1,610	13			
		4		77	27	2,442	20			
		5		67	23	2,420	19			
		6	Very comfortable	48	17	2,706	22			
		—	Not applicable	15	5	744	6			
			Total	290	100	12,113	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Interacting with other students in the course	EOL03d	1	Not at all comfortable	4	1	464	4	4.3	4.2 *	.10
		2		13	4	1,114	9			
		3		50	17	2,058	16			
		4		80	28	3,175	26			
		5		103	35	2,746	23			
		6	Very comfortable	40	14	2,454	21			
		—	Not applicable	1	0	111	1			
Total				291	100	12,122	100			
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	3	1	362	3	4.6	4.4 ***	.21
		2		12	4	918	7			
		3		33	11	1,908	15			
		4		66	22	3,046	25			
		5		105	36	2,982	25			
		6	Very comfortable	72	25	2,798	24			
		—	Not applicable	2	1	93	1			
Total				293	100	12,107	100			
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	14	5	925	8	3.9	3.8	.03
		2		32	11	1,581	12			
		3		57	19	2,187	18			
		4		72	25	2,481	20			
		5		59	20	1,856	15			
		6	Very comfortable	34	12	2,064	17			
		—	Not applicable	25	8	1,017	9			
Total				293	100	12,111	100			
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	7	2	473	4	4.5	4.3 *	.13
		2		18	6	1,029	8			
		3		29	10	1,931	15			
		4		79	27	2,939	24			
		5		95	32	2,766	23			
		6	Very comfortable	64	22	2,830	24			
		—	Not applicable	1	0	151	1			
Total				293	100	12,119	100			
4. To improve the online course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOL04a	1	Not at all important	9	3	803	7	3.0	2.8 ***	.21
		2	Somewhat important	61	21	3,561	30			
		3	Important	138	47	4,439	37			
		4	Very important	85	29	3,301	27			
		Total				293	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	5	2	263	2	3.1	3.1	.01
		2	Somewhat important	50	17	2,224	19			
		3	Important	144	50	5,393	45			
		4	Very important	92	32	4,219	34			
		Total				291	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	5	2	343	3	3.2	3.1	.09
		2	Somewhat important	36	12	2,197	18			
		3	Important	141	48	4,956	41			
		4	Very important	109	37	4,587	38			
		Total		291	100	12,083	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	7	3	426	4	3.1	3.0	.06
		2	Somewhat important	55	19	2,668	22			
		3	Important	130	45	5,014	41			
		4	Very important	99	34	3,983	33			
		Total		291	100	12,091	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	9	3	690	6	2.9	2.9	.10
		2	Somewhat important	72	25	3,607	29			
		3	Important	135	46	4,641	39			
		4	Very important	76	26	3,123	26			
		Total		292	100	12,061	100			

5. Please describe one way online learning at your institution could be improved and one thing that should not be changed.

This final question asked students to respond in an open text box. Comments were recorded for 171 first-year students and 107 seniors. Responses are provided in your NSSE21 Student Comments Report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

6. Considering your experience taking partly or entirely online courses during the current school year, to what extent do you agree or disagree with the following statements?

a. Internet service (availability, speed, reliability, etc.) where you live has been sufficient to participate in the course.	EOL06a	1	Strongly disagree	3	1	265	2	3.2	3.2	.02
		2	Disagree	22	8	1,232	10			
		3	Agree	182	63	6,747	56			
		4	Strongly agree	81	28	3,723	32			
		Total		288	100	11,967	100			
b. The hardware (computer, tablet, mobile phone, printer, etc.) and software where you live have been sufficient to participate in the course.	EOL06b	1	Strongly disagree	2	1	104	1	3.4	3.3	.10
		2	Disagree	7	2	647	5			
		3	Agree	156	54	6,434	53			
		4	Strongly agree	123	43	4,812	40			
		Total		288	100	11,997	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	11	4	325	3	3.0	3.1	-.08
		2	Disagree	39	13	1,578	13			
		3	Agree	165	58	6,625	55			
		4	Strongly agree	73	25	3,470	29			
		Total		288	100	11,998	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	5	2	225	2	3.1	3.1	.06
		2	Disagree	30	10	1,554	13			
		3	Agree	180	62	7,247	60			
		4	Strongly agree	74	26	2,959	25			
		Total		289	100	11,985	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. The online course platform has been user-friendly (available when needed, easy to access and navigate, etc.).	EOL06e	1	Strongly disagree	2	1	192	2	3.2	3.2	.10
		2	Disagree	14	5	990	9			
		3	Agree	190	66	7,462	61			
		4	Strongly agree	82	28	3,344	28			
			Total	288	100	11,988	100			
7. Which of the following best describes how your entirely or partly online courses have typically been delivered?	EOL07									
		—	Synchronous (live class meetings at scheduled times)	118	41	4,242	37			
		—	Asynchronous (participation not at scheduled times)	7	3	912	8			
		—	A mixture of synchronous and asynchronous	164	57	6,847	55			
			Total	289	100	12,001	100			
8. How would you evaluate your online learning experience during the current school year?	EOL08							2.8	2.8	.01
		1	Poor	15	5	745	7			
		2	Fair	72	25	3,344	28			
		3	Good	154	53	5,574	45			
		4	Excellent	47	16	2,354	20			
			Total	288	100	12,017	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, to what extent have your <i>entirely or partly online</i> courses provided the following?										
a. Clearly stated learning objectives or goals	EOL01a	0	Not at all	0	0	80	1	3.1	3.1	.05
		1	Very little	7	4	479	4			
		2	Some	37	19	2,412	19			
		3	Quite a bit	73	39	5,024	39			
		4	Very much	73	38	4,882	37			
		Total		190	100	12,877	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	0	0	108	1	3.0	3.0	-.03
		1	Very little	9	5	659	5			
		2	Some	45	24	2,657	21			
		3	Quite a bit	79	42	4,920	38			
		4	Very much	57	30	4,493	34			
		Total		190	100	12,837	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	0	0	85	1	3.2	3.2	-.05
		1	Very little	2	1	370	3			
		2	Some	39	20	1,825	14			
		3	Quite a bit	70	37	4,737	37			
		4	Very much	79	41	5,854	45			
		Total		190	100	12,871	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	2	1	113	1	2.9	3.0	-.13
		1	Very little	8	4	520	4			
		2	Some	46	25	2,640	21			
		3	Quite a bit	83	44	4,871	38			
		4	Very much	51	27	4,718	36			
		Total		190	100	12,862	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	1	1	159	1	2.9	2.9	-.07
		1	Very little	11	6	799	7			
		2	Some	49	26	2,799	22			
		3	Quite a bit	76	41	4,668	36			
		4	Very much	51	27	4,441	34			
		Total		188	100	12,866	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOL01f	0	Not at all	1	0	191	2	2.9	2.9	-.03
		1	Very little	16	8	914	7			
		2	Some	41	22	2,903	23			
		3	Quite a bit	80	43	4,560	35			
		4	Very much	51	27	4,290	33			
		Total		189	100	12,858	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	1	0	275	2	2.8	2.8	-.01
		1	Very little	18	9	1,080	9			
		2	Some	44	24	2,921	23			
		3	Quite a bit	73	39	4,339	34			
		4	Very much	52	27	4,224	32			
		Total		188	100	12,839	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	2	1	128	1	3.1	3.1	-.03
		1	Very little	4	2	495	4			
		2	Some	43	23	2,213	18			
		3	Quite a bit	71	37	4,924	38			
		4	Very much	70	36	5,085	39			
Total				190	100	12,845	100			
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	0	0	106	1	3.1	3.1	.02
		1	Very little	1	0	483	4			
		2	Some	43	23	2,200	18			
		3	Quite a bit	77	40	4,947	38			
		4	Very much	69	36	5,103	39			
Total				190	100	12,839	100			
2. During the current school year, about how many of your <i>entirely or partly online</i> courses included the following?										
a. Live sessions including the instructor and students	EOL02a	1	None	1	0	716	6	3.5	3.0 ***	.63
		2	Some	3	2	2,928	23			
		3	Most	77	41	4,810	37			
		4	All	108	57	4,393	33			
		Total				189	100			
b. Pre-recorded presentations by the instructor	EOL02b	1	None	35	18	2,338	18	2.2	2.3	-.10
		2	Some	103	54	6,245	49			
		3	Most	34	18	2,701	22			
		4	All	17	9	1,548	12			
		Total				189	100			
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	43	23	3,578	29	2.2	2.1	.13
		2	Some	90	48	6,166	47			
		3	Most	36	20	1,889	15			
		4	All	19	10	1,200	9			
		Total				188	100			
d. Group projects or presentations	EOL02d	1	None	8	4	1,709	14	2.7	2.4 ***	.39
		2	Some	72	38	6,090	46			
		3	Most	72	38	3,419	27			
		4	All	37	19	1,609	13			
		Total				189	100			
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	0	0	1,777	15	3.1	2.4 ***	.71
		2	Some	52	27	5,429	43			
		3	Most	74	40	3,713	28			
		4	All	63	33	1,907	14			
		Total				189	100			
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	8	4	655	5	2.8	2.8	.03
		2	Some	58	31	4,231	33			
		3	Most	81	43	4,982	39			
		4	All	41	21	2,966	23			
		Total				188	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	1	1	194	2	3.1	3.1	.04
		2	Some	26	14	2,520	20			
		3	Most	106	56	5,434	42			
		4	All	55	29	4,671	35			
		Total		188	100	12,819	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	5	3	527	5	3.0	2.9	.12
		2	Some	45	24	4,025	32			
		3	Most	89	47	4,542	35			
		4	All	49	26	3,726	28			
		Total		188	100	12,820	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	2	1	781	7	3.0	2.8 ***	.31
		2	Some	48	26	4,392	35			
		3	Most	80	42	4,492	35			
		4	All	59	31	3,147	24			
		Total		189	100	12,812	100			
3. During the current school year, how comfortable have you been doing the following in your <i>entirely or partly online</i> courses?										
a. Participating in online discussion boards, forums, or other discussion tools	EOL03a	1	Not at all comfortable	8	4	334	3	4.6	4.8 *	-.17
		2		9	5	546	4			
		3		19	11	1,078	9			
		4		43	23	2,144	17			
		5		43	23	2,900	22			
		6	Very comfortable	65	35	5,545	43			
		—	Not applicable	1	1	270	2			
		Total		188	100	12,817	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	8	4	496	4	4.4	4.5	-.05
		2		11	6	819	6			
		3		27	15	1,478	12			
		4		39	21	2,557	20			
		5		51	28	2,714	21			
		6	Very comfortable	51	27	4,182	32			
		—	Not applicable	1	1	557	5			
		Total		188	100	12,803	100			
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	23	12	1,227	11	4.0	4.1	-.10
		2		20	11	996	8			
		3		20	10	1,248	10			
		4		37	20	2,012	16			
		5		37	19	2,231	17			
		6	Very comfortable	42	23	3,381	26			
		—	Not applicable	9	5	1,711	13			
		Total		188	100	12,806	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Interacting with other students in the course	EOL03d	1	Not at all comfortable	7	4	325	3	4.4	4.6	-.13
		2		11	6	798	6			
		3		29	16	1,557	12			
		4		40	22	2,665	21			
		5		52	28	3,009	24			
		6	Very comfortable	49	26	4,264	33			
		—	Not applicable	0	0	181	2			
Total		188	100	12,799	100					
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	6	3	281	2	4.5	4.7	-.12
		2		6	3	685	5			
		3		19	10	1,360	10			
		4		58	30	2,593	20			
		5		47	25	3,161	24			
		6	Very comfortable	52	28	4,619	36			
		—	Not applicable	0	0	105	1			
Total		188	100	12,804	100					
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	16	9	917	8	3.8	4.0	-.10
		2		20	11	1,376	11			
		3		29	16	1,652	12			
		4		42	22	2,046	16			
		5		22	12	1,703	13			
		6	Very comfortable	33	17	2,716	21			
		—	Not applicable	26	14	2,384	20			
Total		188	100	12,794	100					
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	6	3	405	4	4.5	4.6	-.06
		2		8	4	803	6			
		3		27	15	1,448	11			
		4		41	22	2,545	20			
		5		52	28	3,004	23			
		6	Very comfortable	50	27	4,376	34			
		—	Not applicable	3	2	221	2			
Total		187	100	12,802	100					
4. To improve the online course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOL04a	1	Not at all important	14	8	1,515	12	3.0	2.7 ***	.35
		2	Somewhat important	44	23	4,147	32			
		3	Important	59	31	4,284	33			
		4	Very important	71	38	2,831	23			
		Total		188	100	12,777	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	5	3	491	4	3.2	3.0 **	.20
		2	Somewhat important	30	16	2,710	21			
		3	Important	73	38	5,335	41			
		4	Very important	80	43	4,234	34			
		Total		188	100	12,770	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	4	2	526	4	3.3	3.1 *	.17 △
		2	Somewhat important	32	17	2,436	19			
		3	Important	59	31	4,832	37			
		4	Very important	93	49	4,977	40			
		Total		188	100	12,771	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	4	2	759	6	3.3	3.0 ***	.28 △
		2	Somewhat important	35	19	2,850	22			
		3	Important	55	30	4,825	37			
		4	Very important	93	50	4,338	35			
		Total		187	100	12,772	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	5	3	1,074	9	3.1	2.8 ***	.27
		2	Somewhat important	47	25	3,877	29			
		3	Important	67	35	4,503	35			
		4	Very important	69	37	3,304	27			
		Total		188	100	12,758	100			

5. Please describe one way online learning at your institution could be improved and one thing that should not be changed.

This final question asked students to respond in an open text box. Comments were recorded for 171 first-year students and 107 seniors. Responses are provided in your NSSE21 Student Comments Report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

6. Considering your experience taking partly or entirely online courses during the current school year, to what extent do you agree or disagree with the following statements?

a. Internet service (availability, speed, reliability, etc.) where you live has been sufficient to participate in the course.	EOL06a	1	Strongly disagree	6	3	333	3	3.1	3.2 *	-.18 ▽
		2	Disagree	23	12	1,444	11			
		3	Agree	113	62	6,586	52			
		4	Strongly agree	42	23	4,278	35			
		Total		184	100	12,641	100			
b. The hardware (computer, tablet, mobile phone, printer, etc.) and software where you live have been sufficient to participate in the course.	EOL06b	1	Strongly disagree	5	3	151	1	3.2	3.3 **	-.24 ▽
		2	Disagree	20	10	849	7			
		3	Agree	105	56	6,579	52			
		4	Strongly agree	57	31	5,097	40			
		Total		187	100	12,676	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	14	7	579	5	2.8	3.0 **	-.21 ▽
		2	Disagree	47	25	2,207	17			
		3	Agree	82	43	6,331	50			
		4	Strongly agree	45	24	3,580	28			
		Total		188	100	12,697	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	9	5	344	3	2.9	3.0 **	-.25 ▽
		2	Disagree	43	23	1,945	15			
		3	Agree	102	55	7,235	57			
		4	Strongly agree	32	18	3,147	25			
		Total		186	100	12,671	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Online Learning		USF_CA	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. The online course platform has been user-friendly (available when needed, easy to access and navigate, etc.).	EOL06e	1	Strongly disagree	3	2	229	2	3.1	3.2 * ▽	-.14
		2	Disagree	19	10	970	8			
		3	Agree	126	67	7,689	60			
		4	Strongly agree	40	21	3,792	30			
			Total	188	100	12,680	100			
7. Which of the following best describes how your entirely or partly online courses have typically been delivered?										
	EOL07	—	Synchronous (live class meetings at scheduled times)	107	57	4,709	36			
		—	Asynchronous (participation not at scheduled times)	3	2	1,604	13			
		—	A mixture of synchronous and asynchronous	78	41	6,373	50			
			Total	188	100	12,686	100			
8. How would you evaluate your online learning experience during the current school year?										
	EOL08	1	Poor	21	11	811	7	2.6	2.8 ***	-.31
		2	Fair	62	33	3,128	25			
		3	Good	81	43	5,539	43			
		4	Excellent	23	13	3,237	25			
			Total	187	100	12,715	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		USF_CA	Online Learning	USF_CA	Online Learning	USF_CA	Online Learning			
EOL01a	292	3.16	2.95	.045	.007	0.76	0.90	306	.000	.24
EOL01b	291	3.13	2.85	.046	.008	0.79	0.95	306	.000	.30
EOL01c	291	3.27	3.13	.044	.007	0.75	0.88	15,712	.009	.15
EOL01d	291	3.11	2.91	.049	.008	0.83	0.94	304	.000	.21
EOL01e	292	3.04	2.83	.049	.008	0.83	0.98	306	.000	.22
EOL01f	292	3.02	2.80	.054	.008	0.92	0.99	304	.000	.21
EOL01g	291	2.90	2.67	.058	.009	0.99	1.09	303	.000	.21
EOL01h	292	3.19	3.06	.045	.007	0.77	0.90	306	.003	.15
EOL01i	291	3.19	3.05	.046	.007	0.78	0.88	15,683	.005	.17
EOL02a	291	3.44	3.02	.040	.007	0.68	0.81	15,685	.000	.51
EOL02b	290	2.25	2.31	.044	.007	0.75	0.85	303	.207	-.07
EOL02c	290	2.17	2.06	.049	.007	0.84	0.87	15,661	.035	.13
EOL02d	292	2.46	2.11	.045	.007	0.77	0.81	303	.000	.43
EOL02e	292	3.08	2.47	.041	.007	0.69	0.83	307	.000	.73
EOL02f	292	2.89	2.90	.043	.006	0.74	0.78	15,679	.900	-.01
EOL02g	291	3.23	3.09	.039	.006	0.66	0.75	15,673	.001	.19
EOL02h	291	3.01	2.79	.046	.007	0.78	0.84	303	.000	.26
EOL02i	290	2.81	2.58	.047	.007	0.81	0.85	301	.000	.28
EOL03a	289	4.73	4.54	.074	.011	1.26	1.35	300	.014	.14
EOL03b	290	4.33	4.19	.076	.012	1.30	1.43	303	.072	.10
EOL03c	275	4.03	4.04	.089	.014	1.48	1.62	287	.918	-.01
EOL03d	290	4.33	4.19	.066	.011	1.13	1.39	306	.043	.10
EOL03e	291	4.63	4.35	.068	.011	1.16	1.35	305	.000	.21
EOL03f	268	3.87	3.83	.084	.013	1.37	1.56	280	.623	.03
EOL03g	292	4.48	4.30	.073	.011	1.25	1.40	305	.016	.13
EOL04a	293	3.02	2.83	.046	.007	0.79	0.90	306	.000	.21
EOL04b	291	3.11	3.10	.043	.006	0.74	0.78	15,612	.909	.01
EOL04c	291	3.22	3.14	.042	.007	0.72	0.81	304	.084	.09
EOL04d	291	3.10	3.05	.046	.007	0.79	0.83	15,603	.275	.06
EOL04e	292	2.94	2.85	.047	.007	0.80	0.88	304	.059	.10
EOL06a	288	3.18	3.17	.036	.006	0.60	0.70	301	.663	.02
EOL06b	288	3.39	3.33	.034	.005	0.57	0.62	15,473	.100	.10
EOL06c	288	3.04	3.10	.043	.006	0.73	0.72	15,476	.172	-.08
EOL06d	289	3.12	3.08	.038	.005	0.65	0.68	15,465	.349	.06
EOL06e	288	3.22	3.16	.033	.005	0.56	0.65	15,462	.102	.10
EOL08	288	2.81	2.79	.045	.007	0.77	0.84	300	.825	.01

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		USF_CA	Online Learning	USF_CA	Online Learning	USF_CA	Online Learning			
EOL01a	189	3.12	3.07	.061	.008	0.84	0.88	11,244	.478	.05
EOL01b	189	2.96	2.99	.062	.009	0.85	0.93	11,210	.700	-.03
EOL01c	189	3.18	3.23	.058	.008	0.79	0.85	11,239	.497	-.05
EOL01d	189	2.91	3.03	.063	.009	0.87	0.92	11,228	.069	-.13
EOL01e	187	2.87	2.94	.066	.009	0.90	0.97	11,234	.359	-.07
EOL01f	188	2.87	2.90	.067	.009	0.91	1.00	11,229	.707	-.03
EOL01g	187	2.84	2.85	.069	.010	0.95	1.04	11,207	.889	-.01
EOL01h	189	3.06	3.09	.063	.009	0.87	0.91	11,218	.655	-.03
EOL01i	189	3.12	3.10	.056	.009	0.78	0.90	11,212	.735	.02
EOL02a	188	3.55	2.98	.040	.009	0.55	0.90	204	.000	.63
EOL02b	188	2.18	2.27	.061	.009	0.84	0.89	194	.145	-.10
EOL02c	187	2.17	2.05	.065	.009	0.89	0.90	11,206	.074	.13
EOL02d	188	2.73	2.39	.060	.008	0.82	0.87	11,196	.000	.39
EOL02e	188	3.06	2.42	.057	.009	0.78	0.91	196	.000	.71
EOL02f	187	2.82	2.79	.060	.008	0.82	0.85	11,204	.668	.03
EOL02g	187	3.14	3.11	.048	.008	0.66	0.79	195	.526	.04
EOL02h	187	2.97	2.87	.057	.008	0.78	0.88	194	.066	.12
EOL02i	188	3.03	2.75	.057	.009	0.78	0.89	195	.000	.31
EOL03a	186	4.61	4.84	.102	.013	1.39	1.34	10,935	.020	-.17
EOL03b	186	4.44	4.51	.101	.014	1.38	1.44	10,661	.490	-.05
EOL03c	178	3.96	4.13	.127	.018	1.70	1.72	9,718	.196	-.10
EOL03d	187	4.41	4.59	.100	.013	1.37	1.37	11,002	.072	-.13
EOL03e	187	4.54	4.69	.093	.013	1.26	1.33	11,072	.116	-.12
EOL03f	161	3.81	3.97	.125	.018	1.59	1.66	8,964	.198	-.10
EOL03g	183	4.49	4.58	.098	.014	1.32	1.41	10,950	.422	-.06
EOL04a	187	2.99	2.66	.070	.009	0.96	0.96	11,148	.000	.35
EOL04b	187	3.21	3.05	.060	.008	0.81	0.84	11,140	.008	.20
EOL04c	187	3.28	3.13	.060	.008	0.82	0.86	11,145	.022	.17
EOL04d	186	3.27	3.02	.061	.009	0.84	0.90	11,136	.000	.28
EOL04e	187	3.06	2.81	.063	.009	0.86	0.93	193	.000	.27
EOL06a	183	3.05	3.18	.051	.007	0.69	0.73	189	.011	-.18
EOL06b	186	3.15	3.31	.052	.006	0.71	0.65	11,062	.001	-.24
EOL06c	187	2.84	3.01	.064	.008	0.88	0.81	191	.009	-.21
EOL06d	185	2.86	3.04	.056	.007	0.76	0.72	190	.002	-.25
EOL06e	187	3.08	3.18	.044	.006	0.61	0.66	193	.037	-.14
EOL08	186	2.57	2.85	.063	.008	0.85	0.88	11,096	.000	-.31

See the endnotes on the last page of this report.

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts. Comparison group details are in the *Selected Comparison Groups* report, linked in the Data & Reports table on the Institution Interface.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

Key to symbols:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.