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# NSSE 2024 Topical Module Report

## Experiences with Online Learning

University of Washington Tacoma

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This module, updated in 2021, 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.

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.

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### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, to what extent have your <i>entirely or partly online</i> courses provided the following?</b>										
a. Clearly stated learning objectives or goals	EOLgoals	0	Not at all	0	0	28	1	<b>2.8</b>	3.2 *	▼ -49
		1	Very little	1	4	101	3			
		2	Some	9	35	506	16			
		3	Quite a bit	11	42	1,156	34			
		4	Very much	5	19	1,371	46			
		Total		26	100	3,162	100			
b. Clear guidance about how to get started in the course	EOLstart	0	Not at all	0	0	31	1	<b>2.7</b>	3.1 *	▼ -44
		1	Very little	3	12	149	5			
		2	Some	8	30	559	17			
		3	Quite a bit	8	31	1,048	31			
		4	Very much	7	27	1,366	46			
		Total		26	100	3,153	100			
c. A clearly stated grading policy	EOLgrading	0	Not at all	1	4	31	1	<b>2.8</b>	3.3 **	▼ -56
		1	Very little	1	4	99	3			
		2	Some	6	24	395	13			
		3	Quite a bit	11	45	1,016	29			
		4	Very much	6	23	1,611	53			
		Total		25	100	3,152	100			
d. Course information and activities that are easy to locate	EOLinfo	0	Not at all	0	0	30	1	<b>2.9</b>	3.2	-30
		1	Very little	1	4	106	3			
		2	Some	8	30	517	17			
		3	Quite a bit	9	35	1,039	31			
		4	Very much	8	31	1,457	48			
		Total		26	100	3,149	100			
e. Sufficient instructions for using course-related technology	EOLtech	0	Not at all	0	0	33	1	<b>2.8</b>	3.2 *	▼ -42
		1	Very little	3	12	133	5			
		2	Some	6	24	548	17			
		3	Quite a bit	11	42	1,081	32			
		4	Very much	6	23	1,351	45			
		Total		26	100	3,146	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOLrespond	0	Not at all	1	4	41	1	<b>2.6</b>	3.1 *	▼ -46
		1	Very little	1	4	170	6			
		2	Some	10	38	594	19			
		3	Quite a bit	8	30	1,031	30			
		4	Very much	6	23	1,312	44			
		Total		26	100	3,148	100			
g. Clear expectations for your interactions with other students	EOLexpect	0	Not at all	0	0	77	2	<b>2.8</b>	3.1	-25
		1	Very little	1	4	177	6			
		2	Some	10	40	577	18			
		3	Quite a bit	7	26	997	28			
		4	Very much	8	30	1,316	45			
		Total		26	100	3,144	100			
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOLassess	0	Not at all	0	0	26	1	<b>2.9</b>	3.3	-39
		1	Very little	1	4	93	3			
		2	Some	6	24	447	14			
		3	Quite a bit	12	48	1,087	31			
		4	Very much	6	24	1,489	51			
		Total		25	100	3,142	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOLmaterials	0	Not at all	0	0	25	1	<b>3.0</b>	3.3	-.27
		1	Very little	0	0	89	3			
		2	Some	7	27	452	15			
		3	Quite a bit	11	42	1,058	30			
		4	Very much	8	31	1,527	51			
		Total		26	100	3,151	100			
<b>2. During the current school year, about how many of your <i>entirely or partly online</i> courses included the following?</b>										
a. Live sessions including the instructor and students	EOLlive	1	None	4	15	960	30	<b>2.2</b>	2.3	-.08
		2	Some	14	55	896	30			
		3	Most	6	23	562	18			
		4	All	2	8	724	22			
		Total		26	100	3,142	100			
b. Pre-recorded presentations by the instructor	EOLrecorded	1	None	1	4	496	16	<b>2.5</b>	2.5	-.06
		2	Some	14	54	1,123	36			
		3	Most	8	31	797	24			
		4	All	3	11	728	23			
		Total		26	100	3,144	100			
c. Presentations or talks by experts in the field (live or recorded)	EOLpresent	1	None	5	21	798	24	<b>2.1</b>	2.3	-.23
		2	Some	15	56	1,190	37			
		3	Most	4	16	618	20			
		4	All	2	8	534	19			
		Total		26	100	3,140	100			
d. Group projects or presentations	EOLgroup	1	None	7	26	1,243	40	<b>2.1</b>	2.0	.12
		2	Some	11	44	1,132	33			
		3	Most	6	22	419	13			
		4	All	2	8	351	13			
		Total		26	100	3,145	100			
e. Interaction among students in small groups or breakout rooms	EOLbreakout	1	None	11	42	1,188	40	<b>1.8</b>	2.0	-.26
		2	Some	11	42	1,037	31			
		3	Most	3	12	489	14			
		4	All	1	4	428	15			
		Total		26	100	3,142	100			
f. Frequent quizzes or short assignments to check your understanding	EOLquiz	1	None	2	8	126	5	<b>2.8</b>	3.0	-.30
		2	Some	9	34	696	23			
		3	Most	8	31	1,171	35			
		4	All	7	27	1,152	37			
		Total		26	100	3,145	100			
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOLcoursework	1	None	1	4	65	3	<b>2.7</b>	3.2 **	-.52
		2	Some	9	35	568	19			
		3	Most	11	43	1,211	36			
		4	All	5	18	1,295	42			
		Total		26	100	3,139	100			
h. Instructional materials (text, video, images, assignments, etc.) that represent diverse perspectives and people	EOLdiverse	1	None	1	4	146	5	<b>2.8</b>	3.1	-.32
		2	Some	9	35	691	23			
		3	Most	10	39	1,103	33			
		4	All	6	22	1,202	40			
		Total		26	100	3,142	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
i. Opportunities for personalized feedback, support, and guidance from the instructor	EOLfeedback	1	None	2	8	143	5	<b>2.6</b>	3.0 *	-0.49 ▼
		2	Some	12	46	796	25			
		3	Most	6	23	1,044	33			
		4	All	6	22	1,157	38			
		Total		26	100	3,140	100			
j. Opportunities to apply your learning to a real-world problem or issue	EOLapply	1	None	2	8	222	7	<b>2.4</b>	2.9 *	-0.47 ▼
		2	Some	13	51	938	30			
		3	Most	8	30	1,022	31			
		4	All	3	11	960	32			
		Total		26	100	3,142	100			
k. Statements related to protection of your privacy and data	EOLprivacy	1	None	3	13	421	13	<b>2.5</b>	2.8	-0.26
		2	Some	8	32	859	27			
		3	Most	11	43	806	26			
		4	All	3	12	1,042	35			
		Total		25	100	3,128	100			
<b>3. During the current school year, how comfortable have you been doing the following in your <i>entirely or partly online</i> courses?</b>										
a. Participating in online discussion boards, forums, or other discussion tools	EOLboards	1	Not at all comfortable	1	4	74	2	<b>4.6</b>	5.0	-0.33
		2		2	8	100	3			
		3		1	4	227	7			
		4		6	22	492	15			
		5		10	39	733	22			
		6	Very comfortable	6	23	1,441	48			
		—	Not applicable	0	0	72	2			
Total		26	100	3,139	100					
b. Participating in live course discussions	EOLlivedisc	1	Not at all comfortable	3	12	204	7	<b>3.7</b>	4.3	-0.32
		2		2	8	225	7			
		3		5	20	383	12			
		4		6	25	531	16			
		5		3	12	456	14			
		6	Very comfortable	4	17	796	26			
		—	Not applicable	2	8	536	18			
Total		25	100	3,131	100					
c. Taking proctored online exams	EOLexams	1	Not at all comfortable	1	4	146	5	<b>3.8</b>	4.7 **	-0.62 ▼
		2		6	22	123	4			
		3		4	15	260	7			
		4		3	11	494	15			
		5		3	11	642	20			
		6	Very comfortable	6	23	1,002	35			
		—	Not applicable	4	15	463	14			
Total		27	100	3,130	100					
d. Interacting with other students in the course	EOLinteract	1	Not at all comfortable	1	4	112	4	<b>4.1</b>	4.6	-0.35
		2		2	8	203	6			
		3		4	15	350	10			
		4		10	39	667	20			
		5		5	19	635	19			
		6	Very comfortable	4	16	1,038	37			
		—	Not applicable	0	0	127	4			
Total		26	100	3,132	100					

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

### First-Year Students

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOLinstructor	1	Not at all comfortable	2	8	78	3	<b>3.9</b>	4.8 **	-0.62
		2		2	8	149	5			
		3		4	16	321	9			
		4		8	32	596	18			
		5		6	23	736	22			
		6	Very comfortable	3	13	1,154	40			
		—	Not applicable	0	0	100	3			
Total				25	100	3,134	100			
f. Using learning support services (tutoring services, writing center, etc.)	EOLsupport	1	Not at all comfortable	2	7	152	5	<b>3.3</b>	4.4 ***	-0.76
		2		7	28	242	7			
		3		2	7	388	11			
		4		5	19	582	17			
		5		4	15	494	16			
		6	Very comfortable	1	4	890	32			
		—	Not applicable	5	19	381	12			
Total				26	100	3,129	100			
g. Seeking feedback and guidance from your instructor	EOLseekfdbk	1	Not at all comfortable	0	0	95	3	<b>4.0</b>	4.8 **	-0.53
		2		6	23	147	5			
		3		2	8	323	10			
		4		7	26	570	17			
		5		9	32	705	21			
		6	Very comfortable	3	12	1,195	41			
		—	Not applicable	0	0	94	3			
Total				27	100	3,129	100			
<b>4. To improve the online course-taking experience, how important is it that your institution do the following?</b>										
a. Increase interactions between students	EOLimpstud	1	Not at all important	9	35	505	14	<b>2.3</b>	2.6	-0.27
		2	Somewhat important	3	12	1,096	33			
		3	Important	10	38	957	31			
		4	Very important	4	15	569	21			
		Total				26	100			
b. Increase interactions with instructors	EOLimpinst	1	Not at all important	1	4	158	5	<b>2.7</b>	3.0	-0.31
		2	Somewhat important	7	29	774	23			
		3	Important	14	55	1,252	39			
		4	Very important	3	11	947	33			
		Total				25	100			
c. Improve responsiveness of instructors	EOLimpresp	1	Not at all important	2	8	135	4	<b>3.2</b>	3.1	.11
		2	Somewhat important	3	11	631	19			
		3	Important	9	34	1,236	39			
		4	Very important	12	47	1,127	38			
		Total				26	100			
d. Improve online tools for student collaboration	EOLimptools	1	Not at all important	3	12	216	6	<b>2.7</b>	3.0	-0.36
		2	Somewhat important	9	35	767	23			
		3	Important	8	31	1,200	39			
		4	Very important	6	23	946	32			
		Total				26	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOLimpsupp	1	Not at all important	5	19	239	7	<b>2.6</b>	2.9	-.34
		2	Somewhat important	6	21	821	24			
		3	Important	10	37	1,176	38			
		4	Very important	6	22	891	31			
		Total		27	100	3,127	100			
<b>5. Considering your experience taking <i>entirely or partly online</i> courses during the current school year, to what extent do you agree or disagree with the following statements?</b>										
a. Internet service (availability, speed, reliability, etc.) where you live has been sufficient to participate in the course.	EOLinternet	1	Strongly disagree	0	0	57	2	<b>3.5</b>	3.4	.19
		2	Disagree	1	4	234	7			
		3	Agree	11	42	1,425	44			
		4	Strongly agree	14	53	1,407	47			
		Total		26	100	3,123	100			
b. The hardware (computer, tablet, mobile phone, printer, etc.) and software that you have access to have been sufficient to participate in the course.	EOLhardware	1	Strongly disagree	0	0	45	2	<b>3.4</b>	3.4	.06
		2	Disagree	2	8	169	6			
		3	Agree	11	42	1,433	45			
		4	Strongly agree	13	50	1,474	48			
		Total		26	100	3,121	100			
c. Study spaces that you have access to have been sufficient for your needs.	EOLspace	1	Strongly disagree	1	4	45	1	<b>3.2</b>	3.3	-.10
		2	Disagree	0	0	220	8			
		3	Agree	17	65	1,570	50			
		4	Strongly agree	8	31	1,294	41			
		Total		26	100	3,129	100			
d. Technology support has been helpful.	EOLtechsupp	1	Strongly disagree	1	4	68	2	<b>3.0</b>	3.2 *	-.43
		2	Disagree	2	9	224	7			
		3	Agree	19	75	1,750	55			
		4	Strongly agree	3	12	1,077	36			
		Total		25	100	3,119	100			
e. The online course platform or learning management system (LMS) has been user-friendly.	EOLplatform	1	Strongly disagree	1	4	53	2	<b>3.0</b>	3.3 *	-.45
		2	Disagree	5	19	211	7			
		3	Agree	15	56	1,707	52			
		4	Strongly agree	6	22	1,156	39			
		Total		27	100	3,127	100			
<b>6. Which of the following best describes how your <i>entirely or partly online</i> courses have typically been scheduled?</b>										
	EOLschedule	Synchronous (live class meetings online at scheduled times)		1	4	558	16			
		Asynchronous (online participation not at scheduled times)		10	38	1,571	53			
		A mixture of synchronous and asynchronous		5	19	680	23			
		Hybrid (face-to-face class meetings at scheduled times and online instruction)		10	39	285	8			
		Total		26	100	3,094	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>7. Overall, how would you evaluate your online learning experience during the current school year?</b>										
	EOLoverall	1	Poor	2	8	71	3	<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #d9e1f2; padding: 10px; margin-right: 10px; font-size: 24px; font-weight: bold;">2.8</div> <div style="text-align: left;"> <p>3.3 ***</p> <p>▼ -.67</p> </div> </div>		
		2	Fair	7	27	398	13			
		3	Good	12	45	1,240	36			
		4	Excellent	5	20	1,394	48			
			Total	26	100	3,103	100			

**8. Please describe one thing about *online learning* at your institution that could be improved. (5,000 character limit)**

This question asked students to respond in an open text box. Responses are provided in your "NSSE Student Comments" report and in a separate SPSS data file.

**9. Please describe one thing about *online learning* at your institution that should not be changed. (5,000 character limit)**

This question asked students to respond in an open text box. Responses are provided in your "NSSE 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.*



### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, to what extent have your <i>entirely or partly online</i> courses provided the following?</b>										
a. Clearly stated learning objectives or goals	EOLgoals	0	Not at all	2	3	43	1	<b>3.0</b>	3.2 *	-0.29
		1	Very little	3	4	202	3			
		2	Some	14	16	1,123	15			
		3	Quite a bit	38	45	2,584	36			
		4	Very much	26	31	3,233	45			
		Total		83	100	7,185	100			
b. Clear guidance about how to get started in the course	EOLstart	0	Not at all	1	2	40	1	<b>3.0</b>	3.2	-0.18
		1	Very little	2	3	243	3			
		2	Some	14	17	1,189	16			
		3	Quite a bit	38	44	2,562	36			
		4	Very much	27	34	3,137	44			
		Total		82	100	7,171	100			
c. A clearly stated grading policy	EOLgrading	0	Not at all	1	2	43	1	<b>3.1</b>	3.3	-0.22
		1	Very little	3	3	154	2			
		2	Some	11	12	871	12			
		3	Quite a bit	36	45	2,418	34			
		4	Very much	32	38	3,697	51			
		Total		83	100	7,183	100			
d. Course information and activities that are easy to locate	EOLinfo	0	Not at all	1	2	58	1	<b>3.0</b>	3.2 *	-0.26
		1	Very little	0	0	184	3			
		2	Some	23	29	1,243	17			
		3	Quite a bit	32	39	2,518	35			
		4	Very much	27	31	3,176	44			
		Total		83	100	7,179	100			
e. Sufficient instructions for using course-related technology	EOLtech	0	Not at all	1	2	64	1	<b>3.0</b>	3.1	-0.14
		1	Very little	3	5	288	4			
		2	Some	11	14	1,250	17			
		3	Quite a bit	40	49	2,612	37			
		4	Very much	26	30	2,962	41			
		Total		81	100	7,176	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOLrespond	0	Not at all	1	2	87	1	<b>3.0</b>	3.1	-0.12
		1	Very little	3	3	356	5			
		2	Some	19	22	1,399	20			
		3	Quite a bit	33	43	2,387	33			
		4	Very much	25	30	2,943	41			
		Total		81	100	7,172	100			
g. Clear expectations for your interactions with other students	EOLexpect	0	Not at all	2	4	127	2	<b>3.0</b>	3.1	-0.08
		1	Very little	2	2	365	5			
		2	Some	15	17	1,295	18			
		3	Quite a bit	35	43	2,384	33			
		4	Very much	29	34	3,004	42			
		Total		83	100	7,175	100			
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOLassess	0	Not at all	2	4	63	1	<b>3.0</b>	3.2 *	-0.29
		1	Very little	2	2	200	3			
		2	Some	15	17	1,046	14			
		3	Quite a bit	36	45	2,544	35			
		4	Very much	28	32	3,311	47			
		Total		83	100	7,164	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOLmaterials	0	Not at all	1	2	62	1	<b>3.1</b>	3.2	-.11
		1	Very little	2	3	194	3			
		2	Some	13	15	1,108	15			
		3	Quite a bit	32	39	2,540	35			
		4	Very much	35	40	3,264	46			
		Total		83	100	7,168	100			
<b>2. During the current school year, about how many of your <i>entirely or partly online</i> courses included the following?</b>										
a. Live sessions including the instructor and students	EOLlive	1	None	8	9	1,590	20	<b>2.5</b>	2.4	.05
		2	Some	38	44	2,418	35			
		3	Most	27	34	1,626	24			
		4	All	10	12	1,516	20			
		Total		83	100	7,150	100			
b. Pre-recorded presentations by the instructor	EOLrecorded	1	None	3	3	949	12	<b>2.6</b>	2.6	.06
		2	Some	32	40	2,701	38			
		3	Most	40	46	2,089	30			
		4	All	8	10	1,419	20			
		Total		83	100	7,158	100			
c. Presentations or talks by experts in the field (live or recorded)	EOLpresent	1	None	13	16	1,577	23	<b>2.2</b>	2.2	-.04
		2	Some	47	55	3,162	43			
		3	Most	16	19	1,502	22			
		4	All	7	9	907	13			
		Total		83	100	7,148	100			
d. Group projects or presentations	EOLgroup	1	None	8	8	1,409	20	<b>2.4</b>	2.3	.17
		2	Some	42	52	3,229	43			
		3	Most	24	28	1,622	23			
		4	All	9	12	893	13			
		Total		83	100	7,153	100			
e. Interaction among students in small groups or breakout rooms	EOLbreakout	1	None	12	14	1,629	24	<b>2.4</b>	2.3	.14
		2	Some	37	44	2,873	40			
		3	Most	24	30	1,633	23			
		4	All	10	12	1,008	14			
		Total		83	100	7,143	100			
f. Frequent quizzes or short assignments to check your understanding	EOLquiz	1	None	5	5	329	5	<b>2.9</b>	3.0	-.13
		2	Some	23	29	1,745	24			
		3	Most	31	37	2,804	39			
		4	All	24	28	2,264	33			
		Total		83	100	7,142	100			
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOLcoursework	1	None	1	2	142	2	<b>2.9</b>	3.2 **	-.31
		2	Some	25	31	1,271	18			
		3	Most	34	40	2,971	41			
		4	All	23	27	2,763	39			
		Total		83	100	7,147	100			
h. Instructional materials (text, video, images, assignments, etc.) that represent diverse perspectives and people	EOLdiverse	1	None	4	6	303	4	<b>3.0</b>	3.0	-.05
		2	Some	17	21	1,720	24			
		3	Most	36	45	2,696	38			
		4	All	25	29	2,412	34			
		Total		82	100	7,131	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
i. Opportunities to apply your learning to a real-world problem or issue	EOLfeedback	1	None	3	4	301	5	<b>2.8</b>	3.0	-.17
		2	Some	32	37	1,918	28			
		3	Most	27	33	2,535	35			
		4	All	21	26	2,379	33			
		Total		83	100	7,133	100			
j. Opportunities for personalized feedback, support, and guidance from the instructor	EOLapply	1	None	6	9	374	6	<b>2.7</b>	2.9	-.16
		2	Some	29	35	2,106	30			
		3	Most	27	32	2,602	36			
		4	All	20	25	2,051	28			
		Total		82	100	7,133	100			
k. Statements related to protection of your privacy and data	EOLprivacy	1	None	11	14	989	14	<b>2.8</b>	2.8	.04
		2	Some	19	22	1,884	26			
		3	Most	26	31	1,970	28			
		4	All	26	33	2,275	32			
		Total		82	100	7,118	100			
<b>3. During the current school year, how comfortable have you been doing the following in your <i>entirely or partly online</i> courses?</b>										
a. Participating in online discussion boards, forums, or other discussion tools	EOLboards	1	Not at all comfortable	2	3	122	2	<b>4.9</b>	5.2	-.25
		2		4	6	152	2			
		3		4	6	400	6			
		4		13	18	837	12			
		5		13	15	1,506	20			
		6	Very comfortable	45	51	4,000	56			
		—	Not applicable	0	0	115	2			
Total		81	100	7,132	100					
b. Participating in live course discussions	EOLlivedisc	1	Not at all comfortable	3	5	266	4	<b>4.3</b>	4.6 *	-.24
		2		5	7	360	5			
		3		11	13	652	9			
		4		21	25	1,219	18			
		5		15	17	1,238	17			
		6	Very comfortable	21	27	2,385	34			
		—	Not applicable	5	5	1,005	13			
Total		81	100	7,125	100					
c. Taking proctored online exams	EOLexams	1	Not at all comfortable	10	13	546	7	<b>4.1</b>	4.5	-.23
		2		2	3	415	6			
		3		9	13	550	8			
		4		10	12	973	14			
		5		21	25	1,146	16			
		6	Very comfortable	18	22	2,215	33			
		—	Not applicable	11	12	1,280	16			
Total		81	100	7,125	100					
d. Interacting with other students in the course	EOLinteract	1	Not at all comfortable	2	3	147	2	<b>4.5</b>	4.9 *	-.29
		2		7	8	255	3			
		3		6	9	655	9			
		4		24	30	1,314	18			
		5		15	17	1,601	22			
		6	Very comfortable	27	33	2,953	42			
		—	Not applicable	0	0	194	3			
Total		81	100	7,119	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOLinstructor	1	Not at all comfortable	2	3	132	2	4.6	4.9	-.21
		2		4	5	250	3			
		3		6	8	592	8			
		4		18	22	1,256	18			
		5		25	31	1,689	23			
		6	Very comfortable	26	31	3,065	43			
		—	Not applicable	0	0	128	2			
Total		81	100	7,112	100					
f. Using learning support services (tutoring services, writing center, etc.)	EOLsupport	1	Not at all comfortable	8	11	380	5	3.7	4.4 **	-.41
		2		12	15	551	8			
		3		9	11	772	11			
		4		16	18	1,102	15			
		5		13	14	1,001	14			
		6	Very comfortable	13	18	1,980	28			
		—	Not applicable	10	12	1,334	18			
Total		81	100	7,120	100					
g. Seeking feedback and guidance from your instructor	EOLseekfdbk	1	Not at all comfortable	3	5	173	3	4.4	4.8 **	-.33
		2		6	7	316	5			
		3		9	11	623	8			
		4		18	23	1,244	17			
		5		24	31	1,628	23			
		6	Very comfortable	21	24	2,969	42			
		—	Not applicable	0	0	162	2			
Total		81	100	7,115	100					
<b>4. To improve the <i>online</i> course-taking experience, how important is it that your institution do the following?</b>										
a. Increase interactions between students	EOLimpstud	1	Not at all important	10	13	1,132	16	2.7	2.5	.20
		2	Somewhat important	25	28	2,475	34			
		3	Important	26	31	2,203	31			
		4	Very important	20	28	1,290	19			
		Total		81	100	7,100	100			
b. Increase interactions with instructors	EOLimpinst	1	Not at all important	2	3	316	5	3.1	3.0	.15
		2	Somewhat important	10	12	1,653	22			
		3	Important	45	54	2,865	40			
		4	Very important	24	32	2,269	33			
Total		81	100	7,103	100					
c. Improve responsiveness of instructors	EOLimpresp	1	Not at all important	2	3	265	3	3.3	3.2	.12
		2	Somewhat important	10	13	1,276	17			
		3	Important	34	38	2,665	38			
		4	Very important	35	46	2,897	41			
Total		81	100	7,103	100					
d. Improve online tools for student collaboration	EOLimptools	1	Not at all important	6	8	506	7	3.0	3.0	.05
		2	Somewhat important	17	20	1,644	23			
		3	Important	30	36	2,681	37			
		4	Very important	28	37	2,266	33			
Total		81	100	7,097	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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOLimpsupp	1	Not at all important	8	10	570	8	<b>2.8</b>	2.9	-.03
		2	Somewhat important	23	27	1,965	27			
		3	Important	26	33	2,607	37			
		4	Very important	24	30	1,950	28			
		Total		81	100	7,092	100			

**5. Considering your experience taking *entirely or partly 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.	EOLinternet	1	Strongly disagree	0	0	87	1	<b>3.4</b>	3.4	-.03
		2	Disagree	4	6	412	6			
		3	Agree	40	48	3,211	44			
		4	Strongly agree	37	46	3,378	49			
		Total		81	100	7,088	100			
b. The hardware (computer, tablet, mobile phone, printer, etc.) and software that you have access to have been sufficient to participate in the course.	EOLhardware	1	Strongly disagree	0	0	57	1	<b>3.4</b>	3.5	-.05
		2	Disagree	4	7	317	4			
		3	Agree	38	43	3,208	44			
		4	Strongly agree	39	49	3,518	51			
		Total		81	100	7,100	100			
c. Study spaces that you have access to have been sufficient for your needs.	EOLspace	1	Strongly disagree	3	4	115	2	<b>3.1</b>	3.3 *	-.25 ▽
		2	Disagree	7	12	558	8			
		3	Agree	42	51	3,499	48			
		4	Strongly agree	28	33	2,912	42			
		Total		80	100	7,084	100			
d. Technology support has been helpful.	EOLtechsupp	1	Strongly disagree	2	2	118	2	<b>3.1</b>	3.2	-.15
		2	Disagree	9	12	622	9			
		3	Agree	48	60	4,034	56			
		4	Strongly agree	21	26	2,306	33			
		Total		80	100	7,080	100			
e. The online course platform or learning management system (LMS) has been user-friendly.	EOLplatform	1	Strongly disagree	1	1	97	1	<b>3.2</b>	3.3	-.13
		2	Disagree	6	9	462	7			
		3	Agree	51	61	4,004	56			
		4	Strongly agree	24	29	2,526	36			
		Total		82	100	7,089	100			

**6. Which of the following best describes how your *entirely or partly online* courses have typically been scheduled?**

EOLschedule	Synchronous (live class — meetings online at scheduled times)	4	5	1,168	14
	Asynchronous (online — participation not at scheduled times)	24	29	3,115	44
	A mixture of synchronous and asynchronous	32	40	2,218	34
	Hybrid (face-to-face class — meetings at scheduled times and online instruction)	21	25	560	9
	Total	81	100	7,061	100

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		Online Learning		UW Tacoma	Online Learning	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>7. Overall, how would you evaluate your online learning experience during the current school year?</b>										
	EOLoverall	1	Poor	2	3	187	3	<b>3.1</b>	3.3	-.21
		2	Fair	12	16	919	13			
		3	Good	41	49	2,975	41			
		4	Excellent	28	31	2,977	43			
			Total	83	100	7,058	100			

**8. Please describe one thing about *online learning* at your institution that could be improved. (5,000 character limit)**

This question asked students to respond in an open text box. Responses are provided in your "NSSE Student Comments" report and in a separate SPSS data file.

**9. Please describe one thing about *online learning* at your institution that should not be changed. (5,000 character limit)**

This question asked students to respond in an open text box. Responses are provided in your "NSSE 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.*

#### First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		UW Tacoma	Online Learning	UW Tacoma	Online Learning	UW Tacoma	Online Learning			
EOLgoals	25	2.76	3.21	.160	.015	.81	.90	3,623	.013	-.49
EOLstart	25	2.72	3.15	.200	.016	1.01	.96	3,611	.026	-.44
EOLgrading	25	2.79	3.30	.200	.015	.99	.90	3,615	.006	-.56
EOLinfo	25	2.92	3.20	.178	.016	.90	.93	3,608	.129	-.30
EOLtech	25	2.75	3.15	.188	.016	.95	.95	3,610	.034	-.42
EOLrespond	25	2.64	3.09	.205	.017	1.04	.99	3,606	.021	-.46
EOLexpect	25	2.83	3.08	.183	.017	.92	1.03	3,601	.215	-.25
EOLassess	25	2.91	3.27	.165	.015	.82	.90	3,600	.051	-.39
EOLmaterials	25	3.03	3.27	.154	.015	.78	.89	3,615	.174	-.27
EOLlive	25	2.23	2.33	.160	.019	.81	1.12	25	.560	-.08
EOLrecorded	25	2.49	2.55	.151	.017	.76	1.02	25	.699	-.06
EOLpresent	25	2.11	2.34	.164	.017	.83	1.04	25	.161	-.23
EOLgroup	25	2.11	1.99	.178	.017	.90	1.03	3,596	.538	.12
EOLbreakout	25	1.77	2.05	.162	.018	.82	1.07	3,598	.193	-.26
EOLquiz	25	2.77	3.04	.189	.015	.95	.89	3,600	.126	-.30
EOLcoursework	25	2.75	3.18	.161	.014	.81	.83	3,597	.009	-.52
EOLdiverse	25	2.78	3.08	.168	.015	.85	.90	3,599	.104	-.32
EOLfeedback	25	2.59	3.04	.187	.015	.95	.90	3,596	.013	-.49
EOLapply	25	2.44	2.88	.159	.016	.80	.94	3,600	.019	-.47
EOLprivacy	25	2.55	2.82	.177	.018	.88	1.05	3,578	.193	-.26
EOLboards	25	4.56	4.99	.263	.022	1.33	1.28	3,513	.094	-.33
EOLlivedisc	23	3.74	4.26	.338	.030	1.61	1.62	2,942	.129	-.32
EOLexams	23	3.81	4.71	.360	.026	1.71	1.45	3,073	.003	-.62
EOLinteract	25	4.09	4.60	.256	.025	1.29	1.45	3,454	.077	-.35
EOLinstructor	25	3.92	4.77	.287	.023	1.42	1.37	3,467	.002	-.62
EOLsupport	21	3.25	4.44	.327	.028	1.48	1.55	3,161	.001	-.76
EOLseekfdbk	26	4.03	4.77	.264	.024	1.35	1.39	3,478	.006	-.53
EOLimpstud	25	2.33	2.59	.224	.016	1.13	.98	3,574	.175	-.27
EOLimpinst	25	2.74	3.01	.147	.015	.73	.87	3,586	.122	-.31
EOLimpresp	25	3.20	3.11	.187	.014	.94	.85	3,581	.585	.11
EOLimptools	25	2.65	2.97	.194	.015	.98	.89	3,584	.072	-.36
EOLimpsupp	26	2.62	2.94	.205	.015	1.05	.91	3,582	.078	-.34
EOLinternet	25	3.49	3.36	.117	.012	.59	.69	3,578	.333	.19
EOLhardware	25	3.42	3.38	.128	.011	.65	.68	3,580	.751	.06
EOLspace	25	3.24	3.30	.128	.011	.64	.68	3,591	.631	-.10
EOLtechsupp	25	2.96	3.25	.123	.011	.61	.68	24	.026	-.43
EOLplatform	26	2.96	3.28	.147	.011	.75	.68	3,588	.020	-.45
EOLoverall	25	2.77	3.30	.173	.013	.87	.79	3,569	.001	-.67

## Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		UW Tacoma	Online Learning	UW Tacoma	Online Learning	UW Tacoma	Online Learning			
	Comparisons with: Online Learning									
EOLgoals	75	2.97	3.22	.112	.012	.97	.86	5,322	.012	-.29
EOLstart	74	3.04	3.19	.106	.012	.91	.87	5,319	.132	-.18
EOLgrading	75	3.13	3.32	.104	.011	.90	.83	5,326	.054	-.22
EOLinfo	75	2.96	3.19	.102	.012	.89	.88	5,323	.028	-.26
EOLtech	73	3.00	3.13	.108	.012	.92	.91	5,319	.223	-.14
EOLrespond	73	2.96	3.07	.107	.013	.91	.96	5,311	.316	-.12
EOLexpect	75	3.00	3.08	.113	.014	.98	.98	5,314	.518	-.08
EOLassess	75	2.98	3.24	.113	.012	.98	.87	5,307	.013	-.29
EOLmaterials	75	3.13	3.22	.107	.012	.93	.87	5,312	.342	-.11
EOLlive	75	2.49	2.44	.096	.014	.83	1.02	77	.575	.05
EOLrecorded	75	2.63	2.57	.083	.013	.72	.94	78	.509	.06
EOLpresent	75	2.21	2.25	.096	.013	.83	.95	77	.713	-.04
EOLgroup	75	2.45	2.29	.094	.013	.81	.94	5,302	.149	.17
EOLbreakout	75	2.41	2.27	.101	.013	.88	.97	5,292	.229	.14
EOLquiz	75	2.89	3.00	.102	.012	.88	.87	5,286	.259	-.13
EOLcoursework	75	2.92	3.17	.094	.011	.82	.79	5,292	.007	-.31
EOLdiverse	74	2.96	3.01	.100	.012	.86	.87	5,282	.643	-.05
EOLfeedback	75	2.80	2.96	.101	.012	.87	.89	5,274	.138	-.17
EOLapply	74	2.72	2.86	.109	.012	.94	.89	5,268	.160	-.16
EOLprivacy	74	2.82	2.77	.122	.015	1.05	1.05	5,259	.705	.04
EOLboards	73	4.89	5.19	.166	.016	1.42	1.18	74	.079	-.25
EOLlivedisc	70	4.30	4.64	.178	.022	1.49	1.44	4,564	.047	-.24
EOLexams	65	4.11	4.48	.214	.025	1.72	1.64	4,412	.068	-.23
EOLinteract	73	4.49	4.87	.163	.018	1.39	1.28	5,106	.013	-.29
EOLinstructor	73	4.64	4.91	.153	.018	1.31	1.26	5,153	.076	-.21
EOLsupport	64	3.71	4.35	.212	.024	1.70	1.58	4,309	.001	-.41
EOLseekfdbk	73	4.38	4.83	.163	.019	1.40	1.33	5,136	.005	-.33
EOLimpstud	73	2.74	2.55	.118	.014	1.02	.97	5,244	.096	.20
EOLimpinst	73	3.14	3.01	.086	.012	.74	.86	5,244	.214	.15
EOLimpresp	73	3.27	3.17	.094	.012	.80	.83	5,243	.305	.12
EOLimptools	73	3.01	2.96	.111	.013	.95	.91	5,243	.689	.05
EOLimpsupp	73	2.83	2.85	.114	.013	.98	.92	5,231	.807	-.03
EOLinternet	73	3.40	3.41	.071	.009	.60	.65	5,234	.797	-.03
EOLhardware	73	3.42	3.45	.073	.009	.63	.62	5,240	.684	-.05
EOLspace	73	3.13	3.31	.091	.010	.78	.68	5,231	.032	-.25
EOLtechsupp	72	3.10	3.21	.079	.009	.67	.68	5,222	.203	-.15
EOLplatform	74	3.17	3.26	.073	.009	.63	.65	5,234	.260	-.13
EOLoverall	75	3.09	3.25	.089	.011	.77	.78	5,219	.075	-.21



## 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 Ns 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. You may not see all of these symbols in your report.