
NSSE 2021 Topical Module Report

Experiences with Online Learning

The University of Toledo

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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NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Toledo

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	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	11	2	39	1	2.8	2.9	-.07
		1	Very little	37	6	266	6			
		2	Some	136	23	1,207	24			
		3	Quite a bit	259	43	2,028	41			
		4	Very much	151	25	1,276	28			
		Total		594	100	4,816	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	10	2	61	1	2.7	2.8 *	-.10
		1	Very little	43	7	353	7			
		2	Some	178	32	1,311	27			
		3	Quite a bit	228	38	1,884	39			
		4	Very much	134	22	1,189	26			
		Total		593	100	4,798	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	5	1	31	1	3.0	3.1 *	-.10
		1	Very little	21	4	172	4			
		2	Some	119	20	900	17			
		3	Quite a bit	250	43	1,915	39			
		4	Very much	200	33	1,793	39			
		Total		595	100	4,811	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	7	1	66	1	2.8	2.9 *	-.10
		1	Very little	41	7	289	6			
		2	Some	174	30	1,291	27			
		3	Quite a bit	218	37	1,849	38			
		4	Very much	155	24	1,315	28			
		Total		595	100	4,810	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	12	2	76	2	2.7	2.8 *	-.09
		1	Very little	59	10	369	7			
		2	Some	162	28	1,372	28			
		3	Quite a bit	219	38	1,811	37			
		4	Very much	143	23	1,180	26			
		Total		595	100	4,808	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOL01f	0	Not at all	8	1	70	1	2.7	2.8 *	-.11
		1	Very little	66	11	391	8			
		2	Some	162	27	1,271	26			
		3	Quite a bit	217	38	1,826	37			
		4	Very much	141	23	1,252	27			
		Total		594	100	4,810	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	22	4	172	4	2.5	2.6	-.07
		1	Very little	79	13	578	12			
		2	Some	160	28	1,315	27			
		3	Quite a bit	204	34	1,570	32			
		4	Very much	129	21	1,170	25			
		Total		594	100	4,805	100			

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Frequencies and Statistical Comparisons

The University of Toledo

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	10	2	52	1	3.0	3.0	-.05
		1	Very little	32	6	215	5			
		2	Some	113	20	1,000	21			
		3	Quite a bit	238	41	1,928	39			
		4	Very much	202	33	1,615	34			
		Total	595	100	4,810	100				
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	8	2	36	1	2.9	3.0	-.08
		1	Very little	25	4	217	4			
		2	Some	140	25	1,013	21			
		3	Quite a bit	230	38	1,981	41			
		4	Very much	190	31	1,559	33			
		Total	593	100	4,806	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	30	5	199	5	2.9	2.9	.07
		2	Some	122	20	1,418	28			
		3	Most	317	53	2,206	45			
		4	All	125	22	982	23			
		Total	594	100	4,805	100				
b. Pre-recorded presentations by the instructor	EOL02b	1	None	73	12	533	14	2.3	2.3	-.03
		2	Some	345	58	2,527	52			
		3	Most	120	20	1,302	25			
		4	All	56	9	440	9			
		Total	594	100	4,802	100				
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	191	32	1,314	27	2.0	2.0 *	-.09
		2	Some	265	45	2,325	48			
		3	Most	96	17	822	17			
		4	All	38	6	337	7			
		Total	590	100	4,798	100				
d. Group projects or presentations	EOL02d	1	None	136	23	999	23	2.0	2.1 *	-.09
		2	Some	358	60	2,695	55			
		3	Most	71	12	830	17			
		4	All	30	5	272	6			
		Total	595	100	4,796	100				
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	90	15	478	11	2.2	2.4 ***	-.30
		2	Some	358	60	2,324	48			
		3	Most	105	18	1,496	30			
		4	All	40	7	502	11			
		Total	593	100	4,800	100				

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

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Frequencies and Statistical Comparisons

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First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	13	2	92	2	2.9	2.9	.05
		2	Some	149	26	1,368	30			
		3	Most	301	50	2,240	46			
		4	All	131	22	1,099	22			
			Total	594	100	4,799	100			
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	10	2	69	1	3.0	3.0	.02
		2	Some	123	22	1,115	23			
		3	Most	294	49	2,334	49			
		4	All	167	27	1,281	27			
			Total	594	100	4,799	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	35	6	189	4	2.7	2.7	-.06
		2	Some	215	37	1,791	37			
		3	Most	233	39	1,884	39			
		4	All	112	18	932	20			
			Total	595	100	4,796	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	63	11	395	8	2.5	2.5	-.03
		2	Some	263	44	2,237	46			
		3	Most	179	30	1,515	32			
		4	All	86	15	645	14			
			Total	591	100	4,792	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	20	4	157	3	4.6	4.5	.08
		2		28	5	254	6			
		3		53	9	569	12			
		4		127	22	1,147	24			
		5		168	28	1,253	26			
		6	Very comfortable	191	31	1,380	28			
		—	Not applicable	8	2	34	1			
			Total	595	100	4,794	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	28	5	271	6	4.0	4.1	-.04
		2		54	9	435	9			
		3		124	21	790	16			
		4		131	22	1,310	27			
		5		131	22	1,024	21			
		6	Very comfortable	103	17	844	19			
		—	Not applicable	21	4	117	3			
			Total	592	100	4,791	100			
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	63	11	506	11	3.9	3.9	-.04
		2		54	9	414	8			
		3		98	16	651	13			
		4		116	21	1,020	21			
		5		107	18	959	20			
		6	Very comfortable	119	19	914	20			
		—	Not applicable	33	6	327	7			
			Total	590	100	4,791	100			

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First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
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Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
d. Interacting with other students in the course	EOL03d	1	Not at all comfortable	21	3	215	5	4.1	4.1	-.03
		2		67	11	457	9			
		3		97	16	803	17			
		4		159	27	1,288	26			
		5		138	23	1,099	23			
		6	Very comfortable	98	17	885	19			
		—	Not applicable	13	2	45	1			
		Total		593	100	4,792	100			
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	19	4	152	3	4.2	4.3	-.08
		2		45	7	343	7			
		3		101	17	706	14			
		4		155	26	1,284	27			
		5		142	25	1,233	26			
		6	Very comfortable	119	20	1,042	23			
		—	Not applicable	10	2	29	1			
		Total		591	100	4,789	100			
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	40	7	402	9	3.7	3.8	-.08
		2		81	14	596	12			
		3		113	20	842	17			
		4		128	21	986	20			
		5		83	14	795	17			
		6	Very comfortable	79	13	715	15			
		—	Not applicable	68	11	449	10			
		Total		592	100	4,785	100			
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	24	4	196	4	4.2	4.3	-.06
		2		43	7	381	8			
		3		92	15	693	14			
		4		156	27	1,233	25			
		5		141	24	1,153	25			
		6	Very comfortable	123	20	1,067	23			
		—	Not applicable	14	3	68	1			
		Total		593	100	4,791	100			
4. To improve the <i>online</i> course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOL04a	1	Not at all important	45	8	315	7	2.8	2.8	-.03
		2	Somewhat important	188	32	1,446	31			
		3	Important	214	37	1,841	38			
		4	Very important	139	24	1,185	24			
		Total		586	100	4,787	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	16	3	90	2	3.1	3.1	-.03
		2	Somewhat important	120	20	914	19			
		3	Important	262	45	2,219	46			
		4	Very important	191	31	1,559	32			
		Total		589	100	4,782	100			

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

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Frequencies and Statistical Comparisons

The University of Toledo

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
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Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	19	4	106	3	3.1	3.2	-.06
		2	Somewhat important	109	19	831	18			
		3	Important	236	40	2,031	42			
		4	Very important	223	37	1,811	38			
		Total		587	100	4,779	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	25	5	136	3	3.1	3.1	.02
		2	Somewhat important	110	18	1,003	21			
		3	Important	253	42	2,094	43			
		4	Very important	200	34	1,548	33			
		Total		588	100	4,781	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	37	7	219	5	2.8	2.9 **	-.13
		2	Somewhat important	179	31	1,334	27			
		3	Important	239	41	1,960	41			
		4	Very important	130	22	1,260	26			
		Total		585	100	4,773	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 400 first-year students and 416 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	14	3	107	2	3.1	3.1	.01
		2	Disagree	65	11	488	11			
		3	Agree	330	56	2,801	58			
		4	Strongly agree	169	30	1,335	29			
		Total		578	100	4,731	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	1	35	1	3.3	3.3	.02
		2	Disagree	35	7	258	6			
		3	Agree	316	53	2,720	56			
		4	Strongly agree	227	39	1,722	37			
		Total		583	100	4,735	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	17	3	124	3	3.1	3.1	.02
		2	Disagree	71	12	660	14			
		3	Agree	337	58	2,728	56			
		4	Strongly agree	158	27	1,231	27			
		Total		583	100	4,743	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	14	2	79	2	3.1	3.1	-.03
		2	Disagree	71	13	540	12			
		3	Agree	360	62	3,012	62			
		4	Strongly agree	136	23	1,106	24			
		Total		581	100	4,737	100			

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Frequencies and Statistical Comparisons

The University of Toledo

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
e. The online course platform has been user-friendly (available when needed, easy to access and navigate, etc.).	EOL06e	1	Strongly disagree	14	3	72	2	3.1	3.1	-.04
		2	Disagree	50	9	406	9			
		3	Agree	365	63	3,038	63			
		4	Strongly agree	152	25	1,218	26			
		Total	581	100	4,734	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)	202	37	1,314	31			
		—	Asynchronous (participation not at scheduled times)	48	9	521	11			
		—	A mixture of synchronous and asynchronous	332	55	2,901	58			
		—	Total	582	100	4,736	100			
8. How would you evaluate your online learning experience during the current school year?										
	EOL08	1	Poor	62	12	302	6	2.6	2.8 ***	-.24
		2	Fair	179	30	1,408	29			
		3	Good	278	46	2,221	46			
		4	Excellent	67	11	813	18			
		Total	586	100	4,744	100				

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

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Toledo

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	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	4	1	30	1	2.8	3.1 ***	-.26
		1	Very little	46	8	215	4			
		2	Some	150	26	1,091	20			
		3	Quite a bit	219	37	2,137	39			
		4	Very much	163	28	2,045	37			
		Total		582	100	5,518	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	9	1	41	1	2.7	3.0 ***	-.33
		1	Very little	59	10	300	5			
		2	Some	171	30	1,155	21			
		3	Quite a bit	212	36	2,151	39			
		4	Very much	130	23	1,860	34			
		Total		581	100	5,507	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	7	1	32	1	3.0	3.3 ***	-.25
		1	Very little	25	4	156	3			
		2	Some	101	18	749	13			
		3	Quite a bit	245	41	2,063	37			
		4	Very much	203	35	2,521	46			
		Total		581	100	5,521	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	12	2	47	1	2.8	3.0 ***	-.29
		1	Very little	42	8	238	5			
		2	Some	152	27	1,197	22			
		3	Quite a bit	236	39	2,063	37			
		4	Very much	140	24	1,966	36			
		Total		582	100	5,511	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	18	3	63	1	2.7	2.9 ***	-.25
		1	Very little	52	9	372	7			
		2	Some	161	28	1,209	22			
		3	Quite a bit	211	36	2,025	36			
		4	Very much	138	24	1,848	34			
		Total		580	100	5,517	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOL01f	0	Not at all	16	3	82	2	2.6	2.9 ***	-.29
		1	Very little	64	11	397	7			
		2	Some	160	28	1,218	22			
		3	Quite a bit	212	36	1,982	36			
		4	Very much	126	22	1,839	33			
		Total		578	100	5,518	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	23	4	115	2	2.6	2.9 ***	-.26
		1	Very little	65	12	459	8			
		2	Some	161	27	1,246	22			
		3	Quite a bit	199	34	1,878	34			
		4	Very much	130	22	1,806	32			
		Total		578	100	5,504	100			

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Frequencies and Statistical Comparisons

The University of Toledo

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	10	2	55	1	2.9	3.1 ***	-.23
		1	Very little	45	8	219	4			
		2	Some	126	22	986	18			
		3	Quite a bit	207	35	2,099	38			
		4	Very much	192	33	2,149	39			
		Total	580	100	5,508	100				
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	8	1	51	1	2.8	3.1 ***	-.29
		1	Very little	43	8	237	4			
		2	Some	138	26	990	18			
		3	Quite a bit	229	38	2,103	38			
		4	Very much	160	27	2,123	39			
		Total	578	100	5,504	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	41	8	500	9	2.8	2.8	-.01
		2	Some	160	27	1,675	28			
		3	Most	241	41	2,006	37			
		4	All	140	24	1,327	26			
		Total	582	100	5,508	100				
b. Pre-recorded presentations by the instructor	EOL02b	1	None	79	14	822	16	2.3	2.3	.01
		2	Some	296	50	2,674	48			
		3	Most	152	26	1,363	24			
		4	All	55	10	640	11			
		Total	582	100	5,499	100				
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	173	31	1,663	31	2.0	2.0	-.07
		2	Some	282	48	2,514	45			
		3	Most	90	15	870	16			
		4	All	34	6	457	9			
		Total	579	100	5,504	100				
d. Group projects or presentations	EOL02d	1	None	86	17	860	16	2.2	2.3 ***	-.16
		2	Some	316	54	2,597	46			
		3	Most	135	22	1,390	26			
		4	All	43	7	656	12			
		Total	580	100	5,503	100				
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	131	25	920	17	2.1	2.4 ***	-.31
		2	Some	290	50	2,398	43			
		3	Most	122	20	1,469	26			
		4	All	38	6	710	13			
		Total	581	100	5,497	100				
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	28	6	253	5	2.7	2.8 **	-.13
		2	Some	201	35	1,701	31			
		3	Most	234	40	2,235	40			
		4	All	115	19	1,311	24			
		Total	578	100	5,500	100				

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

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Toledo

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	14	3	92	2	2.9	3.1 ***	-.21
		2	Some	155	27	1,149	21			
		3	Most	260	43	2,342	42			
		4	All	151	27	1,906	35			
		Total	580	100	5,489	100				
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	47	9	262	5	2.6	2.8 ***	-.28
		2	Some	223	39	1,760	32			
		3	Most	208	35	1,977	36			
		4	All	102	17	1,497	27			
		Total	580	100	5,496	100				
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	52	10	405	8	2.5	2.7 ***	-.22
		2	Some	237	41	1,918	34			
		3	Most	214	36	1,887	34			
		4	All	78	13	1,283	23			
		Total	581	100	5,493	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	17	3	158	3	4.7	4.8	-.08
		2		32	6	217	4			
		3		36	7	442	8			
		4		112	20	894	17			
		5		156	26	1,266	22			
		6	Very comfortable	217	37	2,412	44			
		—	Not applicable	9	2	104	2			
		Total	579	100	5,493	100				
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	34	6	254	5	4.2	4.5 ***	-.17
		2		45	8	370	7			
		3		86	15	618	11			
		4		137	23	1,116	20			
		5		127	22	1,160	21			
		6	Very comfortable	121	22	1,600	30			
		—	Not applicable	25	5	372	6			
		Total	575	100	5,490	100				
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	86	15	602	12	3.9	4.1 *	-.10
		2		48	7	445	8			
		3		54	9	533	10			
		4		117	19	858	15			
		5		100	17	952	17			
		6	Very comfortable	112	21	1,368	25			
		—	Not applicable	59	12	735	13			
		Total	576	100	5,493	100				

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				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
d. Interacting with other students in the course	EOL03d	1	Not at all comfortable	25	5	142	3	4.4	4.6 ***	-.18
		2		44	8	344	6			
		3		81	13	652	12			
		4		131	23	1,105	20			
		5		156	26	1,323	24			
		6	Very comfortable	137	25	1,841	34			
		—	Not applicable	3	1	82	2			
		Total	577	100	5,489	100				
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	31	5	122	2	4.4	4.7 ***	-.26
		2		39	6	292	5			
		3		71	12	559	10			
		4		142	25	1,106	20			
		5		154	25	1,378	24			
		6	Very comfortable	134	25	1,976	37			
		—	Not applicable	8	2	55	1			
		Total	579	100	5,488	100				
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	59	10	429	8	3.7	3.9 **	-.15
		2		77	12	573	11			
		3		78	12	674	12			
		4		110	19	827	15			
		5		73	13	745	13			
		6	Very comfortable	78	14	1,063	20			
		—	Not applicable	102	19	1,172	22			
		Total	577	100	5,483	100				
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	37	7	191	4	4.2	4.6 ***	-.24
		2		43	7	339	6			
		3		83	14	584	11			
		4		126	22	1,096	20			
		5		146	25	1,285	23			
		6	Very comfortable	130	23	1,888	34			
		—	Not applicable	13	3	109	2			
		Total	578	100	5,492	100				
4. To improve the <i>online</i> course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOL04a	1	Not at all important	59	11	707	13	2.7	2.6	.05
		2	Somewhat important	184	31	1,757	32			
		3	Important	208	35	1,828	33			
		4	Very important	126	22	1,187	22			
		Total	577	100	5,479	100				
b. Increase interactions with instructors	EOL04b	1	Not at all important	17	3	210	4	3.1	3.1	-.01
		2	Somewhat important	120	22	1,110	21			
		3	Important	245	42	2,259	41			
		4	Very important	195	33	1,895	35			
		Total	577	100	5,474	100				

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

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Frequencies and Statistical Comparisons

The University of Toledo

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	11	2	193	4	3.2	3.2 *	.09 △
		2	Somewhat important	94	17	909	17			
		3	Important	205	34	2,081	37			
		4	Very important	266	46	2,298	42			
		Total		576	100	5,481	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	16	3	288	6	3.2	3.0 **	.13 △
		2	Somewhat important	106	19	1,137	21			
		3	Important	226	37	2,086	37			
		4	Very important	227	41	1,961	36			
		Total		575	100	5,472	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	37	7	403	8	2.8	2.8	-.03
		2	Somewhat important	174	31	1,540	28			
		3	Important	205	34	1,981	36			
		4	Very important	162	28	1,547	29			
		Total		578	100	5,471	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 400 first-year students and 416 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	18	3	111	2	3.1	3.2 ***	-.17 ▽
		2	Disagree	83	13	568	10			
		3	Agree	324	56	2,878	52			
		4	Strongly agree	147	28	1,865	36			
		Total		572	100	5,422	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	10	2	57	1	3.2	3.3 ***	-.15 ▽
		2	Disagree	59	9	375	7			
		3	Agree	327	56	2,870	52			
		4	Strongly agree	181	34	2,135	40			
		Total		577	100	5,437	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	40	7	263	5	2.9	3.0 ***	-.19 ▽
		2	Disagree	132	22	993	18			
		3	Agree	298	51	2,692	49			
		4	Strongly agree	105	21	1,490	28			
		Total		575	100	5,438	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	20	4	132	3	2.9	3.1 ***	-.20 ▽
		2	Disagree	112	18	727	13			
		3	Agree	351	60	3,214	58			
		4	Strongly agree	91	18	1,357	26			
		Total		574	100	5,430	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Toledo

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UToledo		NSSE Public		UToledo	NSSE Public	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
e. The online course platform has been user-friendly (available when needed, easy to access and navigate, etc.).	EOL06e	1	Strongly disagree	16	3	96	2	3.0	3.2 ***	-.23
		2	Disagree	65	12	408	8			
		3	Agree	376	63	3,323	60			
		4	Strongly agree	115	22	1,609	30			
		Total	572	100	5,436	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)	168	30	1,486	30			
		—	Asynchronous (participation not at scheduled times)	84	15	1,053	18			
		—	A mixture of synchronous and asynchronous	327	55	2,889	52			
			Total	579	100	5,428	100			
8. How would you evaluate your online learning experience during the current school year?										
	EOL08	1	Poor	66	12	383	8	2.6	2.8 ***	-.31
		2	Fair	206	35	1,356	25			
		3	Good	229	39	2,390	43			
		4	Excellent	79	15	1,317	24			
			Total	580	100	5,446	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
	UToledo	UToledo	NSSE Public	UToledo	NSSE Public	UToledo	NSSE Public	Comparisons with: NSSE Public		
EOL01a	577	2.83	2.89	.039	.012	0.94	0.90	6,132	.127	-.07
EOL01b	577	2.71	2.80	.039	.013	0.95	0.95	6,100	.026	-.10
EOL01c	579	3.03	3.11	.036	.012	0.87	0.88	708	.028	-.10
EOL01d	579	2.76	2.85	.039	.013	0.95	0.94	6,118	.022	-.10
EOL01e	579	2.69	2.78	.042	.013	1.00	0.97	6,111	.039	-.09
EOL01f	578	2.70	2.80	.041	.013	0.98	0.97	6,112	.013	-.11
EOL01g	578	2.55	2.63	.045	.015	1.08	1.10	6,101	.104	-.07
EOL01h	579	2.97	3.01	.039	.012	0.95	0.91	6,114	.298	-.05
EOL01i	577	2.93	3.00	.039	.012	0.93	0.89	689	.065	-.08
EOL02a	578	2.92	2.86	.033	.011	0.78	0.82	716	.094	.07
EOL02b	578	2.26	2.28	.033	.011	0.79	0.82	6,106	.551	-.03
EOL02c	572	1.97	2.05	.036	.012	0.86	0.86	6,095	.044	-.09
EOL02d	579	1.98	2.05	.031	.011	0.74	0.79	721	.040	-.09
EOL02e	577	2.16	2.40	.032	.011	0.76	0.82	723	.000	-.30
EOL02f	578	2.92	2.88	.031	.010	0.75	0.77	712	.242	.05
EOL02g	578	3.02	3.01	.031	.010	0.75	0.74	6,100	.712	.02
EOL02h	579	2.70	2.75	.035	.011	0.83	0.81	6,098	.141	-.06
EOL02i	573	2.48	2.51	.037	.011	0.88	0.83	682	.460	-.03
EOL03a	570	4.60	4.49	.057	.018	1.36	1.35	6,043	.064	.08
EOL03b	554	4.03	4.08	.060	.019	1.40	1.43	5,912	.416	-.04
EOL03c	543	3.89	3.95	.069	.023	1.62	1.63	5,674	.397	-.04
EOL03d	564	4.08	4.13	.057	.019	1.36	1.40	6,017	.444	-.03
EOL03e	565	4.22	4.33	.056	.018	1.34	1.33	6,036	.055	-.08
EOL03f	510	3.66	3.78	.066	.022	1.48	1.55	5,454	.084	-.08
EOL03g	562	4.22	4.30	.058	.019	1.37	1.38	5,988	.212	-.06
EOL04a	569	2.76	2.79	.038	.012	0.90	0.89	6,076	.472	-.03
EOL04b	572	3.05	3.08	.033	.010	0.79	0.78	6,071	.495	-.03
EOL04c	570	3.11	3.15	.035	.011	0.84	0.80	6,062	.197	-.06
EOL04d	571	3.07	3.05	.035	.011	0.84	0.81	6,070	.725	.02
EOL04e	568	2.78	2.89	.036	.012	0.86	0.85	6,056	.004	-.13
EOL06a	561	3.14	3.14	.030	.009	0.70	0.69	6,000	.869	.01
EOL06b	566	3.31	3.30	.026	.008	0.63	0.61	6,009	.728	.02
EOL06c	566	3.09	3.08	.030	.010	0.71	0.71	6,017	.583	.02
EOL06d	565	3.07	3.08	.028	.009	0.66	0.66	6,010	.533	-.03
EOL06e	564	3.11	3.13	.028	.009	0.67	0.64	6,004	.400	-.04
EOL08	570	2.57	2.77	.035	.011	0.85	0.82	687	.000	-.24

Seniors

						Standard			Effect	
	N	Mean		Standard error ^f		deviation ^g		DF ^h	Sig. ⁱ	size ^d
Variable								Comparisons with:		
name	UToledo	UToledo	NSSE Public	UToledo	NSSE Public	UToledo	NSSE Public	NSSE Public		
EOL01a	574	2.85	3.08	.039	.011	0.94	0.88	673	.000	-.26
EOL01b	573	2.69	3.00	.041	.012	0.97	0.92	675	.000	-.33
EOL01c	573	3.05	3.26	.038	.011	0.90	0.83	6,429	.000	-.25
EOL01d	574	2.76	3.02	.041	.012	0.98	0.92	675	.000	-.29
EOL01e	572	2.70	2.94	.043	.013	1.02	0.97	675	.000	-.25
EOL01f	569	2.64	2.92	.043	.013	1.03	0.99	672	.000	-.29
EOL01g	569	2.59	2.86	.046	.014	1.09	1.04	672	.000	-.26
EOL01h	572	2.89	3.10	.042	.012	1.01	0.91	664	.000	-.23
EOL01i	571	2.82	3.09	.040	.012	0.96	0.91	673	.000	-.29
EOL02a	574	2.80	2.81	.037	.012	0.89	0.92	6,413	.877	-.01
EOL02b	574	2.32	2.31	.035	.011	0.83	0.87	6,408	.824	.01
EOL02c	571	1.95	2.02	.035	.012	0.83	0.90	706	.070	-.07
EOL02d	572	2.20	2.34	.033	.012	0.80	0.88	713	.000	-.16
EOL02e	572	2.08	2.35	.035	.012	0.83	0.91	714	.000	-.31
EOL02f	571	2.72	2.84	.035	.011	0.83	0.84	6,403	.003	-.13
EOL02g	572	2.94	3.11	.034	.010	0.81	0.79	6,395	.000	-.21
EOL02h	572	2.60	2.85	.037	.012	0.88	0.88	6,400	.000	-.28
EOL02i	573	2.53	2.73	.035	.012	0.85	0.91	707	.000	-.22
EOL03a	561	4.74	4.85	.057	.018	1.36	1.35	6,261	.060	-.08
EOL03b	538	4.20	4.45	.064	.020	1.47	1.47	5,995	.000	-.17
EOL03c	502	3.91	4.07	.078	.024	1.76	1.74	5,562	.039	-.10
EOL03d	566	4.35	4.60	.060	.018	1.42	1.37	6,295	.000	-.18
EOL03e	561	4.35	4.70	.060	.018	1.42	1.33	6,320	.000	-.26
EOL03f	459	3.68	3.94	.076	.025	1.63	1.68	5,020	.002	-.15
EOL03g	555	4.25	4.58	.063	.019	1.48	1.42	6,251	.000	-.24
EOL04a	569	2.68	2.64	.039	.013	0.94	0.97	6,375	.291	.05
EOL04b	570	3.05	3.06	.034	.011	0.82	0.85	6,371	.858	-.01
EOL04c	569	3.25	3.17	.034	.011	0.81	0.85	6,377	.038	.09
EOL04d	567	3.16	3.04	.035	.012	0.83	0.89	6,361	.003	.13
EOL04e	570	2.82	2.85	.039	.012	0.92	0.93	6,369	.486	-.03
EOL06a	565	3.09	3.21	.030	.009	0.72	0.71	674	.000	-.17
EOL06b	569	3.21	3.31	.028	.009	0.67	0.65	6,332	.001	-.15
EOL06c	567	2.85	3.01	.034	.011	0.82	0.81	680	.000	-.19
EOL06d	566	2.93	3.07	.030	.009	0.72	0.70	6,320	.000	-.20
EOL06e	564	3.03	3.18	.029	.009	0.68	0.65	667	.000	-.23
EOL08	572	2.57	2.84	.037	.012	0.88	0.88	689	.000	-.31

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.