
NSSE 2026 Topical Module Report

Experiences with Online Learning

The University of Texas at Arlington

This module, first offered during the 2021 administration, was developed in collaboration with Quality Matters (QM), a leader in online learning quality assurance. Based in part on Standards from the QM Higher Education Rubric (6th Ed.) it has been updated in accordance with the QM Higher Education Rubric (7th Ed.) that was released in July 2023. The questions in the module measure aspects of students' online experience that signify high quality. The module also assesses how students engage in online and hybrid courses, their degree of comfort with online learning and experience of support, and ideas about how the online learning experience can be improved.

Comparison group details are in the Selected Comparison Groups report, available in PDF format in your report download folder.

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NSSE 2026 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Texas at Arlington

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, to what extent have your <i>entirely online or hybrid</i> courses provided the following?										
a. Clearly stated learning objectives or goals	EOLgoals	0	Not at all	1	1	4	0	3.1	3.1	-.04
		1	Very little	2	2	20	2			
		2	Some	16	15	154	19			
		3	Quite a bit	50	49	327	39			
		4	Very much	35	32	314	38			
		Total		104	100	819	100			
b. Clear guidance about how to get started in the course	EOLstart	0	Not at all	1	1	5	1	3.1	3.1	.00
		1	Very little	2	2	35	4			
		2	Some	22	21	156	20			
		3	Quite a bit	40	39	302	36			
		4	Very much	39	37	317	39			
		Total		104	100	815	100			
c. A clearly stated grading policy	EOLgrading	0	Not at all	0	0	4	0	3.2	3.3	-.05
		1	Very little	6	6	21	2			
		2	Some	12	11	124	15			
		3	Quite a bit	39	37	276	32			
		4	Very much	47	46	397	49			
		Total		104	100	822	100			
d. Course information and activities that are easy to locate	EOLinfo	0	Not at all	0	0	7	1	3.2	3.1	.09
		1	Very little	4	4	29	3			
		2	Some	13	13	161	19			
		3	Quite a bit	42	41	293	35			
		4	Very much	42	42	330	41			
		Total		101	100	820	100			
e. Sufficient instructions for using course-related technology	EOLtech	0	Not at all	2	2	5	1	3.2	3.1	.14
		1	Very little	2	2	34	4			
		2	Some	10	9	152	19			
		3	Quite a bit	46	44	308	37			
		4	Very much	42	42	319	40			
		Total		102	100	818	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOLrespond	0	Not at all	2	2	7	1	3.1	3.1	.08
		1	Very little	2	2	39	5			
		2	Some	20	19	161	20			
		3	Quite a bit	35	35	307	37			
		4	Very much	44	42	305	37			
		Total		103	100	819	100			
g. Clear expectations for your interactions with other students	EOLexpect	0	Not at all	3	3	10	1	3.0	3.0	.04
		1	Very little	4	4	55	7			
		2	Some	16	16	158	20			
		3	Quite a bit	41	40	294	34			
		4	Very much	39	37	299	37			
		Total		103	100	816	100			

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Frequencies and Statistical Comparisons

The University of Texas at Arlington

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
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	EOLassess	0	Not at all	2	2	5	0	3.2	3.3	-.12
		1	Very little	3	3	22	3			
		2	Some	15	14	119	15			
		3	Quite a bit	39	38	285	34			
		4	Very much	45	42	386	48			
		Total	104	100	817	100				
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOLmaterials	0	Not at all	0	0	3	0	3.1	3.2	-.14
		1	Very little	4	4	22	3			
		2	Some	17	17	134	16			
		3	Quite a bit	44	43	295	35			
		4	Very much	39	36	366	45			
		Total	104	100	820	100				
2. During the current school year, about how many of your <i>entirely online or hybrid</i> courses included the following?										
a. Live sessions including the instructor and students	EOLlive	1	None	29	29	250	29	2.3	2.2	.06
		2	Some	30	28	268	32			
		3	Most	29	27	186	23			
		4	All	16	16	110	15			
		Total	104	100	814	100				
		b. Pre-recorded presentations by the instructor	EOLrecorded	1	None	9	9			
2	Some			42	39	251	31			
3	Most			26	24	298	36			
4	All			27	27	193	24			
Total	104			100	813	100				
c. Presentations or talks by experts in the field (live or recorded)	EOLpresent			1	None	26	26	238	28	2.3
		2	Some	41	40	275	33			
		3	Most	18	17	180	23			
		4	All	17	17	115	16			
		Total	102	100	808	100				
		d. Group projects or presentations	EOLgroup	1	None	25	23	328	38	
2	Some			46	45	290	36			
3	Most			20	20	130	17			
4	All			12	12	68	9			
Total	103			100	816	100				
e. Interaction among students in small groups or breakout rooms	EOLbreakout			1	None	32	31	313	37	2.2
		2	Some	35	34	266	32			
		3	Most	23	23	155	19			
		4	All	13	12	78	11			
		Total	103	100	812	100				
		f. Frequent quizzes or short assignments to check your understanding	EOLquiz	1	None	2	2	19	2	
2	Some			20	19	155	21			
3	Most			41	41	320	39			
4	All			39	39	315	38			
Total	102			100	809	100				
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOLcoursework			1	None	3	3	16	2	3.2
		2	Some	16	15	156	20			
		3	Most	44	41	348	43			
		4	All	40	40	294	36			
		Total	103	100	814	100				

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Frequencies and Statistical Comparisons

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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
h. Instructional materials (text, video, images, assignments, etc.) that represent diverse perspectives and people	EOLdiverse	1	None	4	4	29	3	3.2	3.1	.13
		2	Some	16	15	187	23			
		3	Most	44	42	316	37			
		4	All	39	39	284	36			
		Total	103	100	816	100				
i. Opportunities for personalized feedback, support, and guidance from the instructor	EOLfeedback	1	None	4	4	37	4	3.0	3.0	.08
		2	Some	27	26	215	27			
		3	Most	34	32	308	37			
		4	All	38	38	252	31			
		Total	103	100	812	100				
j. Opportunities to apply your learning to a real-world problem or issue	EOLapply	1	None	7	7	63	8	2.9	2.8	.15
		2	Some	28	27	261	32			
		3	Most	35	34	283	35			
		4	All	33	33	203	26			
		Total	103	100	810	100				
k. Statements related to the protection of your privacy and data	EOLprivacy	1	None	17	16	136	17	2.8	2.7	.17
		2	Some	19	18	232	29			
		3	Most	33	33	229	27			
		4	All	33	33	214	27			
		Total	102	100	811	100				
3. During the current school year, how comfortable have you been doing the following in your entirely online or hybrid courses?										
a. Participating in online discussion boards, forums, or other discussion tools	EOLboards	1	Not at all comfortable	1	1	14	2	5.1	4.9	.14
		2		2	2	13	2			
		3		8	9	70	9			
		4		13	12	162	20			
		5		27	27	200	25			
		6	Very comfortable	50	48	328	40			
		—	Not applicable	0	0	24	3			
		Total	101	100	811	100				
b. Participating in live course discussions	EOLlivedisc	1	Not at all comfortable	6	7	36	4	4.2	4.2	-.01
		2		6	6	61	8			
		3		14	14	104	13			
		4		18	18	182	23			
		5		28	27	140	18			
		6	Very comfortable	17	17	155	20			
		—	Not applicable	12	11	133	15			
		Total	101	100	811	100				
c. Taking proctored online exams	EOLEXams	1	Not at all comfortable	5	6	38	5	4.9	4.6	.20
		2		2	2	29	4			
		3		6	5	84	10			
		4		15	15	170	21			
		5		29	28	186	22			
		6	Very comfortable	40	41	252	32			
		—	Not applicable	4	3	53	6			
		Total	101	100	812	100				

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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	EOLinteract	1	Not at all comfortable	3	4	26	3	4.6	4.4	.16
		2		0	0	57	7			
		3		11	11	93	11			
		4		28	28	218	27			
		5		32	30	187	23			
		6	Very comfortable	24	25	181	23			
		—	Not applicable	2	2	49	5			
		Total		100	100	811	100			
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOLinstructor	1	Not at all comfortable	2	2	26	3	4.6	4.5	.14
		2		1	1	33	4			
		3		14	14	116	15			
		4		24	23	201	25			
		5		29	28	193	24			
		6	Very comfortable	28	29	208	26			
		—	Not applicable	2	2	34	4			
		Total		100	100	811	100			
f. Using learning support services (tutoring services, writing center, etc.)	EOLsupport	1	Not at all comfortable	4	5	43	5	4.5	4.1 *	.23
		2		5	5	53	6			
		3		12	11	126	16			
		4		22	22	178	22			
		5		25	25	137	17			
		6	Very comfortable	26	26	157	19			
		—	Not applicable	7	7	118	14			
		Total		101	100	812	100			
g. Seeking feedback and guidance from your instructor	EOLseekfdbk	1	Not at all comfortable	3	4	22	3	4.6	4.5	.10
		2		2	2	41	5			
		3		10	11	101	12			
		4		21	20	195	26			
		5		35	35	182	22			
		6	Very comfortable	27	26	232	28			
		—	Not applicable	3	3	40	4			
		Total		101	100	813	100			
4. To improve the entirely online and hybrid course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOLimpstud	1	Not at all important	10	10	116	13	2.6	2.5	.06
		2	Somewhat important	38	37	313	39			
		3	Important	40	39	262	32			
		4	Very important	14	14	119	16			
		Total		102	100	810	100			
b. Increase interactions with instructors	EOLimpinst	1	Not at all important	3	3	43	5	2.9	2.8	.13
		2	Somewhat important	26	25	230	28			
		3	Important	48	48	372	45			
		4	Very important	23	25	164	22			
		Total		100	100	809	100			
c. Improve responsiveness of instructors	EOLimpresp	1	Not at all important	0	0	34	4	3.2	3.0	.14
		2	Somewhat important	18	18	156	19			
		3	Important	49	48	364	45			
		4	Very important	34	34	253	32			
		Total		101	100	807	100			

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

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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. Improve online tools for student collaboration	EOLimptools	1	Not at all important	1	1	40	5	3.1	2.9 *	.23
		2	Somewhat important	22	22	217	26			
		3	Important	47	46	352	43			
		4	Very important	32	32	203	26			
		Total	102	100	812	100				
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOLimpsupp	1	Not at all important	1	1	44	5	3.0	2.8 *	.21
		2	Somewhat important	27	26	237	30			
		3	Important	45	43	338	42			
		4	Very important	29	29	189	23			
		Total	102	100	808	100				
5. Considering your experience taking <i>entirely online or hybrid</i> 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	3	3	13	1	3.5	3.3 *	.23
		2	Disagree	2	2	57	7			
		3	Agree	42	41	406	50			
		4	Strongly agree	55	55	333	41			
		Total	102	100	809	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	2	2	7	1	3.4	3.4	.09
		2	Disagree	7	6	40	5			
		3	Agree	39	38	404	50			
		4	Strongly agree	54	54	355	44			
		Total	102	100	806	100				
c. Study spaces that you have access to have been sufficient for your needs.	EOLspace	1	Strongly disagree	1	1	6	1	3.4	3.3	.15
		2	Disagree	7	7	50	6			
		3	Agree	47	45	443	55			
		4	Strongly agree	47	47	311	37			
		Total	102	100	810	100				
d. The technology support has been helpful.	EOLtechsupp	1	Strongly disagree	3	3	12	2	3.3	3.2	.12
		2	Disagree	9	9	58	7			
		3	Agree	49	46	503	61			
		4	Strongly agree	41	42	234	30			
		Total	102	100	807	100				
e. The online course platform or learning management system (LMS) has been user-friendly (available when needed, easy to access and navigate, etc.).	EOLplatform	1	Strongly disagree	1	1	9	1	3.3	3.2 *	.22
		2	Disagree	8	8	55	7			
		3	Agree	48	47	496	62			
		4	Strongly agree	44	44	244	30			
		Total	101	100	804	100				

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The University of Texas at Arlington

First-Year Students

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				UTA		Online Learning		UTA	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
6. Which of the following best describes how your entirely online or hybrid courses have typically been scheduled?										
	EOLschedule		Synchronous (live class meetings online at scheduled times)	2	2	39	6			
			Asynchronous (online participation not at scheduled times)	62	61	445	54			
			A mixture of synchronous and asynchronous	21	21	214	27			
			Hybrid (in-person class meetings at scheduled times plus online participation at times of your choosing)	16	16	102	13			
			Total	101	100	800	100			
7. Overall, how would you evaluate your online learning experience during the current school year?										
	EOLoverall	1	Poor	1	1	15	2	3.3	3.2	.11
		2	Fair	14	15	111	13			
		3	Good	41	41	395	50			
		4	Excellent	44	43	283	35			
			Total	100	100	804	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.

NSSE 2026 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Texas at Arlington

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, to what extent have your <i>entirely online or hybrid</i> courses provided the following?										
a. Clearly stated learning objectives or goals	EOLgoals	0	Not at all	2	0	10	1	3.5	3.3 ***	.32
		1	Very little	5	1	27	2			
		2	Some	48	8	187	13			
		3	Quite a bit	174	28	507	37			
		4	Very much	396	63	679	47			
		Total		625	100	1,410	100			
b. Clear guidance about how to get started in the course	EOLstart	0	Not at all	3	1	8	1	3.5	3.3 ***	.28
		1	Very little	7	1	38	3			
		2	Some	51	9	194	13			
		3	Quite a bit	178	28	506	37			
		4	Very much	384	61	658	46			
		Total		623	100	1,404	100			
c. A clearly stated grading policy	EOLgrading	0	Not at all	2	0	8	1	3.6	3.4 ***	.32
		1	Very little	3	1	21	2			
		2	Some	36	6	171	12			
		3	Quite a bit	161	26	462	33			
		4	Very much	422	67	745	52			
		Total		624	100	1,407	100			
d. Course information and activities that are easy to locate	EOLinfo	0	Not at all	6	1	10	1	3.5	3.2 ***	.35
		1	Very little	1	0	37	3			
		2	Some	49	8	229	16			
		3	Quite a bit	177	29	483	36			
		4	Very much	389	62	642	45			
		Total		622	100	1,401	100			
e. Sufficient instructions for using course-related technology	EOLtech	0	Not at all	3	0	11	1	3.4	3.2 ***	.27
		1	Very little	11	2	39	3			
		2	Some	65	11	232	16			
		3	Quite a bit	170	27	485	35			
		4	Very much	376	60	638	45			
		Total		625	100	1,405	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOLrespond	0	Not at all	3	0	11	1	3.4	3.1 ***	.33
		1	Very little	11	2	59	4			
		2	Some	65	11	245	17			
		3	Quite a bit	172	28	489	35			
		4	Very much	373	59	601	43			
		Total		624	100	1,405	100			
g. Clear expectations for your interactions with other students	EOLexpect	0	Not at all	5	1	32	2	3.5	3.1 ***	.37
		1	Very little	8	1	62	5			
		2	Some	58	10	227	16			
		3	Quite a bit	171	28	459	33			
		4	Very much	379	60	621	44			
		Total		621	100	1,401	100			

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Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
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	EOLassess	0	Not at all	3	0	7	1	3.5	3.3 *** △	.30
		1	Very little	4	1	43	3			
		2	Some	41	7	163	12			
		3	Quite a bit	185	30	491	35			
		4	Very much	390	62	701	49			
		Total	623	100	1,405	100				
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOLmaterials	0	Not at all	3	0	10	1	3.5	3.3 *** ▲	.30
		1	Very little	7	1	28	2			
		2	Some	42	7	194	14			
		3	Quite a bit	181	30	485	35			
		4	Very much	387	62	687	48			
		Total	620	100	1,404	100				
2. During the current school year, about how many of your <i>entirely online or hybrid</i> courses included the following?										
a. Live sessions including the instructor and students	EOLlive	1	None	153	25	273	19	2.3	2.4	-.06
		2	Some	232	37	568	40			
		3	Most	112	18	333	24			
		4	All	128	20	229	17			
		Total	625	100	1,403	100				
		b. Pre-recorded presentations by the instructor	EOLrecorded	1	None	25	4			
2	Some			178	29	457	34			
3	Most			212	35	528	36			
4	All			204	32	310	21			
Total	619			100	1,400	100				
c. Presentations or talks by experts in the field (live or recorded)	EOLpresent			1	None	104	17	324	23	2.5
		2	Some	209	33	580	41			
		3	Most	181	29	315	23			
		4	All	130	21	180	13			
		Total	624	100	1,399	100				
		d. Group projects or presentations	EOLgroup	1	None	183	29	306	22	
2	Some			216	35	569	40			
3	Most			121	19	339	25			
4	All			98	16	185	13			
Total	618			100	1,399	100				
e. Interaction among students in small groups or breakout rooms	EOLbreakout			1	None	174	28	373	26	2.3
		2	Some	206	33	559	40			
		3	Most	124	20	279	21			
		4	All	118	19	187	13			
		Total	622	100	1,398	100				
		f. Frequent quizzes or short assignments to check your understanding	EOLquiz	1	None	9	1	37	3	
2	Some			101	17	246	19			
3	Most			243	39	592	42			
4	All			266	43	524	36			
Total	619			100	1,399	100				
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOLcoursework			1	None	6	1	24	2	3.4
		2	Some	58	10	248	18			
		3	Most	214	34	599	43			
		4	All	345	55	525	37			
		Total	623	100	1,396	100				

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The University of Texas at Arlington

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
h. Instructional materials (text, video, images, assignments, etc.) that represent diverse perspectives and people	EOLdiverse	1	None	13	2	64	5	3.3	3.0 *** ▲	.34
		2	Some	81	14	290	22			
		3	Most	213	35	528	38			
		4	All	311	50	514	35			
		Total	618	100	1,396	100				
i. Opportunities for personalized feedback, support, and guidance from the instructor	EOLfeedback	1	None	14	2	51	4	3.2	2.9 *** ▲	.34
		2	Some	116	19	390	28			
		3	Most	202	32	525	37			
		4	All	290	46	429	30			
		Total	622	100	1,395	100				
j. Opportunities to apply your learning to a real-world problem or issue	EOLapply	1	None	17	3	65	5	3.3	2.9 *** ▲	.47
		2	Some	95	15	420	31			
		3	Most	208	34	524	37			
		4	All	302	48	391	27			
		Total	622	100	1,400	100				
k. Statements related to the protection of your privacy and data	EOLprivacy	1	None	49	8	219	16	3.1	2.8 *** ▲	.37
		2	Some	111	18	332	25			
		3	Most	163	27	386	27			
		4	All	297	48	457	32			
		Total	620	100	1,394	100				
3. During the current school year, how comfortable have you been doing the following in your entirely online or hybrid courses?										
a. Participating in online discussion boards, forums, or other discussion tools	EOLboards	1	Not at all comfortable	9	1	21	2	5.5	5.1 *** ▲	.33
		2		3	0	28	2			
		3		19	3	78	6			
		4		44	8	181	13			
		5		99	16	336	25			
		6	Very comfortable	433	69	717	50			
		—	Not applicable	13	2	34	3			
		Total	620	100	1,395	100				
b. Participating in live course discussions	EOLlivedisc	1	Not at all comfortable	20	3	52	4	4.9	4.5 *** ▲	.30
		2		18	3	80	6			
		3		46	7	165	11			
		4		83	13	282	20			
		5		91	15	270	20			
		6	Very comfortable	258	41	388	28			
		—	Not applicable	107	18	157	11			
		Total	623	100	1,394	100				
c. Taking proctored online exams	EOExams	1	Not at all comfortable	24	4	66	5	5.1	4.6 *** ▲	.32
		2		20	3	67	5			
		3		38	6	130	9			
		4		51	8	231	17			
		5		116	19	305	22			
		6	Very comfortable	341	55	492	35			
		—	Not applicable	30	5	106	8			
		Total	620	100	1,397	100				

NSSE 2026 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Texas at Arlington

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
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	EOLinteract	1	Not at all comfortable	6	1	36	3	5.2	4.6 ***	.48
		2		9	2	68	5			
		3		36	6	170	12			
		4		78	12	285	20			
		5		127	21	325	24			
		6	Very comfortable	341	55	461	34			
		—	Not applicable	23	4	43	3			
		Total	620	100	1,388	100				
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOLinstructor	1	Not at all comfortable	8	1	23	2	5.2	4.7 ***	.36
		2		11	2	59	5			
		3		44	7	151	11			
		4		75	12	271	19			
		5		123	20	364	26			
		6	Very comfortable	332	53	494	35			
		—	Not applicable	26	4	34	3			
		Total	619	100	1,396	100				
f. Using learning support services (tutoring services, writing center, etc.)	EOLsupport	1	Not at all comfortable	19	3	63	5	4.8	4.2 ***	.41
		2		29	5	111	8			
		3		45	7	172	12			
		4		73	12	233	17			
		5		86	14	186	14			
		6	Very comfortable	249	39	320	22			
		—	Not applicable	121	20	310	22			
		Total	622	100	1,395	100				
g. Seeking feedback and guidance from your instructor	EOLseekfdbk	1	Not at all comfortable	14	2	23	2	5.1	4.6 ***	.33
		2		21	3	77	5			
		3		32	5	156	12			
		4		84	13	280	20			
		5		125	20	325	23			
		6	Very comfortable	323	52	490	34			
		—	Not applicable	20	3	47	3			
		Total	619	100	1,398	100				
4. To improve the online and hybrid course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOLimpstud	1	Not at all important	115	18	210	15	2.5	2.5	.05
		2	Somewhat important	194	31	539	38			
		3	Important	170	28	421	30			
		4	Very important	142	22	227	17			
		Total	621	100	1,397	100				
b. Increase interactions with instructors	EOLimpinst	1	Not at all important	41	6	74	5	3.0	2.9	.03
		2	Somewhat important	148	24	345	25			
		3	Important	230	38	583	41			
		4	Very important	201	32	393	28			
		Total	620	100	1,395	100				
c. Improve responsiveness of instructors	EOLimpresp	1	Not at all important	23	4	55	4	3.1	3.1	-.01
		2	Somewhat important	111	18	250	18			
		3	Important	242	39	537	38			
		4	Very important	243	39	551	40			
		Total	619	100	1,393	100				

NSSE 2026 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Texas at Arlington

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
d. Improve online tools for student collaboration	EOLimptools	1	Not at all important	43	7	79	6	3.0	3.0	.05
		2	Somewhat important	122	20	323	23			
		3	Important	234	38	560	40			
		4	Very important	220	35	428	31			
		Total	619	100	1,390	100				
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOLimpsupp	1	Not at all important	42	7	95	7	3.0	2.9 **	.13
		2	Somewhat important	131	21	393	28			
		3	Important	242	39	545	39			
		4	Very important	207	32	363	27			
		Total	622	100	1,396	100				
5. Considering your experience taking <i>entirely online or hybrid</i> 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	2	0	12	1	3.6	3.4 ***	.21
		2	Disagree	12	2	62	4			
		3	Agree	235	38	615	45			
		4	Strongly agree	372	60	703	50			
		Total	621	100	1,392	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	4	1	15	1	3.5	3.5 *	.11
		2	Disagree	19	3	45	3			
		3	Agree	240	39	611	45			
		4	Strongly agree	357	57	721	51			
		Total	620	100	1,392	100				
c. Study spaces that you have access to have been sufficient for your needs.	EOLspace	1	Strongly disagree	9	2	14	1	3.4	3.3 **	.14
		2	Disagree	31	5	96	7			
		3	Agree	263	43	673	50			
		4	Strongly agree	316	50	607	42			
		Total	619	100	1,390	100				
d. The technology support has been helpful.	EOLtechsupp	1	Strongly disagree	10	2	22	2	3.4	3.2 ***	.25
		2	Disagree	27	5	106	7			
		3	Agree	295	47	801	58			
		4	Strongly agree	287	46	461	33			
		Total	619	100	1,390	100				
e. The online course platform or learning management system (LMS) has been user-friendly (available when needed, easy to access and navigate, etc.).	EOLplatform	1	Strongly disagree	3	0	23	2	3.5	3.3 ***	.27
		2	Disagree	18	3	71	5			
		3	Agree	285	47	760	55			
		4	Strongly agree	313	50	534	38			
		Total	619	100	1,388	100				

NSSE 2026 Experiences with Online Learning

Frequencies and Statistical Comparisons

The University of Texas at Arlington

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Online Learning		UTA	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
6. Which of the following best describes how your entirely online or hybrid courses have typically been scheduled?										
	EOLschedule		Synchronous (live class meetings online at scheduled times)	45	8	94	8			
			Asynchronous (online participation not at scheduled times)	407	66	621	43			
			A mixture of synchronous and asynchronous	124	20	573	41			
			Hybrid (in-person class meetings at scheduled times plus online participation at times of your choosing)	39	6	99	7			
			Total	615	100	1,387	100			
7. Overall, how would you evaluate your online learning experience during the current school year?										
	EOLoverall	1	Poor	7	1	19	2	3.5	3.2 ***	.35
		2	Fair	38	6	175	13			
		3	Good	208	34	610	44			
		4	Excellent	360	58	570	41			
			Total	613	100	1,374	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

	Standard								Effect	
	N	Mean		Standard error ^f		deviation ^g		DF ^h	Sig. ⁱ	size ^d
Variable name								Comparisons with:		
	UTA	UTA	Online Learning	UTA	Online Learning	UTA	Online Learning	Online Learning		
EOLgoals	105	3.10	3.13	.079	.031	.81	.84	138	.704	-.04
EOLstart	105	3.09	3.09	.084	.033	.86	.90	139	.962	.00
EOLgrading	105	3.23	3.28	.085	.031	.87	.85	133	.626	-.05
EOLinfo	103	3.21	3.13	.081	.033	.82	.90	138	.373	.09
EOLtech	103	3.23	3.11	.084	.033	.85	.89	135	.169	.14
EOLrespond	104	3.12	3.05	.092	.034	.93	.92	133	.458	.08
EOLexpect	104	3.04	3.00	.097	.036	.99	.97	133	.708	.04
EOLassess	105	3.16	3.26	.091	.031	.93	.85	130	.283	-.12
EOLmaterials	105	3.11	3.23	.081	.031	.84	.84	136	.183	-.14
EOLlive	105	2.30	2.25	.103	.039	1.06	1.04	135	.603	.06
EOLrecorded	105	2.69	2.76	.095	.034	.98	.92	132	.517	-.07
EOLpresent	103	2.26	2.26	.101	.039	1.03	1.04	133	.980	.00
EOLgroup	104	2.20	1.98	.092	.035	.94	.96	135	.023	.24
EOLbreakout	104	2.17	2.04	.099	.037	1.01	1.01	134	.244	.12
EOLquiz	103	3.16	3.13	.078	.030	.79	.82	135	.701	.04
EOLcoursework	104	3.18	3.12	.080	.029	.81	.79	132	.447	.08
EOLdiverse	104	3.16	3.05	.081	.032	.82	.85	137	.197	.13
EOLfeedback	104	3.03	2.95	.089	.032	.91	.87	131	.441	.08
EOLapply	104	2.92	2.78	.091	.034	.93	.92	133	.157	.15
EOLprivacy	102	2.83	2.65	.105	.039	1.06	1.05	131	.106	.17
EOLboards	102	5.08	4.91	.115	.044	1.16	1.17	133	.185	.14
EOLlivedisc	91	4.19	4.20	.155	.058	1.48	1.44	117	.956	-.01
EOLexams	99	4.85	4.58	.141	.054	1.40	1.41	128	.071	.20
EOLinteract	99	4.58	4.37	.122	.051	1.22	1.33	134	.112	.16
EOLinstructor	99	4.64	4.45	.122	.049	1.21	1.31	133	.156	.14
EOLsupport	95	4.46	4.14	.143	.058	1.40	1.45	127	.037	.23
EOLseekfdbk	99	4.64	4.50	.126	.050	1.25	1.32	131	.335	.10
EOLimpstud	103	2.56	2.51	.085	.034	.86	.91	137	.550	.06
EOLimpinst	101	2.94	2.84	.077	.030	.78	.82	134	.199	.13
EOLimpresp	102	3.16	3.05	.070	.031	.70	.82	143	.130	.14
EOLimptools	103	3.09	2.90	.074	.031	.75	.84	141	.020	.23
EOLimpsupp	103	3.01	2.83	.076	.031	.77	.84	139	.032	.21
EOLinternet	103	3.47	3.32	.067	.025	.68	.66	131	.035	.23
EOLhardware	103	3.43	3.38	.070	.023	.71	.62	126	.449	.09
EOLspace	103	3.39	3.30	.064	.023	.65	.61	129	.187	.15
EOLtechsupp	103	3.27	3.19	.074	.023	.75	.63	124	.330	.12
EOLplatform	102	3.35	3.21	.065	.023	.66	.61	127	.048	.22
EOLoverall	101	3.26	3.18	.075	.027	.75	.72	128	.335	.11

NSSE 2026 Experiences with Online Learning

Detailed Statistics^e

The University of Texas at Arlington

Seniors

Variable name	N		Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UTA	Online Learning	UTA	Online Learning	UTA	Online Learning	Comparisons with: Online Learning				
EOLgoals	609	3.52	3.27	.029	.023	.71	.83	1,388	.000	.32	
EOLstart	607	3.48	3.25	.030	.024	.75	.84	1,321	.000	.28	
EOLgrading	608	3.59	3.35	.027	.023	.65	.80	1,447	.000	.32	
EOLinfo	605	3.51	3.22	.030	.024	.73	.85	1,378	.000	.35	
EOLtech	609	3.43	3.20	.032	.025	.80	.88	1,314	.000	.27	
EOLrespond	608	3.43	3.14	.032	.026	.79	.91	1,369	.000	.33	
EOLexpect	605	3.46	3.11	.032	.028	.78	1.00	1,482	.000	.37	
EOLassess	607	3.53	3.29	.028	.024	.69	.84	1,424	.000	.30	
EOLmaterials	604	3.51	3.27	.029	.024	.72	.84	1,380	.000	.30	
EOLlive	609	2.33	2.39	.043	.028	1.06	.98	1,126	.247	-.06	
EOLrecorded	603	2.95	2.70	.036	.025	.88	.90	1,221	.000	.28	
EOLpresent	608	2.54	2.26	.041	.027	1.01	.95	1,149	.000	.29	
EOLgroup	602	2.22	2.30	.042	.027	1.04	.95	1,099	.122	-.08	
EOLbreakout	606	2.29	2.22	.044	.028	1.07	.97	1,099	.148	.07	
EOLquiz	603	3.23	3.12	.032	.023	.78	.80	1,230	.007	.13	
EOLcoursework	607	3.44	3.15	.028	.022	.70	.78	1,322	.000	.38	
EOLdiverse	602	3.33	3.04	.032	.025	.78	.87	1,319	.000	.34	
EOLfeedback	606	3.23	2.94	.034	.024	.83	.86	1,242	.000	.34	
EOLapply	606	3.27	2.87	.034	.025	.83	.87	1,258	.000	.47	
EOLprivacy	604	3.14	2.75	.040	.030	.98	1.07	1,298	.000	.37	
EOLboards	591	5.50	5.13	.040	.033	.97	1.16	1,377	.000	.33	
EOLlivedisc	500	4.90	4.47	.063	.043	1.40	1.42	981	.000	.30	
EOLexams	573	5.09	4.64	.057	.043	1.38	1.46	1,204	.000	.32	
EOLinteract	580	5.24	4.63	.045	.039	1.08	1.34	1,391	.000	.48	
EOLinstructor	577	5.17	4.73	.048	.037	1.16	1.29	1,248	.000	.36	
EOLsupport	486	4.83	4.21	.066	.050	1.46	1.54	1,023	.000	.41	
EOLseekfdbk	583	5.08	4.65	.052	.038	1.27	1.32	1,196	.000	.33	
EOLimpstud	605	2.55	2.49	.042	.027	1.03	.94	1,101	.291	.05	
EOLimpinst	604	2.96	2.93	.037	.025	.90	.86	1,152	.513	.03	
EOLimpresp	603	3.13	3.14	.034	.024	.84	.85	1,202	.849	-.01	
EOLimptools	603	3.01	2.97	.037	.025	.91	.88	1,159	.371	.05	
EOLimpsupp	605	2.97	2.85	.037	.025	.90	.89	1,180	.009	.13	
EOLinternet	605	3.57	3.44	.022	.017	.55	.62	1,323	.000	.21	
EOLhardware	603	3.52	3.46	.024	.017	.60	.62	1,227	.027	.11	
EOLspace	604	3.42	3.33	.027	.019	.66	.65	1,184	.006	.14	
EOLtechsupp	603	3.38	3.22	.027	.018	.66	.65	1,174	.000	.25	
EOLplatform	603	3.46	3.29	.024	.018	.58	.65	1,316	.000	.27	
EOLoverall	596	3.50	3.25	.027	.021	.67	.74	1,296	.000	.35	

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

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..
- 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.

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.