
NSSE 2020 Consortium Report

Consortium of Online Learning

Nevada State College

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About This Consortium Report

Consortium Coordinator

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Comparison Group

This section summarizes how your consortium comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Online Learning' column of this report.

Group label	Online Learning
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all consortium participants) was used.
Group description	Default comparison group

Online Learning (N=13)

Florida State University (Tallahassee, FL)
Indiana Institute of Technology (Fort Wayne, IN)
Iowa State University (Ames, IA)
Minot State University (Minot, ND)
Mississippi State University (Mississippi State, MS)
Morgan State University (Baltimore, MD)
SUNY-Buffalo State College (Buffalo, NY)
Texas A&M University - Texarkana (Texarkana, TX)
Texas A&M University-San Antonio (San Antonio, TX)
University of Northern Iowa (Cedar Falls, IA)
University of St. Thomas (Saint Paul, MN)
University of Texas Permian Basin, The (Odessa, TX)
Western Governors University (Salt Lake City, UT)

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current academic term, to what extent have your <i>mostly or entirely online</i> courses provided the following?										
a. An explanation of the purpose of the course.	COL01a	0	Not at all	1	1	45	1	3.3	3.3	.04
		1	Very little	0	0	163	4			
		2	Some	16	16	611	15			
		3	Quite a bit	38	36	1,137	28			
		4	Very much	47	48	2,089	52			
			Total	102	100	4,045	100			
b. Clearly stated learning goals	COL01b	0	Not at all	0	0	33	1	3.3	3.3	-.01
		1	Very little	3	3	137	4			
		2	Some	16	16	540	13			
		3	Quite a bit	30	27	1,113	27			
		4	Very much	53	54	2,203	55			
			Total	102	100	4,026	100			
c. Learning goals that are appropriate to the level of the course (introductory or more advanced)	COL01c	0	Not at all	0	0	34	1	3.3	3.3	-.02
		1	Very little	2	3	127	3			
		2	Some	14	13	562	14			
		3	Quite a bit	39	37	1,135	27			
		4	Very much	47	48	2,174	55			
			Total	102	100	4,032	100			
d. A clearly stated grading policy	COL01d	0	Not at all	0	0	39	1	3.5	3.4	.09
		1	Very little	2	1	120	3			
		2	Some	10	10	481	12			
		3	Quite a bit	32	30	1,035	24			
		4	Very much	58	59	2,353	60			
			Total	102	100	4,028	100			
e. Clear instructions about how to get started in the course, including where to find various course components and materials	COL01e	0	Not at all	0	0	37	1	3.3	3.4	-.03
		1	Very little	7	7	139	4			
		2	Some	10	9	475	11			
		3	Quite a bit	30	27	1,104	27			
		4	Very much	54	56	2,267	57			
			Total	101	100	4,022	100			
f. Course information and activities that are easy to locate	COL01f	0	Not at all	0	0	33	1	3.3	3.3	-.08
		1	Very little	2	1	136	4			
		2	Some	17	18	502	12			
		3	Quite a bit	36	33	1,144	28			
		4	Very much	47	48	2,209	56			
			Total	102	100	4,024	100			
2. During the current academic term, to what extent have your <i>mostly or entirely online</i> courses provided the following?										
a. A description of minimum technology requirements	COL02a	0	Not at all	4	3	85	2	2.9	3.2 **	-.29
		1	Very little	8	8	199	5			
		2	Some	23	24	688	17			
		3	Quite a bit	28	27	1,045	25			
		4	Very much	38	38	1,999	51			
			Total	101	100	4,016	100			

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

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
b. Instructions for using technology	COL02b	0	Not at all	6	6	86	2	2.7	3.1 *** ▼	-.40
		1	Very little	11	12	236	6			
		2	Some	22	24	756	18			
		3	Quite a bit	26	24	1,013	25			
		4	Very much	35	35	1,924	49			
		Total	100	100	4,015	100				
c. Clarity about when answers to your questions or feedback about coursework would be provided by instructors	COL02c	0	Not at all	1	1	65	2	2.9	3.2 * ▽	-.22
		1	Very little	9	10	200	5			
		2	Some	18	18	692	17			
		3	Quite a bit	38	35	1,108	27			
		4	Very much	35	36	1,949	50			
		Total	101	100	4,014	100				
d. Clarity about instructors' expectations for student-to-student interaction	COL02d	0	Not at all	2	2	152	4	3.1	3.0	.04
		1	Very little	6	6	292	7			
		2	Some	19	19	673	16			
		3	Quite a bit	31	28	1,050	26			
		4	Very much	42	45	1,835	47			
		Total	100	100	4,002	100				
e. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning goals	COL02e	0	Not at all	0	0	39	1	3.2	3.4	-.13
		1	Very little	1	1	109	3			
		2	Some	18	19	490	12			
		3	Quite a bit	38	36	1,137	28			
		4	Very much	44	44	2,236	56			
		Total	101	100	4,011	100				
f. Instructional materials (readings, videos, etc.) that help you achieve course learning goals	COL02f	0	Not at all	0	0	41	1	3.3	3.4	-.03
		1	Very little	2	3	112	3			
		2	Some	17	18	515	13			
		3	Quite a bit	27	23	1,075	26			
		4	Very much	54	56	2,270	57			
		Total	100	100	4,013	100				
3. During the current term, about how often have you done the following in your mostly or entirely online courses?										
a. Used tools (discussion boards, social media, games, etc.) that help you learn course content	COL03a	1	Never	5	5	491	12	3.1	2.9 * ▲	.21
		2	Sometimes	17	17	976	24			
		3	Often	41	44	1,182	29			
		4	Very often	37	34	1,355	34			
		Total	100	100	4,004	100				
b. Applied key information from assigned readings (e.g., to course discussion boards)	COL03b	1	Never	3	2	416	10	3.2	3.0 ** ▲	.28
		2	Sometimes	16	16	829	21			
		3	Often	36	38	1,270	31			
		4	Very often	44	44	1,481	38			
		Total	99	100	3,996	100				
c. Identified questions you had about course readings and sought answers to them	COL03c	1	Never	6	6	344	8	2.9	2.9	-.02
		2	Sometimes	27	27	968	24			
		3	Often	35	35	1,287	32			
		4	Very often	32	32	1,395	35			
		Total	100	100	3,994	100				

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
d. Exchanged ideas, feedback, and questions with other students	COL03d	1	Never	8	9	1,225	31	3.0	2.4 *** ▲	.54
		2	Sometimes	21	24	1,011	26			
		3	Often	31	27	859	21			
		4	Very often	40	40	892	23			
			Total	100	100	3,987	100			
e. Exchanged ideas, feedback, and questions with instructors	COL03e	1	Never	14	16	612	15	2.6	2.6	.00
		2	Sometimes	28	31	1,319	33			
		3	Often	32	29	1,030	26			
		4	Very often	26	25	1,035	26			
			Total	100	100	3,996	100			
4. During the current term, to what extent have the following in your <i>mostly or entirely online</i> courses helped you learn course content?										
a. Use of tools (discussion boards, social media, games, etc.)	COL04a	0	Not at all	6	5	470	12	2.7	2.4 * △	.23
		1	Very little	7	10	546	14			
		2	Some	22	22	941	23			
		3	Quite a bit	31	32	916	23			
		4	Very much	34	30	1,106	28			
	Total	100	100	3,979	100					
b. Application of key information from assigned readings (e.g., to course discussion boards)	COL04b	0	Not at all	1	1	296	8	2.9	2.7 * △	.19
		1	Very little	6	5	353	9			
		2	Some	25	27	896	22			
		3	Quite a bit	34	33	1,128	28			
		4	Very much	34	33	1,295	33			
	Total	100	100	3,968	100					
c. Identification of questions you had about course readings and seeking answers to them	COL04c	0	Not at all	4	3	227	6	2.8	2.7	.05
		1	Very little	7	6	368	9			
		2	Some	27	29	1,013	25			
		3	Quite a bit	37	35	1,126	28			
		4	Very much	25	27	1,231	32			
	Total	100	100	3,965	100					
d. Exchange of ideas, feedback, and questions with other students	COL04d	0	Not at all	8	8	1,029	26	2.7	2.0 *** ▲	.52
		1	Very little	7	8	553	14			
		2	Some	18	19	812	20			
		3	Quite a bit	34	31	756	19			
		4	Very much	33	33	818	21			
	Total	100	100	3,968	100					
e. Exchange of ideas, feedback, and questions with instructors	COL04e	0	Not at all	8	8	432	11	2.5	2.4	.08
		1	Very little	12	12	513	13			
		2	Some	26	28	1,026	26			
		3	Quite a bit	26	24	982	25			
		4	Very much	28	28	1,015	26			
	Total	100	100	3,968	100					

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

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	
5. How does the instruction for the <i>mostly or entirely online</i> courses you were thinking about in the previous questions occur?										
	COL05		Only taught online (in person, face-to-face instruction not provided)	67	69	2,939	75			
		—	Taught mostly online with some in-person, face-to-face instruction	13	13	511	12			
		—	Taught online and in-person/face-to-face about the same amount	11	11	224	6			
		—	Taught some online but mostly in-person/face-to-face	6	6	186	5			
		—	Other, please specify:	1	1	91	2			
			Total	98	100	3,951	100			
6. How would you describe the communication in your <i>mostly or entirely online</i> courses this term?										
	COL06		Synchronous (real-time communication with instructors and students)	26	27	777	20			
		—	Asynchronous (communication with instructors and students that does not occur at the same time)	34	35	1,459	37			
		—	A mixture of synchronous and asynchronous	40	38	1,650	42			
		—	Other, please specify:	0	0	55	1			
			Total	100	100	3,941	100			
7. Overall, how would you evaluate your <i>mostly or entirely online</i> learning experiences at this institution?										
	COL07	1	Poor	1	1	126	3	3.2	3.3	-.13
		2	Fair	16	16	486	12			
		3	Good	41	40	1,363	33			
		4	Excellent	42	42	1,984	51			
			Total	100	100	3,959	100			

8. Please enter any additional comments about your *mostly or entirely online* learning experiences at this institution:

(500 character limit; at the end of the survey, you will have an opportunity to comment on your overall experience at this institution.)

This final question asked students to respond in an open text box. Comments were recorded for 8 first-year students and 28 seniors. Responses are provided in your "NSSE20 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 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current academic term, to what extent have your <i>mostly or entirely online</i> courses provided the following?										
a. An explanation of the purpose of the course.	COL01a	0	Not at all	2	2	45	1	3.3	3.4	-.19
		1	Very little	7	5	183	2			
		2	Some	13	11	797	10			
		3	Quite a bit	38	28	2,089	27			
		4	Very much	70	53	4,088	59			
			Total	130	100	7,202	100			
b. Clearly stated learning goals	COL01b	0	Not at all	1	1	43	1	3.4	3.5	-.14
		1	Very little	3	2	160	2			
		2	Some	19	15	684	9			
		3	Quite a bit	31	24	2,004	26			
		4	Very much	77	58	4,282	62			
			Total	131	100	7,173	100			
c. Learning goals that are appropriate to the level of the course (introductory or more advanced)	COL01c	0	Not at all	2	2	57	1	3.3	3.4	-.13
		1	Very little	3	3	144	2			
		2	Some	14	11	719	9			
		3	Quite a bit	40	30	2,209	29			
		4	Very much	72	55	4,061	59			
			Total	131	100	7,190	100			
d. A clearly stated grading policy	COL01d	0	Not at all	2	2	76	1	3.4	3.5	-.09
		1	Very little	2	2	169	2			
		2	Some	14	10	635	8			
		3	Quite a bit	35	27	1,835	24			
		4	Very much	78	60	4,472	65			
			Total	131	100	7,187	100			
e. Clear instructions about how to get started in the course, including where to find various course components and materials	COL01e	0	Not at all	1	1	47	1	3.3	3.4	-.13
		1	Very little	2	2	218	3			
		2	Some	22	17	811	11			
		3	Quite a bit	37	27	2,057	27			
		4	Very much	69	53	4,057	58			
			Total	131	100	7,190	100			
f. Course information and activities that are easy to locate	COL01f	0	Not at all	2	2	57	1	3.3	3.3	-.04
		1	Very little	1	1	219	3			
		2	Some	18	14	907	12			
		3	Quite a bit	41	31	2,160	29			
		4	Very much	68	52	3,846	55			
			Total	130	100	7,189	100			
2. During the current academic term, to what extent have your <i>mostly or entirely online</i> courses provided the following?										
a. A description of minimum technology requirements	COL02a	0	Not at all	6	5	120	2	3.1	3.3 *	-.24
		1	Very little	7	6	272	3			
		2	Some	19	15	1,021	13			
		3	Quite a bit	34	25	1,967	27			
		4	Very much	64	50	3,795	55			
			Total	130	100	7,175	100			

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

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b			
				NSC		Online Learning		NSC		Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d	
b. Instructions for using technology	COL02b	0	Not at all	4	4	127	2	2.9	3.2 **	-.24	
		1	Very little	7	5	388	5				
		2	Some	31	23	1,258	17				
		3	Quite a bit	38	29	1,951	26				
		4	Very much	50	39	3,441	50				
		Total	130	100	7,165	100					
c. Clarity about when answers to your questions or feedback about coursework would be provided by instructors	COL02c	0	Not at all	3	2	96	1	3.0	3.2 *	-.21	
		1	Very little	9	8	344	4				
		2	Some	19	15	1,086	14				
		3	Quite a bit	43	33	2,081	28				
		4	Very much	56	42	3,555	52				
		Total	130	100	7,162	100					
d. Clarity about instructors' expectations for student-to-student interaction	COL02d	0	Not at all	4	3	361	6	3.2	3.0	.11	
		1	Very little	3	2	444	6				
		2	Some	22	16	1,082	15				
		3	Quite a bit	38	30	1,928	26				
		4	Very much	63	48	3,331	48				
		Total	130	100	7,146	100					
e. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning goals	COL02e	0	Not at all	2	2	96	1	3.2	3.4	-.17	
		1	Very little	4	4	203	3				
		2	Some	20	15	798	11				
		3	Quite a bit	39	30	2,121	28				
		4	Very much	65	50	3,943	57				
		Total	130	100	7,161	100					
f. Instructional materials (readings, videos, etc.) that help you achieve course learning goals	COL02f	0	Not at all	2	2	75	1	3.3	3.4	-.15	
		1	Very little	1	1	174	2				
		2	Some	20	15	744	10				
		3	Quite a bit	40	32	2,105	28				
		4	Very much	67	51	4,062	59				
		Total	130	100	7,160	100					
3. During the current term, about how often have you done the following in your mostly or entirely online courses?											
a. Used tools (discussion boards, social media, games, etc.) that help you learn course content	COL03a	1	Never	6	5	691	10	3.4	3.0 ***	.45	
		2	Sometimes	14	11	1,593	23				
		3	Often	29	22	2,011	27				
		4	Very often	81	62	2,847	39				
		Total	130	100	7,142	100					
b. Applied key information from assigned readings (e.g., to course discussion boards)	COL03b	1	Never	6	5	626	10	3.5	3.1 ***	.43	
		2	Sometimes	8	6	1,281	18				
		3	Often	35	26	2,198	30				
		4	Very often	81	63	3,031	42				
		Total	130	100	7,136	100					
c. Identified questions you had about course readings and sought answers to them	COL03c	1	Never	8	6	545	8	3.1	3.0	.09	
		2	Sometimes	28	23	1,676	23				
		3	Often	38	29	2,286	32				
		4	Very often	56	42	2,614	38				
		Total	130	100	7,121	100					

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
d. Exchanged ideas, feedback, and questions with other students	COL03d	1	Never	8	6	1,871	29	3.2	2.4 *** ▲	.70
		2	Sometimes	21	18	1,914	27			
		3	Often	34	26	1,522	19			
		4	Very often	67	50	1,829	24			
		Total	130	100	7,136	100				
e. Exchanged ideas, feedback, and questions with instructors	COL03e	1	Never	10	7	747	10	2.9	2.7	.16
		2	Sometimes	39	32	2,483	35			
		3	Often	35	26	1,971	27			
		4	Very often	46	34	1,943	27			
		Total	130	100	7,144	100				
4. During the current term, to what extent have the following in your <i>mostly or entirely online</i> courses helped you learn course content?										
a. Use of tools (discussion boards, social media, games, etc.)	COL04a	0	Not at all	6	5	763	11	3.0	2.4 *** ▲	.42
		1	Very little	9	8	981	14			
		2	Some	20	16	1,607	22			
		3	Quite a bit	33	25	1,630	22			
		4	Very much	62	47	2,148	30			
Total	130	100	7,129	100						
b. Application of key information from assigned readings (e.g., to course discussion boards)	COL04b	0	Not at all	6	5	478	7	3.1	2.8 ** △	.27
		1	Very little	5	5	588	9			
		2	Some	19	14	1,508	21			
		3	Quite a bit	40	30	2,080	28			
		4	Very much	60	46	2,457	35			
Total	130	100	7,111	100						
c. Identification of questions you had about course readings and seeking answers to them	COL04c	0	Not at all	6	5	359	5	2.9	2.8	.12
		1	Very little	8	7	589	8			
		2	Some	22	18	1,805	25			
		3	Quite a bit	47	35	2,135	30			
		4	Very much	46	35	2,212	32			
Total	129	100	7,100	100						
d. Exchange of ideas, feedback, and questions with other students	COL04d	0	Not at all	3	2	1,607	25	2.9	1.9 *** ▲	.65
		1	Very little	12	11	1,074	16			
		2	Some	26	21	1,461	20			
		3	Quite a bit	36	27	1,400	18			
		4	Very much	52	39	1,568	21			
Total	129	100	7,110	100						
e. Exchange of ideas, feedback, and questions with instructors	COL04e	0	Not at all	5	4	554	8	2.5	2.5	.02
		1	Very little	18	16	852	12			
		2	Some	36	29	1,964	28			
		3	Quite a bit	35	26	1,836	25			
		4	Very much	35	26	1,896	27			
Total	129	100	7,102	100						

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

NSSE 2020 Consortium of Online Learning

Frequencies and Statistical Comparisons

Nevada State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				NSC		Online Learning		NSC	Online Learning	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	
5. How does the instruction for the <i>mostly or entirely online</i> courses you were thinking about in the previous questions occur?										
	COL05		Only taught online (in person, face-to-face instruction not provided)	84	66	5,701	82			
		—	Taught mostly online with some in-person, face-to-face instruction	24	19	754	10			
		—	Taught online and in-person/face-to-face about the same amount	15	11	283	3			
		—	Taught some online but mostly in-person/face-to-face	3	2	203	3			
		—	Other, please specify:	3	2	127	2			
			Total	129	100	7,068	100			
6. How would you describe the communication in your <i>mostly or entirely online</i> courses this term?										
	COL06		Synchronous (real-time communication with instructors and students)	25	19	1,102	16			
		—	Asynchronous (communication with instructors and students that does not occur at the same time)	69	53	2,800	38			
		—	A mixture of synchronous and asynchronous	34	27	3,075	45			
		—	Other, please specify:	1	1	89	1			
			Total	129	100	7,066	100			
7. Overall, how would you evaluate your <i>mostly or entirely online</i> learning experiences at this institution?										
	COL07	1	Poor	4	4	163	2	3.3	3.4	-.12
		2	Fair	12	10	688	9			
		3	Good	49	37	2,529	33			
		4	Excellent	65	49	3,703	55			
			Total	130	100	7,083	100			

8. Please enter any additional comments about your *mostly or entirely online* learning experiences at this institution:

(500 character limit; at the end of the survey, you will have an opportunity to comment on your overall experience at this institution.)

This final question asked students to respond in an open text box. Comments were recorded for 8 first-year students and 28 seniors. Responses are provided in your "NSSE20 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 ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	NSC	NSC	Online Learning	NSC	Online Learning	NSC	Online Learning	Comparisons with:		
								Online Learning		
COL01a	102	3.29	3.26	.078	.016	0.79	0.94	109	.666	.04
COL01b	102	3.32	3.32	.084	.015	0.85	0.90	3,554	.946	-.01
COL01c	102	3.30	3.32	.079	.015	0.79	0.89	3,559	.834	-.02
COL01d	102	3.46	3.38	.073	.015	0.73	0.89	110	.315	.09
COL01e	100	3.33	3.36	.091	.015	0.92	0.89	3,546	.789	-.03
COL01f	102	3.27	3.34	.080	.015	0.81	0.89	3,549	.408	-.08
COL02a	101	2.89	3.19	.110	.017	1.10	1.01	3,538	.004	-.29
COL02b	100	2.71	3.13	.122	.018	1.22	1.04	103	.001	-.40
COL02c	101	2.95	3.17	.101	.017	1.02	1.00	3,538	.026	-.22
COL02d	100	3.09	3.04	.101	.019	1.01	1.13	3,526	.698	.04
COL02e	101	3.24	3.35	.078	.015	0.78	0.88	3,536	.185	-.13
COL02f	100	3.33	3.35	.086	.015	0.86	0.89	3,536	.793	-.03
COL03a	100	3.08	2.86	.083	.017	0.83	1.02	108	.012	.21
COL03b	99	3.24	2.96	.080	.017	0.80	1.00	108	.001	.28
COL03c	100	2.92	2.95	.091	.016	0.91	0.96	3,518	.805	-.02
COL03d	100	2.97	2.36	.101	.020	1.01	1.14	107	.000	.54
COL03e	100	2.63	2.63	.103	.018	1.03	1.03	3,518	.966	.00
COL04a	100	2.72	2.42	.116	.023	1.16	1.34	107	.011	.23
COL04b	100	2.93	2.70	.094	.021	0.94	1.23	109	.018	.19
COL04c	100	2.77	2.71	.101	.020	1.01	1.17	107	.602	.05
COL04d	100	2.73	1.96	.124	.026	1.24	1.49	108	.000	.52
COL04e	100	2.53	2.42	.123	.022	1.23	1.29	3,494	.424	.08
COL07	100	3.22	3.33	.077	.014	0.77	0.82	3,487	.209	-.13

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	NSC	NSC	Online Learning	NSC	Online Learning	NSC	Online Learning	Comparisons with: Online Learning		
COL01a	129	3.27	3.42	.085	.009	0.97	0.82	131	.072	-.19
COL01b	131	3.36	3.47	.077	.008	0.88	0.79	132	.148	-.14
COL01c	131	3.33	3.43	.080	.008	0.91	0.80	9,435	.143	-.13
COL01d	131	3.41	3.49	.077	.009	0.88	0.82	9,427	.290	-.09
COL01e	131	3.29	3.40	.077	.009	0.88	0.84	9,431	.145	-.13
COL01f	129	3.31	3.35	.077	.009	0.87	0.86	9,428	.623	-.04
COL02a	129	3.08	3.30	.102	.010	1.16	0.94	131	.030	-.24
COL02b	129	2.94	3.18	.095	.010	1.08	0.99	9,398	.006	-.24
COL02c	130	3.04	3.25	.092	.010	1.05	0.95	9,395	.017	-.21
COL02d	130	3.18	3.05	.088	.012	1.00	1.17	9,377	.204	.11
COL02e	130	3.22	3.36	.084	.009	0.96	0.88	9,395	.058	-.17
COL02f	130	3.29	3.41	.077	.009	0.88	0.84	9,394	.097	-.15
COL03a	130	3.42	2.96	.076	.011	0.86	1.01	134	.000	.45
COL03b	130	3.48	3.05	.071	.010	0.81	0.99	134	.000	.43
COL03c	130	3.08	2.99	.083	.010	0.94	0.95	9,346	.309	.09
COL03d	130	3.19	2.39	.083	.012	0.95	1.14	134	.000	.70
COL03e	130	2.87	2.72	.086	.010	0.97	0.97	9,373	.073	.16
COL04a	130	3.01	2.45	.103	.014	1.17	1.35	134	.000	.42
COL04b	130	3.08	2.75	.097	.013	1.11	1.22	133	.001	.27
COL04c	129	2.89	2.75	.098	.012	1.11	1.14	9,315	.181	.12
COL04d	129	2.90	1.95	.097	.015	1.11	1.48	134	.000	.65
COL04e	129	2.55	2.52	.101	.013	1.15	1.22	9,317	.797	.02
COL07	130	3.33	3.42	.070	.008	0.79	0.75	9,292	.170	-.12

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.
- 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.