



# E-LEARNING SURVEY RESULTS

## FALL 2020



Office of Institutional  
Research and Planning  
CARLETON UNIVERSITY

December 2020



# TIMELINE/PROCESS

- Survey was sent to all 31,025 registered students in the Fall of 2020
  - Includes graduate, undergraduate, and special students
  - Also includes full and part-time
- Survey invite was sent on November 8<sup>th</sup> with reminders sent on November 13<sup>th</sup> and 18<sup>th</sup>.
- Overall, 13,336 students completed the survey for a completed response rate of 43.0%

# QUESTION #1 – TOP ANSWERS

**In terms of technological issues, what has been working WELL so far in the Fall 2020 term? (Check all that apply)**

Access to a reliable computer and other required technology/tools and software

83.2%

Access to reliable communication software/tools

80.5%

Your own comfort/familiarity with required technologies or applications

65.0%

Your access to reliable high-speed internet service

60.3%



## QUESTION #1-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to select these technological issues as working well:

- Your access to a reliable computer and other required technology/tools and software (83.9% vs. 77.6%)
- You have an adequate data/internet plan to access your course (69.9% vs. 66.8%)
- Your access to specialized software (37.6% vs. 34.8%)

Grad respondents were more likely than undergrads to select these technological issues as working well:

- Your access to reliable high-speed internet service (63% vs. 59.9%)
- Instructors' comfort/familiarity with required technologies or applications (44.1% vs. 34.6%)



# QUESTION #1 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to select these technological issues as working well:

- Your access to a reliable computer and other required technology/tools and software (85.8% vs. 83.3%)
- Your access to reliable communication software/tools (82.7% vs. 79.7%)
- The usefulness and reliability of technologies that you used (63.9% vs. 58.6%)
- Your access to specialized software (40.5% vs. 36.7%)
- Instructors' comfort/familiarity with required technologies or applications (38.1% vs. 33.5%)

# QUESTIONS #2 AND 3 – TOP ANSWERS

## Which technological issues did you have?

	An issue	Top Issue
Instructors' comfort/familiarity with required technologies or applications	50.9%	37.8%
Your access to reliable high-speed internet service	33.5%	24.0%
Your access to specialized software (e.g., Adobe products, statistical packages)	29.1%	10.8%
Your own comfort/familiarity with required technologies or applications	22.0%	9.8%



## QUESTION #2-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to select these technological issues as a challenge:

- Instructors' comfort/familiarity with required technologies or applications (52.3% vs. 40.2%)
- Your own comfort/familiarity with required technologies or applications (22.4% vs. 18.9%)
- The usefulness and reliability of technologies that you used (21.9% vs. 19.3%)

Grad respondents were more likely than undergrads to select this technological issue as a challenge:

- Your access to a reliable computer and other required technology/tools and software (15% vs. 10.3%)



# QUESTION #2 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to select this technological issue as a challenge:

- Your own comfort/familiarity with required technologies or applications (24% vs. 21.9%)

Upper year respondents were more likely than first year respondents to select these technological issues as a challenge:

- Instructors' comfort/familiarity with required technologies or applications (54.2% vs. 46.1%)
- The usefulness and reliability of technologies that you used (22.6% vs. 19.6%)
- Your access to reliable communication software/tools (11.9% vs. 10.3%)
- Your access to a reliable computer and other required technology/tools and software (10.9% vs. 8.4%)





## QUESTION #3-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to select this technological issue as the greatest challenge:

- Instructors' comfort/familiarity with required technologies or applications (39.3% vs. 25.8%)

Grad respondents were more likely than undergrads to select these technological issues as the greatest challenge:

- Your access to specialized software (13.7% vs. 10.5%)
- The usefulness and reliability of technologies that you used (8.2% vs. 6.4%)
- Your access to a reliable computer and other required technology/tools and software (8.1% vs. 4%)
- You have an adequate data/internet plan to access your course (5.1% vs. 3.2%)



# QUESTION #3 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to select these technological issues as the greatest challenge:

- Your access to reliable high-speed internet service (26.2% vs. 23%)
- Your access to specialized software (11.8% vs. 10.1%)
- Your own comfort/familiarity with required technologies or applications (12.8% vs. 9%)

Upper year respondents were more likely than first year respondents to select this technological issue as the greatest challenge:

- Instructors' comfort/familiarity with required technologies or applications (41.3% vs. 33%)

Please tell us about the usefulness of the following technology tools used in your classes

Technology (% Using)	% Useful + Very Useful
cuLearn (99.3%)	92.7%
BigBlueButton (77.4%)	52.4%
Zoom (92.6%)	80.8%
Microsoft Teams (47.7%)	47.2%
Videos embedded in cuLearn (82.0%)	73.2%
CuPortfolio (18.7%)	32.1%



## QUESTION #4-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to rate these technology tools useful (% selecting useful and very useful):

- cuLearn (93.1% vs. 89.5%)
- Videos embedded in cuLearn (Kaltura) (73.6% vs. 68.4%)

Grad respondents were more likely than undergrads to rate these technology tools useful (% selecting useful and very useful):

- BigBlueButton (58.5% vs. 51.8%)
- Zoom (90.7% vs. 79.4%)
- Microsoft Teams (60.4% vs. 45.4%)



# QUESTION #4 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to rate these technology tools useful (% selecting useful and very useful):

- Zoom (83.2% vs. 78.2%)
- Videos embedded in cuLearn (Kaltura) (75.9% vs. 72.9%)
- CuPortfolio (34.3% vs. 31%)

Upper year respondents were more likely than first year respondents to rate this technology tool useful (% selecting useful and very useful):

- Microsoft Teams (46.7% vs. 41.8%)

# QUESTIONS #5 AND 6 – TOP ANSWERS

Which non-technological issues have been a CHALLENGE for you in adapting to online learning?

	An issue	Top Issue
Lack of in-person contact with your classmates	75.3%	14.6%
Lack of motivation for online learning	73.6%	34.9%
Lack of in-person contact with your instructor(s)	70.3%	12.6%
Course lessons or activities haven't translated well to a remote environment	50.3%	14.9%



## QUESTION #5-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to select these non-technological issues as a challenge:

- Lack of motivation for online learning (75.8% vs. 56%)
- Course lessons or activities haven't translated well to a remote environment (52.3% vs. 33.9%)
- Getting adequate support to manage your transition to online learning (41.9% vs. 23%)
- Instructors have not been adequately available/responsive (27.2% vs. 15.8%)
- TAs have not been adequately available/responsive (19.9% vs. 7.6%)
- Could not complete your co-op course/requirements (6.3% vs. 4.3%)

Grad respondents were more likely than undergrads to select this non-technological issue as a challenge:

- Lack of in-person contact with your classmates (79.5% vs. 74.8%)



# QUESTION #5 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to select these non-technological issues as a challenge:

- Lack of in-person contact with your classmates (81.1% vs. 72.8%)
- Lack of in-person contact with your instructor(s) (75.3% vs. 68.9%)

Upper year respondents were more likely than first year respondents to select these non-technological issues as a challenge:

- Course lessons or activities haven't translated well to a remote environment (54.6% vs. 45.2%)
- You don't have a quiet place to learn/study (38.8% vs. 28.7%)
- Need access to materials and resources that aren't available online (35.1% vs. 29.9%)
- Instructors have not been adequately available/responsive (27.6% vs. 25.7%)
- Could not complete your co-op course/requirements (6.8% vs. 4.7%)





## QUESTION #6-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to select these non-technological issues as the greatest challenge:

- Lack of motivation for online learning (36.6% vs. 21.7%)
- Course lessons or activities haven't translated well to a remote environment (15.6% vs. 9.0%)
- Getting adequate support to manage your transition to online learning (4.5% vs. 2.8%)

Grad respondents were more likely than undergrads to select these non-technological issues as the greatest challenge:

- Lack of in-person contact with your classmates (25.7% vs. 13.3%)
- Lack of in-person contact with your instructor(s) (17.6% vs. 12%)
- You don't have a quiet place to learn/study (8.4% vs. 6.7%)
- Need access to materials and resources that aren't available online (8.5% vs. 3.7%)



# QUESTION #6 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to select these non-technological issues as the greatest challenge:

- Lack of motivation for online learning (38.9% vs. 33.9%)
- Lack of in-person contact with your classmates (17.2% vs. 14%)
- Lack of in-person contact with your instructor(s) (14.8% vs. 12%)

Upper year respondents were more likely than first year respondents to select these non-technological issues as the greatest challenge:

- Course lessons or activities haven't translated well to a remote environment (16.0% vs. 10.6%)
- You don't have a quiet place to learn/study (7.6% vs. 4.1%)
- Instructors have not been adequately available/responsive (5.1% vs. 4.0%)
- Need access to materials and resources that aren't available online (4.6% vs. 2.8%)
- Could not complete your co-op course/requirements (0.9% vs. 0.4%)

# QUESTION #7 – TOP ANSWERS

**Which of the following factors, if any, have been  
POSITIVE EXPERIENCES during the Fall 2020 term?**

I like the flexibility of online learning	73.9%
Online courses are more accessible	41.7%
I enjoy learning in an online format	25.8%
I am able to prepare more for classes	25.5%
I feel more comfortable participating in class discussions	23.3%



## QUESTION #7-UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than graduate respondents to select these factors as positive experiences:

- Online courses are more accessible (42.2% vs. 37.6%)
- I feel more comfortable participating in class discussions (23.7% vs. 20.2%)

Grad respondents were more likely than undergrads to select this factor as a positive experience:

- I feel more connected to faculty members (5.3% vs. 4.2%)



# QUESTION #7 -UG: FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to select these factors as positive experiences:

- I like the flexibility of online learning (75.8% vs. 73.5%)
- I am able to prepare more for classes (29.5% vs. 24.1%)

Upper year respondents were more likely than first year respondents to select these factors as positive experiences:

- I enjoy learning in an online format (26.1% vs. 24.1%)
- I feel more comfortable participating in class discussions (24.2% vs. 22%)
- I feel more connected to faculty members (4.4% vs. 3.4%)

How satisfied or dissatisfied are you with the overall quality of your online courses?

Very satisfied	8.5%
Satisfied	55.7%
Dissatisfied	26.8%
Very Dissatisfied	8.9%



# QUESTION #8: SATISFACTION ONLINE COURSES

How satisfied or dissatisfied are you with the overall quality of your online courses?

- Graduate respondents are more likely to select ‘satisfied’ or ‘very satisfied’ than undergrads (77.7% vs. 62.6%)
- When looking at undergraduates only, first year respondents are more likely to select ‘satisfied’ or ‘very satisfied’ than upper year respondents (68.9% vs. 60.6%)



## QUESTION #11

Thinking about the way your courses have been offered online, what is your preference?

Synchronously	17.8%
Asynchronously	33.5%
Blended	44.9%
I have no preference	3.7%



Thinking about the way your courses have been offered online, what is your preference?

	Undergrads vs. Grads		UG-FY vs. UG-UY	
Synchronously	16.1%	<b>31.6%</b>	13.7%	<b>16.8%</b>
Asynchronously	<b>36.3%</b>	11.8%	33.4%	<b>37.1%</b>
Blended	44.0%	<b>51.8%</b>	<b>49.4%</b>	42.4%
I have no preference	3.6%	<b>4.8%</b>	3.5%	3.6%

Percentage in **red** denotes a statistically significant difference

Compared to learning in a face-to-face setting, the workload in your online classes has been:

More demanding	64.4%
About the same	31.5%
Less demanding	4.1%

Compared to learning in a face-to-face setting, the workload in your online classes has been:

	Undergrad vs. Grad		UG-FY vs. UG-UY	
More demanding	<b>66.8%</b>	45.2%	61.9%	<b>68.3%</b>
About the same	29.3%	<b>49.0%</b>	<b>32.4%</b>	28.3%
Less demanding	3.9%	<b>5.7%</b>	<b>5.7%</b>	3.4%

# QUESTION #13 + 14

Thinking about the workload in your online classes, how many hours do you spend learning each week?

	Currently Spend	Appropriate
Fewer than 15 hours	5.6%	5.7%
16 - 30 hours	24.1%	41.5%
31 - 45 hours	32.5%	41.5%
46 - 60 hours	25.3%	9.8%
More than 60 hours	12.5%	1.6%

Only includes full-time students

Thinking about the workload in your online classes, how many hours do you spend learning each week?

	Undergrad vs. Grad		UG-FY vs. UG-UY	
Fewer than 15 hours	4.9%	<b>10.3%</b>	4.6%	5.0%
16 – 30 hours	23.2%	<b>30.8%</b>	24.0%	22.9%
31 – 45 hours	<b>32.9%</b>	30.0%	32.1%	33.2%
46 – 60 hours	<b>26.0%</b>	20.5%	26.9%	25.6%
More than 60 hours	<b>13.0%</b>	8.3%	12.4%	13.3%



## QUESTION #14 : APPROPRIATE WORKLOAD

Thinking about your program and your year of study, how many hours per week do you think would be an appropriate workload?

Undergraduate respondents are more likely to say than grads that an appropriate workload would be:

- 31 – 45 hours (32.9% vs. 30.0%)
- 46 – 60 hours (26.0% vs. 20.5%)
- More than 60 hours (13.0% vs. 8.3%)

Graduate respondents are more likely than undergrads to say that an appropriate workload would be:

- Fewer than 15 hours (10.3% vs. 4.9%)
- 16 – 30 hours (30.8% vs. 23.2%)

There are no statistically significant differences between first year and upper year respondents at the Undergraduate level.

For each of the following statements please indicate whether the statement was TRUE for you during the Fall 2020.

I am proud of my ability to adapt quickly to new learning circumstances / proud of my resilience	68.7%
I enjoy not having to commute to the university	67.6%
I was able to save more money during the pandemic	51.4%
I was able to learn new skills that will improve prospects for a job in the near future	46.7%

## QUESTION #18 (CONT'D)

For each of the following statements please indicate whether the statement was TRUE for you during the Fall 2020.

I had more flexibility to find side employment	32.7%
My grades will improve because I have more time to study	28.6%
I had access to more funding opportunities (grants and bursaries) at my institution	12.0%





## QUESTION #18: UNDERGRADS VS. GRADS

Graduate respondents were more likely than undergrads to indicate that these statements were TRUE for them:

- I am proud of my ability to adapt quickly to new learning circumstances / proud of my resilience (76.5% vs. 67.8%)
- I was able to learn new skills that will improve prospects for a job in the near future (54.7% vs. 45.7%)



# QUESTION #18: UG-FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year respondents to indicate that these statements were TRUE for them:

- I was able to save more money during the pandemic (57.6% vs. 49.8%)
- I had access to more funding opportunities at my institution (20% vs. 9.3%)
- My grades will improve because I have more time to study (34.3% vs. 27%)
- I was able to learn new skills that will improve prospects for a job in the near future (49.7% vs. 44.4%)

Upper year respondents were more likely than FY to indicate that they enjoy not having to commute to the university (70.2% vs. 60.3%)

# QUESTION #19

Please indicate whether you have experienced any of the following over the last month.

	Experienced in the past 2 weeks	Experienced in past 30 days (but not past 2 weeks)
Feeling nervous, anxious, and overwhelmed	49.8%	24.4%
Trouble concentrating for long periods of time	47.9%	22.0%
Trouble sleeping (sleeping too much / too little / waking up often)	41.4%	20.9%

Please indicate whether you have experienced any of the following over the last month.

	Experienced in the past 2 weeks	Experienced in past 30 days (but not past 2 weeks)
Not being able to stop worrying	41.0%	23.5%
Feeling lonely and isolated	34.2%	21.6%
Feeling depressed or hopeless	33.0%	25.5%



## QUESTION #19: OVER TIME

Comparing similar questions to the 2019 National Collegiate Health Assessment (NCHA), we can see that respondents were more likely to say that they felt the following in the last 30 days (including last 2 weeks):

- Feeling depressed or hopeless (40.6% in 2019 NCHA vs 58.5% in 2020 e-learning survey)

In the 2019 NCHA, 67.5% of respondents indicated that they felt overwhelmed by all they had to do and 43.7% felt overwhelming anxiety within the past 30 days.

This is compared to 74.2% felt “nervous, anxious, and overwhelmed” within the past 30 days in the fall of 2020 e-learning survey.



## QUESTION #19: UNDERGRADS VS. GRADS

Undergraduate respondents were more likely than grads to indicate experiencing the following in the past 2 weeks:

- Little interest or pleasure in doing things (41% vs. 32.2%)
- Feeling depressed or hopeless (34% vs. 25%)
- Feeling nervous, anxious, and overwhelmed (50.9% vs. 41.3%)
- Not being able to stop worrying (42% vs. 32.9%)
- Feeling lonely and isolated (34.9% vs. 28%)
- Trouble sleeping (42.3% vs. 34%)
- Trouble concentrating for long periods of time (49% vs. 39%)



# QUESTION #19: UG-FIRST YEAR VS. UPPER YEAR

First year respondents were more likely than upper year to indicate experiencing the following in the past 2 weeks:

- Little interest or pleasure in doing things (43.4% vs. 40.2%)



## QUESTION #26

Are you a primary caregiver to either a child, adolescent, or elder parent/relative?

Yes	6.0%
No	94.0%





## QUESTION #26: CAREGIVING

Graduate respondents are more likely than undergrads to be a primary caregiver to either a child, adolescent, or elder parent/relative (15.4% vs. 4.8%)

When looking at undergraduates only, upper year respondents are more likely than first year respondents to be a primary caregiver to either a child, adolescent, or elder parent/relative (5.1% vs. 4%)