


Final Presentation  
SOCl 413 Data Analysis Seminar Spring 2026  
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Final Project on Online Learning and Student Satisfaction With Course Offerings

**The Online Learning Experience: How Satisfied Are College Students?**  
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**HYPOTHESES**

The hypothesis for this study was that college students would report significantly higher satisfaction with online learning compared to traditional in-person learning. The independent variable was the mode of instruction, which included in-person, hybrid, online asynchronous with meetings, and fully asynchronous online courses. The dependent variable was student satisfaction with the learning experience.

**RESULTS**

The distribution of students' preferred class (PrefClass) learning formats showed that:

- 51% (n = 25) of participants prefer in-person classes
- 24.5% (n = 12) of participants prefer hybrid formats
- 2% (n = 1) of participants prefer online asynchronous courses with meetings
- 16.3% (n = 8) of participants prefer fully asynchronous online courses

For the online satisfaction variable (TotOnline):

- Minimum score = 5
- Maximum score = 20
- Mean = 12.86
- Standard deviation = 3.218

Results from the t-tests indicated that all items on the satisfaction scale were statistically significant, with p-values less than .001. A p-value of < .001 indicates a statistically significant difference in satisfaction scores between learning formats. This means the observed differences were highly unlikely to have occurred by chance.  $T(45) = 29.31, p < .001$

**PARTICIPANTS**

48 Students  
33 Women/ 15 Men

Race

- African American (N=43, 87.8%)
- Latino/Hispanic (N=2, 4.1%)
- Asian/ Pacific Islander (N=1, 2%)
- White/European (N=1, 2%)

**MEASURES**

Responses from student satisfaction survey items were combined to create a total satisfaction score. Scores ranged from 5 to 20, with higher scores indicating greater satisfaction with online learning.

**DISCUSSION**

- The findings suggest that college students are generally not more satisfied with online learning than with traditional in-person instruction. This result contradicted the original hypothesis and indicates that online learning environments may not fully meet student expectations in the same way as face-to-face classroom settings. Although some previous research has shown that hybrid or carefully designed online courses can produce satisfaction levels similar to traditional classes, the current study found only moderate satisfaction with online learning.