
NSSE 2021 Topical Module Report Experiences with Online Learning

Miami University-Hamilton

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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First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				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	0	0	104	1	3.2	3.0 **	.31
		1	Very little	0	0	581	5			
		2	Some	21	20	2,764	22			
		3	Quite a bit	32	36	5,203	41			
		4	Very much	37	43	3,733	30			
			Total	90	100	12,385	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	1	2	139	1	3.0	2.8	.19
		1	Very little	1	1	826	7			
		2	Some	25	24	3,169	26			
		3	Quite a bit	29	36	4,811	38			
		4	Very much	32	37	3,399	28			
			Total	88	100	12,344	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	0	0	75	1	3.2	3.1	.05
		1	Very little	2	1	432	4			
		2	Some	17	20	2,162	17			
		3	Quite a bit	31	38	4,802	38			
		4	Very much	40	41	4,899	40			
			Total	90	100	12,370	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	0	0	133	1	3.0	2.9	.06
		1	Very little	1	1	649	5			
		2	Some	30	32	3,045	25			
		3	Quite a bit	30	36	4,727	38			
		4	Very much	29	31	3,810	31			
			Total	90	100	12,364	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	0	0	182	2	3.0	2.8	.19
		1	Very little	5	7	896	7			
		2	Some	22	22	3,199	26			
		3	Quite a bit	29	32	4,615	37			
		4	Very much	34	38	3,472	28			
			Total	90	100	12,364	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOL01f	0	Not at all	1	2	182	2	3.0	2.8	.17
		1	Very little	6	6	1,055	8			
		2	Some	26	26	3,241	26			
		3	Quite a bit	22	23	4,480	36			
		4	Very much	35	42	3,401	28			
			Total	90	100	12,359	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	1	1	397	3	2.9	2.7 *	.25
		1	Very little	8	10	1,463	12			
		2	Some	22	22	3,283	27			
		3	Quite a bit	24	29	3,979	32			
		4	Very much	35	38	3,233	27			
			Total	90	100	12,355	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

Miami University-Hamilton

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	0	0	117	1	3.2	3.1	.16
		1	Very little	2	3	510	4			
		2	Some	17	21	2,276	19			
		3	Quite a bit	28	30	4,965	39			
		4	Very much	42	47	4,490	37			
Total				89	100	12,358	100			
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	0	0	91	1	3.2	3.0	.16
		1	Very little	0	0	480	4			
		2	Some	22	26	2,426	20			
		3	Quite a bit	26	28	5,002	40			
		4	Very much	41	45	4,355	35			
Total				89	100	12,354	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	9	10	353	3	2.9	3.0	-.13
		2	Some	19	20	2,717	22			
		3	Most	37	40	5,576	44			
		4	All	24	31	3,711	31			
		Total				89	100			
b. Pre-recorded presentations by the instructor	EOL02b	1	None	17	22	1,543	14	2.3	2.3	-.05
		2	Some	43	46	6,485	52			
		3	Most	15	15	2,969	23			
		4	All	14	17	1,346	11			
		Total				89	100			
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	23	24	3,263	26	2.2	2.1	.19
		2	Some	35	41	6,170	49			
		3	Most	20	25	1,930	16			
		4	All	10	11	970	8			
		Total				88	100			
d. Group projects or presentations	EOL02d	1	None	21	22	2,452	21	2.2	2.1	.12
		2	Some	40	44	6,729	54			
		3	Most	19	23	2,296	18			
		4	All	9	11	859	7			
		Total				89	100			
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	16	15	1,055	10	2.3	2.5	-.18
		2	Some	40	48	5,544	45			
		3	Most	24	25	4,131	32			
		4	All	9	12	1,609	13			
		Total				89	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

Miami University-Hamilton

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	0	0	273	2	2.9	2.9	.06
		2	Some	27	31	3,415	28			
		3	Most	37	44	5,753	46			
		4	All	26	26	2,906	23			
		Total		90	100	12,347	100			
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	0	0	143	1	3.1	3.1	-.01
		2	Some	18	22	2,429	20			
		3	Most	41	47	5,774	47			
		4	All	30	30	3,998	32			
		Total		89	100	12,344	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	2	3	517	4	2.8	2.8	.04
		2	Some	33	34	4,398	35			
		3	Most	31	39	4,606	38			
		4	All	23	24	2,814	23			
		Total		89	100	12,335	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	3	5	928	8	2.7	2.6	.18
		2	Some	37	41	5,372	43			
		3	Most	28	31	4,010	33			
		4	All	21	24	2,021	16			
		Total		89	100	12,331	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	3	3	376	3	4.5	4.5	-.07
		2		3	5	675	5			
		3		16	15	1,460	12			
		4		17	20	2,756	22			
		5		27	32	3,206	26			
		6	Very comfortable	23	24	3,736	30			
		—	Not applicable	0	0	129	1			
		Total		89	100	12,338	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	6	5	575	5	4.1	4.2	-.05
		2		7	10	1,102	9			
		3		15	18	2,001	16			
		4		20	19	3,076	25			
		5		17	20	2,709	22			
		6	Very comfortable	18	22	2,617	22			
		—	Not applicable	6	7	243	2			
Total		89	100	12,323	100					
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	15	16	1,130	10	3.6	4.0 *	-0.26 ▽
		2		7	8	1,090	9			
		3		16	19	1,626	13			
		4		14	15	2,505	21			
		5		15	18	2,472	20			
		6	Very comfortable	14	16	2,740	22			
		—	Not applicable	8	9	751	6			
		Total		89	100	12,314	100			

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				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Interacting with other students in the course	EOL03d	1	Not at all comfortable	3	3	465	4	4.3	4.2	.10
		2		9	9	1,118	9			
		3		16	20	2,092	16			
		4		15	14	3,240	26			
		5		23	26	2,826	23			
		6	Very comfortable	22	27	2,472	21			
		—	Not applicable	1	1	111	1			
Total				89	100	12,324	100			
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	0	0	365	3	4.5	4.4	.10
		2		7	6	923	7			
		3		15	19	1,926	15			
		4		20	25	3,092	25			
		5		20	19	3,067	25			
		6	Very comfortable	26	30	2,844	24			
		—	Not applicable	1	1	94	1			
Total				89	100	12,311	100			
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	7	7	932	8	3.8	3.8	-.02
		2		9	11	1,604	12			
		3		17	18	2,227	18			
		4		17	17	2,536	20			
		5		10	13	1,905	16			
		6	Very comfortable	15	16	2,083	17			
		—	Not applicable	14	18	1,028	9			
Total				89	100	12,315	100			
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	5	4	475	4	4.5	4.3	.15
		2		3	4	1,044	8			
		3		11	13	1,949	15			
		4		25	28	2,993	24			
		5		14	15	2,847	24			
		6	Very comfortable	31	35	2,863	24			
		—	Not applicable	0	0	152	1			
Total				89	100	12,323	100			
4. To improve the online course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOL04a	1	Not at all important	9	8	803	7	2.8	2.8	-.09
		2	Somewhat important	30	32	3,592	29			
		3	Important	30	36	4,547	37			
		4	Very important	20	24	3,366	27			
		Total				89	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	3	4	265	2	3.1	3.1	.02
		2	Somewhat important	15	19	2,259	19			
		3	Important	39	38	5,498	45			
		4	Very important	32	39	4,279	34			
		Total				89	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

Miami University-Hamilton

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	2	1	346	3	3.3	3.1	.16
		2	Somewhat important	14	16	2,219	18			
		3	Important	36	36	5,061	41			
		4	Very important	37	46	4,659	38			
		Total		89	100	12,285	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	3	3	430	4	3.2	3.0	.14
		2	Somewhat important	19	22	2,704	22			
		3	Important	31	32	5,113	41			
		4	Very important	36	44	4,046	33			
		Total		89	100	12,293	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	3	3	696	6	3.0	2.9	.19
		2	Somewhat important	27	32	3,652	29			
		3	Important	27	26	4,749	39			
		4	Very important	32	39	3,167	26			
		Total		89	100	12,264	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 60 first-year students and 24 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	2	2	266	2	3.3	3.2	.21
		2	Disagree	5	4	1,249	10			
		3	Agree	46	56	6,883	56			
		4	Strongly agree	34	38	3,770	31			
		Total		87	100	12,168	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	0	0	106	1	3.4	3.3	.06
		2	Disagree	5	5	649	5			
		3	Agree	43	53	6,547	53			
		4	Strongly agree	38	42	4,897	40			
		Total		86	100	12,199	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	1	1	335	3	3.1	3.1	.06
		2	Disagree	13	13	1,604	13			
		3	Agree	46	57	6,744	55			
		4	Strongly agree	27	29	3,516	29			
		Total		87	100	12,199	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	3	3	227	2	3.1	3.1	-.02
		2	Disagree	16	20	1,568	13			
		3	Agree	42	45	7,385	60			
		4	Strongly agree	26	32	3,007	25			
		Total		87	100	12,187	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

Miami University-Hamilton

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. The online course platform has been user-friendly (available when needed, easy to access and navigate, etc.).	EOL06e	1	Strongly disagree	0	0	194	2	3.2	3.2	.09
		2	Disagree	6	8	998	9			
		3	Agree	54	63	7,598	62			
		4	Strongly agree	27	29	3,399	28			
			Total	87	100	12,189	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)	23	32	4,337	37			
		—	Asynchronous (participation not at scheduled times)	16	16	903	8			
		—	A mixture of synchronous and asynchronous	48	52	6,963	55			
			Total	87	100	12,203	100			
8. How would you evaluate your online learning experience during the current school year?										
	EOL08	1	Poor	4	6	756	7	2.9	2.8	.09
		2	Fair	19	23	3,397	28			
		3	Good	44	49	5,684	45			
		4	Excellent	19	22	2,382	20			
			Total	86	100	12,219	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				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	0	0	80	1	3.2	3.1	.18
		1	Very little	1	3	485	4			
		2	Some	4	7	2,445	19			
		3	Quite a bit	24	53	5,073	39			
		4	Very much	17	36	4,938	37			
		Total		46	100	13,021	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	1	3	107	1	3.2	3.0	.24
		1	Very little	0	0	668	5			
		2	Some	5	10	2,697	21			
		3	Quite a bit	20	45	4,979	38			
		4	Very much	20	41	4,530	34			
		Total		46	100	12,981	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	0	0	85	1	3.4	3.2	.23
		1	Very little	0	0	372	3			
		2	Some	5	12	1,859	14			
		3	Quite a bit	15	34	4,792	37			
		4	Very much	26	54	5,907	45			
		Total		46	100	13,015	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	1	2	114	1	3.1	3.0	.06
		1	Very little	1	1	527	4			
		2	Some	9	20	2,677	21			
		3	Quite a bit	17	38	4,937	38			
		4	Very much	18	38	4,751	36			
		Total		46	100	13,006	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	1	1	159	1	3.0	2.9	.03
		1	Very little	3	8	807	7			
		2	Some	8	18	2,840	22			
		3	Quite a bit	18	39	4,726	36			
		4	Very much	16	34	4,476	34			
		Total		46	100	13,008	100			
f. Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)	EOL01f	0	Not at all	0	0	192	2	2.9	2.9	-.03
		1	Very little	5	11	925	7			
		2	Some	10	23	2,934	23			
		3	Quite a bit	16	33	4,624	36			
		4	Very much	15	32	4,326	33			
		Total		46	100	13,001	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	0	0	276	2	3.0	2.8	.11
		1	Very little	2	5	1,096	9			
		2	Some	7	18	2,958	23			
		3	Quite a bit	25	54	4,387	34			
		4	Very much	12	23	4,264	32			
		Total		46	100	12,981	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons Miami University-Hamilton

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d	
				Count	%	Count	%	Mean	Mean		
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	1	2	129	1	3.1	3.1	.01	
		1	Very little	1	1	498	4				
		2	Some	8	18	2,248	18				
		3	Quite a bit	17	40	4,978	38				
		4	Very much	19	38	5,136	39				
Total				46	100	12,989	100				
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	1	2	105	1	3.2	3.1	.12	
		1	Very little	0	0	484	4				
		2	Some	6	15	2,237	18				
		3	Quite a bit	18	40	5,006	38				
		4	Very much	21	43	5,151	39				
Total				46	100	12,983	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	7	14	710	6	2.5	3.0 ***	▼	-.52
		2	Some	17	36	2,914	23				
		3	Most	15	35	4,872	37				
		4	All	7	16	4,494	34				
		Total				46	100				
b. Pre-recorded presentations by the instructor	EOL02b	1	None	4	9	2,369	18	2.5	2.3	.20	
		2	Some	21	49	6,327	49				
		3	Most	14	30	2,721	21				
		4	All	6	12	1,559	12				
		Total				45	100				12,976
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	15	30	3,606	29	2.0	2.1	-.01	
		2	Some	18	42	6,238	47				
		3	Most	9	21	1,916	15				
		4	All	4	7	1,215	9				
		Total				46	100				12,975
d. Group projects or presentations	EOL02d	1	None	7	16	1,710	14	2.5	2.4	.11	
		2	Some	15	33	6,147	46				
		3	Most	16	37	3,475	27				
		4	All	7	14	1,639	13				
		Total				45	100				12,971
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	9	18	1,768	15	2.3	2.4	-.09	
		2	Some	18	44	5,463	42				
		3	Most	11	22	3,776	28				
		4	All	8	15	1,962	15				
		Total				46	100				12,969
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	5	12	658	5	2.7	2.8	-.11	
		2	Some	15	31	4,274	33				
		3	Most	14	30	5,049	39				
		4	All	12	26	2,995	23				
		Total				46	100				12,976

*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

Miami University-Hamilton

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	2	5	193	2	3.0	3.1	-.11
		2	Some	11	22	2,535	20			
		3	Most	17	39	5,523	42			
		4	All	16	34	4,710	35			
		Total		46	100	12,961	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	2	5	530	5	3.0	2.9	.13
		2	Some	12	27	4,058	32			
		3	Most	16	32	4,615	35			
		4	All	16	35	3,759	28			
		Total		46	100	12,962	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	4	9	779	7	2.8	2.8	.01
		2	Some	14	31	4,426	34			
		3	Most	16	34	4,556	35			
		4	All	11	26	3,195	24			
		Total		45	100	12,956	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	1	3	341	3	4.8	4.8	-.02
		2		2	5	553	4			
		3		3	9	1,094	9			
		4		5	10	2,182	17			
		5		14	30	2,929	22			
		6	Very comfortable	19	37	5,591	43			
		—	Not applicable	2	5	269	2			
		Total		46	100	12,959	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	2	4	502	4	4.7	4.5	.17
		2		2	4	828	6			
		3		4	9	1,501	12			
		4		4	9	2,592	20			
		5		15	33	2,750	21			
		6	Very comfortable	15	32	4,218	32			
		—	Not applicable	4	9	554	5			
		Total		46	100	12,945	100			
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	8	17	1,242	11	3.9	4.1	-.13
		2		5	12	1,011	8			
		3		2	5	1,266	10			
		4		6	13	2,043	16			
		5		7	18	2,261	17			
		6	Very comfortable	13	27	3,410	26			
		—	Not applicable	4	8	1,716	13			
		Total		45	100	12,949	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

Miami University-Hamilton

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Interacting with other students in the course	EOL03d	1	Not at all comfortable	0	0	332	3	4.6	4.6	-.01
		2		4	10	805	6			
		3		5	12	1,581	12			
		4		8	20	2,697	21			
		5		12	24	3,049	24			
		6	Very comfortable	16	31	4,297	33			
		—	Not applicable	1	3	180	1			
Total		46	100	12,941	100					
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	0	0	287	2	4.9	4.7	.16
		2		2	5	689	5			
		3		4	8	1,375	10			
		4		8	16	2,643	21			
		5		14	32	3,194	24			
		6	Very comfortable	18	39	4,653	36			
		—	Not applicable	0	0	105	1			
Total		46	100	12,946	100					
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	2	4	931	8	3.9	4.0	-.05
		2		6	15	1,390	11			
		3		5	11	1,676	12			
		4		8	17	2,080	16			
		5		6	13	1,719	13			
		6	Very comfortable	7	16	2,742	21			
		—	Not applicable	12	24	2,398	20			
Total		46	100	12,936	100					
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	2	4	409	4	4.6	4.6	.04
		2		2	5	809	6			
		3		2	5	1,473	11			
		4		11	25	2,575	20			
		5		13	27	3,043	23			
		6	Very comfortable	14	30	4,412	34			
		—	Not applicable	2	4	222	2			
Total		46	100	12,943	100					
4. To improve the online course-taking experience, how important is it that your institution do the following?										
a. Increase interactions between students	EOL04a	1	Not at all important	7	15	1,522	12	2.4	2.7 *	-.32
		2	Somewhat important	20	45	4,171	32			
		3	Important	14	30	4,329	33			
		4	Very important	5	10	2,897	23			
		Total		46	100	12,919	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	1	3	495	4	3.0	3.0	-.09
		2	Somewhat important	14	34	2,726	21			
		3	Important	13	27	5,395	41			
		4	Very important	18	36	4,296	34			
		Total		46	100	12,912	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

Miami University-Hamilton

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	2	6	528	4	3.0	3.1	-.19
		2	Somewhat important	15	33	2,453	18			
		3	Important	8	20	4,883	37			
		4	Very important	21	41	5,049	40			
		Total		46	100	12,913	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	4	10	759	6	2.8	3.0	-.22
		2	Somewhat important	9	21	2,876	22			
		3	Important	22	47	4,858	37			
		4	Very important	11	22	4,420	35			
		Total		46	100	12,913	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	5	14	1,074	8	2.5	2.8 *	-.32
		2	Somewhat important	16	38	3,908	29			
		3	Important	15	31	4,555	35			
		4	Very important	9	17	3,364	27			
		Total		45	100	12,901	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 60 first-year students and 24 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	2	4	337	3	3.1	3.2	-.10
		2	Disagree	6	16	1,461	11			
		3	Agree	21	45	6,678	52			
		4	Strongly agree	17	35	4,303	34			
		Total		46	100	12,779	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	1	1	155	1	3.3	3.3	.05
		2	Disagree	2	5	867	7			
		3	Agree	24	53	6,660	52			
		4	Strongly agree	19	41	5,135	40			
		Total		46	100	12,817	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	1	1	592	5	3.3	3.0 *	.31
		2	Disagree	3	4	2,251	18			
		3	Agree	26	61	6,387	49			
		4	Strongly agree	16	33	3,609	28			
		Total		46	100	12,839	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	2	4	351	3	3.1	3.0	.09
		2	Disagree	4	8	1,984	15			
		3	Agree	28	61	7,309	57			
		4	Strongly agree	12	26	3,167	25			
		Total		46	100	12,811	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons

Miami University-Hamilton

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Hamilton		Online Learning		Miami-Hamilton	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. The online course platform has been user-friendly (available when needed, easy to access and navigate, etc.).	EOL06e	1	Strongly disagree	1	1	231	2	3.2	3.2	.04
		2	Disagree	5	12	984	8			
		3	Agree	23	52	7,792	60			
		4	Strongly agree	16	35	3,816	30			
			Total	45	100	12,823	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)	6	15	4,810	37			
		—	Asynchronous (participation not at scheduled times)	14	29	1,593	13			
		—	A mixture of synchronous and asynchronous	26	56	6,425	50			
			Total	46	100	12,828	100			
8. How would you evaluate your online learning experience during the current school year?										
	EOL08	1	Poor	3	7	829	7	3.1	2.8	.25
		2	Fair	8	14	3,182	26			
		3	Good	19	44	5,601	43			
		4	Excellent	16	35	3,244	24			
			Total	46	100	12,856	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
		Miami-Hamilton	Online Learning	Miami-Hamilton	Online Learning	Miami-Hamilton	Online Learning			
EOL01a	90	3.23	2.95	.081	.010	0.77	0.90	8,425	.004	.31
EOL01b	88	3.03	2.85	.100	.010	0.93	0.95	8,388	.071	.19
EOL01c	90	3.17	3.13	.085	.010	0.80	0.88	8,408	.668	.05
EOL01d	90	2.98	2.92	.087	.010	0.82	0.94	8,406	.547	.06
EOL01e	90	3.02	2.83	.100	.011	0.95	0.97	8,403	.067	.19
EOL01f	90	2.97	2.81	.113	.011	1.07	0.99	8,396	.116	.17
EOL01g	90	2.94	2.67	.110	.012	1.04	1.09	8,394	.021	.25
EOL01h	87	3.21	3.06	.092	.010	0.86	0.90	8,396	.125	.16
EOL01i	87	3.19	3.05	.089	.010	0.83	0.88	8,392	.134	.16
EOL02a	89	2.93	3.03	.100	.009	0.95	0.81	89	.314	-.13
EOL02b	89	2.27	2.31	.105	.009	0.99	0.84	89	.712	-.05
EOL02c	88	2.23	2.06	.100	.010	0.93	0.87	89	.107	.19
EOL02d	89	2.22	2.12	.098	.009	0.92	0.81	89	.312	.12
EOL02e	89	2.33	2.48	.093	.009	0.87	0.84	8,382	.089	-.18
EOL02f	90	2.95	2.90	.080	.009	0.75	0.78	8,390	.561	.06
EOL02g	88	3.08	3.09	.077	.008	0.73	0.75	8,387	.923	-.01
EOL02h	88	2.83	2.79	.089	.009	0.83	0.84	8,381	.713	.04
EOL02i	88	2.73	2.58	.093	.009	0.88	0.85	8,370	.086	.18
EOL03a	88	4.46	4.55	.141	.015	1.32	1.35	8,293	.517	-.07
EOL03b	82	4.13	4.19	.164	.016	1.49	1.43	8,176	.676	-.05
EOL03c	80	3.63	4.05	.191	.018	1.71	1.62	7,823	.023	-.26
EOL03d	87	4.34	4.20	.154	.015	1.44	1.39	8,284	.335	.10
EOL03e	87	4.49	4.36	.137	.015	1.28	1.35	8,293	.361	.10
EOL03f	73	3.80	3.83	.185	.018	1.58	1.55	7,595	.849	-.02
EOL03g	88	4.51	4.30	.150	.015	1.41	1.40	8,252	.167	.15
EOL04a	88	2.76	2.84	.097	.010	0.91	0.90	8,361	.426	-.09
EOL04b	88	3.12	3.10	.091	.009	0.85	0.78	8,354	.823	.02
EOL04c	88	3.27	3.14	.084	.009	0.79	0.81	8,341	.137	.16
EOL04d	88	3.17	3.04	.092	.009	0.86	0.83	8,350	.177	.14
EOL04e	88	3.02	2.85	.097	.010	0.91	0.87	8,327	.079	.19
EOL06a	87	3.31	3.17	.067	.008	0.63	0.69	8,264	.056	.21
EOL06b	86	3.37	3.33	.062	.007	0.58	0.62	8,280	.577	.06
EOL06c	87	3.14	3.10	.071	.008	0.66	0.73	8,281	.592	.06
EOL06d	87	3.07	3.08	.086	.007	0.80	0.67	87	.857	-.02
EOL06e	87	3.21	3.16	.062	.007	0.58	0.64	8,274	.427	.09
EOL08	85	2.87	2.79	.091	.009	0.83	0.84	8,295	.435	.09

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Miami-Hamilton	Online Learning	Miami-Hamilton	Online Learning	Miami-Hamilton	Online Learning			
EOL01a	46	3.23	3.07	.106	.010	0.72	0.88	7,413	.232	.18
EOL01b	46	3.22	2.99	.128	.011	0.87	0.93	7,390	.098	.24
EOL01c	46	3.42	3.22	.103	.010	0.70	0.85	7,409	.114	.23
EOL01d	46	3.08	3.03	.136	.011	0.93	0.92	7,402	.696	.06
EOL01e	46	2.96	2.94	.145	.011	0.99	0.97	7,406	.860	.03
EOL01f	46	2.87	2.90	.148	.012	1.01	0.99	7,402	.813	-.03
EOL01g	46	2.96	2.85	.114	.012	0.78	1.04	46	.332	.11
EOL01h	46	3.10	3.09	.134	.011	0.91	0.91	7,395	.966	.01
EOL01i	46	3.21	3.09	.128	.010	0.87	0.90	7,391	.400	.12
EOL02a	46	2.53	2.99	.136	.010	0.93	0.90	7,393	.000	-.52
EOL02b	45	2.45	2.27	.123	.010	0.83	0.89	7,386	.173	.20
EOL02c	46	2.05	2.05	.132	.011	0.90	0.90	7,387	.968	-.01
EOL02d	45	2.49	2.39	.140	.010	0.94	0.87	7,381	.450	.11
EOL02e	46	2.35	2.43	.141	.011	0.96	0.91	7,381	.540	-.09
EOL02f	46	2.70	2.80	.147	.010	1.00	0.85	46	.539	-.11
EOL02g	46	3.03	3.11	.128	.009	0.87	0.79	7,378	.457	-.11
EOL02h	46	2.98	2.87	.136	.010	0.93	0.88	7,379	.395	.13
EOL02i	45	2.77	2.76	.142	.010	0.95	0.89	7,372	.940	.01
EOL03a	44	4.81	4.83	.207	.016	1.37	1.34	7,208	.920	-.02
EOL03b	42	4.75	4.51	.212	.017	1.38	1.44	7,028	.285	.17
EOL03c	42	3.90	4.13	.296	.022	1.91	1.72	6,407	.389	-.13
EOL03d	45	4.56	4.58	.199	.016	1.34	1.37	7,253	.921	-.01
EOL03e	46	4.90	4.69	.172	.016	1.17	1.33	7,299	.271	.16
EOL03f	35	3.89	3.97	.266	.022	1.58	1.66	5,909	.761	-.05
EOL03g	44	4.63	4.58	.201	.017	1.34	1.41	7,218	.785	.04
EOL04a	46	2.35	2.67	.126	.011	0.86	0.96	7,349	.028	-.32
EOL04b	46	2.97	3.05	.133	.010	0.91	0.84	7,344	.524	-.09
EOL04c	46	2.97	3.14	.146	.010	1.00	0.86	46	.262	-.19
EOL04d	46	2.82	3.02	.131	.010	0.90	0.90	7,341	.132	-.22
EOL04e	45	2.52	2.81	.140	.011	0.94	0.93	7,339	.033	-.32
EOL06a	46	3.11	3.18	.121	.009	0.82	0.73	7,266	.498	-.10
EOL06b	46	3.34	3.31	.094	.008	0.64	0.66	7,293	.721	.05
EOL06c	46	3.26	3.01	.090	.009	0.61	0.81	7,303	.033	.31
EOL06d	46	3.10	3.04	.105	.008	0.72	0.72	7,286	.557	.09
EOL06e	45	3.20	3.17	.105	.008	0.71	0.66	7,298	.795	.04
EOL08	46	3.06	2.84	.130	.010	0.89	0.88	7,315	.085	.25

See the endnotes on the last page of this report.

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.