
NSSE 2021 Topical Module Report

Experiences with Online Learning

Miami University-Middletown

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-Middletown		Online Learning		Miami-Middletown	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	2.9	3.0	-.01
		1	Very little	0	0	581	5			
		2	Some	16	31	2,769	22			
		3	Quite a bit	20	44	5,215	41			
		4	Very much	14	25	3,756	31			
		Total		50	100	12,425	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	0	0	140	1	3.0	2.9	.11
		1	Very little	1	2	826	7			
		2	Some	12	25	3,182	26			
		3	Quite a bit	23	49	4,817	38			
		4	Very much	13	24	3,418	28			
		Total		49	100	12,383	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	0	0	75	1	3.2	3.1	.09
		1	Very little	1	3	433	4			
		2	Some	5	10	2,174	17			
		3	Quite a bit	24	51	4,809	38			
		4	Very much	19	36	4,920	40			
		Total		49	100	12,411	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	0	0	133	1	3.0	2.9	.04
		1	Very little	2	4	648	5			
		2	Some	13	27	3,062	25			
		3	Quite a bit	17	36	4,740	38			
		4	Very much	16	32	3,823	31			
		Total		48	100	12,406	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	0	0	182	2	2.9	2.8	.04
		1	Very little	4	9	897	7			
		2	Some	10	20	3,211	26			
		3	Quite a bit	22	47	4,622	37			
		4	Very much	13	24	3,493	28			
		Total		49	100	12,405	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	183	2	2.9	2.8	.11
		1	Very little	2	5	1,059	8			
		2	Some	11	25	3,256	26			
		3	Quite a bit	21	45	4,481	36			
		4	Very much	13	26	3,423	28			
		Total		47	100	12,402	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	0	0	398	3	2.9	2.7 *	.24 △
		1	Very little	3	8	1,468	12			
		2	Some	9	18	3,296	27			
		3	Quite a bit	23	49	3,980	32			
		4	Very much	14	26	3,254	27			
		Total		49	100	12,396	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	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	.13
		1	Very little	0	0	512	4			
		2	Some	8	18	2,285	19			
		3	Quite a bit	22	47	4,971	39			
		4	Very much	18	36	4,514	37			
		Total		48	100	12,399	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	.14
		1	Very little	0	0	480	4			
		2	Some	7	15	2,441	20			
		3	Quite a bit	25	53	5,003	40			
		4	Very much	17	32	4,379	35			
		Total		49	100	12,394	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	3	6	359	3	2.8	3.0	-.23
		2	Some	13	25	2,723	22			
		3	Most	22	48	5,591	44			
		4	All	11	21	3,724	31			
				Total		49	100			
b. Pre-recorded presentations by the instructor	EOL02b	1	None	10	22	1,550	14	2.3	2.3	-.06
		2	Some	20	41	6,508	52			
		3	Most	13	27	2,971	23			
		4	All	5	10	1,355	11			
				Total		48	100			
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	10	21	3,276	26	2.2	2.1	.13
		2	Some	25	52	6,180	49			
		3	Most	8	16	1,942	16			
		4	All	6	11	974	8			
				Total		49	100			
d. Group projects or presentations	EOL02d	1	None	13	26	2,460	21	2.1	2.1	-.03
		2	Some	23	48	6,746	54			
		3	Most	8	17	2,307	18			
		4	All	5	9	863	7			
				Total		49	100			
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	7	15	1,064	10	2.3	2.5	-.21
		2	Some	24	53	5,560	45			
		3	Most	8	17	4,147	32			
		4	All	7	14	1,611	13			
				Total		46	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-Middletown

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	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	3.0	2.9	.12
		2	Some	10	23	3,432	29			
		3	Most	26	55	5,764	46			
		4	All	11	22	2,921	23			
		Total		47	100	12,390	100			
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	1	2	142	1	3.1	3.1	.07
		2	Some	7	16	2,440	20			
		3	Most	22	47	5,793	47			
		4	All	17	34	4,011	32			
		Total		47	100	12,386	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	0	0	519	4	2.9	2.8	.13
		2	Some	18	40	4,413	35			
		3	Most	14	31	4,623	38			
		4	All	15	30	2,822	23			
		Total		47	100	12,377	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	3	6	928	8	2.7	2.6	.11
		2	Some	19	41	5,390	43			
		3	Most	16	33	4,022	33			
		4	All	10	20	2,032	17			
		Total		48	100	12,372	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	378	3	4.3	4.5	-.18
		2		5	9	673	5			
		3		9	18	1,467	12			
		4		9	20	2,764	22			
		5		10	22	3,223	26			
		6	Very comfortable	13	26	3,746	30			
		—	Not applicable	1	2	128	1			
		Total		48	100	12,379	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	3	6	578	5	3.7	4.2 *	-.33
		2		7	14	1,102	9			
		3		10	19	2,006	16			
		4		10	23	3,086	25			
		5		6	14	2,720	22			
		6	Very comfortable	7	14	2,628	22			
		—	Not applicable	5	9	244	2			
Total		48	100	12,364	100					
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	7	13	1,138	10	4.0	4.0	-.03
		2		5	10	1,092	9			
		3		8	18	1,634	13			
		4		4	9	2,515	21			
		5		9	19	2,478	20			
		6	Very comfortable	14	29	2,740	22			
		—	Not applicable	1	2	758	6			
		Total		48	100	12,355	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	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	468	4	4.2	4.2	.01
		2		4	8	1,123	9			
		3		8	16	2,100	17			
		4		16	34	3,239	26			
		5		12	25	2,837	23			
		6	Very comfortable	7	15	2,487	21			
		—	Not applicable	1	2	111	1			
	Total	48	100	12,365	100					
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	0	0	365	3	4.4	4.4	.04
		2		2	4	928	7			
		3		13	27	1,928	15			
		4		8	16	3,104	25			
		5		12	27	3,075	25			
		6	Very comfortable	12	24	2,858	24			
		—	Not applicable	1	2	94	1			
	Total	48	100	12,352	100					
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	1	2	938	8	4.0	3.8	.09
		2		7	14	1,606	12			
		3		12	25	2,232	18			
		4		7	16	2,546	20			
		5		7	15	1,908	16			
		6	Very comfortable	10	20	2,088	17			
		—	Not applicable	4	8	1,038	9			
	Total	48	100	12,356	100					
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	0	0	480	4	4.5	4.3	.12
		2		5	9	1,042	8			
		3		6	13	1,954	15			
		4		11	24	3,007	24			
		5		12	26	2,849	23			
		6	Very comfortable	13	26	2,881	24			
		—	Not applicable	1	2	151	1			
	Total	48	100	12,364	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	2	4	810	7	2.8	2.8	.01
		2	Somewhat important	17	33	3,605	29			
		3	Important	17	39	4,560	37			
		4	Very important	12	25	3,374	27			
			Total	48	100	12,349	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	1	2	267	2	3.1	3.1	-.02
		2	Somewhat important	10	19	2,264	19			
		3	Important	22	48	5,515	45			
		4	Very important	15	31	4,296	34			
			Total	48	100	12,342	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-Middletown

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	0	0	348	3	3.2	3.1	.05
		2	Somewhat important	12	23	2,221	18			
		3	Important	17	37	5,080	41			
		4	Very important	19	41	4,677	38			
		Total	48	100	12,326	100				
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	2	4	431	4	3.1	3.0	.02
		2	Somewhat important	9	17	2,714	22			
		3	Important	22	48	5,122	41			
		4	Very important	15	31	4,067	33			
		Total	48	100	12,334	100				
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	2	4	697	6	2.9	2.9	.00
		2	Somewhat important	16	33	3,663	29			
		3	Important	17	37	4,759	39			
		4	Very important	13	26	3,186	26			
		Total	48	100	12,305	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 29 first-year students and 11 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	0	0	268	2	3.3	3.2	.13
		2	Disagree	5	10	1,249	10			
		3	Agree	25	54	6,904	56			
		4	Strongly agree	18	36	3,786	32			
		Total	48	100	12,207	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	3.2	3.3	-.13
		2	Disagree	5	10	649	5			
		3	Agree	26	55	6,564	53			
		4	Strongly agree	17	35	4,918	40			
		Total	48	100	12,237	100				
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	0	0	336	3	3.1	3.1	-.04
		2	Disagree	8	16	1,609	13			
		3	Agree	28	61	6,762	55			
		4	Strongly agree	12	23	3,531	29			
		Total	48	100	12,238	100				
d. Technology support has been available.	EOL06d	1	Strongly disagree	0	0	230	2	3.1	3.1	-.04
		2	Disagree	7	14	1,577	13			
		3	Agree	31	67	7,396	60			
		4	Strongly agree	10	20	3,023	25			
		Total	48	100	12,226	100				

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b					
				Miami-Middletown		Online Learning		Miami-Middletown	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 2 3 4	Strongly disagree Disagree Agree Strongly agree	0 2 30 16	0 5 63 32	194 1,002 7,622 3,410	2 9 62 28	3.3	3.2	.18			
Total				48	100	12,228	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)	8	17	4,352	37						
		—	Asynchronous (participation not at scheduled times)	11	21	908	8						
		—	A mixture of synchronous and asynchronous	29	62	6,982	55						
Total				48	100	12,242	100						
8. How would you evaluate your online learning experience during the current school year?													
	EOL08	1 2 3 4	Poor Fair Good Excellent	3 14 19 11	6 31 41 23	757 3,402 5,709 2,390	7 28 46 20	2.8	2.8	.01			
Total				47	100	12,258	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-Middletown		Online Learning		Miami-Middletown	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	1	3	79	1	3.1	3.1	.04
		1	Very little	0	0	486	4			
		2	Some	5	13	2,444	19			
		3	Quite a bit	16	53	5,081	39			
		4	Very much	10	31	4,945	37			
		Total		32	100	13,035	100			
b. Clear guidance about how to get started in the course	EOL01b	0	Not at all	1	3	107	1	3.1	3.0	.12
		1	Very little	1	4	667	5			
		2	Some	4	11	2,698	21			
		3	Quite a bit	14	46	4,985	38			
		4	Very much	11	36	4,539	34			
		Total		31	100	12,996	100			
c. A clearly stated grading policy	EOL01c	0	Not at all	0	0	85	1	3.4	3.2	.19
		1	Very little	0	0	372	3			
		2	Some	3	8	1,861	15			
		3	Quite a bit	14	46	4,793	37			
		4	Very much	15	47	5,918	45			
		Total		32	100	13,029	100			
d. Course information and activities that are easy to locate	EOL01d	0	Not at all	0	0	115	1	3.3	3.0	.34
		1	Very little	0	0	528	4			
		2	Some	3	8	2,683	21			
		3	Quite a bit	16	51	4,938	38			
		4	Very much	13	42	4,756	36			
		Total		32	100	13,020	100			
e. Sufficient instructions for using technology	EOL01e	0	Not at all	0	0	160	1	3.0	2.9	.07
		1	Very little	1	3	809	7			
		2	Some	8	23	2,840	22			
		3	Quite a bit	14	47	4,730	36			
		4	Very much	9	28	4,483	34			
		Total		32	100	13,022	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	3.0	2.9	.06
		1	Very little	3	9	927	7			
		2	Some	6	19	2,938	23			
		3	Quite a bit	12	39	4,628	36			
		4	Very much	11	33	4,330	33			
		Total		32	100	13,015	100			
g. Clear expectations for your interactions with other students	EOL01g	0	Not at all	0	0	276	2	2.9	2.8	.04
		1	Very little	3	10	1,095	9			
		2	Some	8	24	2,957	23			
		3	Quite a bit	10	33	4,402	34			
		4	Very much	11	33	4,265	32			
		Total		32	100	12,995	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons Miami University-Middletown

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Mean	Mean	Effect size ^d
h. Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals	EOL01h	0	Not at all	1	3	129	1	3.1	3.1	-.03
		1	Very little	0	0	499	4			
		2	Some	8	25	2,248	18			
		3	Quite a bit	10	33	4,985	38			
		4	Very much	13	40	5,142	39			
		Total		32	100	13,003	100			
i. Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals	EOL01i	0	Not at all	0	0	106	1	3.2	3.1	.12
		1	Very little	1	3	483	4			
		2	Some	3	8	2,240	18			
		3	Quite a bit	17	57	5,007	38			
		4	Very much	11	33	5,161	39			
		Total		32	100	12,997	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	3	10	714	6	2.7	3.0	-.27
		2	Some	10	29	2,921	23			
		3	Most	12	37	4,875	37			
		4	All	7	24	4,494	34			
				Total		32	100			
b. Pre-recorded presentations by the instructor	EOL02b	1	None	7	24	2,366	18	2.2	2.3	-.11
		2	Some	13	40	6,335	49			
		3	Most	9	29	2,726	21			
		4	All	2	6	1,563	12			
				Total		31	100			
c. Presentations or talks by experts in the field (live or recorded)	EOL02c	1	None	11	35	3,610	29	2.1	2.1	.06
		2	Some	10	30	6,246	47			
		3	Most	8	26	1,917	15			
		4	All	3	10	1,216	9			
				Total		32	100			
d. Group projects or presentations	EOL02d	1	None	2	7	1,715	14	2.4	2.4	.04
		2	Some	17	51	6,145	46			
		3	Most	10	33	3,481	27			
		4	All	3	8	1,643	13			
				Total		32	100			
e. Interaction among students in small groups or breakout rooms	EOL02e	1	None	7	20	1,770	15	2.4	2.4	-.03
		2	Some	10	32	5,471	42			
		3	Most	11	35	3,776	28			
		4	All	4	12	1,966	15			
				Total		32	100			
f. Frequent quizzes or short assignments to check your understanding	EOL02f	1	None	4	11	659	5	2.6	2.8	-.19
		2	Some	11	33	4,278	33			
		3	Most	11	37	5,052	39			
		4	All	6	19	3,001	23			
				Total		32	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-Middletown

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Coursework that challenges you to enhance your knowledge, skills, and abilities	EOL02g	1	None	0	0	195	2	3.1	3.1	-.05
		2	Some	7	21	2,539	20			
		3	Most	16	50	5,524	42			
		4	All	9	28	4,717	35			
		Total		32	100	12,975	100			
h. Opportunities for personalized feedback, support, and guidance from the instructor	EOL02h	1	None	1	4	531	5	2.8	2.9	-.04
		2	Some	11	34	4,059	32			
		3	Most	12	37	4,619	35			
		4	All	8	25	3,767	28			
		Total		32	100	12,976	100			
i. Opportunities to apply your learning to a real-world problem or issue	EOL02i	1	None	1	3	782	7	2.8	2.8	.07
		2	Some	10	35	4,430	34			
		3	Most	13	40	4,559	35			
		4	All	7	22	3,199	24			
		Total		31	100	12,970	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	0	0	342	3	4.6	4.8	-.15
		2		2	6	553	4			
		3		2	6	1,095	9			
		4		9	27	2,178	17			
		5		9	28	2,934	22			
		6	Very comfortable	8	25	5,602	43			
		—	Not applicable	2	7	269	2			
		Total		32	100	12,973	100			
b. Participating in live course discussions	EOL03b	1	Not at all comfortable	4	12	500	4	4.0	4.5	-.32
		2		2	6	828	6			
		3		2	8	1,503	12			
		4		9	26	2,587	20			
		5		8	25	2,757	21			
		6	Very comfortable	6	18	4,227	32			
		—	Not applicable	1	4	557	5			
		Total		32	100	12,959	100			
c. Taking proctored online exams	EOL03c	1	Not at all comfortable	7	21	1,243	11	3.6	4.1	-.33
		2		3	9	1,013	8			
		3		3	11	1,265	10			
		4		6	19	2,043	16			
		5		5	14	2,263	17			
		6	Very comfortable	6	19	3,417	26			
		—	Not applicable	2	6	1,718	13			
		Total		32	100	12,962	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons Miami University-Middletown

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	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	4.4	4.6	-.10
		2		4	13	805	6			
		3		2	6	1,584	12			
		4		9	29	2,696	21			
		5		10	29	3,051	24			
		6	Very comfortable	7	23	4,306	33			
		—	Not applicable	0	0	181	2			
Total		32	100	12,955	100					
e. Interacting with your instructor to discuss course topics, ideas, or concepts	EOL03e	1	Not at all comfortable	0	0	287	2	4.8	4.7	.06
		2		3	9	688	5			
		3		0	0	1,379	11			
		4		10	32	2,641	21			
		5		8	24	3,200	24			
		6	Very comfortable	11	36	4,660	36			
		—	Not applicable	0	0	105	1			
Total		32	100	12,960	100					
f. Using learning support services (tutoring services, writing center, etc.)	EOL03f	1	Not at all comfortable	3	9	930	8	3.6	4.0	-.25
		2		2	5	1,394	11			
		3		8	25	1,673	12			
		4		8	27	2,080	16			
		5		1	3	1,724	13			
		6	Very comfortable	4	12	2,745	21			
		—	Not applicable	6	19	2,404	20			
Total		32	100	12,950	100					
g. Seeking feedback and guidance from your instructor	EOL03g	1	Not at all comfortable	0	0	411	4	4.6	4.6	.05
		2		1	3	810	6			
		3		5	17	1,470	11			
		4		7	22	2,579	20			
		5		9	28	3,047	23			
		6	Very comfortable	9	28	4,417	34			
		—	Not applicable	1	3	223	2			
Total		32	100	12,957	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	21	1,522	12	2.5	2.7	-.21
		2	Somewhat important	10	32	4,181	32			
		3	Important	8	26	4,335	33			
		4	Very important	6	21	2,896	23			
		Total		31	100	12,934	100			
b. Increase interactions with instructors	EOL04b	1	Not at all important	1	3	495	4	2.9	3.0	-.16
		2	Somewhat important	9	27	2,731	21			
		3	Important	15	46	5,393	41			
		4	Very important	7	24	4,307	34			
		Total		32	100	12,926	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-Middletown

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	Online Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Improve responsiveness of instructors	EOL04c	1	Not at all important	1	3	529	4	3.1	3.1	-.09
		2	Somewhat important	7	23	2,461	18			
		3	Important	12	40	4,879	37			
		4	Very important	11	34	5,059	40			
		Total		31	100	12,928	100			
d. Improve online tools for student collaboration	EOL04d	1	Not at all important	0	0	763	6	3.1	3.0	.07
		2	Somewhat important	9	26	2,876	22			
		3	Important	12	39	4,868	37			
		4	Very important	11	35	4,420	35			
		Total		32	100	12,927	100			
e. Provide more online learning support services (tutoring services, writing center, etc.)	EOL04e	1	Not at all important	2	5	1,077	8	2.9	2.8	.12
		2	Somewhat important	7	23	3,917	29			
		3	Important	14	45	4,556	35			
		4	Very important	9	26	3,364	27			
		Total		32	100	12,914	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 29 first-year students and 11 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	1	4	338	3	3.2	3.2	.08
		2	Disagree	0	0	1,467	11			
		3	Agree	21	64	6,678	52			
		4	Strongly agree	10	32	4,310	34			
		Total		32	100	12,793	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	156	1	3.5	3.3	.25
		2	Disagree	0	0	869	7			
		3	Agree	17	53	6,667	52			
		4	Strongly agree	15	47	5,139	40			
		Total		32	100	12,831	100			
c. Study spaces where you live have been sufficient for your needs.	EOL06c	1	Strongly disagree	2	6	591	5	2.9	3.0	-.15
		2	Disagree	4	14	2,250	17			
		3	Agree	21	65	6,392	49			
		4	Strongly agree	5	15	3,620	28			
		Total		32	100	12,853	100			
d. Technology support has been available.	EOL06d	1	Strongly disagree	1	3	352	3	3.0	3.0	-.02
		2	Disagree	4	13	1,984	15			
		3	Agree	20	62	7,317	57			
		4	Strongly agree	7	22	3,172	25			
		Total		32	100	12,825	100			

NSSE 2021 Experiences with Online Learning

Frequencies and Statistical Comparisons Miami University-Middletown

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Miami-Middletown		Online Learning		Miami-Middletown	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	232	2	3.2	3.2	.01
		2	Disagree	2	7	987	8			
		3	Agree	22	67	7,793	60			
		4	Strongly agree	8	25	3,824	30			
			Total	32	100	12,836	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)	10	33	4,806	37			
		—	Asynchronous (participation not at scheduled times)	7	23	1,600	13			
		—	A mixture of synchronous and asynchronous	15	44	6,436	50			
			Total	32	100	12,842	100			
8. How would you evaluate your online learning experience during the current school year?										
	EOL08	1	Poor	2	6	830	7	3.0	2.8	.23
		2	Fair	6	18	3,184	26			
		3	Good	13	41	5,607	43			
		4	Excellent	11	35	3,249	24			
			Total	32	100	12,870	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-Middletown	Online Learning	Miami-Middletown	Online Learning	Miami-Middletown	Online Learning			
	Comparisons with: Online Learning									
EOL01a	49	2.94	2.96	.108	.009	0.76	0.90	9,455	.930	-.01
EOL01b	48	2.96	2.85	.110	.010	0.76	0.95	48	.345	.11
EOL01c	48	3.22	3.14	.105	.009	0.73	0.88	9,435	.525	.09
EOL01d	47	2.95	2.92	.129	.010	0.89	0.93	9,433	.789	.04
EOL01e	48	2.87	2.83	.128	.010	0.89	0.98	9,431	.795	.04
EOL01f	46	2.92	2.81	.123	.010	0.84	0.99	46	.369	.11
EOL01g	48	2.93	2.67	.125	.011	0.87	1.09	48	.045	.24
EOL01h	47	3.18	3.06	.105	.009	0.72	0.90	9,423	.381	.13
EOL01i	48	3.17	3.05	.097	.009	0.67	0.88	9,418	.329	.14
EOL02a	48	2.84	3.03	.119	.008	0.82	0.81	9,420	.118	-.23
EOL02b	47	2.26	2.31	.134	.009	0.92	0.85	9,416	.663	-.06
EOL02c	48	2.18	2.07	.129	.009	0.89	0.87	9,405	.368	.13
EOL02d	48	2.09	2.12	.129	.008	0.90	0.81	9,403	.824	-.03
EOL02e	45	2.30	2.48	.135	.009	0.90	0.84	9,407	.152	-.21
EOL02f	46	2.99	2.90	.100	.008	0.68	0.78	46	.360	.12
EOL02g	46	3.14	3.09	.112	.008	0.76	0.75	9,412	.646	.07
EOL02h	46	2.90	2.79	.123	.009	0.84	0.84	9,405	.389	.13
EOL02i	47	2.67	2.58	.128	.009	0.88	0.85	9,393	.470	.11
EOL03a	46	4.31	4.55	.210	.014	1.43	1.35	9,307	.222	-.18
EOL03b	43	3.73	4.20	.227	.015	1.49	1.43	9,176	.033	-.33
EOL03c	46	4.00	4.04	.265	.017	1.81	1.62	8,780	.857	-.03
EOL03d	46	4.22	4.20	.169	.014	1.15	1.39	9,296	.925	.01
EOL03e	46	4.41	4.36	.183	.014	1.24	1.35	9,306	.788	.04
EOL03f	44	3.97	3.83	.222	.017	1.47	1.55	8,523	.564	.09
EOL03g	46	4.47	4.30	.189	.015	1.28	1.40	9,261	.401	.12
EOL04a	47	2.85	2.83	.123	.009	0.85	0.90	9,382	.933	.01
EOL04b	47	3.08	3.10	.111	.008	0.76	0.78	9,375	.867	-.02
EOL04c	47	3.18	3.14	.114	.008	0.78	0.81	9,360	.746	.05
EOL04d	47	3.07	3.05	.116	.009	0.80	0.83	9,370	.875	.02
EOL04e	47	2.85	2.85	.125	.009	0.86	0.87	9,345	1.000	.00
EOL06a	47	3.26	3.17	.092	.007	0.63	0.69	9,274	.362	.13
EOL06b	47	3.25	3.33	.092	.006	0.63	0.62	9,292	.365	-.13
EOL06c	47	3.08	3.10	.091	.008	0.63	0.73	9,294	.809	-.04
EOL06d	47	3.06	3.08	.085	.007	0.58	0.68	9,287	.798	-.04
EOL06e	47	3.27	3.16	.081	.007	0.55	0.64	9,285	.219	.18
EOL08	46	2.81	2.80	.127	.009	0.86	0.84	9,309	.934	.01

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Miami-Middletown	Online Learning	Miami-Middletown	Online Learning	Miami-Middletown	Online Learning			
	Comparisons with: Online Learning									
EOL01a	32	3.11	3.08	.147	.009	0.83	0.88	9,003	.826	.04
EOL01b	31	3.10	2.99	.170	.010	0.94	0.93	8,975	.511	.12
EOL01c	32	3.39	3.22	.113	.009	0.64	0.85	8,998	.275	.19
EOL01d	32	3.34	3.03	.111	.010	0.62	0.92	8,990	.054	.34
EOL01e	32	3.00	2.94	.141	.010	0.79	0.97	8,995	.697	.07
EOL01f	32	2.97	2.90	.169	.011	0.95	0.99	8,991	.718	.06
EOL01g	32	2.89	2.85	.176	.011	0.99	1.04	8,973	.800	.04
EOL01h	32	3.07	3.09	.168	.010	0.95	0.91	8,982	.867	-.03
EOL01i	32	3.20	3.10	.123	.010	0.70	0.90	8,977	.498	.12
EOL02a	32	2.74	2.99	.168	.010	0.95	0.90	8,979	.122	-.27
EOL02b	30	2.17	2.27	.160	.009	0.88	0.89	8,970	.541	-.11
EOL02c	32	2.10	2.05	.179	.010	1.01	0.90	8,972	.756	.06
EOL02d	32	2.42	2.39	.135	.009	0.76	0.87	8,964	.834	.04
EOL02e	32	2.40	2.43	.170	.010	0.96	0.91	8,964	.867	-.03
EOL02f	32	2.64	2.80	.164	.009	0.92	0.85	8,971	.291	-.19
EOL02g	32	3.07	3.11	.127	.008	0.71	0.79	8,961	.766	-.05
EOL02h	32	2.83	2.87	.152	.009	0.86	0.88	8,962	.802	-.04
EOL02i	30	2.82	2.76	.148	.009	0.82	0.89	8,954	.712	.07
EOL03a	29	4.63	4.83	.215	.014	1.17	1.34	8,755	.402	-.15
EOL03b	31	4.05	4.51	.292	.016	1.61	1.44	8,536	.074	-.32
EOL03c	30	3.56	4.13	.340	.020	1.86	1.72	7,781	.073	-.33
EOL03d	32	4.45	4.59	.228	.015	1.28	1.37	8,809	.573	-.10
EOL03e	32	4.77	4.69	.215	.014	1.21	1.33	8,865	.715	.06
EOL03f	26	3.57	3.97	.284	.020	1.44	1.66	7,177	.214	-.25
EOL03g	31	4.64	4.58	.209	.015	1.16	1.41	8,767	.787	.05
EOL04a	31	2.46	2.66	.191	.010	1.06	0.96	8,925	.239	-.21
EOL04b	32	2.91	3.05	.140	.009	0.79	0.84	8,919	.366	-.16
EOL04c	30	3.06	3.14	.151	.009	0.83	0.86	8,924	.613	-.09
EOL04d	32	3.09	3.02	.140	.010	0.79	0.90	8,916	.682	.07
EOL04e	32	2.93	2.81	.151	.010	0.85	0.93	8,914	.487	.12
EOL06a	32	3.24	3.18	.116	.008	0.65	0.73	8,825	.649	.08
EOL06b	32	3.47	3.31	.090	.007	0.51	0.66	8,857	.155	.25
EOL06c	32	2.89	3.01	.129	.009	0.73	0.81	8,870	.395	-.15
EOL06d	32	3.02	3.04	.125	.008	0.71	0.72	8,849	.922	-.02
EOL06e	32	3.18	3.17	.098	.007	0.55	0.66	8,863	.954	.01
EOL08	32	3.04	2.84	.159	.009	0.90	0.88	8,884	.195	.23

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.