Distance Delivery Check-In Survey Summary
4/13/2020

Response Rate and Characteristics

N = 4,254 completed surveys, 15,189 invited

Response rate = 28%

Surveys completed between March 30 and April 3

--**Reflecting in Week 2 about Week 1 distance experience**

Women and students in academic quintile 5 (most prepared) are over-represented.

Engaged and Negative likely over-represented.

Instructional Experience

88% connected to all courses in at least one of four ways presented:

Brightspace
Met online with instructor or classmates
Emailed, texted or called instructor
Was contacted <u>by</u> instructor.

5% connected in all four ways in all courses.

5% reported connecting on only some of their classes in any way.

Only 14 students indicated they did not connect in any class in any way asked – may have connected otherwise?

Instructional Experience

Most students clustered around the neutral face when asked about experiences during first week of distance-delivered instruction.

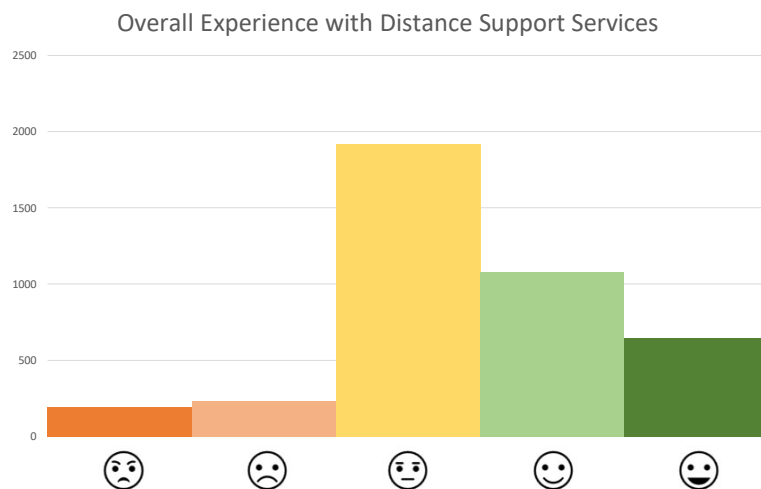36% were on the happy side.

39% were on the unhappy side.

Overall Experience with Distance Instruction
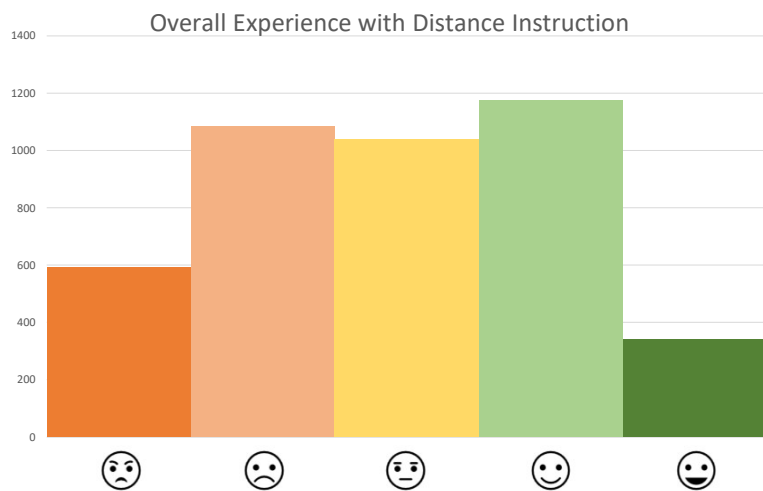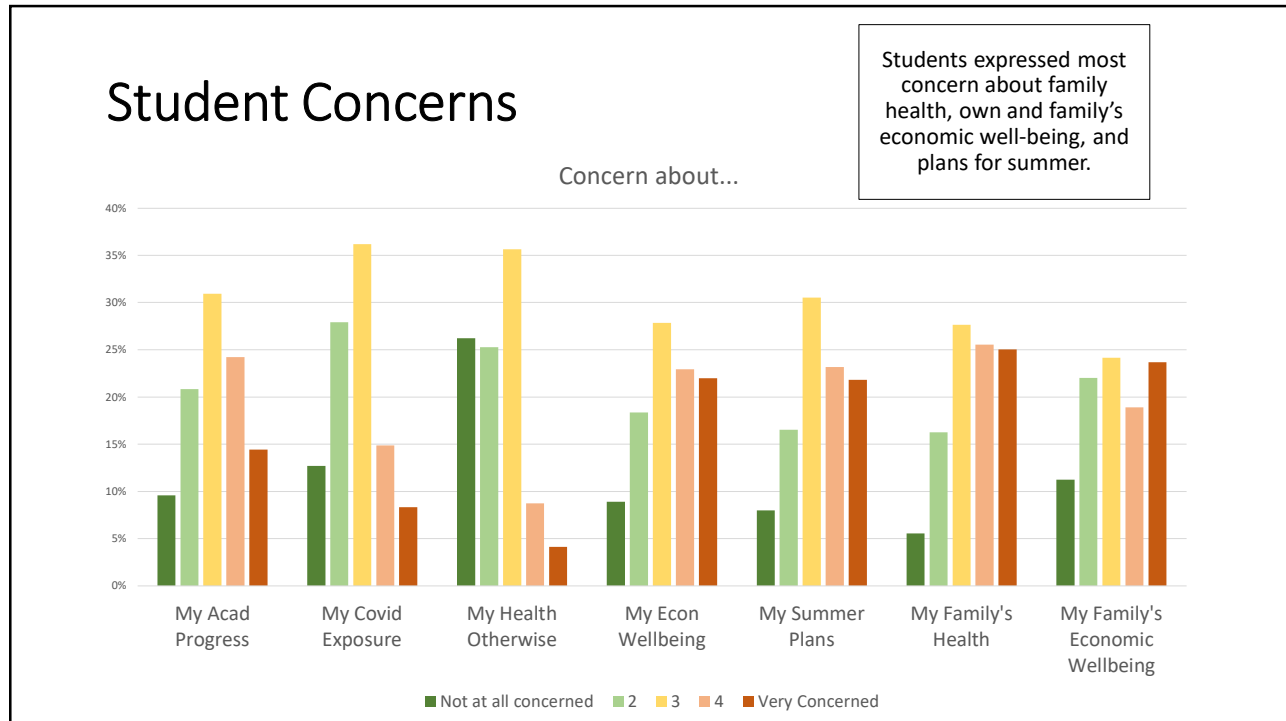
Student Support Experience

46% did not need any of the student services asked about during the first week.

- **The most commonly sought service was Academic Advising**, with 27% of students trying or successfully contacting someone for academic advising.
  - Of those who attempted contact, 83% successful.
  - Tried but could not connect: shown specific contact information for the Advising Commons, including a link to the "Find Your Advisor" webpage.
  - Comments indicate widespread interpretation of "academic advising": faculty, Registrar, Advising Commons, etc.
- MSU Library was next sought after: 14% trying to contact, 82% of those successfully.
- The least attempted student support service was Writing Center: 2% trying to contact, two-thirds successfully.

Student Support Experience

42% selected a positive face when asked about experiences during first week of distance-delivered student support services.

Nearly half were neutral.

Overall Experience with Distance Support Services

Student Concerns

Students expressed most concern about family health, own and family's economic well-being, and plans for summer.

Concern about…

Not at all concerned ■ 2 ■ 3 ■ 4 ■ Very Concerned

Subsets to Watch and Work With

Colleges:

Ag, Bus, US – instructional concerns

Ag, AA, Bus, Eng, GC, US – student support concerns

GC and US – retention concerns *this is not unique this spring*

Ag, Eng, L&S, US – students concerned about academic progress

AA, Bus, EHHD, L&S – students concerned about econ health

Student Level:

UG more at risk, especially freshmen *this is not unique this spring*

Gr – expressed higher concern re Covid-19, econ

Subsets to Watch and Work With

Demographics:

Pell – distance instruction, student support concerns; more concerned about academic progress, family and economy

Under-rep R/E – distance instruction, student support concerns; more concerned about academic progress, family and economy; retention concerns *this is not unique this spring*

Academic Prep:

Lowest quintile most at risk *this is not unique this spring*

Comments: "Is there anything else you believe MSU needs to know in order to better support you from a distance?"

- 33% entered responses

- 10:1 negative:positive tone, many mixed

- Kudos, especially for faculty who have reached out, been understanding of new constraints, expressed empathy

"…I've been really happy with the efforts of the instructors. There have certainly been some things to iron out as we go along, but they have done a great job communicating using e-mail and D2L to be sure everyone has the up-to-date information they need…"

"Please have more flexibility with students. Just because we are online now doesn't mean the only thing we are doing is school. These are stressful times for everyone involved, I have an essential job and have been called to work more than normal. On top of being stressed about contracting COVID-19, I work more than normal and still have full time classes. Overall the online delivery of classes is going well, but I feel as though so many people are highly stressed it's hard for many people to complete the smallest tasks right now while they are concerned for their health and the health of family members and others. I don't know if there is much to be done about that, just a thought I felt obligated to bring up. Thank you MSU for your support during these scary times."

- Students also expressed empathy and appreciation for faculty agility and workload

- Commonly expressed concerns about money, refunds, health, learning in a new environment, future, family, quality of education, access to learning resources, technology failures

Comment Themes Related to Online Instruction

- Very stressful time of uncertainty
- Demands outside of school have changed – kids at home, lost job, moved, work in essential job
- Access to technology has changed as well – no printer, uneven bandwidth, specialized software
- Missing physical resources – labs, software, studios, library, unfamiliar/uncomfortable spaces
- Class obligations have increased – more assignments, takes longer to complete, navigating multiple platforms in one course
- Synchronous delivery difficult for those with jobs, kids now at home, in other time zones
- So is asynchronous delivery, especially for motivation
- Lack of peer and instructor interaction difficult

"I know my professors are trying the best they can to do things. But in the last week and a half, it has seemed as though the courses have had exceptionally more work due in them than they did when they were face to face. Instead of having one homework assignment each week we have two or three. I think that professors believe us to have more time on our hands because of the online nature of the course. But in my eyes I have less time, being full time all online is a lot more challenging…"

Comment Themes Related to Online Instruction

Suggestions (pleas) from students

- Record synchronous class sessions to allow for asynchronous viewing
- Flex deadlines, don't require specific class time (time zones, tech problems)
- Adjust assignments, especially for courses with perceived or actual new work
- Recognize outside demands have changed and students may need additional flexibility, especially those with physical or mental health concerns and different learning styles

"…due to COVID-19, I was laid off work, and had to find a job elsewhere to support myself. I found a job, but it cuts in with one of the classes and they were only looking for someone who was able to work at those times (8-3 M-F), and I can't leave as rent is a thing. I've emailed my teacher about possibly posting a video of a lecture or put up notes on what was said during that day, but all I got was a "I'll look into it." Unsure if it fits here, but it would be nice for professors to include a transcript of the class or some sort of record for people who had to miss it."

"Online classes cannot and do not provide the same amount of support and structure that in person classes do. As someone with ADHD I struggle immensely with focusing and taking time to do coursework away from campus, peers, instructors and other support services. It's not about GPA alone, I am worried about academic progress made this semester and my preparation for classes I will be taking in the coming semesters."

Comment Themes Related to Online Instruction

Suggestions (pleas) from students, cont.

- Be realistic about how long assignments and recorded lectures are taking, esp with lag/drop
- Organize content, announcements, changes in one place/platform
- Respond as quickly to email as you can
- Group projects are especially challenging

> "…I just wish for example, that professors in Web Ex or Zoom would quit after the standard 50 minutes. I have peers breaking down from stress because one class went too long and they could not log in fast enough to their next lecture and are getting their grades docked due to lack of attendance. Another, I do not want them to give "less work" just maybe instead of emailing us that worksheet … just record a lecture and make a few things optional so everyone can still get the help or practice the need? I do not wish the workload to be less than what was expected before break, but it's quickly become too much to manage…"

> "Large group projects are awful at the best of times. Trying to do them over distance learning is nearly impossible. Pairs of students are possible but anything above that should be transitioned to individual work."