Fall 2020 COVID-19 Impact Survey

Background

After receiving a number of anecdotal reports and complaints from their peers, the Student Government Executive Officers developed and distributed a survey to gauge the extent and impact of course modality changes from in-person to mixed-modality or fully online. The survey was sent by email to all currently enrolled undergraduate and graduate students at approximately 10am on September 24th, accompanied by a letter from Derrik West, the 2020-2021 Student Body President.

For the purposes of this report, final numbers were pulled at 4:03pm on Thursday, October 1st. At the time of this writing, 885 responses had been received, with 3 responses "in progress". Not all respondents replied to all questions, so totals may vary by response.

Respondent Demographics

Undergraduate students responded at relatively similar rates across class standings, with freshman responding at the highest rates, followed by seniors. Graduate students made up only 6.47% of respondents, but also make up the smallest percentage of enrolled students. (See Table 1.1)

The distribution of responses across colleges approximately reflected the distribution of enrolled students, though the College of Arts and Sciences was over-represented and the Doermer School of Business was under-represented. (See Table 1.2)

The vast majority of respondents indicated that they were taking four or more courses this semester, with approximately two-thirds of students taking 5 or more classes. (See Table 1.3)

Extent of Course Modality Changes

Slightly more than two-thirds of respondents indicated that at least one of their courses had been switched to a mixed or fully-online modality after the start of the semester. Approximately half of respondents indicated that 3 or fewer of their classes had switched modality; while less than one-fifth of respondents indicated that 4 or more of their classes had switched modalities.

Approximately one-third indicated that none of their classes have changed modalities since the start of the semester, and the vast majority of respondents reported that they

were still attending at least one course in-person, with three-quarters reporting that they were attending between one and four classes in-person. (See Table 2.1)

By College

ETCS and Visual and Performing Arts had the highest percentages of students reporting that none of their classes had changed modality. The College of Visual and Performing Arts also had the highest percentage of students who indicated the 5 or more of their classes had changed modality.

The College of Arts and Sciences had the highest percentage of students reporting that one to two of their classes had changed modality, followed by the Richard T. Doermer School of Business. Professional Studies and the School of Business had the highest percentages of students indicating that between one and four of their classes had switched modalities. (See Table 2.15)

Satisfaction Ratings

Respondents were asked to rate their level of satisfaction with three types of course delivery: In-Person Only, Mix of In-Person and Online, and Online-Only. (See Table 2.2)

Respondents reported the highest levels of satisfaction with In-Person Only instruction, with just over two-thirds reporting that they were Moderately or Extremely Satisfied with the In-Person Only instruction they have received this semester.

Respondents were slightly less positive toward Mix of In-Person and Online, with about half reporting that they were Moderately or Extremely Satisfied, while about one quarter reported that they Moderately or Extremely Dissatisfied. Seniors reported the lowest levels of satisfaction with Mix of In-Person and Online, while juniors reported the highest. (See Table 2.4)

Respondents reported the lowest levels of satisfaction with Online Only instruction, with less than half of respondents said they were Moderately or Extremely Satisfied with the Online Only instruction they had received; and almost two-fifths indicating that they were Moderately or Extremely Dissatisfied with Online Only instruction. For Online-only instruction, satisfaction levels correlated with class standing, with freshmen reporting the lowest levels of satisfaction and Graduate students reported the highest. (See Table 2.5 and 2.55)

Satisfaction Ratings - Qualitative Responses

Respondents who selected "Extremely Dissatisfied" or "Moderately Dissatisfied" for Mix of In-Person and Online or Online Only were asked to describe what aspect(s) of the

instruction type they were dissatisfied with. A number of themes emerged from those responses:

1. Lack of reliable and/or stable access to the internet, especially in Student Housing
2. Perceived lack of familiarity/skill with online-teaching by faculty, such as:
    a. Instructors using Brightspace incorrectly, inconsistently, or not at all
    b. Disorganized or outdated course materials
    c. Perception that professors are not actively teaching
        i. Examples of faculty posting recorded lectures from previous years or not posting lectures at all; students reporting feeling that they are teaching themselves, etc.
    d. Poor communication from faculty
        i. Delayed responses to email, fewer opportunities to ask questions, etc.
3. General frustrations with online classes, including:
    a. Feeling of being baited-and-switched ("Not what I signed up/paid for")
    b. Not feeling like they have the motivation/focus/skill to be successful in online classes
        i. Specific to Mix of In-person and Online, confusion around when they are supposed to attend in-person vs online.
    c. Perception that faculty are assigning higher workloads for online courses
    d. Frustrations with both synchronous and asynchronous models
        i. Synchronous: Class times moved from original schedule, conflicts with work schedules, etc.
        ii. Asynchronous: Lack of connection with classmates/instructors

Other Feedback

Finally, students were asked if there was anything else they would like to add about their Fall 2020 academic experience. These responses were, as expected, far more varied, but a number of themes did emerge in addition to those that emerged from the satisfaction rating responses:

1. Students had mixed feedback about the University's COVID-19 preparations and policies, which fell into the following broad categories:
    a. University has done a good job/is doing its best
    b. University has done a good job BUT compliance and enforcement are lacking
    c. University has not done enough/preparations are ineffective
    d. University has overreacted/COVID isn't a big deal
2. Complaints about masks and social distancing
    a. Frustration with having to wear masks/socially distance
    b. Frustration that others are not wearing masks correctly (or at all) or socially distancing

    i. Related, feeling that faculty/staff are not adequately enforcing masks and social distancing
  3. Mixed feedback about being back on campus vs being online-only
    a. Some students were grateful for the opportunity to be in-person, while others expressing a desire for the semester to move 100% online, citing concerns about exposure to COVID-19.
  4. General feelings of stress/frustration related to COVID-19

A full report of qualitative responses, with categories, is attached.

Appendix

Survey Questions:
1. Class Standing
  a. Options: Freshman, Sophomore, Junior, Senior, Graduate
2. College
  a. Options: Arts & Sciences; Engineering, Technology & Computer Science; Professional Studies; Visual & Performing Arts; Richard T. Doermer School of Business; Continuing Studies; Pathway Program
3. How many classes (not credit hours) are you currently enrolled in?
4. How many of those classes were offered as face-to-face/in-person at the beginning of the semester, but have since switched to partially or fully online?
5. How many classes are you currently attending in person?
6. How many hours per week do you estimate that you are currently on main campus (not Student Housing)?
7. How would you rate your satisfaction with the following instructional modes you have experienced this semester? (5-point scale from "Extremely Dissatisfied to Extremely Satisfied)
  a. In-person Only
  b. Mix of In-person and Online
  c. Online Only
8. *If "Extremely Dissatisfied" OR "Moderately Dissatisfied" were selected for "Mix of In-Person and Online":* What aspect(s) of Mix of In-Person and Online Instruction are you dissatisfied with?
9. *If "Extremely Dissatisfied" OR "Moderately Dissatisfied" were selected for "Online Only":* What aspect(s) of Online Only Instruction are you dissatisfied with?
10. Do you have anything you would like to add about your Fall 2020 academic experience so far?

Table 1.1

Class Standing	% (*N= 871)*	Total
Freshman	28.47	248
Sophomore	20.78	181
Junior	19.86	173
Senior	24.57	214
Graduate	6.31	55

College	% (*N = 850)*	Total
Arts & Sciences	35.18	299
Engineering, Technology & Computer Science	23.06	196
Professional Studies	14.82	126
Visual & Performing Arts	9.76	83
Doermer School of Business	12.47	106
Continuing Studies	3.41	29
Pathways Program	1.29	11

Table 1.2

Table 1.3

Number of Classes Taken	% (N=870)	Total
1	2.30	20
2	7.13	62
3	5.17	45
4	16.78	146
5	36.09	314
6+	32.53	283

Number of Classes Switched	% (N =859)	Total
0	31.55	271
1	19.56	168
2	16.07	138
3	15.02	129
4	10.24	88
5	4.77	41
6+	2.79	24

Table 2.1

Table 2.15

	0		1		2		3		4		5		6+	
College of Arts and Sciences (COAS)	31.44%	94	20.40%	61	16.05%	48	16.05%	48	9.03%	27	4.35%	13	2.68%	8
			36.45%				25.08%				7.02%			
College of Engineering, Technology & Computer Science (ETCS)	40.41%	78	23.32%	45	12.44%	24	8.81%	17	9.84%	19	3.11%	6	2.07%	4
			35.75%				18.65%				5.18%			
College of Professional Studies	22.40%	28	17.60%	22	17.60%	22	19.20%	24	12.80%	16	6.40%	8	4.00%	5
			35.20%				32.00%				10.40%			
College of Visual and Performing Arts	39.53%	34	10.47%	9	10.47%	9	13.95%	12	11.63%	10	10.47%	9	3.49%	3
			20.90%				25.58%				13.90%			
Richard T. Doermer School of Business	27.36%	29	21.70%	23	20.75%	22	16.98%	18	7.55%	8	2.83%	3	2.83%	3
			42.45%				24.52%				5.66%			
Continuing Studies	21.43%	6	17.86%	5	25.00%	7	17.86%	5	7.14%	2	7.14%	2	3.57%	1
Pathway Program	33.33%	4	16.67%	2	8.33%	1	16.67%	2	25.00%	3	0.00%	0	0.00%	0

Table 2.2

Number of Classes Still In-Person	% (N=865)	Total
0	9.36	81
1	15.26	132
2	21.39	185
3	20.00	173
4	18.61	161
5	9.94	86
6+	5.43	47

Table 2.3

	In-Person (n=778)	Mix (n=709)	Online-Only (n=769)
Extremely Dissatisfied	5.66% (44)	6.21% (44)	15.60% (120)
Moderately Dissatisfied	11.70% (91)	18.76% (133)	21.46% (165)
Neither Dissatisfied or Satisfied	14.40% (112)	25.11% (178)	19.12% (147)
Moderately Satisfied	39.33% (306)	35.68% (253)	23.67% (182)
Extremely Satisfied	28.92% (225)	14.25% (101)	20.16% (155)

Table 2.4

Mixed Modality	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
Freshman	29.55%	13	27.82%	37	35.39%	63	32.94%	83	27.72%	28
Sophomore	25.00%	11	21.05%	28	23.60%	42	21.83%	55	16.83%	17
Junior	20.45%	9	18.05%	24	16.85%	30	20.63%	52	22.77%	23
Senior	25.00%	11	27.07%	36	18.54%	33	22.22%	56	24.75%	25
Graduate	0.00%	0	6.02%	8	5.62%	10	2.38%	6	7.92%	8

Table 2.5

Online Only	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
Freshman	30.25%	36	35.15%	58	31.97%	47	28.02%	51	19.35%	30
Sophomore	31.93%	38	17.58%	29	19.73%	29	20.33%	37	16.77%	26
Junior	17.65%	21	20.61%	34	21.77%	32	23.08%	42	17.42%	27
Senior	17.65%	21	22.42%	37	23.13%	34	20.88%	38	36.13%	56
Graduate	2.52%	3	4.24%	7	3.40%	5	7.69%	14	10.32%	16

Table 2.55

Online Only	Extremely Dissatisfied	Moderately Dissatisfied	Neither Dissatisfied nor Satisfied	Moderately Satisfied	Extremely Satisfied
Freshman	36	58	47	51	30
	42.34%		21.17%	36.48%	
Sophomore	38	29	29	37	26
	44.96%		19.46%	42.28%	
Junior	21	34	32	42	27
	35.25%		20.51%	44.23%	
Senior	21	37	34	38	56
	31.18%		18.27%	50.53%	
Graduate	3	7	5	14	16
	22.22%		11.11%	66.67%	