

Covid-19 Student Experience Survey



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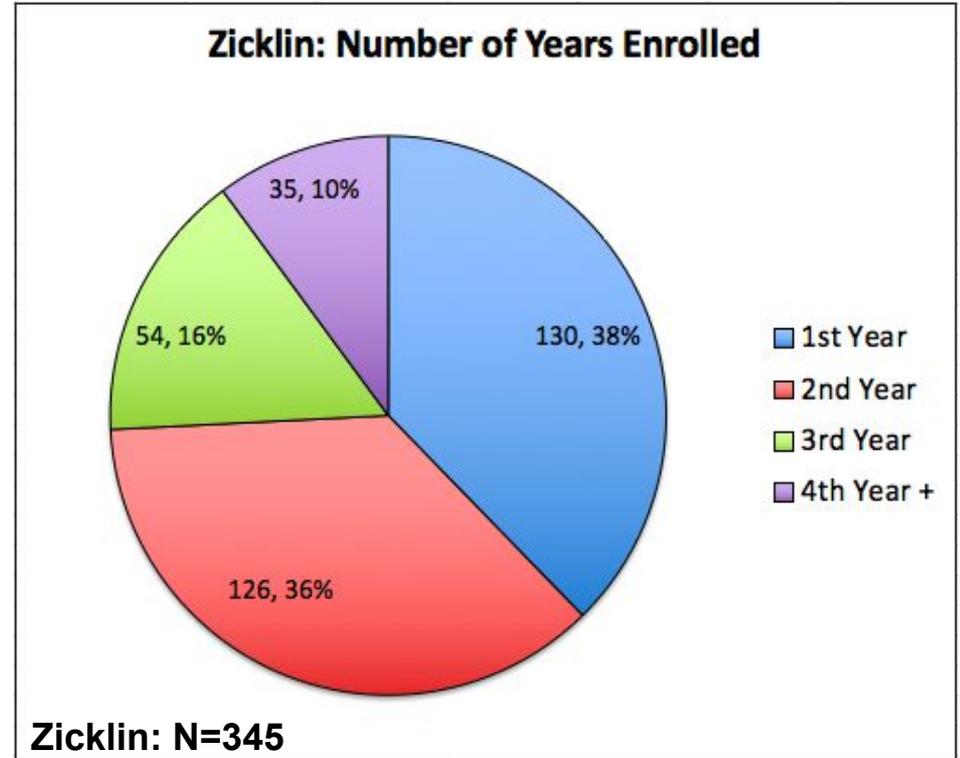
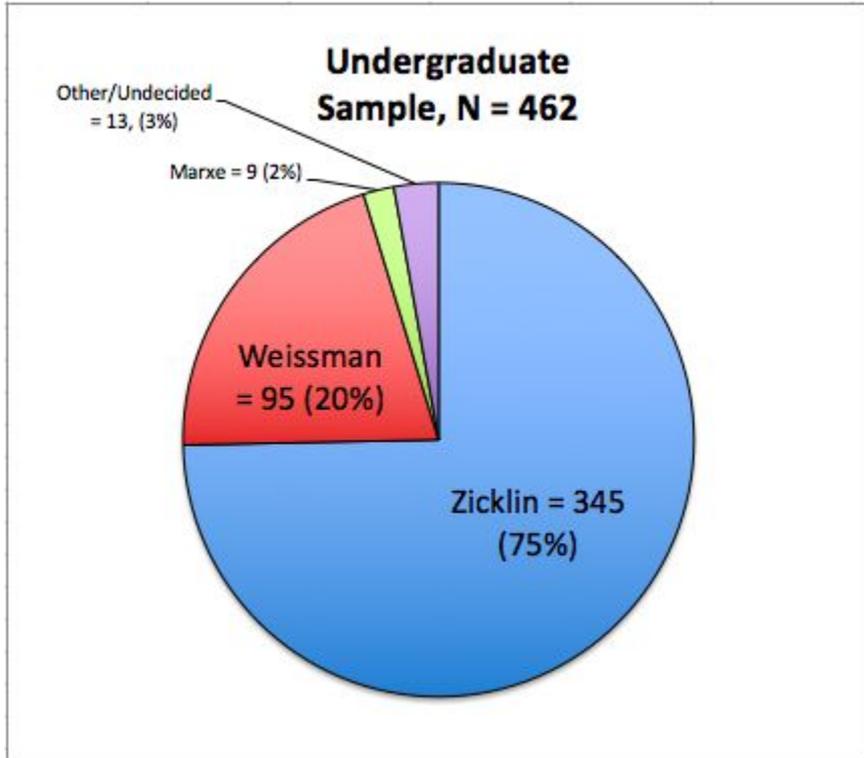
Our survey

- spring, summer (I, II, and II), and fall 2020
- undergraduates and graduates
- all schools
- open for about 2 weeks

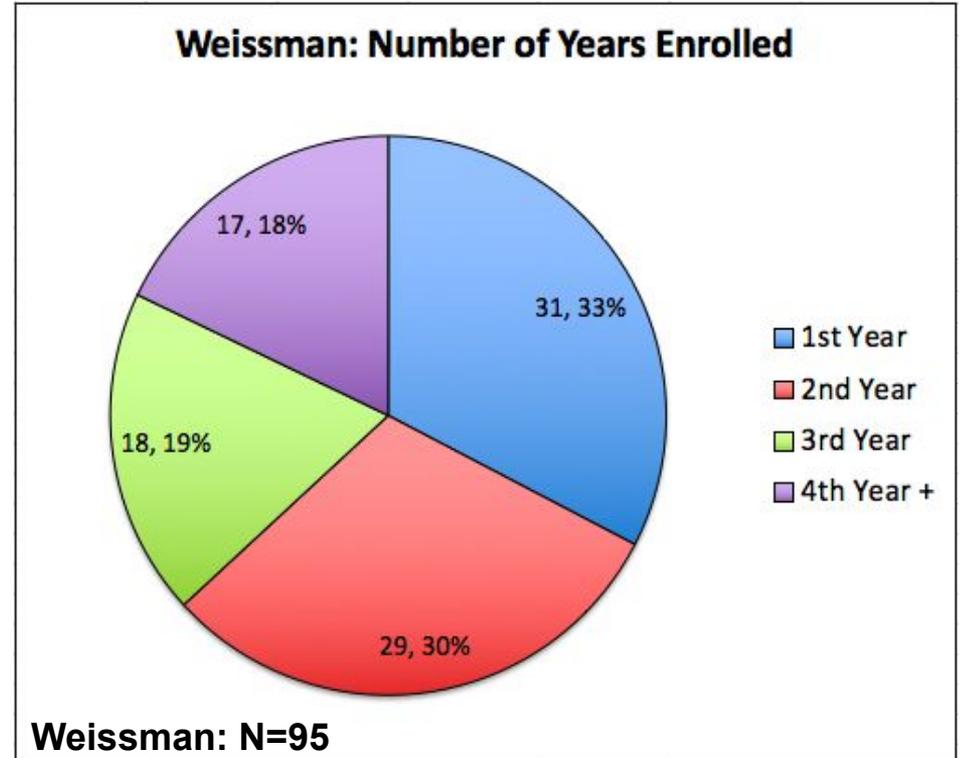
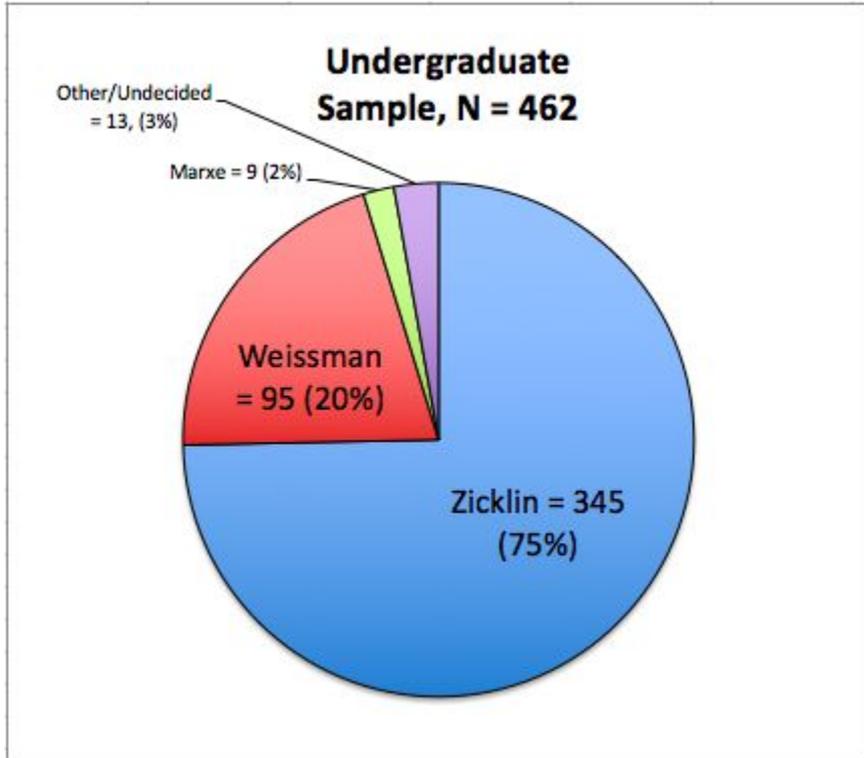
We asked students:

- how they define flexible learning
- their concerns about technology
- about faculty/student communication
- what they found engaging
- their preferred course formats
- what they want faculty to know about their current circumstances

Who responded?



Who responded?



Four important themes emerged...

Theme 1: Communication

Theme 2: In-session engagement

Theme 3: Flexible learning

Theme 4: Understanding

Theme 1: Communication

How did your professors communicate with you about course information and expectations?

On average, how **satisfied** are you with how well your professors communicated with you about course information and expectations?

On average, how **effective** were your professors at communicating with you about course information and expectations?

What is at least one thing that your professors could do to improve communication with students?

Communication



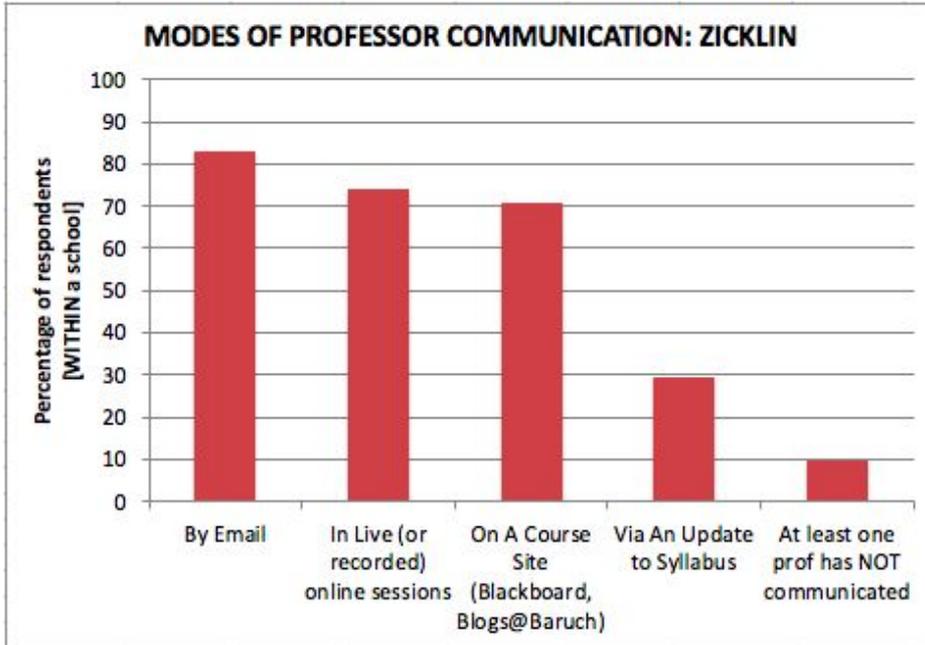
Most students are at least *somewhat* satisfied with the way(s) faculty are communicating with them.

HOWEVER

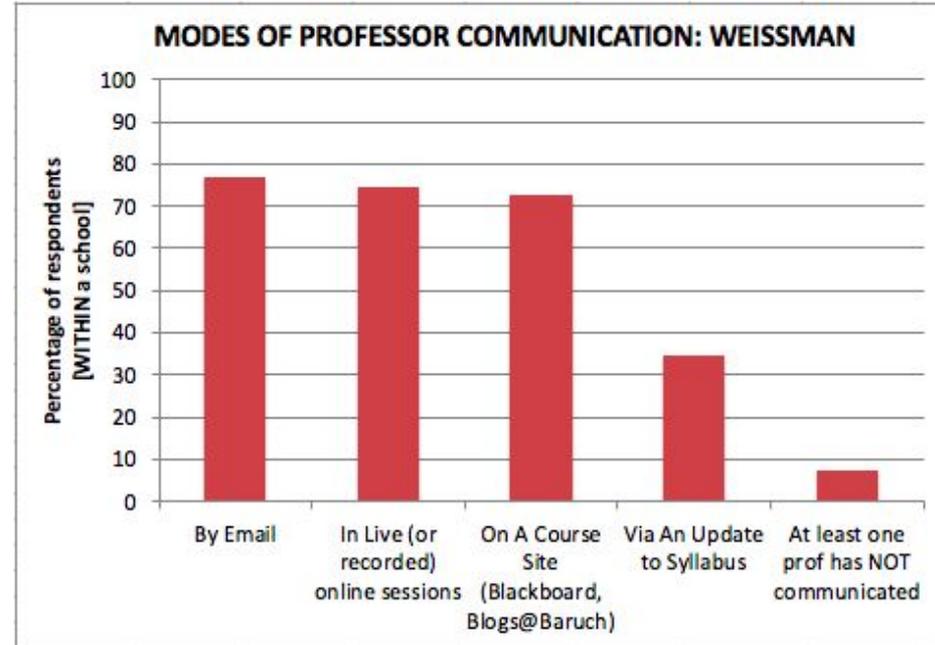
- satisfaction rates have changed between summer and fall
- a substantial subset of students don't feel that they are being communicated with *effectively enough* to be able to follow what is going on in their class

Communication: Modes...

* % values are non-mutually exclusive

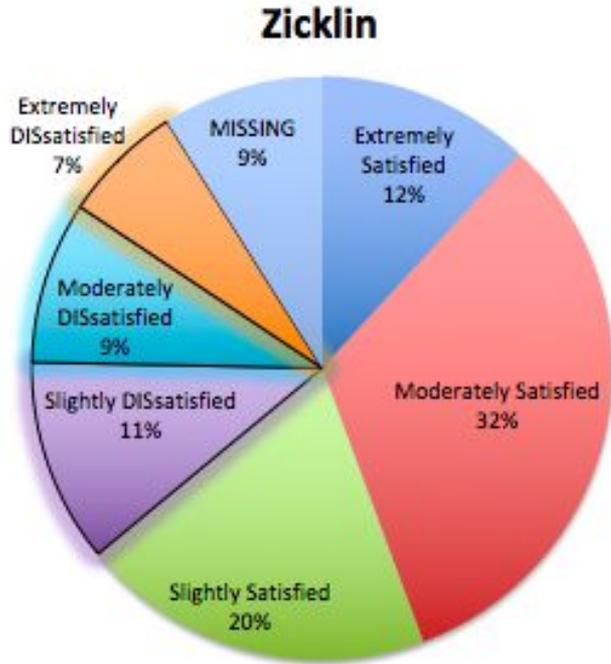


Zicklin: N=345

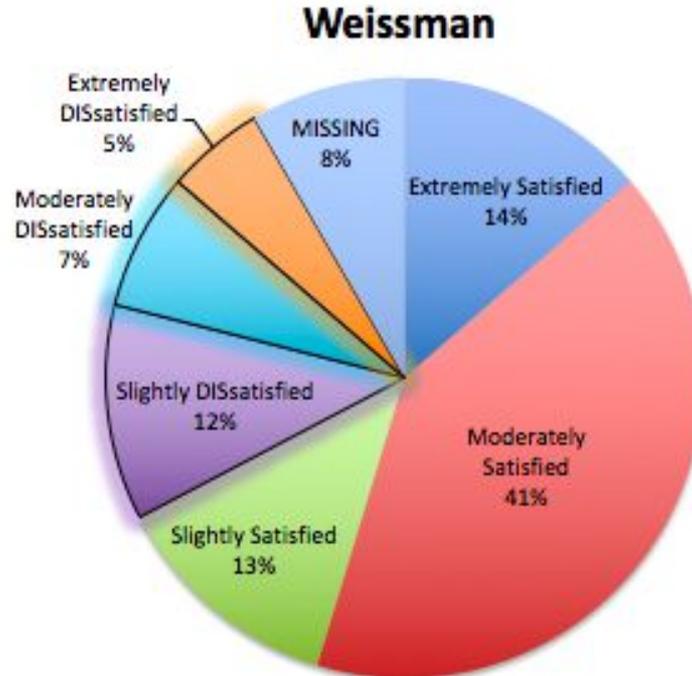


Weissman: N=95

Communication: Satisfaction...



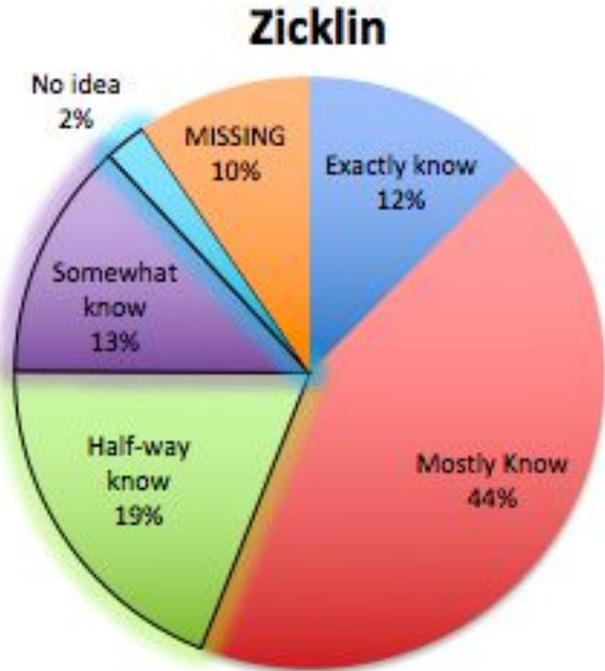
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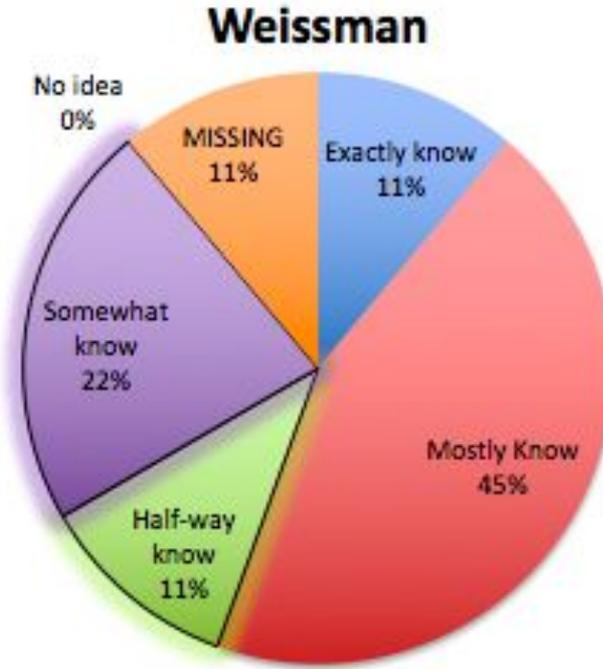
Weissman: N=95

- A moderate majority of students were “satisfied” at least somewhat with profs’ communication
- ***However, from Summer ‘20 to Fall ‘20, the level of DISsatisfaction increased...***
- Zicklin:
 - 10.6% → 27%
- Weissman:
 - 6.3% → 24.3%

Communication: Effectiveness...



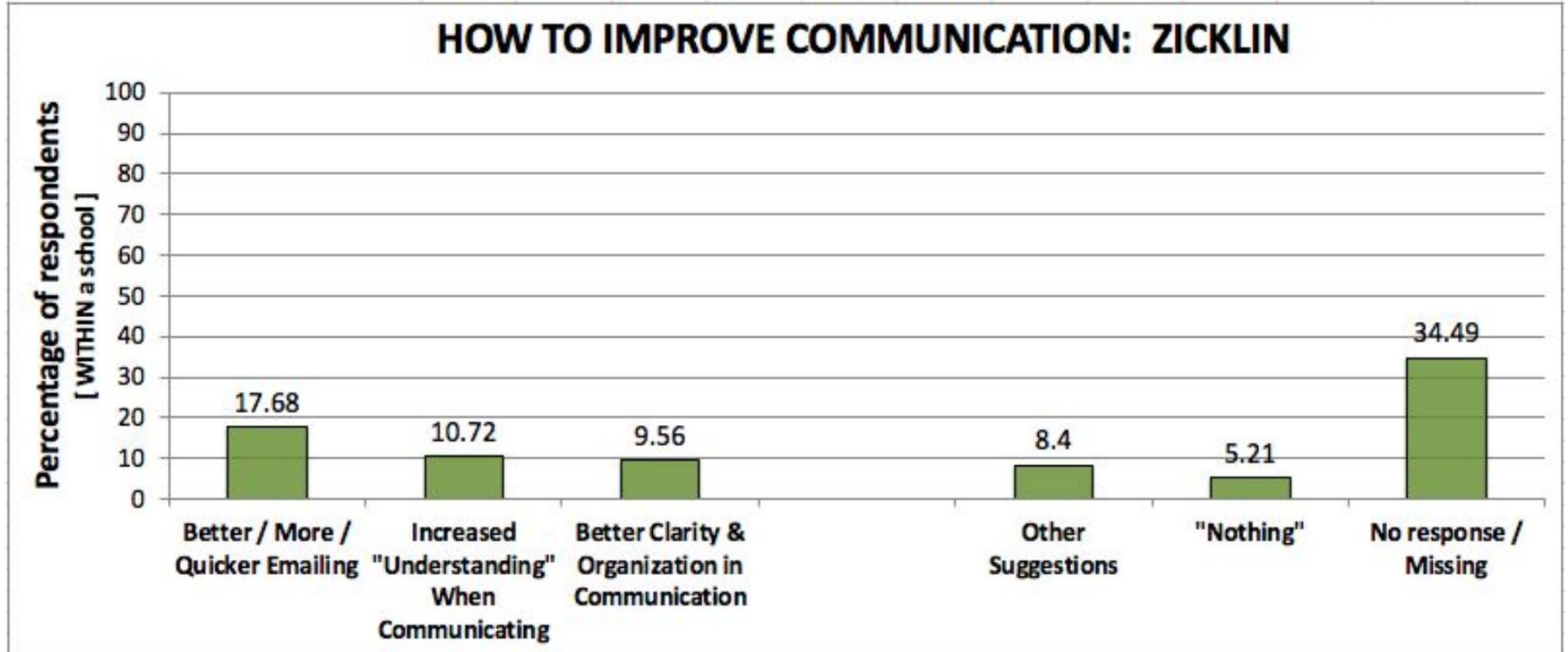
Zicklin: N=345



Weissman: N=95

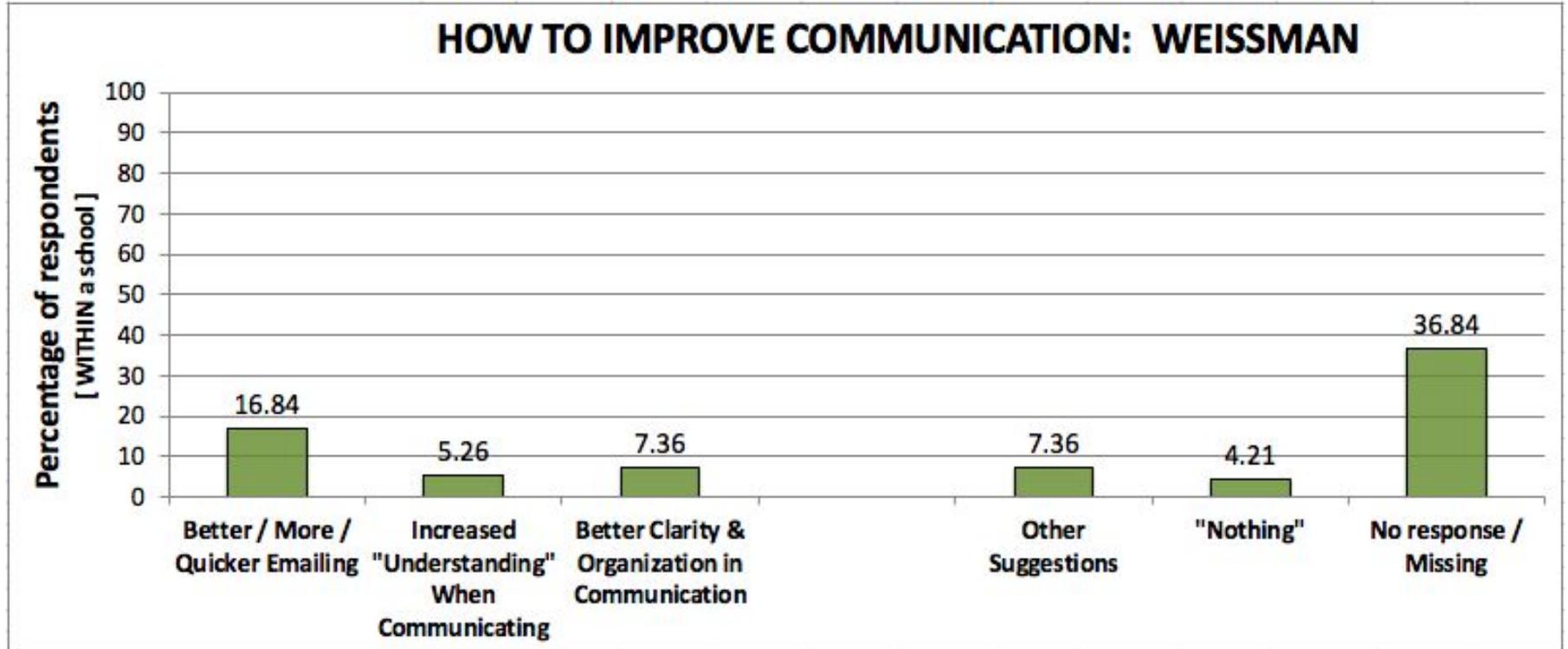
- A slim majority of students felt profs communicated effectively
- ***However, from Summer '20 to Fall '20, "unawareness" of what to do in class increased...***
- Zicklin:
 - 15.1% → 34.4%
- Weissman:
 - 10.5% → 33.3%

Communication: Student Requests for Improvement...



Zicklin: N=345

Communication: Student Requests for Improvement...



Weissman: N=95

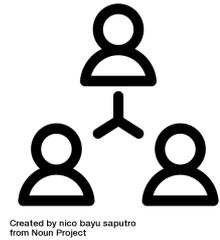
Some students had these things to say about how improvements might be made in communication:

- Better, quicker, *more* emailing...
 - *“More emailing, sending out announcements instead of saying something once in class...”; “Actually respond to emails in a timely matter...”*
- Requests for “understanding” in professors’ communications...
 - *“Communication from professors that they understand students can be deteriorating and facing depression...”; “Understanding students struggles and needs without dismissing their concerns...”*
- Better clarity and organization in communication...
 - *“Asynchronous classes need to have top notch communication to be effective. I felt very detached from the class and the college...”; “Give more detailed explanations both in class and emails. Be more receptive to questions regarding the curriculum...”*

Actionable suggestions for better communication:

- Establish your “email response” timeline
- Consider setting up a regular & organized communication schedule
- Save time to show students your “human side” in any communications
- Other:
 - Send regular reminders about due-dates and deadlines
 - Provide feedback (in class, via email, by course-site post)
 - Actively promote chances for 1:1 meetings (office hrs; check-ins)

Theme 2: In-session engagement



Describe at least one way that your professors have successfully kept you engaged throughout the process of Distance Learning in your current online course(s). *By "engaged," we mean that you feel a sense of investment in the topic, and/or in keeping up with the reading/assignments, and/or in staying connected to the other students.*

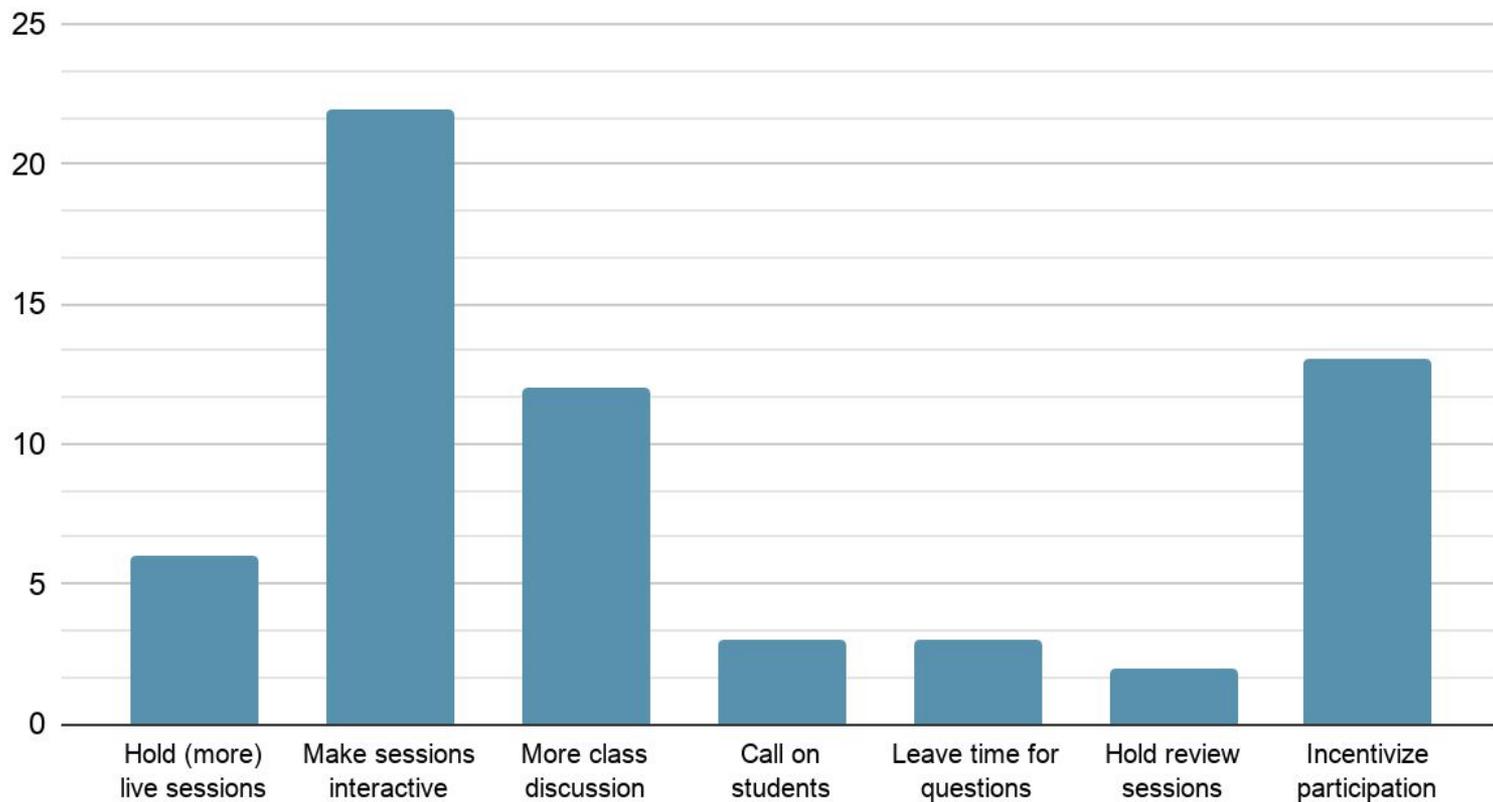
What is at least one thing that your professors could do to improve student engagement in future online classes?

Most students report that synchronous sessions were key to keeping them engaged in a course.

Some common suggestions relate to:

- providing moments of interactivity
 - *“use mixed-mediums to deliver lectures. For example, supplementary videos or break out activities.”*
 - *“As much as some people hate group work, I think it should be encouraged since we are not meeting in person.”*
- encouraging questions
 - *“Keep lectures on the shorter side so there is time to discuss any confusions we may have.”*
- making course content relatable
 - “remind the students how the course material relates to their professional lives.”

Some suggestions about synchronous learning



Actionable suggestions for better in-session engagement

- Have full-class and/or small group discussion every session
- Use breakout rooms strategically
- Explicitly encourage participation every time, or consider offering incentives
- Devote time every session to student questions
- Consider whether there are current events or relevant contemporary issues you can introduce

Theme 3: Flexible learning

"For me, the idea of learning flexibly right now means..."

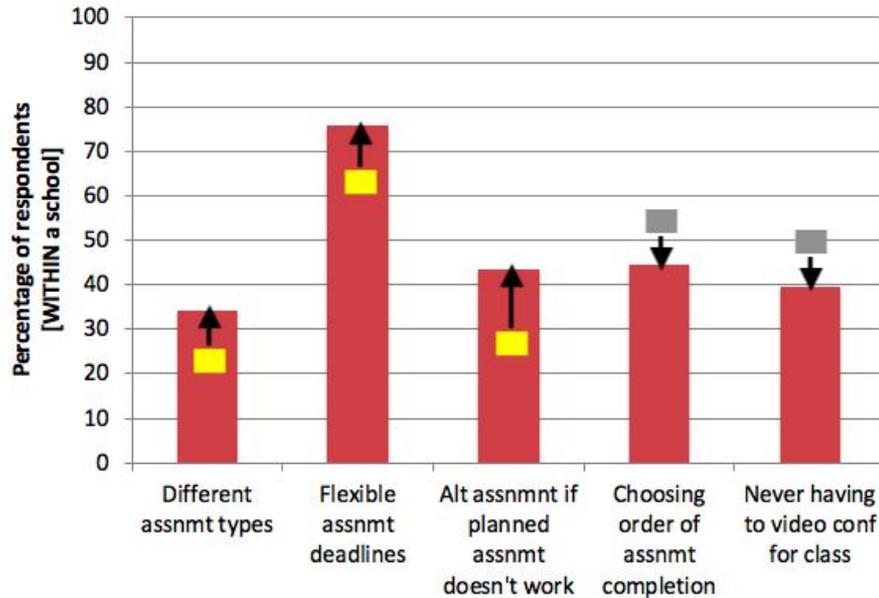
(Choose all that apply):

- A. Having flexible deadlines for homework and other assignments.
- B. Having different types of assignments to work on.
- C. Having the option of alternative assignments to complete if the planned assignment won't work for me.
- D. Being able to choose the order in which I complete some assignments or course tasks.
- E. Never having to be online for a full video class session in the regular class time slot.

Flexible learning:

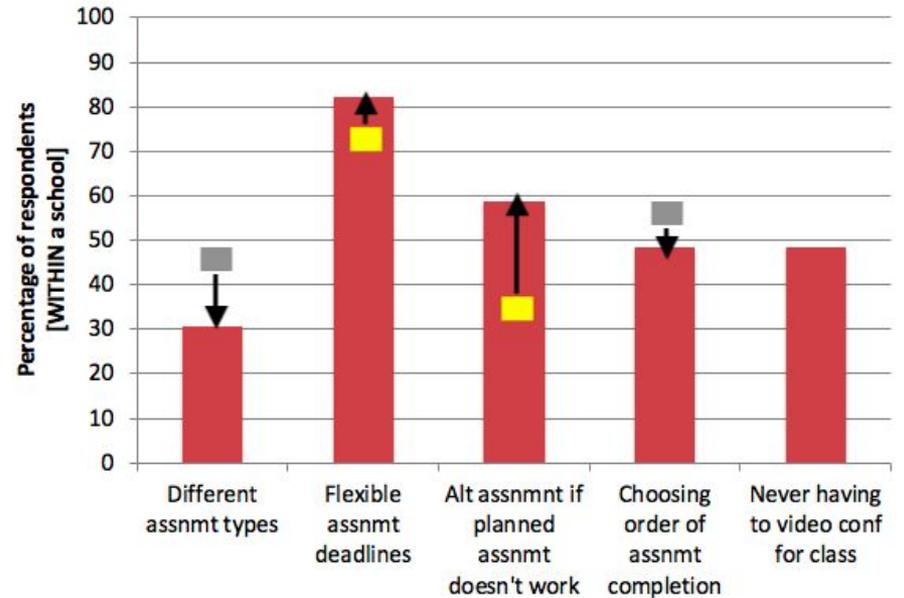
* % values are non-mutually exclusive

LEARNING FLEXIBLY MEANS: ZICKLIN



Zicklin: N=345

LEARNING FLEXIBLY MEANS: WEISSMAN



Weissman: N=95

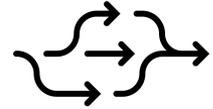
Students discuss flexible learning:

“One of my professors gave us a variety of options for homework every week and we chose what worked for us.”

“A few things that have been awesome are pre-recorded lectures that I can watch on my own time and rewind [and] flexible class meeting days/times...”

“We had multiple opportunities to redo our quizzes and assignments... We also used Blackboard for group discussions so it was easy for students to form virtual study groups and help each other on homework problems. We had different assignments including Excel projects which helped me... improve my skill set. The Professor...was very understanding of any issues that may have occurred due to technology and was flexible.”

Actionable suggestions for flexible learning:

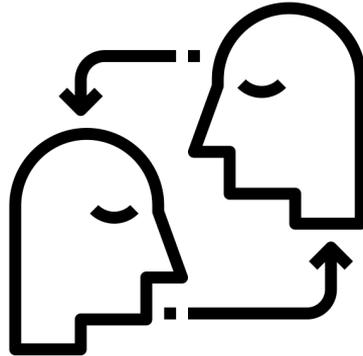


Created by Tomasz Pasternak
from Noun Project

- Keep deadlines fluid and/or have a lenient late work policy
- Provide opportunities to make up missed work, such as alternative assignments
- Consider letting students choose the order of assignments
- Consider *not* requiring synchronous engagement with lecture (record lectures / make lecture slides available)
- Provide recordings or transcripts of all synchronous sessions
- Hold office hours for additional help (students seem to prefer live)

Theme 4: Understanding

Life has become more complicated and difficult for many people in the Baruch community. Is there anything you think would be helpful for faculty to understand about your reality and how it impacts how you are learning?



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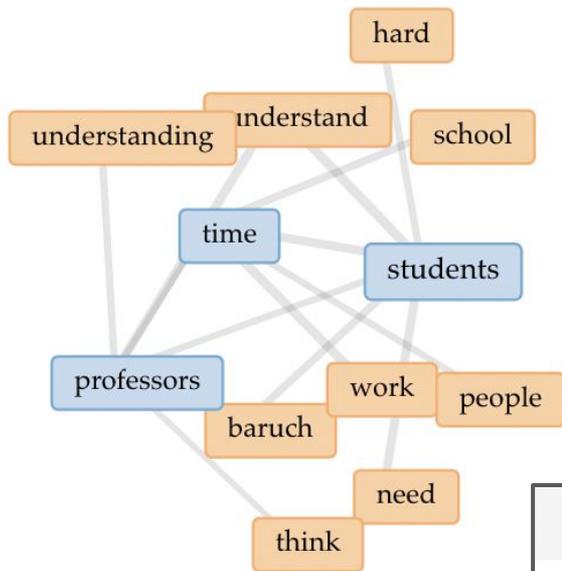
Cirrus



Terms



Links



Summary



Documents



Phrases

This corpus has 1 document with 9,633 total words and 1,597 unique word forms. Created [about 15 minutes ago](#).

Vocabulary Density: 0.166

Average Words Per Sentence: 21.9

Most **frequent words** in the corpus: [students](#) (114); [time](#) (69); [professors](#) (64); [work](#) (55); [online](#) (51)

Understanding (*awareness* of student issues)

Consistent with national trends:

- lack of focus and/or mental health struggles due to COVID-19-related stress/grief/trauma
- dissatisfaction with online learning and/or being at home

Issues disproportionately affecting the CUNY population:

- unreliable wi-fi (due to large/shared households)
- insufficient privacy
- lack of time due to need to work outside the home/act as a caretaker

Students discuss understanding:

*“People have jobs (part-time and full-time) that they may not have had before, traveling to and from work is **more time-consuming and difficult**, people may have to **care for siblings, grandparents, and other family members** more than before, money is extremely tight...It's hard, so be flexible with us.”*

*“...Baruch honestly thinks that we are able to function normally without considering our situation. Our families could have died from COVID, or **we could be suffering from depression or anxiety**... I never would have thought my mental health would be this bad... **Learning this semester has not been the same** as we are missing out on our once-in-a-lifetime college experience.”*

*“...**We've lost friends and family. My family and I have lost jobs.** My mental state is rapidly deteriorating, I'm worried about making ends meet. It seems like all understanding about the current situation went out the window this semester despite the pandemic being worse than it's ever been. **Also give us some time to adjust!!!** I have professors on Zoom, Slack, Notion, Blogs, Blackboard Collaborate Ultra, Teams, Hangouts, Piazza, etc. They only have to master their chosen method. Please understand that.”*

Suggestions for demonstrating understanding (procedural)

- Consider reducing overall workload
- Have more flexible or lenient standards/deadlines
- Replace some assignments (tests, group projects) with others that are easier to replicate/less stressful to execute in a virtual setting
- Feel free to ask students to turn on their cameras if possible but be transparent that it cannot be required or linked to the attendance grade
 - The same goes for transparency about not being able to require attendance at live sessions or online proctoring
- Offer ways for students to safely and easily ask questions in and out of class

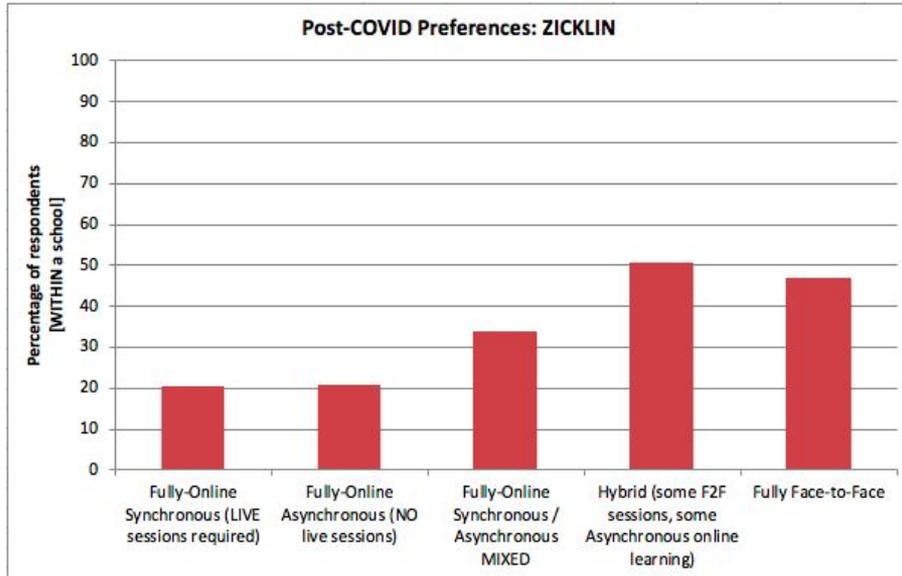
Suggestions for demonstrating understanding (affective)

- Acknowledge the realities of the COVID-19 pandemic
- Try to build a shared sense of community in the class by:
 - reaching out to individual students
 - being available for conversations outside of class time
 - ensuring students are in regular touch with you and each other
 - hold surveys or polls about students' progress in the class and ways in which the professor and the college could be helpful
- Share links to, and raise awareness of, virtual on-campus resources (e.g. *Writing Center, BCTC, Student Academic Consulting Center, Tools for Clear Speech, Student Disability Services, and the Baruch College Counseling Center*)

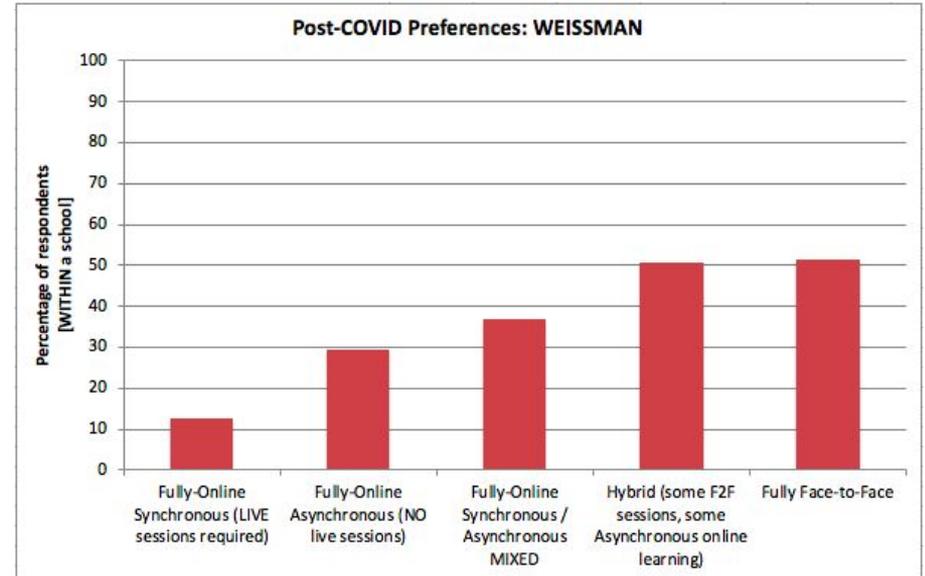
Looking ahead...

Post-COVID Course Preferences: Hybrid Formats and Face-to-Face Over Fully Online

* % values are non-mutually exclusive



Zicklin: N=345



Weissman: N=95

Reasoning behind student choices of post-COVID modes of instruction:

- Learning preferences (students tended to express themselves as “for” or “against” online learning):
- Students who preferred online learning cited:
 - flexibility
 - convenience
 - safety
- Students who preferred face-to-face cited:
 - bad online experiences
 - work/home separation
 - human connection
 - on-campus facilities

Final thoughts

- Students' needs are extremely varied and are changing over time.
- Some dissatisfaction across all themes remains a constant.
- Students request regular, predictable communication across several platforms.
- Students appreciate flexibility--in assignment choices and order, formats of engagement (synchronous/asynchronous) and deadlines.
- Engagement for students often means synchronous sessions, interactive elements (such as polls and breakout rooms), class and small-group discussion, and group work.
- Understanding--both affective (discuss the situation) and procedural (err on the side of leniency) goes a long way to making things work.

Thank you, *attendees!*

(And special thanks go out to *all students* for their responses!)



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