UA Student Survey on Transition to Remote Instruction

Office of Academic Affairs
April 27, 2020
UA Student Survey on Transition to Remote Instruction

Survey dates: April 10-17, 2020
Number of responses: 1,679
What data is useful right now?

What actions can we take right now?
Students are moderately or very concerned about...

- Grades/Performing Well in Class 88%
- Not being able to communicate with instructor 73%
- Possible delays in graduation/completing program 52%
- Completing internship or practicum requirements 46%
Actions faculty can take

• Remind students of the credit/no credit option
• Post weekly announcements on Brightspace, or send weekly updates via email
• Hold virtual office hours in WebEx personal room.
• Answer student emails promptly
• Encourage students to register for Summer and Fall courses to stay on track for graduation
Students are moderately or very concerned about...

- Housing/food security  28%
- Academic integrity (cheating)  35%
- Online privacy  48%
Actions faculty can take

• Remind students of resources through ZipAssist
• Assume all exams are open-book, open-note, and open-internet; design questions accordingly.
• If you’re giving online exams, make the most of Brightspace features to enhance academic integrity
• Follow OAA policies: no proctoring software should be used in courses that moved to remote instruction
Students are having moderate or significant technical issues with ...

- Ability to use required technologies 52%
- Access to reliable internet 54%
- Access to reliable laptop or mobile device 34%
- Access to software needed for assignments 47%
Actions faculty can take

• Encourage students to use *Keep Learning* website and reach out to campus resources.
• Be flexible with deadlines.
• Provide asynchronous options.
• Consider giving exams within a 24-hour window.
Students are having moderate or significant learning challenges with ...

- Finding time to participate in synchronous classes 57%
- Competing class meetings and schedules 53%
Actions faculty can take

• Hold required synchronous meetings during your class time.

• Record synchronous class meetings so they are available for students to access later.

• Understand that students’ family and work responsibilities may have changed because of the pandemic.
Students are having moderate or significant learning challenges with ...

- Conflicts between school and work/family responsibilities 86%
- Difficulty focusing or paying attention 87%
- Personal motivation to complete coursework 87%
Actions faculty can take

• Be flexible with synchronous requirements.
• Allow a 24-hour window for students to take exams.
• Communicate with your students frequently.
• Acknowledge the difficulty of this situation, and ask students to contact you if they are having problems.
Students say some or all of their faculty...

- Have realistic expectations for the course 62%
- Effectively use technology to support academic success 66%
- Explained how the course would change 78%
- Explained how to contact the instructor 85%
Actions faculty can take

Do a time check.

• Are your adapted assignments more time-consuming for students to complete than your original course plans?
• Are you allowing time for students to adapt to technology?
• Will your adapted exam take about the same amount of time as studying for and taking the traditional?
• Adjust if necessary.
Actions faculty can take

• Remind students of any changes that have been made to required assignments, exams, or grading. Students often need to see information multiple times.

• Because students have until May 3, 2020 to decide whether to take the credit/no credit option, give timely grades and feedback.
Communicate with your students.
“It seems as if I will be able to survive this semester because most of my professors are being very understanding during this hard time.”

–Student response
For full survey report, contact
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