

Distance Learning Experience

STUDENT SURVEY RESULTS

SURVEY ADMINISTERED MAY 15 – JUNE 15, 2020

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CONTEXT OF SURVEY

■ Timing

- Administered the last day of the semester and after the semester ended
- Captures a specific moment in time (May 15- June 15, 2020) and a confusing and stressful period in student lives
 - Might be the first opportunity to process the transition or vent frustration

■ Objective

- “Your responses will help us continue to improve courses and student support services”
- Should **not** be interpreted as an evaluation of distance learning but instead as a way to gather information about how to support students in an online fall semester during a pandemic

SURVEY DESIGN

- Adapted from EDUCAUSE survey with feedback from campus leadership (Otter Promise, PCEI, Cabinet, etc.)
- Survey Topics
 - Challenges and concerns about distance learning
 - Access to support services
 - Accessibility & technology
 - Environment*
 - Instructor support*
 - Interest in virtual engagement*
- We will present means and frequencies in this presentation (average responses on Likert scales or percentages of students responding in that category)
- Qualitative responses were coded by the team for emergent themes

*Add'l survey topics/questions based on CSUMB feedback

RESPONDENT PROFILE



45%
Students of Color



47%
Pell Eligible

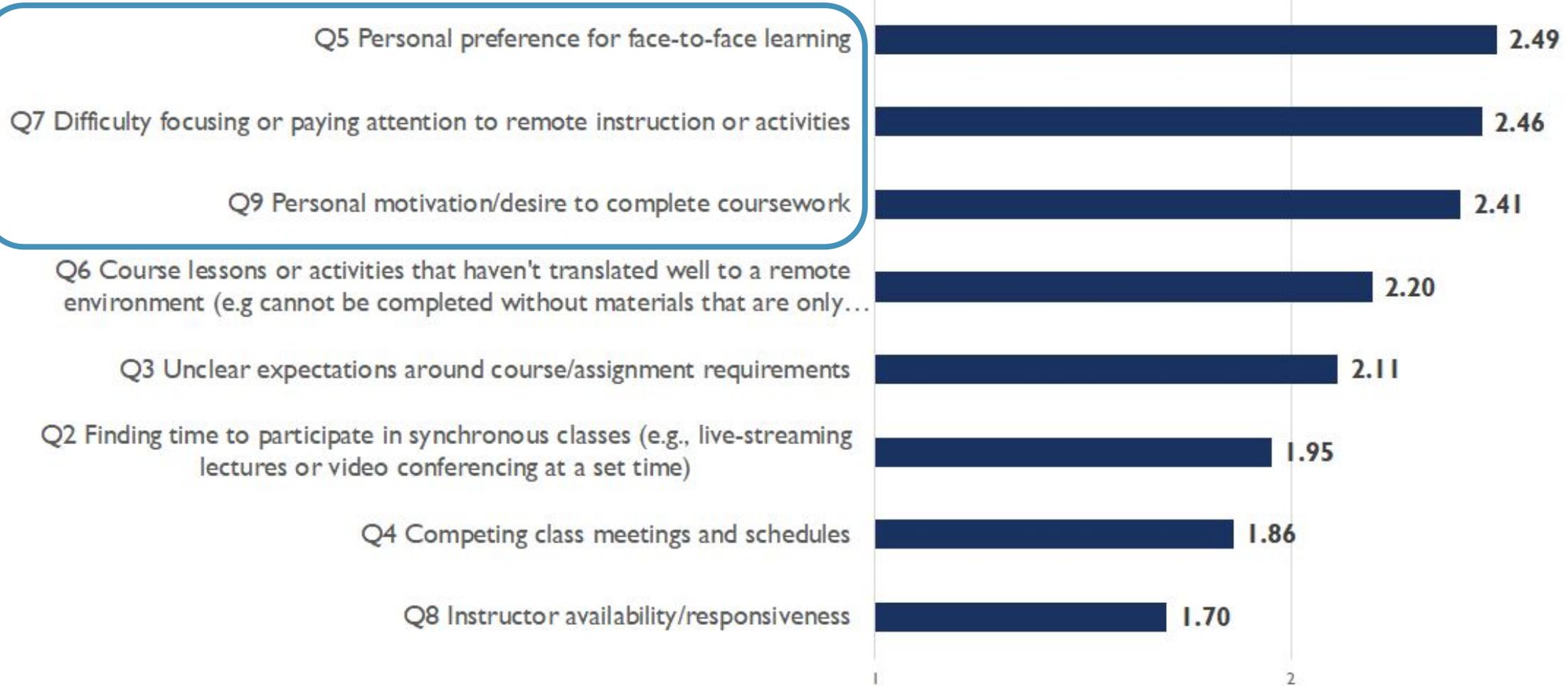


52%
First-Generation

75% Female
24% Male
1% Non-Binary

15% response rate ----- 1,153 respondents / 78 questions

To what degree have the following learning/educational issues been a CHALLENGE for you since the transition to remote learning? (1=not at all to 3=a great deal)



LEARNING/EDUCATIONAL CHALLENGES CONTINUED: Q10

“Other”

To what degree have the following learning/educational issues been a challenge for you since the transition to remote learning”?

Q10: Other (please specify below)

Preference for Face-to-Face:

“Being in an actual class environment and with physical students for discussion, friendship, exchange with professors and the discipline of attending and completing outside work is far more beneficial than the online method. Online classes and tests are tedious. There is a lack of true education because the student (me) just wants to get through the work, answer the questions and complete it. The structure is non forgiving of and often confusing asking questions that do not match the written material or are not located in the the same section.”

Online Course Design/Delivery:

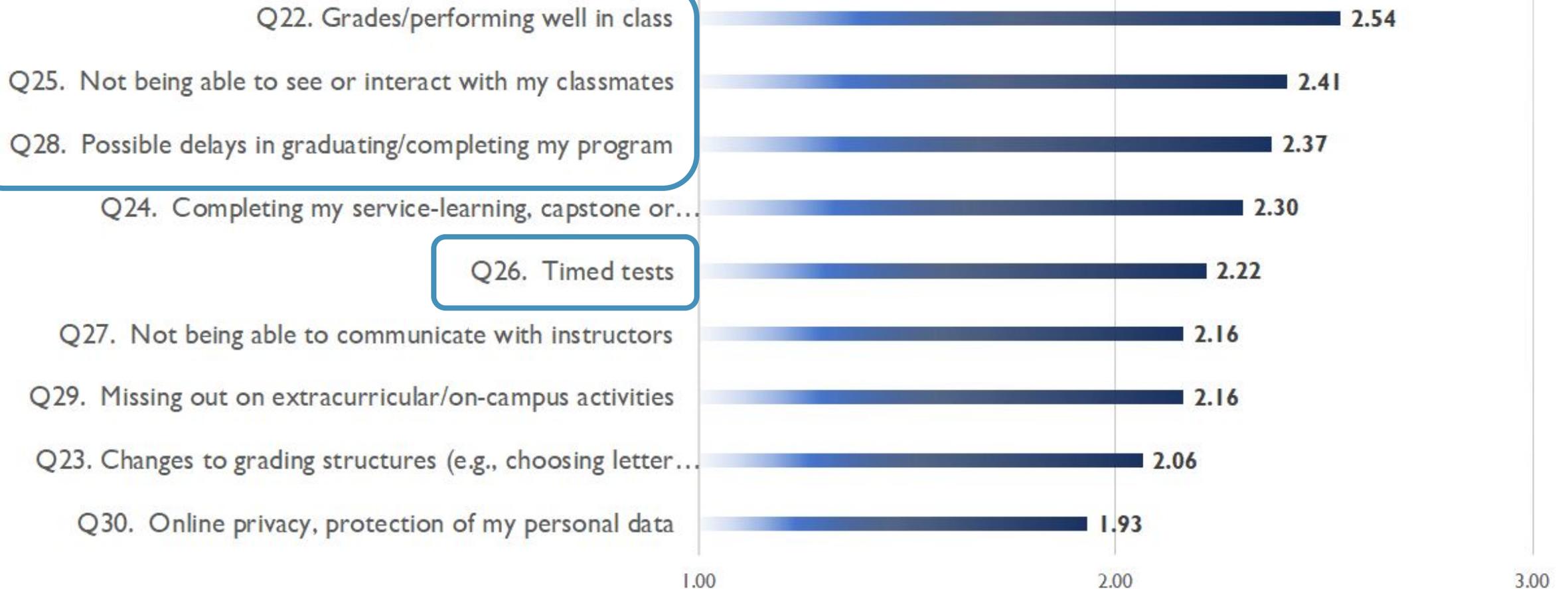
- Many factors impact student motivation: instructional methods, environment, lack of access to reliable tech, physical space to learn

“Lectures for classes that are 4 hours long are very difficult when they a presented via zoom”.

“Times of classes have no longer been mandatory for participation in some classes. This has lead me to a decreased motivation for the course. This lead to confusing office hours and assignment dates.”

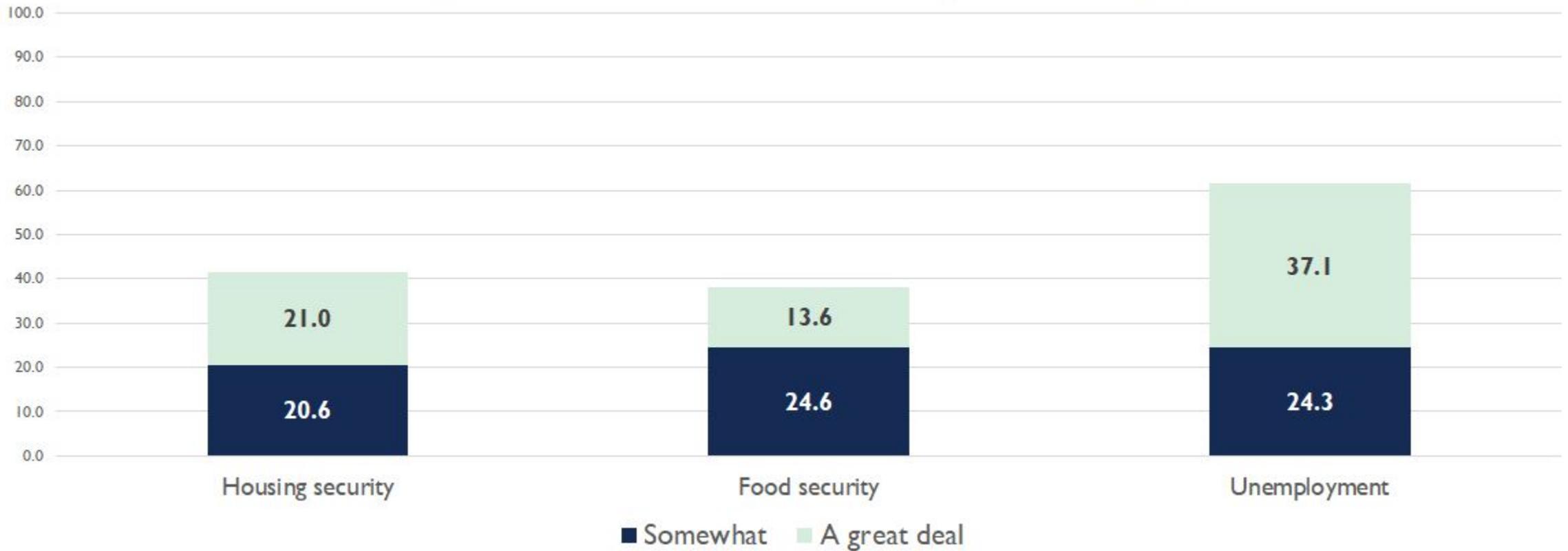
“I found it hard to keep up on my class work. I lost a lot of motivation.”

To what degree are you CONCERNED about the following with the transition to remote learning? (1=not at all to 3=a great deal)

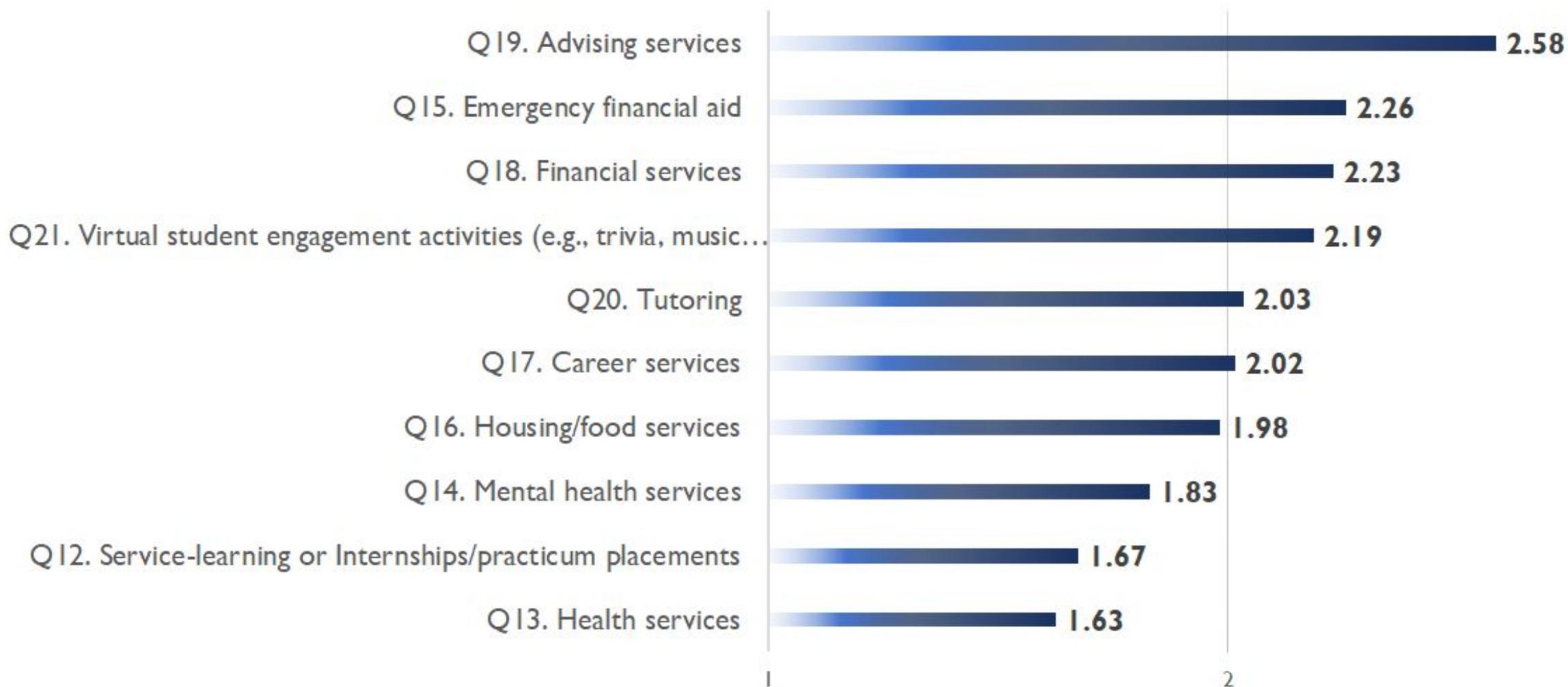


OTHER CONCERNS

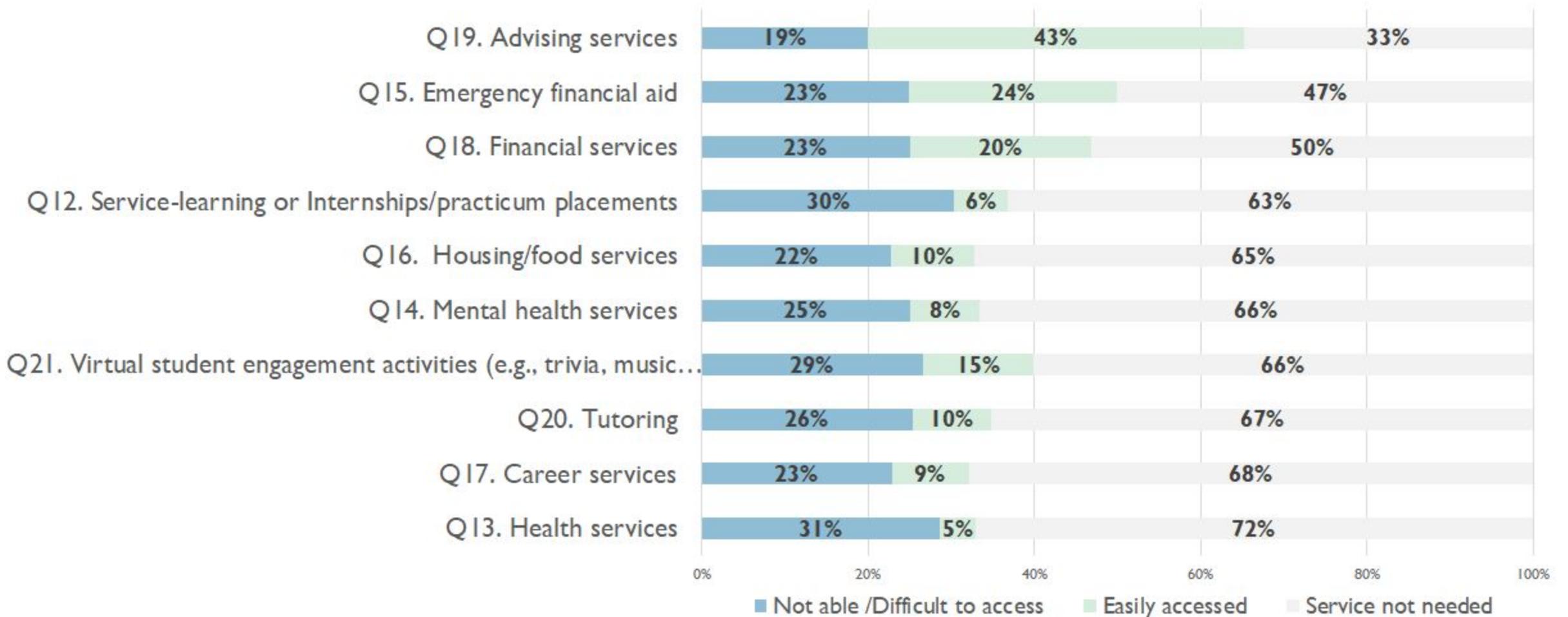
Percentage of students concerned about housing, food and employment



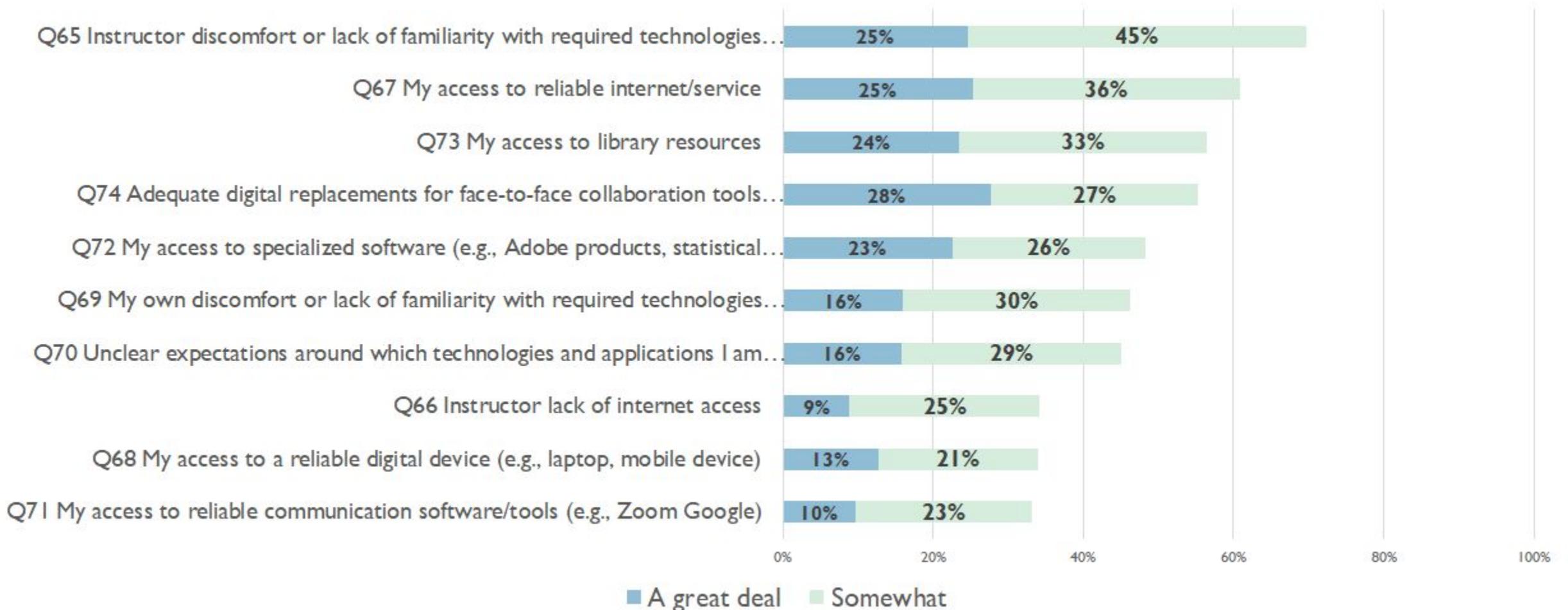
To what degree have you been able to access the following STUDENT SUPPORT SERVICES since the transition to remote learning? (1=not able to access, 2=difficult to access, and 3=easy to access)



To what degree have you been able to access the following STUDENT SUPPORT SERVICES since the transition to remote learning? (1=not able to access, 2=difficult to access, and 3=easy to access)



To what degree have each of the following TECHNOLOGICAL issues been a challenge for you since the transition to remote learning? (1=not at all to 3=a great deal)



TECHNOLOGY: Qualitative Highlights

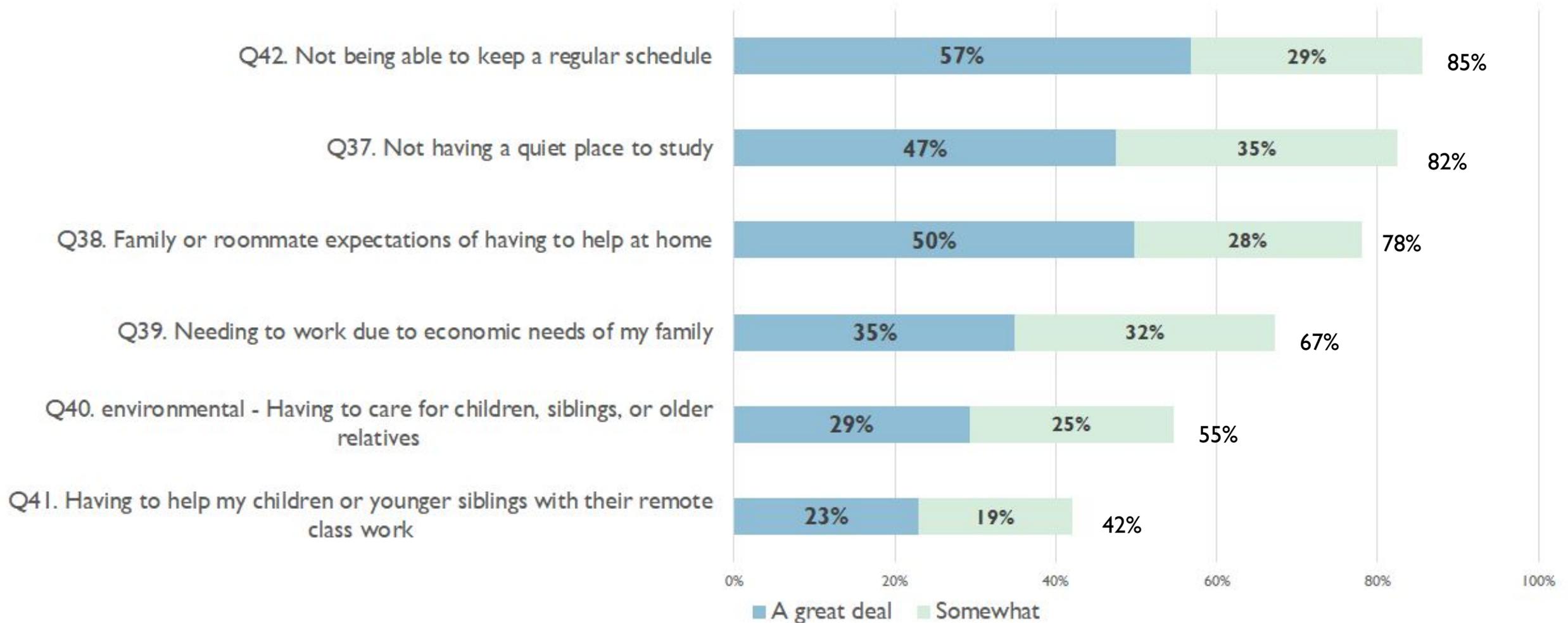
- **Access to Technology:** students need increased access to and improved communication regarding available technology (e.g. wifi, laptops, etc.).

“**Some of us poor homeless students without personal or home-based Internet access really miss the 24/7 availability of computers in the CSUMB Tanimura & Antle Library Cafeteria** on the first floor which was abruptly terminated in the second or third week of the stay-at-place quarantine. While it was still open during the opening weeks of the quarantine, I was able to observe all the students using the computers there maintaining at least six feet of social distancing while they were sitting down at their PC”.

“Zoom courses are challenging to me because **I have internet connection problems** and I will cut off during the session or I would miss out on certain things the professor or classmate was explaining. I would not be able to survive and have a good interaction if all my courses decide to do Zoom for each class session next Fall. My internet connection is just not working for me when it comes to Zoom”.

“Please make textbooks on reserve available in online formats, please note **not all students have stable internet and wifi.** professors still have the same expectations without the same materials available for access

To what degree have the following ENVIRONMENTAL-related issues been challenging for you since the transition to remote learning? (1=not at all to 3=a great deal)



ENVIRONMENTAL: Qualitative Highlights

- Environmental Stress: Students faced issues in home environments that were detrimental to their learning and motivation.

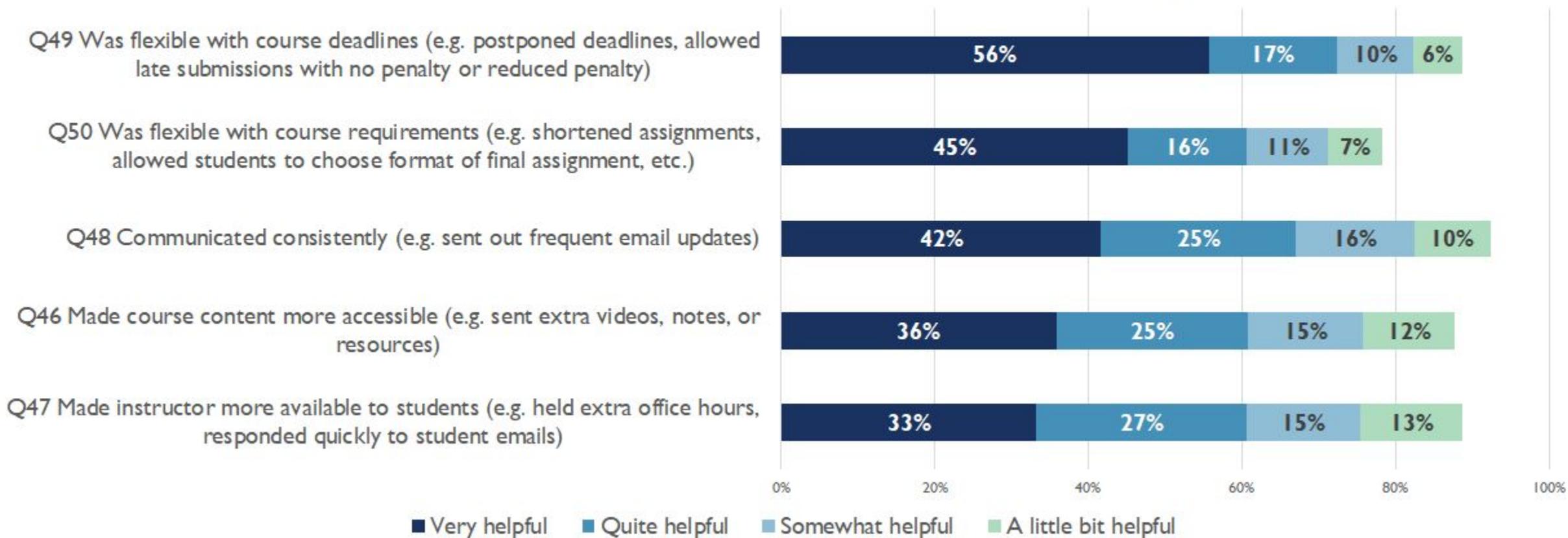
“...Holding Zoom classes at home meant **my entire family had to hide in their bedrooms so I could listen in peace for three hours a class**, when normally I am attending out of the home. This is not sustainable for a grad program, especially when I'm paying so much more for an in-person program than I would for an online program, where the professors are actually prepared to teach online.”

“This was hands down my worst experience at Csumb, **I have 5 younger siblings and I help my parents out when I am home and staying afloat with all my work from home was extremely difficult**. I can not do online from my house nor do I think it is worth it to pay all of that money for me to be sitting in my house in my PJs not getting the quality of learning that I would in person.

“Living in a very **toxic environment**, thus making it hard to focus on studies.”

INSTRUCTOR SUPPORT

How helpful were the actions CSUMB faculty have taken to support you during and after the transition to online instruction (1=not at all helpful to 5=very helpful)



INSTRUCTOR SUPPORT CONTINUED

Q78. In the transition to remote learning this semester, what CSUMB resources and/or people helped you? How? (open-ended)

- Supportive faculty were flexible, understanding, caring, actively engaged, focused on student needs, and provided effective and thorough communication.

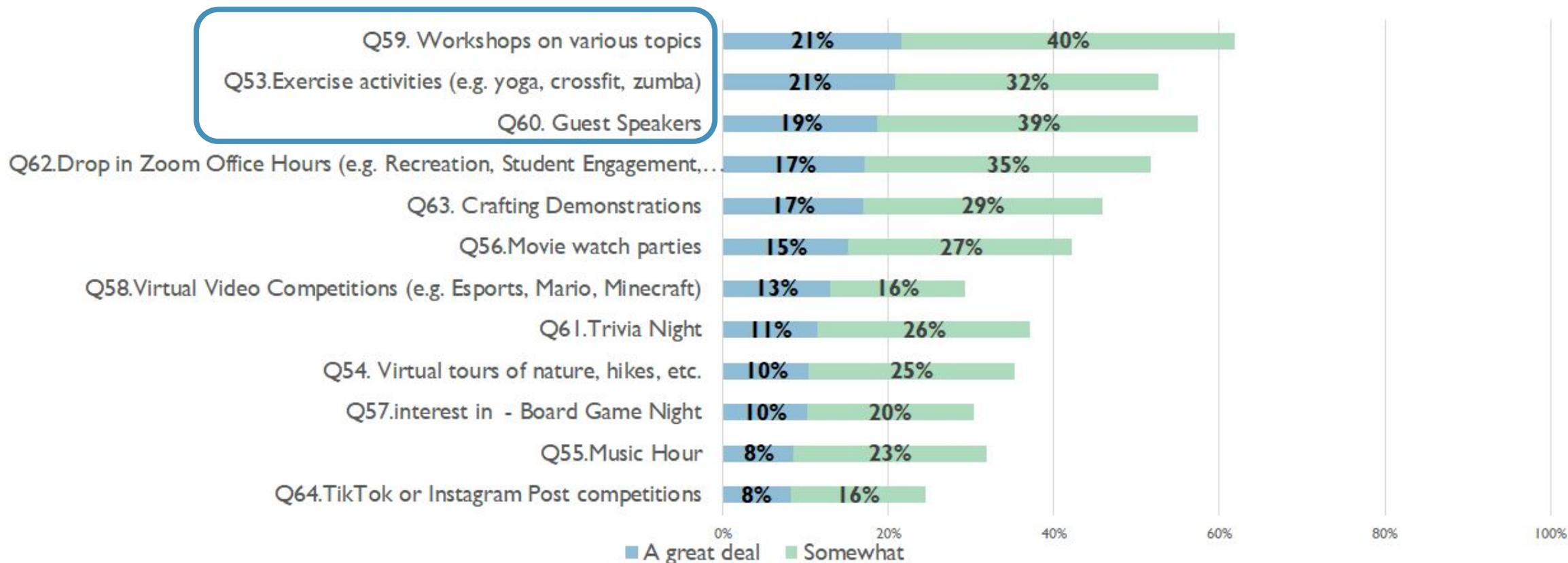
“Three of my professors were extremely helpful during the transition time. Dr Arlene Haffa, Dr Ruben Mendoza and Professor Darby Campbell. Their **updates and information were helpful, useful and they were easily accessible for further clarification of expectations and assignments**. I also found Shantel Martinez to be an accessible resource and supportive guide to finding resources to help with the transition. The Trio-STEM program has also been very communicative and offering lots of encouragement and resources to make it through such a tough time. They are an invaluable resource to the on campus communities.”

“I think the most important thing that helped me be successful during this remote learning has been my professors **flexibility** with assignment and **fast communication** between students and professors.

Professors that were prepared ahead of time helped me a great deal, because it was easier to follow through for their expectations when I was supplied with a clear plan.

VIRTUAL ENGAGEMENT

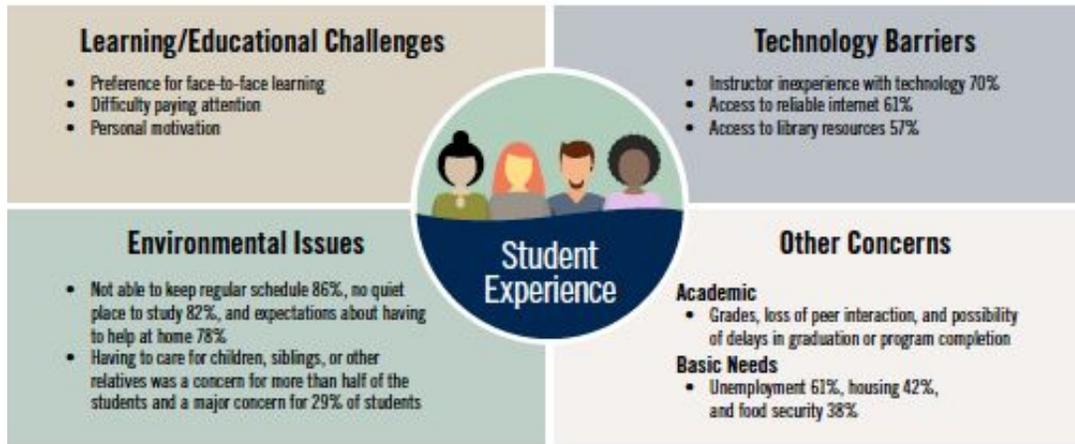
How interested would you be in participating in the following virtual engagement activities? (1=not at all to 3=a great deal)



Student Survey Results

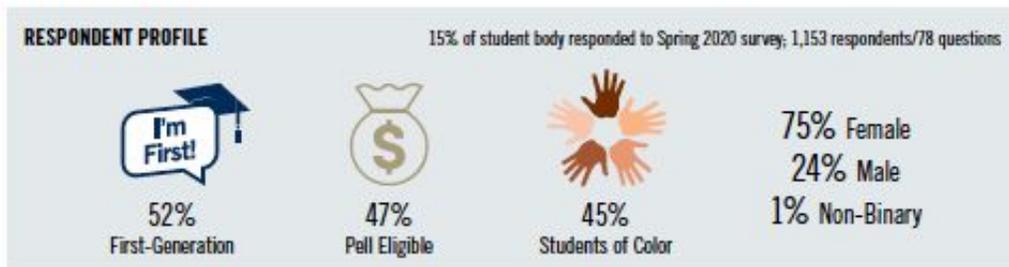
Distance Learning Experience

Overall, students faced many challenges in the transition to distance learning in spring 2020:



Still, 90% of students said at least some of their faculty took the following supportive actions:

- Flexible deadlines and course requirements
- Consistent communication



Survey administered by the [Office of Inclusive Excellence](#) and [Undergraduate Research Opportunities Center](#).

For more information, go to csumb.edu/diversity

SURVEY TAKEAWAYS

RECOMMENDATIONS

■ **Greater Empathy for the Student Environment**

- Recognize home may include additional responsibilities such as caring for siblings, limited privacy, etc.
- Majority of students concerned about employment, housing, and food in midst of turbulent health & political landscape
 - All contribute to additional stress and mental health needs

■ **Increase Access to Technology**

- Wifi: parking lots, computer labs, accessible/outside spaces
- Hardware: Laptops and hot spots; Software: e-books

■ **Consider Financial Requests**

- Reduced tuition and student fees

■ **Focus Student Support in Areas of:**

- Professional development (workshops, guest speakers)
- Advising, financial aid, PGCC/mental-physical health

■ **Provide Professional Development/Support for Faculty in Areas of:**

- Effective pedagogy for online instruction
- Technical support for online instructional platforms
- Providing real-world learning in a distance learning environment (e.g. research, service learning, internships, fieldwork, labs)

■ **Improve Campus Communication**

- Need to provide regular and ongoing updates to entire campus community (via centralized web page, emails, social media, Otter Alerts when needed)

NEXT STEPS

- Conduct subgroup analysis
- Respond to Cabinet feedback
 - Feedback on most useful next steps
 - What questions do you have that this data could help answer?
- Share results campuswide
 - Extended cabinet presentation, August 2020
 - Share Infographic, make slides/data available