Survey Administration

Four-item survey distributed to all students enrolled during Spring 2020, starting on May 12:

LEARNING: What was most important for helping you learn in your courses? Please provide 1-2 brief examples of aspects of your courses that were most helpful.

GRADING: The university allowed students to choose a PASS/NO PASS grading option in their courses this semester. How did having this option affect you?

TRANSITION: Under the circumstances, how would you describe the support you received for managing the transition to virtual instruction?

SUGGESTIONS: As you think back over your experiences since moving to virtual instruction, do you have suggestions for ways you could have been better supported to continue learning? Please explain
# Response Rates

<table>
<thead>
<tr>
<th>College</th>
<th>Respondents</th>
<th>Population</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carver College of Medicine</td>
<td>32</td>
<td>1927</td>
<td>1.7%</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>44</td>
<td>350</td>
<td>12.6%</td>
</tr>
<tr>
<td>College of Education</td>
<td>26</td>
<td>589</td>
<td>4.4%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>134</td>
<td>1956</td>
<td>6.9%</td>
</tr>
<tr>
<td>College of Law</td>
<td>72</td>
<td>445</td>
<td>16.2%</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>825</td>
<td>14749</td>
<td>5.6%</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>29</td>
<td>611</td>
<td>4.7%</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>22</td>
<td>424</td>
<td>5.2%</td>
</tr>
<tr>
<td>College of Public Health</td>
<td>21</td>
<td>212</td>
<td>9.9%</td>
</tr>
<tr>
<td>Graduate College</td>
<td>296</td>
<td>4843</td>
<td>6.1%</td>
</tr>
<tr>
<td>Graduate Management Programs</td>
<td>59</td>
<td>1029</td>
<td>5.7%</td>
</tr>
<tr>
<td>Tippie College of Business</td>
<td>114</td>
<td>2913</td>
<td>3.9%</td>
</tr>
<tr>
<td>University College</td>
<td>19</td>
<td>558</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1693</strong></td>
<td><strong>30606</strong></td>
<td><strong>5.5%</strong></td>
</tr>
</tbody>
</table>

- **Majority**: 5.8%
- **Minority**: 5.7%
- **International**: 4.3%
- **Unknown**: 3.4%
- **Female**: 6.4%
- **Male**: 4.5%
- **Prefer not to answer**: 9.0%
- **Continuing Gen**: 5.7%
- **First Generation**: 5.1%
- **NA**: 5.5%
ACE Supplement Preliminary Report

- All students who were enrolled during Spring 2020
- One rating item and three open-text items
- 1700 responses representing a cross-section of all enrolled students

Under the circumstances, how would you describe the support you received for managing the transition to virtual instruction?
ACE Supplement Preliminary Report: Identified Themes

Direct Interaction with Faculty
Clear Expectations, Regularly Communicated
Availability and Responsiveness to Students
Demonstrated Concern for Students
Recognition of Homework and Exam Challenges Faced by Students
Preferred Modes of Instruction
  • synchronous vs. asynchronous, faculty-directed vs. entirely student self-directed
Appreciation of Faculty Effort Under Emergency Conditions
Student Perceptions: Need for More Instructional Support for Faculty
ACE Supplement Preliminary Report: Central Observations

For students, there is no substitute for meaningful engagement with faculty. Students highly value interacting with faculty and knowing that their questions and concerns are being heard. Students greatly appreciate input from faculty to guide their learning and to help them assess how well they have understood the course material.

Good instructional practices for in-person classes are also important in virtual instruction. Faculty efforts to directly engage with students, communicate clear expectations, and respond to student concerns were highly valued by students.

Non-academic challenges faced by students (such as quality of internet access, home conditions, and work schedules) play a significant role in student ability to meet academic responsibilities.

Students understood that conditions were far from ideal, and they recognized that some challenges were due to the suddenness of the transition. It is unclear how these expectations might be different in future semesters when faculty members have had more advance notice to plan classes and adapt them as needed for virtual instruction.
ACE Supplement Preliminary Report: Next Steps

Disseminate Preliminary Report, *Student Feedback on Virtual Instruction During the Pandemic*

Provide each college with de-identified responses for their students
- *Compare college responses with campus themes*
- *Maintain confidentiality and monitor responses for identifiable individuals*
- *Focus on the college as the unit of analysis*

Further analysis
- *Evaluation of learning: tests, homework, and other assessment practices*
- *Feedback on courses that typically rely on lab, studio, or other types of hands-on learning experiences*
- *Student perceptions of the P/NP grading policy*