

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

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

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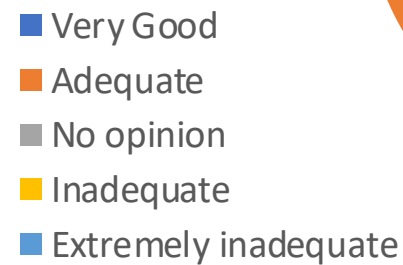
First Generation	5.1%
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NA	5.5%
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ACE Supplement Preliminary Report

- 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*