UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

COVID-19 Student Experience Survey

May 2020

Table of Contents

General Information about the Survey

PURPOSE

The purpose of the COVID-19 Student Experience Survey was to gauge student experience during the shelter-in-place directive and the shift to remote learning, to gather information to make changes (if necessary) during the spring semester, and to assist in planning for future crises. The anonymous survey focused on eight areas: demographics, support and communication, instruction, connectedness and engagement, concerns, future plans, housing, and international student impact. The terms "remote learning," and "remote teaching" used within the context of this report refer to the transition to emergency remote instruction in response to COVID-19 and the shelter-in-place directive.

ORIGINATORS

The survey was developed by the Office of Assessment & Accreditation Support in collaboration with the Continuity of Instruction Resource Team.

DATA COLLECTION

Sample: 9962 undergraduate and graduate students. Students in the Master of Legal Studies in Taxation (MLST) and LLM - Taxation programs were not included in the sample. The term for the MLST and LLM - Taxation programs ended on Feb. 26, 2020; therefore, students in these programs were not impacted by the transition to emergency remote instruction which occurred in March 2020.

Instrument: Qualtrics
Period: April 22, 2020 – May 6, 2020
Response Rate: 21% (2099 students completed)

Key Findings

DEMOGRAPHICS

- The majority of participants (57%) were undergraduate students and the highest proportion of participants (48%) indicated they are enrolled in the College of Arts & Sciences.

SUPPORT & COMMUNICATION

- Participants largely agreed (86%) that USF has demonstrated concern for the safety of students during the COVID-19 outbreak and that USF has responded appropriately to protect students and student health during the spread of COVID-19 (84%).

- Financial support was the most common type of support that participants indicated would be helpful, with 85% of participants selecting this response option.

INSTRUCTION

- The majority of participants (81%) had not taken an online course prior to the transition to remote learning.
- When asked about the level of support and communication from faculty, participants largely indicated that they felt supported by faculty (75%) and that faculty had effectively communicated changes in course expectations (73%); however, only 57% of participants agreed that their course schedules were manageable during this transition.
- 79% of participants felt that their faculty had done Moderately Well, Very Well, or Extremely Well transitioning to remote teaching; though fewer participants (64%) felt they personally had done Moderately Well, Very Well, or Extremely Well transitioning.
- Participants overwhelmingly did not like remote learning, with only 37% indicating that they liked it Moderately well, Very well, or Extremely Well .
- The most common method faculty used to engage students was Zoom with 96% of participants selecting that response option. The least common was Asynchronous group work (37%).
- When asked to indicate their level of satisfaction with different engagement and teaching methods by faculty, participants indicated they were most satisfied with email communication with their instructors (78%) and least satisfied with the proctoring of quizzes/exams (41%).
- 73% of participants indicated that Zoom meetings with all students worked best for them while only 27% indicated that Canvas discussion boards worked well for them.

CONNECTEDNESS & ENGAGEMENT

- The library was the service most commonly used with 51% of participants selecting this response option.
- Participants felt more connected to their faculty than to USF or other students. 54% Somewhat Agreed or Strongly Agreed with the statement *I feel connected to my faculty*, whereas only 41% Somewhat Agreed or Strongly Agreed that they felt connected to USF and only 44% Somewhat Agreed or Strongly Agreed that they felt connected to other students.

CONCERNS

- Participants were most concerned (76%) with doing well in their courses now that they are online.

FUTURE PLANS

- 80% of participants who are not graduating indicated that they definitely planned to return to USF in the fall. 13% of these identified as international students, 42% identified as graduate students and 58% identified as undergraduate students.

HOUSING

- The majority of participants (77%) were not living in USF housing prior to COVID-19. The majority of those living off campus (73%) remained in their off-campus housing at the time of responding to the survey.
- A small percentage (12%) of participants who lived on campus prior to COVID-19 remained on campus. Of those, only 53% somewhat or strongly agreed that they are receiving the support they need to remain on campus.

INTERNATIONAL

- 15% of participants identified as international students, the majority of which (93%) were in the US when USF began communicating about the COVID-19 outbreak.
- Participants who were not in the US were more satisfied with the timeliness of international student-specific communication and support from USF than students who were in the US. 71% of students outside of the US Somewhat or Strongly Agreed with the statement compared to 61% of those inside the US.

Demographics

Participants indicated whether or not they were undergraduate or graduate students, if prior to COVID-19 they were living in USF housing, if they are an international student, and if they were studying abroad when USF began communicating about how the COVID-19 outbreak impacted USF.

- **57%** of participants indicated they are **undergraduate** students
- **43%** of participants indicated they are **graduate** students
- **23%** of participants indicated they were **living in USF housing**
- **15%** of participants indicated they are **international** students
- **5%** of participants indicated they were **studying abroad** when USF began communicating about how the COVID-19 outbreak impacted USF.

COLLEGE/SCHOOL

Participants indicated which school or college they are enrolled in from the following response options: *College of Arts & Sciences*; *School of Education*; *School of Law*; *School of Management*; and *School of Nursing & Health Professions*.

The below figure details the percentage of participants who indicated they were enrolled in each school/college.
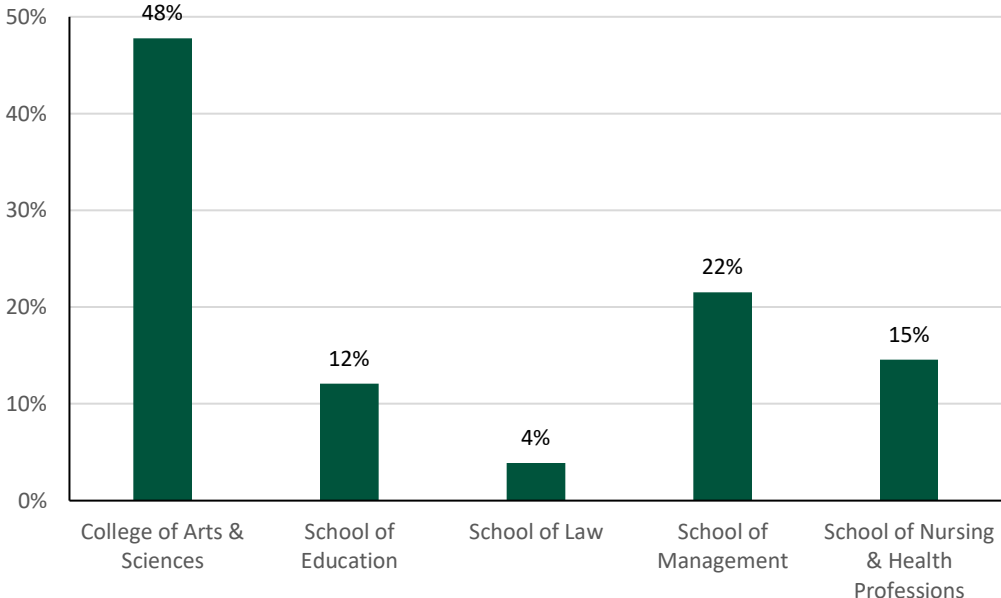
Support and Communication

Participants indicated the extent to which they agreed with each of the following statements on a 5-pt. scale (*1 = Strongly Disagree, 5 = Strongly Agree*): *USF has demonstrated concern for the safety of students during the COVID-19 outbreak*; *USF has responded appropriately to protect students and student health during the spread of COVID-19*; *USF has provided me with support during changes implemented due to COVID-19*; *Communications about USF's response to COVID-19 have been timely*; and *Communications from USF about COVID-19 have provided enough information*.

The below data indicate the percentage of participants who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- USF has demonstrated concern for the safety of students during the COVID-19 outbreak: **86%**
- USF has responded appropriately to protect students and student health during the spread of COVID-19: **84%**
- USF has provided me with support during changes implemented due to COVID-19: **57%**
- Communications about USF's response to COVID-19 have been timely: **75%**
- Communications from USF about COVID-19 have provided enough information: **71%**

The below figure details participants' average level of agreement with these statements.
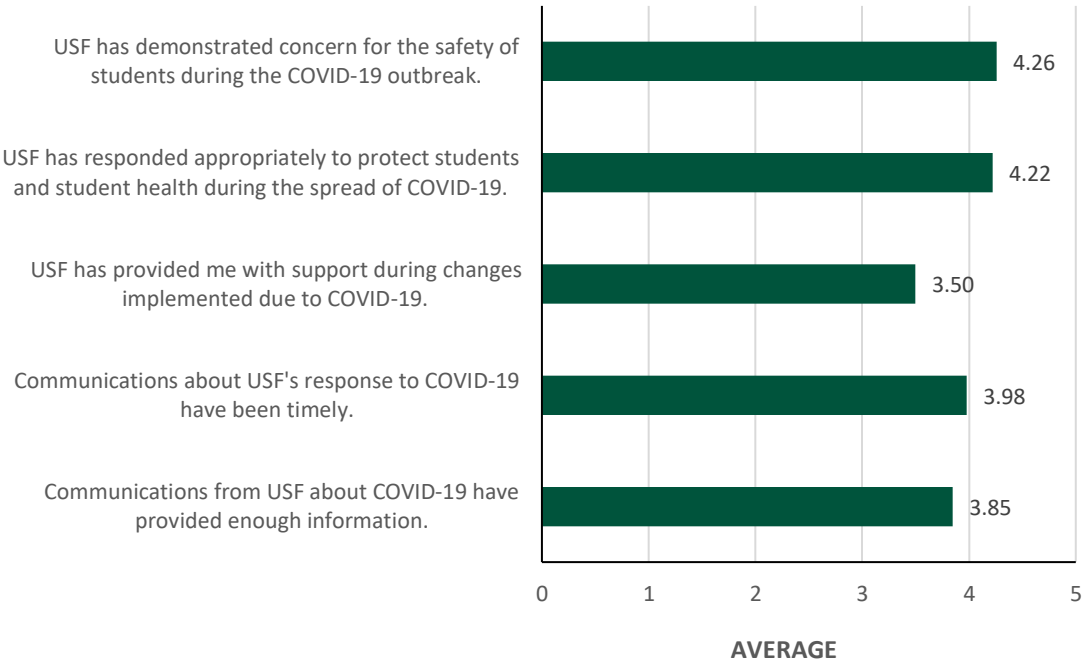
KINDS OF SUPPORT NEEDED

Participants who indicated that they Somewhat Disagreed or Strongly Disagreed that USF has provided them with support during changes implemented due to COVID-19 were asked to indicate what kind of support would have been helpful from the following response options: *Financial (e.g., grants, scholarships, loans)*; *Equipment/Supplies (e.g., laptop, instruments, tools)*; *Academic (e.g., advising, help navigating new teaching format or workload)*; *Technology (e.g., Canvas, instructional technologies, online exam/quiz proctoring)*; *Health (e.g., emotional support, stress reduction, COVID-19 information)*; and *Other.* **Participants could select all that apply.**

- The <u>highest</u> percentage (**85%**) of participants indicated that **Financial** support would have been helpful.

The below figure details the percentage of participants who reported that each of the following would have been helpful to them.
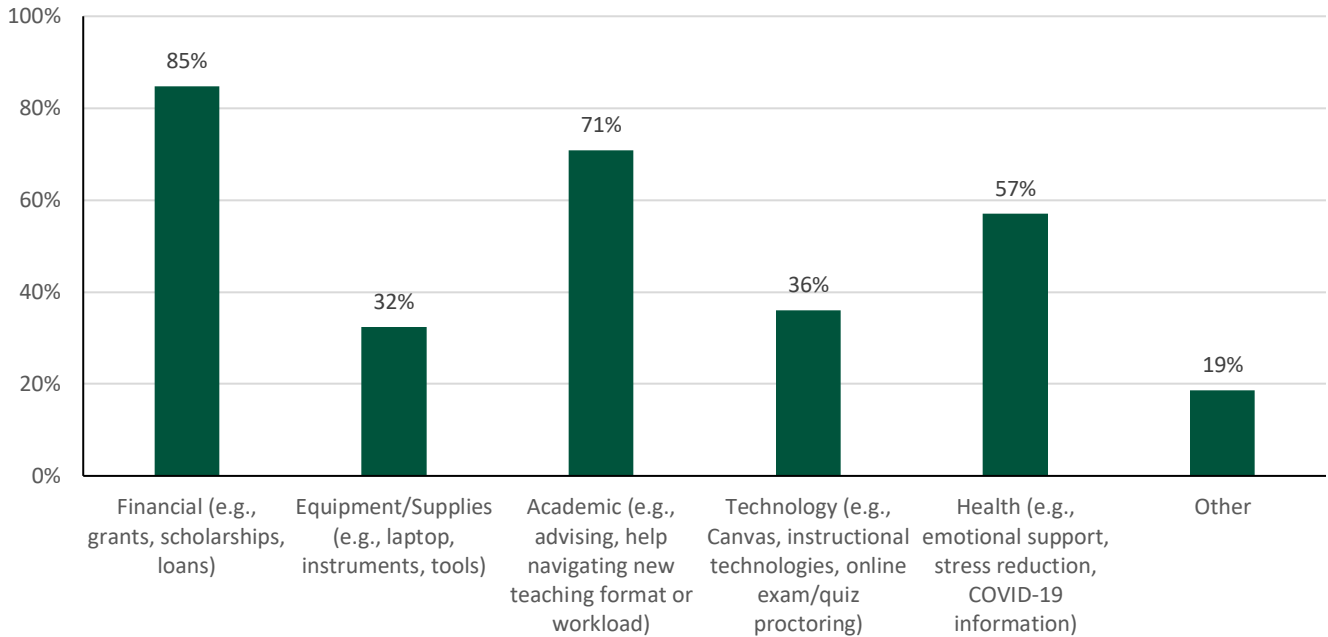
Instruction

Participants indicated whether or not they had taken online courses prior to COVID-19.

- **81%** of participants indicated they **had not taken** online courses prior to COVID-19.
- **19%** of participants indicated they **had taken** online courses prior to COVID-19.

FACULTY SUPPORT & COMMUNICATION/MANAGEABILITY OF ONLINE TOOLS & COURSE SCHEDULE
Participants indicated their level of agreement with the following statements on a 5-pt. scale (*1 = Strongly Disagree*, *5 = Strongly Agree*): *Faculty supported me in my transition to remote learning; Faculty have effectively communicated changes in course expectations; Faculty have provided sufficient time to complete assignments; The number of online tools I am being asked to use is manageable;* and *My course schedule has been manageable during this transition.*

The below data indicate the percentage of participants who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- Faculty supported me in my transition to remote learning: **75%**
- Faculty have effectively communicated changes in course expectations: **73%**
- Faculty have provided sufficient time to complete assignments: **68%**
- The number of online tools I am being asked to use is manageable: **71%**
- My course schedule has been manageable during this transition: **57%**

The below figure details participants' average level of agreement with these statements.
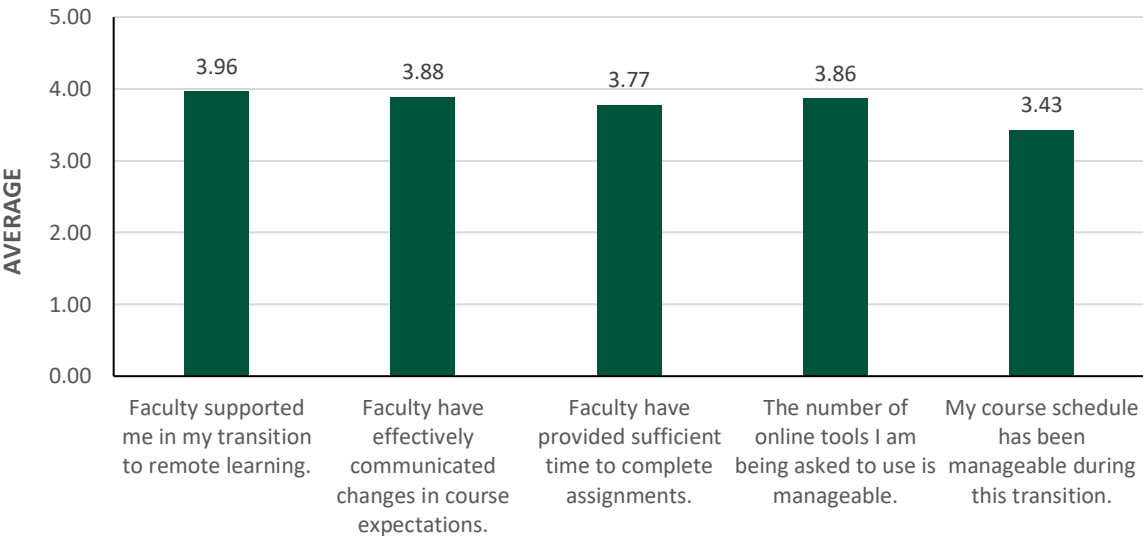
FACUTY & STUDENT TRANSITION TO REMOTE TEACHING/LEARNING

Participants indicated how well their faculty transitioned to remote learning, how well they transitioned to remote learning, and how well they like remote learning using a 5-pt. scale (*1 = Not Well at All*, *5 = Extremely Well*).

The below data indicate the percentage of participants who selected **Moderately Well, Very Well or Extremely Well** in response to each of the following statements:

- Overall, how well did your faculty transition to remote teaching: **79%**
- Overall, how well did you transition to remote learning: **64%**
- Overall, how well do you like remote learning: **37%**

The below figure details the average participant response to the above statements.
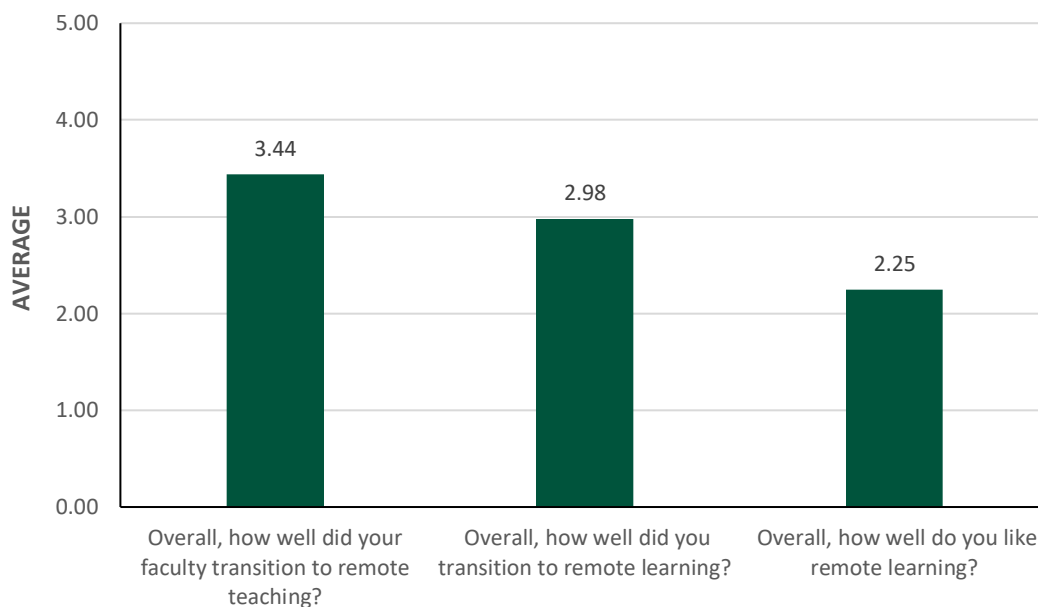
FACULTY ENGAGEMENT METHODS

Participants indicated what methods their faculty are using to engage students in class from the following response options: *Zoom meetings with all students*; *Virtual office hours with my instructor*; *Canvas discussion boards*; *Synchronous group work (classes meet at a set time, regardless of time zone)*; *Asynchronous group work (self-paced)*; *Recorded lectures*; *Email communication with my instructor*; and *Other.* **Participants could select all that apply.**

- The <u>highest</u> percentage (**96%**) of participants indicated that faculty are using Zoom meetings to engage students in class.

The below figure details the percentage of participants who selected each response option.
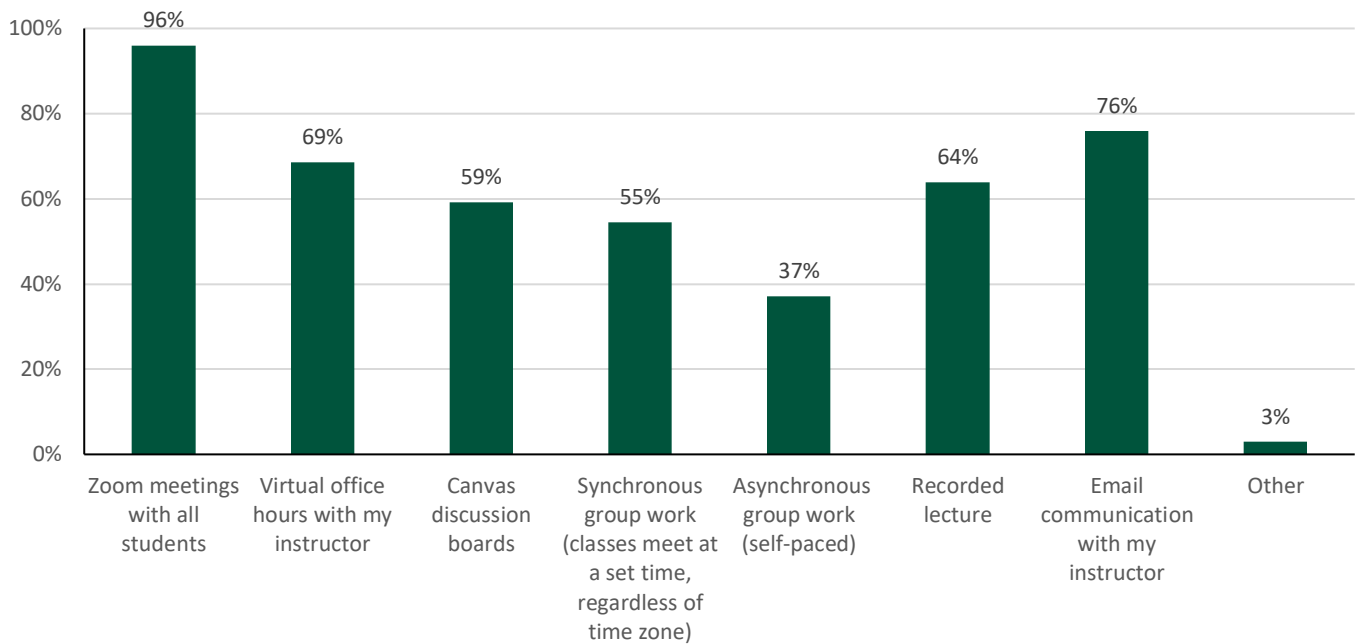
SATISFACTION WITH ENGAGEMENT & TEACHING METHODS

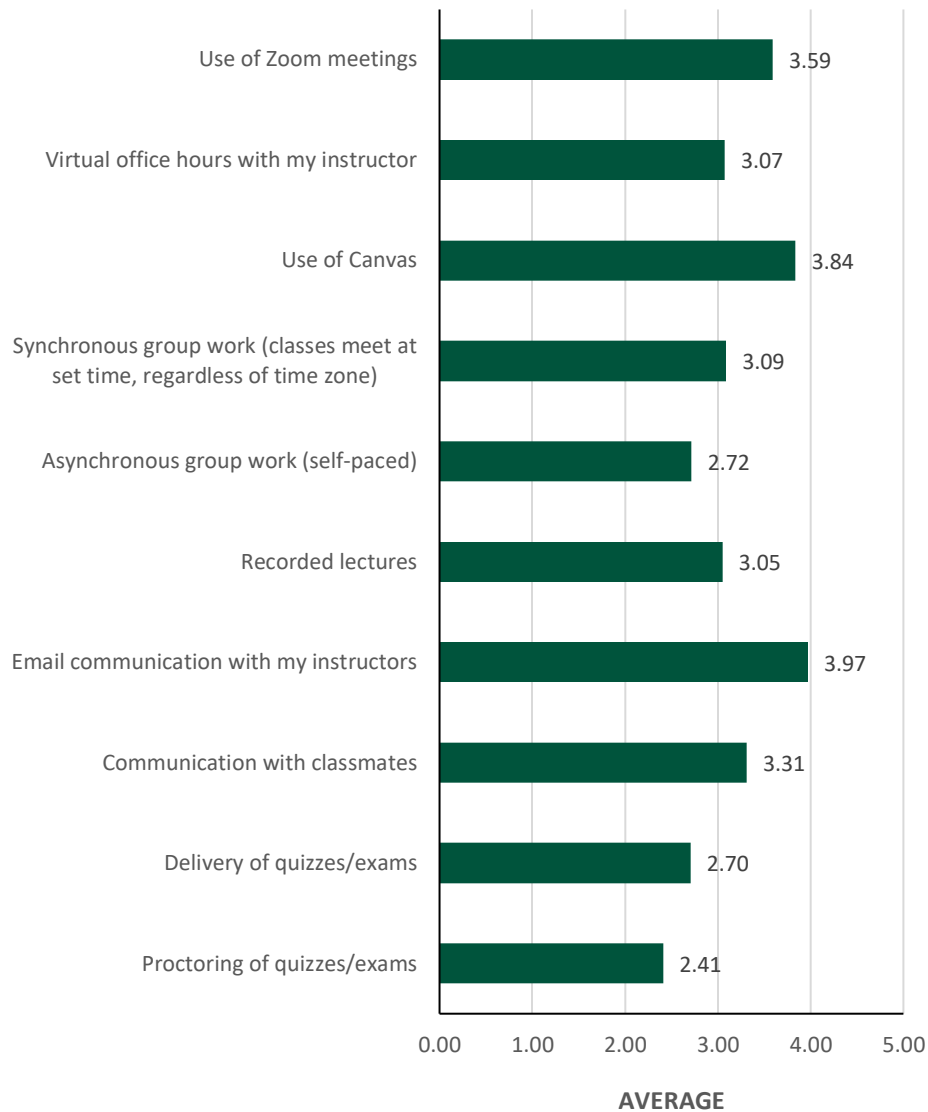Participants indicated their level of satisfaction with the following on a 5-pt. scale (*1= Extremely Dissatisfied, 5 = Extremely Satisfied*): *Use of Zoom meetings*; *Virtual office hours with my instructor*; *Use of Canvas*; *Synchronous group work (classes meet at set time, regardless of time zone)*; *Asynchronous group work (self-paced)*; *Recorded lectures*; *Email communication with my instructors*; *Communication with classmates*; *Delivery of quizzes/exams*; and *Proctoring of quizzes/exams*. Participants were also given the option to select *Does Not Apply.* Those who selected *Does Not Apply* are excluded in the below data.

The below data indicate the percentage of participants who indicated they were **Somewhat Satisfied** or **Extremely Satisfied** with each option.

- Use of Zoom meetings: **67%**
- Virtual office hours with my instructor: **61%**
- Use of Canvas: **73%**
- Synchronous group work (classes meet at set time, regardless of time zone): **61%**
- Asynchronous group work (self-paced): **61%**
- Recorded lectures: **68%**
- Email communication with my instructors: **78%**
- Communication with my classmates: **57%**
- Delivery of quizzes/exams: **53%**
- Proctoring of quizzes/exams: **49%**

The below figure details the average level of satisfaction with each option.

Option	Average
Use of Zoom meetings	3.59
Virtual office hours with my instructor	3.07
Use of Canvas	3.84
Synchronous group work (classes meet at set time, regardless of time zone)	3.09
Asynchronous group work (self-paced)	2.72
Recorded lectures	3.05
Email communication with my instructors	3.97
Communication with classmates	3.31
Delivery of quizzes/exams	2.70
Proctoring of quizzes/exams	2.41

AVERAGE

METHODS OF INSTRUCTION

Participants indicated which methods of instruction have worked best for them from the following response options: *Zoom meetings with all students*; *Canvas discussion boards*; *Recorded lectures*; *Asynchronous (self-paced) assignments*; and *Other.* **Participants could select all that applied.**

- The <u>highest</u> percentage (**73%**) of participants indicated that Zoom meetings with all students have worked best for them.

The below figure details the percentage of participants who selected each response option.
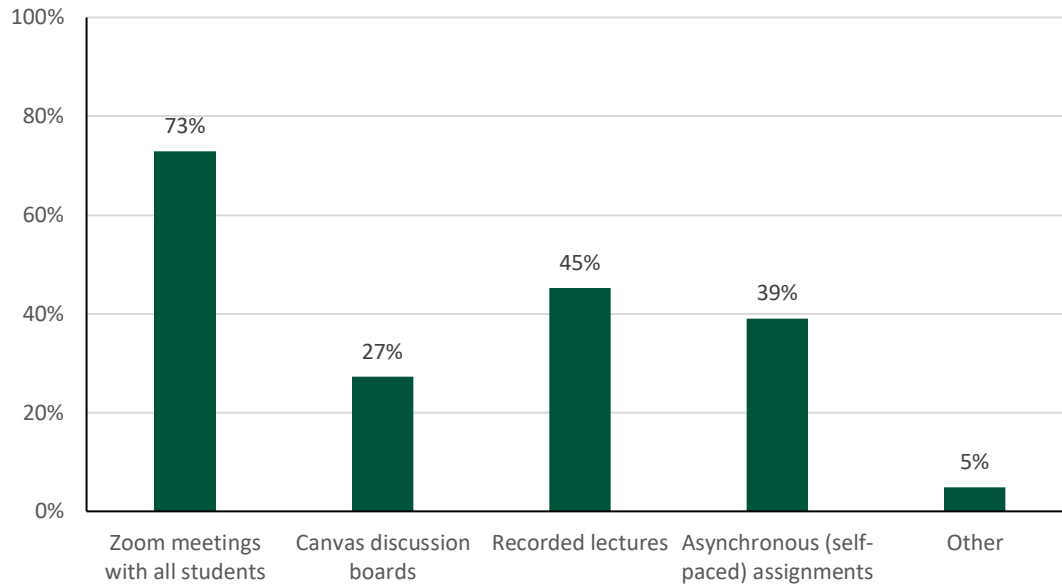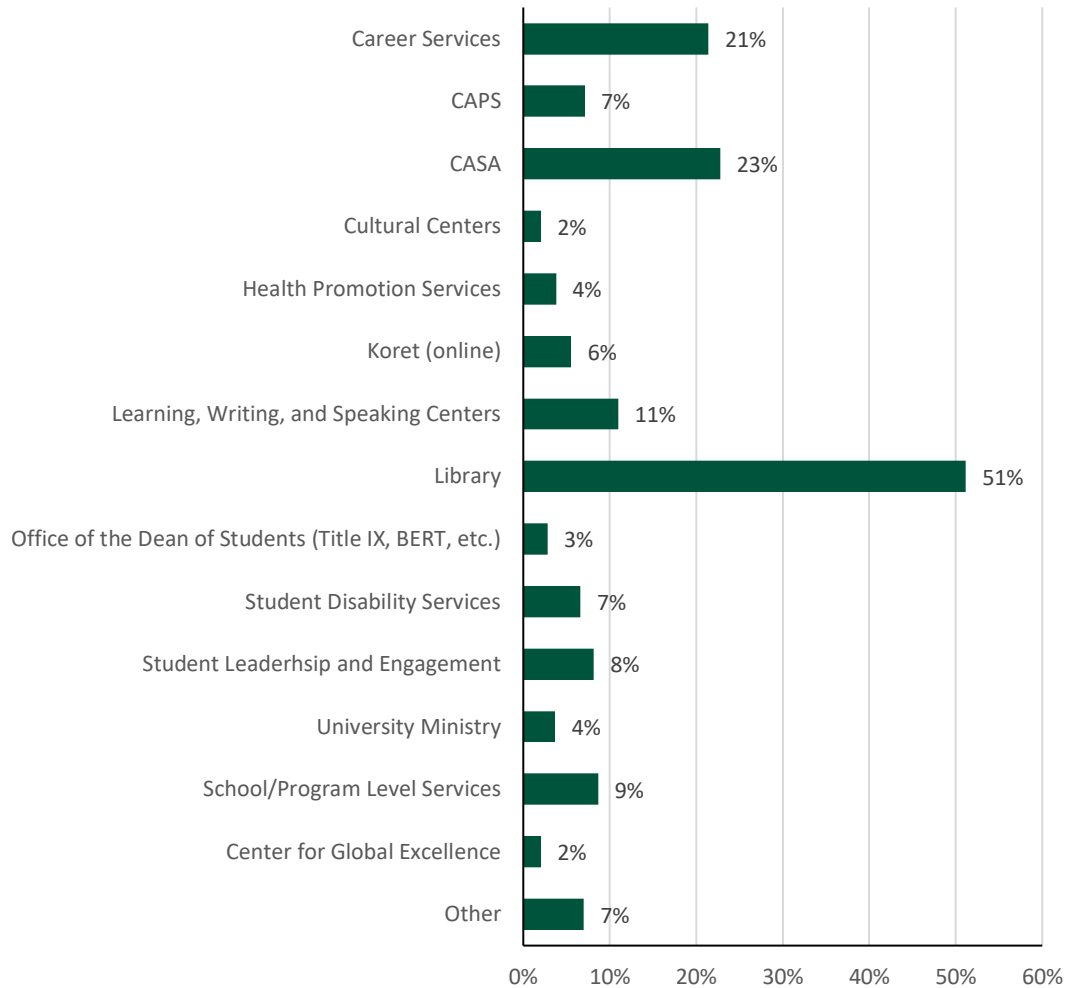

Connectedness & Engagement

SERVICES USED

Participants indicated which services they have used during the transition to remote learning from the following response options: *Career Services*; *CAPS*; *CASA*; *Cultural Centers*; *Health Promotion Services*; *Koret (online)*; *Learning, Writing, and Speaking Centers*; *Library*; *Office of the Dean of Students (Title IX, BERT, etc.)*; *Student Disability Services*; *Student Leadership and Engagement*; *University Ministry*; *School/Program Level Services*; *Center for Global Excellence*; and *Other.* Participants could select all that applied.

▪ The highest percentage (**51%**) of participants indicated that they have used the Library during the transition to remote learning.

The below figure details the percentage of participants who selected each response option.

| Service	Percentage
Career Services	21%
CAPS	7%
CASA	23%
Cultural Centers	2%
Health Promotion Services	4%
Koret (online)	6%
Learning, Writing, and Speaking Centers	11%
Library	51%
Office of the Dean of Students (Title IX, BERT, etc.)	3%
Student Disability Services	7%
Student Leaderhsip and Engagement	8%
University Ministry	4%
School/Program Level Services	9%
Center for Global Excellence	2%
Other	7%

CONNECTEDNESS

Participants indicated their level of agreement with the following statements since transitioning to remote learning: *Overall, I feel connected to USF*; *I feel connected to other students*; and *I feel connected to my faculty*.

The below data indicate the percentage of participants who **Somewhat Agreed** or **Strongly Agreed** with each statement.

- Overall, I feel connected to USF: **41%**
- I feel connected to other students: **44%**
- I feel connected to my faculty: **55%**

The below figure details participants' average level of agreement with these statements:
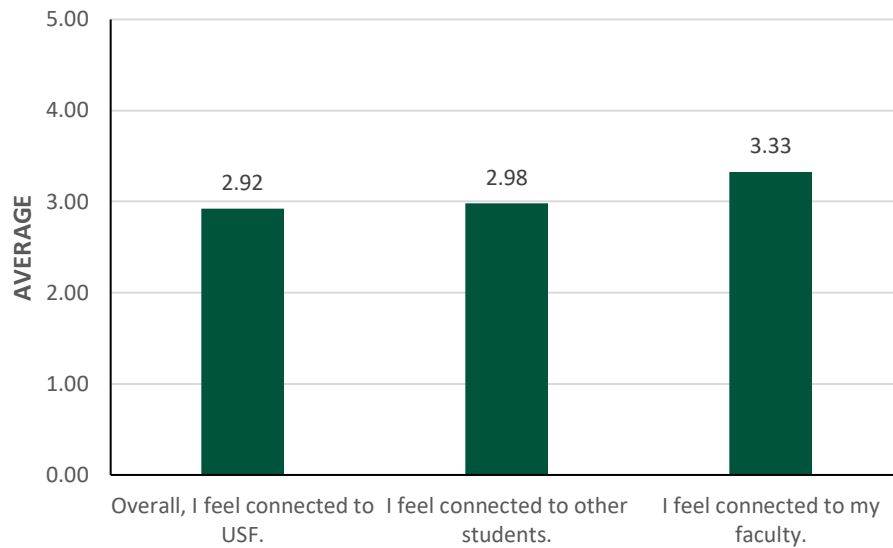

Concerns

Participants indicated their level of concern on a 5-pt. scale (*1 = Not concerned at all*, *5 = Extremely Concerned)* with the following: *Doing well in your courses now that they are online*; *Losing friendships now that courses are online*; *Accessing the technology needed for online courses*; *Ability to use accommodations/accessibility of courses*; *Accessing basic needs (food, shelter, medical care)*; *Paying your bills*; and *Other*.

The below data indicate the percentage of participants who indicated they were **Somewhat Concerned**, **Moderately Concerned,** and **Extremely Concerned** about each option.

- Doing well in your courses now that they are online: **76%**
- Losing friendships now that courses are online: **61%**
- Accessing the technology needed for online courses: **49%**
- Ability to use accommodations/accessibility of courses: **52%**
- Accessing basic needs (food, shelter, medical care): **39%**
- Paying your bills: **59%**
- Other: **68%**

The below figure details participants' average level of concern about each option.


Chart showing average level of concern:
- Doing well in your courses now that they are online. — 3.61
- Losing friendships now that courses are online. — 3.01
- Accessing the technology needed for your online courses. — 2.62
- Ability to use accommodations/accessibility of courses. — 2.71
- Accessing basic needs (food, shelter, medical care). — 2.34
- Paying your bills. — 3.13
- Other — 3.49

AVERAGE
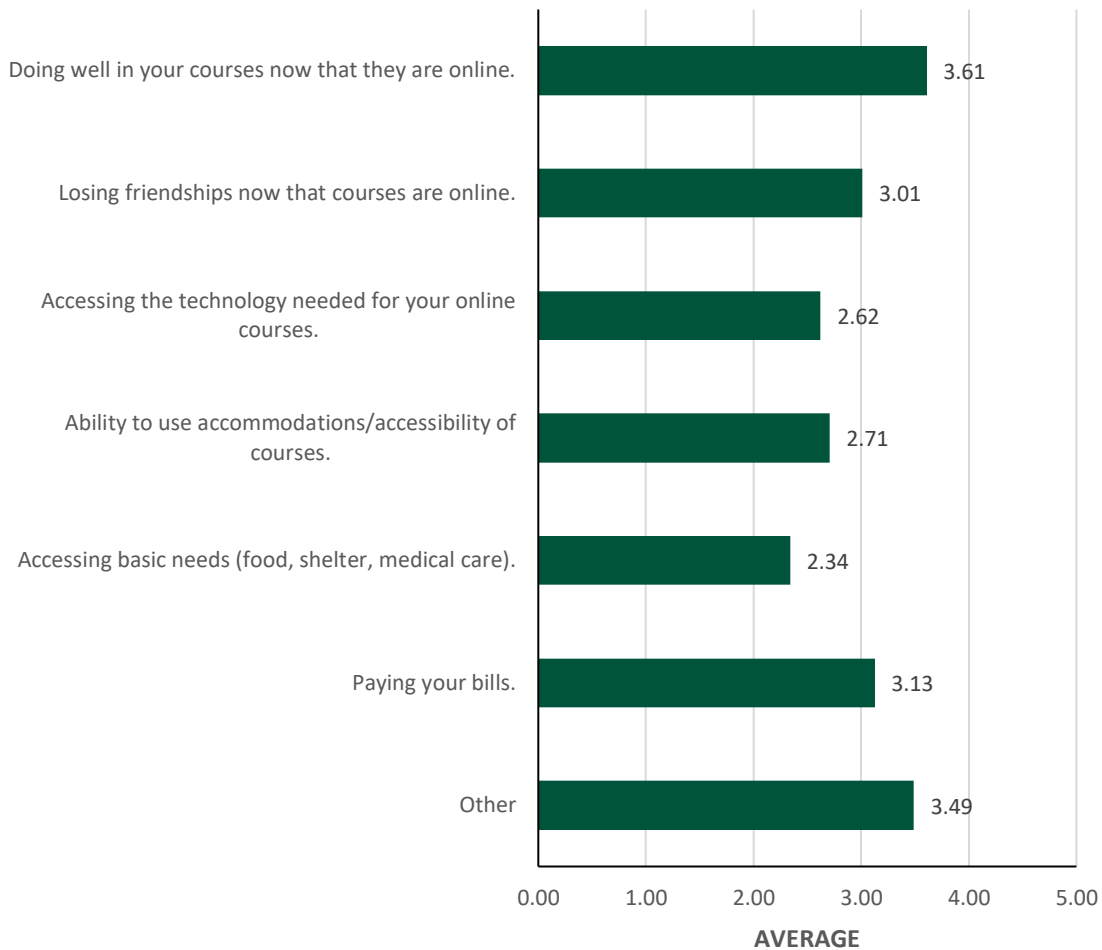
Future Plans

RETURNING TO USF

Participants indicated if they plan to return to USF in the fall using a 5-pt. scale (*1 = Definitely Not*, 5 = *Definitely Yes*). Participants were also given the option to select *Does Not Apply, I am graduating*. **23%** selected this option and have been excluded from the below data.

- Of those who are not graduating, the highest proportion (**80%**) indicated that they **probably** or **definitely plan to return** to USF in the fall.
  - Of these, 13% identified as international students, 42% identified as graduate students and 58% identified as undergraduate students.

The below figure details the proportion of participants who selected each response option.
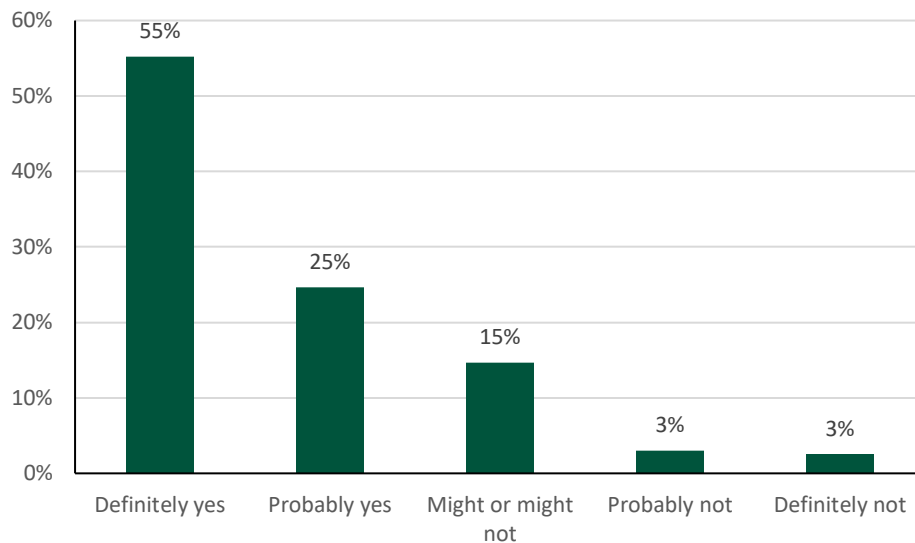
Housing

NOT LIVING IN USF HOUSING

Participants who responded that they were not living in USF housing prior to COVID-19 (**77%**) indicated whether or not they remained in their off-campus housing.

- **73%** of participants identified as not living in USF housing prior to COVID-19 indicated that they **remained in their off-campus housing**.
- **27%** of participants who identified as not living in USF housing prior to COVID-19 indicated that they **did not remain in their off-campus housing**.
    - Of these **84%** returned to their permanent address.

LIVING IN USF HOUSING

Participants who responded that they were living in USF housing prior to COVID-19 (**23%**) indicated whether or not they were still living in USF housing.
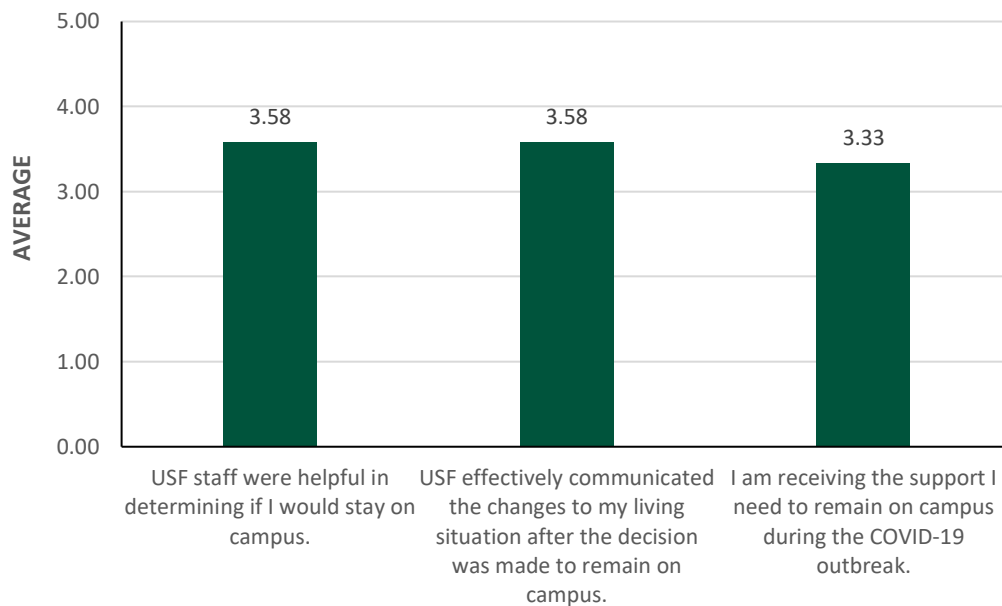
- **12%** of participants who identified as living in USF housing prior to COVID-19 indicated that they were still living in USF housing.

Participants who indicated they were still living in USF housing were asked to rate their level of agreement with the following statements using a 5-pt. scale (*1 = Strongly Disagree, 5 = Strongly Agree*): *USF staff were helpful in determining if I would stay on campus*; *USF effectively communicated the changes to my living situation after the decision was made to remain on campus*; and *I am receiving the support I need to remain on campus during the COVID-19 outbreak*.

The below data indicate the percentage of participants who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- USF staff were helpful in determining if I would stay on campus: **60%**
- USF effectively communicated the changes to my living situation after the decision was made to remain on campus: **60%**
- I am receiving the support I need to remain on campus during the COVID-19 outbreak: **53%**

The below figure details participants' average level of agreement with these statements:

International

Participants who identified as international students indicated whether or not they were in the US when USF began communicating about how the COVID-19 outbreak impacted USF.
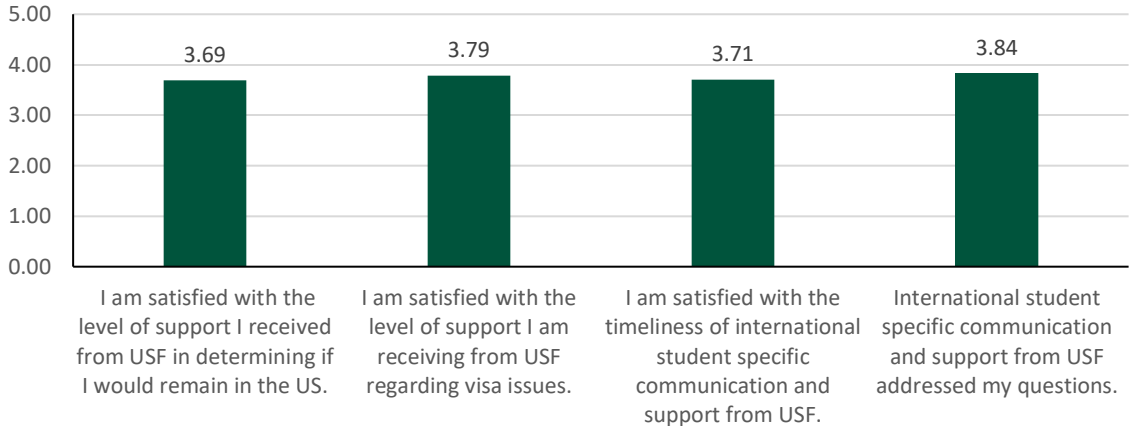
- **93%** of participants who identified as international students indicated they **were in the US** when USF began communicating about the COVID-19 outbreak.

Those who indicated they were in the US when USF began communicating about how the COVID-19 outbreak impacted USF were asked to rate their level of agreement with the following statements using a 5-pt. scale (*1 = Strongly Disagree*, *5 = Strongly Agree*): *I am satisfied with the level of support I received from USF in determining if I would remain in the US*; *I am satisfied with the level of support I am receiving from USF regarding visa issues*; *I am satisfied with the timeliness of international student-specific communication and support from USF;* and *International student-specific communication and support from USF addressed my questions.*

The below data indicate the percentage of participants who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- I am satisfied with the level of support I received from USF in determining if I would remain in the US: **61%**
- I am satisfied with the level of support I am receiving from USF regarding visa issues: **63%**
- I am satisfied with the timeliness of international student-specific communication and support from USF: **61%**
- International student-specific communication and support from USF addressed my questions: **66%**

The below figure details participants' average level of agreement with these statements.

Those who indicated they were not in the US when USF began communicating about how the COVID-19 outbreak impacted USF (7%) were asked to rate their level of agreement with the following statements using a 5-pt. scale (*1 = Strongly Disagree*, *5 = Strongly Agree*): *I am satisfied with the level of support I am receiving from USF regarding visa issues; I am satisfied with the timeliness of international student-specific communication and support from USF*; and *International student-specific communication and support from USF addressed my questions*.

The below data indicate the percentage of participants who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- I am satisfied with the level of support I am receiving from USF regarding visa issues: **59%**
- I am satisfied with the timeliness of international student-specific communication and support from USF: **71%**
- International student-specific communication and support from USF addressed my questions: **59%**

The below figure details participants' average level of agreement with these statements.