UA Student Survey on Transition to Remote Instruction

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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 w/ instructor   73%

- Possible delays in graduation/completing
        program   52%
- Completing internship or practicum
        requirements   46%

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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%
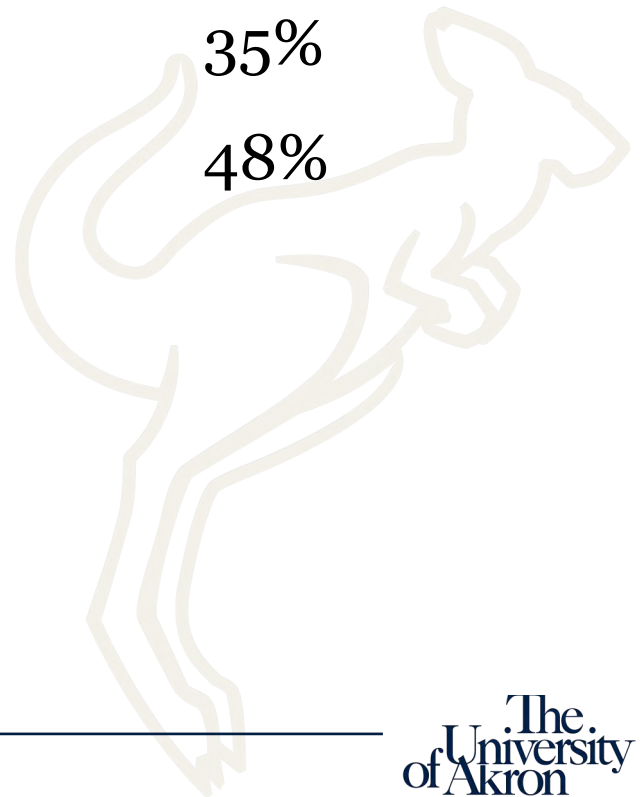
Actions faculty can take

- 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](Brightspace features) to enhance academic integrity

- Follow OAA policies: no proctoring software should be used in courses that moved to remote instruction

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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%

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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.
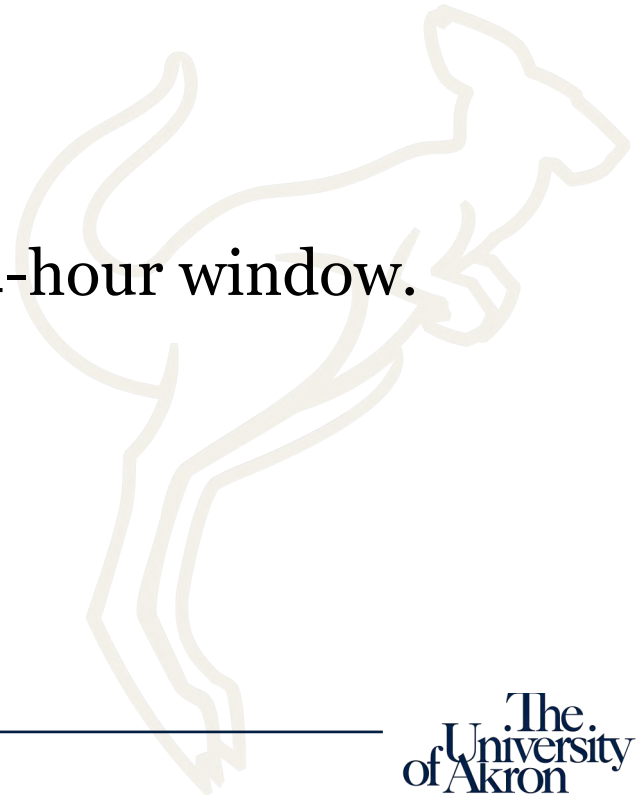
Students are having moderate or significant learning challenges with …

- Finding time to participate in synchronous classes   57%

- Competing class meetings and schedules   53%
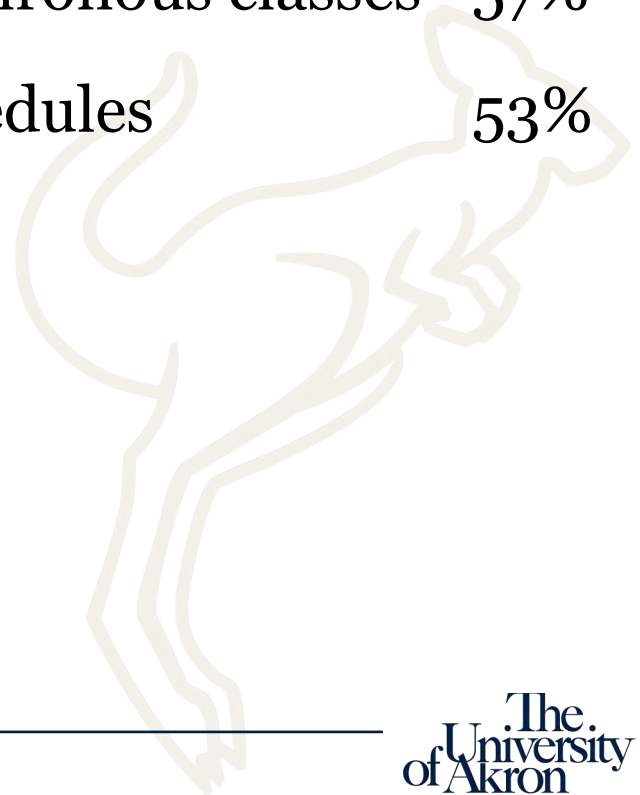
Actions faculty can take

- 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.

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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%

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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.

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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 the credit/no credit option, give timely grades and feedback.

Communicate with your students.

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"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

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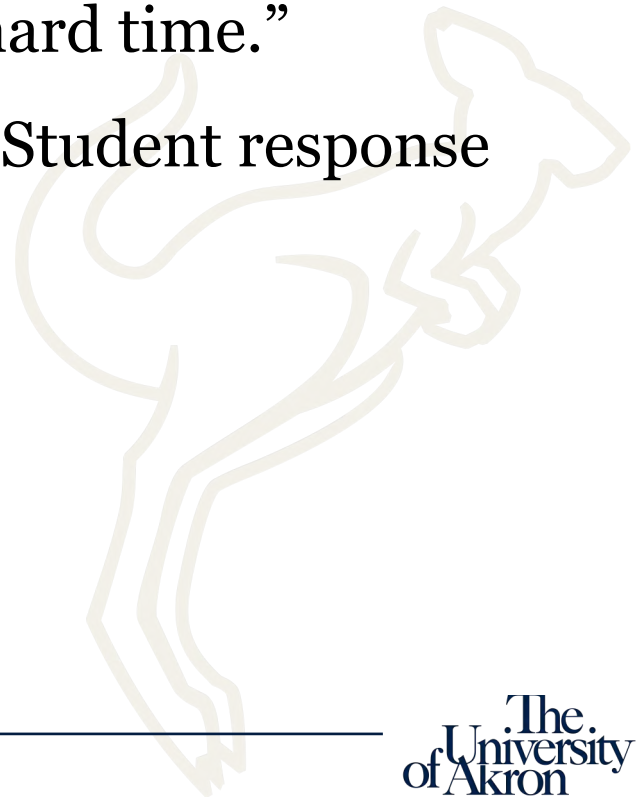
For full survey report, contact

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