



TRANSITION TO REMOTE LEARNING

SURVEY CONDUCTED BY UVU INSTITUTIONAL RESEARCH

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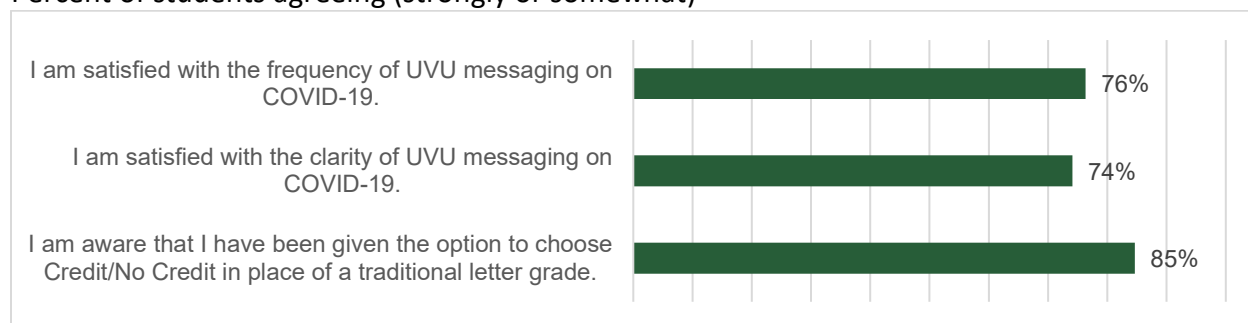
METHODOLOGY

On March 23, 2020, UVU made the determination to move coursework to a remote learning model. This move caused a significant disruption for both faculty and students. Institutional Research administered this survey through UVU's learning management system (Canvas) to all students enrolled in Spring 2020. The survey was open from April 6 through April 9 and 3,678 students responded. The approximate confidence for these findings is $\pm 1.5\%$. The survey consisted of six questions on an agreement scale and one open-ended question.

PERCEPTION OF COMMUNICATION

The majority of students were satisfied with the frequency and clarity of messages regarding the impact of COVID-19 on UVU. One key piece of information communicated to students was the option to choose Credit/No-Credit in place of a traditional letter grade. Eighty-five percent of students indicated they were aware of that option at the time the survey was administered. Awareness did not vary significantly by class level, college, or student demographics.

Percent of students agreeing (strongly or somewhat)

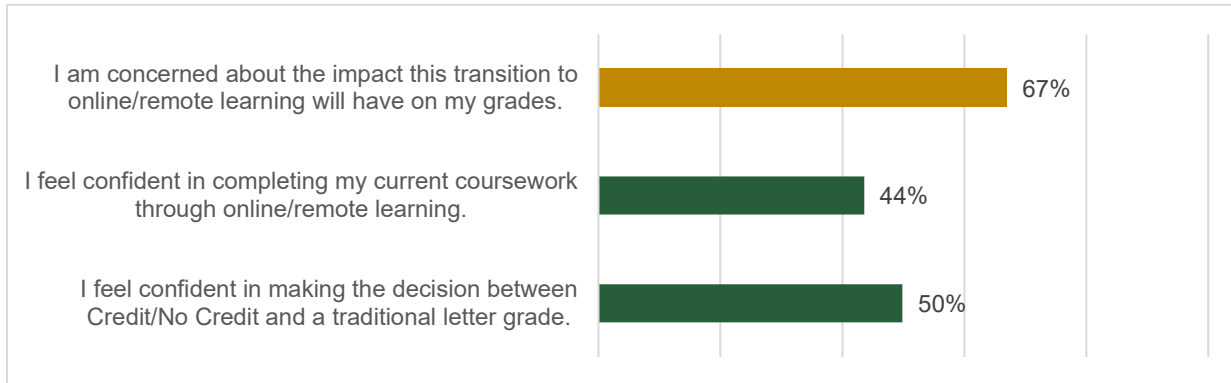


STUDENT CONFIDENCE

Two-thirds of students were concerned about the impact of the transition on their grades. Similarly, less than half (44%) of students were confident in completing their coursework through online/remote learning. Half of the students were confident in making the decision between Credit/No Credit and a traditional letter grade.



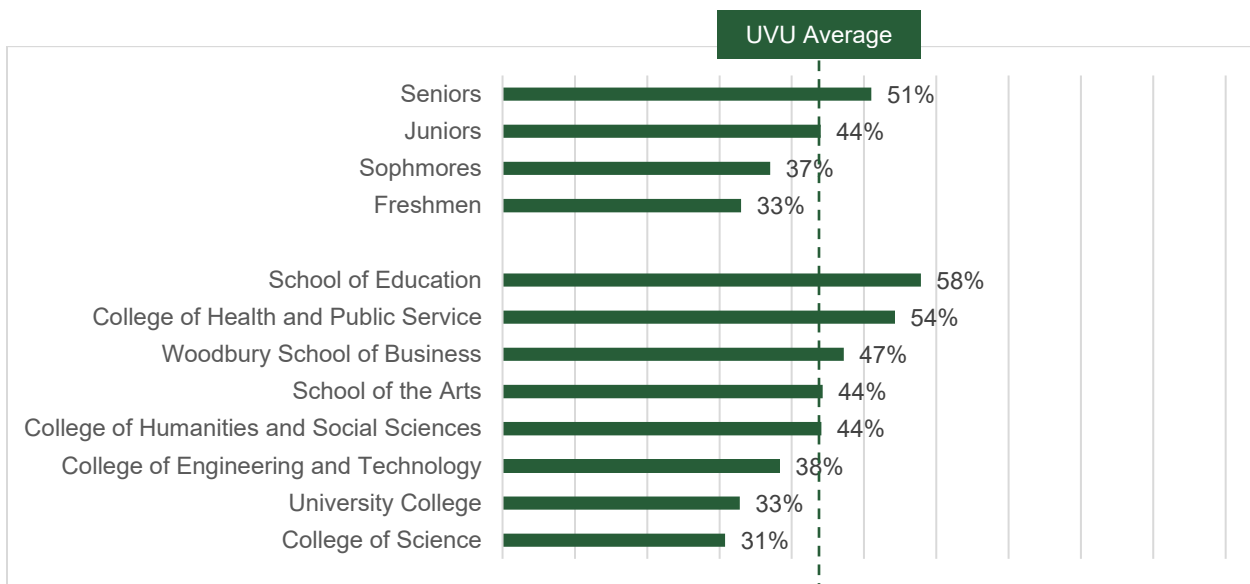
Percent of students agreeing (strongly or somewhat)



Student confidence varied by class level and college. Juniors and Seniors were more confident than Freshmen and Sophomores. Students with majors in the School of Education and the College of Health and Public Service were more confident than students overall. On the other side, students in the College of Science and University College were the least confident.

Note: Responses are based on student’s declared major, not the classes in which they are enrolled. A business major may be taking only general education courses, but their “confidence” is reported with the Woodbury School of Business. Additionally, enrollment in University College is highly correlated with class level (primarily freshmen and sophomores.)

**I FEEL CONFIDENT IN COMPLETING MY CURRENT COURSEWORK (BY LEVEL AND COLLEGE)
PERCENT OF STUDENTS AGREEING (STRONGLY OR SOMEWHAT)**



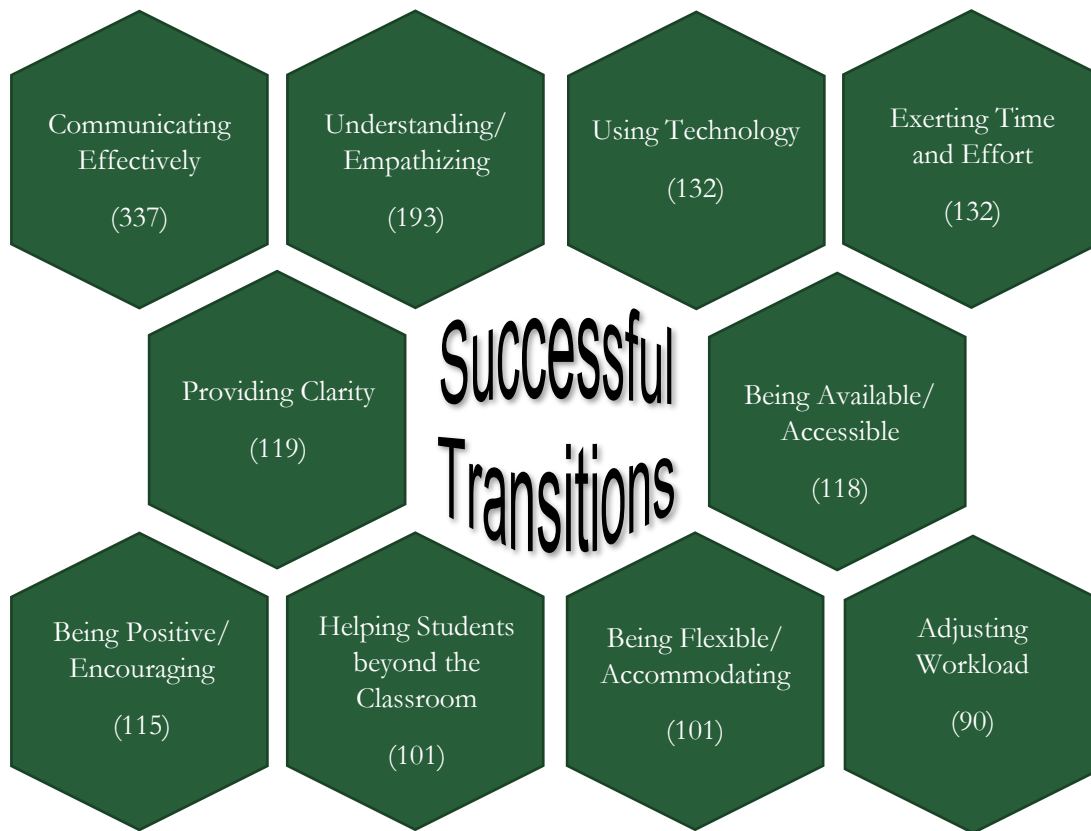


ANALYSIS OF OPEN-ENDED RESPONSES

“UVU would like to recognize faculty and staff who have had a positive impact on students during this unusual time. Please tell us of someone you would like to recognize for their exceptional efforts.”

The final question of the survey invited students to spotlight one or more faculty or staff that they felt deserved to be recognized for their efforts during this transition. Over 1,500 students made comments; and 873 unique faculty and staff were mentioned by name, many of them several times. Each of these employees has received a letter from the Provost thanking them for their efforts.

In addition to recognizing individual faculty and staff, hundreds of students made comments about their experience during the transition. These comments have been thematically grouped and analyzed, resulting in ten distinct ways employees supported a successful transition to remote learning for students. Of course, many of the comments could fit into more than one category.



$$f(x) = \frac{1}{\sqrt{2\pi}} e^{-\frac{x^2}{2}}$$



COMMUNICATING EFFECTIVELY

The most frequently praised faculty and staff are those who communicated effectively through the transition. Students mentioned 337 faculty and staff who reached out frequently via email, Canvas, and other communication channels. The following are a few examples of student comments:

“ALL OF MY PROFESSORS HAVE BEEN VERY THOROUGH ABOUT KEEPING US UPDATED THROUGH EMAILS AND CANVAS MESSAGES.”

“...VERY GOOD ABOUT INFORMING US ABOUT THE MODIFICATION THE SCHOOL WILL GO THROUGH ASSOCIATED WITH THE LEVELS OF SEVERITY OF CORONAVIRUS. HE HAS ALSO KEPT US NOTIFIED ABOUT THE PASS/FAIL VS LETTER GRADE OPTIONS TOO.”

“IT'S BEEN HARD AND THERE HAVE BEEN LOTS OF QUESTIONS, BUT THE FACULTY HAVE BEEN OPEN, HAVE ASKED THEIR OWN QUESTIONS AND HAVE SHARED INFORMATION IN A VERY EFFICIENT AND TIMELY MANNER.”

“SHE HAS DONE AN EXCELLENT JOB OF KEEPING ME UPDATED ON HER AVAILABILITY AND ALSO INFORMED ON DECISIONS RELATED TO ALL OF THIS AND WHAT I NEED TO KNOW GOING FORWARD.”

“I HAVE RECEIVED MULTIPLE MESSAGES FROM EACH ONE OF THEM MAKING SURE I HAVE RECEIVED ALL THE MATERIAL I NEED AND THEY ARE ALWAYS AVAILABLE TO HELP TALK ME THROUGH CONCEPTS I DON'T UNDERSTAND....”

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Understanding/
Empathizing

UNDERSTANDING AND EMPATHIZING

Students greatly appreciate faculty and staff who empathize with their situation. Appreciation of faculty and staff effort to look at the situation from the student's perspective was mentioned 193 times. A few examples follow:

“ALL OF MY PROFESSORS HAVE BEEN GREAT TO WORK WITH AND VERY UNDERSTANDING OF THE SITUATION THAT WE ARE ALL IN. “

“...DURING THIS TRANSITION SHE HAS BEEN SO QUICK TO RESPOND, UNDERSTANDING, CARING, UNDERSTANDING.”

“OUR PROFESSORS HAVE PERSONALLY CHECKED IN ON EACH STUDENT TO SEE WHAT THEY CAN DO TO MAKE SURE THAT THEY HAVE WHAT THEY NEED FOR THE SEMESTER.”

“BOTH OF MY PROFESSORS... HAVE BEEN FABULOUS DURING THIS TIME! THEY HAVE BOTH EXPRESSED EXTREME CARE, CONCERN AND UNDERSTANDING FOR US STUDENTS. THEY SPEND THE FIRST FEW MINUTES OF EACH CLASS ASKING HOW EVERYONE IS DOING AND MAKING SURE EVERYONE IS OKAY.”

“I APPRECIATE THAT THEY TRULY CARE ABOUT US AS PEOPLE...”

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USING TECHNOLOGY

Critical to remote learning is the use of technology. Students mentioned 132 times that faculty used various tools to enable/facilitate the transition to remote learning. These uses included video technology, chat and conference technology, and both synchronous and asynchronous online classes. Here are a few examples:

“SHE HAS SET UP MICROSOFT TEAMS FOR THE CLASSES, SHE HAS MADE LOTS OF GOOD ASSIGNMENTS TO REPLACE THE LAB SECTION OF THE COURSE, AND SHE HAS MADE IT A POINT TO PUT OUT LOTS OF ANNOUNCEMENTS AS TO WHAT IS HAPPENING...”

“HE HAS ALMOST SEAMLESSLY TRANSITIONED TO ONLINE CLASSES. MADE EVERYTHING VERY EASY WHILE MOVING TO ONLINE AND STILL HOLDS LIVE CLASSES ONLINE WHERE QUESTIONS CAN BE ASKED. THE ONLINE VERSION OF HIS CLASS IS EVERY BIT AS GOOD IF NOT BETTER THAN FACE TO FACE.”

“...SHE'S BEEN WONDERFUL IN POSTING TUTORIAL VIDEOS ON CANVAS AND WALKING US THROUGH THE LECTURES AS THOUGH WE WERE RIGHT THERE TAKING THE CLASS. SHE ALSO POSTED A DISCUSSION BOARD FOR US TO ASK QUESTIONS IF WE DON'T UNDERSTAND SOMETHING, AND I FEEL CONFIDENT I WILL STILL DO WELL IN THIS CLASS - MAYBE EVEN BETTER THAN IN-PERSON - BECAUSE OF THE HARD WORK SHE'S PUT INTO THIS ...”

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Exerting
Time and Effort

EXERTING TIME AND EFFORT

Reframing the delivery of courses mid-semester was an unexpected and herculean feat. Students recognized this effort with 132 students specifically mentioning the amount of time and energy expended by faculty and staff to make this transition a success. Some examples follow:

“THEY HAVE BOTH GONE ABOVE AND BEYOND TO ENSURE THAT WE RECEIVED HELP AND INSTRUCTION DURING THE TRANSITION TO ONLINE CLASSES.”

“HIS ... CLASSES HAVE HAD TO BE MAJORLY RESTRUCTURED SINCE COMPUTER LABS ARE NO LONGER ACCESSIBLE AND WORKING IN GROUP PROJECTS IS MUCH MORE DIFFICULT REMOTELY...”

“THEY HAVE WORKED SUPER HARD IN PROVIDING US WITH THE INFORMATION NEEDED FOR CLASS, AND GOING OUT OF THEIR WAY TO ENSURE WE SUCCEED. THEY DON'T GET THE CREDIT THEY DESERVE, BUT I APPRECIATE THEM AND ALL THE ADDITIONAL HOURS THEY HAVE PUT IN FOR THE STUDENTS. THEY ARE AMAZING REPRESENTATIONS OF AN IDEAL PROFESSOR.”

“HE HAS PUT A LOT OF TIME AND EFFORT INTO MAKING MY BIO LAB CLASS ONLINE AND I'M SURE IT ISN'T EASY.”

“ALL OF MY INSTRUCTORS HAVE BEEN EMOTIONALLY SUPPORTIVE AND I CAN TELL THEY ARE PUTTING GREAT EFFORT INTO MAKING THIS CONFUSING TRANSITION LESS STRESSFUL AND DIFFICULT.”

“THEY HAVE BEEN PUTTING IN EXTRA HOURS TO PULL TOGETHER EXTRA TUTORIALS AND LEARNING PERIODS TO TRY AND COMPENSATE AND EVEN THOUGH IT'S BEEN VERY FRUSTRATING.... I LITERALLY CANNOT STRESS HOW MUCH THEY HAVE DEDICATED.... I PROBABLY CAN'T ASK FOR A RAISE ON BEHALF OF MY TEACHERS BUT I AM SO STRESSED AND I SEE THEM PUTTING IN 10X THE EFFORT AND IT'S AMAZING TO KNOW THAT THESE PEOPLE ARE DOING ALL OF THIS FOR ME AND MY CLASSMATES...”

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Providing Clarity

PROVIDING CLARITY

The frequency of communication is helpful, but it is most helpful when it is paired with clarity. This represents efficient, concise, and clear explanations and information regarding expectations. Clarity of communication was specifically mentioned by 119 students as something they valued. A few examples follow:

“SHE IS VERY CLEAR ABOUT WHAT SHE WANTS US TO DO AND REMINDS US OF WHAT IS DUE THAT WEEK.”

“TRANSPARENT WITH HIS MESSAGES TO US AND WHAT WE CAN EXPECT FOR THE REST OF THE SEMESTER.”

“SHE POSTS ASSIGNMENTS THAT ARE CLEAR AND EASY TO UNDERSTAND.”

“HE LAID OUT REALISTIC EXPECTATIONS FOR TRANSITIONING... HE GAVE US HELPFUL, CONCISE LEARNING SOURCES... HE GAVE FREQUENT UPDATES AND PASSED ALONG HELPFUL INFORMATION TO STUDENTS TO ENSURE EVERYONE KNEW THE MOST RECENT NEWS.”

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Being Available/
Accessible

BEING AVAILABLE AND ACCESSIBLE

This transition with shifting modalities and expectations required faculty and staff to make themselves more available to students for assistance and to answer questions. While acknowledging that faculty and staff were also dealing with the challenges caused by COVID-19, 118 students specifically mentioned their appreciation to faculty and staff who made a point of making sure they were available to student. Examples follow:

“HE ALSO HAS OFFERED MANY RESOURCES FOR HELP AND HAS OFFERED TO MEET WITH STUDENTS OUTSIDE HIS NORMAL OFFICE TIME TO HELP THEM IN ANYWAY HE CAN!”

“SHE HAS BEEN INCREDIBLY RESPONSIVE TO EMAILS AND A CHAMP TO ASSIST WITH ANY ISSUES WE ARE DEALING WITH.”

“... BEING READILY AVAILABLE TO ANSWER QUESTIONS AT ALL HOURS.”

“WE HAVE HAD ALMOST 24-HOUR ACCESS TO OUR PROFESSORS...”

“HE IS CLEAR THAT HE’S AVAILABLE AND QUICK TO RESPOND.”

“MOST OF MY TEACHERS HAVE OPENED A LINE FOR QUESTIONS IN CASE WE HAVE ONE.”

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BEING POSITIVE AND ENCOURAGING

Faculty and staff who were positive and upbeat through the transition have made a positive impression on students as well. Students mentioned 115 times how helpful it was to have faculty and staff who radiated positivity and continuously encouraged them. A few examples follow:

“HE HAS REMAINED POSITIVE THROUGH THE WHOLE ORDEAL.”

“HE HAS BEEN SO ENCOURAGING AND HELPFUL DURING THIS UNEASY TIME. HE HAS RESPONDED GENUINELY AND SINCERELY TO HIS STUDENT’S EFFORTS AND MADE THEM FEEL LIKE A MILLION BUCKS.”

“...ALWAYS TELLING US HOW PROUD SHE IS OF US AND ENCOURAGING US DURING THIS HARD TIME. SHE DEFINITELY IS HELPING EACH ONE OF US CREATE A POSITIVE ENVIRONMENT FOR OURSELVES.”

“...FINDING WAYS TO EASE THE STRESS OUT ON THEIR STUDENTS DURING THIS TRANSITION AND PROVIDING POSITIVE MESSAGES TO LIFT OUR SPIRITS. “

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Helping Students
Beyond the
Classroom

HELPING STUDENTS BEYOND THE CLASSROOM

Some faculty and staff went beyond merely helping students succeed in their classes by helping them with the other pressures and problems they faced outside the classroom. Over 100 students mentioned ways the faculty and staff they worked with have helped them beyond traditional coursework. A few examples follow:

“SHORTLY AFTER THE TRANSITION TO ONLINE CLASSES HE SENT A “WELLNESS QUIZ” TO STUDENTS IN HIS CLASSES MAKING SURE THEY HAVE ACCESS TO WHAT THEY NEED. SHELTER, FOOD AND SUPPORT. HE ALSO LISTED RESOURCES THAT WERE AVAILABLE TO US.”

“SHE TAKES TIME TO CHECK IN WITH HOW STUDENTS ARE DOING OUTSIDE OF SCHOOL AND CONTINUALLY OFFERS SUPPORT.”

“I CAN TELL THAT SHE CARES DEEPLY FOR US. SHE MADE IT A POINT TO REACH OUT TO HER IF WE WERE HAVING DIFFICULTIES WITH ANYTHING WHETHER IT WAS FOOD OR JUST HAVING SOMEONE TO TALK TO.”

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Being Flexible/
Accommodating

BEING FLEXIBLE AND ACCOMMODATING

In addition to being available and understanding, students appreciated faculty and staff who were flexible and accommodating. Over 100 students specifically praised faculty who adjusted deadlines and made other specific adjustments for their individual circumstances. A few examples follow:

“...EXTREMELY UNDERSTANDING OF MY UNIQUE SITUATION. THEY ALL WERE VERY FLEXIBLE IN EXTENDING DUE DATES FOR ASSIGNMENTS THAT I MISSED IN MY TWO WEEK ABSENCE [AS A RESULT OF THE TRAVEL BAN].”

“THEY’VE DONE AN EXCELLENT JOB WORKING WITH ME ESPECIALLY AS I WORK AT THE HOSPITAL DEALING WITH THE UNIQUE PATIENT POPULATION. THEIR FLEXIBILITY AND READINESS TO PROVIDE ME WITH ASSISTANCE HAS BEEN GREATLY APPRECIATED!”

“...VERY UNDERSTANDING OF THE STRUGGLES I HAVE GONE THROUGH THE PAST COUPLE OF WEEKS AND EVEN OFFERED TO EXTEND AN ASSIGNMENT FOR ME.”

“SHE HAS BEEN FLEXIBLE AND REAL DURING THIS TIME OF UNCERTAINTY.”

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ADJUSTING WORKLOAD

Faculty were recognized 90 times for adjusting course workload to accommodate and adapt for the shift in course modality and for any instructional time that may have been lost. Sometimes this involved streamlining assignments, other times shifting assignments to a format more conducive to remote learning. A few examples follow:

“...RESPONDED IMMEDIATELY MAKING CLASS AVAILABLE ONLINE AND MAKING ADJUSTMENTS TO DUE DATES AND THINGS TO HELP THE STUDENTS HAVE THE GREATEST OPPORTUNITY TO SUCCEED THIS SEMESTER.”

“SHE HAS ALTERED OR REMOVED SOME SMALLER ASSIGNMENTS IN ORDER HELP US WITH THE SUDDEN CHANGES, BUT THE CORE CONCEPTS ARE ALL STILL THERE.”

“...EXTREMELY QUICK TO SET UP A WORKABLE SCHEDULE FOR US THAT DID NOT DIFFER TREMENDOUSLY FROM OUR ORIGINAL SYLLABUS, DESPITE A FEW MAJOR CHANGES IN ASSIGNMENTS.”

“...CLEARLY INFORMED US OF HER NEW ASSIGNMENTS MEANT TO REPLACE OTHERS THAT ARE NO LONGER FEASIBLE.”



APPENDIX: SURVEY INSTRUMENT

Q1 Thank you for taking a moment to help us better understand the experience you are having during this unprecedented time and move to online/remote courses. UVU is committed to continuing to provide a valuable learning experience for you, even through this disruption. Thank you for your patience, flexibility, and understanding as we navigate through the COVID-19 situation together.

Q2 For each of the following statements, indicate how much you agree or disagree.

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)
I am satisfied with the frequency of UVU messaging on COVID-19. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the clarity of UVU messaging on COVID-19. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in completing my current coursework through online/remote learning. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about the impact this transition to online/remote learning will have on my grades. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware that I have been given the option to choose Credit/No Credit in place of a traditional letter grade. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in making the decision between Credit/No Credit and a traditional letter grade. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 UVU would like to recognize faculty and staff who have had a positive impact on students during this unusual time. Please tell us of someone you would like to recognize for their exceptional efforts.

I can't think of anyone at this time. (2)

Yes (Tell us more!) (1) _____