Fall 2020 Student Check-In Survey

Administered October 2020

INDIANA UNIVERSITY SOUTHEAST

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Fall 2020 Student Check-In Survey was created in 2020 in response to the unprecedented conditions created by the novel Covid-19 virus. The goal of this survey was to learn about student experiences and collect input for actionable areas to prepare for the Spring 2020 semester. If you have any questions about this survey, please contact Sara Spalding in the IU Southeast Office of Institutional Effectiveness via email at sajewell@ius.edu.

SURVEY RESPONSE RATE

	Invited	Responded	Response Rate
Undergraduates	4202	593	14.1%
Graduates	588	87	14.8%
Total	4790	680	14.2%

The Fall 2020 Student Check-In Survey launched on October 19, 2020 and remained open for three weeks. All faculty received two emails from Academic Affairs requesting that they encourage their students to complete the survey. All students received a reminder email from Student Affairs encouraging their response.

The Office of Institutional Effectiveness considers this a valid sample right now, especially under the circumstances. For context, one research study examined low response rates in college settings (re: NSSE, or engagement indicators) and found response rates of 5%-10% to be generalizable and acceptable for samples of about 500 students. https://prod.wp.cdn.aws.wfu.edu/sites/202/2020/02/Fosnacht-2017-how-important-are-high-response-rates-for-college-surveys-3.pdf

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DEMOGRAPHICS

This survey report consists of responses from 593 undergraduates and 87 graduates that were currently enrolled at IU Southeast during the Fall 2020 semester.

Table 1: Respondents by Number and Degree Type:

	N	%
Undergraduates	593	87%
Graduates	87	13%
Total:	680	100%

The predominant group of respondents was undergraduate seniors, followed by undergraduate juniors, and an equal percentage of sophomore and freshman undergraduates. There were 44 graduate respondents (6%) in Master's programs, 38 graduate respondents (6%) in post-graduate Education programs (transition to teaching, education leadership, English language learners license, etc.), 5 graduate respondents pursuing certificates, and one non-degree graduate.

Table 2: Respondents by Class Level:

	N	%
Senior	193	28%
Junior	135	20%
Sophomore	129	19%
Freshman	127	19%
Masters	44	6%
Grad Special	38	6%
Certificate	9	1%
Undergrad Special	3	< 1%
PB Certificate	2	< 1%
Total:	680	100%

The majority of graduate respondents (77%) were from the School of Education, while the predominant school for undergraduates was the School of Social Sciences. Within the undergraduates, the Schools of Natural Sciences, Nursing, Arts and Letters, and Business each had a similar distribution of respondents (14% to 17%).

Table 3: Respondents by Academic School:

	All	GR	UG
School of Social Sciences	22%	3%	25%
School of Education	17%	77%	8%
School of Natural Sciences	14%	--	17%
School of Nursing	14%	--	16%
School of Arts & Letters	14%	2%	15%
School of Business	14%	13%	14%
Advising Ctr for Explor Stdnts	4%	--	5%
Graduate Sch - Liberal Studies	1%	5%	--
Administrative Tracking Group	< 1%	--	1%
Total:	100%	100%	100%

Seventy-five percent of the respondents were female and 25% were male. The percentage of female students and male students responding to the survey was similar for both degree types.

Table 4: Respondents by Gender:

	All	GR	UG
Female	75%	77%	75%
Male	25%	23%	25%
Total:	100%	100%	100%

The vast majority of respondents were white/Caucasian, followed by an equal number of Black/African American and Hispanic/Latino respondents. The categories Asian, American Indian/Alaska Native, Unspecified, and Not Applicable each had response rates of 3% or less.

Table 5: Respondents by Ethnicity:

	All	GR	UG
White	85%	84%	85%
Black/African American	5%	3%	5%
Hispanic/Latino	5%	7%	4%
Asian	3%	2%	3%
American Indian/Alaska Native	2%	2%	2%
Unspecified	1%	1%	1%
Not Applicable (Alien)	< 1%	--	< 1%
Total:	100%	100%	100%

COURSES & ENROLLMENT

The majority of respondents (62% overall) report that their courses were all online or virtual, followed by most of their courses being online or virtual, with some having face-to-face components (24% overall). Only three percent of graduate respondents and two percent of undergraduate respondents reported that all their courses had in person face-to-face components.

Table 6: Fall 2020 Course Format:

	All	GR	UG
All my courses are online or virtual	62%	63%	62%
Most of my courses are online or virtual, but some are face-to-face	24%	16%	26%
About half my courses have in person face-to-face components and half are online or virtual	8%	13%	7%
Most of my courses have in person face-to-face components, but some are online or virtual	3%	5%	3%
All of my courses have in person face-to-face components	2%	3%	2%
Total:	100%	100%	100%

The majority of respondents (84%) intend to reenroll for the Spring 2020 semester, with 76% of graduate respondents and 86% of undergraduate respondents reporting that they intend to reenroll. Less than 10% of respondents from both groups were unsure of their plans, while 12% of graduates and 5% of undergraduates were graduating. Only 5% of graduates and 1% of undergraduates stated that they would not return, with an additional 1% of undergraduates transferring.

Table 7: Reenrollment Plans:

	All	GR	UG
Yes	84%	76%	86%
Not Sure	7%	8%	7%
No, Graduating	6%	12%	5%
No, Other (please specify)	1%	5%	1%
No, Transferring	1%	--	1%
Total:	100%	100%	100%

FALL 2020 EXPERIENCE SATISFACTION

Overall satisfaction with IU Southeast's provided student experience during the Fall 2020 was mixed, with some notable differences between undergraduate and graduate satisfaction.

Graduate satisfaction was higher than undergraduate satisfaction for every evaluated area, with the majority of graduate respondents indicating satisfaction in eight of the ten areas. Disagreement was also lower amongst the graduate respondents; the highest level of dissatisfaction was regarding "opportunities to form close friendships with other students attending IU Southeast," with 21% of graduates indicating dissatisfaction. The second-highest level of dissatisfaction was regarding "opportunities to engage in quality interactions with other students in and outside of classes," with 14% of respondents being dissatisfied.

The undergraduates indicated majority satisfaction with five of the ten areas, though their satisfaction was noticeably lower than that of the graduate respondents. However, like the graduate respondents, satisfaction with "opportunities to form close friendships with other students attending IU Southeast" and "opportunities to engage in quality interactions with other students in and outside of classes" were also rated the lowest, with each category receiving a satisfaction rating of 26% and 36% and a dissatisfaction rating of 41% and 34%, respectively. "IU Southeast's ability to meet expectations for providing the best social experience given the circumstances" also received a 26% dissatisfaction rating, while "feeling a sense of belonging and inclusion at IU Southeast" received a dissatisfaction rating of 25%. The remaining statements each had dissatisfaction ratings between 13% and 19%.

Table 8: Fall 2020 Experience Satisfaction:

	All	GR	UG
IU Southeast's ability to meet your expectations for providing the best academic advising experiences possible given the circumstances.	66%	70%	65%
IU Southeast's ability to meet your expectations for providing the best academic/learning experiences possible given the circumstances.	64%	83%	61%
Frequency of communications to students.	63%	79%	60%
Quality of communications to students.	61%	79%	58%
Opportunities to engage in quality interactions with instructors.	59%	79%	56%
IU Southeast's ability to meet your expectations for providing the best academic support services (e.g., coaching, tutoring, peer mentoring) possible given the circumstances.	50%	58%	49%
Feeling a sense of belonging and inclusion at IU Southeast.	42%	48%	41%
IU Southeast's ability to meet your expectations for providing the best social experiences possible given the circumstances.	39%	56%	37%
Opportunities to engage in quality interactions with other students in and outside of classes.	39%	56%	36%
Opportunities to form close friendships with other students attending IU Southeast.	27%	30%	26%

Please note that percentages combine "Satisfied" and "Very Satisfied" responses.

AREAS FOR HELPING STUDENTS

Among the graduate respondents, the predominant area that students needed help with was managing their emotional health, followed by affording tuition and other college-related expenses.

For the undergraduate group, staying engaged in online courses was the predominant area students needed help with, followed by a tie between managing emotional health and/or managing work/life/school balance. Affording tuition and other college-related expenses was the third-most reported area where undergraduates needed help.

Adapting to learning online, time management, and academic content were also concerns with at least 25% of the overall survey sample indicating a need for assistance.

Table 9: Areas Where Students Need Help:

	All	GR	UG
Managing emotional health	35%	30%	36%
Staying engaged in online courses	35%	19%	37%
Managing work / life / school balance	35%	26%	36%
Affording tuition and other college-related expenses	33%	28%	34%
Adapting to learning in online formats	29%	19%	30%
Time management	25%	11%	28%
Academic content	25%	14%	26%
Study skills	21%	6%	24%
Making new friends	19%	9%	21%
Affording living expenses (e.g., housing, food, clothing, healthcare)	18%	8%	19%
Accessing and using technology	9%	10%	9%
My personal health and safety	6%	6%	6%
Transitioning to a college environment	3%	--	4%

Please note that percentages combine "I need some help" and "I need lots of help" responses.

QUALITATIVE COMMENTS

A thematic analysis was completed to organize student responses. A few examples are provided for each theme. All comments can be accessed in the attachment. *Please note that comments appear as entered by the respondents; they are not edited for grammar or spelling.*

What will impact your decision to enroll at IU Southeast next semester? 43 comments

21% (9/43 comments) Personal Reason
- "I am debating on switching to Ivy Tech next semester due to a change in my interests for a major. I am waiting to see if the will offer general sonography in the fall or not. "
- "It depends on how heavy my work as a teacher is. I don't feel like I'm able to deal with so much responsibility at once. "

14%(6/43 comments) Want face to face classes
- "Being on campus"
- "offering my needed classes safely in person for the full semester."

14% (6/43 comments) Do not want online classes
- "Depends on the course offering. I have one class remaining to complete my program. If it is offered only online, I will postpone taking it."

14% (6/43 comments) More flexibility from instructors
- "How my professors finish out the semester with me, and other health reasons."
- "If teachers are more flexible with assignments due days. Due to working and having to take care of children and not allowed much time for an assignment."
- "Just need a little better support and understanding from all teachers and the staff the IUS about me needing more times on tests I feel so locked in."

9% (4/43 comments) Depends on how they do
- "How poorly I do in my classes this semester and the amount of stress."
- "if i pass this semester or not"

7% (3/43 comments) Natural End
- "I complete my certificate at the end of this semester, and would not need to re-enroll unless I wanted to go beyond to work towards a Masters."
- "If I meet the degree requirements for my major and minor(s) I will be graduating this December"

7% (3/43 comments) Want a discount/no fees
- "Cheaper tuition"
- "Tuition is expensive even though everything is mostly online. Everything is aslo closed and the experience is not the same."

What else can IU Southeast help you with? 143 comments

28% (40/143 comments) Suggestions for instructors
- "I don't feel like I'm learning what I should and that is scary for me because I'm in X. My professors are not lecturing like they would in a face to face class. It's more of just reading from a powerpoint and it's hard to learn from that. This topic is especially hard because we don't receive any study guides, notes, etc. like we would in class. "
- "I feel as if I have not been given the appropriate tools needed to succeed when I graduate in the spring from several of my professors/classes. I have had to teach myself and learn in my own. "
- "I feel like if all of my professors had a zoom room or class, I would be able to make a connection with them. Also, I know everyone is doing the best they can but I need my emails answered faster, or a zoom room where I can ask. If my professor doesn't answer until 3 days later, I probably have the answer or forgot what I wanted. "
- "I feel like the communication between professors and students can definitely use some attention. Sometimes I feel as if professors lack the desire for students to be successful. "

18% (26/143 comments) IUS is doing an ok or great job!
- " I think IUS has done an OK job given these circumstances. But if I don't return next semester, it will be as we wait for the current circumstances to change."
- "There is nothing more I can ask for. IUS has been the best decision I have ever made. From the professor to the environment, IUS has been a dream come true for me! "
- "I am very pleased with ius."

10% (15/143 comments) Go back to face to face
- "I honestly would learn so much better if all my classes were in person. Will there be in person options next semester and beyond?"
- "Just try to be as in-person as possible"
- "Making more in person classes available. I learn a lot better when engaged in a classroom and my classes being online has really been difficult. "

12% (17/143 comments) Cut the costs/Get rid of technology fees
- "No technology fees would be great. I think it's ridiculous that we got a 600 dollar fee for taking classes online for protecting ourselves against COVID 19, that's just unfair completely. "
- "don't charge more money for tuition when I can't even get a job that pays well anymore. thanks."
- "I, as well as MANY other students, feel it's unfair that we're being charged extra for online: where the experiences were not nearly as good and learning wasn't as promoted, and where we didn't even have a choice but to pay. I just felt that that was kind of poor."

- "Understanding that students cannot afford a distance fee when the classes are moved to distance learning due to COVID. That should not be the students' fault and have them pay extra for all the distance classes"
- "Also, since my classes are all online I had to take one from another IU campus which then came with a course-distance fee I was not planning."

6% (8/143 comments) Its not you, it's me
- "I do struggle with keeping up with everything sometimes. But, I'm almost to the finish line. :)"
- "Just being able to keep my grades up and being able to stay safe, while all that is going still being a student athlete. Pretty tough but we working through it"

4% or (6/143 comments) I'm lonely
- "help me meet people and make me feel like i can succeed and be successful here"
- "I just feel so detached and alone. I don't like online classes to begin with. It is like I am in a vacuum instead of the rich environment of discussion and interaction that used to exist. I don't think that IUS is at fault, but it is definitely hurting my education, and destroying my interest in completing my degree. What's the point?"

3% (4/143 comments) Cut workload in online courses
- "Ease up on the online courses, it feels like the workload doubled. Just because we're at home doesn't mean we want to do nothing but schoolwork"
- "I feel that during this semester, the workload has increased exponentially. I feel that there has been more assignments going virtual than if we were in class."

1% (2/143 comments) Positive comments for instructors
- "Dr. X is outstanding and really goes out to help us"
- "My professors have been mostly great, and are willing to help when they can."

What can IU Southeast do differently next semester to enhance your student experience?
Listed below are the top 10 themes with the most responses.

20% (72/360 comments) Make the classes face to face.
- "You all could offer more in person classes. Especially in math and science courses. I struggle learning theses courses through an online format."
- "More in person classes and in person opportunities on campus to meet people, study, etc."

10% (37/360 comments) Create more social activities. Preference for face to face, but some ask for virtual too.
- "Allow on campus activities with appropriate social distancing."
- "Give more events for students to attend, i'm not a fan of the online events and prefer the in person ones."

- "I want to feel more connected with my classmates."
- "more fun online events please!!"

8% (30/360 comments) Everything is good here
- "Everything is good"
- "I am fine with how it is"
- "I'm really happy with what happened in Fall. There isn't much that I can think of. Of course, some more social events would be great, but I understand the limitations."

5% (18/360 comments) More communication and interactions with my instructors please.
- "If teachers who have online instruction, have more interaction with their students, so students feel less like are teaching themselves."
- "offer more ways to meet with professors"

4% (16/360 comments) Lighten workload of courses.
4% (13/360 comments) Require once a week zoom meetings for all classes.
4% (13/360 comments) Get rid of online fees
4% (13/360 comments) More flexibility
3% (11/360 comments) Make all courses online.
3% (10/360 comments) Please lecture like you did in the face to face classroom.

What are you most concerned about at IU Southeast next semester, especially as students will begin the semester remotely and will not return in person until February 8, 2021?
Top 10 themes are below with sample answers.

13% (51/398 comments) Worried about all online start
- "I'm worried about my ability to continue doing all online classes, as it is much harder for me to stay on track"
- "I am concerned about another full semester being entirely online."

8% (32/398 comments) No Concern
- "I am completely online for my entire degree so I do not have any concerns"
- "I like the remote learning. Sometimes gets complicated but I still prefer remote learning."

6% (24/398 comments) Worried about making connections with classmates and professors.
- "I'm just concerned about getting most of my last year at IUS. I'm not really forming any connections with professors now that courses are online, which is kind of concerning because this was supposed to be the time to really connect and start collecting professional references for grad schools/jobs."
- "I was not aware we will be returning in person at all next semester. I was told by a teacher all second semester was online. However, I am concerned about the social aspect because I do not know anyone."
- "not feeling connected with other students"

7% (29/398 comments) Falling Behind
- "Staying up with the new classes without being in person"
- "I am mostly concerned about getting behind on my degree track. I planned to graduate 2 years early, but with being online, I plan to lower my credit hours and avoid summer courses."
- "Inability to graduate on time with the plan due to course work being taught at an advanced pace by instructors due to classes being online"

6% (24/398 comments) Transition will be bumpy or will not happen at all
- "Finally getting used to being remote and then switching to in person come February."
- "I'm concerned out the transition from online to in person"
- "That we won't actually start February 8th and we'll be back online all semester."

5% (18/398 comments) Worried about Covid and getting sick
- "I would prefer to learn remotely until a vaccine is created a distributed."
- "With COVID rates rising again I am worried we will be rushed to in person classes and the amount of online classes offered will lessen"

3% (14/398 comments) Worried about their learning.
3% (10/398 comments) Worried about finances
3% (11/398 comments) Worried about communications
2% (9/398 comments) Just want face to face.

How important is it for you to have in-person instruction?
502 comments.

51% (255/502 comments) Very Important!
- "I feel that having in-person instruction helps me to better understand my professor and be more interested in the class. Online school I feel that I am doing the bare minimum of just finishing the assignment and not really learning much."
- "I find in-person instruction valuable because it holds me accountable to a schedule. I prefer interacting face to face with teachers and went into this semester thinking I would have a very difficult time with my courses being entirely online but that has not been the case. So while I am not having as hard a time as I thought I would, I would still prefer to be sitting in in-person lectures."
- "So important. NOTHING is more important."

28% (141/502 comments) Not important at all.
- "I like the flexability of doing school from home so that i can still take care of my family and not spend so much time commuting."
- "Non-important. I don't find it safe to return to in-person class."
- "It is a bit more engaging but not any more informative."

10% (60/502 comments) Given the circumstances….

- "I greatly value in-person instruction and think it's the most important way to teach. But at the same time I believe covid should be taken very seriously and college's should do their best to avoid spreading this virus."
- "I do thrive better in an in-person environment, but will endure to keep the safety the priority to every I like the online right now just because of the virus going on if there was no virus I would like the face to face teaching one."
- "While preferred, I prefer living."

6% (29/502 comments) Depends on the class/major
- "In-person instructions keeps me motivated and also really aids me when I'm taking a math course. Last semester I was in a math class and before we switched to online I was allowed to take test more than once. Now math courses require students to sign up for a time to take test on the computer and that is the only chance they get."
- "It is important for labs where you are physically doing experiments. Doing experiments wrong in person and having to repeat it helps in the learning process. Just watching videos of experiments is not a great way to learn."
- "It is very important that I have at least a couple in person instruction, especially with art classes."
- "It's important. My Acting I class that meets only once a week is probably the one thing that keeps me emotionally and mentally driven right now."

Wish list approach, at least one person gave this response:
- "Pay my tuition entirely."
- "No random testing"
- "Pray Covid comes to an end."
- "Late policy the same across all classes."
- "Bump all grades up."
- "Give more IUS branded little gift

APPENDIX A

The complete list of students responses to open-ended comment questions is located the attachments paperclip.

APPENDIX B

The survey instrument used in the administration is located in the attachments paperclip.