

Results from the Student Needs Survey

Administered by BSU's
Teaching and Learning
Center

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Survey methodology

Instrument created by TLC

Administered via Qualtrics

Open for responses from Oct. 8-16

Quantitative results reporting

Separated by undergraduate and graduate students

Some analyses by class level

More **upper-class students** completed the survey than did lower-class students

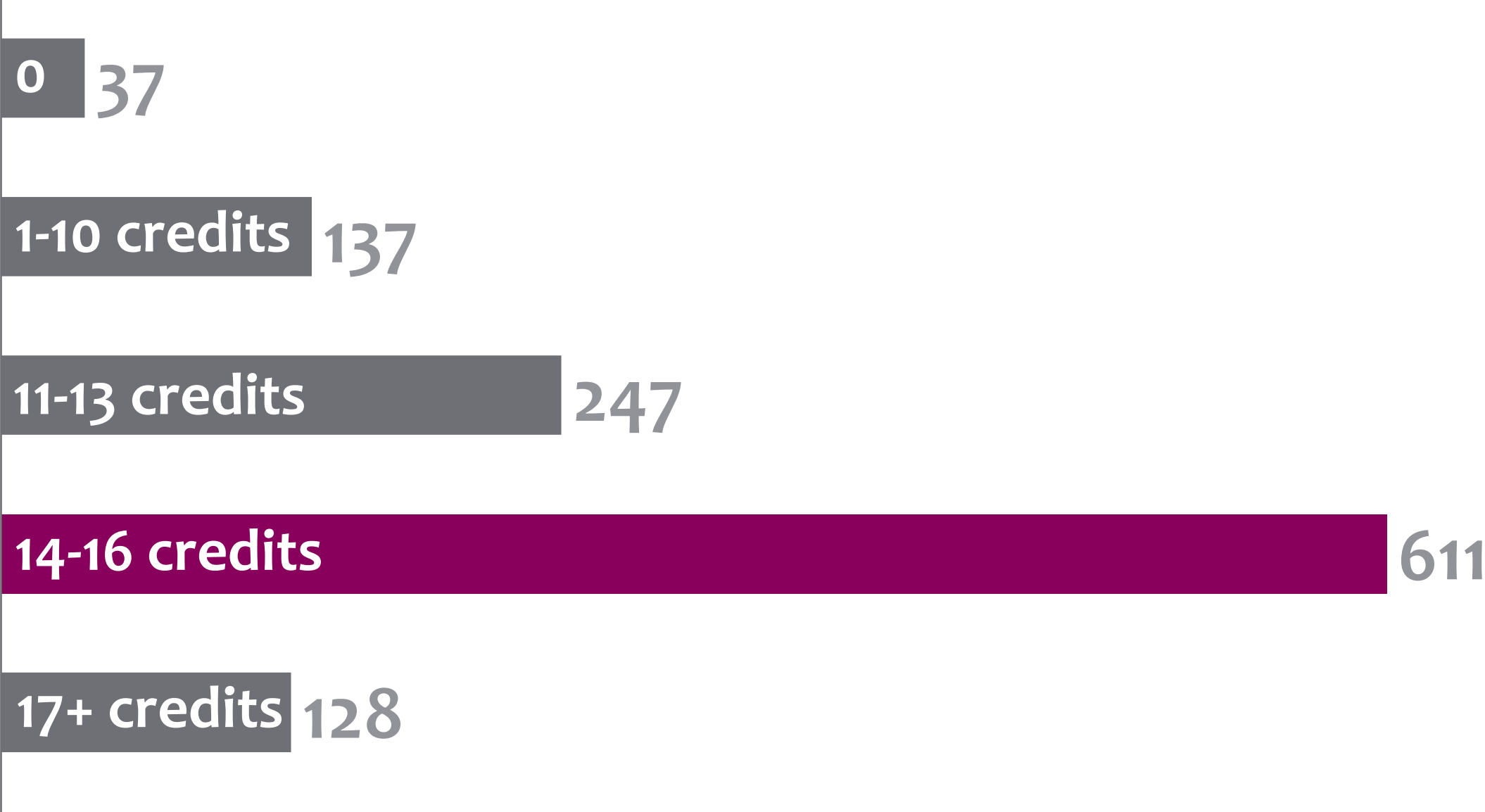
First-year	282
Sophomore	223
Junior	358
Senior	365
Graduate school	70
Total	1298

Current credit loads

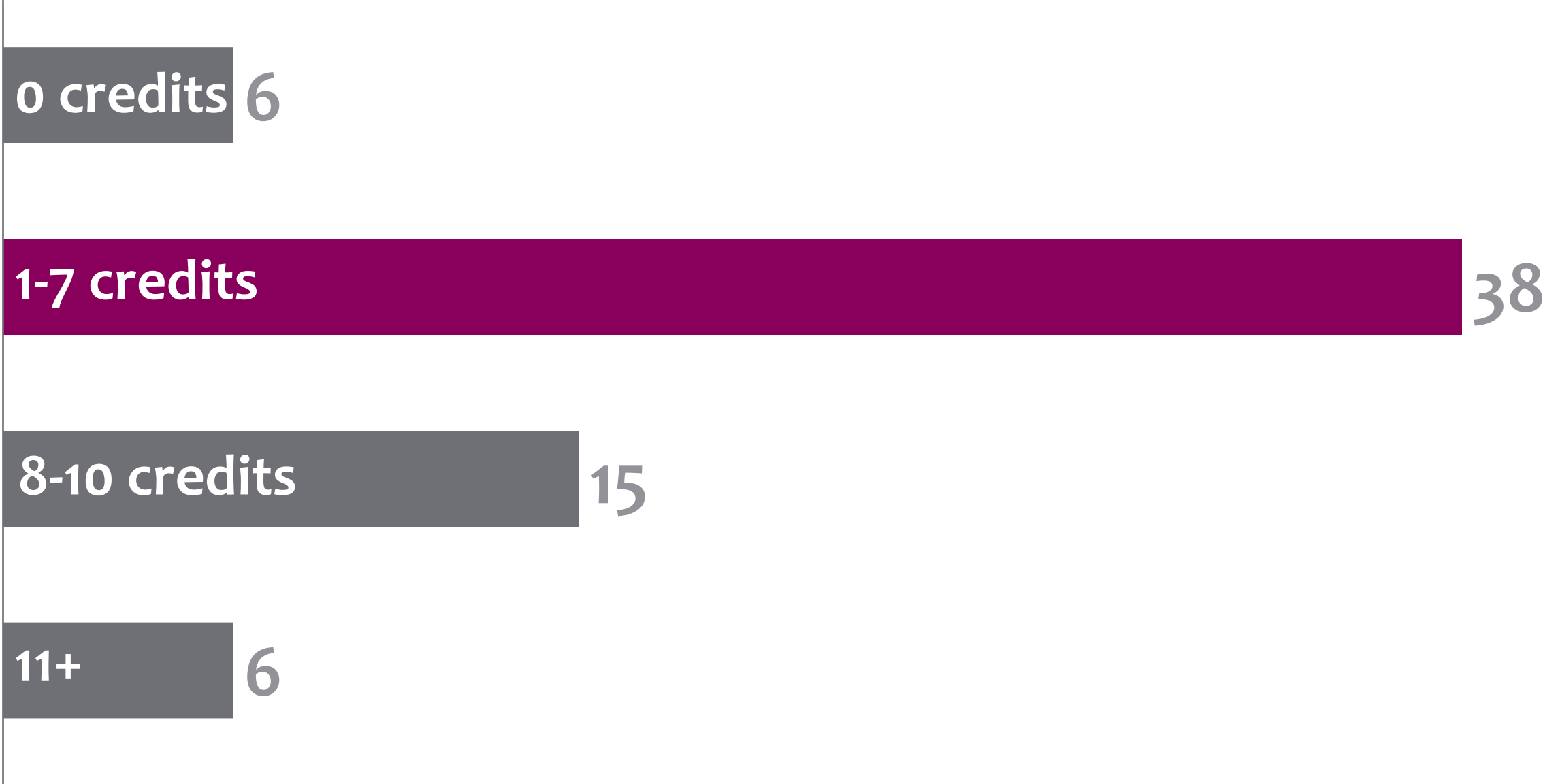
Undergraduates: $M = 13.97$, $SD = 3.16$

Graduates: $M = 7.13$, $SD = 3.66$

Most undergrads plan to register **full-time**



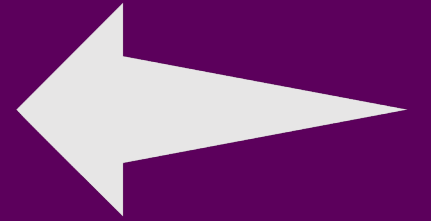
Most grad students plan to take **1-7 credits**



Agenda

Quantitative results

Qualitative results



Undergraduate

Graduate

General categories of results

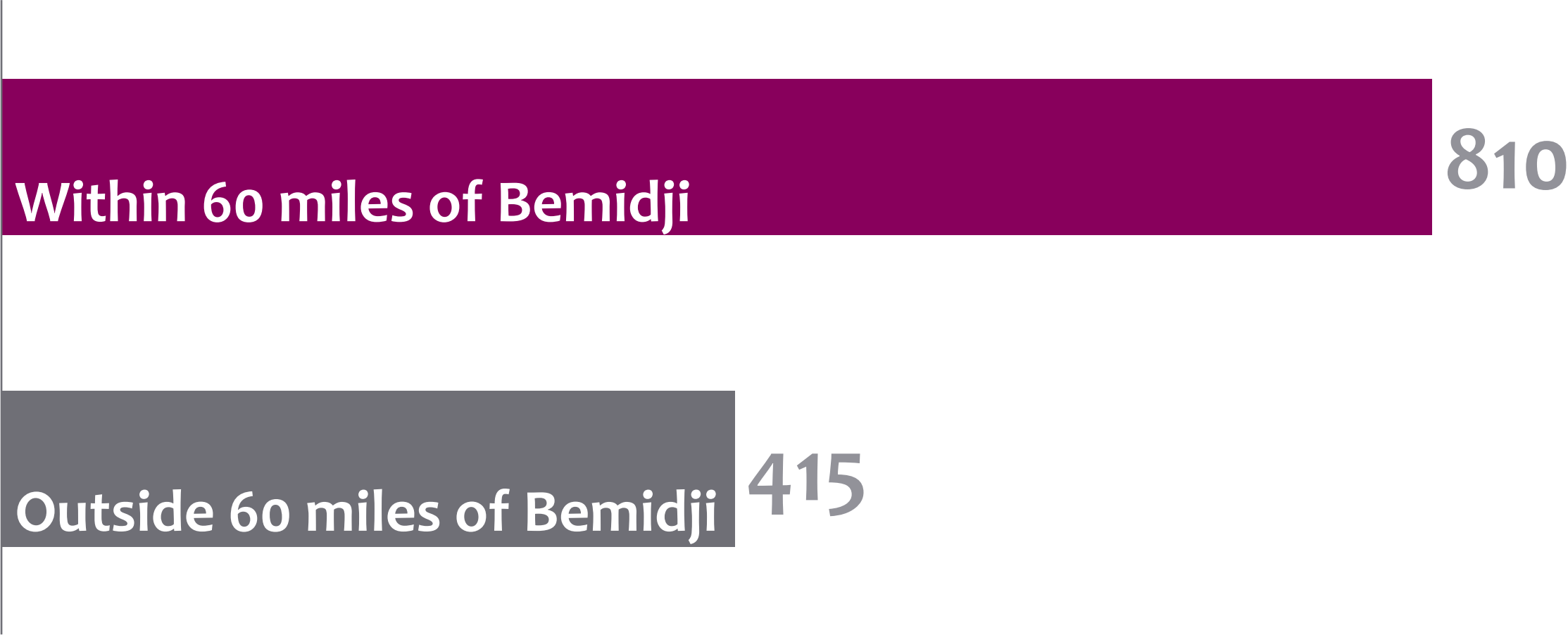
Housing plans

Accessing course materials

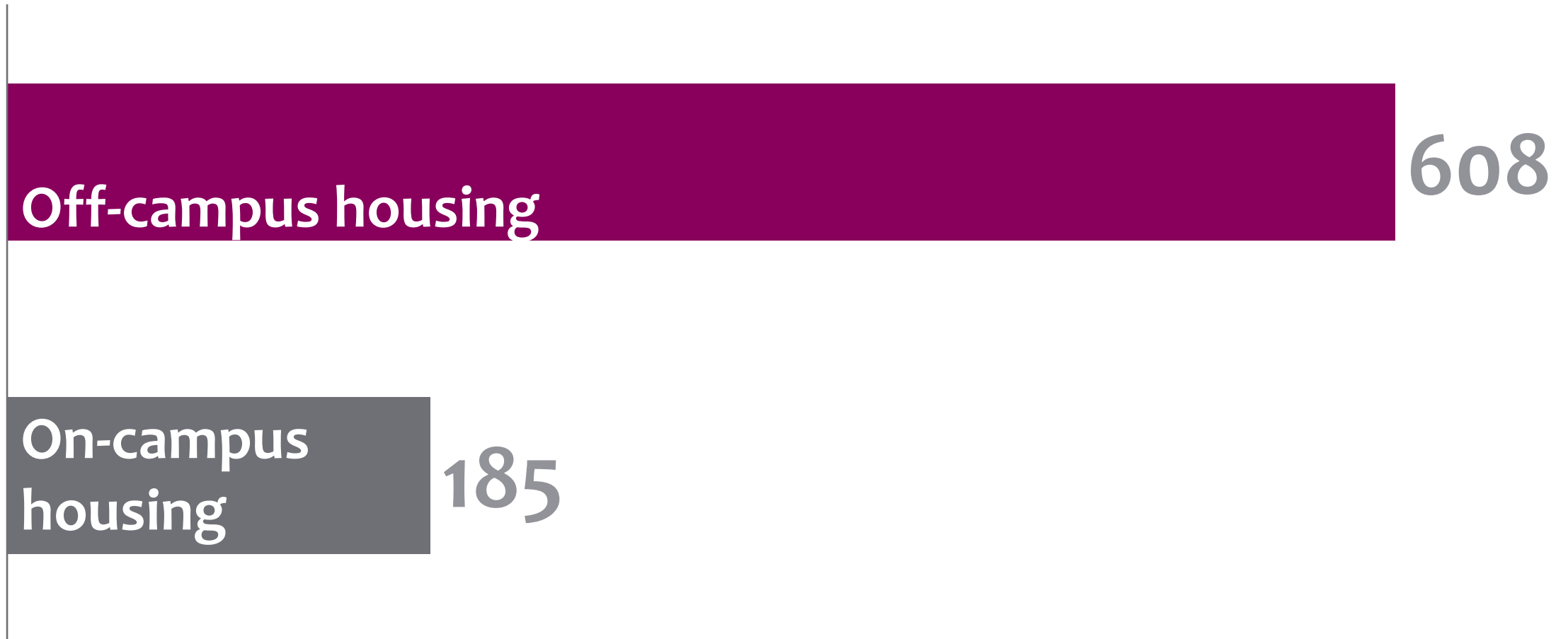
Synchronous course challenges

Asynchronous course challenges

Most students live in or within 60 miles of Bemidji



Most of those live in an off-campus house or apartment



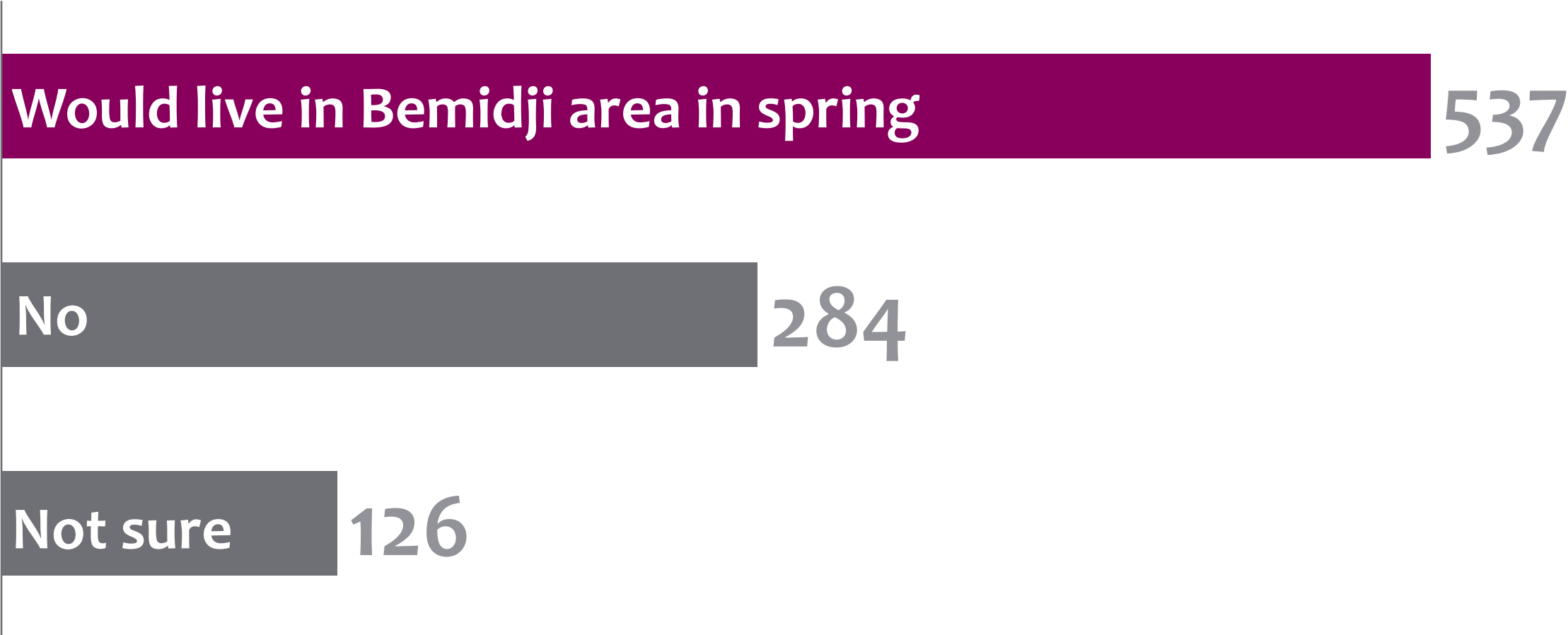
Of those in campus housing now, most plan to **live in the residence halls** in spring



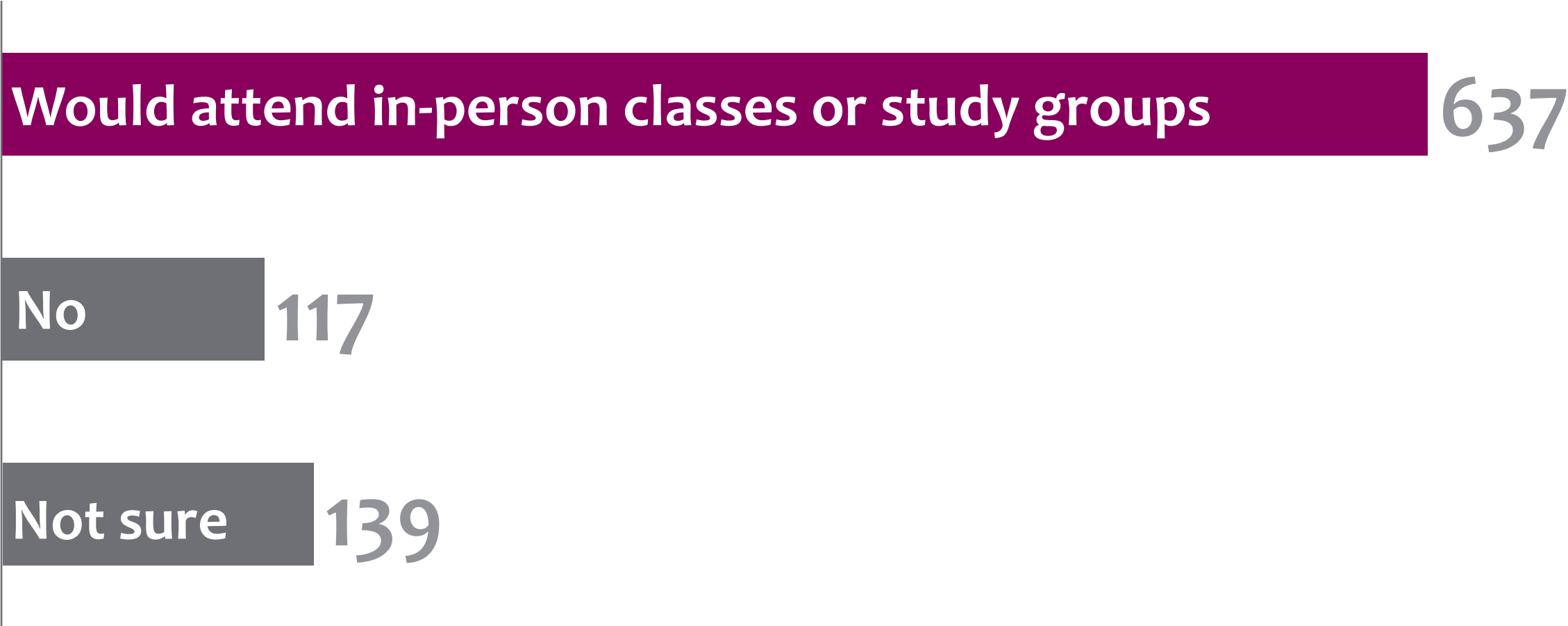
Not many said they planned to move to **live in the residence halls** in spring



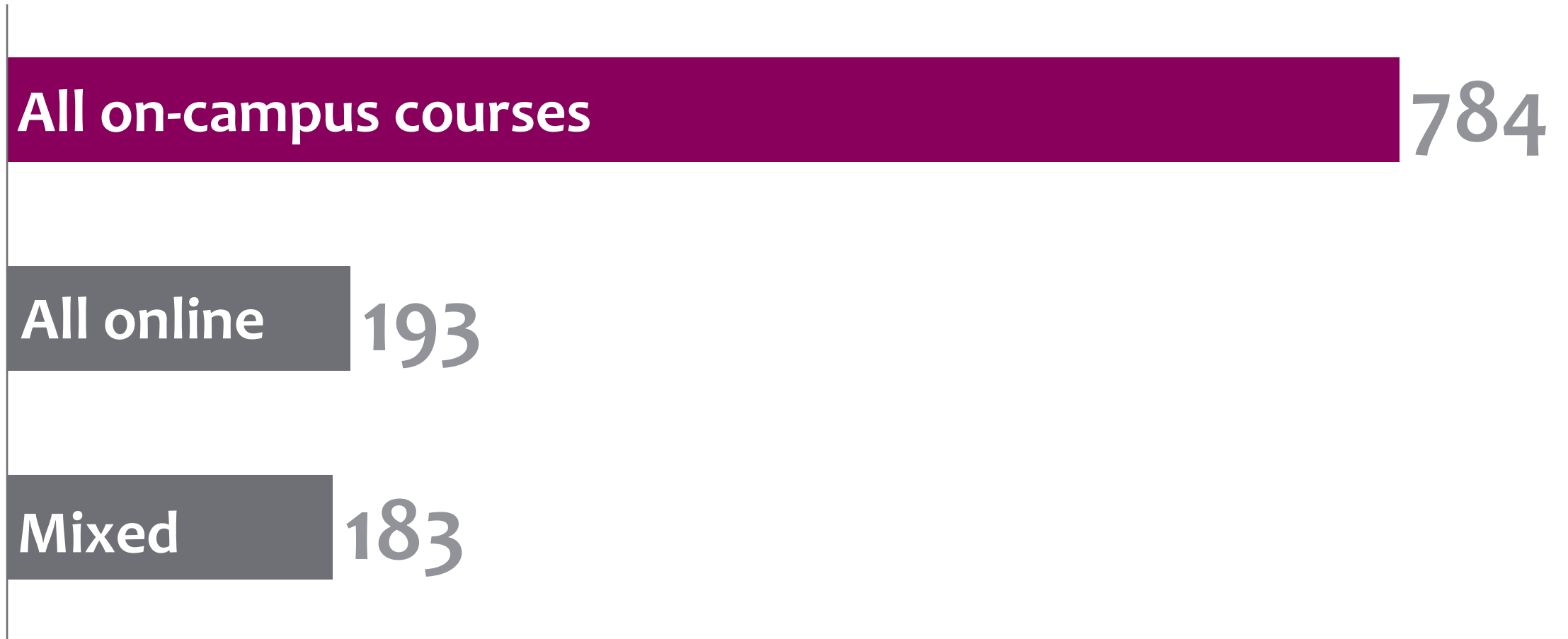
Most of those not planning to live on campus indicated they would still **live near Bemidji**



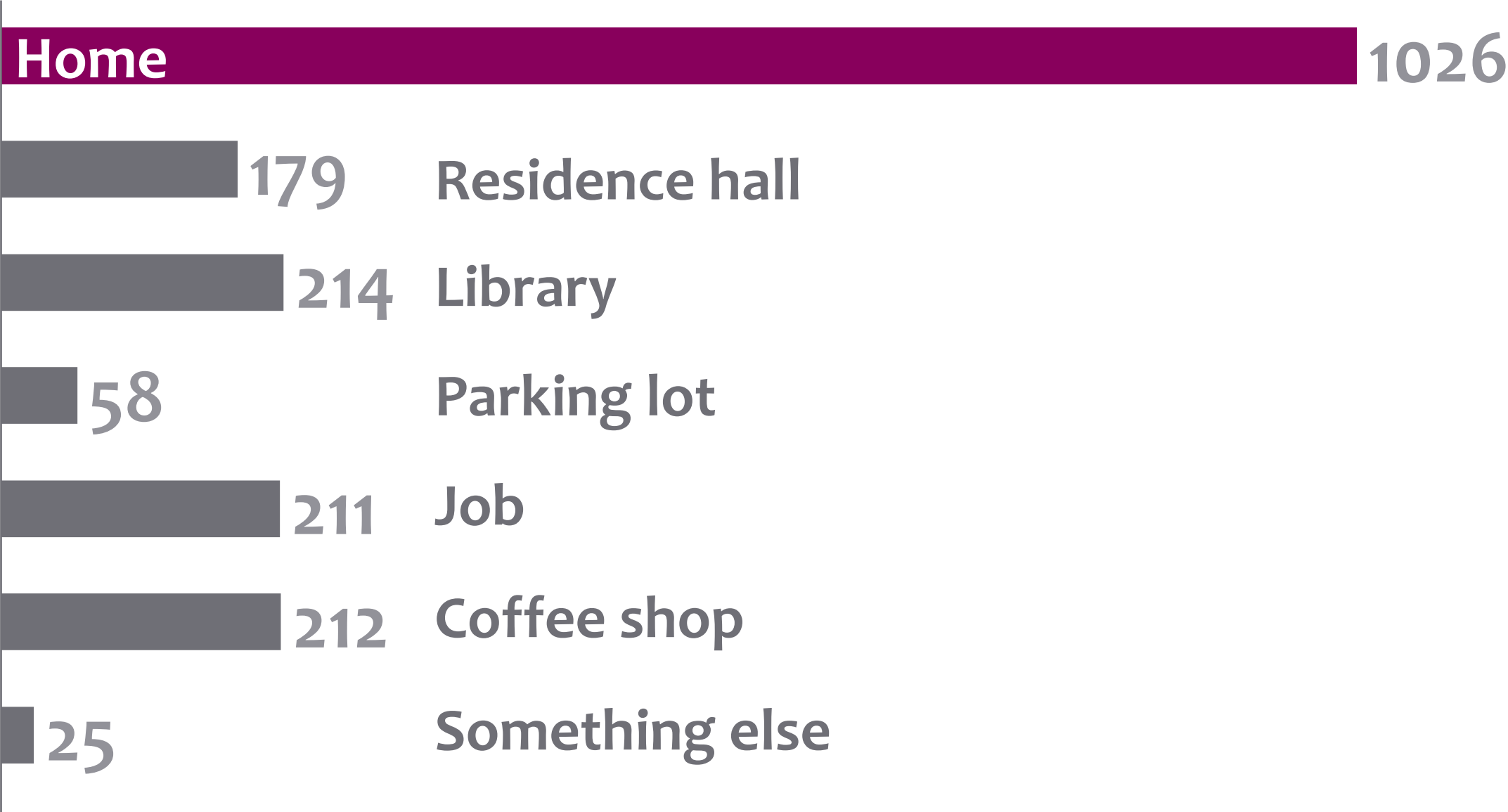
Most of those planning to live on campus or near Bemidji would attend in-person meetings



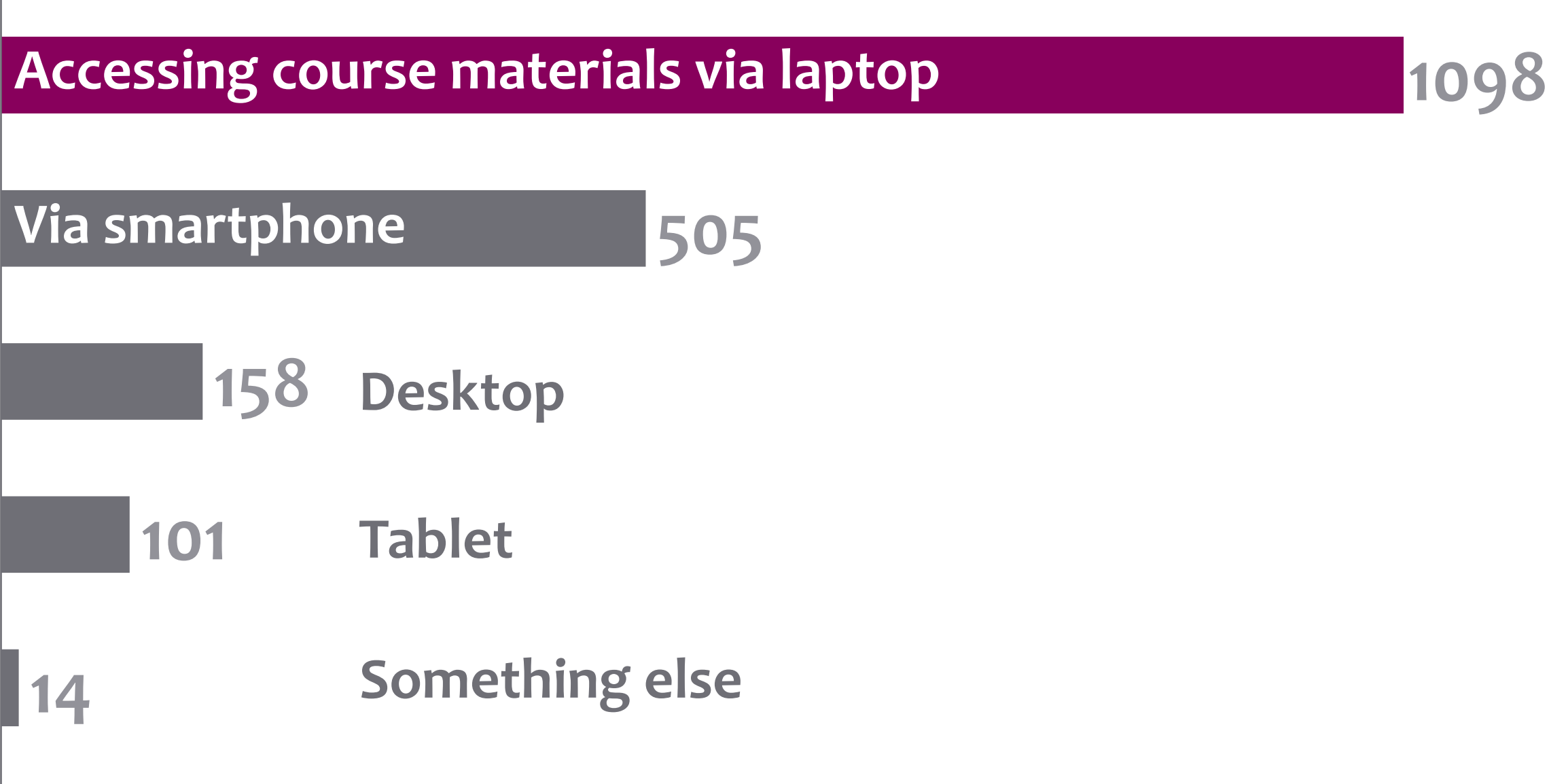
Most indicated that, without COVID, they would **be F2F students**



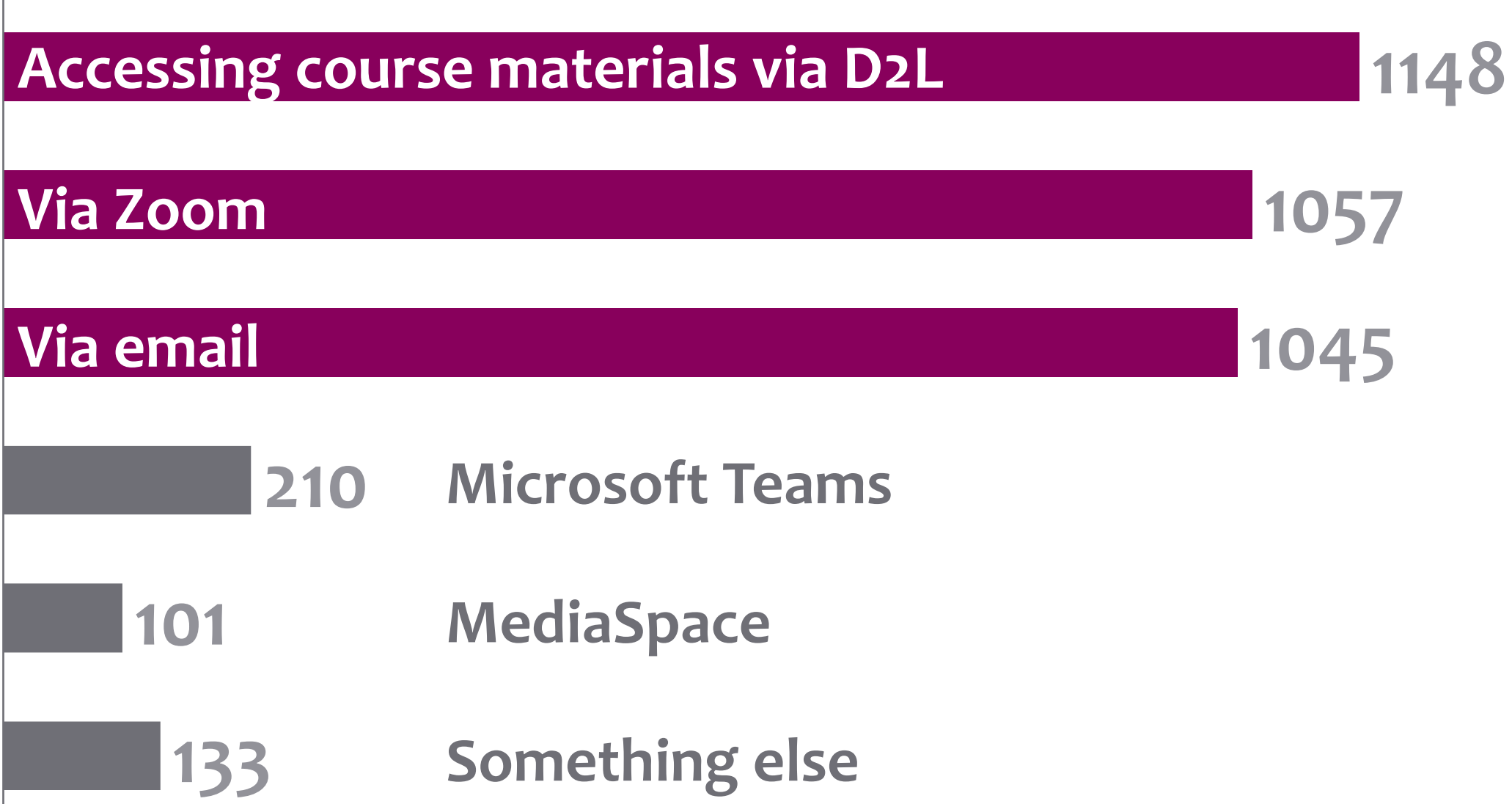
Most access course materials from home



Most students have access to a **laptop**



D2L, Zoom, and email are most common





Synchronous classes

76%



Asynchronous classes

79%



No synchronous classes

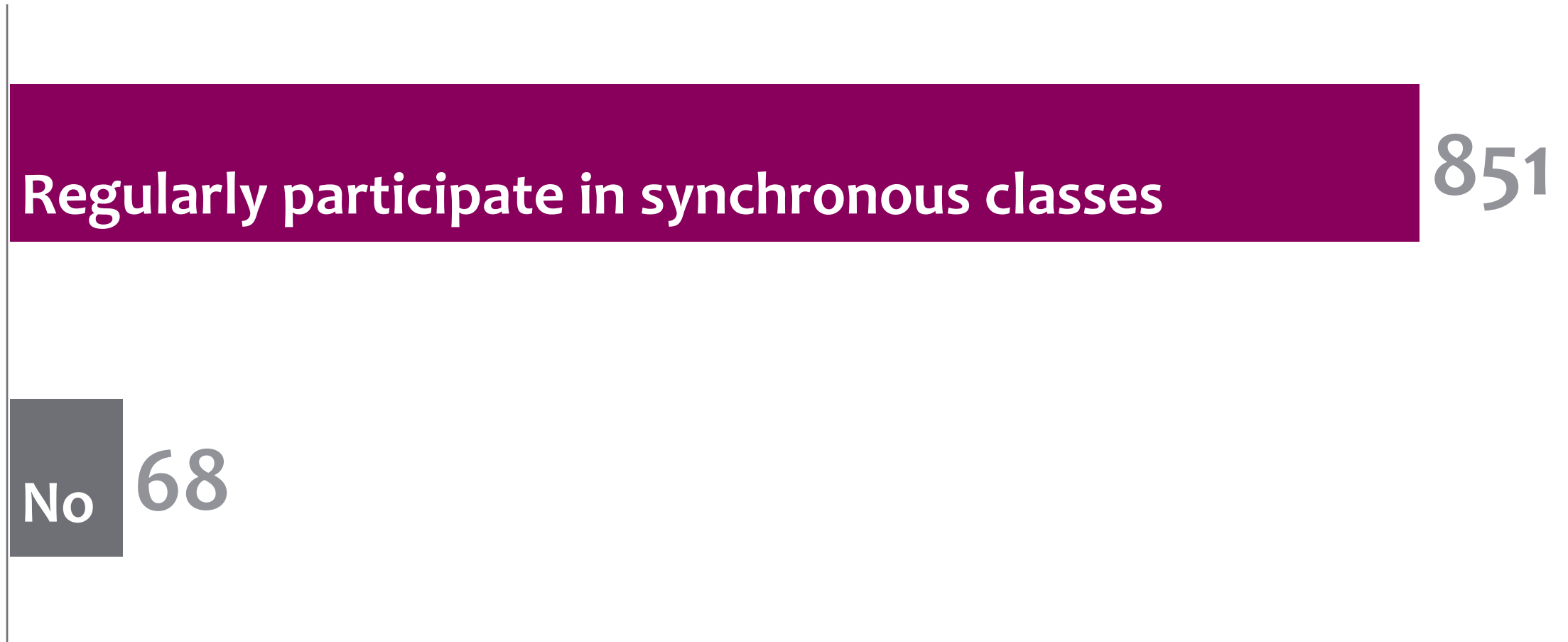
18%



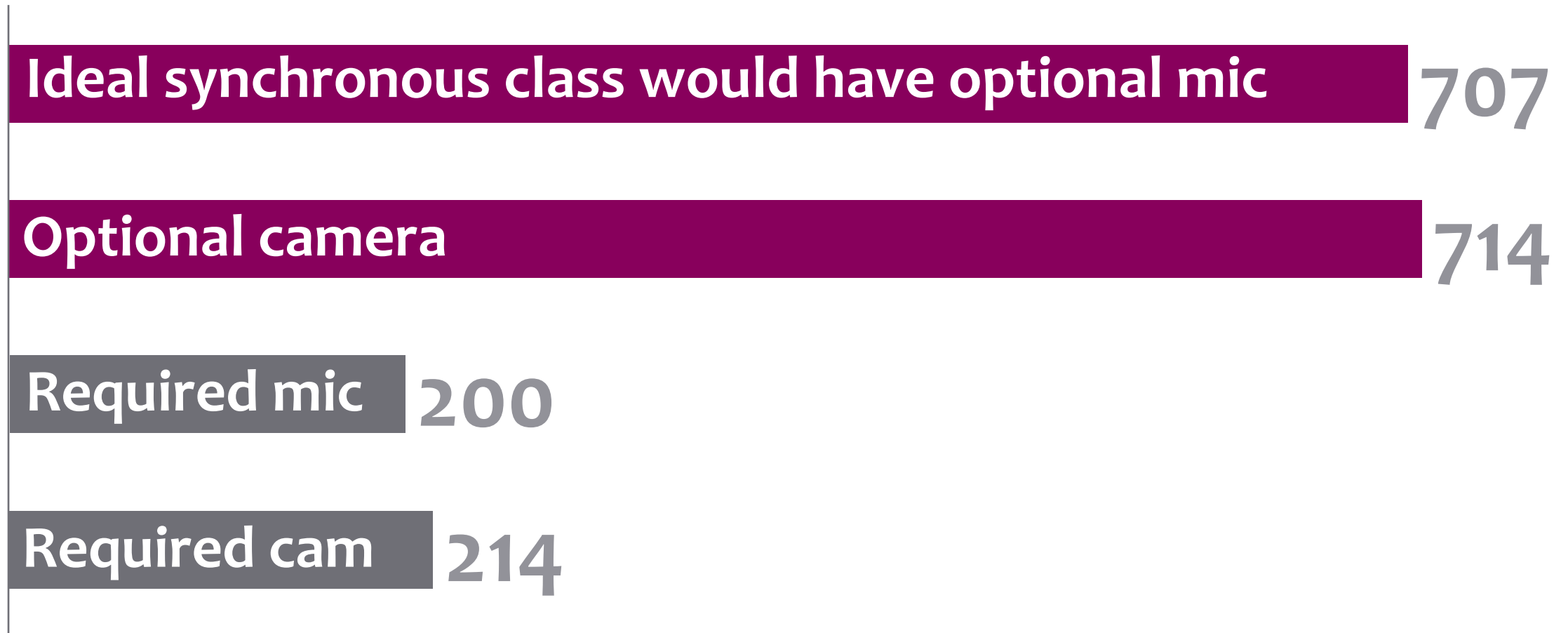
No asynchronous classes

13%

Most students report that they participate in synchronous sessions



Most students would prefer camera and mic to be optional



A young man with dark hair, wearing a light blue button-down shirt over a white polo shirt, is seated at a desk in a modern office. He is wearing large black over-ear headphones and has his hands near them, appearing to be listening intently. He is looking towards the left of the frame. In front of him is a laptop. The background features large windows with a view of a city street, including a white car and buildings. The office interior includes a desk with a white chair, a lamp, and some framed items on the wall.

Challenges to synchronous remote learning

Challenge

N

%

Work schedules

364 29.6%

Distractions from others during class

323 26.3%

Reliable/stable internet on your end

313 25.5%

Unclear communications or expectations from instructors about attending class

253 20.6%

Issues related to taking tests

244 19.9%

Lack of a quiet or private place to attend class

220 17.9%

A requirement to have video (along with mic)

200 16.3%

Not everyone gets involved, so if we have discussions it's hard to participate

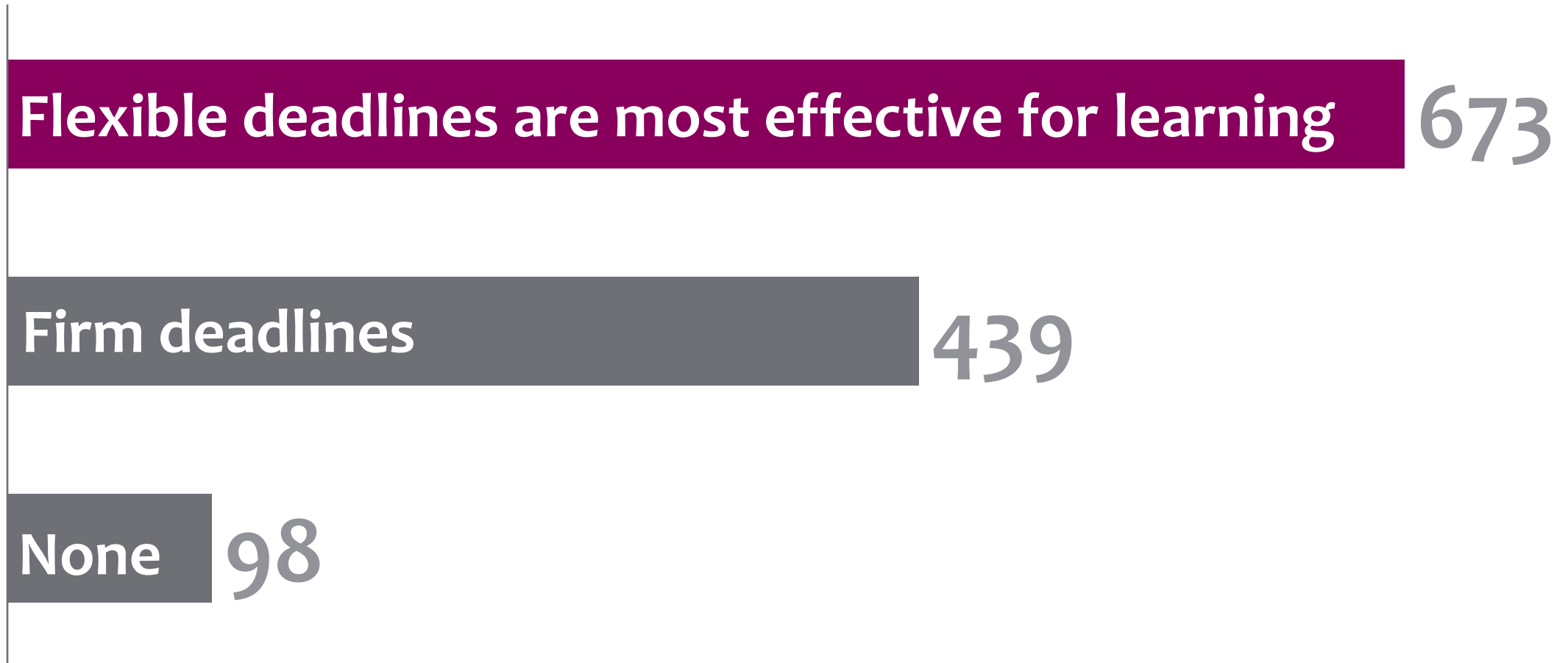


Challenges to asynchronous remote learning

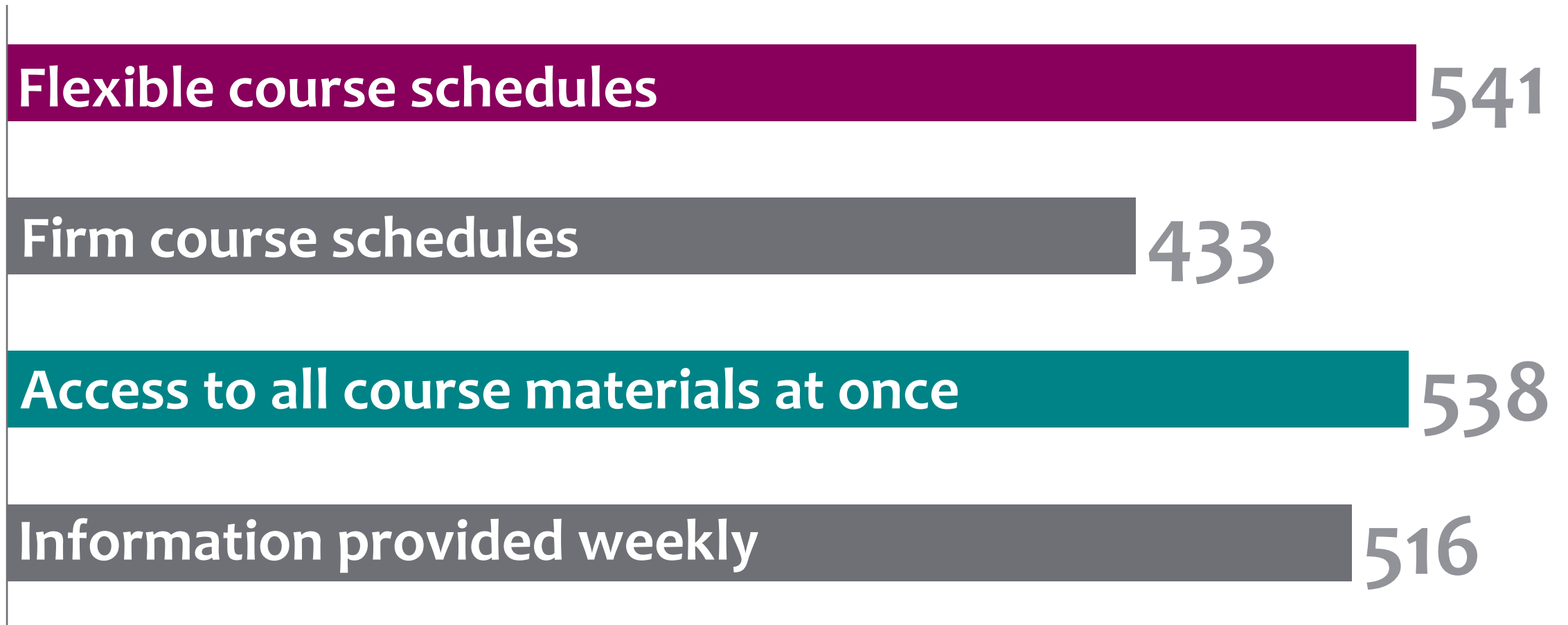
Challenge	N	%
Managing your time and completing all your coursework	556	45.3%
Feeling disconnected from instructors	555	45.2%
Unclear communications or expectations from instructors about participating in the course	444	36.2%
Feeling disconnected from classmates	440	35.8%
Work schedules	305	24.8%
Confusion about how to access or use course materials	262	21.3%

With completely online classes, we have to buy really expensive online text books that come with videos on how to do the problems and teach us and the actual professor doesn't answer any questions or emails. Like what exactly am I paying for here? I feel like in some classes I feel like I could have just bought the book and taught myself versus going through Bemidji

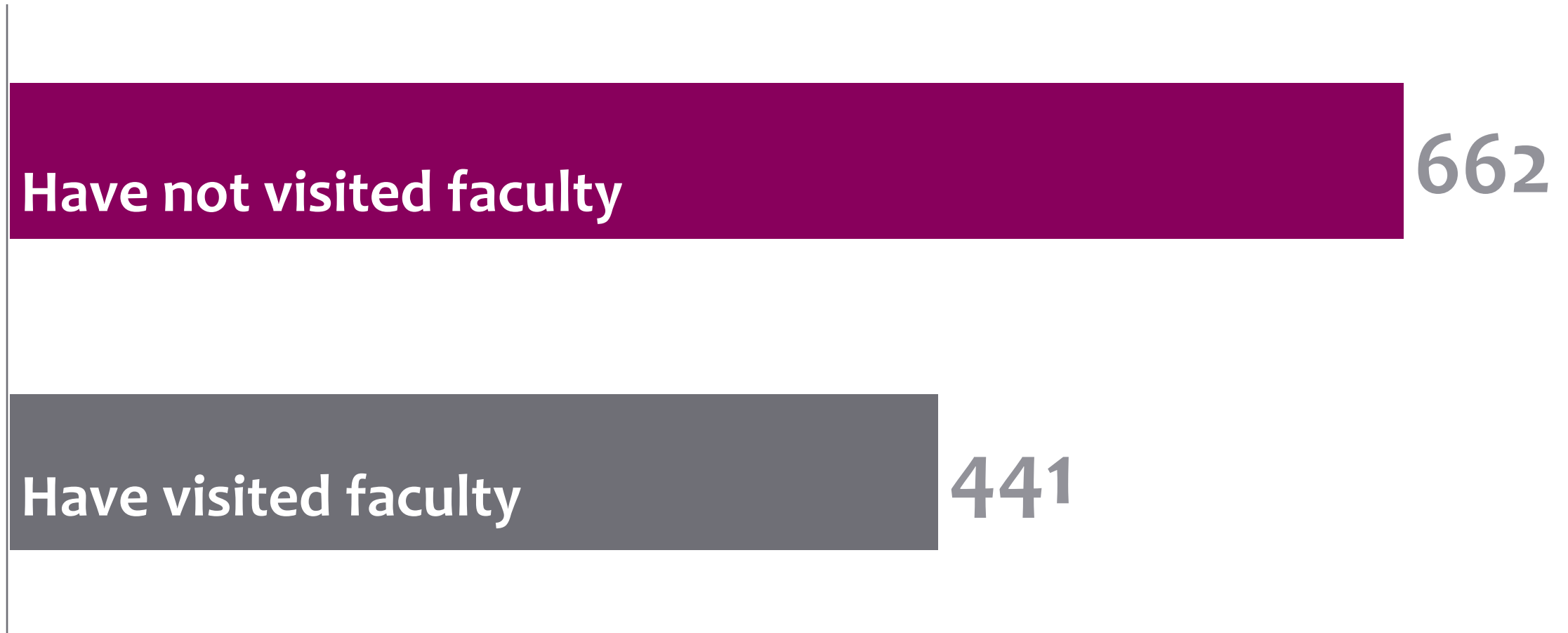
Most students prefer **flexible deadlines** for course assessments



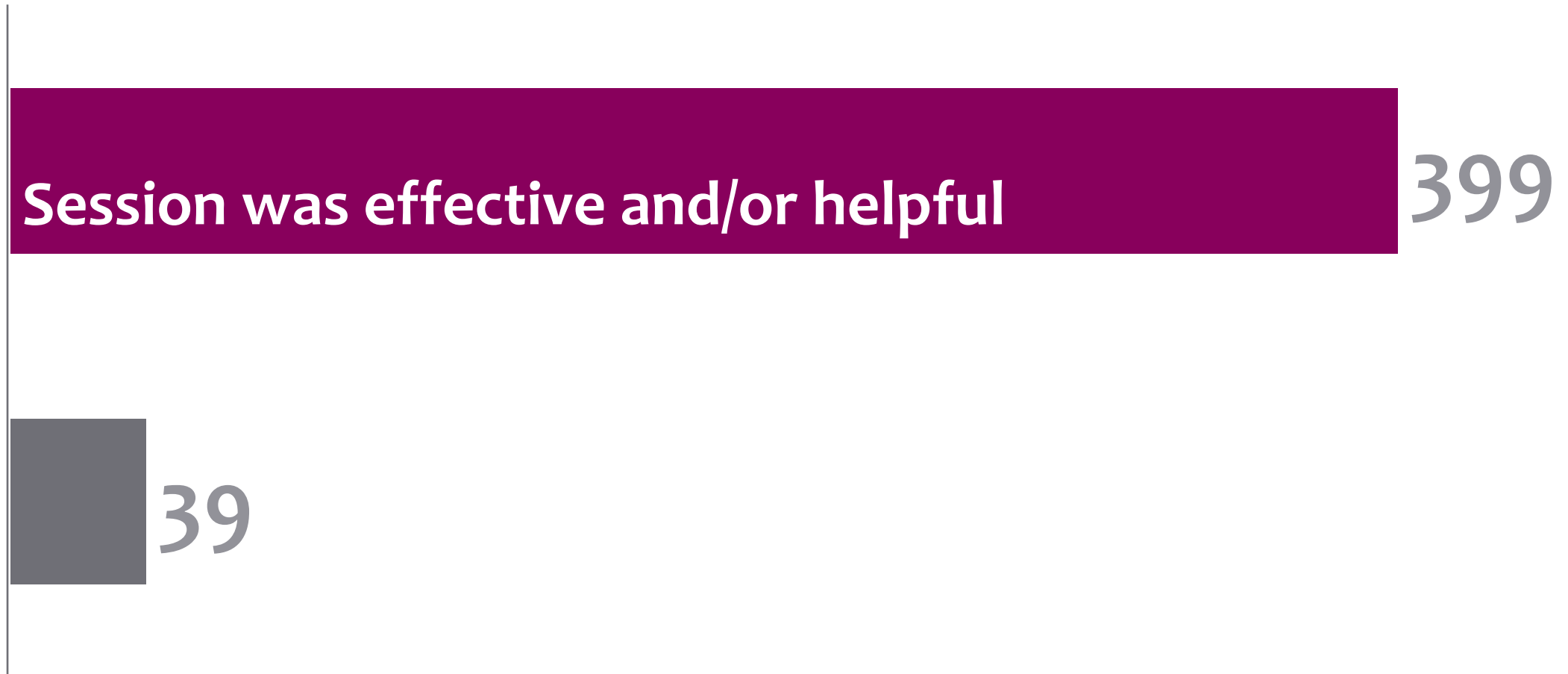
Course schedule and access is relatively equivalent for flexible vs. firm strategies



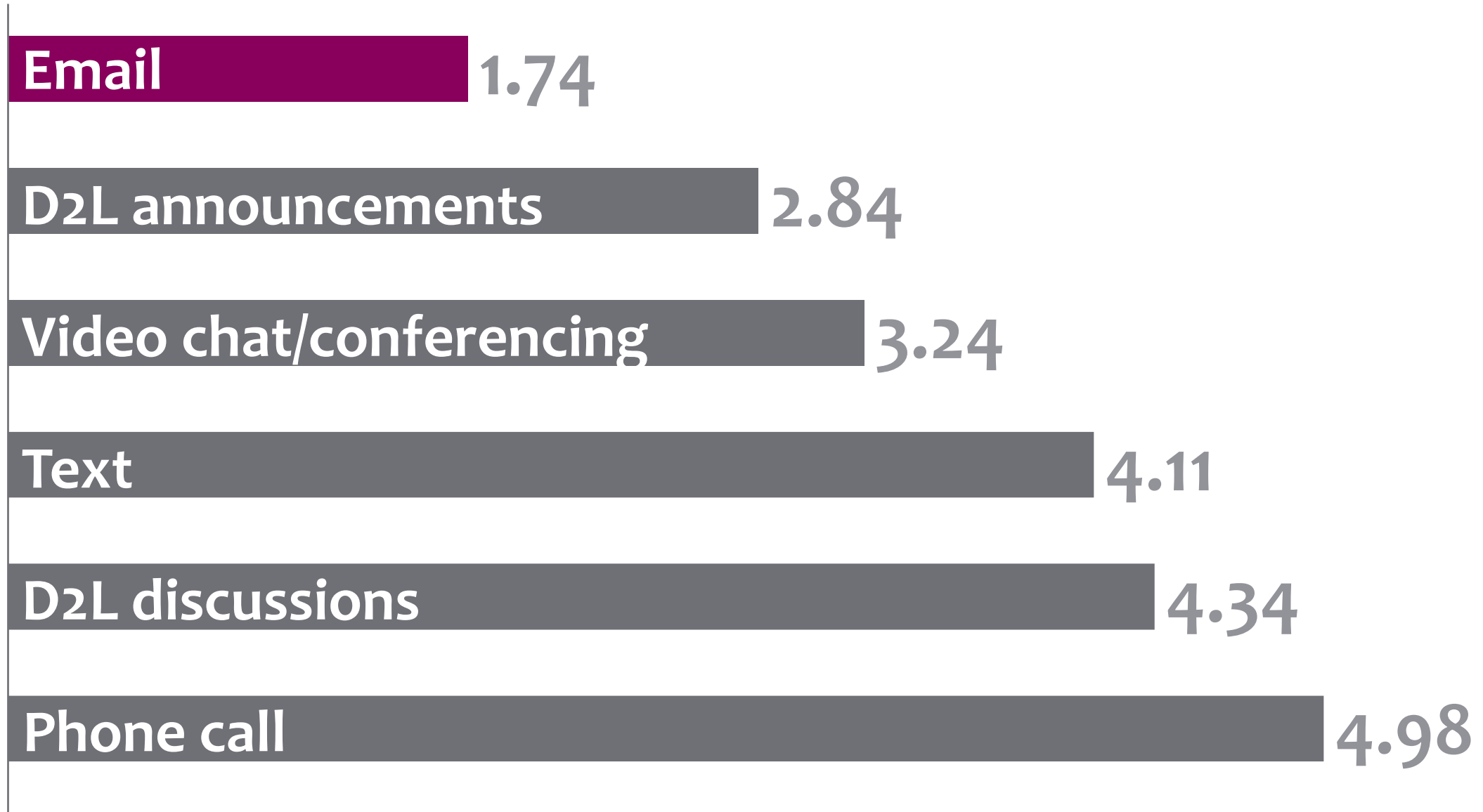
Most students have never visited faculty during virtual office hours



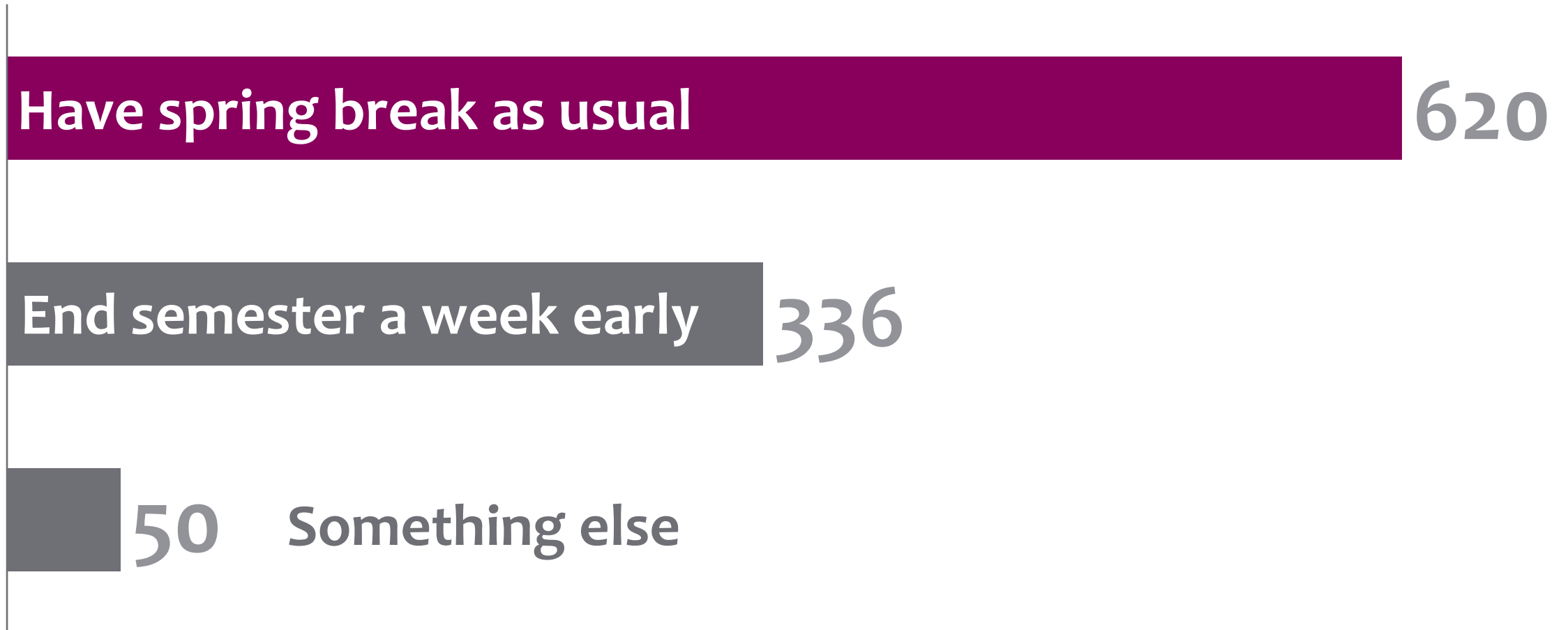
However, students who took advantage of faculty visits reported they were **helpful**



Email is the preferred method of communication



Most students want to **keep spring break as it is** next semester



Undergraduate

Graduate

General categories of results

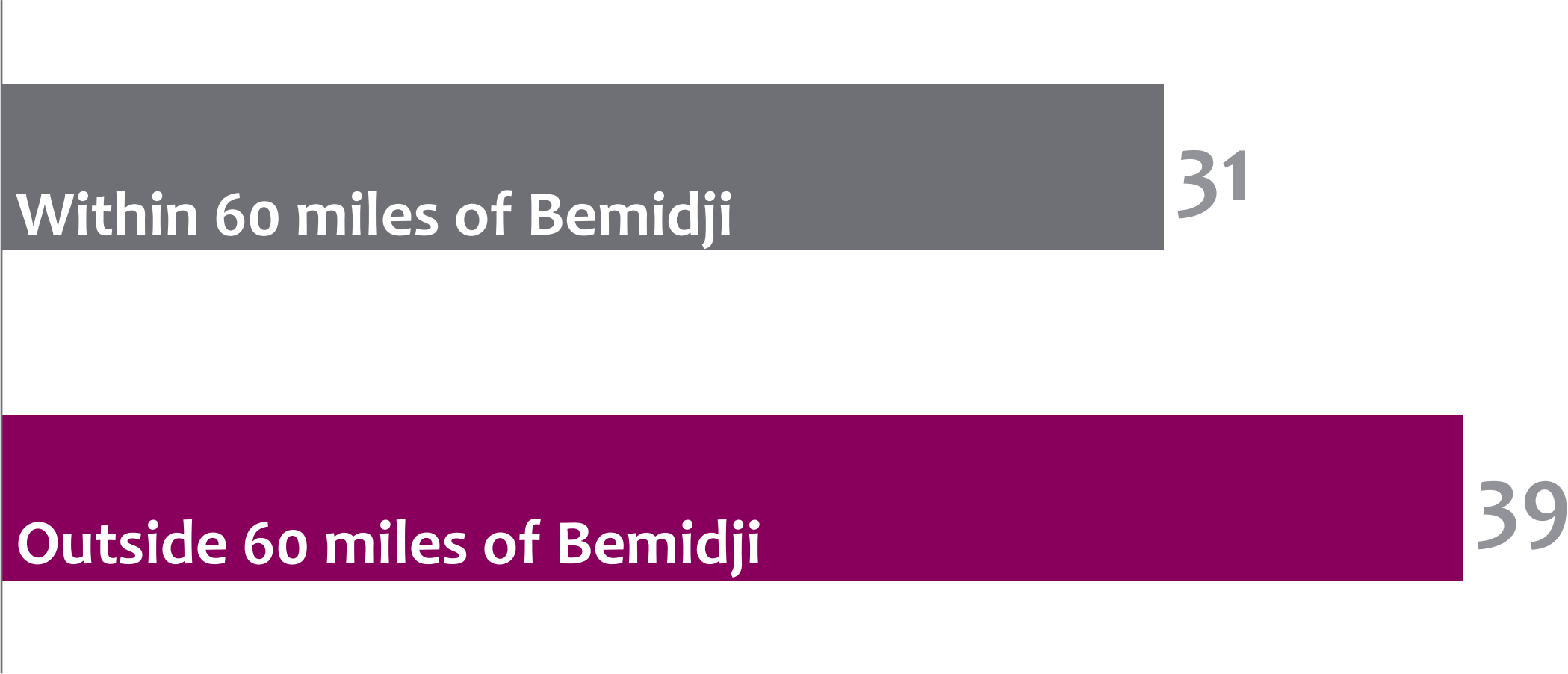
Housing plans

Accessing course materials

Synchronous course challenges

Asynchronous course challenges

More students live **outside** of Bemidji



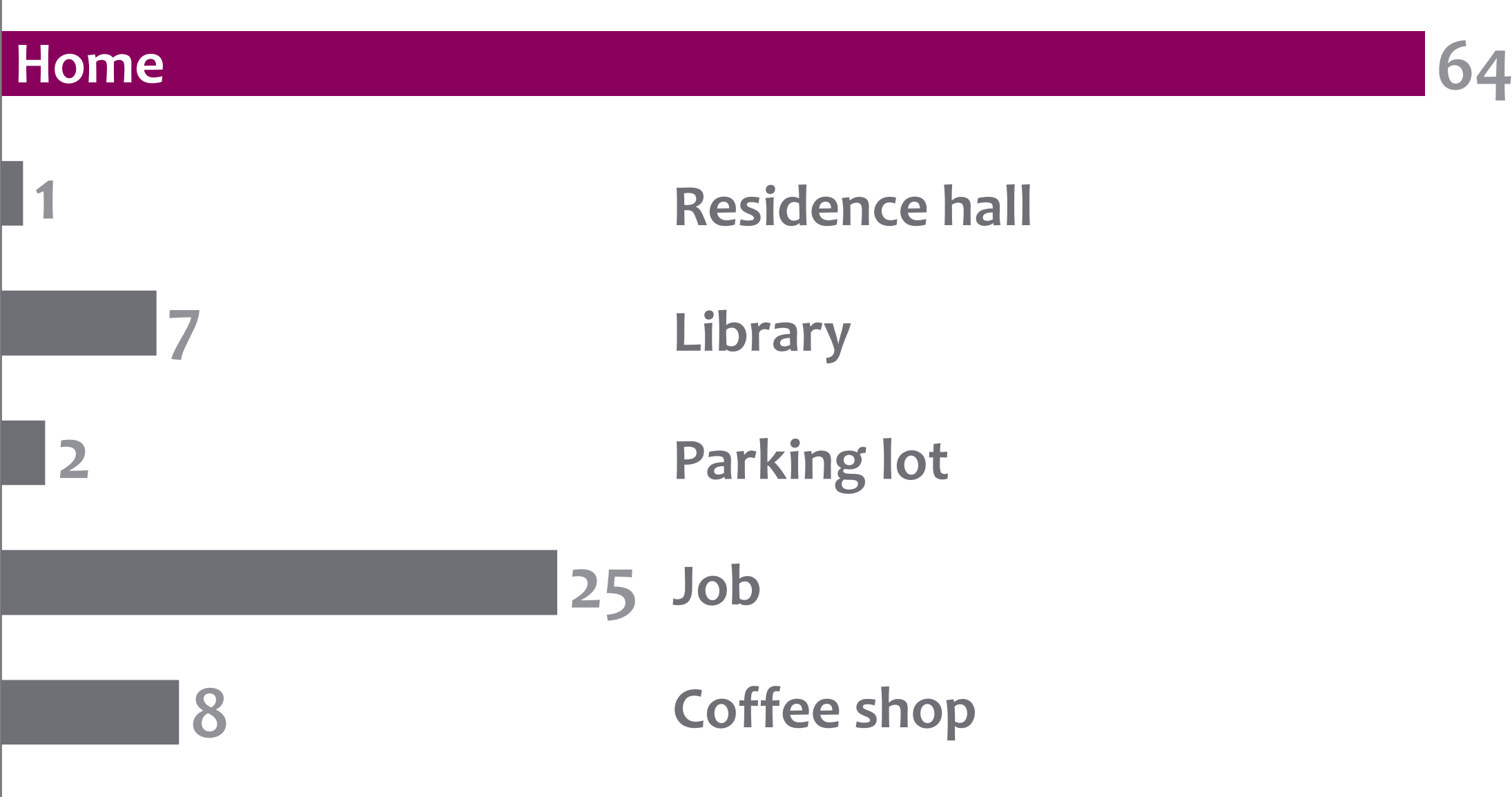
A photograph of a student's desk in a dorm room. The desk is light-colored and holds a laptop, a mouse, a stack of books, and a black microwave. A window above the desk shows a view of green trees. A wooden shelf with papers is on the wall to the left. A white cabinet with a black speaker on top is to the right of the desk. A plaid blanket is visible on a bed in the bottom right corner.

1 grad student reported living on campus

Most of those planning to live in or near Bemidji would not attend in-person meetings



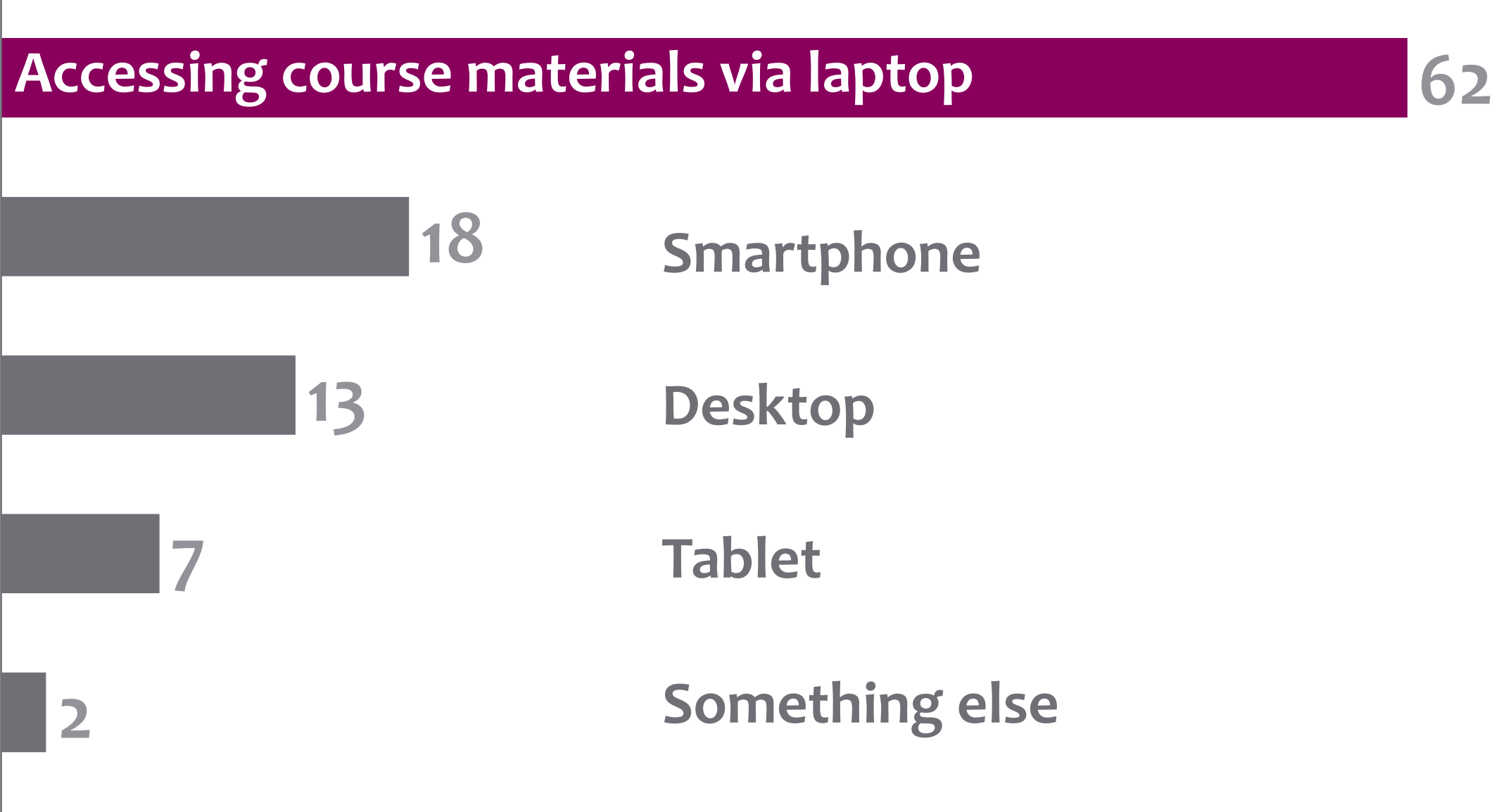
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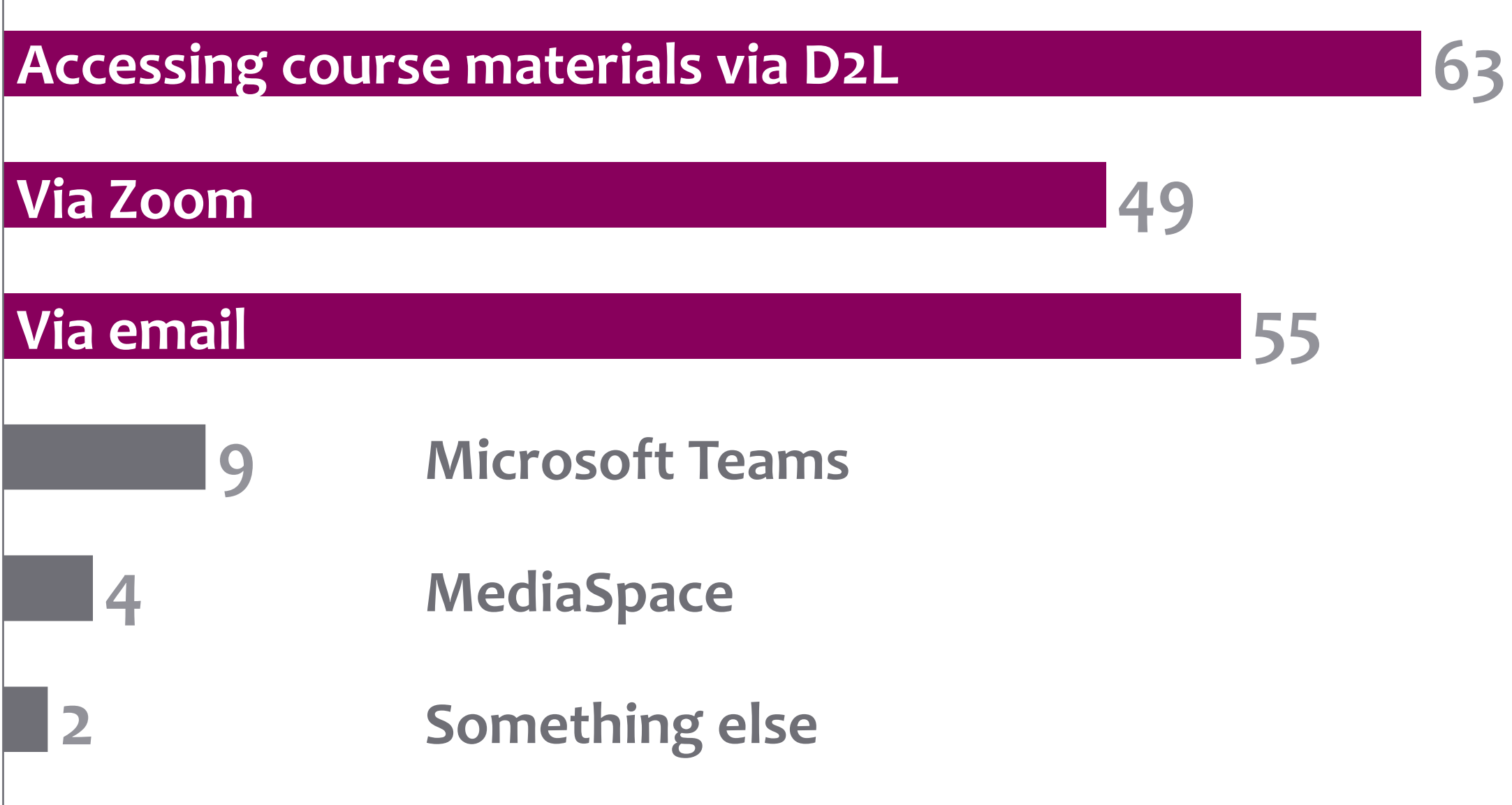
Most indicated that, without COVID, they would **be online students**



Most students have access to a laptop



D2L, Zoom, and email are most common





Synchronous classes

39%



Asynchronous classes

76%



No synchronous classes

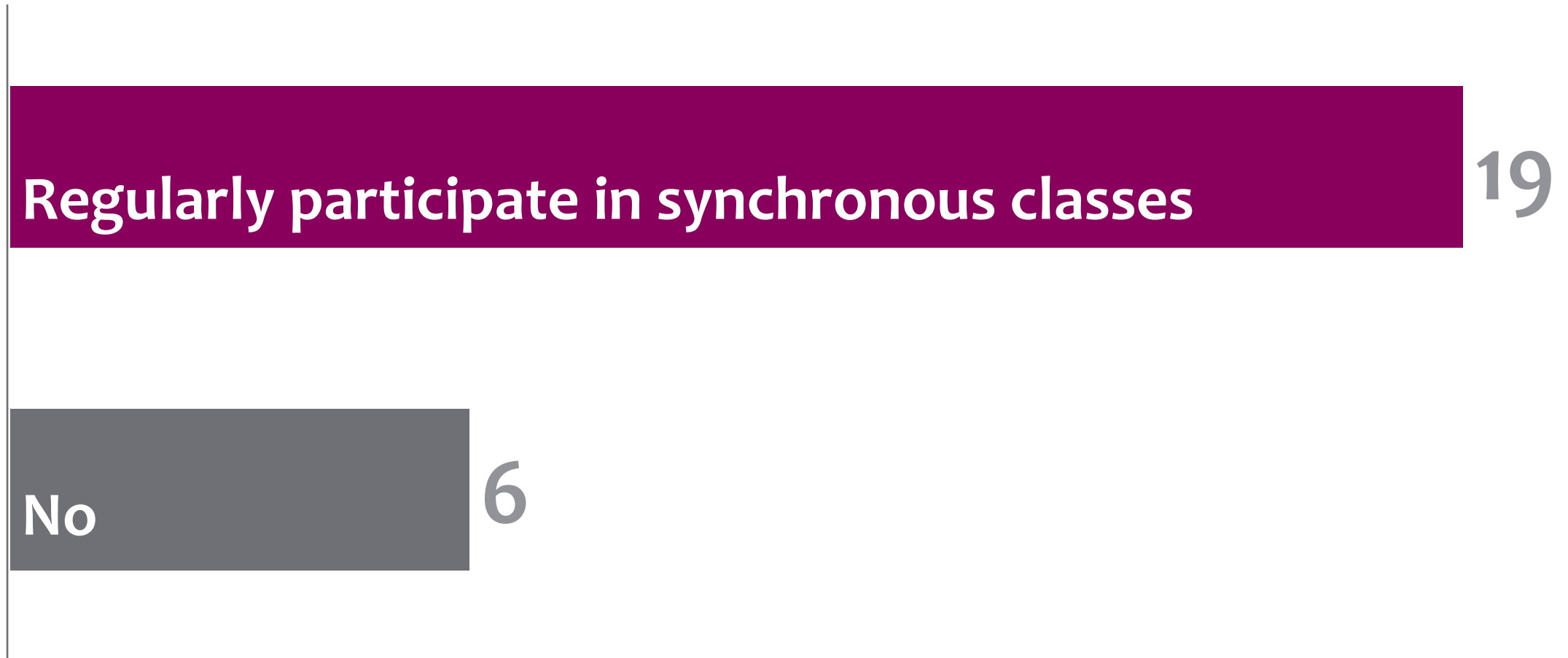
61%



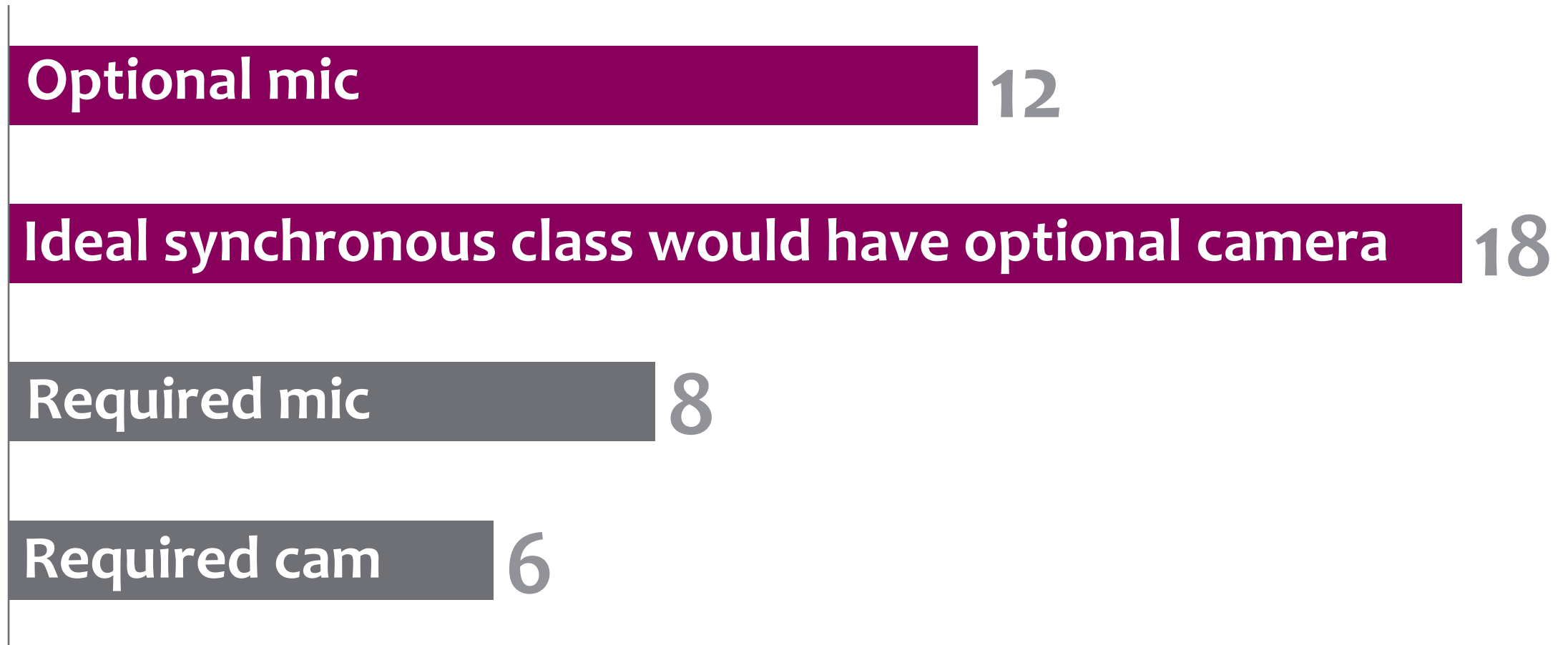
No asynchronous classes

24%

Most students report that they **participate** **in synchronous sessions**



Most students would prefer camera and mic to be optional



A young man with dark hair, wearing a light blue button-down shirt over a white polo shirt, is seated at a desk. He is wearing large black over-ear headphones and has his hands near them, looking off to the side with a focused expression. In front of him is a laptop. The background shows a modern office environment with large windows, a white chair, and some office equipment. The lighting is bright and natural, coming from the windows.

Challenges to synchronous remote learning

Challenge

N

Work schedules

13

Reliable/stable internet on your end

9

Attending class meetings as scheduled due to family or others needing to use shared technology

7

Lack of a quiet or private place to attend class

7

Distractions from others during class

6

A requirement to have video (along with mic)

4



Challenges to asynchronous remote learning

Challenge

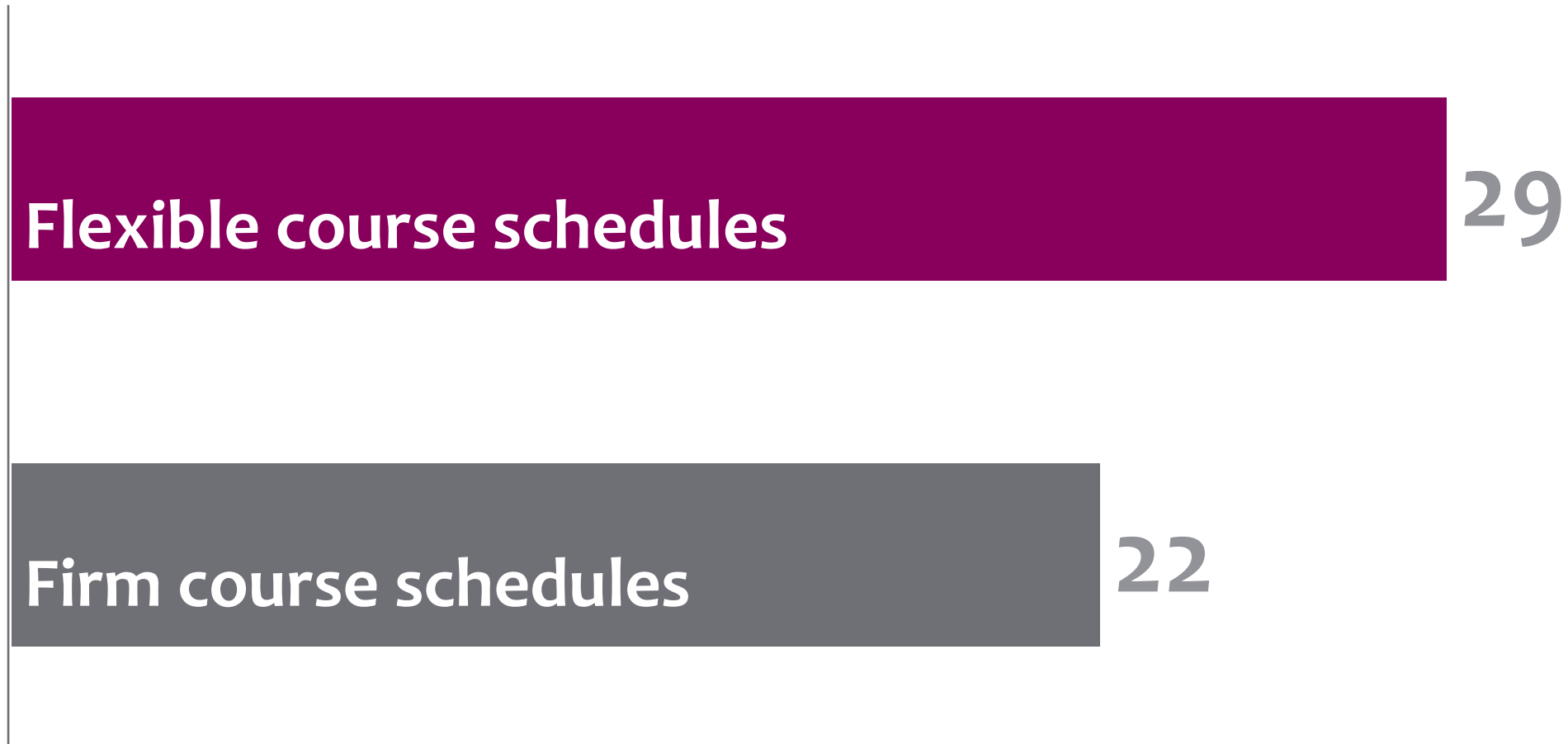
N

Managing your time and completing all your coursework	28
Work schedules	22
Unclear communications or expectations from instructors about participating in the course	17
Feeling disconnected from instructors	12
Reliable/stable internet on your end	10
Feeling disconnected from classmates	9

Most students prefer **flexible deadlines** for course assessments



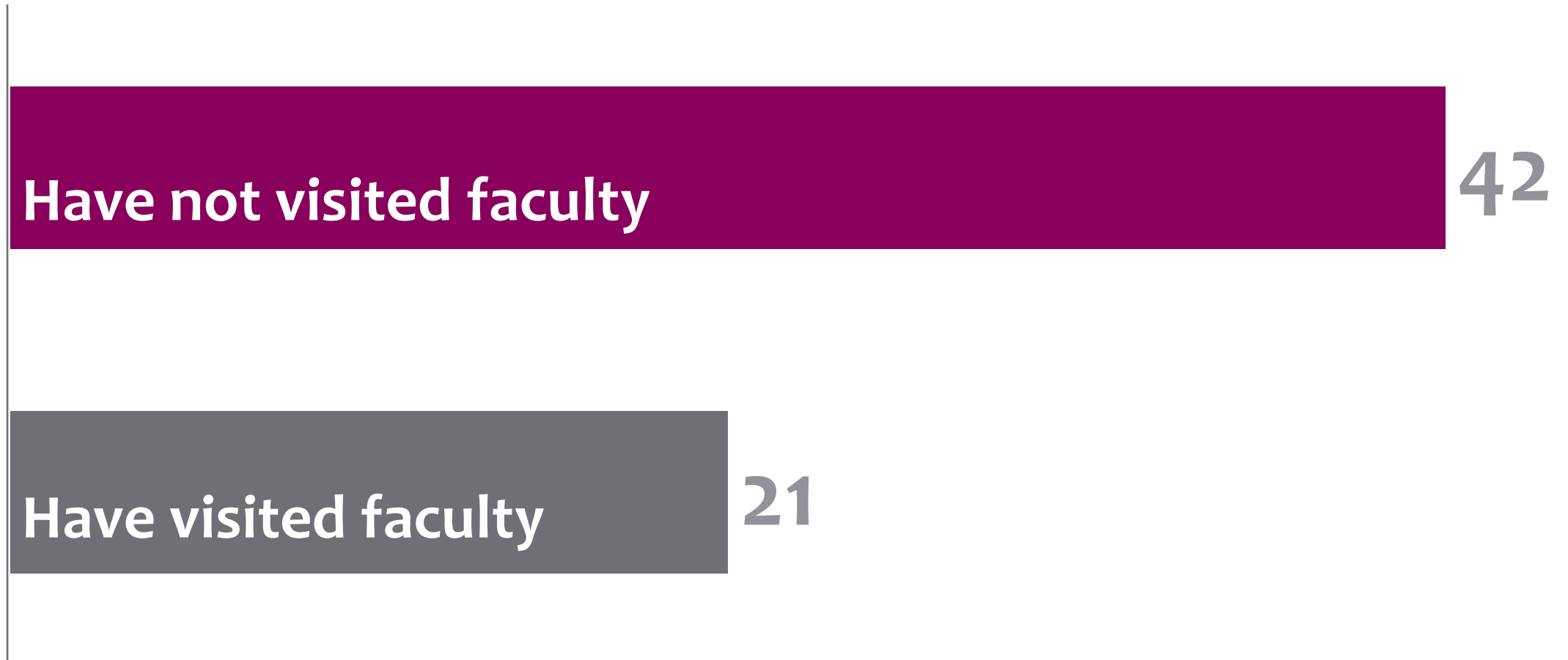
Students slightly prefer flexible course schedules



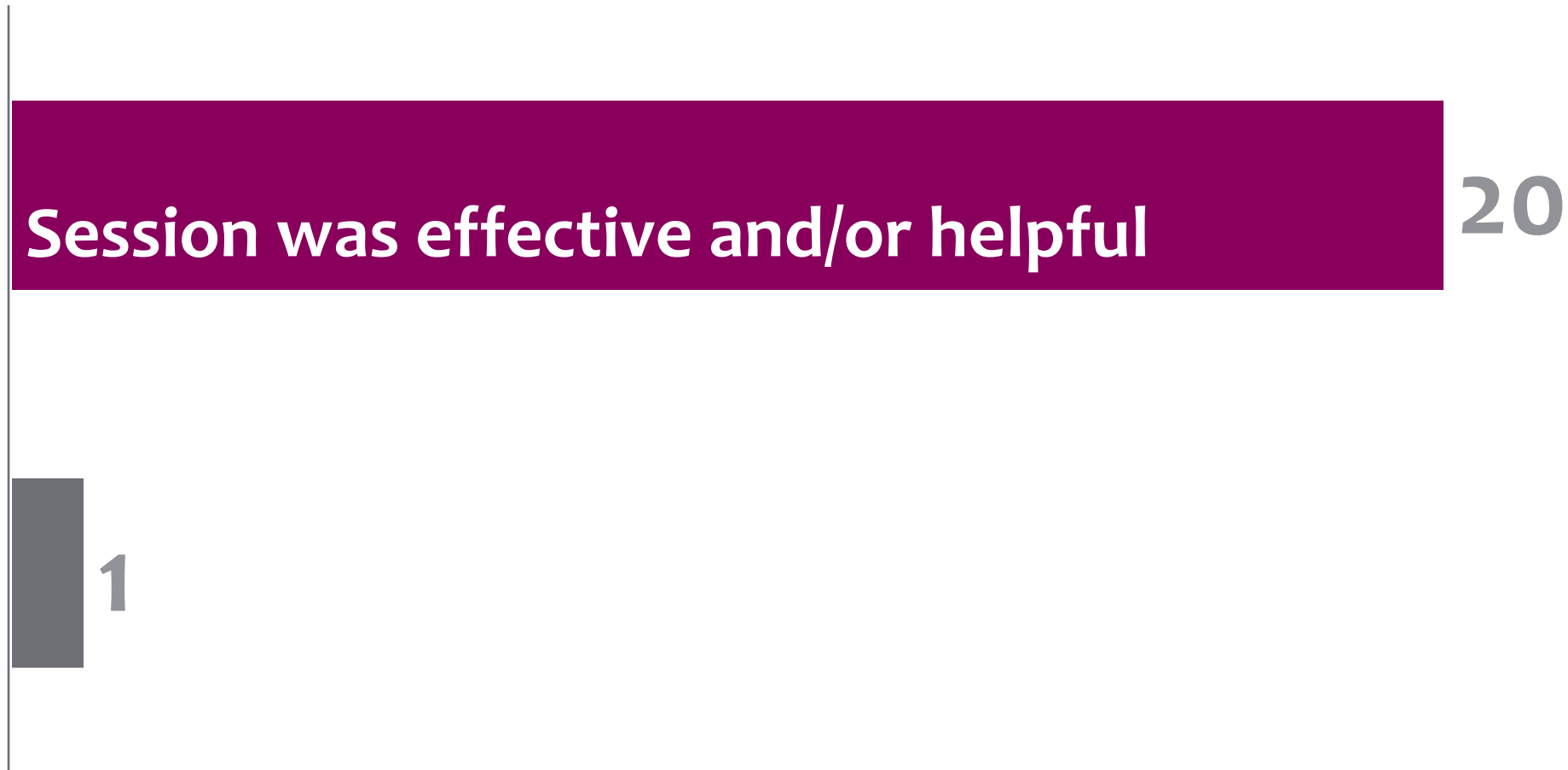
Students prefer to **access all course materials at once**



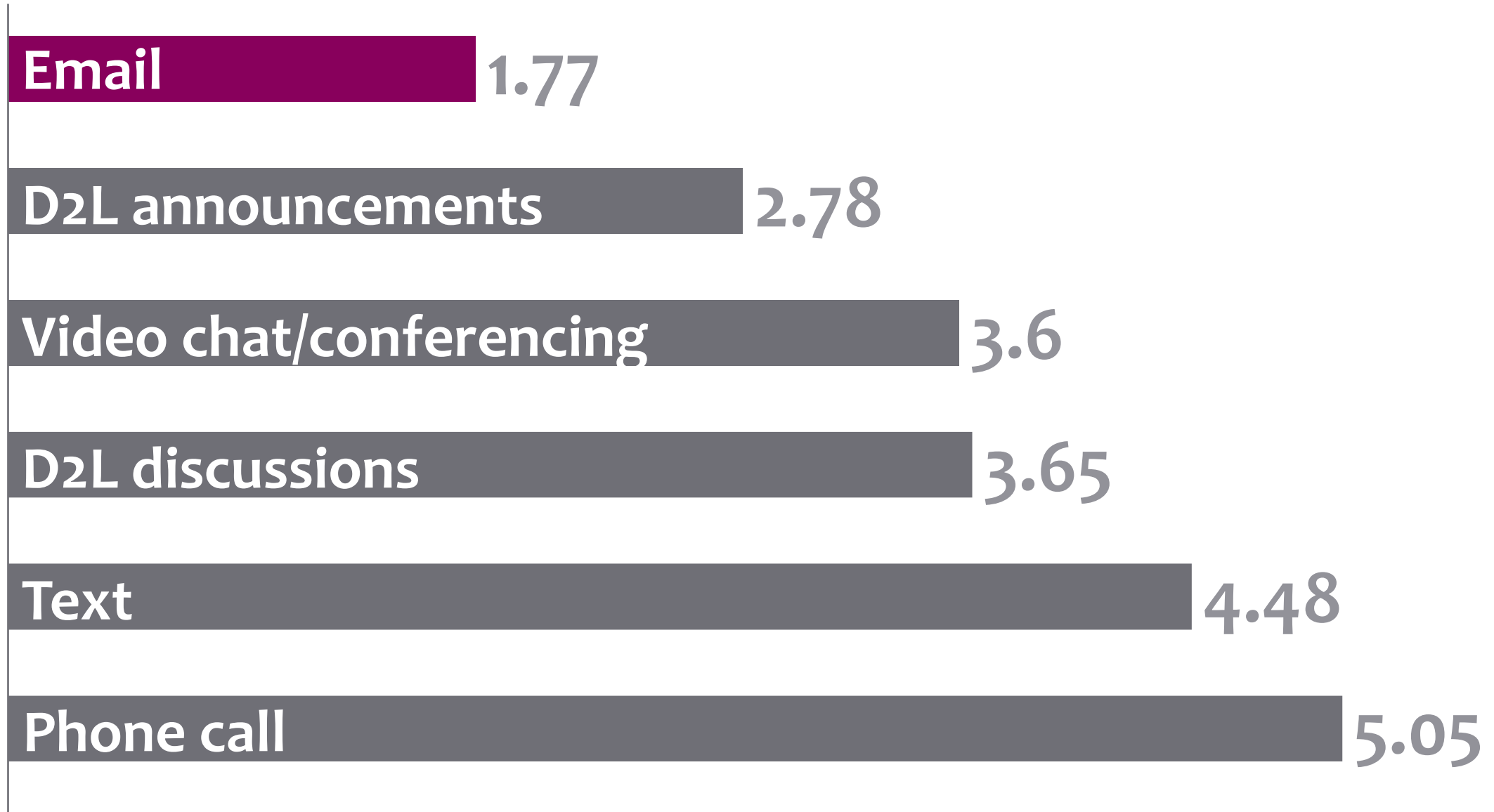
Most students have never visited faculty during virtual office hours



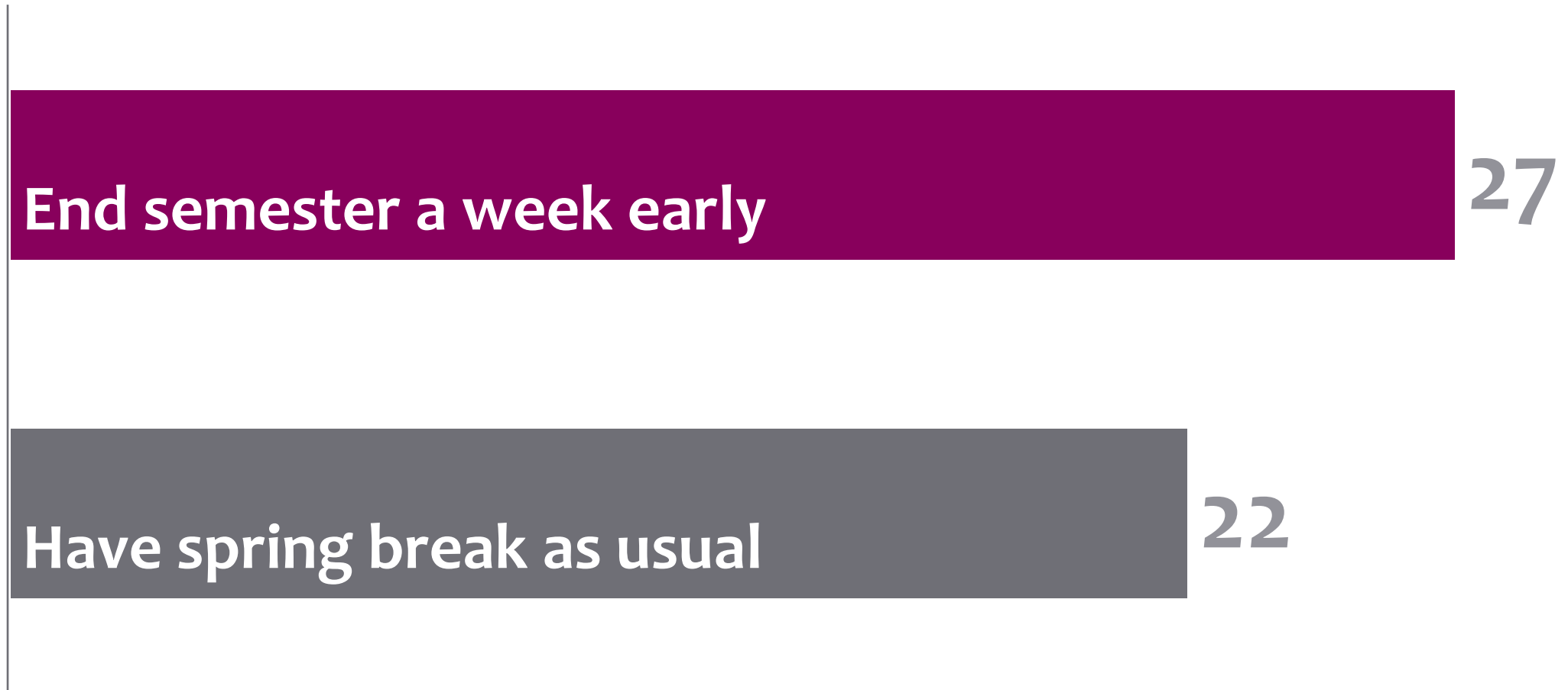
However, students who took advantage of faculty visits reported they were **helpful**



Email is the preferred method of communication



Slightly more students want to **nix spring break** next semester





Students' emotional experiences

During the past week, how often did you feel...

1

Always

2

Most of the
time

3

About half
the time

4

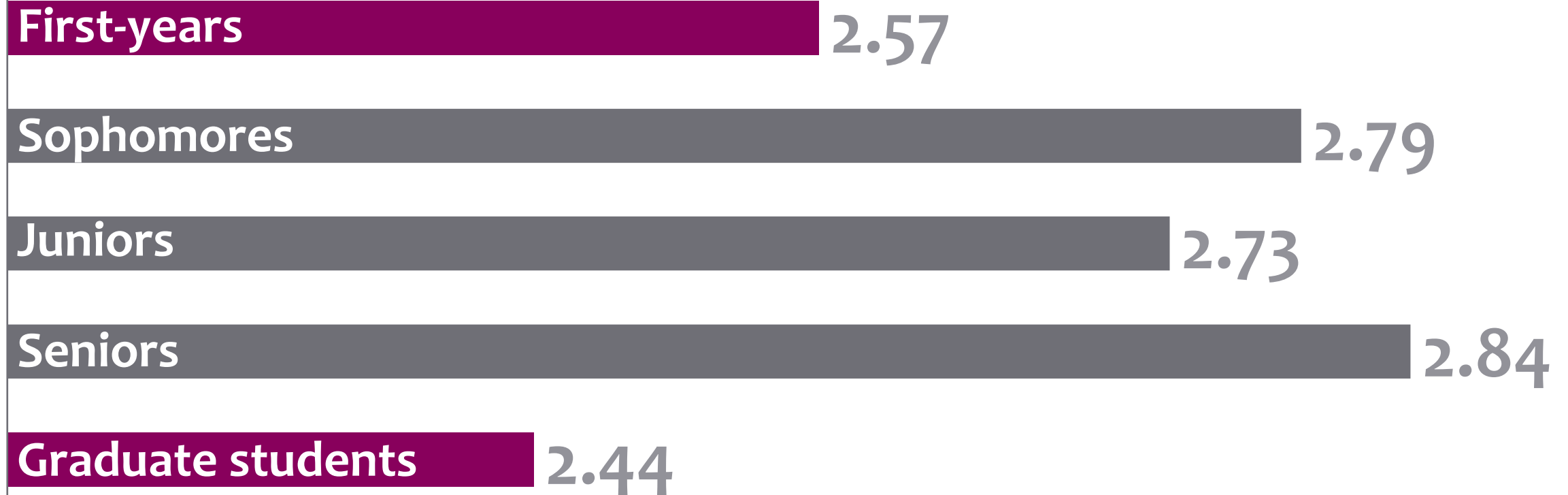
Sometimes

5

Never

Students are relatively happy

First-years and grad students significantly happier than other years



Students are feeling safe

First-years significantly safer than other years



Students are relatively optimistic

There were no significant group differences



Students are slightly bored

Being bored appears to be in tiers, with three groups of boredom levels



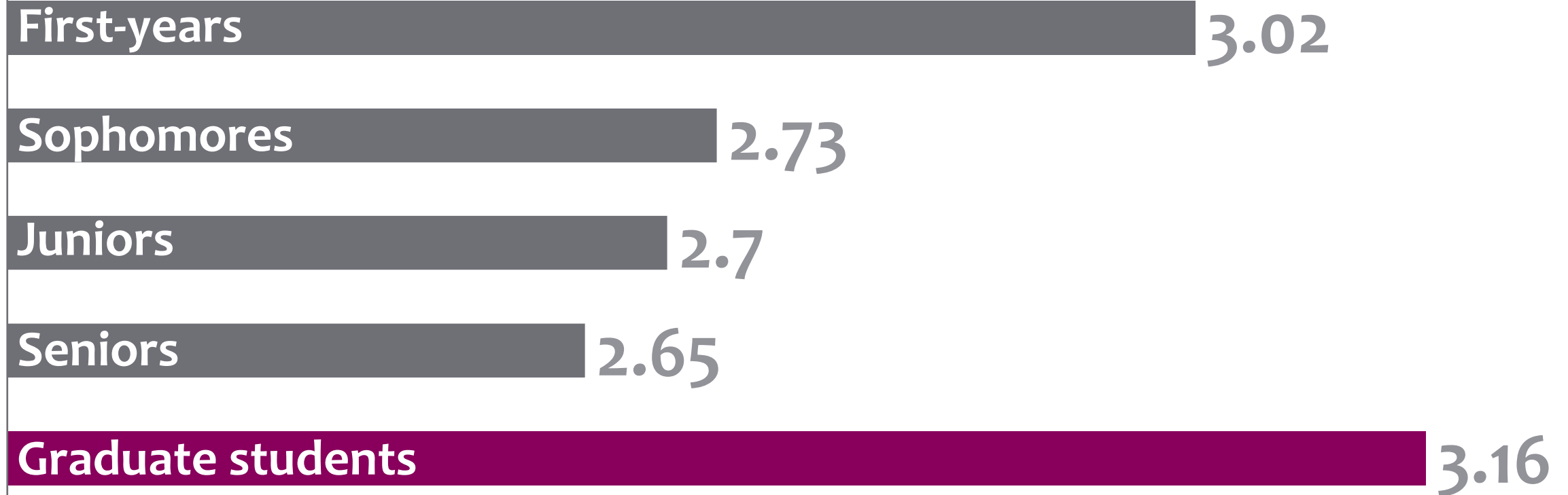
Students are feeling stressed

Seniors feeling the most stressed, first-years and grad students the least



Students are relatively worried

Grad students are the least worried





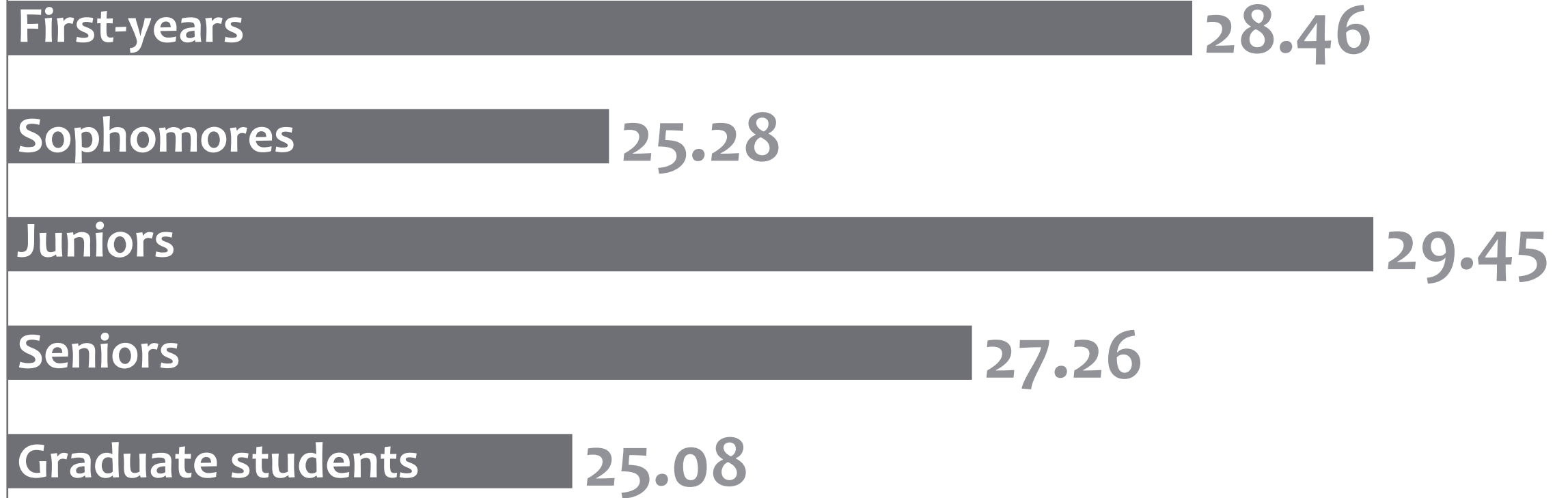
What students are spending their time doing

**Indicate the number of
hours/week you are doing
each activity**

0 hours – 100 hours

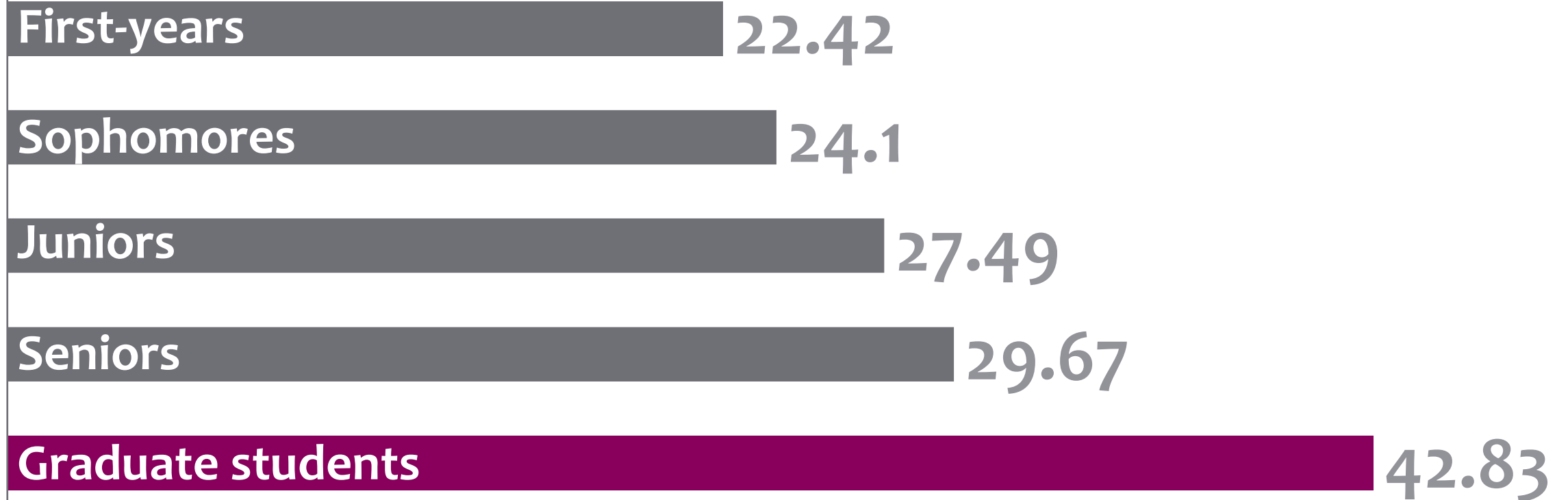
Class activities and assignments

All groups are working on classes close to 30 hours a week



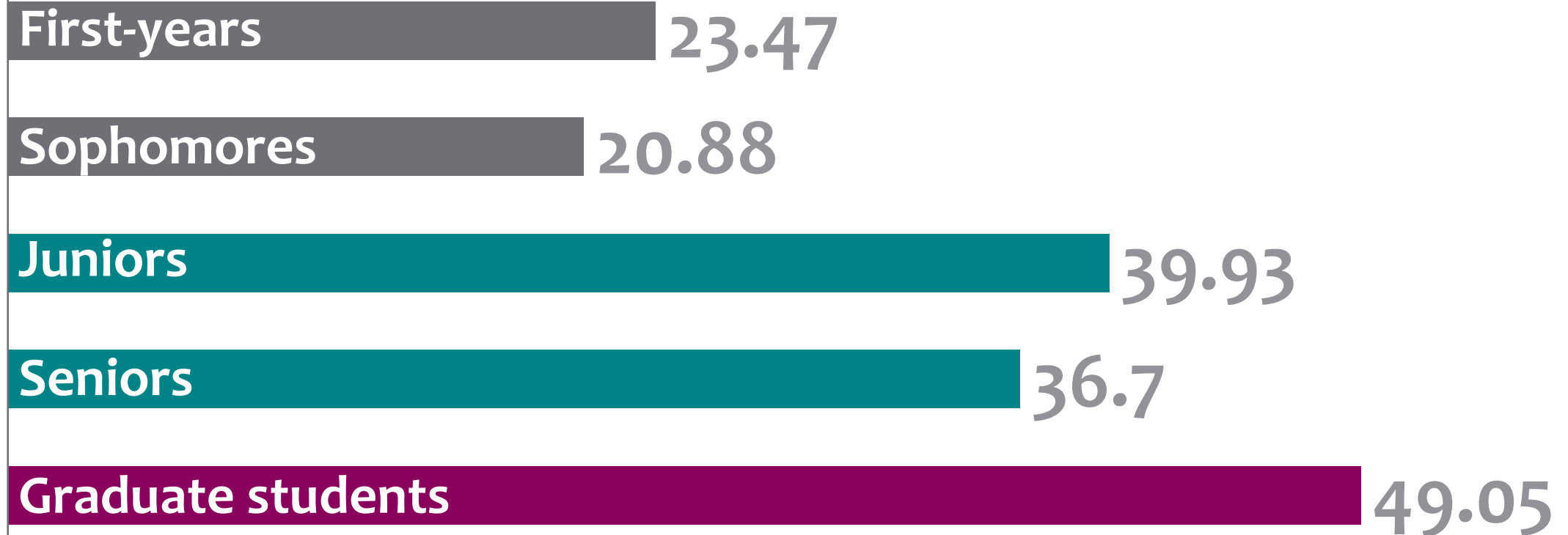
Jobs or internships

Graduate students are working a lot more than undergraduate students



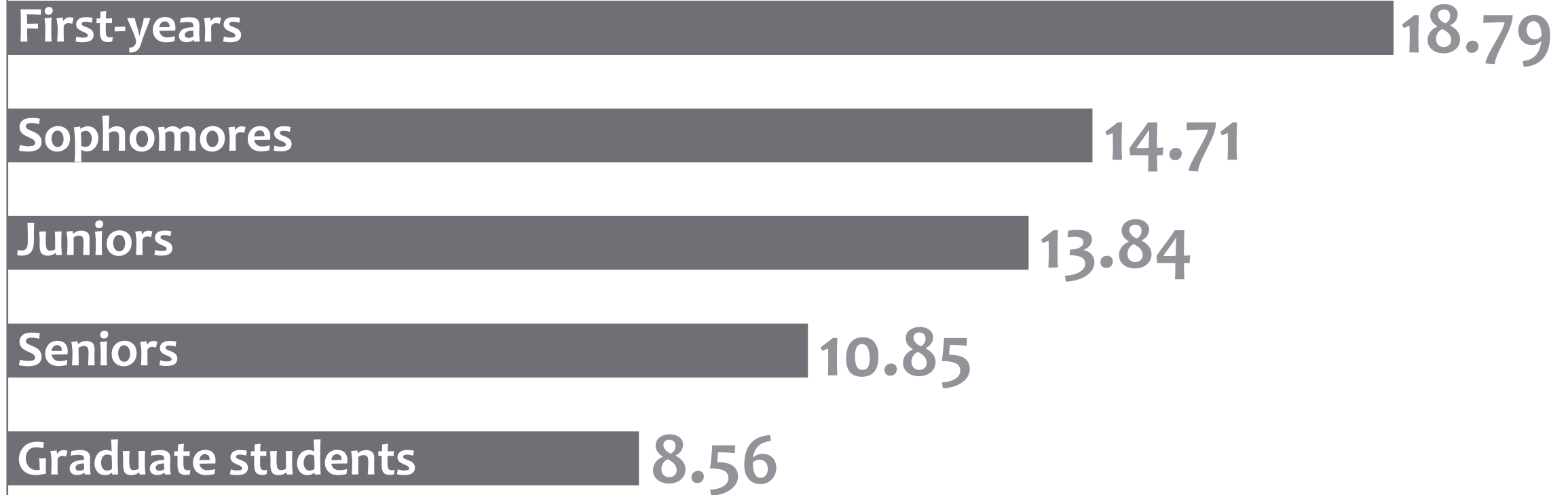
Caregiving responsibilities

Graduate students and juniors are doing a lot more care-giving labor than other students



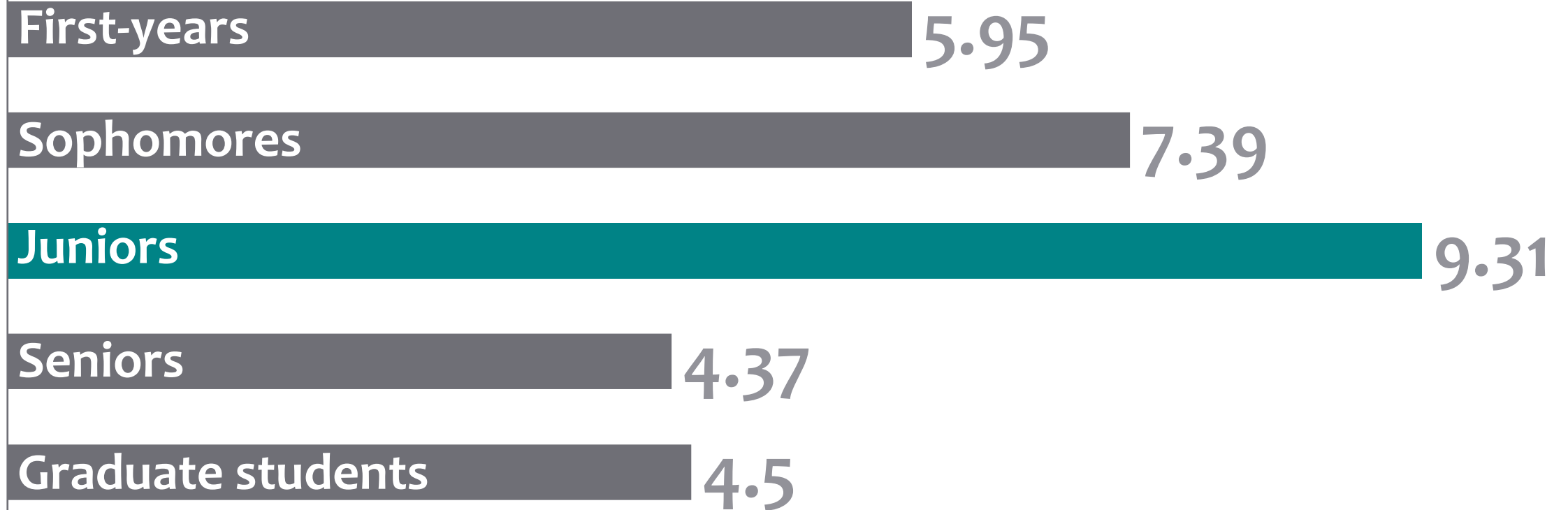
Participating in BSU sports

There were no group differences



Participating in BSU organizations

Juniors are participating the most in student or other BSU organizations



To recap

Work schedules, time management, unstable internet, distractions are issues

Students are worried, stressed, also bored

Students are spending a lot of time on classes, jobs, and caregiving

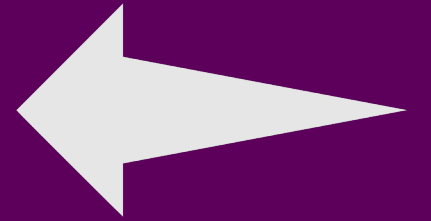
**Any
questions
so far?**



Agenda

Quantitative results

Qualitative results



General categories of results

Technology issues

Faculty interactions

Challenges, strategies, helpful experiences
in remote learning



Technological assistance for course success

Technology issues

Access to software and hardware

Internet access and speed

Finances

Course issues

(In)consistency around D2L

Lack of faculty knowledge of D2L

Lack of faculty communication

Flexibility of technology and due dates

I really think that the professors have done an excellent job with the transition to online, the one thing I wish could be possible is being able to see more clearly what needs to be done each week because some teachers don't put due dates so its extremely frustrating to have to search through course materials to find if things are due.

I think professors should be doing a week by week schedule, making everything due Sunday night and re-starting Monday mornings. I have no problem with online classes but since we are not in class and most of us completely online are busy with other things. It's hard to know exactly what is due when and sometimes you just forget what you have to do. They should be doing a "this is exactly very clearly everything you have for this week" format.

I think it would be nicer for students who struggle in a course to be able to do one on one work with that professor in person.

Professors need to be more detailed when giving assignments online. Most of the time, I find myself confused as to what the assignment is about and what I am supposed to do.

A woman with curly hair, wearing a blue top and a denim jacket, stands in the center of a meeting room, smiling and holding a white marker. She is addressing an audience whose hands are visible in the foreground, some of whom are clapping. Behind her is a whiteboard with a diagram. The diagram consists of four colored boxes (blue, red, green, and blue) arranged vertically, each with an arrow pointing to a corresponding word: 'AWARENESS', 'INTEREST', 'DESIRE', and 'ACTION'. A large bracket on the right side of the whiteboard groups 'DESIRE' and 'ACTION' under the word 'LOYALTY'.

The impact of faculty preparedness

Theme

N

Disorganization in course design, layout, maintenance	45
Faculty preparedness in teaching online	34
Lack of communication via email, about course expectations or instructions	49
Faculty struggling with D2L or Zoom	25
Faculty ability to teach subject remotely	49
Faculty are doing a good job, actually!	59

Why don't students attend virtual office hours?



Don't need to attend them

Don't have questions

Use email for questions

Can't attend them

Work or class schedules interfere

Unclear directions for them from the instructor

Didn't know they were an option

Don't want to attend them

Hate Zoom meetings in general

Don't see the point

Disability presents an obstacle

That's weird to have to call them. I also do not need the help

I feel like it is an imposition and I don't know that I would have specific questions to ask. Generally I am just intimidated and think if I need to use the open hours it is because I am not putting in the work.

Zoom makes me feel disconnected. When I am speaking to a computer I feel like I am in a different reality.

Just don't live close to Bemidji

I don't like talking to a professor one On one. I have major anxiety talking over zoom. I have dyslexia/dysgraphia. My dyslexia is not one that you flip numbers and letters around its a comprehension disability. I have trouble wording things, I have trouble thinking of what I want to say and how to put words together to day it.

A woman with long dark hair is sitting on a light-colored sofa, looking at a laptop. She is wearing a white sleeveless top and dark pants. In the foreground, a golden retriever dog is lying on its side on a grey carpet, looking towards the camera. The background is a bright, slightly blurred indoor setting.

Challenges for staying engaged in remote learning

A woman with long blonde hair, wearing glasses and a brown hijab, is sitting at a wooden desk. She is looking at a laptop screen with a stressed expression, holding a yellow pencil in her mouth. In the foreground, there is a silver mesh pencil holder containing several colorful pencils. The background is a bright, out-of-focus indoor setting.

**High workload, lack
of time, and stress**

Things inherent to remoteness

Feeling of teaching themselves

Unclear directions from instructors

Staying engaged with class and peers

Lack of communication from instructors

Specific issues in courses

No synchronous sessions

Unclear or changing due dates

Lack of peer participation in activities

Difficulties with group projects



48 students said they need in-person instruction to be successful

The workload expectations of many professions feel very unrealistic when so many people are having to adapt to online learning for the first time and are also dealing with exacerbated mental health issues. Having several small assignments in every single class every day is draining.

I don't feel like I am actually learning anything. I don't feel like I'm retaining anything, I'm just showing up and submitting assignments.

I cannot word this strongly enough, we need to have our scheduled classes each session. I cannot learn the materials in the most effective way when instead of class three days a week for example, we only meet live on zoom once or not at all. 3 out of my 4 classes only meet once or not at all on zoom. Not only do I feel that I am not learning as much as I could be, I don't see why I should be paying full price for such a class. I am very frustrated as an older student being out of school for more than 20 years. Since class can't be in person, I really need those live interactions on zoom for instruction to really be useful. I really hope this can be addressed and changed for next semester.

Feeling as if I am not learning anything is a huge challenge I am facing with remote learning. Professors are either just posting notes and information and wanting you to teach yourself, or just reading off the slides and not elaborating on them to form a better understanding of the material.

I can't connect with people, I feel lonely and isolated and I'm living on campus so that I can meet people but I truly haven't made any friends. I think if classes actually met things would be different. I feel sad and I have a lack of motivation when I don't get enough socializing.

**boring, not interactive, professors just read
off of the slides, waste of time**

Effective strategies for staying engaged with peers and instructors in remote learning



Staying in contact in class

Group discussions, discussion boards

Synchronous Zoom meetings

Zoom breakout rooms

Emailing professors

Individual student strategies

Setting a schedule, staying organized

Finding a good place to work

Studying with peers

Having the camera on during meetings

So far the best strategy is when you are in a zoom class to have time when we go to breakout rooms and have time to discuss as a small group of your classmates. Instead of the teacher talking to whole time or trying to get someone to say something in front of the whole class.

Regular discussion postings in which each student has to post their own answer/perspective/example and then engage with at least two others posts is helpful for making connections with peers. Being able to email (and get a response) from a professor has been really helpful.

It's very difficult to connect with anyone right now. Covid makes the stress levels skyrocket and there just isn't a lot of time to get that connection. I suppose it would be discussions, but people don't seem to engage with those very often.

I like the scheduled zoom classes way better than in person classes. I feel I learn more and less distractions than when I would sit in a room full of students. I also feel I don't waste as much time because I don't have to drive to class, find a parking spot, walk a mile, and then after class do it all over again.

One of my professors teaches on Zoom as if it were a real classroom, he calls on students to answer questions, and we have breakout rooms within zoom to engage with other classmates as if we were in an in-person setting.

A photograph of two young women with long dark hair and glasses, sitting together and looking at a laptop screen. They are in a room with large windows in the background, which have horizontal blinds. The woman on the left is wearing a light-colored t-shirt and has a slight smile. The woman on the right is wearing a striped long-sleeved shirt and has a more focused expression. The overall lighting is soft and natural, coming from the windows. A semi-transparent dark grey banner is overlaid across the bottom half of the image, containing white text.

Helpful experiences while remote learning

Recordings and video content

Posting recorded class sessions

Providing external video links

Recorded tutorials for assignments

Opportunities for interactive learning

Flexibility from professors

Professors checking in on mental health

Flexible deadlines and schedules

Responsiveness from professors

Being able to be “safe at home” in class

Organized course experience

Consistent D2L organization

Transparency of entire course schedule

Getting assistance from professors

Assistance from library staff

Less than helpful experiences

Wasting money on remote learning

Feels like self-teaching

Can't engage through computer screen

Technology, internet limitations

My most helpful experiences are when professors are very responsive over email and clear about what they expect. I like to have access to the entire course, but also like when professors still send out a weekly "to do" list about what they are expecting for the week. It also helps to have flexible deadlines since this semester is different for everyone.

Teachers being flexible with due dates and understanding that I have a lot going on right now

Clear information on how to do assignments with directions. Like videos with step by step solving an example.

I have really enjoyed having the recorded lectures. I feel like I am learning so much more because if I don't understand something I can go back and re watch the lecture or rewind to go over concepts again.

Pretty much nothing. Online classes are stressful and I am teaching myself 17 credits of classes (even though I am paying the same amount I would be otherwise).

To recap

Students struggle with asynch, remote

Video content helps

Also D2L organization and knowledge

More info, explanations is preferred

What have we learned?

Most students are having a rough time

They want synchronous connections

They want clear, consistent instructions

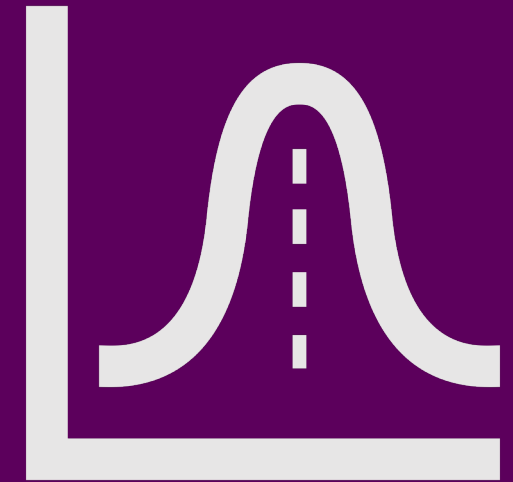
They want to be in person



**Brought to you
by the TLC**

**Watch for the
faculty survey
coming to your
inbox soon!**

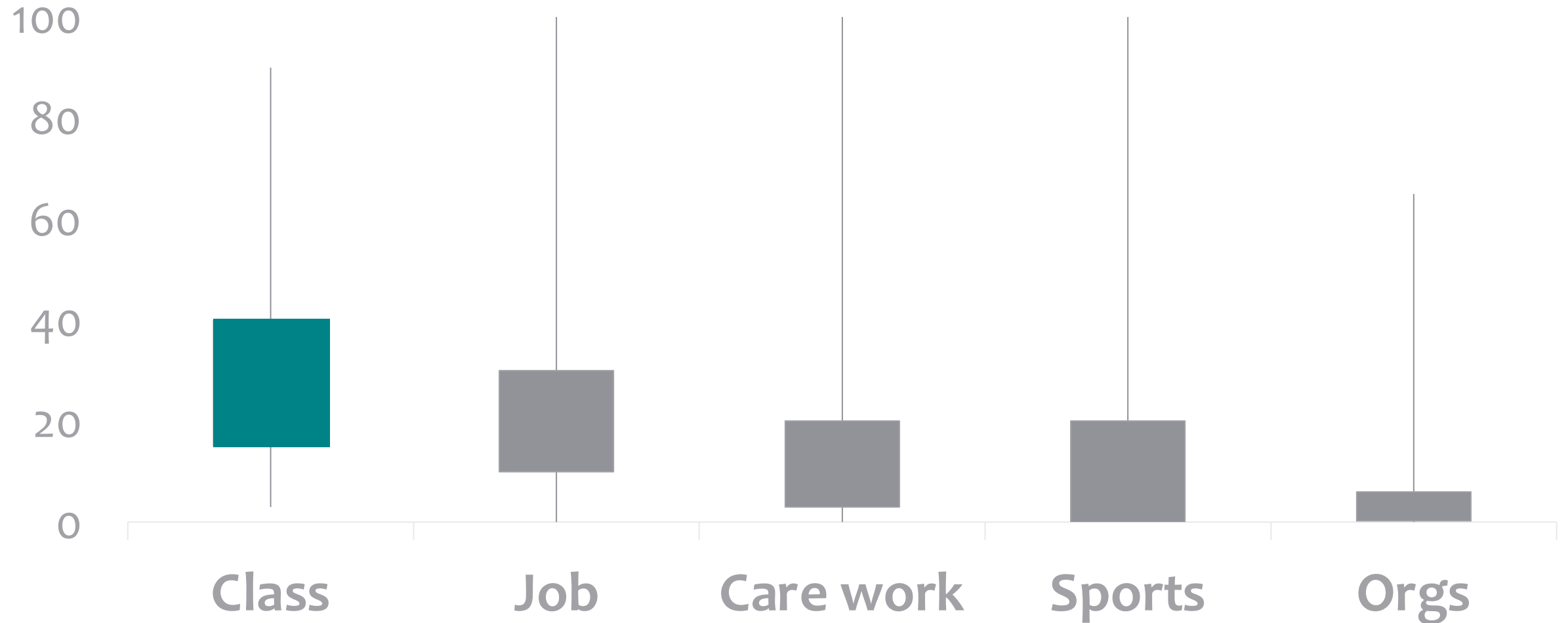
Additional Analyses



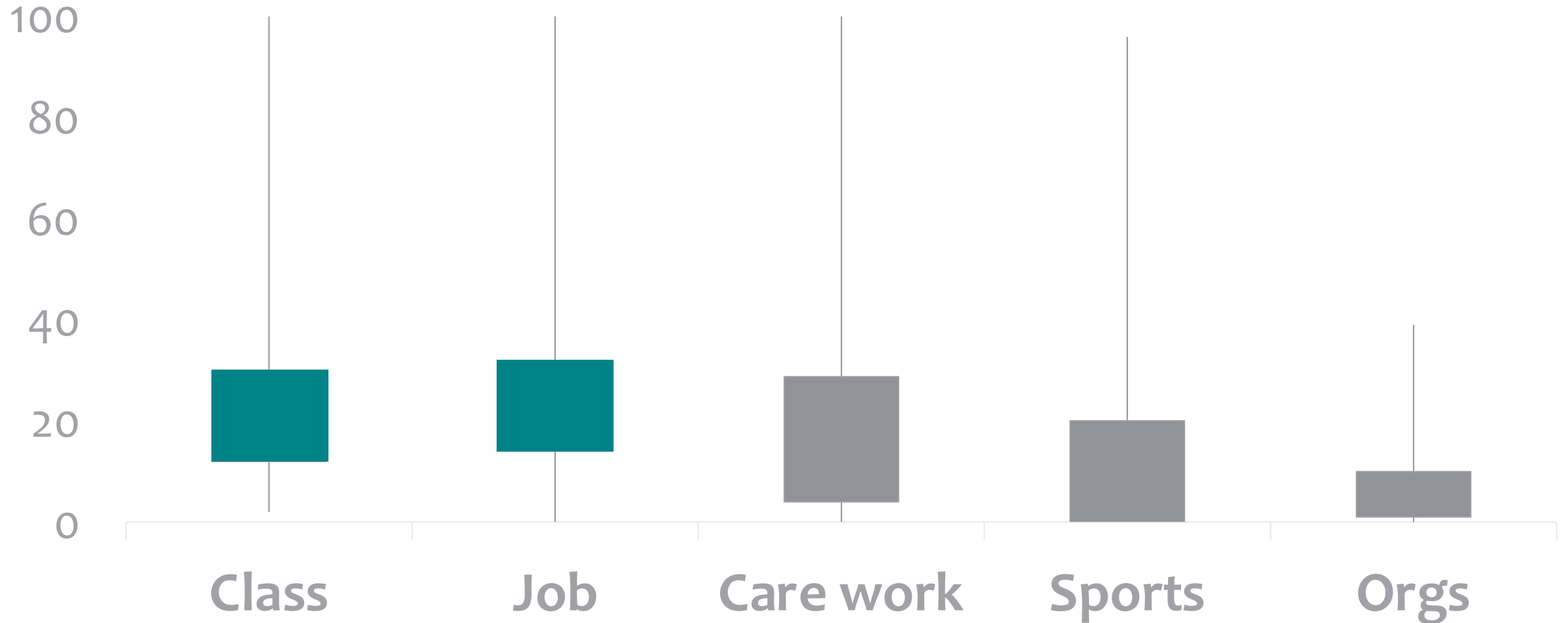
Additional analyses

Quartile ranges for weekly activities

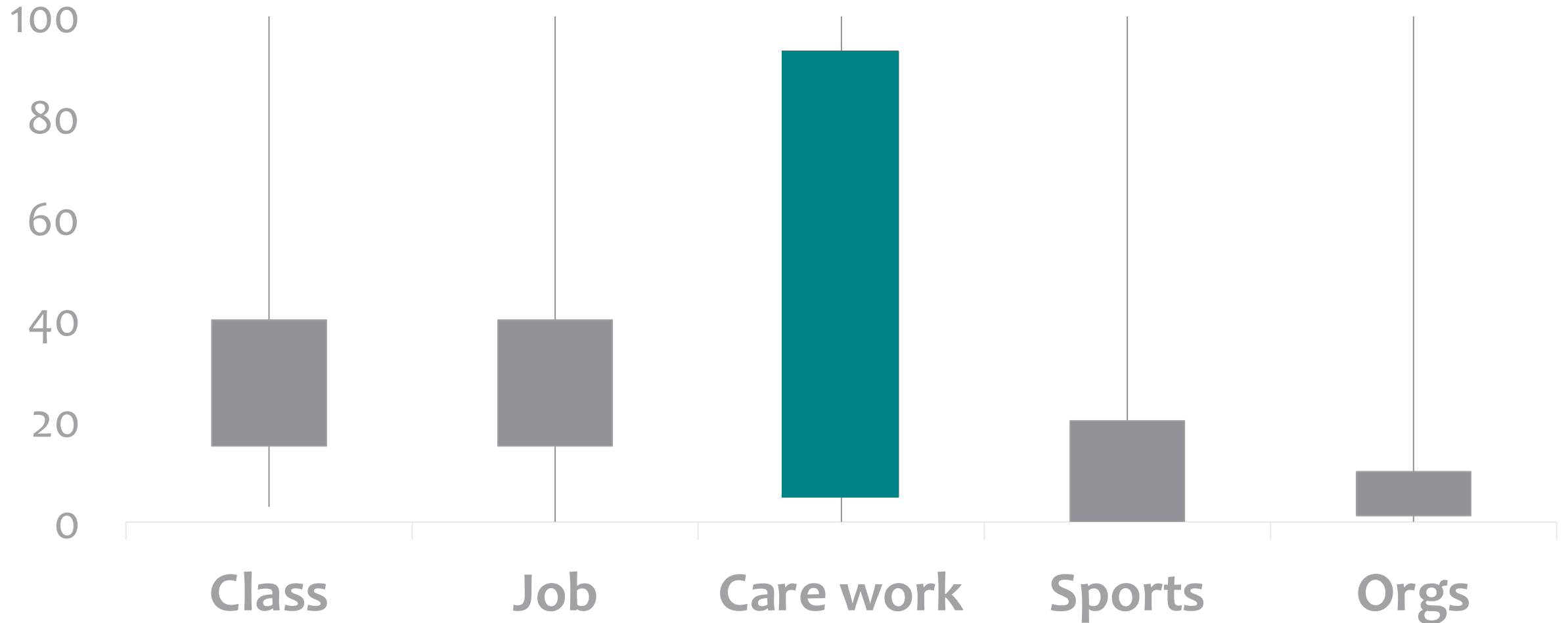
First-years spend the most time on **class activities**



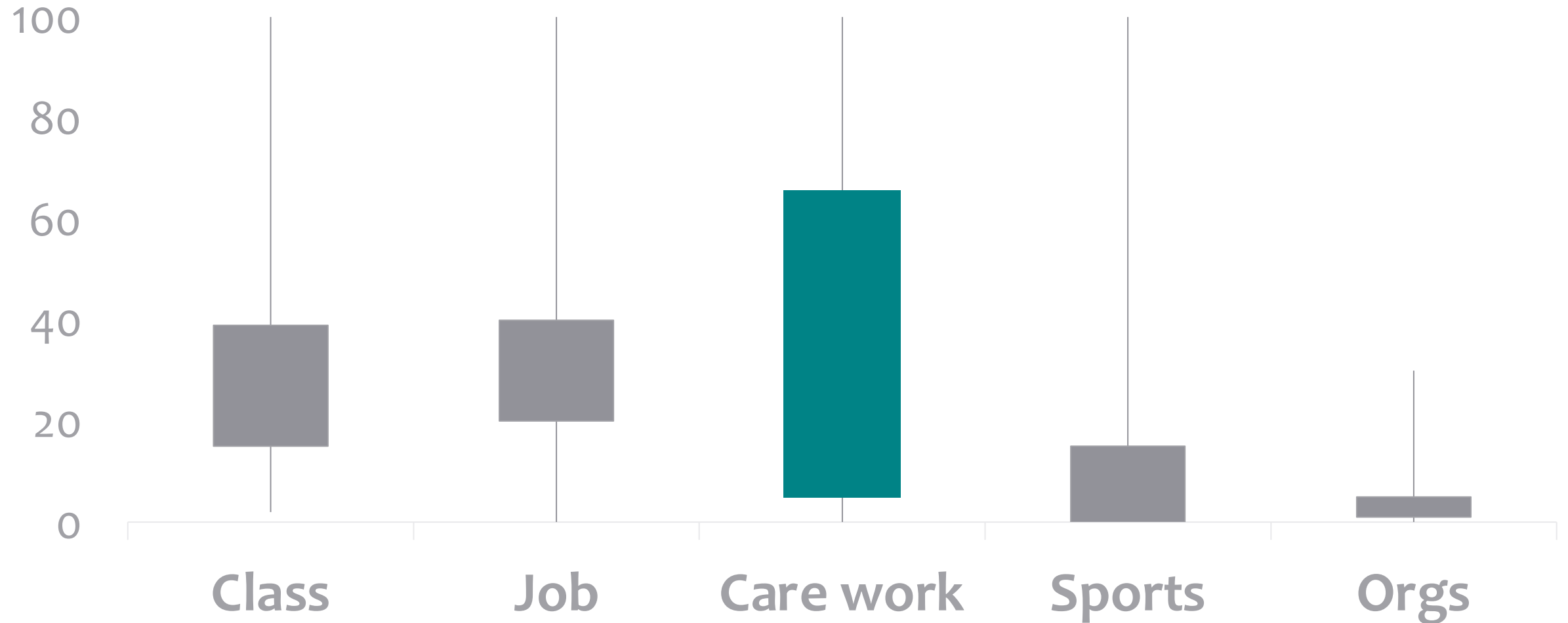
Sophomores spend equal time on **class activities and jobs**



Juniors have a lot of variance in the amount of **care work**



Seniors doing a lot of **care work**, too



Grad students engaging in a lot of **care work** on top of classes and jobs

