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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>282</td>
</tr>
<tr>
<td>Sophomore</td>
<td>223</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td><strong>358</strong></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td><strong>365</strong></td>
</tr>
<tr>
<td>Graduate school</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1298</strong></td>
</tr>
</tbody>
</table>
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.

- 0 credits: 6
- 1-7 credits: 38
- 8-10 credits: 15
- 11+ credits: 6
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

- Within 60 miles of Bemidji: 810
- Outside 60 miles of Bemidji: 415
Most of those live in an off-campus house or apartment.

- Off-campus housing: 608
- On-campus housing: 185
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.

- Yes: 100
- Would not move into residence halls: 801
- Not sure: 116
Most of those not planning to live on campus indicated they would still live near Bemidji.

- Would live in Bemidji area in spring: 537
- No: 284
- Not sure: 126
Most of those planning to live on campus or near Bemidji would attend in-person meetings.

Would attend in-person classes or study groups: 637

- No: 117
- Not sure: 139
Most indicated that, without COVID, they would be F2F students.

- All on-campus courses: 784
- All online: 193
- Mixed: 183
Most access course materials from home

- Home: 1026
- Residence hall: 179
- Library: 214
- Parking lot: 58
- Job: 211
- Coffee shop: 212
- Something else: 25
Most students have access to a laptop

- Accessing course materials via laptop: 1098
  - Via smartphone: 505
  - Desktop: 158
  - Tablet: 101
  - Something else: 14
D2L, Zoom, and email are most common

- Accessing course materials via D2L: 1148
- Via Zoom: 1057
- Via email: 1045
- Microsoft Teams: 210
- MediaSpace: 101
- Something else: 133
Synchronous classes: 76%
Asynchronous classes: 79%
No synchronous classes: 18%
No asynchronous classes: 13%
Most students report that they **participate in synchronous sessions**

Regularly participate in synchronous classes 851

No 68
Most students would prefer **camera and mic** to be optional.

<table>
<thead>
<tr>
<th>Ideal synchronous class would have optional mic</th>
<th>707</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional camera</td>
<td>714</td>
</tr>
<tr>
<td>Required mic</td>
<td>200</td>
</tr>
<tr>
<td>Required cam</td>
<td>214</td>
</tr>
</tbody>
</table>
Challenges to synchronous remote learning
<table>
<thead>
<tr>
<th>Challenge</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work schedules</td>
<td>364</td>
<td>29.6%</td>
</tr>
<tr>
<td>Distractions from others during class</td>
<td>323</td>
<td>26.3%</td>
</tr>
<tr>
<td>Reliable/stable internet on your end</td>
<td>313</td>
<td>25.5%</td>
</tr>
<tr>
<td>Unclear communications or expectations from instructors about attending class</td>
<td>253</td>
<td>20.6%</td>
</tr>
<tr>
<td>Issues related to taking tests</td>
<td>244</td>
<td>19.9%</td>
</tr>
<tr>
<td>Lack of a quiet or private place to attend class</td>
<td>220</td>
<td>17.9%</td>
</tr>
<tr>
<td>A requirement to have video (along with mic)</td>
<td>200</td>
<td>16.3%</td>
</tr>
</tbody>
</table>
Not everyone gets involved, so if we have discussions it's hard to participate
Challenges to asynchronous remote learning
<table>
<thead>
<tr>
<th>Challenge</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing your time and completing all your coursework</td>
<td>556</td>
<td>45.3%</td>
</tr>
<tr>
<td>Feeling disconnected from instructors</td>
<td>555</td>
<td>45.2%</td>
</tr>
<tr>
<td>Unclear communications or expectations from instructors about participating in the course</td>
<td>444</td>
<td>36.2%</td>
</tr>
<tr>
<td>Feeling disconnected from classmates</td>
<td>440</td>
<td>35.8%</td>
</tr>
<tr>
<td>Work schedules</td>
<td>305</td>
<td>24.8%</td>
</tr>
<tr>
<td>Confusion about how to access or use course materials</td>
<td>262</td>
<td>21.3%</td>
</tr>
</tbody>
</table>
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.

- Flexible deadlines are most effective for learning: 673
- Firm deadlines: 439
- None: 98
Course schedule and access is relatively equivalent for flexible vs. firm strategies.

- Flexible course schedules: 541
- Firm course schedules: 433
- Access to all course materials at once: 538
- Information provided weekly: 516
Most students have never visited faculty during virtual office hours.

- Have not visited faculty: 662
- Have visited faculty: 441
However, students who took advantage of faculty visits reported they were helpful.

Session was effective and/or helpful

399

39
Email is the preferred method of communication

- Email: 1.74
- D2L announcements: 2.84
- Video chat/conferencing: 3.24
- Text: 4.11
- D2L discussions: 4.34
- Phone call: 4.98
Most students want to **keep spring break as it is** next semester.

- **Have spring break as usual**: 620
- **End semester a week early**: 336
- **Something else**: 50
Undergraduate

Graduate
General categories of results

Housing plans
Accessing course materials
Synchronous course challenges
Asynchronous course challenges
More students live outside of Bemidji

Within 60 miles of Bemidji: 31

Outside 60 miles of Bemidji: 39
1 grad student reported living on campus
Most of those planning to live in or near Bemidji would not attend in-person meetings.

- Yes: 8
- Would not attend in-person classes or study groups: 14
- Not sure: 5
Most access course materials from home

- Home: 64
- Residence hall: 7
- Library: 2
- Parking lot: 2
- Job: 25
- Coffee shop: 8
Most indicated that, without COVID, they would be online students.

- All on-campus: 12
- All online courses: 44
- Mixed: 9
Most students have access to a laptop

Accessing course materials via laptop

62%

18% Smartphone

13% Desktop

7% Tablet

2% Something else
D2L, Zoom, and email are most common

- Accessing course materials via D2L: 63
- Via Zoom: 49
- Via email: 55
- Microsoft Teams: 9
- MediaSpace: 4
- Something else: 2
Synchronous classes 39%
Asynchronous classes 76%
No synchronous classes 61%
No asynchronous classes 24%
Most students report that they participate in synchronous sessions.

- Regularly participate in synchronous classes: 19
- No: 6
Most students would prefer camera and mic to be optional.

- Optional mic: 12
- Required mic: 8
- Required cam: 6
- Ideal synchronous class would have optional camera: 18
Challenges to synchronous remote learning
<table>
<thead>
<tr>
<th>Challenge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Work schedules</td>
<td>13</td>
</tr>
<tr>
<td>Reliable/stable internet on your end</td>
<td>9</td>
</tr>
<tr>
<td>Attending class meetings as scheduled due to family or others needing to use shared technology</td>
<td>7</td>
</tr>
<tr>
<td>Lack of a quiet or private place to attend class</td>
<td>7</td>
</tr>
<tr>
<td>Distractions from others during class</td>
<td>6</td>
</tr>
<tr>
<td>A requirement to have video (along with mic)</td>
<td>4</td>
</tr>
</tbody>
</table>
Challenges to asynchronous remote learning
<table>
<thead>
<tr>
<th>Challenge</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing your time and completing all your coursework</td>
<td>28</td>
</tr>
<tr>
<td>Work schedules</td>
<td>22</td>
</tr>
<tr>
<td>Unclear communications or expectations from instructors about participating in the course</td>
<td>17</td>
</tr>
<tr>
<td>Feeling disconnected from instructors</td>
<td>12</td>
</tr>
<tr>
<td>Reliable/stable internet on your end</td>
<td>10</td>
</tr>
<tr>
<td>Feeling disconnected from classmates</td>
<td>9</td>
</tr>
</tbody>
</table>
Most students prefer flexible deadlines for course assessments.

- Flexible deadlines are most effective for learning: 44%
- Firm deadlines: 22%
- None: 0%
Students slightly prefer flexible course schedules.

- Flexible course schedules: 29
- Firm course schedules: 22
Students prefer to access all course materials at once

- Access to all course materials at once: 39
- Material provided weekly: 23
Most students have never visited faculty during virtual office hours.

- Have not visited faculty: 42
- Have visited faculty: 21
However, students who took advantage of faculty visits reported they were **helpful**.

Session was effective and/or helpful

20

1
Email is the preferred method of communication.
Slightly more students want to nix spring break next semester.

- End semester a week early: 27
- Have spring break as usual: 22
Students’ emotional experiences
During the past week, how often did you feel...

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Most of the time</td>
<td>About half the time</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
</tbody>
</table>
Students are relatively happy

First-years and grad students significantly happier than other years

- **First-years**: 2.57
- **Sophomores**: 2.79
- **Juniors**: 2.73
- **Seniors**: 2.84
- **Graduate students**: 2.44
Students are feeling safe

First-years significantly safer than other years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-years</td>
<td>1.46</td>
</tr>
<tr>
<td>Sophomores</td>
<td>1.76</td>
</tr>
<tr>
<td>Juniors</td>
<td>1.82</td>
</tr>
<tr>
<td>Seniors</td>
<td>1.76</td>
</tr>
<tr>
<td>Graduate students</td>
<td>1.81</td>
</tr>
</tbody>
</table>
Students are relatively optimistic

There were no significant group differences

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-years</td>
<td>2.7</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2.82</td>
</tr>
<tr>
<td>Juniors</td>
<td>2.78</td>
</tr>
<tr>
<td>Seniors</td>
<td>2.81</td>
</tr>
<tr>
<td>Graduate students</td>
<td>2.48</td>
</tr>
</tbody>
</table>
Students are slightly bored

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

- First-years: 2.98
- Sophomores: 2.96
- Juniors: 3.36
- Seniors: 3.32
- Graduate students: 4.21
Students are feeling stressed

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Stress Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-years</td>
<td>2.41</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2.16</td>
</tr>
<tr>
<td>Juniors</td>
<td>2.17</td>
</tr>
<tr>
<td>Seniors</td>
<td>1.99</td>
</tr>
<tr>
<td>Graduate students</td>
<td>2.36</td>
</tr>
</tbody>
</table>
Students are relatively worried

Grad students are the least worried

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-years</td>
<td>3.02</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2.73</td>
</tr>
<tr>
<td>Juniors</td>
<td>2.7</td>
</tr>
<tr>
<td>Seniors</td>
<td>2.65</td>
</tr>
<tr>
<td>Graduate students</td>
<td>3.16</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-years</td>
<td>28.46</td>
</tr>
<tr>
<td>Sophomores</td>
<td>25.28</td>
</tr>
<tr>
<td>Juniors</td>
<td>29.45</td>
</tr>
<tr>
<td>Seniors</td>
<td>27.26</td>
</tr>
<tr>
<td>Graduate students</td>
<td>25.08</td>
</tr>
</tbody>
</table>
Jobs or internships

Graduate students are working a lot more than undergraduate students

- First-years: 22.42
- Sophomores: 24.1
- Juniors: 27.49
- Seniors: 29.67
- Graduate students: 42.83
Caregiving responsibilities

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-years</td>
<td>23.47</td>
</tr>
<tr>
<td>Sophomores</td>
<td>20.88</td>
</tr>
<tr>
<td>Juniors</td>
<td>39.93</td>
</tr>
<tr>
<td>Seniors</td>
<td>36.7</td>
</tr>
<tr>
<td>Graduate students</td>
<td>49.05</td>
</tr>
</tbody>
</table>
Participating in BSU sports

There were no group differences

- First-years: 18.79
- Sophomores: 14.71
- Juniors: 13.84
- Seniors: 10.85
- Graduate students: 8.56
Participating in BSU organizations

Juniors are participating the most in student or other BSU organizations

- First-years: 5.95
- Sophomores: 7.39
- Juniors: 9.31
- Seniors: 4.37
- Graduate students: 4.5
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 it's 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.
The impact of faculty preparedness
<table>
<thead>
<tr>
<th>Theme</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disorganization in course design, layout, maintenance</td>
<td>45</td>
</tr>
<tr>
<td>Faculty preparedness in teaching online</td>
<td>34</td>
</tr>
<tr>
<td>Lack of communication via email, about course expectations or instructions</td>
<td>49</td>
</tr>
<tr>
<td>Faculty struggling with D2L or Zoom</td>
<td>25</td>
</tr>
<tr>
<td>Faculty ability to teach subject remotely</td>
<td>49</td>
</tr>
<tr>
<td>Faculty are doing a good job, actually!</td>
<td>59</td>
</tr>
</tbody>
</table>
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 it's 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 say it.
Challenges for staying engaged in remote learning
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 than 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.
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
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