

SJSU Spring 2020 Student Success Survey Summary Report

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About the Survey

The Spring 2020 Student Success Survey was conducted between May 5 – June 25, 2020. This survey included questions about students' experiences after the transition to remote learning in mid-March, 2020 due to the COVID-19 pandemic. All currently enrolled students (N=33,685) were invited to participate by email from the Provost's Office. Several follow up reminder messages were sent by colleges, departments, and student affairs, and faculty were encouraged to post the survey link via Canvas announcements. A total of 4,571 respondents completed the survey. Of these, 3,331 (73%) indicated that they were undergraduate students, 1,213 (26.5%) indicated that they were graduate students, and 27 did not indicate their degree level (0.5%). The overall response rate was 14%. By degree level, the response rate was 13% for undergraduates and 15% for graduate students.

Respondents were asked to provide their SJSU student ID number and 3,551 (78%) did so. The student ID question was optional to encourage greater response rates. For those who provided a valid ID number, additional data was matched to individuals, such as college and major, class level, gender, ethnic background, and first-generation college status. Analysis of these data showed that survey respondents provided a representative sample of the student population in terms of race and ethnicity, and academic level. Women were slightly over-represented. Women constitute 53% of the student population and 68% of the respondents. Additional analyses including these data will be provided in a separate report. This report includes summary statistics and key findings for the full sample, broken out by undergraduate and graduate student status.

A committee comprised of representatives from Institutional Research, Academic Affairs, and Student Affairs developed survey questions. The goal was to gather feedback on the factors affecting student success and to identify areas for improvement and additional support. We thank the survey committee and all student respondents for their participation in this project in support of student success on our campus.

Survey Committee Members

Lilian Zheng, Director, Institutional Research

Melinda Jackson, Associate Dean for Undergraduate Education

Camille Johnson, Associate Dean for Faculty Development and Research, College of Social Sciences

Amy Leisenring, Associate Dean for Student Success, College of Graduate Studies

Deanna Fassett, Assistant Vice Provost for Faculty Development

Sharon Willey, Senior Associate Vice President, Enrollment Management

Summary of Key Findings

- *More than half of students (52%) reported being “satisfied” or “very satisfied” with their Spring 2020 courses on average, while 18% reported being dissatisfied.*
- *Graduate students reported greater satisfaction with their Spring 2020 courses than undergraduate students.*
- *Students reported greatest satisfaction with communication from instructors, availability of instructors to answer questions, and ease of access to course materials, and least satisfaction with the quality of interaction with classmates.*
- *More than a third (37%) of undergraduate students, and nearly half (46%) of graduate students reported having never taken a fully online course before Spring 2020.*
- *More than half (52%) of undergraduate students and 36% of graduate students reported being “not at all” or “only a little” prepared for the transition to remote learning in Spring 2020.*
- *Most students utilized multiple electronic devices and internet sources. Laptops were the most commonly used devices, but around half of students regularly used cell phones to support their remote learning.*
- *Very few students reported relying exclusively on public Wi-Fi, cell phones, or hotspots for internet access, but many students use these sources to supplement home Wi-Fi as needed.*
- *Nearly one-third (30%) of undergraduate students, and 20% of graduate students report that they do not have regular access to an appropriate space for studying and completing coursework.*
- *Of campus resources, students reported making greatest use of online faculty office hours, advising services, library services, and financial aid services.*
- *Significant numbers of students reported that they were not aware of resources to support remote learning such as the equipment loan program, or online support services such as Counseling & Psychological Services.*
- *Six in 10 graduate students reported that the COVID-19 crisis had negatively impacted progress toward their culminating experience.*
- *More than half (57%) of undergraduate students and 42% of graduate students reported that stress and anxiety had impacted their academic success “a lot” in Spring 2020.*
- *Significant numbers of students reported that family responsibilities, work responsibilities, physical health, and other issues impacted their academic success in Spring 2020.*

- *A majority of students agreed that SJSU cared about their well-being during this crisis, and that communication from SJSU about the transition to remote learning was sufficient.*
- *Nearly half of undergraduate students (45%) and two-thirds of graduate students agreed that they continued to learn effectively despite the sudden transition to remote learning.*
- *Four in 10 undergraduate students and 6 in 10 graduate students agreed that they were satisfied overall with their experiences with remote learning in Spring 2020.*
- *Sense of belonging and connection to the SJSU community declined after the transition to remote learning in Spring 2020. More than half of undergraduate students (54%) and graduate students (52%) reported a “somewhat” or “very strong” sense of belonging and connection before the transition. After the transition to remote learning, this dropped to 17% among undergraduate students and 24% among graduate students.*
- *Undergraduate students reported slightly greater satisfaction with asynchronous online classes, compared to synchronous online and hybrid classes.*
- *Graduate students reported slightly greater satisfaction with synchronous online and hybrid classes, compared to asynchronous online classes.*
- *In thinking about future online courses, some students would prefer all synchronous classes, while others would prefer all asynchronous classes. A plurality of students prefer a mix of synchronous online, asynchronous online, and hybrid courses. In this context “hybrid” refers to fully online courses with both synchronous and asynchronous elements.*
- *Among students planning to continue in Fall 2020, and those not sure if they would continue, the top three concerns were online courses, academics, and finances.*
- *Among students not planning to continue in Fall 2020, the most common reason was graduation in Spring or Summer 2020. Other concerns among this group included academics, finances, and online courses.*
- *Other concerns listed in the open-ended responses to the question about Fall 2020 plans included availability of internships, need to access lab facilities, cost of living, academic integrity issues, finding a job, and lack of peer interactions.*

Satisfaction with Spring 2020 Courses

Students were first asked about the number of courses they were taking in Spring 2020, their satisfaction with these courses, and various aspects of remote learning. Students were asked to rate their satisfaction with each of their Spring 2020 courses individually, which provides us with a better picture of overall satisfaction across the full range of courses.

Key Findings:

- *More than half of students (52%) reported being “satisfied” or “very satisfied” with their Spring 2020 courses on average, while 18% reported being dissatisfied.*
- *Graduate students reported greater satisfaction with their Spring 2020 courses than undergraduate students.*
- *Students reported greatest satisfaction with communication from instructors, availability of instructors to answer questions, and ease of access to course materials, and least satisfaction with the quality of interaction with classmates.*

Q1. How many classes are you taking in the Spring 2020 semester?

Table 1		
Number of classes	Undergraduate Students	Graduate Students
1	2%	13%
2	4%	24%
3	8%	37%
4	31%	15%
5	38%	9%
6	14%	2%
7 or more	3%	< 1%
Average # of classes	4.5	2.9
Number of responses (N)	3313	1261

Note: Column totals may be slightly above or below 100% due to rounding.

Q2. Thinking about each course you are taking in Spring 2020, how satisfied are you overall with your learning experience?

Table 2.1: Undergraduate Students						
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Mean
	(5)	(4)	(3)	(2)	(1)	(1-5)
Course 1	28%	30%	12%	17%	13%	3.44
Course 2	27%	30%	16%	17%	10%	3.46
Course 3	24%	31%	18%	17%	10%	3.41
Course 4	24%	30%	18%	18%	11%	3.38
Course 5	24%	28%	19%	17%	12%	3.35
Course 6	23%	33%	17%	16%	11%	3.40
Course 7	19%	36%	21%	15%	9%	3.43
Combined average (all courses)	17%	35%	30%	13%	5%	3.42

Note: Row totals may be slightly above or below 100% due to rounding.

Table 2.2: Graduate Students						
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Mean
	(5)	(4)	(3)	(2)	(1)	(1-5)
Course 1	42%	29%	10%	12%	7%	3.87
Course 2	40%	29%	12%	12%	6%	3.85
Course 3	33%	30%	15%	14%	8%	3.66
Course 4	33%	30%	12%	16%	8%	3.65
Course 5	32%	36%	12%	13%	7%	3.72
Course 6	45%	25%	10%	15%	5%	3.90
Course 7	67%	33%	--	--	--	4.67
Combined average (all courses)	36%	32%	19%	8%	5%	3.81

Note: Row totals may be slightly above or below 100% due to rounding.

Q3. How satisfied are you with the following aspects of your remote learning experience this semester?

Table 3.1: Undergraduate Students						
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Mean
	(5)	(4)	(3)	(2)	(1)	(1-5)
Communication from instructors	25%	38%	13%	17%	6%	3.58
Instructions for completing course assignments	24%	35%	17%	18%	7%	3.52
Ease of access to course materials and learning resources	28%	32%	16%	15%	8%	3.57
Availability of instructors to answer my questions	30%	33%	18%	14%	6%	3.67
Quality of feedback on assignments, quizzes, and tests	21%	31%	20%	19%	9%	3.36
Understanding how grades will be determined	24%	29%	20%	17%	11%	3.38
Quality of interactions with classmates	13%	20%	24%	21%	23%	2.79
Overall quality of instruction	17%	30%	23%	20%	10%	3.24

Note: Row totals may be slightly above or below 100% due to rounding.

Table 3.2: Graduate Students						
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Mean
	(5)	(4)	(3)	(2)	(1)	(1-5)
Communication from instructors	46%	31%	8%	10%	5%	4.04
Instructions for completing course assignments	43%	34%	8%	10%	5%	3.99
Ease of access to course materials and learning resources	50%	30%	9%	7%	5%	4.14
Availability of instructors to answer my questions	48%	29%	11%	8%	4%	4.07
Quality of feedback on assignments, quizzes, and tests	41%	27%	14%	11%	7%	3.83
Understanding how grades will be determined	42%	28%	13%	10%	7%	3.89
Quality of interactions with classmates	27%	23%	19%	16%	15%	3.32
Overall quality of instruction	35%	30%	15%	14%	6%	3.74

Note: Row totals may be slightly above or below 100% due to rounding.

Q4. How satisfied are you with the level of support you have received from each of the following this semester? (Graduate students only)

Table 4: Graduate Students						
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Mean
	(5)	(4)	(3)	(2)	(1)	(1-5)
Your thesis or special project advisor/mentor	36%	21%	32%	6%	4%	3.79
Your graduate program and/or department	40%	27%	19%	8%	5%	3.90

Note: Row totals may be slightly above or below 100% due to rounding.

Satisfaction with Classes: Open-Ended Questions

Respondents were asked two open-ended questions about their experience with remote learning in Spring 2020. A summary of aggregate responses is given below, along with several representative examples. A searchable database of all open-ended responses is housed online in the SJSU Office of Institutional Research; access may be requested via email to institutional-research@sjsu.edu. Responses have been redacted to eliminate information that would identify a specific instructor or course.

Q5. What did your instructors do to help make your experience with remote learning a positive experience?

Reflecting responses to the survey questions, students varied in their preferences for synchronous Zoom meetings and recorded presentations. Many students expressed appreciation for both synchronous and asynchronous aspects of their courses. Online faculty office hours and interaction with classmates were valued, and the ability to go back and re-watch recorded lectures when time and internet bandwidth allowed. Universally, clear and proactive communication from faculty was cited as helpful, with many students specifically referencing how expressions of support and consideration from their instructors helped them with the transition.

Illustrative responses are provided here.

- *“I thought they did really well moving to online instruction. Posting the recorded lecture videos really helped me because I could go back and study from them, and I could pause/fast forward the lecture at my own pace. Lab worksheets were rewritten and adjusted for the remote learning, so that I was still getting something out of them instead of just turning in random fact sheets that made no sense to me. I had an instructor record herself going over practice problems for different types of calculations. This improved my understanding tremendously! I even had an instructor reach out to me personally after a zoom bombing. Overall everyone’s understanding of the hard times was very helpful and inclusive to a virtual learning environment.”*
- *“One instructor provided video lectures and during class decided to meet with teams on their group projects. I really liked this approach. Another instructor planned for group exercises in class and group projects, which helped me stay in contact with people in class, which I found very helpful for my well-being.”*
- *“One of the thing[s] they did was they recorded the lecture so that I didn’t have to attend the class on designated time. It helped me a lot because my son’s daycare got canceled and I had to look after him. Because the recorded lecture was available, I could watch it while my son was asleep. Also office hour became very flexible that helped me too.”*
- *“The instructors that expressed genuine concern for their students during this rapid change helped with stress. Instructors that adjusted their learning styles helped make things more positive.”*
- *“For the instructors who did especially well they kept a routine, posted updates when due dates changed, were quick to respond outside of class to questions, were understanding, and taking off some course work to account for the transition time. For my professors of my ensembles they did their best to make the most of the situation by focusing on the students well being, keeping everyone up to date, and preparing for next semester.”*

Q6. What could your instructors have done differently to make your experience with remote learning more positive?

In response to this question, students reported frustrations with communication and technology. Students expressed frustration with implementation of Canvas, lack of communication with faculty, and lack of consideration of the other demands on their time. Some students felt that with the shift to remote learning, faculty increased the workload and added assignments.

Illustrative responses are provided here.

- *“For group projects, it is very difficult to find a group. Instructors could make a default group for us consisting of 3 or 4 members and could give us the option to change the group if needed. In some courses marking for the exams was not clear and deducted marks without any explanation. Instructors could make a note for the reasons of deducting the scores.”*
- *“A lot of my professors wanted to give the same amount of work even though it was difficult to do because I don't have access to the same resources I did in school.”*
- *“For certain classes, instead of us having to be on zoom at certain time, I think if they could just record video and send out, that would be much more convenient, because I have lost connection to live classes so many times that I felt completely lost in class. Though I try to ask them as well as my classmates again, they didn't really answer everything (and I did not find out until when I saw others' works).”*
- *“Some professors need to learn how to use Canvas more. One would upload assignments/projects to files where no one could find it and there were no announcements. Next thing we knew, an entire project was due and no one was aware it even existed. Another professor used only Google drive and didn't use Canvas at all which made navigating the class difficult. We couldn't track grades, find where to submit homework, or easily contact the professor.”*
- *“The hard part about remote learning is not being able to engage with the class as much so if our professors could engage with the class more like they would in person then that would be great.”*
- *“Communication is key. Structure is very hard to find, so any kind of structured learning is helpful: hold class at the same time every week, even if it is over video lecture. Do not expect students to work on their own; this pandemic requires a lot more hand holding to make sure that things get done. When you've spent the past 6 weeks in your home, it's hard to remember what day or what time it is, even if you're working on your computer or phone. It helped for me to hold my classmates accountable and text them if they did not show up to video lecture, because commonly, someone started working on something and forgot that they had class in a few minutes.”*

Readiness for Remote Learning

This section of the survey asked students about their prior experience with online learning and how prepared they felt for the transition to remote learning in Spring 2020.

Key Findings:

- More than a third (37%) of undergraduate students, and nearly half (46%) of graduate students reported having never taken a fully online course before Spring 2020.
- More than half (52%) of undergraduate students and 36% of graduate students reported being “not at all” or “only a little” prepared for the transition to remote learning in Spring 2020.

Q7. Before this semester, how many fully online courses had you taken?

Table 7		
Number of classes	Undergraduate Students	Graduate Students
0	37%	46%
1	22%	15%
2	16%	10%
3 or more	25%	29%
Number of responses (N)	2677	985

Note: Column totals may be slightly above or below 100% due to rounding.

Q8. How well-prepared were you for transitioning to remote learning in Spring 2020?

Table 8		
	Undergraduate Students	Graduate Students
Not at all prepared	29%	18%
A little prepared	23%	18%
Moderately prepared	26%	23%
Very prepared	12%	13%
Fully prepared	10%	28%
Number of responses (N)	2673	984

Note: Column totals may be slightly above or below 100% due to rounding.

Computer Equipment and Internet Access

Students were asked about the types of equipment they used and their internet access sources.

Key Findings:

- *Most students utilized multiple electronic devices and internet sources. Laptops were the most commonly used devices, but around half of students regularly used cell phones to support their remote learning.*
- *Very few students reported relying exclusively on public Wi-Fi, cell phones, or hotspots for internet access, but many students use these sources to supplement home Wi-Fi as needed.*
- *Nearly one-third (30%) of undergraduate students, and 20% of graduate students report that they do not have regular access to an appropriate space for studying and completing coursework.*

Q9. Which of the following did you use to support your remote learning? (Check all that apply)

Table 9.1		
	Undergraduate Students	Graduate Students
Desktop	20%	18%
Laptop	93%	95%
Tablet/iPad	19%	14%
Cell phone	53%	45%
Other	2%	2%
I don't have access to any of the above	< 1%	< 1%

Note: Column totals greater than 100% due to multiple responses for this item.

Table 9.2		
	Undergraduate Students	Graduate Students
Desktop alone	3%	2%
Laptop alone	35%	45%
Tablet/iPad alone	< 1%	< 1%
Cell phone alone	< 1%	< 1%
Number of responses (N)	2673	984

Other equipment listed included webcams, headsets, external monitors, printers, and furniture such as desks and chairs, some of which was purchased in response to the switch to remote learning. While most students reported using more than one type of device, some had access to only one. Using a laptop alone was the most common response.

Q10. How did you access the internet for your remote learning? (Check all that apply)

Table 10.1		
	Undergraduate Students	Graduate Students
Wi-Fi in-residence	95%	97%
Public Wi-Fi	7%	6%
Cell phone	25%	17%
Cell phone hotspot	21%	14%
Other	2%	1%
I don't have access to any of the above	< 1%	--
Number of responses (N)	2673	984

Note: Column totals greater than 100% due to multiple responses for this item.

Other internet access sources listed included workplaces, library, friends and neighbors' residences. Several students mentioned difficulties with slow internet connections or service disruptions that affected their ability to keep up with online classes. Most respondents reported using multiple sources for internet access; in-residence Wi-Fi was most common for those reporting only one source.

Table 10.2		
	Undergraduate Students	Graduate Students
Wi-Fi in-residence alone	62%	72%
Public Wi-Fi alone	< 1%	< 1%
Cell phone alone	< 1%	< 1%
Cell phone hotspot alone	1%	1%
Number of responses (N)	2673	984

Q11. Do you have regular access to an appropriate space for studying and completing coursework?

Table 11		
	Undergraduate Students	Graduate Students
Yes	69%	79%
No	30%	20%
Not needed	1%	1%
Number of responses (N)	2672	984

Utilization of Campus Resources

Students were asked if they had used a variety of campus resources offered after the transition to remote learning in Spring 2020.

Key Findings:

- *Of campus resources, students reported making greatest use of online faculty office hours, advising services, library services, and financial aid services.*
- *Significant numbers of students reported that they were not aware of resources to support remote learning such as the equipment loan program, or online support services such as Counseling & Psychological Services.*

Q12. Did you use any of the following resources after the switch to remote learning?

Table 12.1: Undergraduate Students			
	Yes	No	Did not know about this
Equipment loan program (laptops, etc.)	6%	78%	16%
On campus computer labs	4%	86%	10%
Online faculty office hours	38%	57%	5%
Online tutoring services (e.g., Peer Connections, Writing Center)	13%	76%	10%
Online advising services	35%	57%	8%
Spartan Food Pantry	7%	84%	9%
Online Counseling & Psychological Services (CAPS)	9%	80%	12%
Online library services	34%	57%	9%
Online career counseling services and job fairs	10%	79%	12%
Online financial aid services	22%	66%	12%
Online student organization activities	16%	69%	14%
Online campus events	9%	75%	16%

Note: Row totals may be slightly above or below 100% due to rounding.

Table 12.2: Graduate Students			
	Yes	No	Did not know about this
Equipment loan program (laptops, etc.)	4%	82%	14%
On campus computer labs	3%	89%	7%
Online faculty office hours	38%	56%	7%
Online tutoring services (e.g., Peer Connections, Writing Center)	10%	81%	9%
Online advising services	15%	77%	9%
Spartan Food Pantry	6%	86%	8%
Online Counseling & Psychological Services	6%	85%	9%
Online library services	48%	46%	6%
Online career counseling services and job fairs	13%	80%	7%
Online financial aid services	12%	78%	10%
Online student organization activities	11%	79%	10%
Online campus events	9%	81%	10%

Note: Row totals may be slightly above or below 100% due to rounding.

Impacts on Academic Progress

Students were asked about the impact of various factors on their academic progress in Spring 2020.

Key Findings:

- *Six in 10 graduate students reported that the COVID-19 crisis had negatively impacted progress toward their culminating experience.*
- *More than half (57%) of undergraduate students and 42% of graduate students reported that stress and anxiety had impacted their academic success “a lot” in Spring 2020.*
- *Significant numbers of students reported that family responsibilities, work responsibilities, physical health, and other issues had impacted their academic success this semester.*

Q13: How has progress toward your culminating experience (special project or thesis) been impacted by the COVID-19 crisis? (Graduate students only)

Table 13: Graduate Students	
Strong negative impact	16%
Moderate negative impact	20%
Low negative impact	23%
No impact	18%
Low positive impact	3%
Moderate positive impact	3%
Strong positive impact	2%
Not applicable	17%
Number of responses (N)	945

Q14. Do you plan to use the change of grading option to Credit/No Credit for Spring 2020?

Table 14		
	Undergraduate Students	Graduate Students
Yes	26%	12%
No	46%	63%
Not sure	28%	25%
Number of responses (N)	2613	959

Q15. Did having the Credit/No Credit option available decrease your level of anxiety about your academic success in Spring 2020?

Table 15		
	Undergraduate Students	Graduate Students
Yes	62%	53%
No	38%	47%
Number of responses (N)	2608	944

Q16. To what degree did the following impact your academic success in Spring 2020?

Table 16.1: Undergraduate Students					
	A lot (4)	Somewhat (3)	Very little (2)	Not at all (1)	Mean (1-4)
Family responsibilities	36%	37%	17%	9%	3.00
Work responsibilities	25%	24%	19%	31%	2.43
Physical health issues	18%	26%	24%	32%	2.29
Stress/Anxiety	57%	28%	11%	4%	3.37
Other responsibilities	42%	18%	8%	33%	2.68

Note: Row totals may be slightly above or below 100% due to rounding.

Table 16.2: Graduate Students					
	A lot (4)	Somewhat (3)	Very little (2)	Not at all (1)	Mean (1-4)
Family responsibilities	30%	36%	17%	17%	2.78
Work responsibilities	28%	32%	15%	25%	2.63
Physical health issues	15%	23%	24%	38%	2.15
Stress/Anxiety	42%	34%	17%	8%	3.10
Other responsibilities	42%	22%	8%	28%	2.79

Note: Row totals may be slightly above or below 100% due to rounding.

Other impacts listed included challenges related to living at home under shelter in place orders, childcare issues, disruptions due to moving in the middle of the semester, financial stress, and mental health issues.

SJSU Connections and Communication

Key Findings:

- A majority of students agreed that SJSU cared about their well-being during this crisis, and that communication from SJSU about the transition to remote learning was sufficient.
- Nearly half of undergraduate students (45%) and two-thirds of graduate students agreed that they continued to learn effectively despite the sudden transition to remote learning.
- Four in 10 undergraduate students and 6 in 10 graduate students agreed that they were satisfied overall with their experiences with remote learning in Spring 2020.
- Sense of belonging and connection to the SJSU community declined after the transition to remote learning in Spring 2020. More than half of undergraduate students (54%) and graduate students (52%) reported a “somewhat” or “very strong” sense of belonging and connection before the transition. After the transition to remote learning, this dropped to 17% among undergraduate students and 24% among graduate students.

Q17. Please indicate your level of agreement with the following statements.

Table 17.1: Undergraduate Students						
	Agree (5)	Somewhat Agree (4)	Neither Agree nor Disagree (3)	Somewhat Disagree (2)	Disagree (1)	Mean (1-5)
SJSU cares about my well-being during this crisis.	24%	32%	25%	12%	8%	3.66
I continued to learn effectively despite the sudden transition to remote or online learning.	19%	26%	14%	20%	22%	3.19
I am satisfied with my experiences with remote learning in Spring 2020.	18%	21%	19%	19%	24%	3.07
Communication from SJSU about the transition to remote or online learning was sufficient.	25%	29%	22%	14%	10%	3.60

Note: Row totals may be slightly above or below 100% due to rounding.

Table 17.2: Graduate Students						
	Agree (5)	Somewhat Agree (4)	Neither Agree nor Disagree (3)	Somewhat Disagree (2)	Disagree (1)	Mean (1-5)
SJSU cares about my well-being during this crisis.	44%	31%	16%	5%	4%	4.04
I continued to learn effectively despite the sudden transition to remote or online learning.	37%	29%	13%	10%	11%	3.72
I am satisfied with my experiences with remote learning in Spring 2020.	36%	24%	14%	13%	13%	3.57
Communication from SJSU about the transition to remote or online learning was sufficient.	46%	28%	16%	6%	5%	4.03

Note: Row totals may be slightly above or below 100% due to rounding.

Q18. How would you describe your sense of belonging and connection to the SJSU community before and after the change to remote learning in Spring 2020?

Table 18.1: Undergraduate Students						
	Very Strong (5)	Somewhat Strong (4)	Neither Strong nor Weak (3)	Somewhat Weak (2)	Very Weak (1)	Mean (1-5)
Before changing to remote learning	17%	37%	31%	9%	6%	3.52
After changing to remote learning	5%	12%	28%	24%	31%	2.36

Note: Row totals may be slightly above or below 100% due to rounding.

Table 18.2: Graduate Students						
	Very Strong (5)	Somewhat Strong (4)	Neither Strong nor Weak (3)	Somewhat Weak (2)	Very Weak (1)	Mean (1-5)
Before changing to remote learning	18%	34%	35%	8%	5%	3.52
After changing to remote learning	7%	17%	33%	21%	22%	2.65

Note: Row totals may be slightly above or below 100% due to rounding.

Sense of Belonging: Open-ended Questions

Respondents were asked two open-ended questions about their sense of belonging and connection to SJSU in Spring 2020. A summary of aggregate responses is given below, along with several representative examples. A searchable database of all open-ended responses is housed online in the SJSU Office of Institutional Research; access may be requested via email to institutional-research@sjsu.edu. Responses have been redacted to eliminate information that would identify a specific instructor or course.

Q19. What helped you to feel a sense of belonging and connection to the SJSU community this semester?

Students described a number of factors that helped them feel connected to SJSU, including communications from university leaders, social media messages, and participation in small group communities such as student clubs, sports teams, or study groups. Many students reflected on the importance of physical place (before the transition to remote learning), noting that walking around campus and being surrounded by peers, or being in the Spartan Recreation and Aquatic Center (SRAC), Student Union, or MLK Library, made them feel a sense of belonging and pride in SJSU. Social interactions provided another important connection for students, through informal settings such as chatting before class, and more formal activities and events. After the transition to remote learning, many students noted that seeing their classmates and professors in real-time online sessions, and having “social time” for informal check-ins during these meetings, helped them to maintain a sense of belonging.

Illustrative responses are provided here.

- *“I always liked walking around campus, seeing students, I loved the Student Union and Wellness Center events, and I loved the gym. I felt disconnected from the SJSU community after the change to online because I couldn't see that and I didn't see students anymore.”*
- *“I had a safe space to study on campus, support from classmates and staff members in person before the change. Now with the change what makes me feel a sense of belonging is having classmates that I have known since I first started SJSU and instructors checking in on the students prior to starting lectures.”*
- *“I really appreciated the consistent communication, and the strong sense that SJSU was trying to help us succeed during an uncertain time.”*
- *“Help from all my professors in my major speaking on the current situation, providing tips for coping, and stressing the significant time we were all going through by providing a sense of urgency/support.”*

Q20. What could SJSU do to help strengthen your sense of belonging and connection to the campus community in the future?

Students offered a number of suggestions to help strengthen a sense of connection to SJSU, many of which centered around opportunities to participate in shared experiences through clubs, activities, and events. Other factors included listening to students and making them feel heard, and making it easier to access information about campus resources. Some students mentioned tangible resources such as a reduction in tuition and fees, or increased access to student services such as CAPS.

Illustrative responses are provided here.

- *“Continue to provide networking opportunities with peers/organizations for both new freshmen and transfer students. Increasing student awareness of different meetup and university activities available for any and all students for every discipline. Making the student organizations list easier to find and look through from the website.”*
- *“It would be nice if there were online art exhibitions of current students' projects and performing arts shows. That would make me feel like SJSU is still thriving and I wouldn't associate my connection with just getting course work done.”*
- *“I miss watching the new science building being built next to Duncan Hall - I would love a live camera feed on that to watch from time to time. It would make me feel more connected to campus.”*
- *“Lower tuition, more support groups for stress and anxiety, and provide webcam for students who don't have them.”*
- *“Please cut down the fees for Fall semester for us International Students. We are the worst hit by covid 19.”*
- *“Virtual events, chat rooms for SJSU students, virtual hangout spots, being able to watch school sports online.”*

Online Learning Preferences

Students were asked about their experiences with synchronous, asynchronous, and hybrid online class formats. They were asked to rate their satisfaction with each modality and their preferences for future online classes. In this context, “hybrid” referred to fully online courses utilizing both synchronous and asynchronous elements.

Key Findings:

- *Undergraduate students reported slightly greater satisfaction with asynchronous online classes, compared to synchronous online and hybrid classes.*
- *Graduate students reported slightly greater satisfaction with synchronous online and hybrid classes, compared to asynchronous online classes.*
- *In thinking about future online courses, some students would prefer all synchronous classes, while others would prefer all asynchronous classes. A plurality of students prefer a mix of synchronous online, asynchronous online, and hybrid courses. In this context “hybrid” refers to fully online courses with both synchronous and asynchronous elements.*

Q21. There are several ways that remote learning can be structured:

- *Online classes with regular real-time meetings: classes to meet online at a regularly scheduled time, through Zoom or another real-time platform.*
- *Online classes with no scheduled class meetings: class content (lectures, activities, discussions) to be completed online with no regular class meeting times.*
- *Online hybrid format classes: a “hybrid” of the first two, with some class content completed online and some real-time online class meetings.*
- *Either before or during the Spring 2020 semester, have you had these types of classes?*

Table 21		
	Undergraduate Students	Graduate Students
Online classes with regular real-time meetings (synchronous)	48%	49%
Online classes with no scheduled class meetings (asynchronous)	65%	52%
Online hybrid format classes	46%	39%
Number of responses (N)	2521	908

Note: Column totals greater than 100% due to multiple responses for this item.

Q22. How satisfied were you with your learning experiences in each type of class?

Table 22.1: Undergraduate Students						
	Very Satisfied (5)	Satisfied (4)	Neither Satisfied nor Dissatisfied (3)	Dissatisfied (2)	Very Dissatisfied (1)	Mean (1-5)
Online classes with regular real-time meetings (synchronous)	22%	35%	18%	14%	10%	3.47
Online classes with no scheduled class meetings (asynchronous)	35%	27%	16%	11%	10%	3.66
Online hybrid format classes	25%	32%	26%	10%	7%	3.59

Note: Row totals may be slightly above or below 100% due to rounding.

Table 22.2: Graduate Students						
	Very Satisfied (5)	Satisfied (4)	Neither Satisfied nor Dissatisfied (3)	Dissatisfied (2)	Very Dissatisfied (1)	Mean (1-5)
Online classes with regular real-time meetings (synchronous)	36%	36%	12%	10%	6%	3.86
Online classes with no scheduled class meetings (asynchronous)	41%	23%	16%	10%	10%	3.75
Online hybrid format classes	36%	32%	18%	8%	6%	3.84

Note: Row totals may be slightly above or below 100% due to rounding.

Q23. In the future, what type of remote learning classes would you prefer?

Table 23		
	Undergraduate Students	Graduate Students
All classes online classes with regular real-time meetings (synchronous)	22%	32%
All classes online with no scheduled class meetings (asynchronous)	26%	20%
All classes online hybrid format	11%	16%
Some classes with real-time online meetings, and some with no scheduled class meetings or hybrid format	41%	32%
Number of responses (N)	2404	852

Note: Column totals may be slightly above or below 100% due to rounding.

Plans to Continue in Fall 2020

Key Findings:

- Among students planning to continue in Fall 2020, and those not sure if they would continue, the top three concerns were online courses, academics, and finances.
- Among students not planning to continue in Fall 2020, the most common reason was graduation in Spring or Summer 2020. Other top concerns included academics, finances, and online courses.
- Other concerns listed in the open-ended responses to the question about Fall 2020 plans included availability of internships, need to access lab facilities, cost of living, academic integrity issues, finding a job, lack of peer interactions.

Q24. Do you plan to continue at SJSU in Fall 2020?

Table 24		
	Undergraduate Students	Graduate Students
Yes	81%	75%
No	10%	16%
Not sure	9%	9%
Number of responses (N)	2503	911

Q25. Among those who plan to continue in Fall 2020: How many units do you plan to enroll in?

Table 25		
	Undergraduate Students	Graduate Students
1-6 units	6%	40%
7-14 units	46%	53%
15 or more units	48%	7%
Number of responses (N)	2008	676

Q26. Among those who plan to continue in Fall 2020: How likely are you to choose to live on campus for the Fall 2020 semester?

Table 26		
	Undergraduate Students	Graduate Students
Extremely likely	5%	2%
Very likely	2%	2%
Somewhat likely	5%	4%
Not so likely	9%	7%
Not at all likely	79%	86%
Number of responses (N)	2012	670

Note: Column totals may be slightly above or below 100% due to rounding.

Q27. Which of the following will affect your plans for Fall 2020? (Check all that apply)

Table 27.1: Undergraduate Students			
	Among students: Planning to continue	Among students: Not planning to continue	Among students: Not sure
Graduating in Spring 2020 or Summer 2020	7%	87%	20%
Concerns about classes being online in Fall 2020	56%	7%	64%
Academic concerns	48%	11%	62%
Financial concerns	47%	8%	55%
Health concerns	27%	4%	20%
Mental health concerns	34%	6%	41%
Family obligations	29%	6%	26%
Housing concerns	26%	6%	36%
Transferring to another institution	1%	5%	14%
Other	7%	4%	12%
Number of respondents (N)	2024	252	227

Note: Column totals greater than 100% due to multiple responses for this item.

Table 27.2: Graduate Students			
	Among students: Planning to continue	Among students: Not planning to continue	Among students: Not sure
Graduating in Spring 2020 or Summer 2020	6%	92%	27%
Concerns about classes being online in Fall 2020	34%	3%	56%
Academic concerns	34%	6%	49%
Financial concerns	39%	4%	43%
Health concerns	23%	2%	23%
Mental health concerns	25%	2%	24%
Family obligations	28%	2%	24%
Housing concerns	9%	1%	13%
Transferring to another institution	1%	1%	9%
Other	8%	3%	14%
Number of respondents (N)	682	150	79

Note: Column totals greater than 100% due to multiple responses for this item.

Open-ended Reflections

The final survey question asked students to share any other comments about their experiences in Spring 2020. A summary of aggregate responses is given below, along with several representative examples. A searchable database of all open-ended responses is housed online in the SJSU Office of Institutional Research; access may be requested via email to institutional-research@sjsu.edu. Responses have been redacted to eliminate information that would identify a specific instructor or course.

Q28. Is there anything else that you would like to share with us about your experiences with remote learning this semester?

Responses to this question tended to be polarized, with some students noting the positive benefits of remote learning such as scheduling flexibility and time saved on commuting and parking. Other students emphasized the challenges they faced, such as lack of study space, and difficulties balancing family and work responsibilities with coursework while sheltering in place. A number of students mentioned mental health concerns and the negative impacts of stress and anxiety in Spring 2020.

Illustrative responses are given here.

- *“Even though I really miss seeing the students and instructors in class and the connection we develop, I’ve surprisingly really enjoyed having classes online. It has been very convenient, cost-efficient, and time-efficient to have my classes online. I no longer have to wake up earlier to make sure I have time to get to school, sit in traffic for an hour or more, spend money on gas, or struggle to find parking. Although it has been difficult doing presentations in class as the WI-FI at home has slowed down as multiple family members are also working/studying from home now.”*
- *“I just really like the structure of having online material like videos prior to the real-time meetings for additional support.”*
- *“I personally prefer this style of online learning. I was actually more productive and learned a lot more of the class materials than I ever have during all my time studying at SJSU. My grades this semester are better than ever. I think I just prefer learning in the comfort of my home and not having to commute is also a plus.”*
- *“I love remote learning. I’ve always done better with online courses but there’s a very small selection at sjsu during a normal semester so I’m forced to take classes in person.”*
- *“Certain professors did not change their assignments to be organized for online. Most do not decide to be open minded to the stress that we have regarding lost jobs. Housing, and caring for older parents or significant others in our daily lives.”*
- *“For students with children, who cannot attend and focus on the zoom meetings it is important that there is an option to watch a version of the recorded lecture. With the kids out of school, the only homework/study time for parents falls after 10:00 pm at night. I personally stay up till about 2:00 am because that is the only alone time I can find. Please communicate with professor that recorded videos are needed.”*

- *“I broke down emotionally and failed a class for the first time in my life because I just couldn't take it anymore. Fall 2020 may just be the same.”*
- *“Honestly, remote learning was much more difficult than I expected it to be. While I did commute over 2 hours to get there, being able to stay home and do class was nice; however I felt like there was little structure which was difficult to manage. On top of that, I personally (and I'm sure many others) had other responsibilities to take care of as well. For example, I took on more hours from my second job, because I was laid off from my first job, I had to take care of my sister and help her with her own homework. Overall, it was difficult to manage and I know I'm not the only one who experienced that, which I think is something to take into consideration for us students.”*
- *“I feel like I'm so stressed. My teachers pretend like everything's normal and give the same or more work. My WiFi isn't stable. I have to help my family. I feel like the teachers don't care. And I'm so busy with the work I don't have time to study for the class. I have to go to school for an extra semester because of this semester. I'm just so anxious and stressed and I feel like my teachers really don't notice or care.”*
- *“I hated it to be honest. I don't do well with online classes because I forget about assignments if I don't have to show up in person. There's a reason why I pick in person classes. Plus my depression has been acting up now that I am isolated and it makes it hard to get things done.”*
- *“I REALLY appreciated knowing that I had the option of credit/no credit. There was a chunk of this where my brain was very foggy and I wasn't sure about my grades. This information provided a huge relief for my anxiety, and I was really grateful for that.”*

Appendix A: Comparison of Population and Sample Demographics for Respondents Providing SJSU ID

Student characteristics	Population		Respondent	
	Count	Percentage	Count	Percentage
Gender				
Female	17,852	53%	2380	68%
Male	15,818	47%	1120	32%
Unknown	15	0%	2	0%
Ethnicity				
American Indian/Native American	27	0%	5	0%
Black/African American	1090	3%	104	3%
Asian-American	10,605	31%	1030	29%
Pacific Islander	151	0%	9	0%
Latinx	8802	26%	913	26%
White	6010	18%	646	18%
International Student	3995	12%	494	14%
Other	3005	9%	301	9%
Student Level				
Freshman	3461	10%	369	11%
Sophomore	3629	11%	417	12%
Junior	6516	19%	746	21%
Senior	11,984	36%	1129	32%