

CLAREMONT GRADUATE UNIVERSITY

FALL 2020 STUDENT CHECK-IN SURVEY

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Introduction

Survey Administration and Response Rate.

The survey was sent to all current students on October 26, 2020, with the final response recorded November 3, 2020. 319 students responded, with 257 making it to the end of the survey. Of the 62 students that did not finish the survey, 46 accessed less than half of the survey and 16 accessed more than half. We currently have about 1,950 students enrolled, and the list used to distribute the survey link included active but not enrolled students; for the purpose of calculating a response rate, 2,000 students is used as an estimate of the distribution list, putting the overall response rate at about 16%.

Purpose.

The Office of Institutional Research conducted the survey at the request of the faculty, in order to assess how the transition to online courses was going at the midpoint of the Fall 2020 term; it included questions about courses, Canvas, Zoom, OIT support, and a couple open-ended prompts. Doctoral study and continuous registration students received different questions from those enrolled in coursework.

Demographics.

Survey respondents were fairly evenly split amongst PhD and MA students, and were overwhelmingly still in the coursework phase of their studies:

Totals By Degree	Count	% Distr.	% in Coursework
Master's	144	45%	97%
Doctoral	175	55%	68%

Totals By Coursework Status	Count	% Distr.
All Degrees, In Coursework	259	81%
All Degrees, CR/DS/Indep Study	60	19%

Additionally, a full 32% of respondents had no experience with CGU prior to the Spring 2020 term, and an additional 53% have been at CGU less than 3 years; overall, 85% of respondents have been at CGU 3 years or less.

Of those that identified their program (302 respondents), the 5 most prevalent programs accounted for nearly half of all respondents:

		Count	%	
1	Psychology	44	14%	Top 5 have ~50% of resp
	Education	41	13%	
	Community & Global Health	25	8%	
	Info. Systems & Technology	21	7%	
5	Management	19	6%	
	Religion	16	5%	
	English	14	5%	
	Evaluation	13	4%	
	Economics	11	4%	
10	International Studies	11	4%	

**Other programs had 10 or fewer respondents (see supplemental tables)*

Students in Coursework

Overall Impression.

The survey asked students who were still in coursework to answer a baseline question: [Overall, how would you classify your general impressions thus far of CGU's online learning environment?](#)

Overall, 53% of respondents' general impressions of CGU's online environment were positive (136 students), 34% were neutral (86 students), and 13% were negative (33 students). While there were a few benefits of the shift to online noted (no commute times, expanded access to guest speakers), unsurprisingly the shift to online from what would otherwise have been an in-person course was widely seen as undesirable and inferior. That said, as the comments below illustrate, students mostly acknowledged the necessity of online education and generally lauded CGU's efforts at making it the best product possible given the circumstances. What was less clear from the comments is how long students are willing to continue in this type of environment.

"I think the university and support staff have been quite helpful. Unfortunately, there are many more variables that are outside of academic jurisdiction that affect our current educational experience. Thank you all for providing us with as many resources possible."

"It is what it is. We can be thankful that Zoom is better [than] nothing. The added workshops and attendance of students all over the country is great but everything technical seems to be sooo stressful."

"Overall, I think CGU is doing well at adapting to an online environment. However, the coursework does seem heavier and I feel significantly more exhausted this year despite having less classes. ... Overall, I appreciate the steps CGU has taken to adapt, but I am a little burnt out and feel the online environment is tough."

Connection to Other Students.

Only 35% of respondents reported feeling connected to other students in the remote environment. This sense of loss of connection was echoed widely in the open-ended comments as well.

Course Design.

Comments regarding course design/experiences were mixed. One of the top complaints was faculty simply delivering the same in-person course in an online format; alternatively, in cases where adaptations were made respondents recognized and appreciated the difference, illustrated by the comment below:

"Other instructors seem to have not just attempted to replace in person instruction with online as a temporary measure, but to have actually adapted to the situation to make a new class for this format. I understand that it is difficult to change the way you teach and difficult to learn new technology, but for those of us in classes right now this is not just temporary. This is the ONLY experience of that class that we will ever have. I really appreciate the instructors who have been able to adapt more fully."

Course Design Recommendations

There were a number of additional comments with suggestions and success stories regarding course design and how to potentially mitigate the effects of being online in terms of connection and isolation:

- Ensure asynchronous content is interesting, and be realistic about estimates of the time it will take students to complete
- Support student engagement and interaction
 - Use of breakout rooms (discussions on Zoom are difficult as a whole class)
 - Use of other interactive elements: polls, chat, etc.
 - Offer group/collaborative work/study/projects
 - Less reliance on discussion-board approach to discussion elements
- Consider pre-recording some lecture material
 - Ensures course time does not run over
 - Course time can be used for discussion of the pre-recorded material

- Great resource as students can re-visit lecture topics they may have missed (or in the event they had to miss a class)

"...[the] best example of how professors should have transitioned to online. She has really interesting asynchronous videos and her in class lectures are interesting and allow for students to actively participate. She has also been very understanding of the stress of the pandemic and been flexible with deadlines for assignments, which I think the whole class really appreciates. She also has us do breakout rooms every class to discuss whatever topic we were covering in class and I feel that this has been the only class where I feel connected to my classmates and the only class I actually have an opportunity to interact with my classmates."

"One thing that I LOVE that didn't exist pre-COVID is the recorded lecture! I hate missing class but it's hard to make it to every single one, so I hope recorded sessions stick around even post-pandemic."

Other course feedback:

- Course workloads are too heavy – despite being at home more often, the ability to complete coursework has diminished due to other demands and circumstances
- Timely course feedback is appreciated (noted in comments, and 73% of students reported they received timely feedback re: coursework; 27% of respondents did not feel they got such feedback)
- Responsiveness, supportiveness, and flexibility were all praised when noted
- Desire to access course materials on Canvas at least a week prior to course start
- Have non-course service presentations (writing center, library, etc.) done asynchronously to preserve course time

Specific Course Components.

Among course formats surveyed, student satisfaction was highest with lectures and presentations, and lowest on interaction with other students (discussed above) and examinations. The table below shows the satisfaction levels (% agree that they are satisfied):

<i>I am satisfied with the adaptations of the following aspects of the course to an online course format...</i>	% Agree	Mean (5 point scale)
Group discussions	64%	3.57
Small group work	61%	3.51
Use of asynchronous instructional content	62%	3.55
Amount of time in Zoom class	66%	3.61
Level of student interaction	58%	3.42
Presentations	72%	3.80
Examinations	56%	3.43
Lectures	71%	3.78
	65%	3.60

Course Tools: Canvas and Zoom.

Canvas was used frequently and was generally well-liked as a platform. Zoom was less favorably reviewed, although many of the criticisms would hold were any remote meeting software used – the main complaints regarding Zoom were overall Zoom fatigue, inability to engage meaningfully in discussions, quizzes and examinations, and unevenness in Zoom skills across faculty. Overall, 63% of respondents indicated that the use of Zoom is effective in supporting progress towards their degree, compared to 80% for Canvas. Ratings for Zoom and Canvas are shown below:

ZOOM is effective for...		CANVAS is effective for...		%
	% Agree			Agree
Lectures	74%	Checking course syllabus		93%
Presentations	71%	Accessing required readings		89%
Participating in Synchronous Discussions	58%	Accessing course videos and other visual materials		88%
One-on-one meetings with instructor	80%	Completing and submitting assignments		91%
Taking quizzes	44%	Taking quizzes		66%
Taking examinations	38%	Taking examinations		61%
	63%	Participating in Asynchronous discussion		61%
				78%

Given the variety of instructor skill sets, several students recommended faculty training on how to use Zoom, some standardization of Canvas use, and in development of asynchronous content. A few comments are listed below:

"While some professors have met the challenge to lecture on Zoom well, I feel others have lacked. For instance, in 2 of my lecture classes, students are in gallery view the entire time -- there is nothing to keep student engaged! It's hard to stay focused in such a long class with no presentation visuals. On top of that, it's hard for discussions to happen in such courses when everyone is looking at each other -- breakout rooms should be utilized for such matters. I feel like some professors are not knowledgeable as to all the potential Zoom has to offer to engage students. This could greatly change my educational experience and attitude towards these courses. I know that the transition to online has been difficult for us all, but a huge part of learning is engagement and I feel like that has been lacking but has the potential to be great if professors utilized more of Zoom's tools."

"The instructor for this course has not stepped up to the technology needs of this "new normal" to the extent I had hoped for."

"The lack of training for the faculty is evident. Their knowledge of the Zoom platform / what students will experience online varies drastically, with no one feeling confident. I am very disappointed by the transition online. It has been a failure by the administration to give faculty the resources they need to engage with students."

"The instructor does not know how to use zoom and refuses to learn or adapt to the online format. We are expected to download and print 100s of pages since the instructor is computer illiterate and refuses to learn how to use the share screen function. The class is very disappointing and frustrating."

Finally, students report that class meetings are held consistently at their scheduled times, 78% report they run for the allotted time (not under or over time), and 68% agree that asynchronous time is used effectively. Asynchronous time is discussed further below.

Asynchronous Course Content.

Asynchronous time was seen as effective by 68% of respondents. It appears that the 32% of respondents who felt dissatisfied with asynchronous instructional content were far more likely to comment, as comments regarding this content skewed negative. The primary issues noted with asynchronous time were:

- Workload – the time it takes to complete the asynchronous work is far greater than the allotted time
- Relevance – students noted that it seemed like busywork and did not advance learning

The comments that follow sum up these sentiments:

"I also think professors need help thinking of alternative formats that aren't so focused on discussion and response posts. So much of the asynchronous work for all three of my classes has relied on this method and for me it is time consuming and not very effective. I would rather professors have students create smaller discussion or assignment based groups that are more interactive. For me this would help with the -blah nature of discussion boards and students desires for more peer based interactions."

"Asynchronous work should not be a mandatory part of the course structure. There are some courses where it is appropriate and feels helpful and others where it just becomes busy work that does very little to actually benefit learning."

"Asynchronous activity is a waste of time. Get rid of asynchronous activity and replace it with lecture time with the faculty. reading and article and writing about it is homework, it is not instructional time. Stop kidding yourselves. Probably going to take an LOA until this is over."

Course Duration.

Courses evaluated came out to 56% 3-hour and 44% 2-hour durations. Student comments regarding preferred duration were mixed – 6 respondents indicated that 2 hours is too short, and 4 commented that 3 hours was too long. Some of this sentiment may overlap with how the course material was delivered. The only comments received about all-day intensive courses were that a full day of Zoom courses was simply too long.

Students in Doctoral Studies, Continuous Registration, and Indep. Study

There were 60 students indicating they were not enrolled in coursework, 56 in doctoral studies and 4 MA students in continuous registration or independent study. For purposes of this section, the results are presented as a whole.

This section asked students how they rated their ability to progress towards their degree relative to pre-pandemic, whether or not they are able to make adequate progress, and communication in an online environment. Roughly one quarter of DS students felt they were actually able to progress better in the current online environment than before, 35% report about the same, and 42% report having more difficulty.

Doctoral Study (DS) student responses were not too different from those in coursework in terms of lacking the sense of connection that comes with in-person courses and meetups. Regarding the ability to progress, roughly 40% of DS students were either unable to assess their progress or did not feel they were able to progress in the online-only environment.

Doctoral Study student responses:

How would you rate your ability to progress towards your degree in the current online environment as compared to the pre-COVID environment?

	Count	%	
Far greater ability to progress in online environment	9	16%	24% Greater
Somewhat greater ability to progress in online environment	4	7%	
Ability to progress online roughly the same as in-person	19	35%	35% Neutral
Somewhat lesser ability to progress in online environment	16	29%	42% Lesser
Far lesser ability to progress in online environment	7	13%	
Total	55		

Do you feel you are able to make adequate progress towards your degree in the current online-only environment?

	Count	%
Yes	35	61%
No	12	21%
Not sure	10	18%
Total	57	

<i>Communication in an online Environment</i>	% Agree
I understand how to contact and communicate with my faculty advisor in the current remote environment.	87%
I feel connected to other students despite the remote environment.	31%
Use of Zoom has been effective in facilitating meetings with faculty/my advisor.	78%

The comment below encapsulates the types of support that enables doctoral study students to feel they are supported and to continue to make progress (regular contact with advisors, fellow students, and a willingness to help from university staff):

“As a Doctoral Study student preparing for Qualifying exams, the ability to meet with my study group weekly through Zoom was great. The expanded on-line access to material at the library was also helpful to me because I live 2 hours from campus. Additionally, I feel extra lucky because my advisers met with me either through Zoom, email or phone regularly. Our department manager went out of her way to assist me to meet deadlines, often after hours and on weekends. I am so grateful to the CGU Team for making this on-line school work for me.”

Other doctoral study students indicate that it is challenging to progress, including those at home who need to care for children and other family members.

Suggestions for Improvement: Doctoral Studies

- More outreach/communication
 - More frequent contact with advisor
 - More departmental and/or faculty outreach
- Structure – program or school-wide deadlines to facilitate goal setting, progress, and camaraderie
- Greater access to physical resources
 - Computers with needed software
 - Research labs
 - Hotspots (would also allow those stuck at home to have dedicated, focused time)
 - Some required texts are only in physical form and hard to access
- Curated list of wellness resources (<https://grad.berkeley.edu/students/> was referenced)

"The most difficult thing for me about making progress while online is the concurrent childcare situation (or lack thereof). Having hotspots available could also be helpful where I generally have a good internet connection but it frequently drops during the day, or I am not able to travel to safe social distancing locations for mental/emotional well being because I cannot access the internet for my academic work."

"More faculty-initiated or department communication. An email genuinely looking to help would go a long way. And I know some students who have lost communication for so long they're too anxious to reach back out again. Maybe something like standing zoom office hours could be useful. The inability to drop by during office hours to have a quick/casual conversation about reading/writing/research is frustrating."

Other Feedback

There were a number of suggestions in the comments outside of the course and technology items presented previously. The suggestions are summarized below:

- A number of students expressed a desire for in-person activities (outdoors and socially distant with all necessary precautions):
 - Hybrid courses (some in-person meetings)
 - Identified outdoor study spaces, ideally with an online reservation system to ensure it is done safely
 - Qualifying examinations (staggered time slots)
 - Computer labs/workstations
- Technology training in Summer terms and prior to term starts
- Department-level check-ins
- Single, consolidated resource to find available office hours
- Improved access to the library
- Improved response time from program and central administrative staff

Fall 2020 Student Check-in survey Tables

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Canvas is well-liked, and used frequently.

Students are less enthralled with Zoom, and zoom fatigue is a common complaint; those in DS/CR feel zoom is adequate for advisor meetings.

Almost all students have reliable internet access; however for those few that don't that is their top issue.

It is clear students are feeling the loss of connection as a result of the online-only environment.

Degree and Coursework Status

Most respondents are still in coursework, and the percentage of master's to doctoral students is close to actual enrollment distribution

	Count	%
Master's student currently registered for continuous registration (CR) or Independent Study	4	1%
Master's student currently enrolled in courses	140	44%
Doctoral student currently registered for doctoral study (DS) or Independent Study	56	18%
Doctoral Student currently enrolled in courses	119	37%
Total	319	

Totals By Degree	Count	% Distr.	% in Coursework
MA	144	45%	97%
PHD	175	55%	68%

Totals By Coursework Status	Count	% Distr.
All Degrees, In Coursework	259	81%
All Degrees, CR/DS/Indep Study	60	19%

Fall 2020 Student Check-in survey Tables

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Program (Primary, self-identified)

	Count	%	
1 Psychology	44	14%	Top 5 have ~50% of resp
Education	41	13%	
Community & Global Health	25	8%	
Info. Systems & Technology	21	7%	
5 Management	19	6%	
Religion	16	5%	
English	14	5%	
Evaluation	13	4%	
Economics	11	4%	
10 International Studies	11	4%	
Cultural Studies	10	3%	
History	8	3%	
Politics and Government	8	3%	
Art	7	2%	
Music	7	2%	
Politics and Policy	7	2%	
Executive Management	6	2%	
Arts Management	5	2%	
Human Resource Management	5	2%	
Teacher Education	5	2%	
Applied Gender Studies	4	1%	
Art Business	4	1%	
Public Policy & Evaluation	4	1%	
Mathematics	3	1%	
Botany	2	1%	
Financial Engineering	2	1%	
Blank	2	1%	
Total	304	100%	

Fall 2020 Student Check-in survey Tables

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Students Attended Prior to Spring 2020: Do you have any experience with CGU prior to the Spring 2020 term?

Answer	Count	%
Yes	220	69%
No	99	31%
Total	319	

Years in Program: How many years have you been enrolled in your program?

	Count	%	
Less than 1 (no exp prior to Spr 2020)	99	32%	53% 1 to 3 yrs 85% 3 years or fewer
1	73	24%	
2	56	18%	
3	35	11%	
4	14	5%	
5	12	4%	
6	9	3%	
7	7	2%	
8	1	0%	
9	2	1%	
10	1	0%	
Total	309		

internet_access - Do you have access to a reliable internet connection?

	Count	%
Yes	299	97%
No	10	3%
Total	309	

overall_posneg - Overall, how would you classify your general impressions thus far of CGU's online learning environment?

	Count	%
Positive	136	53%
Neutral	86	34%
Negative	33	13%
Total	255	

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course_cnt - How many courses are you currently enrolled in?

	Count	%
One	40	16%
Two	64	25%
Three or more	150	59%
Total	254	

overall_online - Overall familiarity with online environment. *>80% in green; >60% yellow*

	% Agree	Mean	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I understand how to meet learning outcomes/ expectations in an online environment.	86%	4.17	4	17	13	114	102	250
I understand how to reach and communicate with fellow students	81%	4.06	8	14	25	111	91	249
I felt connected to other students despite the remote environment	35%	2.90	37	71	54	59	30	251
Use of Zoom has been effective in supporting my progress towards my degree	63%	3.63	17	24	52	101	57	251
I am able to access course syllabi and other needed materials through Canvas in a clear and timely fashion	91%	4.35	4	4	14	107	122	251
Use of Canvas has been effective in supporting my progress towards my degree	80%	4.00	8	13	30	120	80	251
	73%	3.85	78	143	188	612	482	1503

Fall 2020 Student Check-in survey Tables

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Effectiveness of Zoom. Zoom is effective for...

>80% in green; >60% yellow

	% Agree	Mean	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Lectures	74%	3.79	13	25	27	118	65	248
Presentations	71%	3.77	11	27	34	113	64	249
Participating in Synchronous Discussions	58%	3.44	22	40	42	95	49	248
One-on-one meetings with instructor	80%	4.00	13	9	25	108	83	238
Taking quizzes	44%	3.23	21	17	53	46	25	162
Taking examinations	38%	3.05	25	25	52	40	22	164
	63%	3.60	105	143	233	520	308	1309

Effectiveness of Canvas. Canvas is effective for...

>80% in green; >60% yellow

	% Agree	Mean	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Checking course syllabus	93%	4.40	1	6	11	103	125	246
Accessing required readings	89%	4.32	1	11	15	99	118	244
Accessing course videos and other visual materials	88%	4.29	2	8	20	100	112	242
Completing and submitting assignments	91%	4.36	3	7	11	98	121	240
Taking quizzes	66%	3.79	9	13	35	57	53	167
Taking examinations	61%	3.65	14	11	40	55	46	166
Participating in Asynchronous discussion	61%	3.50	24	32	32	85	55	228
	78%	4.02	53	82	153	494	505	1287

Fall 2020 Student Check-in survey Tables

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canvas_freq - On average, I am logged in and using canvas:

	Count	%
Never	2	1%
Monthly	0	0%
Once a week	4	2%
2-3 times a week	23	10%
4-6 times a week	67	28%
Daily	141	59%
Total	237	

OIT - Satisfaction with level of support from Office of Information Technology (OIT)

	% Agree	Mean	Very dissatisfie d	Dissatisfie d	Neither Satisfied nor Dissatisfie d	Satisfied	Very Satisfied	Total
Helpdesk	67%	3.91	2	9	42	55	52	160
Online information and user guides	59%	3.67	3	11	48	61	29	152
Trainings	50%	3.59	2	8	54	40	24	128
Technology devices (i.e. loaner laptops)	38%	3.40	3	9	48	20	17	97
	55%	3.68	10	37	192	176	122	537

Fall 2020 Student Check-in survey Tables

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COURSEWORK.

Students were asked to comment on each course separately. These tables include all responses for all courses.

AllCourses - How much synchronous course time per week is this course scheduled for?

While the majority of courses meet synchronously for 1hr 50min., 44% meet for 2hr 50min

	Count	%
2 hr 50 mins	220	44%
1 hr 50 mins	282	56%
Total	502	

All Courses - Communication and Connections.

>80% in green; >60% yellow

	% Agree	Mean	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I am informed about course learning outcomes and expectations	85%	4.07	11	28	32	241	156	468
I know where to find the list of required readings and/or viewings for each class	88%	4.20	9	25	23	215	194	466
I am aware of assignments with appropriate lead time for completion	81%	4.02	15	43	31	205	173	467
I receive timely feedback from the instructor	73%	3.89	18	42	64	193	149	466
I understand how to reach and communicate with the instructor between class meetings	89%	4.23	10	17	23	224	193	467
	83%	4.08	63	155	173	1078	865	2334

Fall 2020 Student Check-in survey Tables

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All Courses - Course Formats - I am satisfied with the adaptations of the following aspects of the course to an online course format:

	% Agree	Mean (5 point scale)	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Group discussions	64%	3.57	44	52	59	163	111	429
Small group work	61%	3.51	37	51	58	148	85	379
Use of asynchronous instructional content	62%	3.55	38	57	64	162	101	422
Amount of time in zoom class	66%	3.61	40	58	59	188	114	459
Level of student interaction	58%	3.42	58	62	71	161	104	456
Presentations	72%	3.80	21	34	55	182	107	399
Examinations	56%	3.43	31	30	60	102	55	278
Lectures	71%	3.78	26	43	61	182	129	441
	65%	3.60	214	284	370	977	610	2455

All Courses - Course meetings on zoom.

	% Agree	Mean	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
My course meets on zoom at the scheduled times	96%	4.56	1	5	12	165	288	471
Course meetings in zoom run for the allotted amount of time (i.e. don't consistently run over or under)	78%	4.01	25	51	27	155	209	467
My instructor uses asynchronous instructional content effectively to supplement the instructional time of our zoom class meetings.	68%	3.77	14	32	36	86	85	253

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Doctoral Study / Continuous Registration Evaluation

About 40% of students who are not in coursework feel uncertain about their degree progress in the current COVID environment

How would you rate your ability to progress towards your degree in the current online environment as compared to the pre-COVID environment?

	Count	%	
Far greater ability to progress in online environment	9	16%	24% Greater
Somewhat greater ability to progress in online environment	4	7%	
Ability to progress online roughly the same as in-person	19	35%	35% Neutral
Somewhat lesser ability to progress in online environment	16	29%	42% Lesser
Far lesser ability to progress in online environment	7	13%	
Total	55		

CR_progress - Do you feel you are able to make adequate progress towards your degree in the current online-only environment?

	Count	%
Yes	35	61%
No	12	21%
Not sure	10	18%
Total	57	

Fall 2020 Student Check-in survey Tables

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cr_ds_comm - Communication in an online environment.

Responses from students not in courses are similar to those from students currently taking courses

	% Agree	Mean	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I understand how to contact and communicate with my faculty advisor in the current remote environment.	87%	4.41	1	2	4	14	33	54
I feel connected to other students despite the remote environment.	31%	2.69	12	14	11	13	4	54
Use of zoom has been effective in facilitating meetings with faculty/my advisor.	78%	4.00	4	1	6	18	20	49

Responses below show three different splits: New vs. Continuing, MA vs PHD, and how students responded to whether their overall impression was positive, neutral, or negative.

Overall Online Environment - % Agree	Overall	New/Continuing		Degree		Overall Experience			Pos/Neg Diff
		NEW	CONT	MA	PHD	NEG	NEUTR	POS	
I understand how to meet learning outcomes/ expectations in an online environment.	86%	84%	88%	85%	88%	59%	88%	92%	32%
I understand how to reach and communicate with fellow students	81%	77%	83%	78%	85%	73%	80%	84%	11%
I felt connected to other students despite the remote environment	35%	33%	37%	29%	44%	12%	23%	49%	37%
Use of Zoom has been effective in supporting my progress towards my degree	63%	61%	64%	60%	67%	18%	46%	84%	66%
I am able to access course syllabi and other needed materials through Canvas in a clear and timely fashion	91%	90%	92%	90%	93%	76%	91%	96%	20%
Use of Canvas has been effective in supporting my progress towards my degree	80%	80%	80%	79%	81%	46%	75%	91%	46%
Response Count		95	156	137	114	33	84	134	

Effectiveness of Zoom. Zoom is effective for...	Overall	New/Continuing		Degree		Overall Experience			Pos/Neg Diff
		NEW	CONT	MA	PHD	NEG	NEUTR	POS	
Lectures	74%	76%	72%	70%	78%	31%	67%	89%	57%
Presentations	71%	76%	68%	69%	74%	30%	62%	87%	56%
Participating in Synchronous Discussions	58%	59%	58%	55%	62%	22%	43%	76%	54%
One-on-one meetings with instructor	80%	76%	83%	78%	83%	58%	79%	87%	29%
Taking quizzes	44%	54%	39%	42%	47%	18%	33%	56%	38%
Taking examinations	38%	41%	36%	31%	47%	10%	23%	53%	43%
Response Count		95	155	137	113	33	84	133	

Fall 2020 Check-in Survey Tables




















Effectiveness of Canvas. Canvas is effective for...	Overall	New/Continuing		Degree		Overall Experience			Pos/Neg Diff
		NEW	CONT	MA	PHD	NEG	NEUTR	POS	
Checking course syllabus	93%	90%	94%	93%	93%	82%	94%	95%	13%
Accessing required readings	89%	89%	89%	90%	88%	73%	92%	91%	19%
Accessing course videos and other visual materials	88%	88%	88%	89%	86%	58%	89%	94%	37%
Completing and submitting assignments	91%	92%	91%	89%	95%	75%	94%	94%	19%
Taking quizzes	66%	75%	61%	64%	69%	30%	64%	76%	46%
Taking examinations	61%	69%	57%	59%	64%	23%	56%	74%	51%
Participating in Asynchronous discussion	61%	60%	62%	58%	66%	19%	56%	76%	57%
Response Count		95	155	133	113	33	83	130	








OIT - Satisfaction with level of support from Office of Information Technology (OIT)

	Overall	New/Continuing		Degree		Overall Experience		
		NEW	CONT	MA	PHD	NEG	NEUTR	POS
Helpdesk	67%	66%	67%	61%	73%	29%	63%	78%
Online information and user guides	59%	46%	53%	48%	53%	18%	44%	63%
Trainings	50%	56%	62%	60%	59%	24%	56%	70%
Technology devices (i.e. loaner laptops)	38%	32%	42%	36%	42%	12%	37%	47%
Response Count		63	101	87	78	22	49	90

Fall 2020 Check-in Survey Tables
Open-Ended Comment Summary

Total students commenting: 134

Theme	Count	Of students commenting, % Mentioned...
Administration/Staff (Negative)	5	 4%
Administration/Staff (Positive)	7	 5%
Courses - Asynchronous	15	 11%
Courses - 1 hr 50 min is too short	6	 4%
Courses - 3 hours is too long	4	 3%
Courses - workload too high	8	 6%
Courses - other comments re: duration	5	 4%
Demands outside CGU affecting study	4	 3%
Faculty (Positive)	17	 13%
Faculty (Negative)	14	 10%
Faculty (Training)	6	 4%
General (Positive)	10	 7%
General (Negative)	2	 1%
Online Education (Positive)	9	 7%
Online Education (Negative)	29	 22%
Technology (Positive)	2	 1%
Technology (Negative)	11	 8%
Suggestions	21	 16%
Other	8	 6%

Broad Theme	Of students commenting, % Mentioned...
Courses	 28%
Faculty	 28%
Online Education	 28%
Suggestions	 16%
Administration/Staff	 9%
Technology	 9%
General	 9%