



UNIVERSITY *of* MARYLAND
BALTIMORE

University of Maryland, Baltimore Survey of Student COVID-19 Experience – June 2020

Prepared by

Gregory C. Spengler, MPA

Associate Vice President for Institutional Effectiveness

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Student Survey Response Representation

- There were 1,104 responses, compared to a Spring 2020 enrollment of 6,717 students
- Overall, about 16% of students participated
- More than 20% participation: Medicine
- Between 15% and 20% participation: Dentistry, Carey Law, Nursing, and Social Work
- Less than 15% participation: Pharmacy and the Graduate School, although many students enrolled in Graduate School programs may have instead indicated an affiliated professional school
- Students indicating “Other” were primarily incoming students for Summer or Fall 2020

School	<u>Responses</u>	<u>% of Total</u>	<u>Spring 2020 Headcount</u>	<u>% of Total</u>	<u>Percent Participation</u>
Dentistry	113	10%	609	9%	19%
Law	125	11%	720	11%	17%
Medicine	192	17%	865	13%	22%
Nursing	274	25%	1697	25%	16%
Pharmacy	76	7%	528	8%	14%
Social Work	178	16%	953	14%	19%
Graduate	116	11%	1345	20%	9%
Other	30	3%		0%	n/a
Total	1104		6717		16%

Student Survey Response Representation

- Male students are slightly under-represented compared to female students due to higher participation by female students
- African-American students responded at a slightly lower rate than other students

Gender	<u>Responses</u>	<u>% of Total</u>	<u>Spring 2020 Headcount</u>	<u>% Total</u>	<u>Percent Participation</u>
Male	198	21%	1801	27%	11%
Female	755	79%	4916	73%	15%
Other or Unspecified	7	1%	0	0%	
Total	960		6717		14%

Race / Ethnicity	<u>Responses</u>	<u>% of Total</u>	<u>Spring 2020 Headcount</u>	<u>% Total</u>	<u>Percent Participation</u>
African - American	143	14%	1166	17%	12%
Asian	186	18%	1059	16%	18%
Hispanic	82	8%	500	7%	16%
Other	11	1%	657	10%	2%
White	597	59%	3335	50%	18%
Total	1019		6717		15%

Student Survey Response Representation

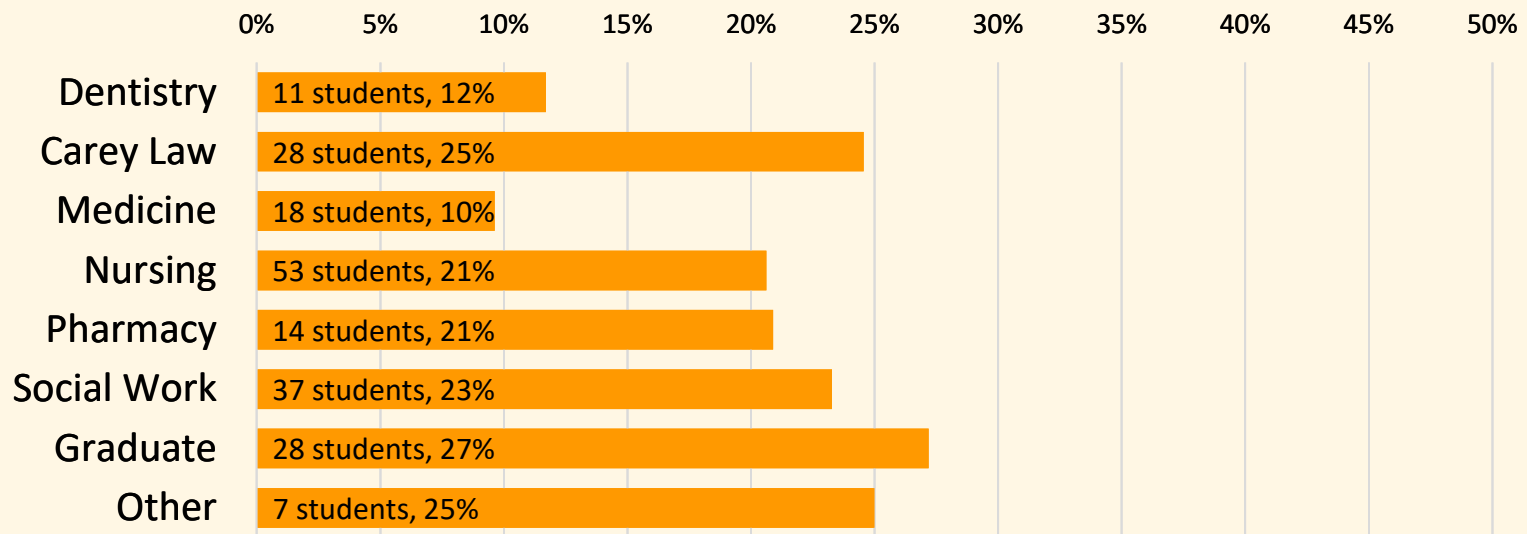
- Students admitted through the Universities at Shady Grove participated at a lower rate
- More than 20% participation: Undergraduate and PhD students
- Between 15% and 20% participation: Professional Practice Doctorate students
- Less than 15% participation: Masters, Certificate and Non-Degree students

Place of Admission to Program	Responses	% of Total	Spring 2020 Headcount	% Total	Percent Participation
Universities at Shady Grove	95	9%	741	11%	13%
University of Maryland, Baltimore	1015	91%	5976	89%	17%
Total	1110		6717		17%

Degree Level	Responses	% of Total	Spring 2020 Headcount	% of Total	Percent Participation
Undergraduate	180	16%	868	13%	21%
Masters	293	27%	2161	32%	14%
Research Doctorate (PhD)	109	10%	432	6%	25%
Professional Practice Doctorate	481	44%	3017	45%	16%
Certificate	16	1%	147	2%	11%
Non-Degree	10	1%	92	1%	11%
Total	1089		6717		16%

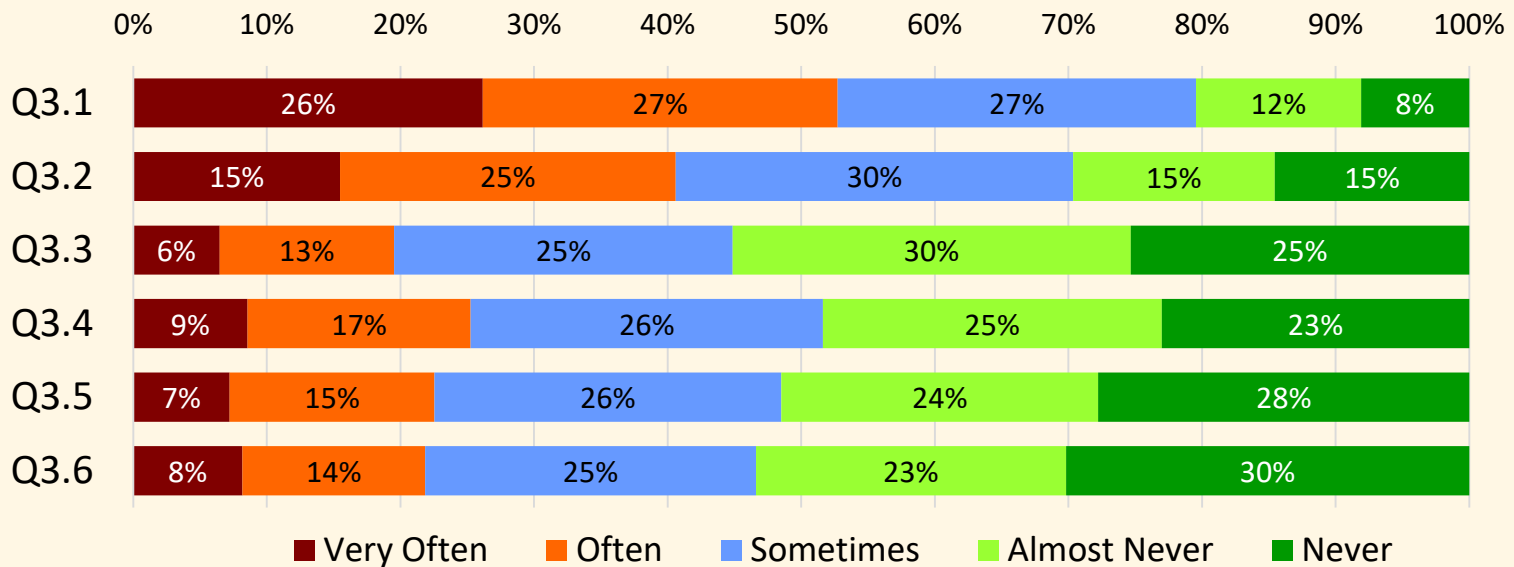
Students Self-Reporting as “At-Risk” for Serious COVID-19 Complications

- 196 or 19% of students indicated they were at-risk for serious complications if they were to contract COVID-19 (Question 2)
- School of Medicine had the lowest percentage (10%) of students who said they were at risk of serious complications
- At least 25% of Carey Law, Graduate School, and Other students said they were at risk of serious complications if they were to contract COVID-19



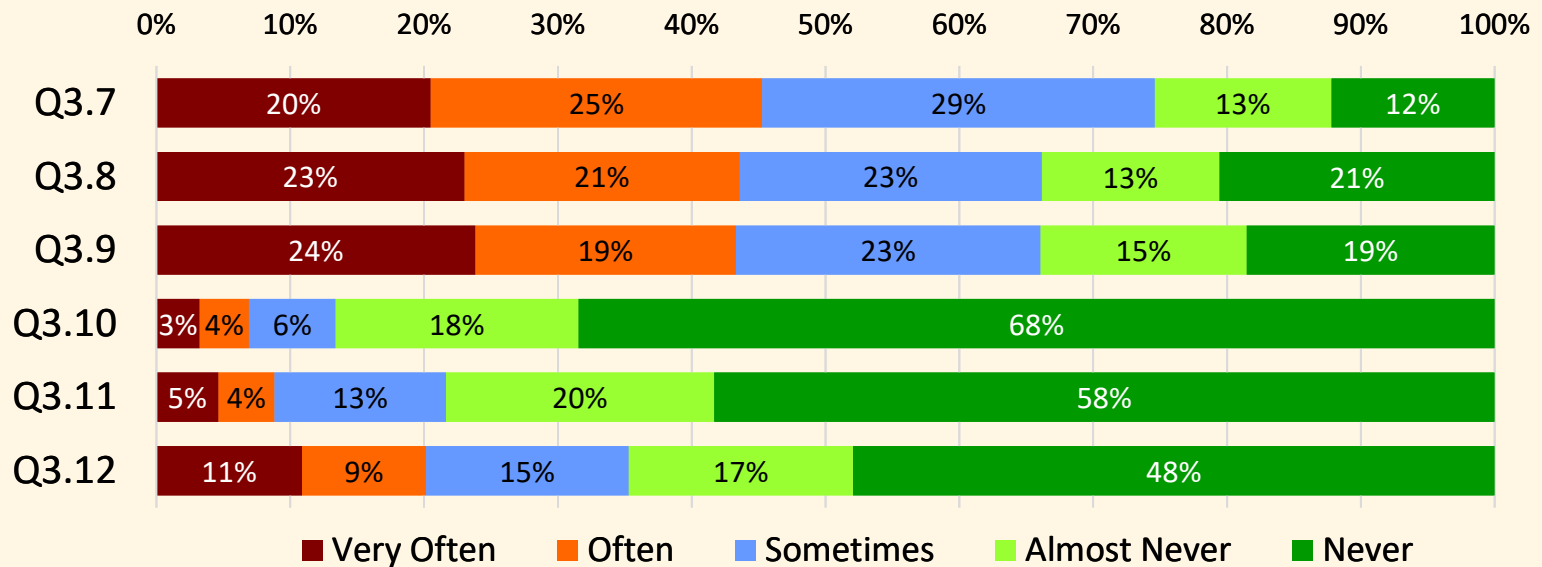
How Often Do Students Worry About The Following

1. Doing well in my courses now that classes are online
2. Losing friendships or social connections now that classes are online
3. Accessing the technology needed for online classes
4. Successfully using the technology needed for online classes
5. Having access to medical care
6. Having access to dental care



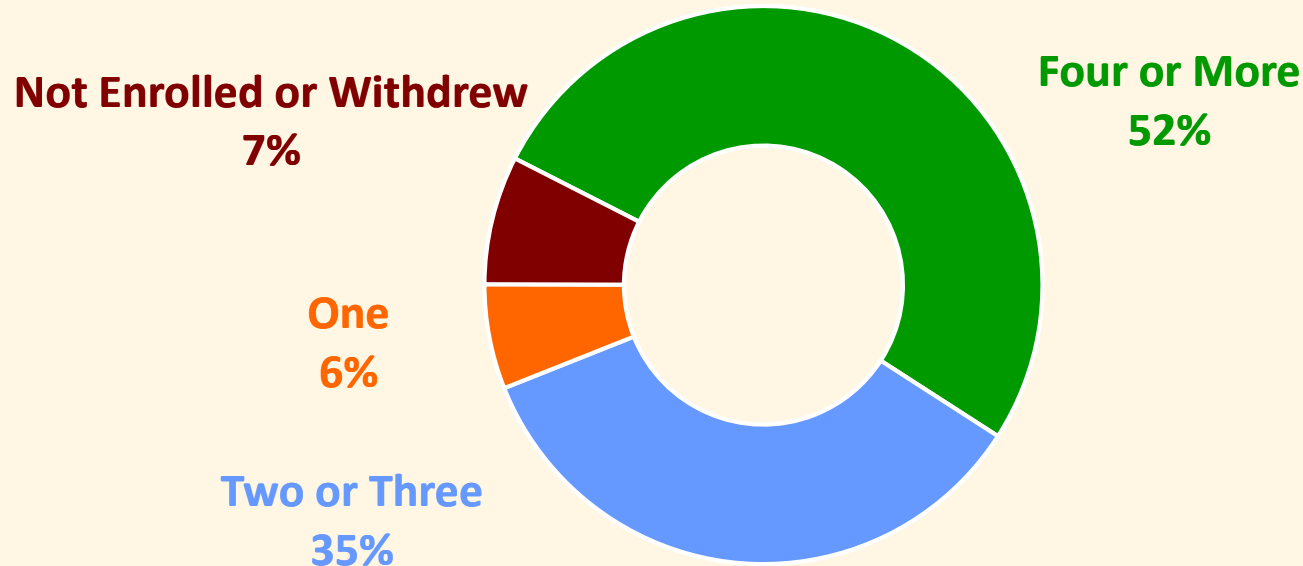
How Often Do Students Worry About The Following

7. Mental health and wellness
8. Paying educational bills (e.g. tuition, loans)
9. Paying non-educational bills (e.g. rent, internet access, medical)
10. Having a safe and secure place to sleep every night
11. Having enough to eat properly day-to-day
12. Ability to care for dependents



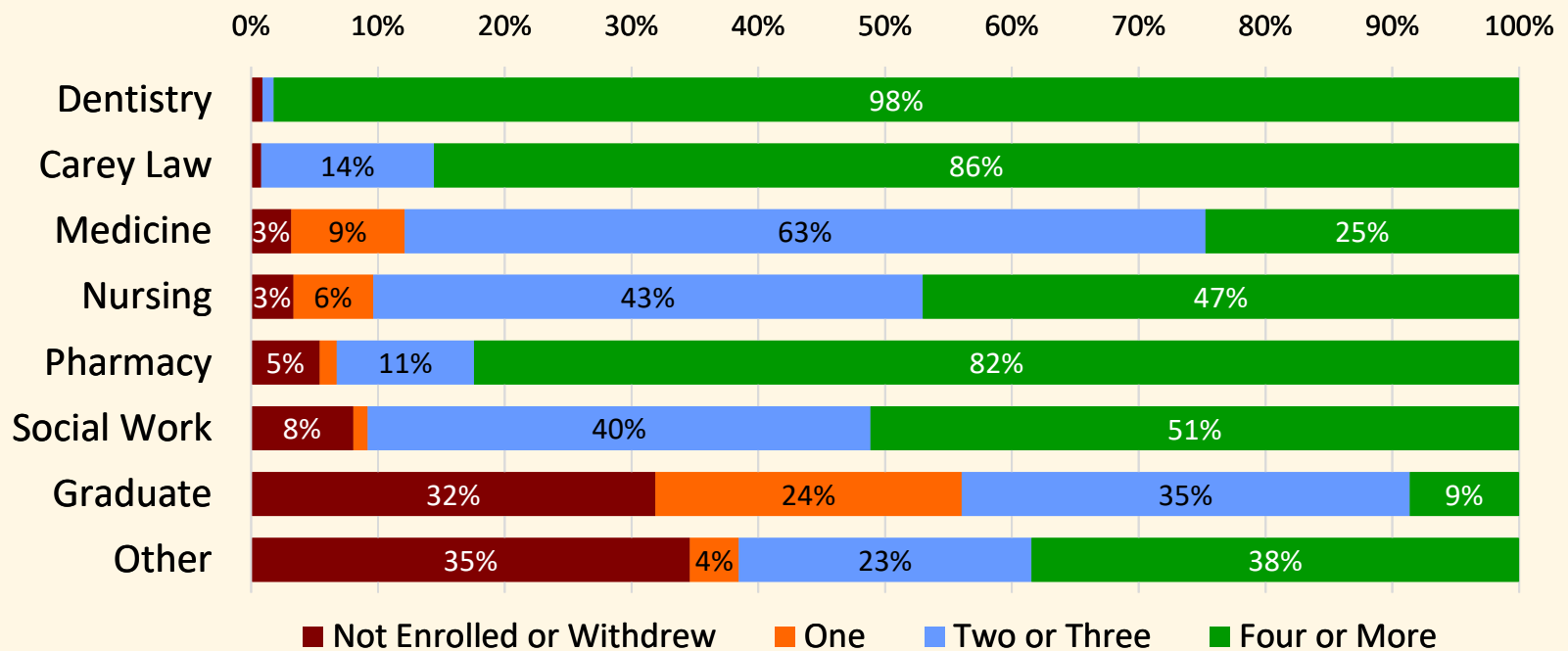
Number of Courses Completed in Spring 2020

- 52% of All Students completed 4 or more courses in Spring 2020 (Question 7)
- 35% of All Students completed 2 or 3 courses in Spring 2020
- 6% of All Students completed 1 course in Spring 2020
- 7% of All Students were not enrolled or withdrew from all courses in Spring 2020



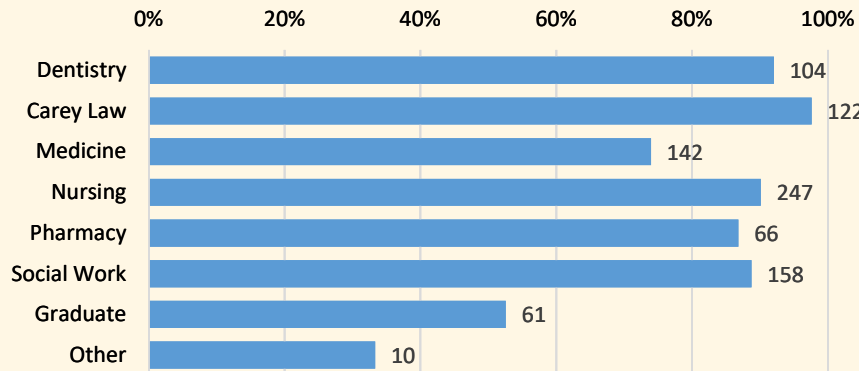
Number of Courses Completed in Spring 2020

- More than 80% of Dentistry, Carey Law, and Pharmacy students completed 4 or more courses in Spring 2020
- More than 50% of Medicine, and Nursing students completed 3 or fewer courses
- More than 50% of Graduate School students completed 1 or no courses

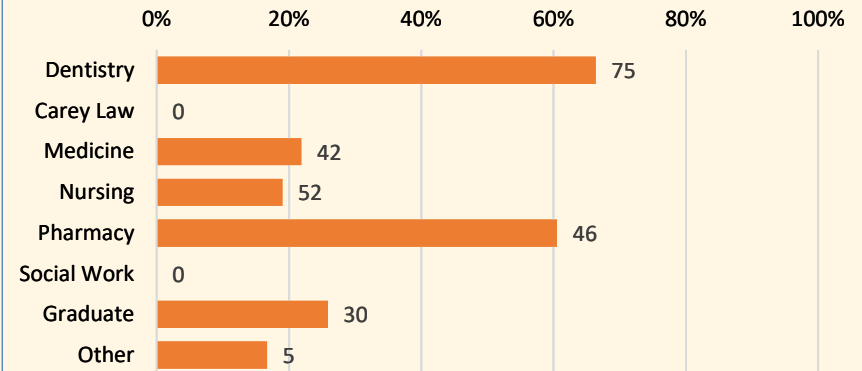


Spring 2020 Student Coursework by Type

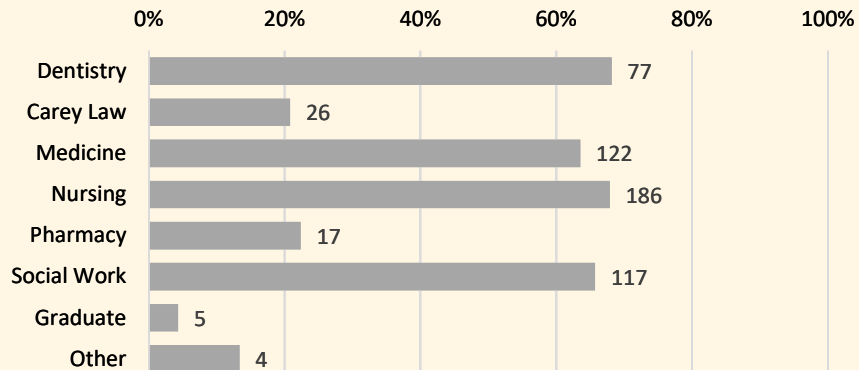
Number and Percent of Students Enrolled in Lecture or Seminar Courses (82% Overall)



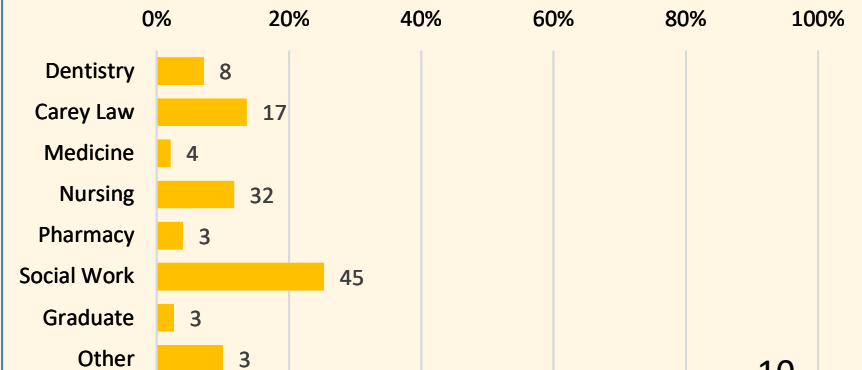
Number and Percent of Students Enrolled in Lab or Experimental Courses (23% Overall)



Number and Percent of Students Enrolled in Clinical or Field Experience Courses (50% Overall)

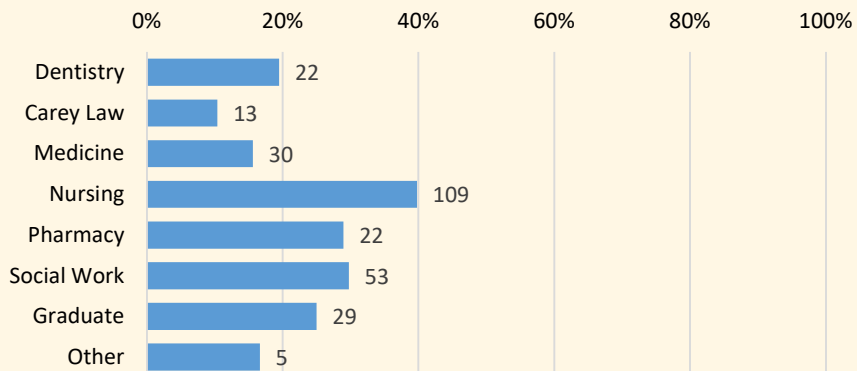


Number and Percent of Students Enrolled in Internship, Practicum, Co-op Courses (10% Overall)

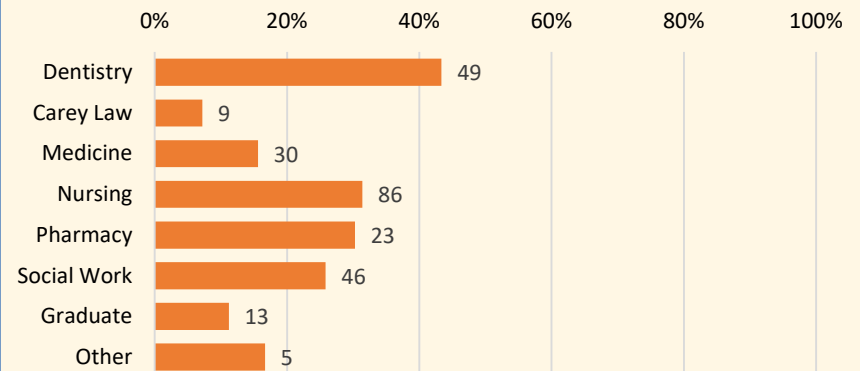


Spring 2020 Instructional Delivery Method Before COVID-19

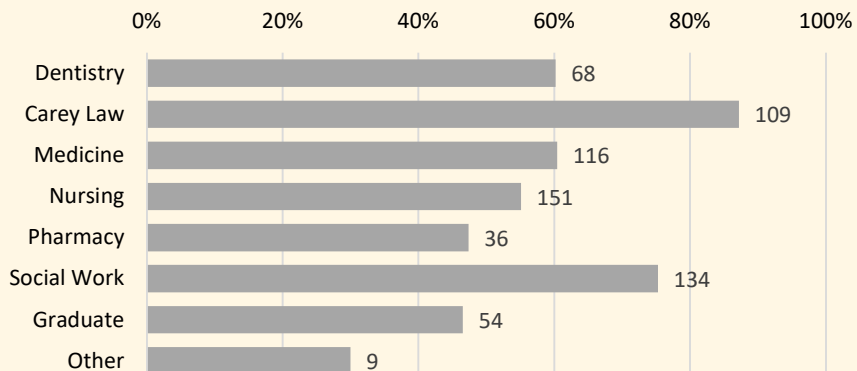
Number and Percent of Students Enrolled in Fully Online Courses (26% Overall)



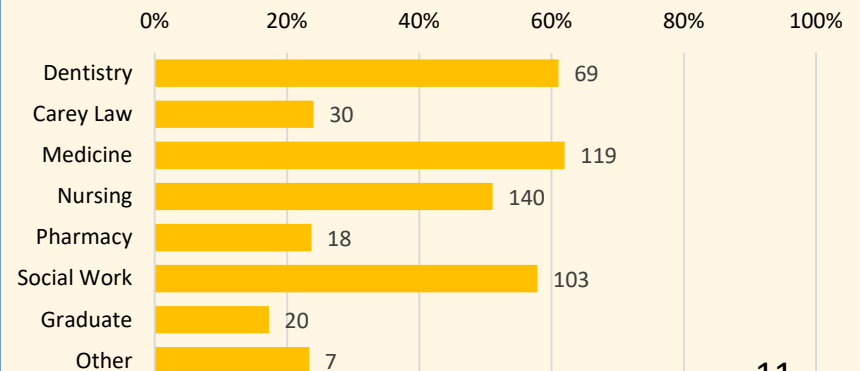
Number and Percent of Students Enrolled in Hybrid / Blended Courses (24% Overall)



Number and Percent of Students Enrolled in Classroom Face to Face Courses (61% Overall)

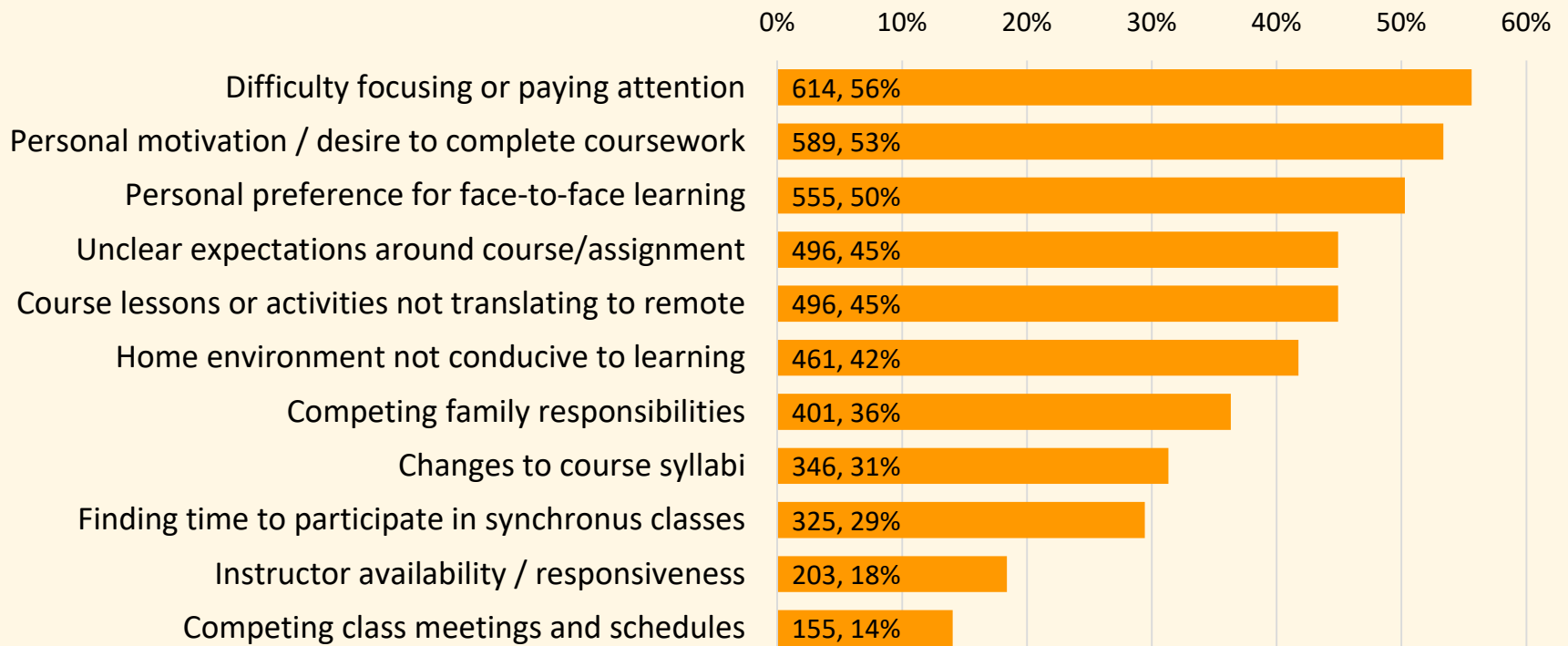


Number and Percent of Students Enrolled in Clinical / Field Setting Courses (46% Overall)



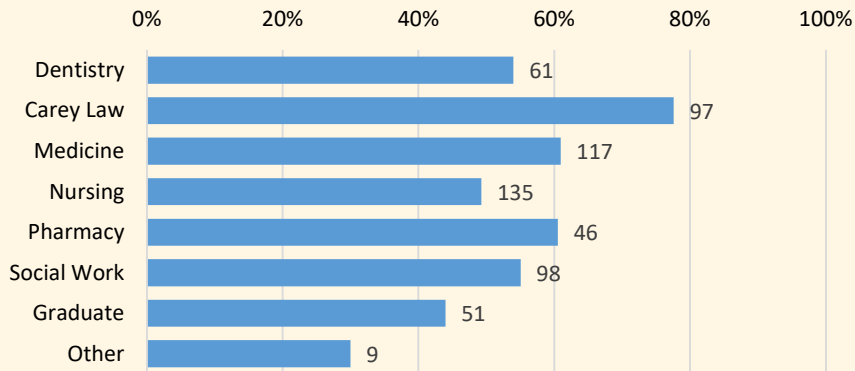
Challenges Since Transition to Emergency Remote Learning

- More than 50% of students indicated difficulty focusing or paying attention or personal motivation / desire to complete coursework as challenges since the transition to ERL
- Less than 20% of students indicated instructor availability / responsiveness or competing class meetings and schedules as challenges since the transition to ERL (Question 32)

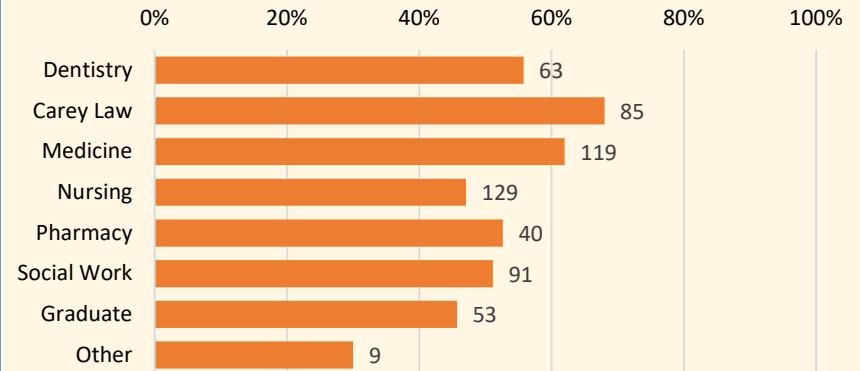


Challenges Since Transition to Emergency Remote Learning

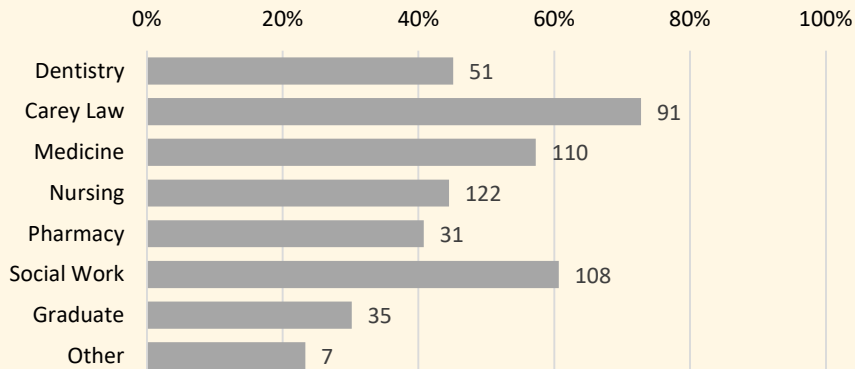
Difficulty Focusing or Paying Attention to Remote/Virtual Instruction (56% Overall)



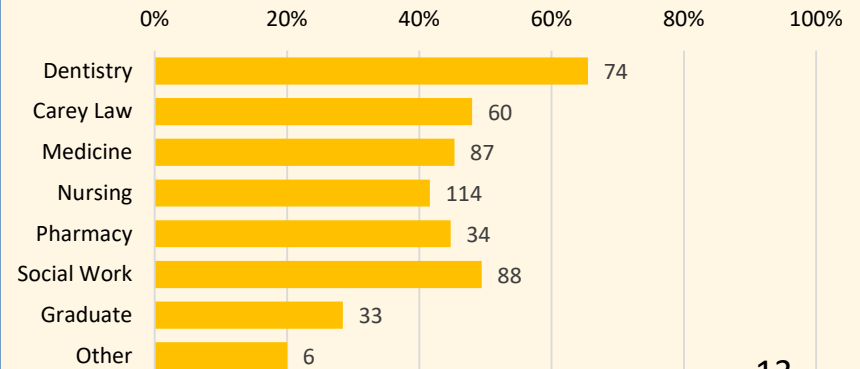
Personal Motivation/Desire to Complete Coursework (53% Overall)



Personal Preference for Face-to-Face Learning (50% Overall)

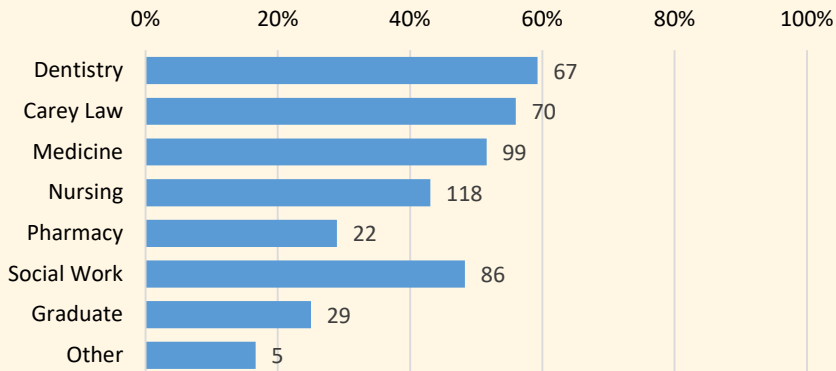


Unclear Expectations Around Course/Assignment Requirements (45% Overall)

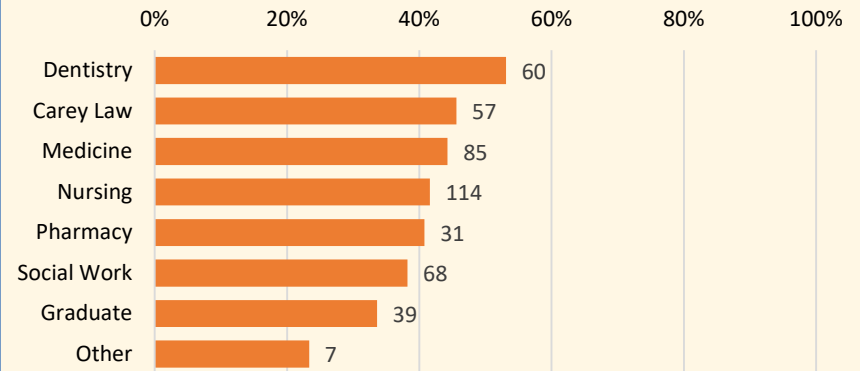


Challenges Since Transition to Emergency Remote Learning

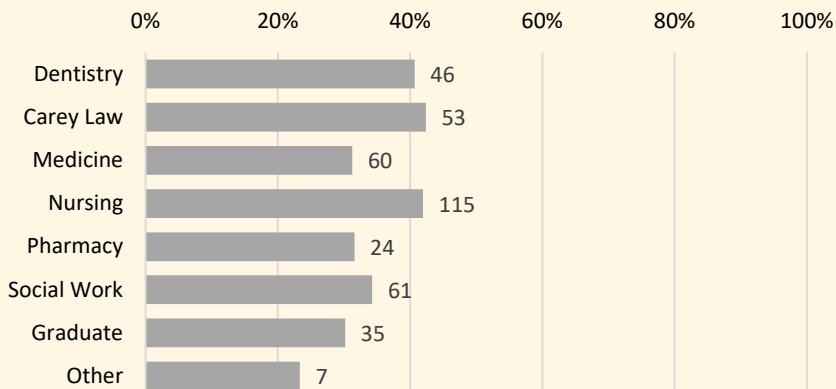
Course Lessons or Activities Not Translating Well to Remote Environment (45% Overall)



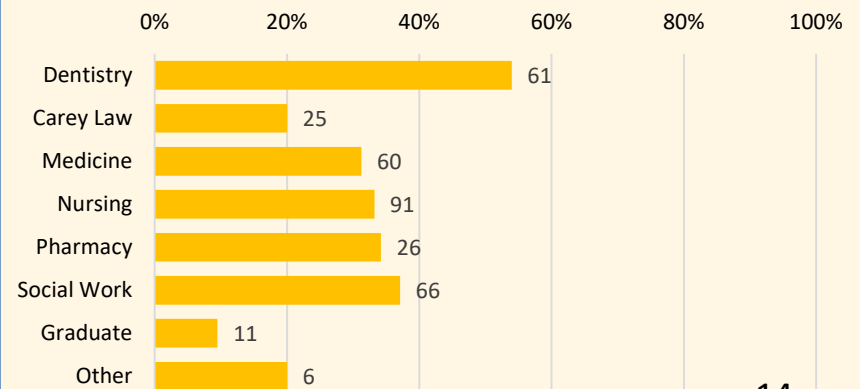
Home Environment Not Conducive to Learning (42% Overall)



Competing Family Responsibilities (36% Overall)

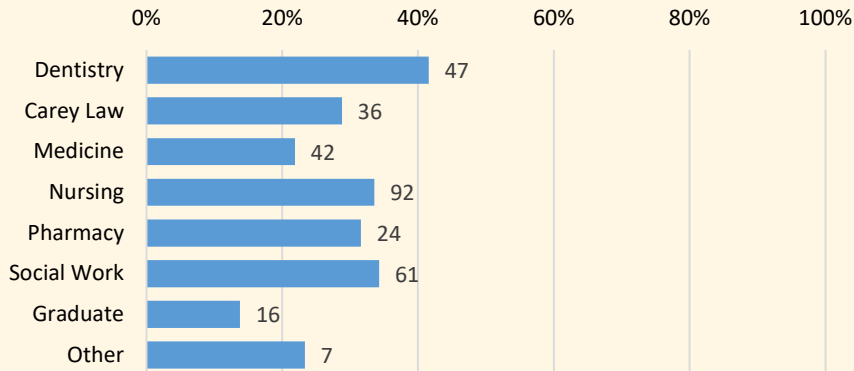


Changes to Course Syllabi (31% Overall)

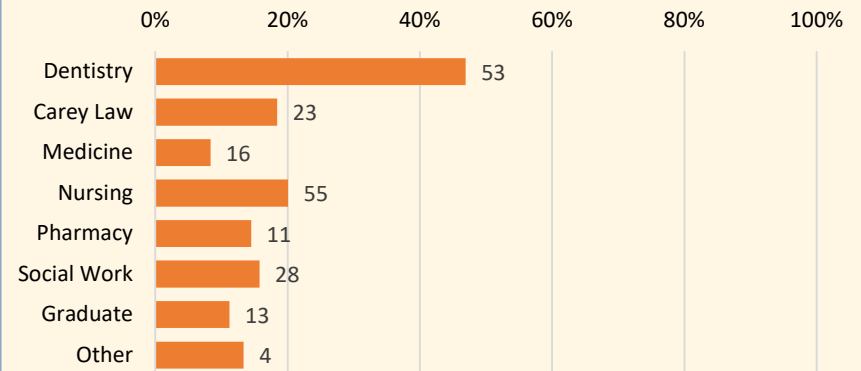


Challenges Since Transition to Emergency Remote Learning

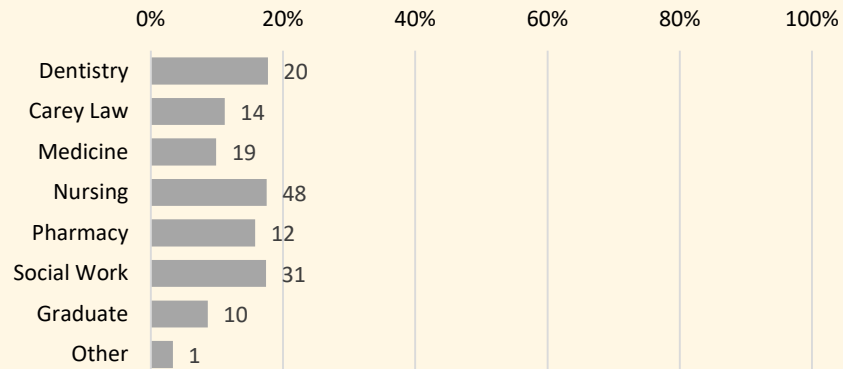
Finding Time to Participate in Synchronous Classes (29% Overall)



Instructor Availability / Responsiveness (18% Overall)

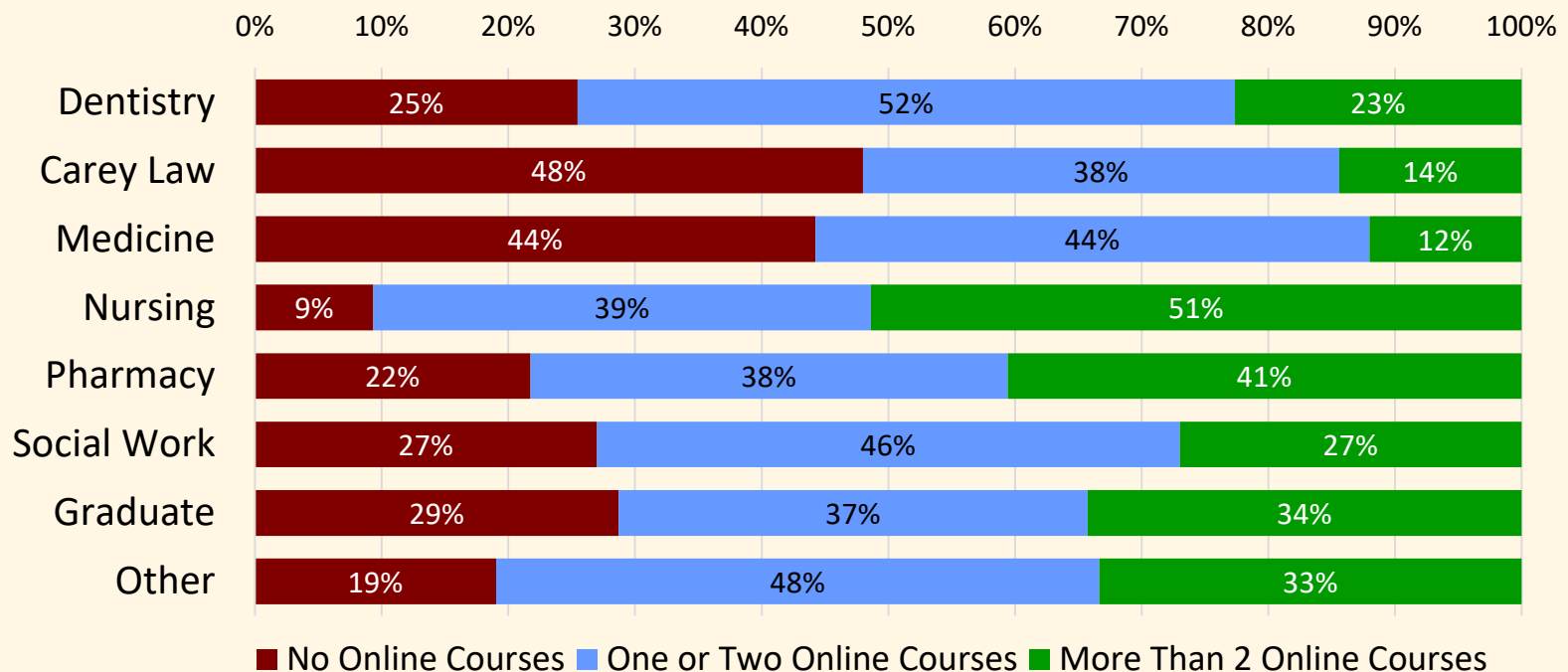


Competing Class Meetings and Schedules (14% Overall)



Experience With Online Courses Prior to Spring 2020

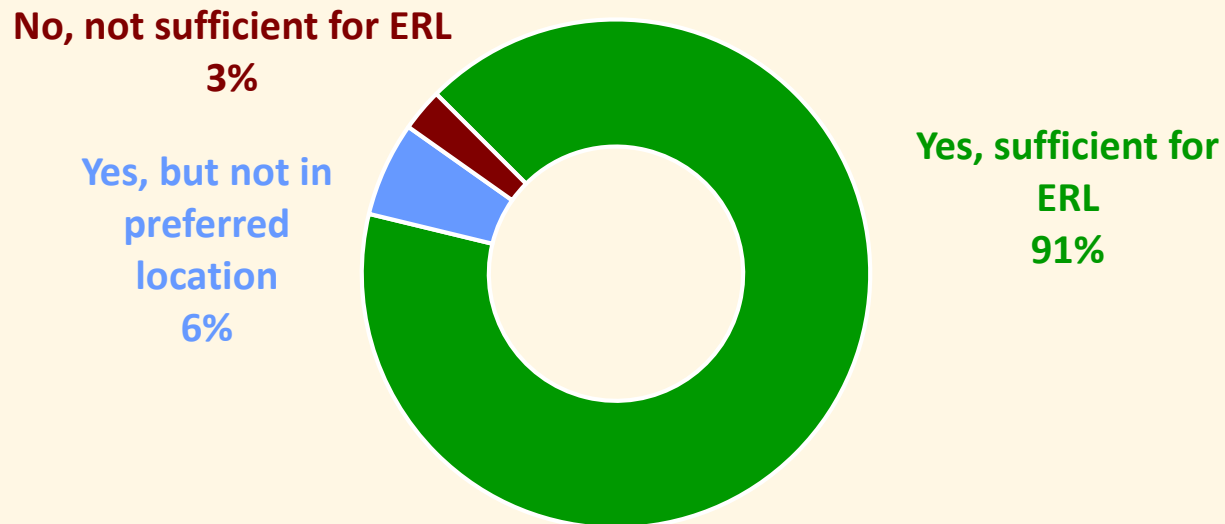
- 91% of Nursing students indicated experience with online courses prior to Spring 2020
- Carey Law and Medicine students indicated the least experience with online courses
- Between 22% and 29% of Dentistry, Pharmacy, Social Work, and Graduate School students indicated no experience with online courses prior to Spring 2020 (Q16)



Sufficiency of Internet Connection for ERL

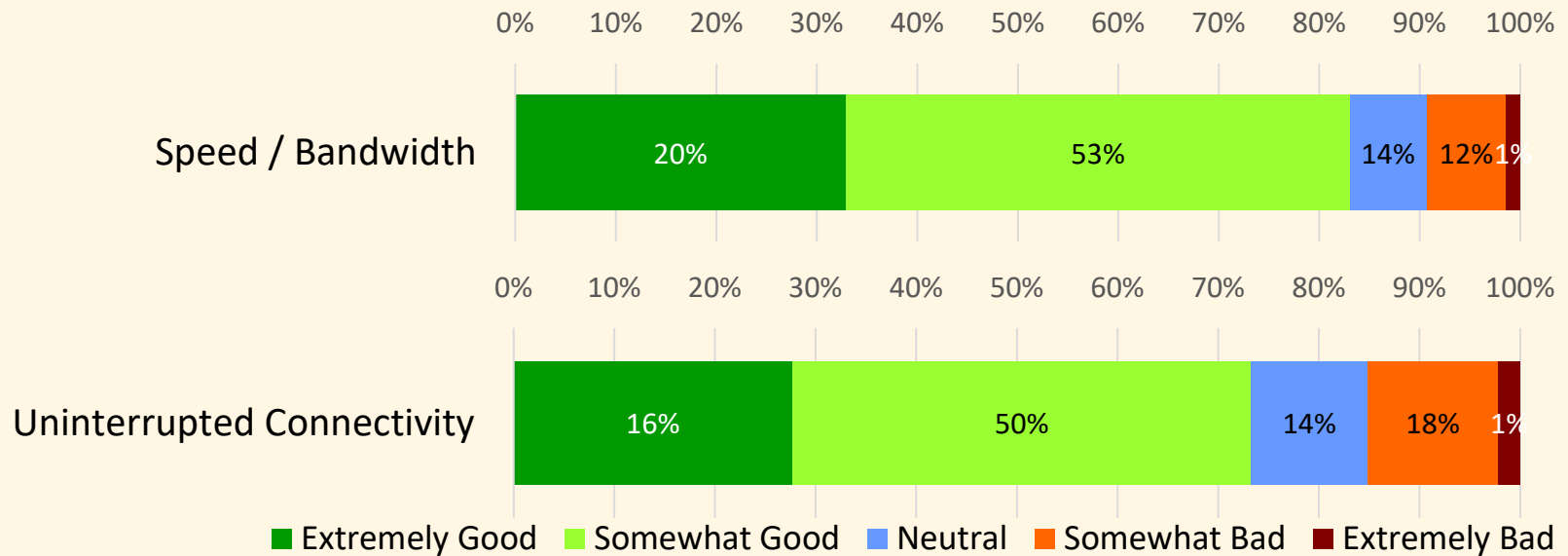
Q17 – Did you have access to an Internet connection that was sufficient for the emergency remote learning (ERL) you were asked to participate in during Spring 2020 due to COVID-19?

- 91% of All Students indicated they had access to an Internet connection sufficient for ERL
- 6% of All Students had access to a sufficient Internet connection, but in a location that required travel away from their residence
- 3% of All Students did not have access to an Internet connection sufficient for ERL



Quality of Internet Connection for Remote Learning

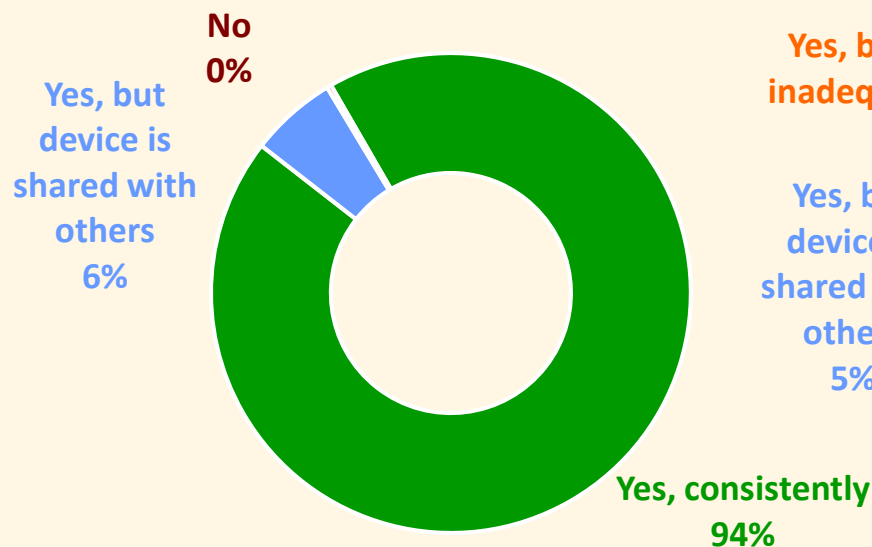
- 83% of All Students indicated the Speed / Bandwidth of their Internet connection was Extremely or Somewhat Good for remote learning (Question 18)
- 73% of All Students indicated the Uninterrupted Connectivity of their Internet connection was Extremely or Somewhat Good for remote learning



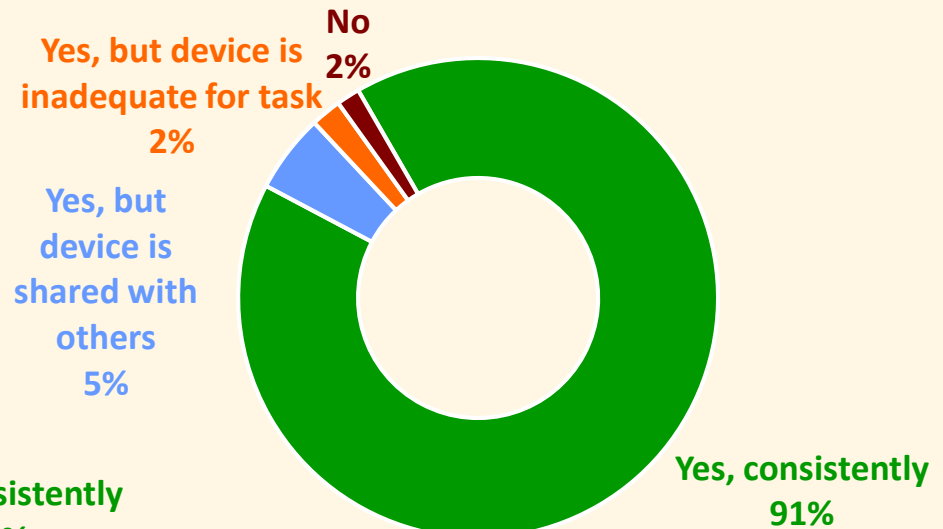
Adequacy of Personal Computer or Device

- 94% of All Students indicated they had consistent access to a device for efficient typing
- 6% of All Students indicated they shared access to a device for efficient typing
- 91% of All Students indicated they had access to a device to view their school's LMS
- 7% of All Students indicated they shared access or the device was inadequate for task
- 2% of All Students indicated they did not have access to a device to view their LMS

Access to Device(s) Allowing Efficient Typing of Documents (Q19)



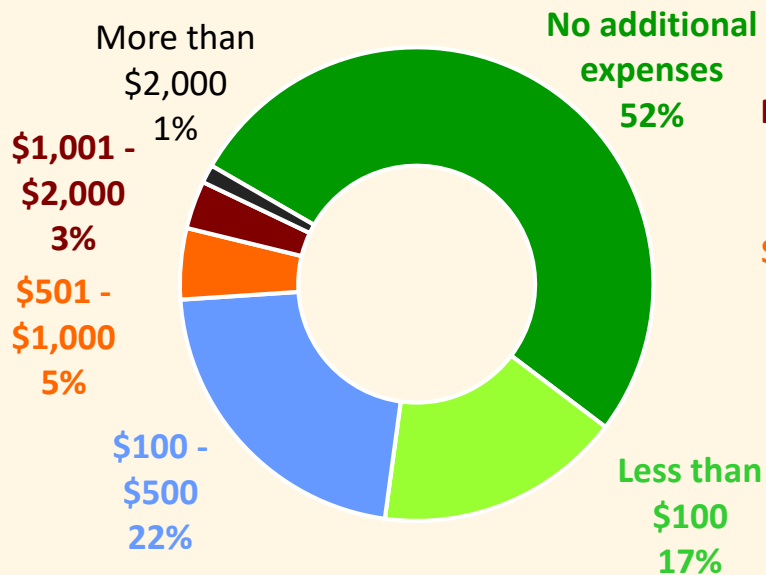
Access to Device(s) to View Learning Management System Used by School (Q20)



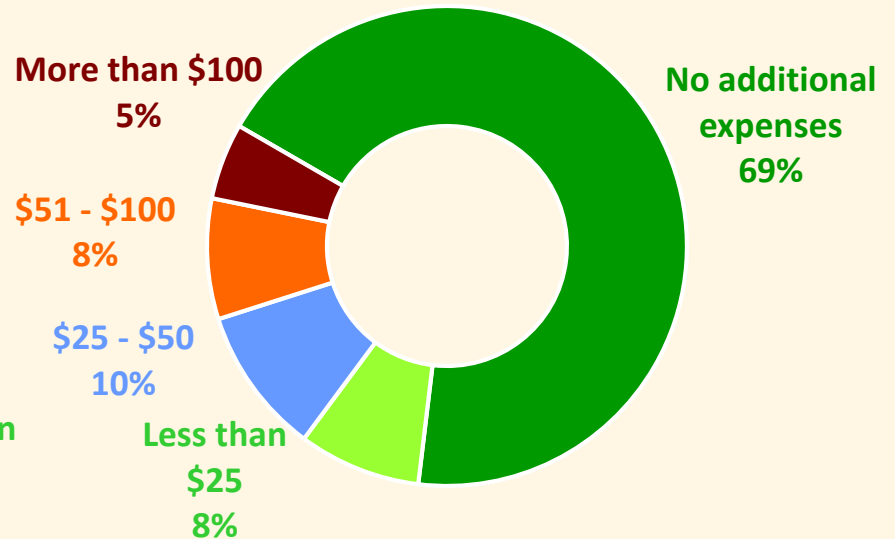
Expenses Incurred for Emergency Remote Learning

- 48% of All Students incurred additional one-time expenses to participate in ERL, with 9% incurring expenses exceeding \$500
- 31% of All Students incurred additional ongoing monthly expenses to participate in ERL, with 13% incurring ongoing monthly expenses exceeding \$50

One-Time Expenses Incurred for ERL
in Spring 2020 (Q23)

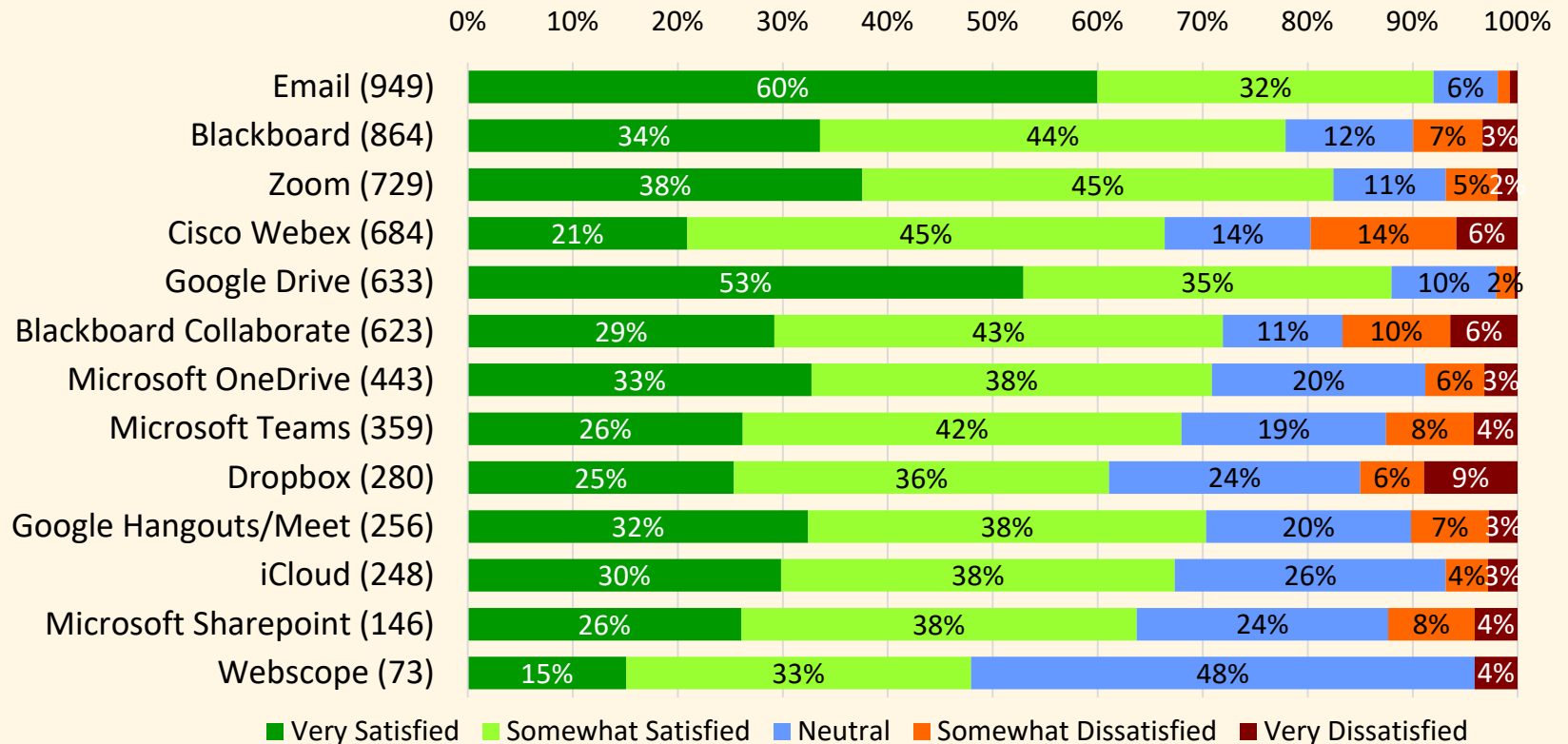


Additional Ongoing Monthly Costs
Incurred for ERL in Spring 2020 (Q24)



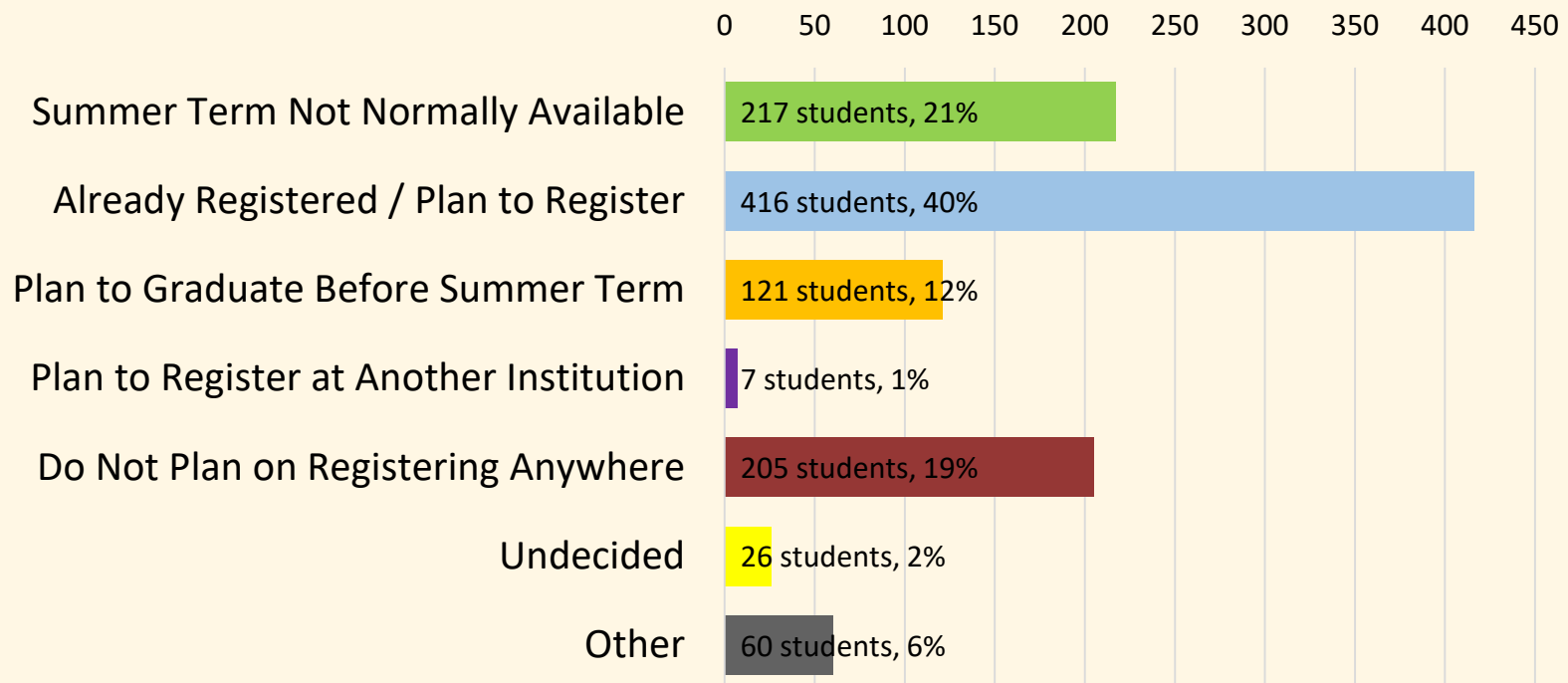
Satisfaction with Technology Platforms Used for ERL

- Students indicated their satisfaction level with technology platforms used for Emergency Remote Learning in Spring 2020 (Question 25)
- Students were the most satisfied with Email and Google Drive
- Zoom had a higher satisfaction level than Cisco Webex or Blackboard Collaborate



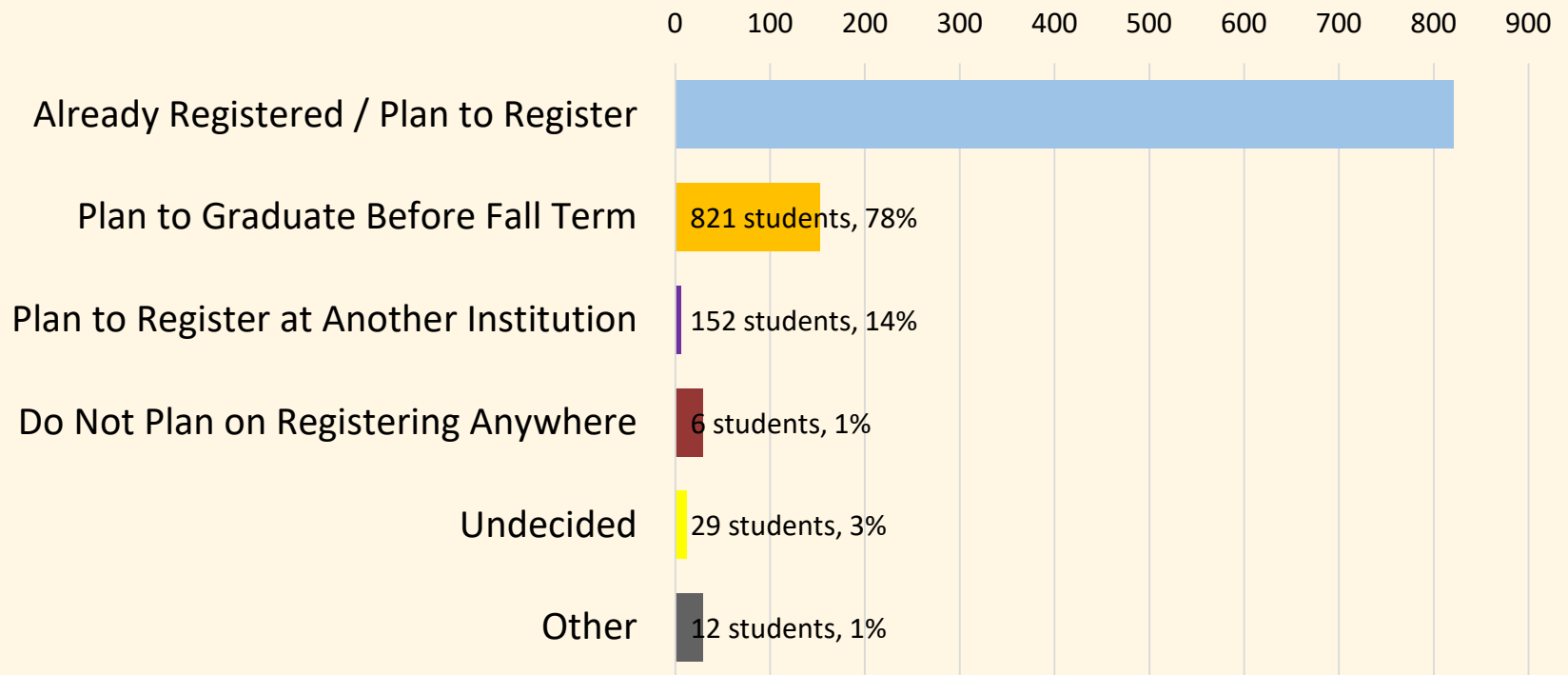
Summer 2020 Enrollment Plans

- 21% of All Students indicated a summer term was not normally available (Question 12)
- 40% of All Students were registered or planned to register for Summer 2020
- 12% of All Students planned to graduate before Summer 2020
- 20% of All Students planned to register elsewhere or did not plan to register anywhere



Fall 2020 Enrollment Plans

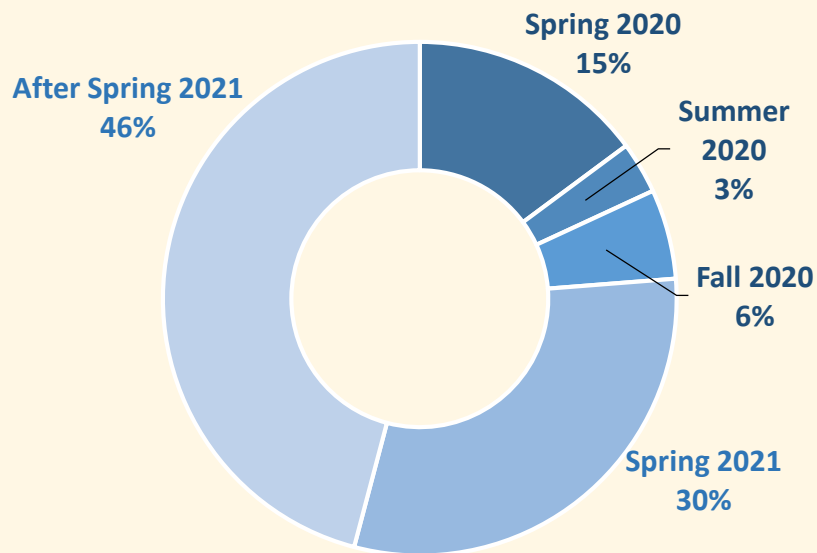
- 78% of All Students were registered or planned to register for Fall 2020 (Question 13)
- 14% of All Students planned to graduate before Fall 2020
- 4% of All Students planned to register elsewhere or did not plan to register anywhere



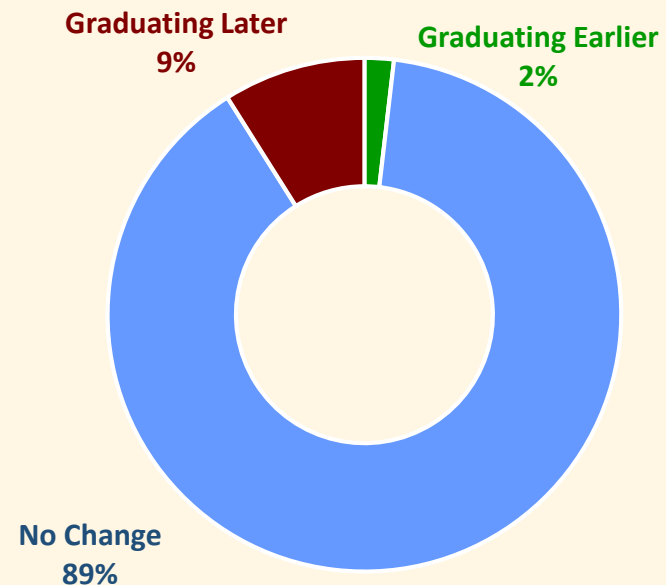
Change in Expected Graduation Date

- 18% of All Students planned to graduate in Spring or Summer 2020 (Question 10)
- 36% of All Students planned to graduate in Fall 2020 or Spring 2021
- 2% of All Students indicated they would graduate earlier due to COVID-19 (Question 11)
- 9% of All Students indicated they would graduate later due to COVID-19

Planned Graduation Before COVID-19

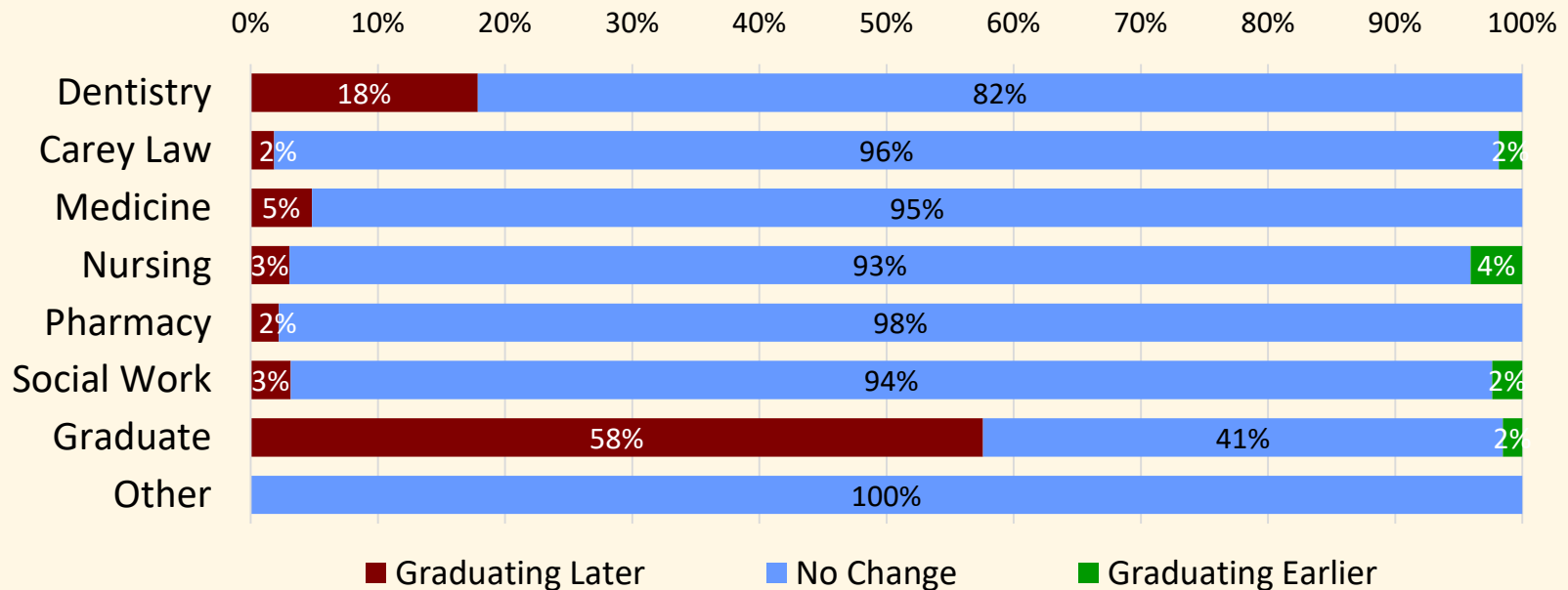


Change in Planned Graduation



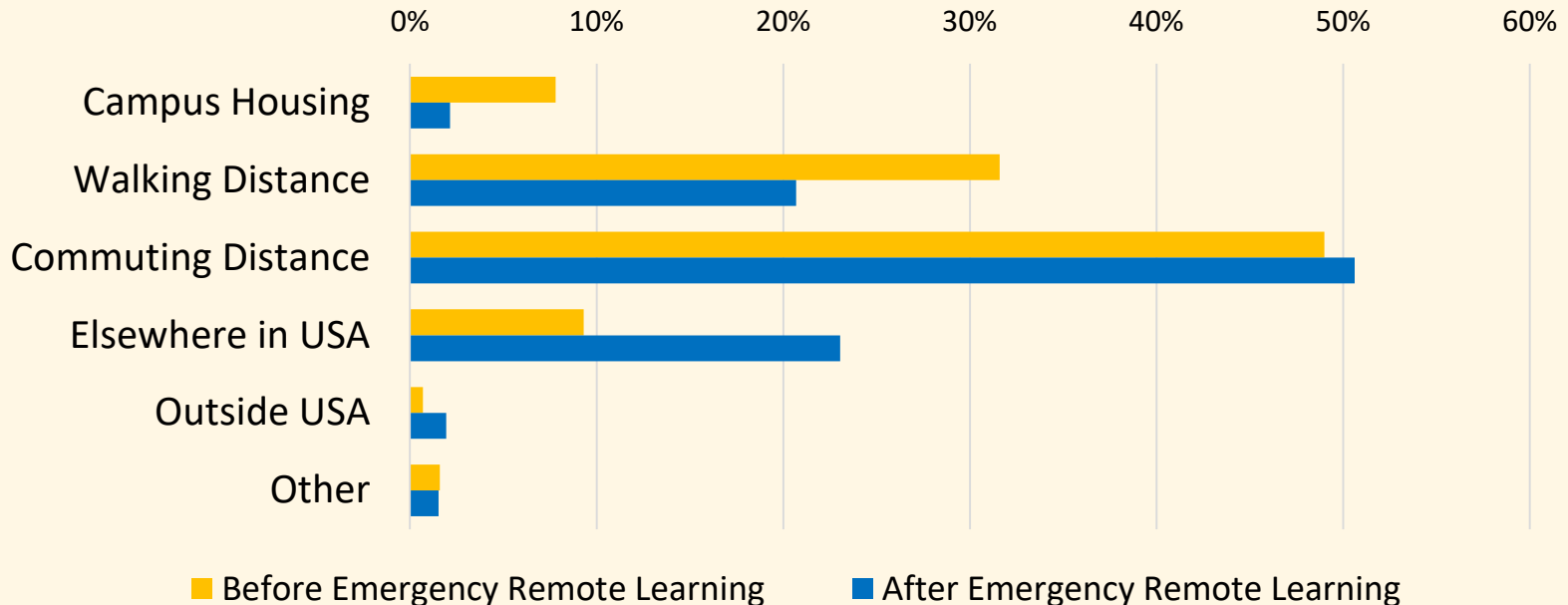
Change in Expected Graduation Date by School

- 9% of All Students indicated they would graduate later due to COVID-19 (Question 11)
- 18% of Dentistry students indicated they would graduate later
- 58% of Graduate School students indicated they would graduate later
- 4% of Nursing students indicated they would graduate earlier



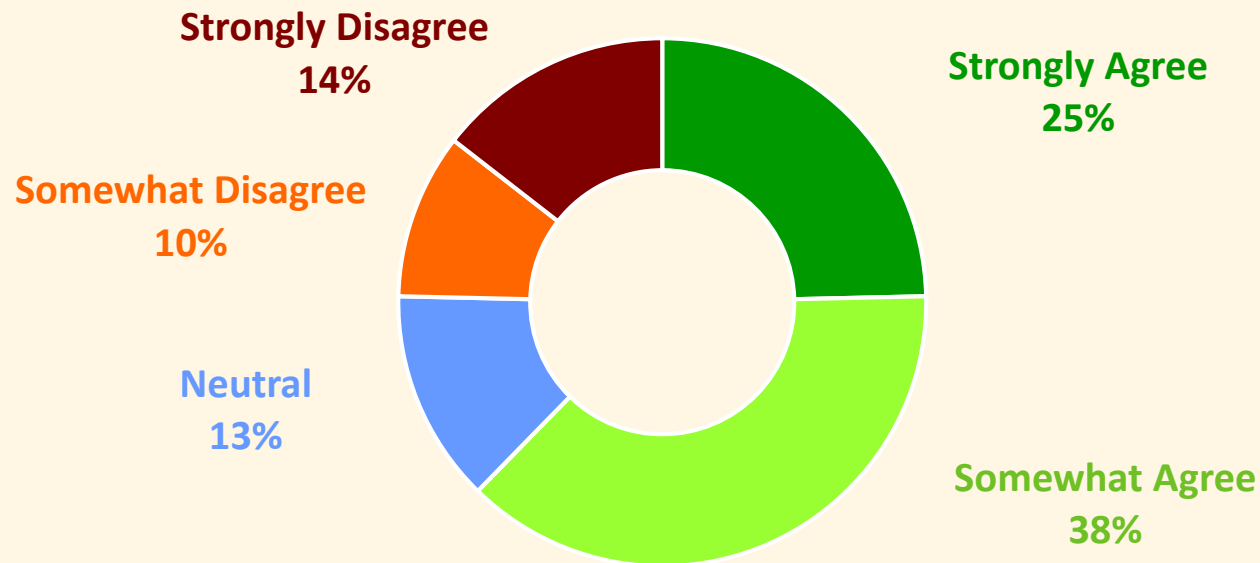
Change in Residence Location Due to COVID-19

- Students residing in Campus Housing decreased from 8% to 2% (Question 27)
- Students living within walking distance to campus fell from 32% to 21%
- Students living within commuting distance to campus rose slightly from 49% to 51%
- Students living elsewhere in the US climbed from 9% to 23%
- Students living outside the US increased from 1% to 2%



Care and Concern Shown by UMB Housing Office

- 69 students (6% of respondents) rated their experience with the UMB Housing Office
- 62% of All Students Strongly or Somewhat Agreed they were shown care and concern by the UMB Housing Office as they responded to the spread of COVID-19 (Q28)
- 13% of All Students indicated a Neutral response
- 24% of All Students Strongly or Somewhat disagreed they were shown care and concern

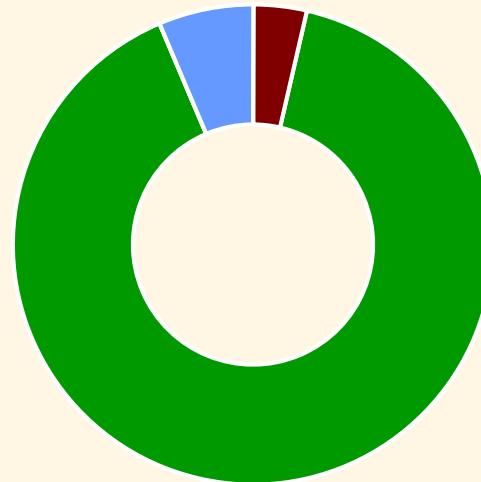


Addressing Web Accessibility Issues

Q30 – UMB has a Web Accessibility Policy to ensure equal access of its content to individuals of all abilities. Which of the following statements are true based on your experience?

- 90% of All Students had no web accessibility concerns or issues
- 6% of All Students indicated their web accessibility needs were adequately addressed by the Education Support & Disability Services (ESDS) office, faculty and/or university
- 4% of All Students indicated some or all web accessibility needs were not adequately met

**Web Accessibility
Needs Adequately
Addressed by ESDS**
6%

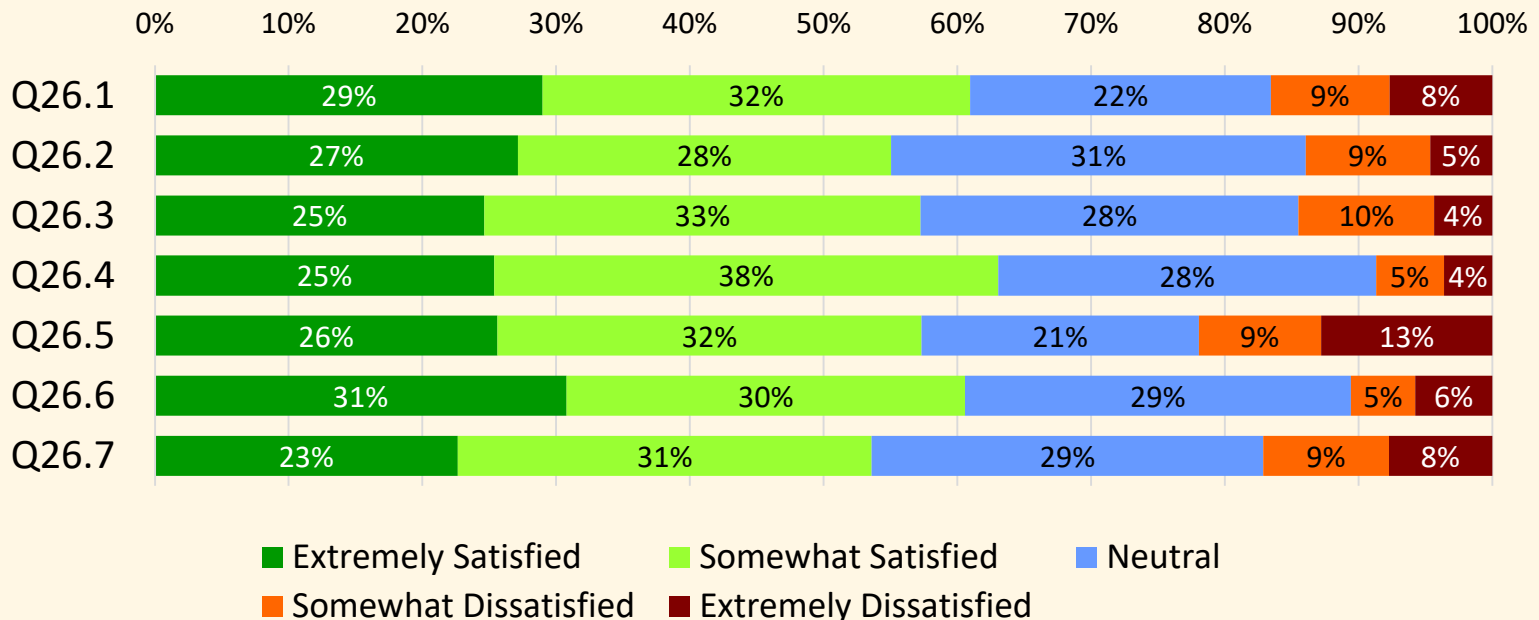


**Some or All Web Accessibility
Needs Not Met**
4%

No Concerns or Issues
90%

Student Affairs / Campus Life Services Satisfaction

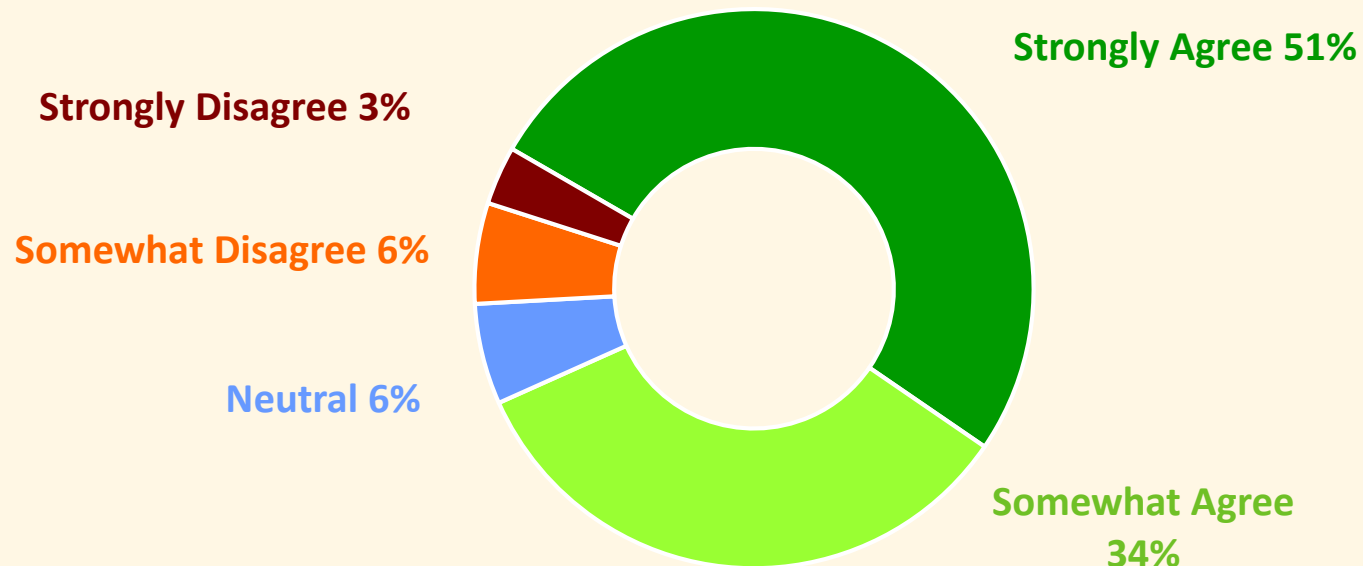
1. UMB Student Counseling Center [n=169] (Question 26)
2. Writing support services (e.g. Writing Center, Legal Writing Center) [n=129]
3. Academic Support Services (e.g. tutoring, Student Success Center) [n=138]
4. Professional development workshops [n=138]
5. URecFit / Wellness Hub [n=164]
6. Educational Support and Disability Services [n=104]
7. University Student Government Association (USGA) and other student organizations [n=181]



Overall Staff and Administration Care and Concern

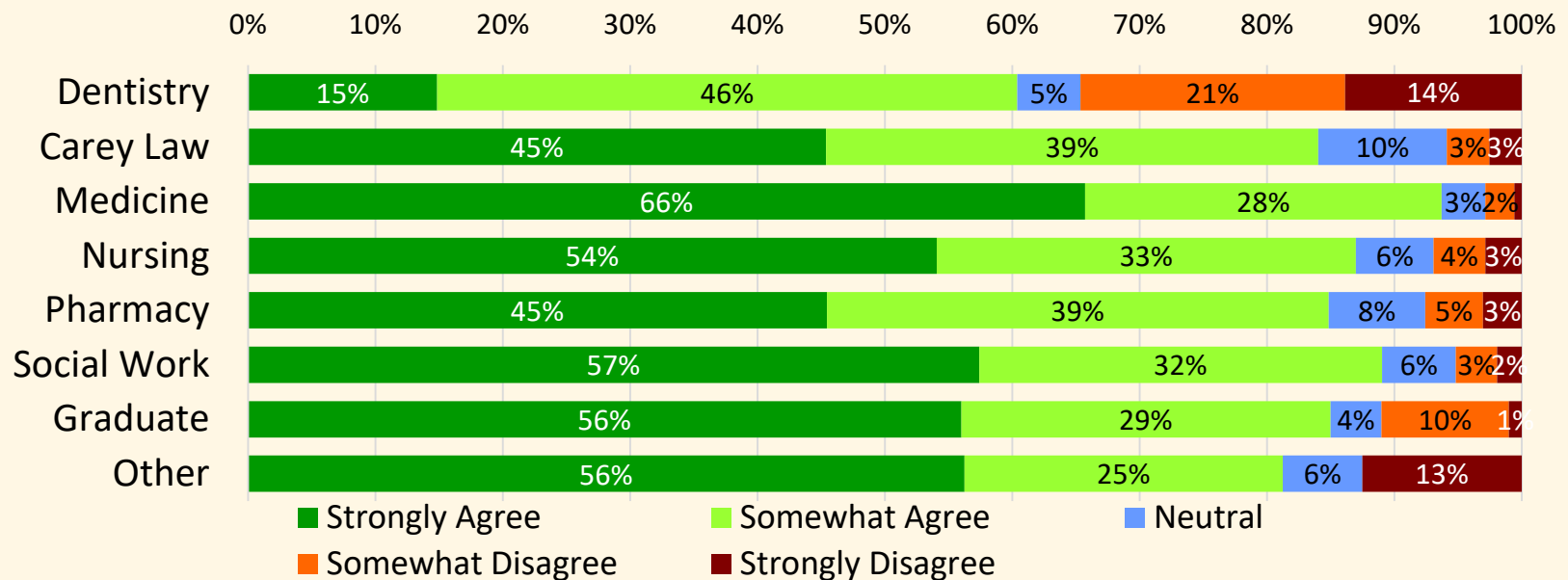
Q29 – Overall, staff and administration at UMB have shown care and concern for me as they respond to the spread of COVID-19

- 51% of All Students Strongly Agreed they were shown care and concern by UMB staff / administration
- 85% of All Students either Strongly or Somewhat Agreed they were shown care and concern
- 6% of All Students were Neutral
- 9% of All Students either Strongly or Somewhat Disagreed they were shown care and concern



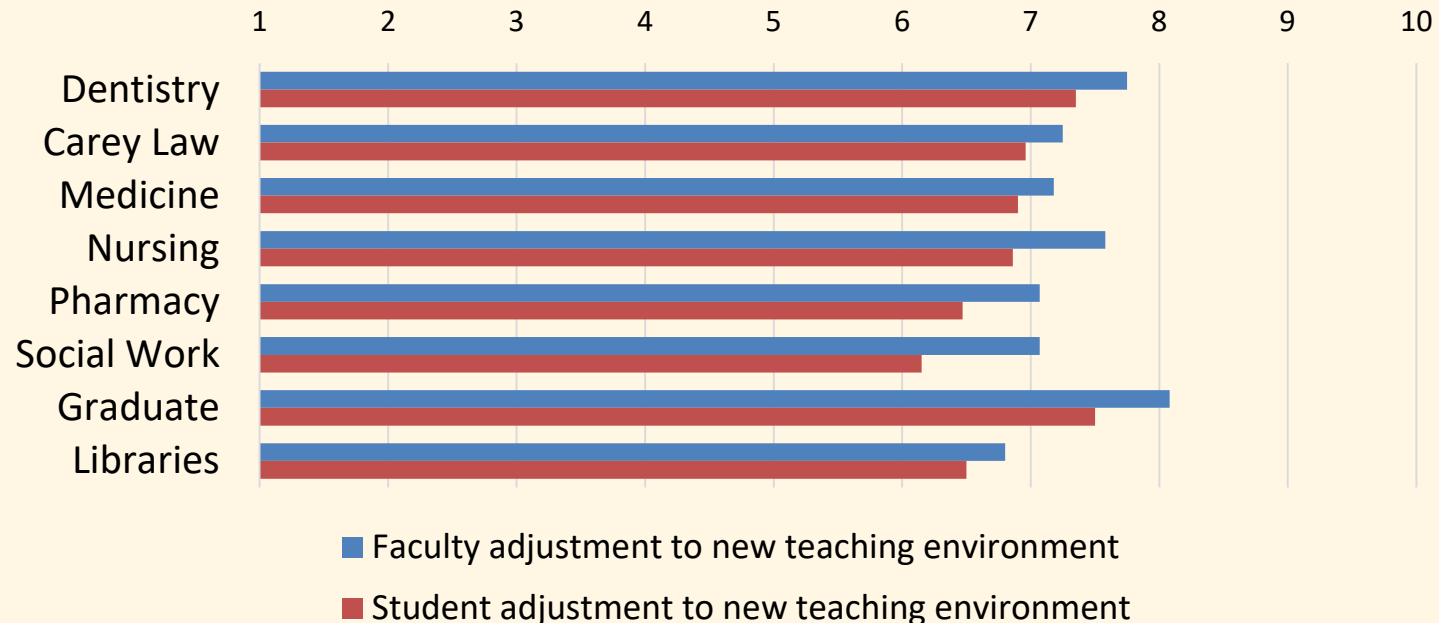
Overall Staff and Administration Care and Concern by School

- Strong Agreement that care and concern was shown by UMB staff and administration ranged between 15% of students in Dentistry and 66% of students in Medicine
- Students either Strongly or Somewhat in Agreement they were shown care and concern by UMB staff and administration ranged between 60% in Dentistry to 94% in Medicine
- 10% of Carey Law students were Neutral
- Highest level of Disagreement (Strongly and Somewhat combined) was in Dentistry (35%) followed by Other (13%) and the Graduate School (11%)



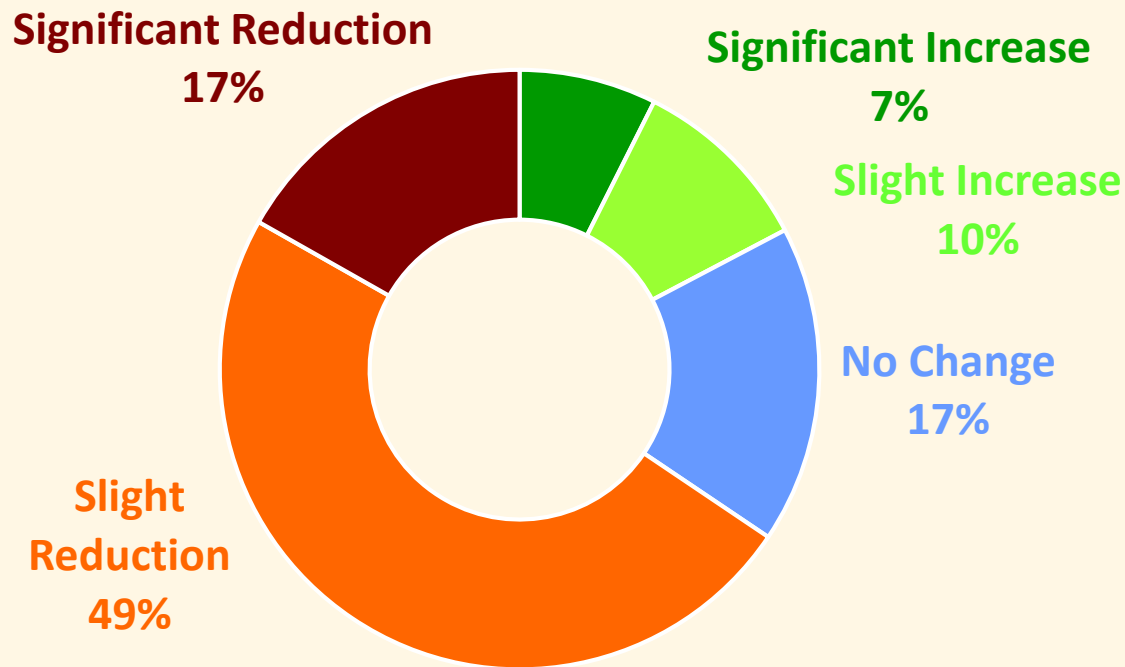
Faculty Survey: Adjustment to New Teaching Environment

- On a scale of 1 to 10, with 10 being the highest, faculty rated how well they adjusted, and perceived how well their students adjusted, to the demands of the new teaching environment during COVID-19 (Question 27)
- Overall, faculty rated their own adjustment as 7.34, with the lowest in Libraries (6.8) and the highest in the Graduate School (8.08)
- Overall, faculty rated their perception of how well their students adjusted as 6.85, with the lowest in Social Work (6.15) and the highest in the Graduate School (7.5)



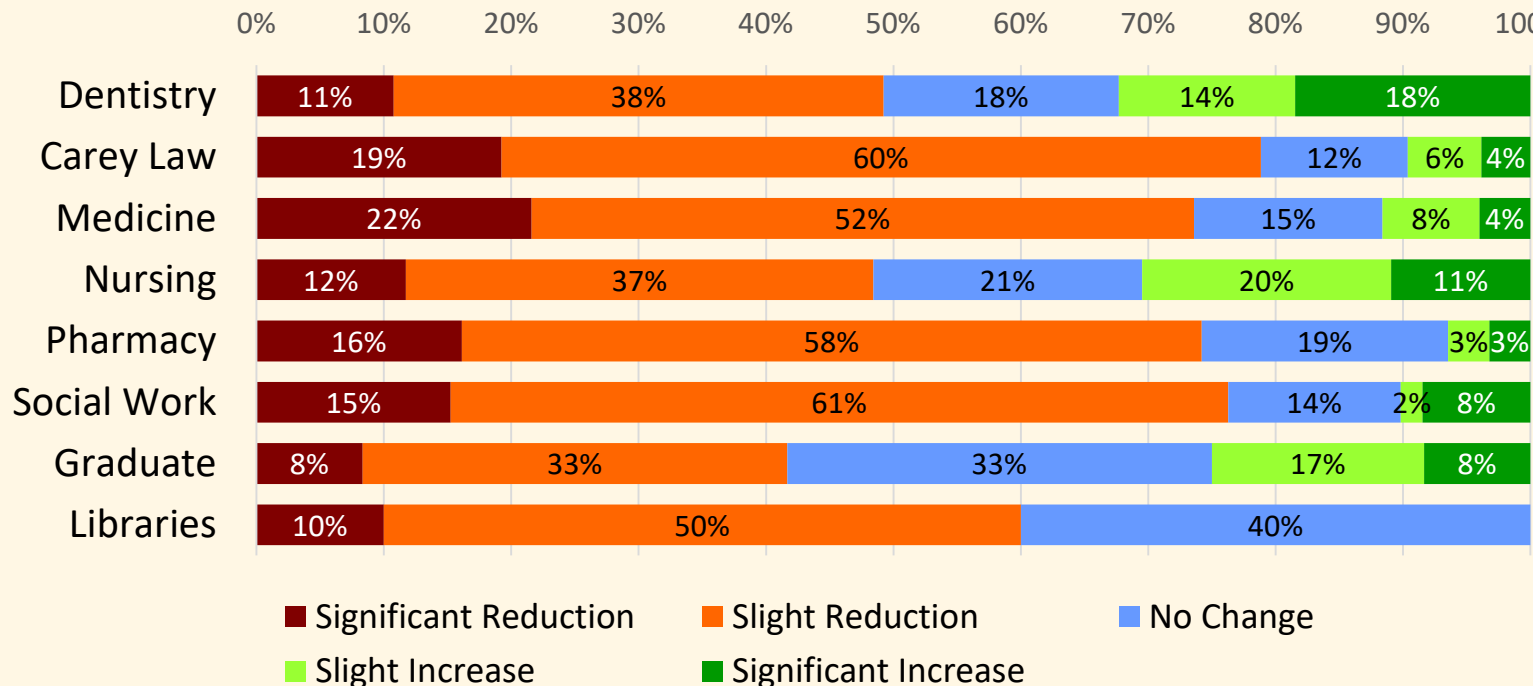
Faculty Survey: Perceived Change in Instructional Effectiveness

- 66% of All Faculty perceived a significant or slight reduction in instructional effectiveness due to the shift from in-person to virtual / online instruction (Q28)
- 17% of All Faculty perceived a significant or slight increase in instructional effectiveness
- 17% of All Faculty perceived no change in instructional effectiveness



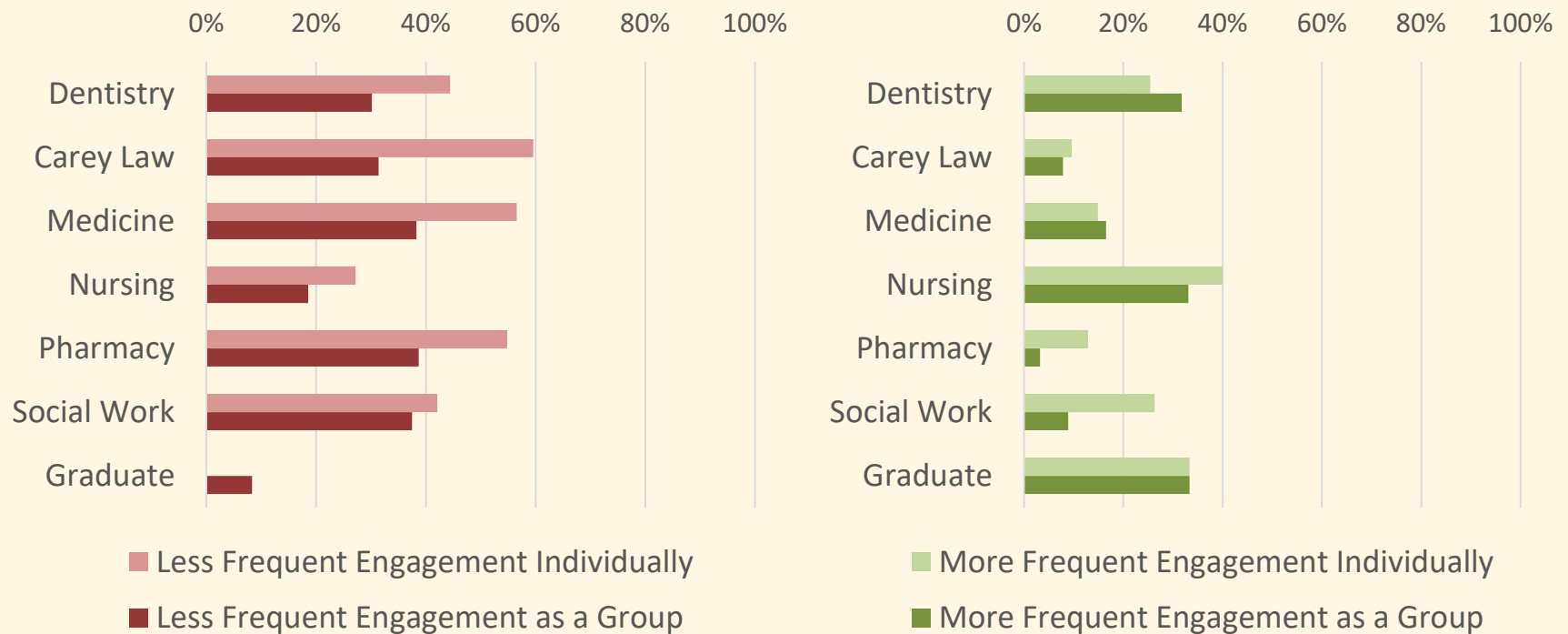
Faculty Survey: Change in Instructional Effectiveness by School

- School of Medicine faculty perceived the greatest significant reduction (22%)
- Carey Law faculty perceived the greatest significant and slight reduction combined (79%)
- School of Dentistry faculty perceived the greatest significant or slight increase (32%)
- Dentistry and Nursing faculty had the greatest variance or range in faculty perceptions of instructional effectiveness



Faculty Survey: Change in Student Engagement Post COVID-19

- Greater proportions of Carey Law, Medicine, and Pharmacy faculty reported less frequent student engagement post COVID-19 (Questions 31 and 32)
- Greater proportions of Dentistry, Nursing, and Graduate School faculty reported more frequent student engagement post COVID-19





For More Information

Detailed faculty, employee, and enrollment statistics are available on the Institutional Effectiveness, Strategic Planning, and Assessment website:

www.umaryland.edu/iespa

Or contact me at gspengler@umaryland.edu or 6-1264