

Loyola Student Experiences During the Spring 2020 COVID-19 Transition Office of Institutional Effectiveness Research Memo, April 2020

April 16, 2020

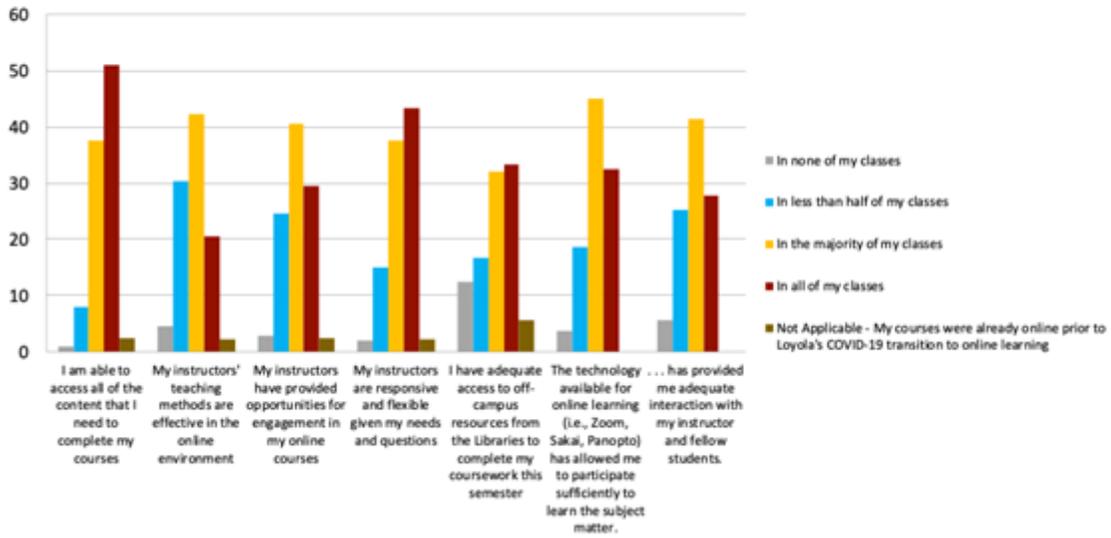
In March 2020, in response to the worldwide public health crisis around the COVID-19 pandemic, Loyola students were given a few days to leave campus and all classes moved to an online format. The transition period was swift with the last on campus courses on March 13 and every course online by March 23. Final exams for this semester were from April 27 to May 2.

During the first week of April, the Office of Institutional Effectiveness surveyed all Loyola undergraduate and graduate students to learn about their academic experiences during this transition period. More than 4,300 students completed this survey and their thoughtful insights were immediately shared with Loyola faculty, staff, and administration to inform them as they addressed issues that students were facing.

Student responses on the survey provided information for the following key themes.

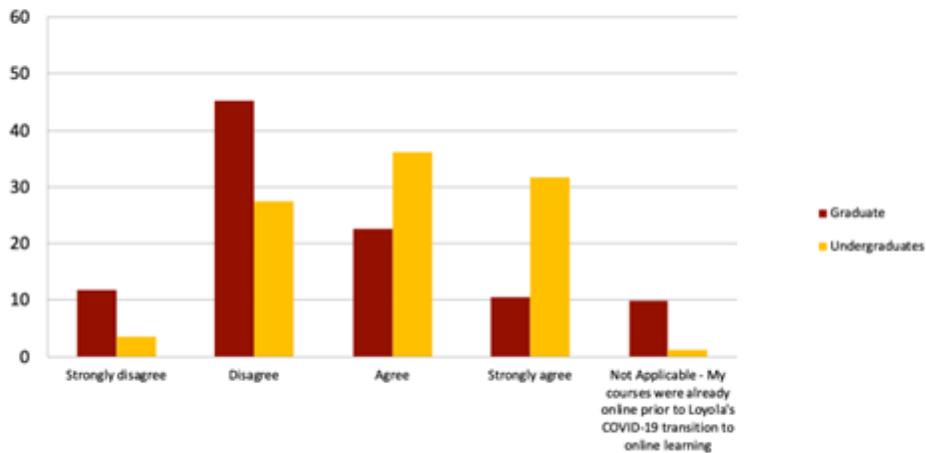
- Almost 80% agreed or strongly agreed that Loyola's communications around the transition to online learning were sufficient. However, over a third of students shared insights about where they had additional needs for continued communications around policies and changes.
- Students indicated they have the technology needed for online learning, with fewer than 5% reporting frequent difficulties.
- Two-thirds or more of students reported satisfaction with the quality of learning and engagement in the majority of their classes. However, as may be expected with the rapid move to an online format, students identified areas where improvement was needed.

Student Reports of Online Course Practices and Engagement



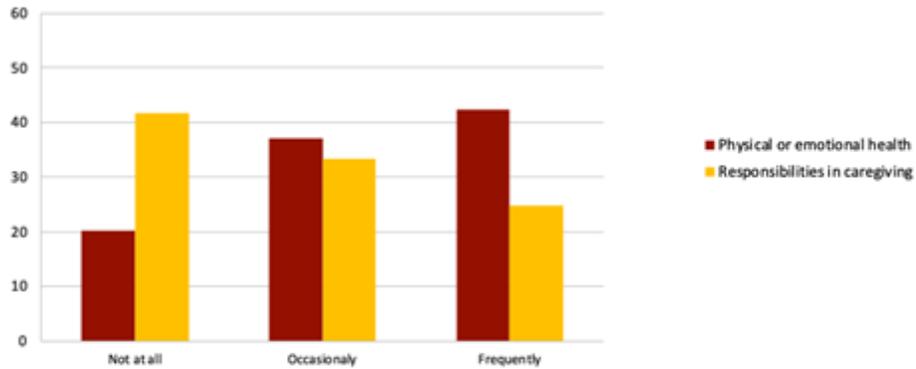
- In the new online environment, while about half of students found their workload about the same as before, many reported an increased academic workload.

Student Reports of Academic Workload, by Graduate or Undergraduate Status



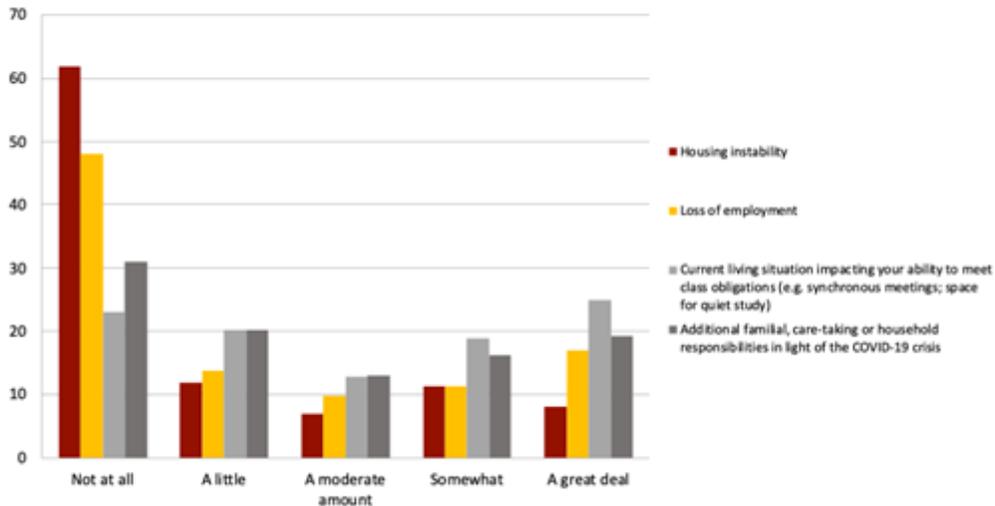
- In addition, the current public health crisis has taken a toll on students' ability to engage academically. Eight of ten students reported that their physical or mental health interfered with their ability to engage in their learning.

Student Reports of WellBeing and Responsibilities



- Caregiving responsibilities for those with whom they live, housing instability, and loss of employment also interfered a great deal for many students.

Student Reports of Obstacles to Online Learning



This information informed the types of support that faculty and staff offered students as they entered the last weeks of the semester. OIE also plans to use these findings and additional analyses to inform Loyola planning for the summer and fall 2020.

Please contact OIE@luc.edu for additional information about this and related Office of Institutional Effectiveness studies.