



COVID-19 Student Survey

Qualitative Review

Survey Issued: November 20, 2020 – December 15, 2020

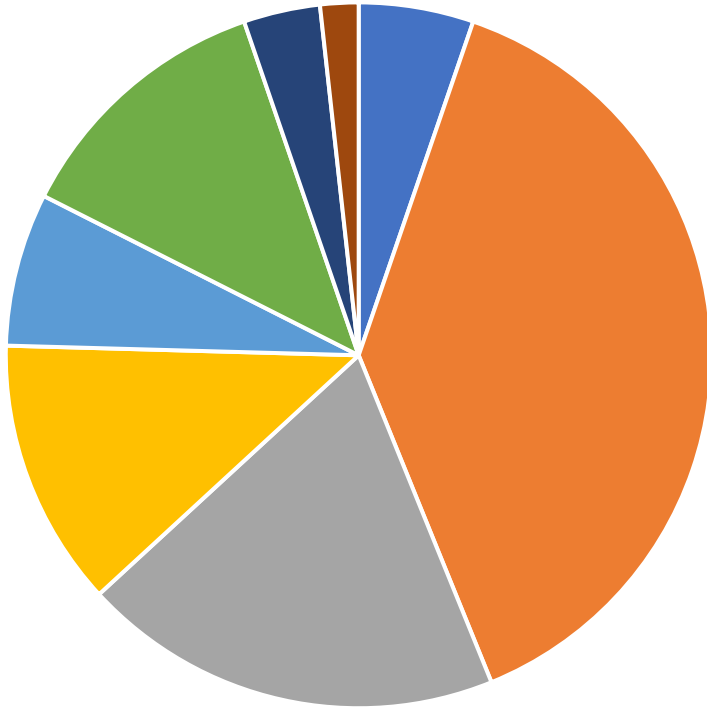
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Q2.14: What assistance from UMB or your school was most helpful upon resuming research?

Q2.14 Respondents – Assistance from UMB or Your School Most Helpful Upon Resuming Research



- School of Dentistry ■ Graduate School ■ School of Medicine
- School of Nursing ■ School of Pharmacy ■ School of Social Work
- Carey School of Law ■ Other

School	Respondents
School of Dentistry	3
Graduate School	22
School of Medicine	11
School of Nursing	7
School of Pharmacy	4
School of Social Work	7
Carey School of Law	2
Other*	1
Total	57

*Response findings do not include respondents who answered N/A or that they do not conduct research. “Other” noted their program as Gerontology.

Most Helpful

Q2.14: What assistance from UMB or your school was most helpful upon resuming research?

11 of 57
respondents

COVID-19 guidelines, including testing requirements and limiting the amount of people in the lab.

8 of 57
respondents

The availability of technical tools, including online learning platforms, the option to hold virtual meetings over Zoom, and access to analytical software.

6 of 57
respondents

The ability to conduct their research ***on-campus***.

5 of 57
respondents

Access to library resources, including online databases. 2 of 5 respondents found their school's library to be helpful. For 3 of those 5 respondents, it's unclear if these resources were provided by their school's library or the HS/HSL.

5 of 57
respondents

Support from their supervisors and departments.

4 of 57
respondents

The ability to conduct their research ***remotely***. Of these participants, 2 noted it was helpful to receive monetary support in the form of the "GSA work from home reward."

No/Limited Assistance

11 of 57 respondents noted that they did not receive any assistance from UMB.

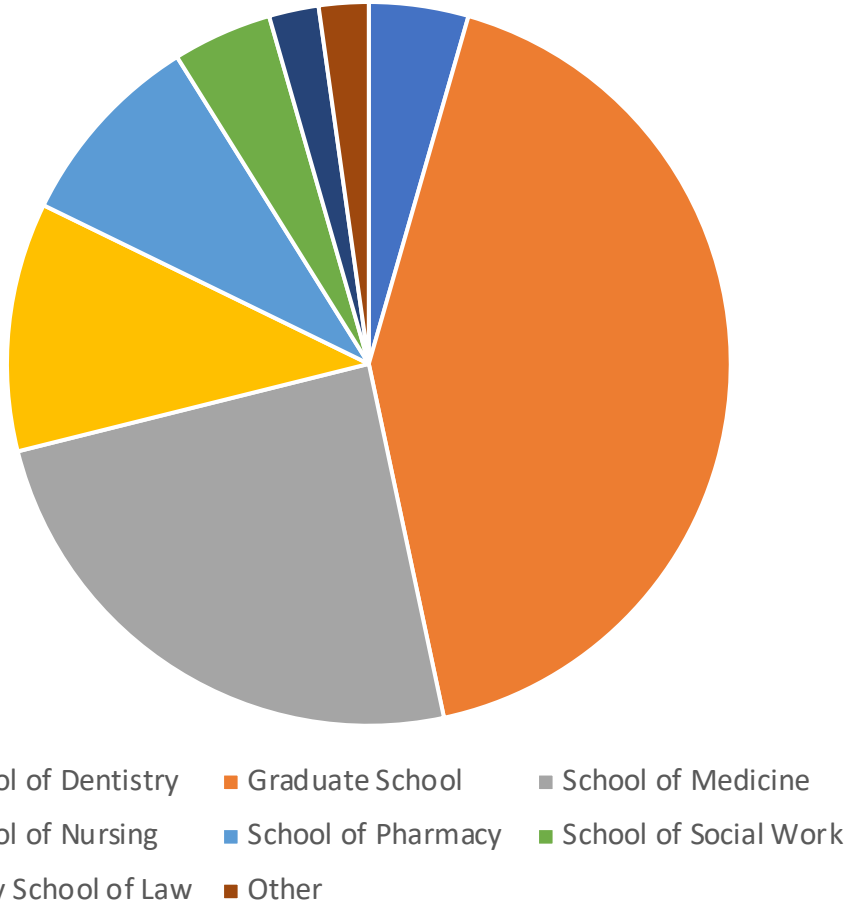
Why?

- Needed assistance with transportation to and from campus
- Limited access to mental health care
- Perceived lack of transparency and pandemic preparation from UMB
- Their research was “rendered unworkable”
- Disruption of relationship between self and mentors
- Needed to change research topics due to lab restrictions

*“Unfortunately, the policy changes were not helpful. COVID has created a **disruption in communication between myself and mentors** which has slowed the progress on my research dramatically.”*

Q2.15: What assistance from UMB or your school was NOT helpful upon resuming research?

Q2.15 Respondents - Assistance from UMB or Your School Not Helpful Upon Resuming Research



School	Respondents
School of Dentistry	2
Graduate School	19
School of Medicine	11
School of Nursing	5
School of Pharmacy	4
School of Social Work	2
Carey School of Law	1
Other*	1
Total	45

*Response findings do not include respondents who answered N/A or that they do not conduct research. "Other" noted their program as Gerontology.

Not Helpful

Q2.15: What assistance from UMB or your school was NOT helpful upon resuming research?

10 of 45
respondents

The lack of communication or miscommunication, coming from UMB or their school. Of the 10, 2 respondents found it difficult to receive information about COVID-19 guidelines in a timely manner, while another 2 found the research guidelines to be confusing.

9 of 45
respondents

Research was negatively affected by COVID-19 and UMB's research guidelines. Of the 9, 3 respondents found that their school did not offer any assistance, and at times, hindered their ability to resume research.

5 of 45
respondents

Lack of transportation options to and from campus, due to the cancellation of the UM Shuttle.

3 of 45
respondents

Difficulty accessing online databases and journals.

3 of 45
respondents

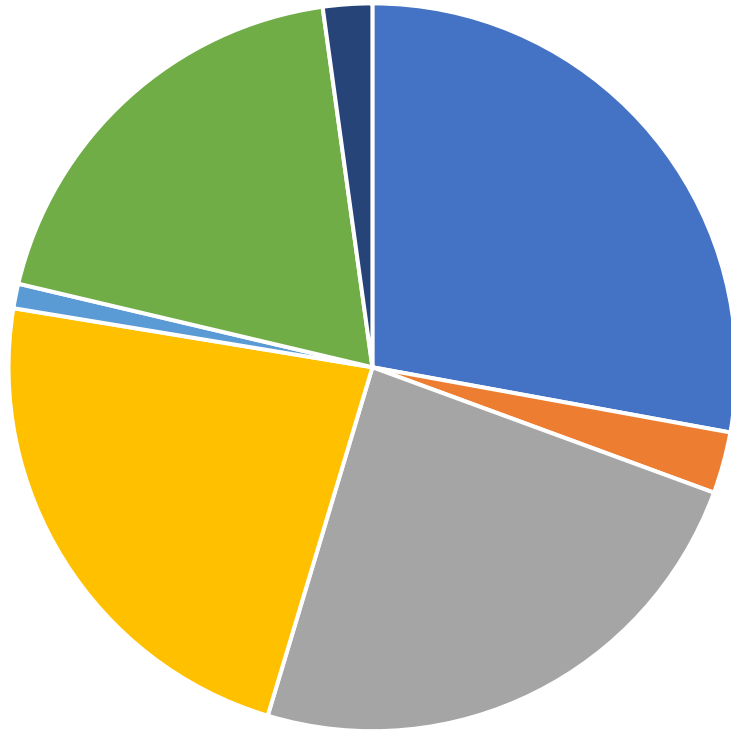
Disruption of mentorship.

4 of 45
respondents

Noted that they did not receive any assistance from UMB.

Q2.17: What assistance from UMB or your school was most helpful upon resuming clinical practice or experiential learning?

Q2.17 Respondents - Assistance from UMB or Your School Most Helpful Upon Resuming Clinical Practice or Experiential Learning



- School of Dentistry
- Graduate School
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Social Work
- Carey School of Law

School	Respondents
School of Dentistry	51
Graduate School	5
School of Medicine	44
School of Nursing	42
School of Pharmacy	2
School of Social Work	35
Carey School of Law	4
Total	183

*Response findings do not include respondents who answered N/A or that they do not conduct research.

Most Helpful

Q2.17: What assistance from UMB or your school was most helpful upon resuming clinical practice or experiential learning?

32 of 183
respondents

The provision of PPE and guidance on how it's properly used.

21 of 183
respondents

The ability to resume in-person clinical practice. However, of these respondents, 6 noticed a decrease in available clinic time due to COVID-19 guidelines and expressed a need for increased clinical practice.

20 of 183
respondents

Various avenues of timely and continuous communication, such as email, phone, town halls, and their school's Office of Student Affairs.

15 of 183
respondents

The ability to experience clinical practice, experiential learning, and coursework virtually.

10 of 183
respondents

Assistance from faculty and staff members, including lines of open communication, frequent Zoom check-ins, and modifications to assignments.

No/Limited Assistance

36 of 183 respondents noted that they did not receive any assistance from UMB.

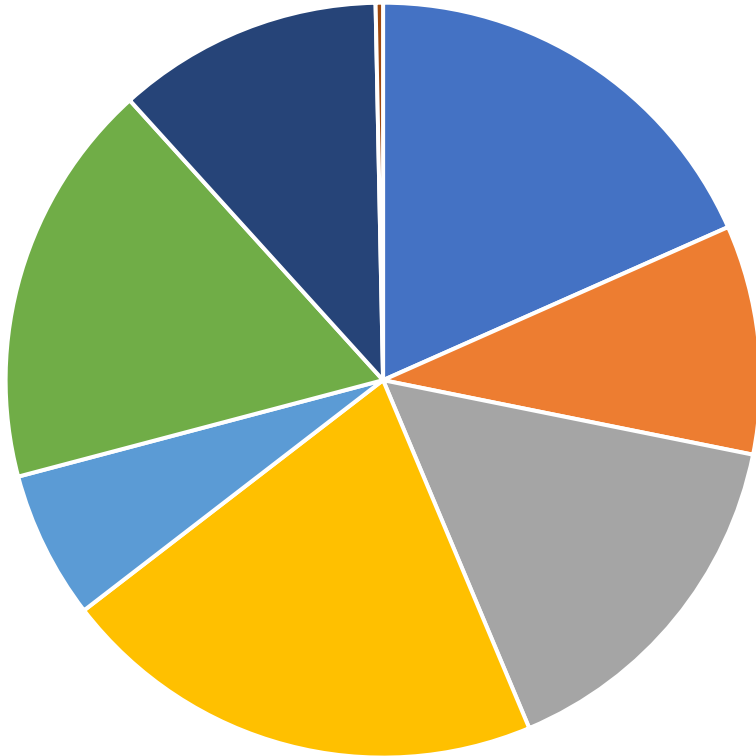
Why?

- Poor virtual learning experience
- Paying full tuition for a "non-complete product"
- Inflexibility of faculty and staff
- Feeling unprepared to continue their education and/or work in their field due to limited clinical experience
- Inadequate communication around the changes to clinical practice

I cannot say there has been any assistance from the whole UMB campus or my school in particular that was helpful for my resuming of clinic. The entire process has been a disaster and I consider myself doing much better than my peers. Many students are under unbelievable stress and there has been no institutional support.

Q9.1: In relation to the COVID-19 pandemic, what has gone well as it relates to your experiences as a student during the pandemic?

Q9.1 Respondents - Gone well as it relates to your experiences as a student during the pandemic



- School of Dentistry
- Graduate School
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Social Work
- Carey School of Law
- Other

School	Respondents
School of Dentistry	58
Graduate School	31
School of Medicine	49
School of Nursing	66
School of Pharmacy	20
School of Social Work	55
Carey School of Law	36
Other*	1
Total	316

*Response findings do not include respondents who answered N/A or that they do not conduct research. "Other" noted their program as Gerontology.

Gone Well

Q9.1: In relation to the COVID-19 pandemic, what has gone well as it relates to your experiences as a student during the pandemic?

110 of 316
respondents

The virtual learning experience. Respondents cite that with virtual learning they: can remain safe from COVID-19; learn better and are more productive; have more time to study due to no commute; and can review recorded lectures

80 of 316
respondents

Faculty have been accommodating, flexible, and understanding, particularly when it comes to extending assignment deadlines, providing engaging virtual learning experiences, and offering support to students.

23 of 316
respondents

In-person clinical experience and field work.

19 of 316
respondents

Respondent's academic schedules were not disrupted by the COVID-19 pandemic, allowing them to graduate on-time.

15 of 316
respondents

Timely communication from schools and UMB.

13 of 316
respondents

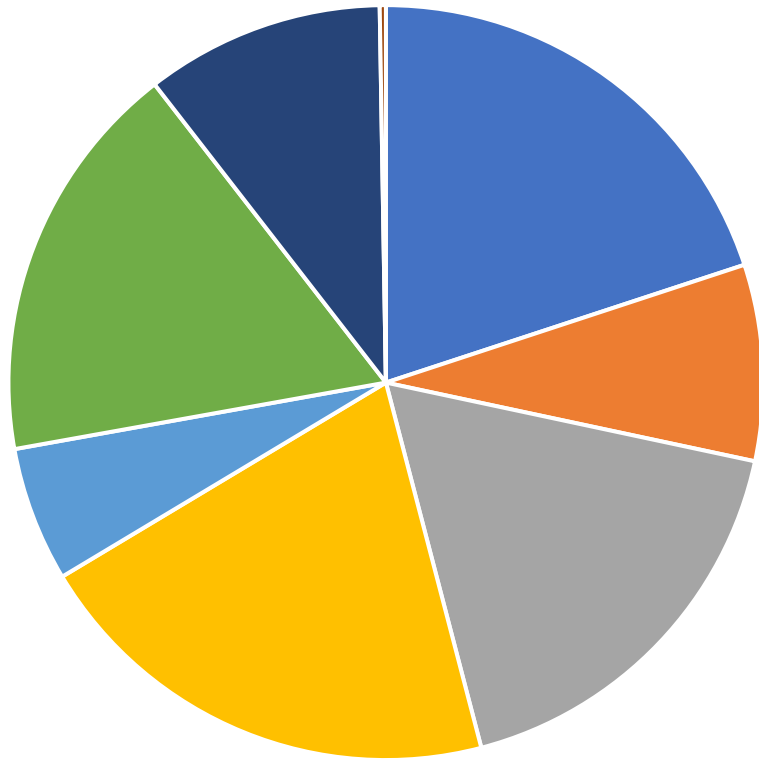
UMB's efforts to keep students, faculty, and staff safe by issuing and maintaining COVID-19 guidelines.

13 of 316
respondents

The ability to conduct their research *on-campus*.

Q9.2: In relation to the COVID-19 pandemic, what has not gone well as it relates to your experiences as a student during the pandemic?

Q9.2 Respondents - Not gone well as it relates to your experiences as a student during the pandemic



- School of Dentistry ■ Graduate School ■ School of Medicine
- School of Nursing ■ School of Pharmacy ■ School of Social Work
- Carey School of Law ■ Other

School	Respondents
School of Dentistry	76
Graduate School	32
School of Medicine	67
School of Nursing	78
School of Pharmacy	22
School of Social Work	66
Carey School of Law	39
Other*	1
Total	381

*Response findings do not include respondents who answered N/A or that they do not conduct research. Other” noted their program as Gerontology.

Not Gone Well

Q9.2: In relation to the COVID-19 pandemic, what has not gone well as it relates to your experiences as a student during the pandemic?

104 of 381
respondents

Expressed concerns about the virtual learning experience. Respondents noted: struggling to digest information in a virtual format; difficulties with virtual software (e.g., Blackboard and Exam4); poorly organized courses; and a perceived drop in the quality of their education.

83 of 381
respondents

Experienced complications with clinical practice, field work, and/or internships. Complications include: poor communication around scheduling and COVID-19 guidelines; inadequate virtual substitutes; and reduced in-person experiences, which has led to fears of being professionally unprepared. Some respondents experienced a perceived lack of autonomy (e.g., some students wanted the choice to work with COVID-19 patients), while others did not want to risk exposing themselves and their families, but felt they had to.

44 of 316
respondents

Expressed concerns about faculty members, including faculty who: are unclear about grading and exams (particularly whether a class is pass/fail), don't answer emails, are inflexible regarding student needs during a pandemic, have increased the virtual workload, and do not know how to use virtual tools (e.g., WebEx, Blackboard, etc.).

Mental Health

72 of 381 respondents noted concerns related to mental health.

Social Isolation

47 respondents experienced feelings of isolation due to limited/no social interaction with their peers. This was especially true for respondents in their first semester.

Burnout

20 respondents expressed feelings of being “burned out” due to managing the weight of their coursework with the stress and realities of COVID-19 (e.g., fear of infection, infected family members, working in healthcare settings).

No Support

5 respondents expressed a perceived disconnect between UMB and the students as it relates to understanding how students are being impacted by COVID-19.

Student Counseling Center

3 respondents mentioned the Student Counseling Center (SCC). 1 respondent expressed a positive experience (“[t]he Student Counseling Center is great”); 1 respondent expressed wanting the SCC to be more involved directly with the schools; and 1 respondent expressed that the SCC’s “limited appointments” are inadequate, especially when students are referred to a service where they often pay an out-of-pocket cost.

COVID-19

55 of 381 respondents noted concerns related to COVID-19.

- 21 respondents have experienced increased stress and anxiety due to concerns about contracting COVID-19. These feelings are heightened due to classmates and on-campus staff not following University, state, and national COVID-19 guidelines; being exposed to patients with COVID-19; not being informed of on-campus “out breaks”; and living with children or those with compromised immune systems.
- 10 respondents believe that the current COVID-19 guidelines are too strict and have negatively impacted their experience at UMB. The guidelines have either reduced their ability to participate in on-campus experiences due to forced quarantine, and/or created a culture of fear due to their school’s reaction to students who do not adhere to the guidelines.
- 9 respondents would like COVID-19 testing to be offered on-campus to provide students with a reliable and convenient place to be tested more frequently, with the hope of increasing in-person learning.
- 7 respondents found the COVID-19 guidelines and testing requirements to be unclear. For 5 respondents, this confusion centered around guidance provided by the UMB Hotline.
- 7 respondents found the daily symptom monitoring to be cumbersome and bothersome, particularly when they did not plan to be on campus.

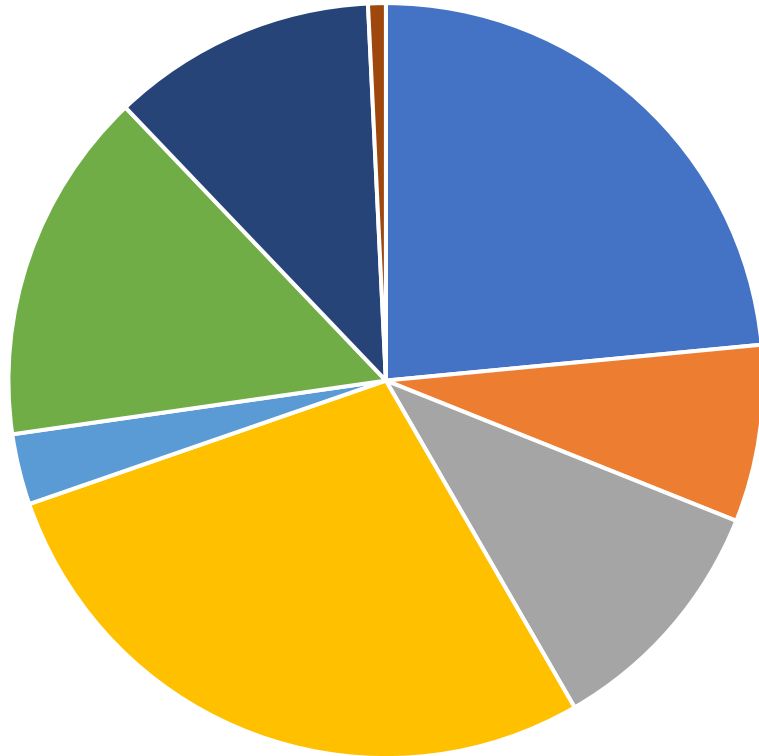
Finances

43 of 381 respondents expressed concerns related to tuition and other financial information.

- 22 respondents expressed that tuition should either be reduced, or remain stagnant, due to the transition to online learning and limited on-campus experiences. Of these respondents, some expressed the need for student fees to be additionally reduced, particularly fees that are related to on-campus services (e.g., the SMC Campus Center).
- 21 respondents experienced financial hardship due to difficulties receiving funds through student loans, difficulties finding remote student work, and no or a small stipend.

Q9.3: Please share any additional thoughts you would like us to know.

Q9.3 Respondents – Additional thoughts



- School of Dentistry
- Graduate School
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Social Work
- Carey School of Law
- Other

School	Respondents
School of Dentistry	31
Graduate School	10
School of Medicine	14
School of Nursing	37
School of Pharmacy	4
School of Social Work	20
Carey School of Law	15
Other*	1
Total	132

*Response findings do not include respondents who answered N/A or that they do not conduct research. "Other" noted their program as Gerontology.

Additional Thoughts

Q9.3: Please share any additional thoughts you would like us to know.

- Some respondents shared positive messages around thanking UMB for their response to COVID-19, and their dedication to keeping students, faculty, and staff safe.
- Half of the responses surrounding virtual learning enjoyed the experience and asked UMB to consider expanding their online programs. The other half believed virtual learning to be inferior to on-campus experiences.
- Respondents urged UMB to consider implementing on-campus COVID-19 testing.
- For some respondents, better enforcement of COVID-19 guidelines is needed. Respondents noted incidences of faculty, staff, and students not following the guidelines while on campus, and students lying about following the guidelines off-campus.
- Respondents also urged UMB to consider reducing tuition while learning experiences are virtual.
- Some respondents felt unsupported by their schools and UMB due to multiple instances of miscommunication, and a perceived dismissal of student requests and concerns.
- Other respondents expressed feelings of severe stress and exhaustion, and a need for improved mental health services for students.

Student Personas

Student Personas

Personas represent the different student types that are found in the qualitative data.

These fictional approximations help to humanize the data and better identify student needs.



Student Type
Virtual and Loving It

Definition

These students have found their stride with virtual learning. They enjoy using the time they save from not commuting to study and spend time with members of their COVID 'bubble' (e.g., family, including children and/or members in high-risk groups). These students may also be balancing a career in addition to their studies.

Key Traits

- Concerned about catching and spreading COVID-19 to their 'bubble'
- Struggles with balancing coursework with family duties
- Feels disconnected from average student body; needs to connect with other non-traditional students



Student Type
Eager for On Campus

Definition

These students find little value in virtual learning and thrive during on-campus experiential experiences. While they understand the need for COVID-19 guidelines, they believe the current guidelines are too strict, and students should have the autonomy to decide if they want to be on-campus or not.

Key Traits

- Unconcerned with being exposed to COVID-19
- Struggles with the social isolation of virtual experiences
- Desires the same activities as before the pandemic (experiential experiences and on-campus resources such as the URecFit facility)



Student Type
Fearful and Concerned

Definition

These students understand the need for virtual experiences and COVID-19 guidelines, but they're concerned about the quality of their education. Specifically, that the decrease in experiential experiences will not prepare them for the next stage of their graduate education or career. Additionally, their school's response to students who do not follow guidelines has made them fearful of being truthful with contact tracers when they are exposed to COVID-19, after attending crowded gatherings with their friends.

Key Traits

- Struggles to remain in their COVID 'bubble'
- Fears academic repercussions
- Desires improved lectures and more time for experiential activities



Student Type
Burnt Out

Definition

These students are working in healthcare settings, or with vulnerable populations, and have felt the crushing weight of COVID-19 since spring 2020. While they look to UMB for support, they feel unheard and overlooked. The stress of work, school, the pandemic, and (at times) financial hardship, are suffocating them, and they no longer have the energy to carry on.

Key Traits

- Concerned about their finances and mounting tuition
- Needs compassion and flexibility from faculty, particularly when it comes to assignments
- Desires better access to mental health services