

Arizona Hispanic Serving Institutions: UA Student Experiences During COVID19

Alliance of Hispanic Serving Institution Educators (AHSIE) Conference
March 15, 2021

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PURPOSE

The purpose of this mixed methods, longitudinal study is to:

- Explore challenges faced by students at Hispanic Serving Institutions (HSIs) after moving to online and remote learning during COVID-19
- Reveal how students cope with courses moving online and how course experiences are impacted by this move
- Identify the resources and supports that are most helpful to students and catalog resources that are still needed
- Contribute knowledge regarding attitudes and coping processes during crises
- Inform institutional priorities and decision making towards pandemic recovery at HSIs



OVERVIEW

This slide deck provides a high-level overview of data-informed insights generated by this study aimed at examining student perceptions, attitudes, and emotions regarding online spaces and institutional supports in Spring 2020 during COVID-19. This summary pertains to UA undergraduate students and respondents from other HSIs.

Online surveys were conducted during June and July 2020, representing the first of three waves of this longitudinal study.

In collaboration with key stakeholders at the University of Arizona and at other HSIs across Arizona, survey recruitment drew heavily upon students from diverse backgrounds as this study sought to examine student and faculty pandemic experiences at HSIs.



INFORMING PANDEMIC RECOVERY & RELIEF

Data collected during Spring 2020 was used to:

- Inform use of HSI CARES Act funding, supporting:
 - Campus Pantry
 - Tech Lending Program
 - On-Campus Student Employment
- Advocate for temporary adjustments to academic policies
- Inform UA and national key stakeholders



PARTICIPANTS

Summer 2020 Survey: UA (N = 206)	
Pell Recipient	51.0%
First Generation	43.2%
Disabled	10.2%
Veteran	0.5%
Active Duty Armed Forces	0.5%
Mean (Median) Age	21.7 (20.0)

Undergraduate Race/Ethnicity*: UA (N = 206)	
Hispanic, Latinx	48.1%
White, Caucasian	41.3%
Asian, Asian American	25.7%
Black, African American	6.8%
Native American	5.8%

*Select all that apply, some categories collapsed to protect anonymity

Undergraduate Gender*: UA (N = 206)	
Cisgender Woman	60.19%
Cisgender Man	22.82%
Transgender, Genderqueer, Agender, Non-binary, Non-conforming, Two-spirit, Genderfluid, Questioning, Intersex	2.4%

*Select all that apply, some categories collapsed to protect anonymity

PARTICIPANTS

Summer 2020 Survey: Other HSIs (N = 20)	
Pell Recipient	30.0%
First Generation	65.0%
Disabled	5.0%
Veteran	0.0%
Active Duty Armed Forces	0.0%
Mean (Median) Age	25.2 (24.5)

HSIs represented include ASU, Arizona Western College, Mesa Community College, Pima Community College, and UA South

Undergraduate Race/Ethnicity*: Other HSIs (N = 20)	
Hispanic, Latinx	60.0%
White, Caucasian	50.0%
Asian, Asian American	10.0%
Black, African American	5.0%
Native American	5.0%

*Select all that apply, some categories collapsed to protect anonymity

Undergraduate Gender*: Other HSIs (N = 20)	
Cisgender Woman	60.0%
Cisgender Man	5.0%
Transgender, Genderqueer, Agender, Non-binary, Non-conforming, Two-spirit, Genderfluid, Questioning, Intersex	10.0%

*Select all that apply, some categories collapsed to protect anonymity

Select Findings: Wave I Spring/Summer 2020

Instructor
Practices

Institutional
Practices

Shifts in Student
Responsibilities

Stress & Coping
Strategies

Sleep Quality

Fall 2020
Concerns

Helpful Instructor & Institutional Practices

What instructor practices did students indicate were most helpful?

Flexibility



Examples: Self-paced learning opportunities, posted recorded videos, offered flexible due dates, offered options for different learners, accounted for time zone differences and students with challenging schedules

Communication



Examples: Offered more virtual office hours, communicated frequently with daily posts/regular emails, clarified assignments, provided timely responses to email, expressed compassion

Reasonable Expectations



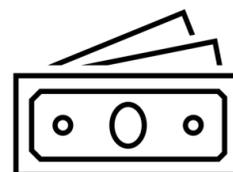
Examples: Pass/Fail grading option, offered open note or collaborative exams and extra credit, adjusted the class curve, adjusted workload and expectations given the circumstances

What institutional practices helped and hindered students most?

Communication



Financial Support



Flexibility



Helped

Clear, concise, timely,
transparent & compassionate

Maintain on-campus jobs,
Campus Pantry, emergency aid,
refunds, loaner laptops, ebooks

Pass/Fail option, Advisor access,
flexible deadlines & practices,
online academic support services

Hindered

Confusing, conflicting,
too much, not enough

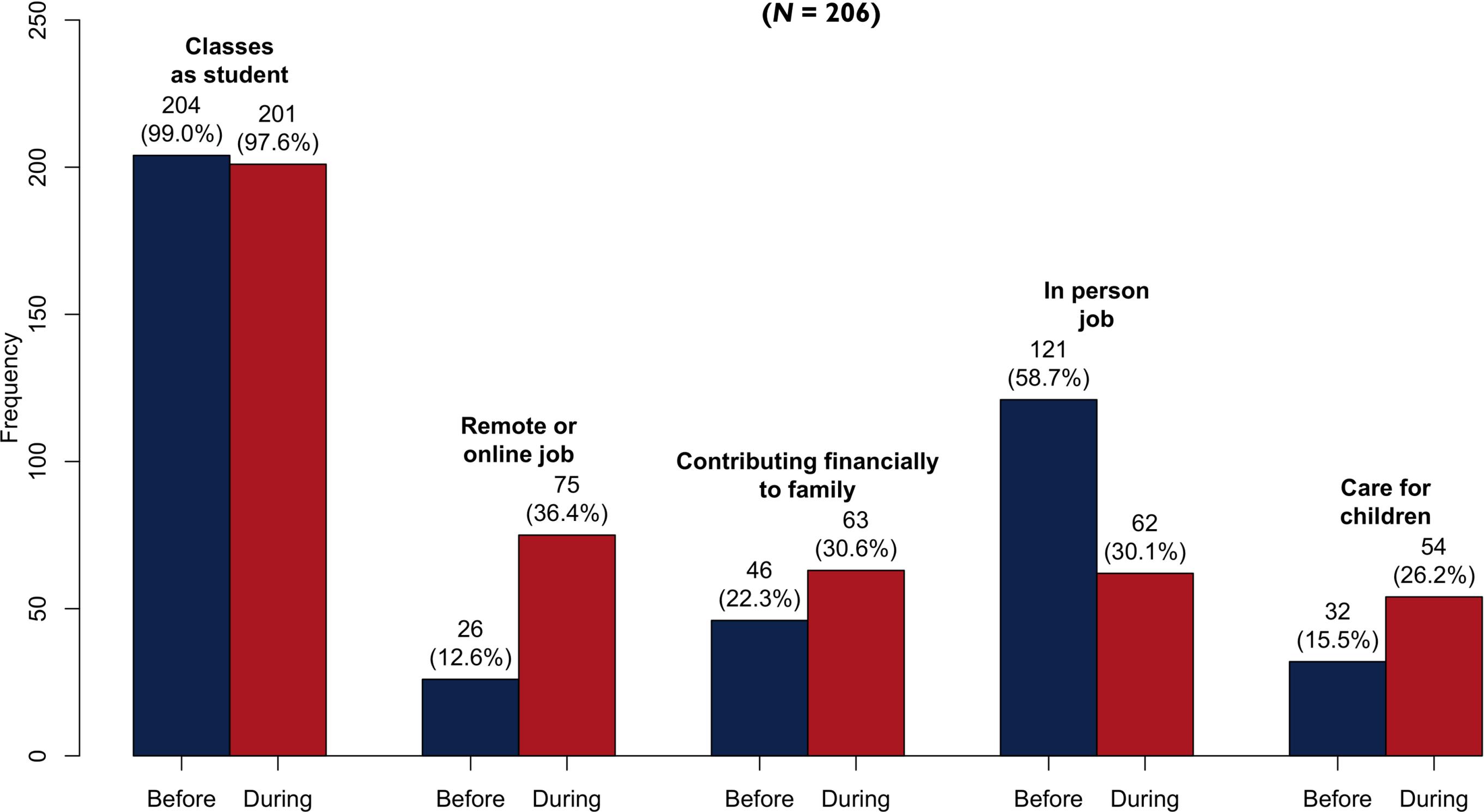
Charged full tuition & fees, limited
refunds & emergency funds,
iCourse fee

High course workload, faculty
unprepared for online, finals still
administered, test taking difficult,
Examity, limited office hours

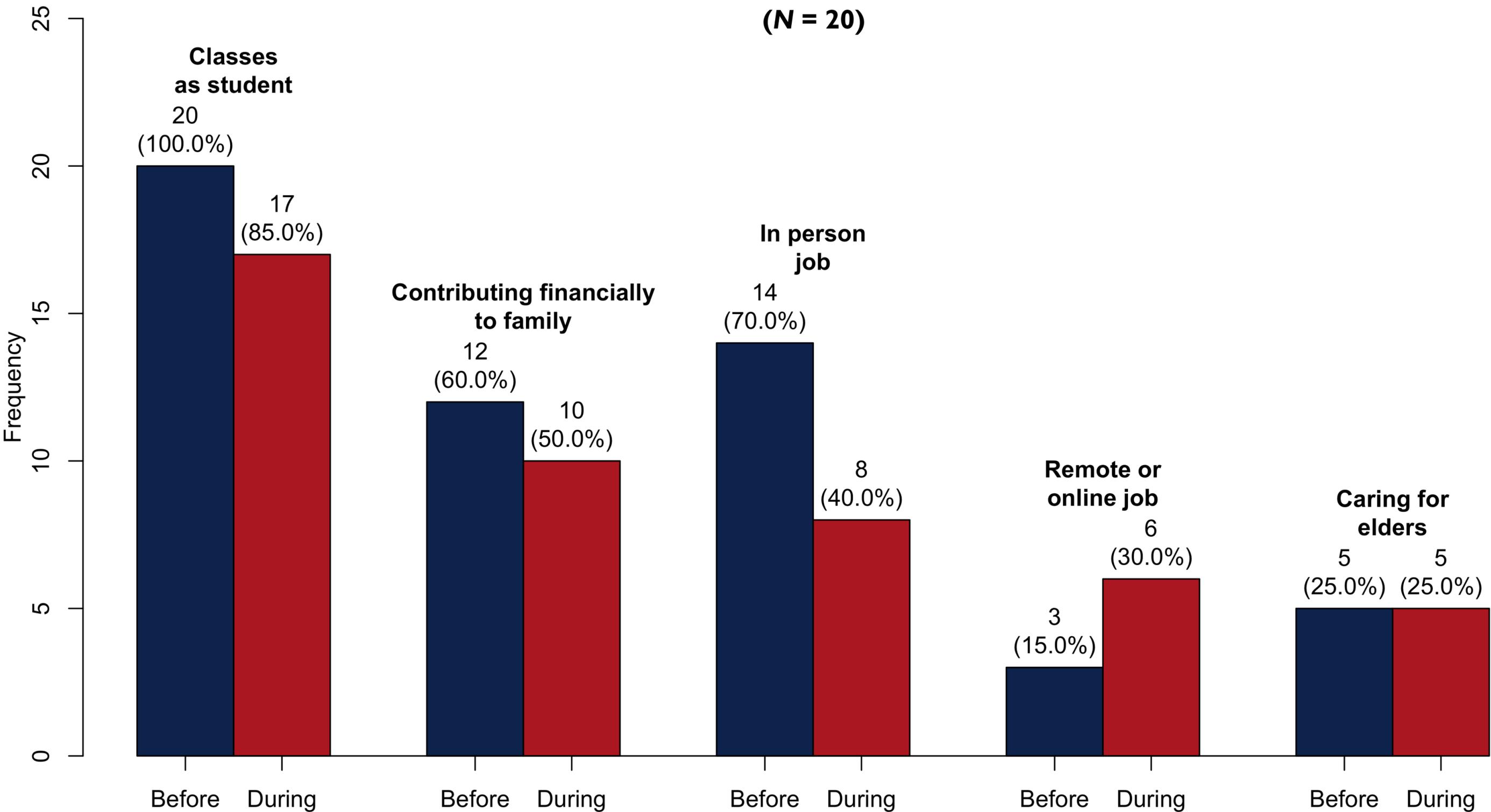
Shifts in Student Responsibilities

How has the pandemic shifted responsibilities of UA undergraduate students?

(N = 206)

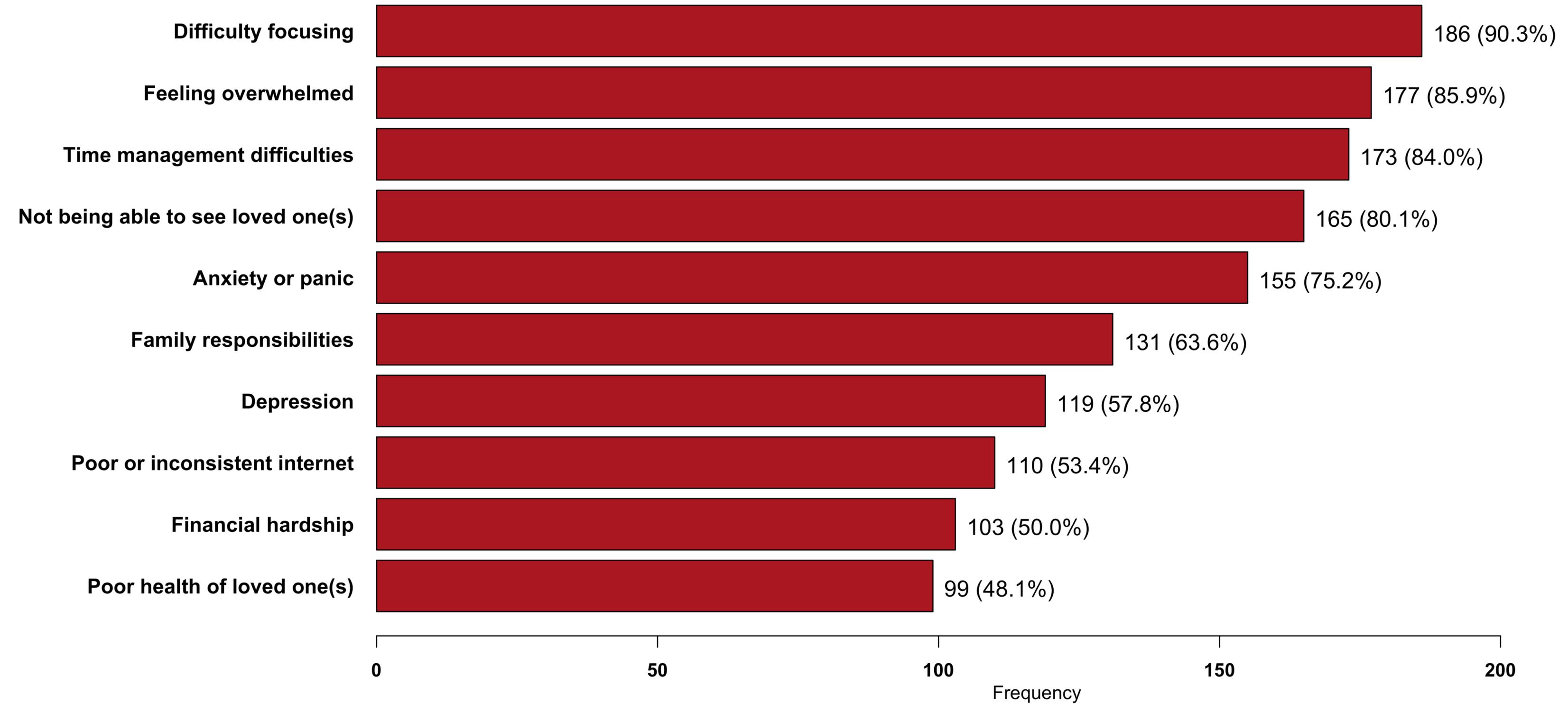


How has the pandemic shifted responsibilities of undergraduates at AZ HSIs?



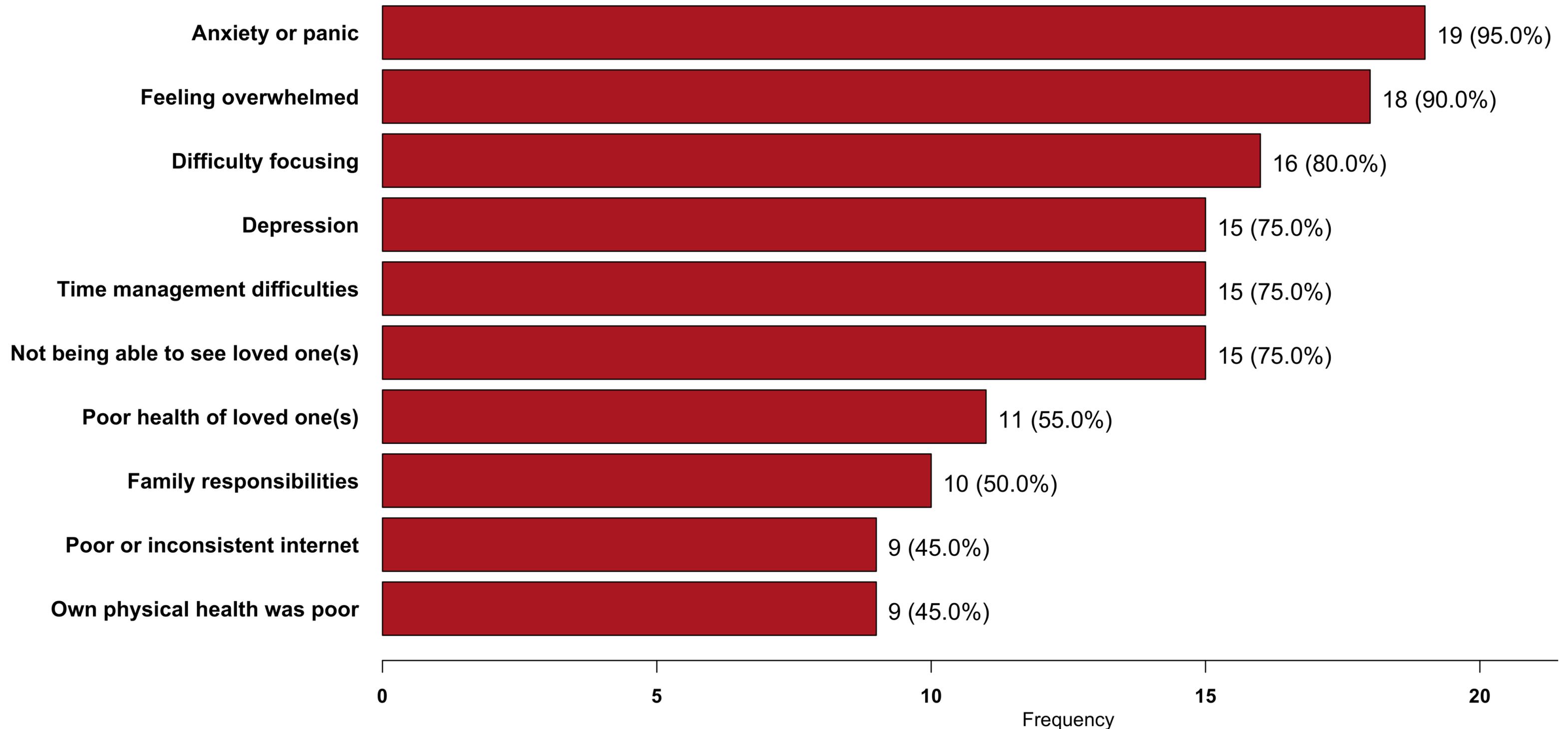
What challenges has the pandemic placed in front of UA undergraduates?

(N = 206)



What challenges has the pandemic placed in front of undergraduates at AZ HSIs?

(N = 20)



Recommendations

- Identify and/or offer more free and low cost mental health resources
- Facilitate instructional practices that support overwhelmed, distracted students, such as a clear organizational structure to the class, consistent communication, and clear due dates and instructions
- Offer instructional practices that allow flexibility such as asynchronous options, allowing students to keep cameras off, and normalizing background noise from children, family members, etc.
- Increase access to reliable internet via loanable hot spots
- Increase student emergency funding, simplify process to apply, ensure adequate personnel are allocated to distribute funding, and fund units such as campus food pantries
- Regularly communicate resources available to students, and keep resources updated in one place

Data Informed Action

- HSI Emergency Relief Funding for campus food pantry, technology loaner programs, on-campus student employment, outstanding bursar balances, faculty development
- Validated importance of strengthening wifi across extension sites in Arizona
- Encouraged more active strategies for informing students about campus resources
- Identify campus and community-based low and no-cost mental health resources

Stress & Coping Strategies

Coping

43% of UA undergraduates indicated they **fairly or very often experienced stress**

	Coping Strategies	Example Item	Sample Mean	
Most Used	Distraction	I turned to work or other activities to take my mind off things.	2.03	<p>(3) I did this a lot</p> <p>(2) I did this a medium amount</p> <p>(1) I did this a little</p> <p>(0) I didn't do this at all</p>
	Acceptance	I learned to live with it.	2.02	
	Planning	I tried to come up with a strategy about what to do.	1.85	
	Active Coping	I took action to try to make the situation better.	1.74	
	Positive Reframing	I tried to see it in a different light, to make it seem more positive.	1.67	
Least Used	Self Blame	I blamed myself for things that happened.	1.25	
	Religion	I tried to find comfort in my religion or spiritual beliefs.	0.93	
	Disengagement	I gave up the attempt to cope.	0.78	
	Denial	I said to myself "this isn't real."	0.55	
	Substance Use	I used alcohol or other drugs to make myself feel better.	0.53	

Coping

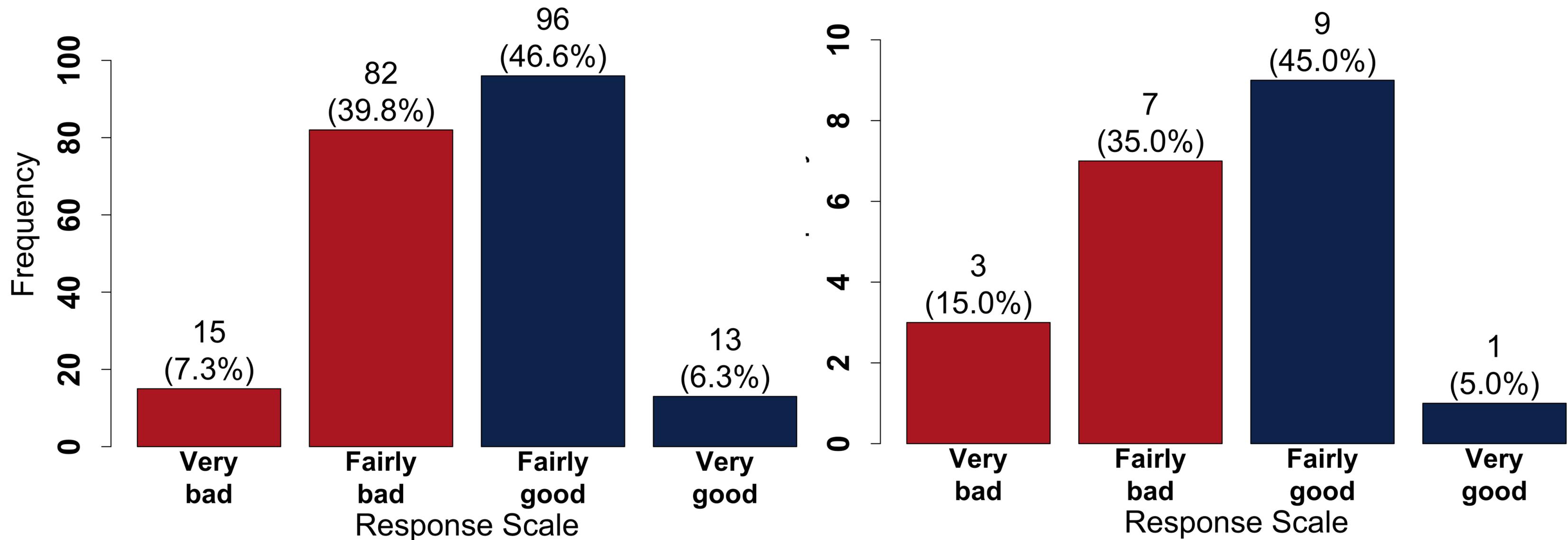
15% of undergraduates at AZ HSIs indicated they **fairly or very often experienced stress**

	Coping Strategies	Example Item	Sample Mean	
Most Used	Acceptance	I learned to live with it.	2.05	<p>(3) I did this a lot</p> <p>(2) I did this a medium amount</p> <p>(0) I didn't do this at all</p>
	Emotional Support	I got emotional support from others.	1.83	
	Distraction	I turned to work or other activities to take my mind off things.	1.83	
	Active Coping	I took action to try to make the situation better.	1.73	
	Humor	I made jokes about it.	1.73	
Least Used	Vent	I said things to let my unpleasant feelings escape.	1.23	
	Religion	I tried to find comfort in my religion or spiritual beliefs.	1.10	
	Disengagement	I gave up the attempt to cope.	0.70	
	Denial	I said to myself "this isn't real."	0.53	
	Substance Use	I used alcohol or other drugs to make myself feel better.	0.35	

What sleep quality have students experienced during the pandemic?

Sleep Quality:
UA Undergrads (N = 206)

Sleep Quality:
Undergraduates at Arizona HSIs (N = 20)



Key Takeaways

- Despite intense stress, particularly for UA students, students most frequently used adaptive coping strategies. However, given the challenges indicated by students, these coping mechanisms were not enough.
- Sleep quality was an issue for approximately half of students across the UA and other Arizona HSIs.

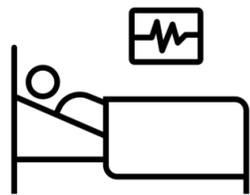
Suggested Responses

- Identify and offer evidence-based resources or strategies for students experiencing sleep difficulty.
- Identify and/or offer more free and low cost mental health resources

Concerns for Fall 2020

What were students' greatest concerns going into Fall 2020?

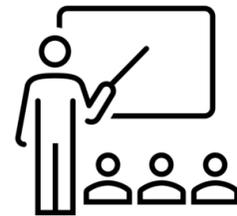
Safety



The most frequently expressed student concern was safety, for themselves and others.

“That I'm going to get sick and die, or someone I know will get sick and die.”

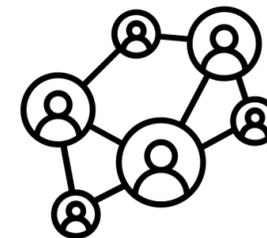
Modality



Students often expressed concern about their learning environment and fear of failing online

“My biggest concern is that we will be moving to online for the whole semester as it was difficult to learn in this environment at times.”

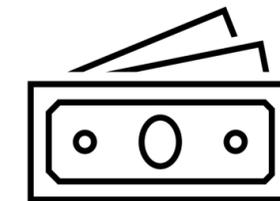
Connection



Students often expressed a loss of connection and community.

“A loss of community, a sense of uncertainty, loss of social gatherings/events”

Financial



Students often expressed financial concerns.

“Having the money to pay for tuition and books.”

Suggestions

- Communicate consistent expectations and requirements for mitigating COVID19 spread
- Offer student engagement opportunities virtually and/or seek to do so in-person safely to support students in feeling connected
- Communicate effective strategies that support students and faculty in online learning
- Replenish student emergency funds; Ease and humanize the application process

Inclusive Research Practices

- Consulted advisory board member regarding inclusive language for where students resided during the pandemic: Native American Reservation  Ancestral Lands of Indigenous Peoples
- Co-developed surveys and interview questions, rigorously evaluating the implications of what we asked
- Researchers value reciprocity, offering a consolidated list of free and low cost resources
- Required readings and a video for graduate research assistants who use project data
- Sought opportunities to advocate by leveraging data informed insights

Questions?

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