



Award #2033389

Undergraduate Students' Pandemic Experiences at Hispanic Serving Institutions



Spring 2020

Instructor practices that helped undergraduate students



Communication

n= 159

available for office hours, email reminders and check-ins, clear guidelines, responded in a timely manner



Reasonable Expectations

n= 93

pass/fail grade options, open note or collaborative exams, extra credit options, adjusted the class curve, reduced amount/difficulty of workload



Flexibility

n= 246

self-pacing, posting recorded videos, flexible due dates, options for different learners in different time zones or on different schedules

Instructor practices that hindered undergraduate students



Inconsiderate exam/assignment practices

n= 120

using Examnity for test proctoring, overburdening or inappropriate assignments, changing too much too often



Teaching/technological issues

n= 182

not knowing how to transition online, did not explain lectures as usual, inexperienced with Zoom



Inflexible/not changing

n= 100

harsh deadlines and grading practices, group assignments, did not adjust expectations

Institutional practices that helped undergraduate students



17.3 %

Resources

n= 87

emailed to share available resources, encouraged us to take care of mental health, advisors were more available, campus health remained open, kept campus pantry open, offered student emergency fund, paid student workers



31.7 %

Flexibility

n= 160

pass/fail grading option, extending withdrawal deadlines, online tutoring, cancelled in-person classes



22.2 %

Communication

n= 112

kept constant communication with newsletters and emails, communicated about efforts in response to COVID-19)

Institutional practices that hindered undergraduate students



14.7 %

Financial

n= 74

didn't adjust tuition for services no longer offered, did not offer tuition relief or additional support, denied applications for financial assistance, international students not included in additional funds



20.2 %

Uncertainty

n= 78

not knowing what next semester would look like but being expected to schedule housing and classes, difficulty of moving for out of state students, constant changes in format for fall semester



20.5 %

Communication

n= 79

made vague statements when communicating plans about moving forward, constant emails, did not reach out to students to check on how they were doing

Concerns for returning to campus for undergraduate students



38.8 %

Safety

n = 246

contacting the virus, others not adhering to safety guidelines, being told to return to campus when it's not safe, others getting sick, COVID spread, getting sent



32.5 %

Logistics

n = 67

time zone issues, scheduling issues, not being able to return to the country, uncertainty over course format, last minute



24.8 %

Finances

n = 51

money, employment, losing my job, networking opportunities, being able to afford tuition, financial security, not being able to get my money's worth

Conditions for increasing sense of safety for returning undergraduate students



59.7 %

Safety Precautions

n = 111

masks, reduced class sizes, sanitization, social distancing



37.6 %

Vaccine

n = 70

widely available vaccine, cure



11.3 %

Decrease in cases

n = 21

decrease in cases in Arizona

Instructional Practices

Helpful

"The videos were posted online so I could review them in my own time."

"Another instructor had recorded lectures during zooms, and I would like to just state that this beat his in person lectures because now we could go back."

"Having more intimate conversations on how their students were feeling and how they were dealing with everything going on."

"Ease up on some of the expectations. Understanding that turning in work on par to that of before the pandemic was

Hindrance

"Turn in exams at a very specific time (D2L gets overloaded and stalls from too much people turning it in)"

"Did not allow retakes of quizzes/tests due to the internet cutting out. "

"Augmenting the difficulty of classes, expecting higher quality work given that we had more time to spend doing work."

"They didn't understand the lack of internet connection."

Institutional Practices

Helpful

" The University (as my employer) continuing to pay me while I was not able to work."

"Gave me food."

"Kept up constant communication through newsletters and emails."

"Made students understand that they would be supported with whatever they need help with."

Hindrance

"Constant emails about COVID made me more stressed."

"I feel like they forgot about out of state and international students and their ability to move."

"Being uncertain about fall semester for so long."

"Denied my application for financial assistance."

Returning to campus

Supportive

"With precautions being taken AND enforced, I'm hesitant to believe every single student will follow the new procedures."

"100% effective vaccine, and every single person in the city of Tucson proving two negative test results for COVID-19 (pcr and antibody)."

"If COVID-19 was eradicated or significantly reduced and tons of safety precautions. The U of A loves to have 130 students to a class to maximize their profits so they would need to reduce class size drastically for me to feel comfortable."

"I do not feel safe at all returning in-person."

"Constantly being worried about money, because my Work Study job gives me hours very sporadically and I can't count on a steady income."

Concerns

"Being back on campus - I do not believe it will be safe to have all of us students back even with masks and social distancing. I feel scared and angry with my school and its hesitancy to remain online for another semester."

"I fear going on campus still, seeing how many people don't take the pandemic seriously."

"That my university will pressure me into going in person."

"That the university is putting profits over lives in the community."