Introduction
As part of their accreditation and quality assurance process, the College of Education collects annually feedback from graduating students. In response to the COVID-19 pandemic that resulted in the transition to all online instruction in Spring 2020, the College added several questions to their annual survey to gather student perceptions of the College’s handling of the transition to online instruction. 188 students provided feedback; however, response rates vary by question.

Pandemic Impact on Students

![Chart showing student responses to various questions related to the pandemic.]

- **Was your place of residence impacted as a result of the closing of the institution to in-person instruction?**
  - Yes: 84%
  - No: 16%

- **The majority of graduating students were equipped to handle the crisis.**
  - Overall, I had all the necessary personal support systems to complete this final semester: 128 Strongly Agree, 56 Agree, 0 Disagree, 3 Strongly Disagree.
  - I had all the physical and technological resources to handle learning in an online environment: 111 Strongly Agree, 62 Agree, 10 Disagree, 4 Strongly Disagree.
  - Overall, I had the necessary tools to manage my mental and physical well-being during this time of crisis: 97 Strongly Agree, 75 Agree, 13 Disagree, 3 Strongly Disagree.

Communication & Support from Institution

Students felt communication from all sources was clear and useful.

![Chart showing student responses to various questions related to communication and support.]

- **Communication coming from...**
  - My instructors has been clear: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - My instructors has been useful: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - My Program has been clear: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - My Program has been useful: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - The College has been clear: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - The College has been useful: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - The University has been clear: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
  - The University has been useful: 80% Strongly Agree, 10% Agree, 10% Disagree, 0% Strongly Disagree.
Students felt emotionally supported during the transition to online learning. I feel emotionally supported by ____ during this time of online instruction.

My instructors (generally)
My department or program
The College of Education
The University

Overall, student were satisfied with the institution's handling of the transition. How would you rate your satisfaction with how ____ has done with transitioning to online learning?

Your instructors (generally)
Your department or program
The College of Education
The University

Student Teaching

Most graduating seniors engaged in remote student teaching. Were you able to engage with K12 students during NTI? (n=98)

Methods used to engage with K12 students.

Learning management systems
Recorded lectures
Open online office hours
Message or discussion boards
Emails
Chat apps
Group work - synchronous
Phone calls
Group work - asynchronous
Social media LIVE
Blogs or vlogs

Qualitative Feedback

What strategies did you use to stay engaged with your peers and instructors during remote learning?

1. Video Chat (n=80+)
2. Email (n=30+)
3. Group Texts (n=30+)
4. Phase calls (n=15)
5. Canvas (n=9)

Others include: collaborative workspaces (google slides, docs); Shared Drives; social media; discussion boards

What strategies could improve engagement and/or rigor in the online environment?

Most frequent response was nothing (40+). Two common themes for other responses:

1. More synchronous instruction via video platform (n=15)
2. More robust assignments related to specialization. (n=10)

Other ideas included: college-wide live/pre-recorded PD; group chats for classes (GroupMe); consistent practices on how to send out announcements at course level.