

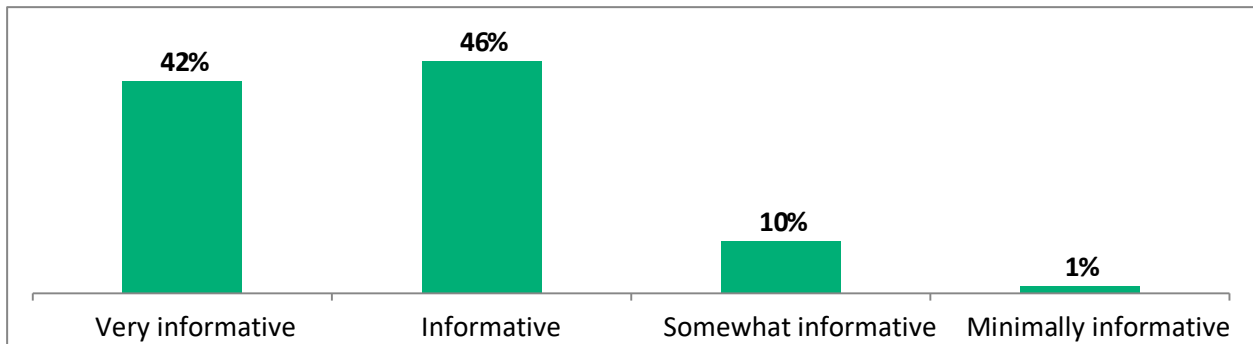
# COVID-19 Update

Thank you for participating in the survey we sent out to assess the transition to remote learning during the COVID-19 outbreak. We have gathered these results and analyzed them to create recommendations for Rush University colleges, programs and faculty.

## Selected Survey Results

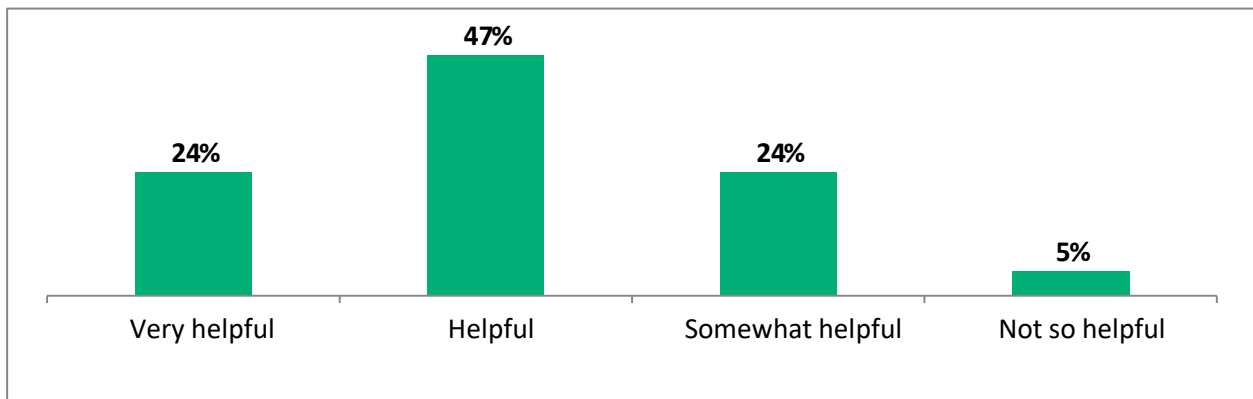
### 1. How do you rate the information given to you by the University about COVID-19?

Almost 99% of students gave favorable ratings to the information they received by the University about COVID-19.



### 2. How helpful was the information given to you by the University about transitioning to online/remote learning?

Of the total respondents, 95% of students found the information very helpful, helpful, or somewhat helpful, about transitioning to online/remote learning.



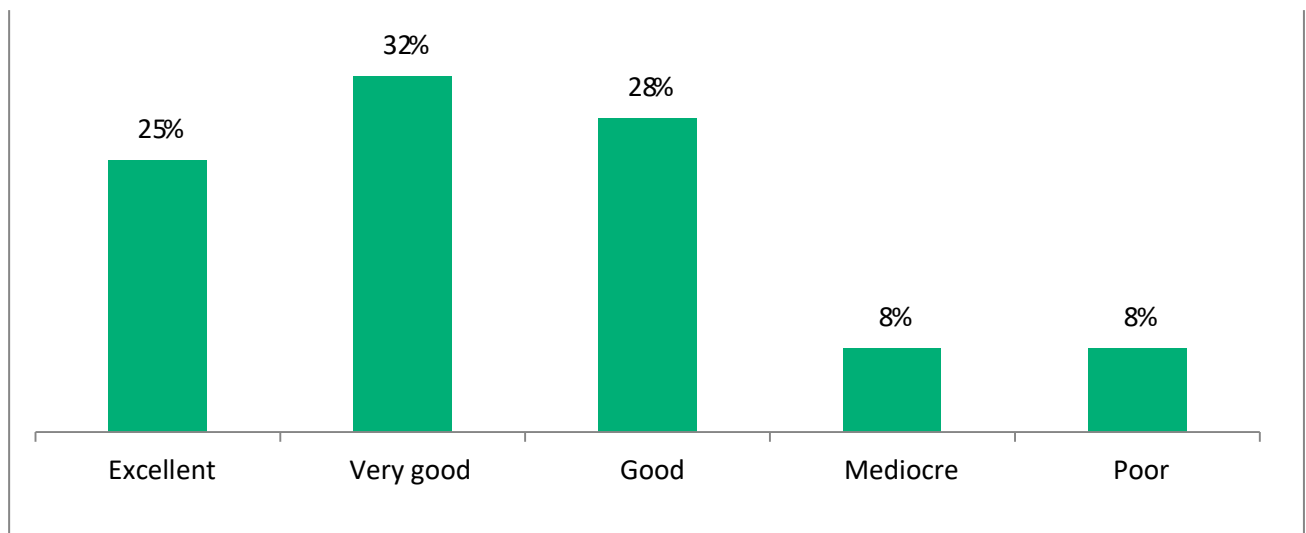
### 3. How was your transition to online/remote learning?

Of the 233 responses to this item, 30% (N=71) of students had a smooth transition to online/remote learning;

57% (N=132) of students had a few minor technical problems with no interruption to their class participation. 4% (N=10) of students had several issues which caused some delays for their participation in class but resolved by calling 3-CLAS/Information Services (IS). 9% (N=20) had significant issues which are not yet resolved.

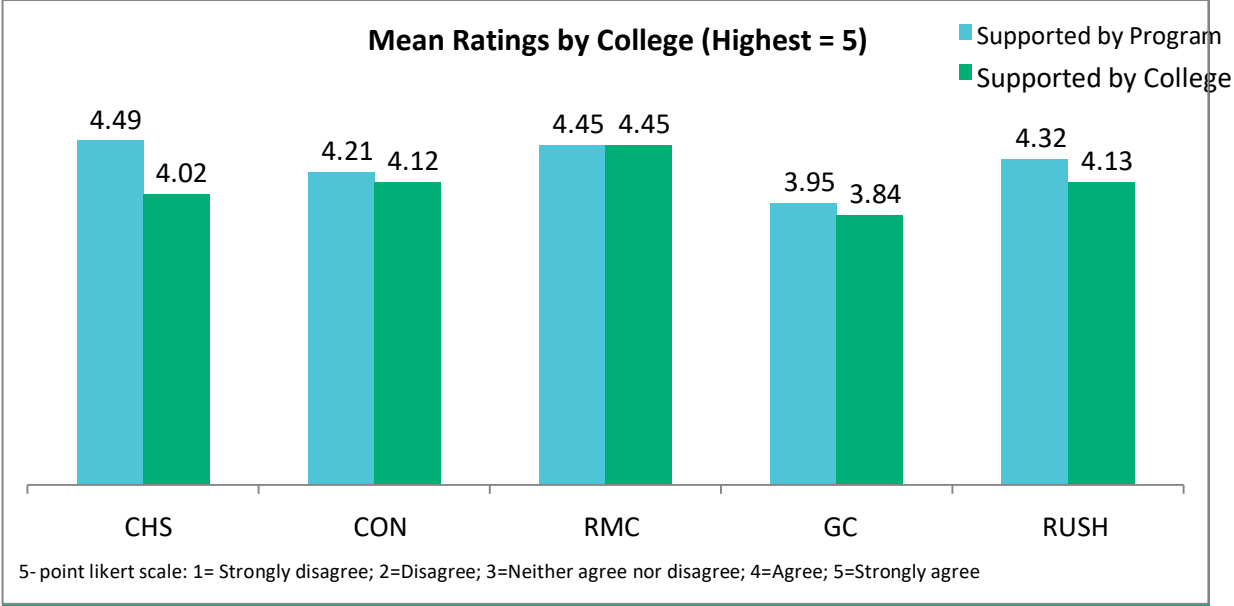
### 4. How was your experience with the support from 3-CLAS/IS?

Fifty-three (19%) students reported that they needed a support from 3-CLAS/IS. Of those students, 85% gave favorable ratings.



### 5. I have been supported by my program and college during the change to remote/online instruction.

Overall, 87% and 82% of students agreed or strongly agreed that they received a support from their program and college, respectively, during the change to remote/online instruction. Students giving favorable ratings ranged from 79% (GC) to 94% (RMC), when asked to rate the support received by program; and gave favorable ratings from 76% (CHS) to 94% (RMC) by college.



## Summary of the Survey Themes

### New to Online/Remote Learning

Some of you indicated you're new to this modality, which made the transition difficult, especially related to time management and the need for more time to adjust to online/remote education.

**Response:** The Center for Teaching Excellence and Innovation (CTEI) has worked together with the Center for Academic Excellence (CAE) to put together guides to help with a smoother transition to online education as well as how to engage in better time management. We recognize the need for attention to the pace of courses to prevent additional stress.

### Online/Remote Teaching

Some reported confusion because instructors used different types of remote platforms (Webex, Zoom, etc.). Others asked whether instructors could pre-record their lectures.

**Response:** We are also working on making sure summer courses include pre-recorded lectures whenever possible to allow for flexibility. This transition is new to everyone and faculty are also figuring out which platform works best for their course needs.

### Exams

Several students commented that instructors moved to unfamiliar proctoring platforms that put additional stress on you. Also, students were wondering about extensions for exams, plans for future exams and finals.

**Response:** As many of you know, one of the proctoring vendors who helped us with monitoring exams abruptly stopped services, so we needed to move to other services rather quickly. We asked instructors to stick with exam platforms that are familiar to you and if not possible to communicate clearly the reason for using an unfamiliar platform. Extensions for exams are at the discretion of the course instructor.

### Accommodations

New learning modalities, new needs regarding accommodations arise as well as questions about how to request accommodations. This may be stressful for students who are not familiar with it, as well as for students who need different accommodations because of the new setting and teaching modalities being utilized now.

**Response:** The Office of Accessibility continues to provide accommodations and process new requests. They also provide information for students on how to request additional accommodations. If you need accommodations or additional accommodations, please contact [Marie\\_Lusk@rush.edu](mailto:Marie_Lusk@rush.edu).

### Communications

You requested more frequent communications regarding program curricula modifications. You also asked for more consistent communication from instructors.

**Response:** We pivoted in response to your communication needs. There are fewer central university communications and more communications directly from your programs. These are aimed at addressing modifications to the curriculum and focused on making sure you understand the changes and options regarding clinical experiences and labs.

## **Financial Aid**

Several of you had questions regarding financial aid during this time and what could happen if credit hours were not achieved in the expected timeframes

**Response:** All answers regarding financial aid need to be tailored specifically to your needs. Please contact [financial\\_aid@rush.edu](mailto:financial_aid@rush.edu).

## **Clinical Experiences and Labs**

Several of you expressed concern about your clinical rotations and labs.

**Response:** we are aware there is anxiety about the future of clinical experiences and labs and we also acknowledge that there is uncertainty about when students will be able to return to their clinics and labs. The programs are in a process of planning ahead for the needs for clinical rotations and labs depending on when a return to clinicals/labs will be possible. Right now, we are communicating with students directly who are experiencing issues with completing clinical requirements. Your educational experience is a top priority but our current concern is with the health and safety of our students and community.

## **Wellness**

Several students commented about the increased stress on balancing school, work, and family, need for counseling both for local and distance students, request for more virtual social events, and more faculty check-ins.

**Response:** Your wellness is a priority for all of us. We have tried to create more flexible options in regards to course requirements to minimize stress during a stressful time. The Rush Wellness Response Team established virtual wellness rounds to advise on issues regarding wellness for the whole Rush community including our students. The University is continuing to work to provide you with virtual events that maintain the sense of community we foster at Rush. The big event coming up is commencement, but Student Life and Engagement will continue to find ways to bring activities to you.