

DECEMBER 2020

# STUDENT SPEAK

Peer-to-Peer Survey Results  
Fall 2020

every learner  
←————→  
everywhere



GlobalMindED

THE **EQUITY**  
PROJECT<sub>LLC</sub>  
EQUITY · REDEFINED · ACTUALIZED ·



# ABOUT STUDENT SPEAK PEER-TO-PEER FALL 2020

The GlobalMindED team convened 25 students to serve as Peer-to-Peer Ambassadors. These extraordinary student leaders, representing colleges and universities from around the country were invited to engage their own peers in answering key questions about their experiences in today's virtual/remote learning environments. Each Ambassador was challenged to get at least 10 of their peers to complete a survey that explored the lived experiences of students during this complex time in history. This report reflects the sentiments of over 270 student responses.

## MISSION, VISION, & GOALS

This engagement was designed to augment the [Student Speak 2020](#) report published in October, 2020. The goal was to leverage a similar line of questioning as was used in the original report while leveraging an opportunity to expand to an even larger number of student voices.

The peer-to-peer model embedded a level of trust and reach that provided great insights to areas that we have learned a great deal about. Our vision was to strengthen what we already learned by broadening voices and exploring, more deeply, the gravity of the issues students are experiencing across the country.

# ABOUT OUR STUDENT AMBASSADORS

Our GlobalMindED Student Ambassador team represented over 21 different colleges and universities across the country. Ambassadors did peer outreach, primarily, in their own college or university. Peers engaged in this process also represented, predominately, students of color.

Metro State University  
Moorpark College/Cal Poly Pomona  
Colorado State University Pueblo  
Fort Lewis College  
Bethune–Cookman University  
Georgia Highlands College  
University of Southern Indiana  
Towson University  
University of Michigan  
Tougaloo College  
North Carolina A&T University  
North Carolina Central University  
William Paterson University  
Eastern New Mexico University  
Linfield University  
University of Portland  
Motlow State Community College  
San Jacinto Community College  
Texas A & M University  
Marshall University  
West Virginia University





# THE PEER-TO-PEER SURVEY

*Our survey focused on 13 key questions.*

- How has the trifecta of COVID-19, job losses and police brutality/related generational injustices impacted you?
- As you begin school this fall, is there anything making online learning difficult for you?
- Are there new things your instructors have implemented that you hope will be used in future classes?
- Do you trust that digital learning tools are created/designed in a way that gives every student an equal opportunity to succeed using them? Why or why not?
- If you could give faculty any advice to improve the online learning experience, what would it be?
- Do you have access to a computer or tablet? Is it your own? Do you have broadband?
- What support has faculty provided during your online experience that was helpful?
- Were you aware or did you take advantage of any support outside of your instructors? If so, what was helpful?
- What change do you most want to see in the world?
- What gives you the most hope for the future based on what you want to accomplish?
- Are you first Gen to college?
- Are you Pell eligible?
- Please include your additional comments that may be helpful to college presidents, administrators and legislators to know, so they may be best informed to enact meaningful plans and policies.



# WHAT THE SURVEY TOLD US...

93%

PERCENTAGE OF STUDENTS  
SURVEYED WHO HAVE BEEN  
ADVERSELY IMPACTED BY COVID-19,  
SOCIAL CLIMATE OR JOB LOSS

70%

PERCENTAGE OF STUDENTS  
SURVEYED WHO RAISED  
MENTAL HEALTH CONCERNS  
OR STRUGGLES

## TO THE LEFT

*Percentages that reflect the degree to which the current social climate and health crisis is impacting students.*

90%

PERCENTAGE OF STUDENTS  
SURVEYED WHO STRUGGLE  
WITH THE LEARNING IN AN  
ONLINE ENVIRONMENT

65%

PERCENTAGE OF STUDENTS  
SURVEYED WHO STATED  
APPRECIATION FOR FACULTY  
WHO USED VIRTUAL  
TECHNOLOGY

## TO THE RIGHT

*The degree to which virtual/distance learning is impacting the performance of students.*

# WHAT ELSE THE SURVEY TOLD US...

44%

PERCENTAGE OF STUDENTS  
SURVEYED WHO SAID THEY WERE  
FIRST GENERATION COLLEGE  
STUDENTS

54%

PERCENTAGE OF STUDENTS  
SURVEYED WHO SAID THEY  
WERE PELL ELIGIBLE

## TO THE LEFT

*Percentages reflect First Generation college student status and eligibility for Pell funding.*

40%

PERCENTAGE OF STUDENTS  
SURVEYED WHO URGED  
ADMINISTRATORS TO PAY  
MORE ATTENTION TO  
DECREASING THE COST  
OF COLLEGE

52%

PERCENTAGE OF STUDENTS  
SURVEYED WHO STATED A  
NEED FOR FACULTY TO BE  
MORE UNDERSTANDING/  
RELAX REQUIREMENTS

## TO THE RIGHT

*The degree to which students are asking for additional faculty support in the online learning environment and tuition support to reflect what they perceive to be a less-robust learning environment.*

# WHAT THE SURVEY ALSO TOLD US...

88%

PERCENTAGE OF STUDENTS  
SURVEYED WHO DO NOT THINK  
DIGITAL LEARNING TOOLS ARE  
CREATED WITH EQUALITY IN MIND

52%

PERCENTAGE OF STUDENTS  
SURVEYED WHO SAID THEY  
USED SUPPORT SYSTEMS  
OUTSIDE OF THEIR  
INSTRUCTORS

## TO THE LEFT

*Percentages reflect student sentiments related to digital learning tools and support systems. Support systems were defined as both academic (i.e., writing centers, tutoring) and general support (i.e., academic advising, mental health support).*

40%

PERCENTAGE OF STUDENTS  
SURVEYED WHO SEE PASSION,  
INSPIRATION AND UNITY AS  
THE KEY TO THE FUTURE

43%

PERCENTAGE OF STUDENTS  
SURVEYED WHO SEE  
GRADUATION AS THE KEY  
TO THE FUTURE

## TO THE RIGHT

*The degree to which students attribute certain factors as the keys to their future.*



# CONCLUSION

## What Students Believe We Can Do Better

1

Pay more attention to the mental health struggles/needs of students.

2

Develop more consistency in how the virtual environment is being administered by faculty.

3

Understand the gravity and impact of remote learning on first generation students. They are not thriving in the current system.

4

Students are crying out for support systems in the remote environment. They are struggling with remote learning, itself, and the lack of effective support systems compounds this issue.

# STUDENT "QUOTABLES"

- "COVID-19 impacted me canceling school; at that point I was homeless and needed a place to stay and the school wouldn't let me back on campus."
- "COVID-19 has mostly impacted the education I am receiving. I am a nursing major, and hands-on learning is crucial to fully understanding all concepts. My professors are doing their best, but it is definitely not the same."
- "Covid has been the only impact that has given me trouble. It has added more stress since my educational experience isn't the best."
- "All the classes are practically self-study and there's so much work it's unbelievable. I'm behind and it feels like there's so much work that I will never catch up."
- "Everything is difficult. Figuring out how the assignments and class was going to work, basically having to teach ourselves, and staying focused was difficult. Teachers thinking you have more time because you are at home and working extra so you make enough money to pay bills means that trying to balance time became super difficult."
- "I think that digital learning tools are not inclusive. I think there are many people who do not have the privilege to have devices or the internet to use these tools. Especially during COVID-19 times, there is a lack of internet for students and it is causing issues for them."
- "Be flexible but above all else, make sure students are still hearing from you. Relying on content from other professors or documentaries on YouTube does not make up for time our professors formerly spent lecturing to students about the material."





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