

COMMUNITY CHECK-IN



Loyola Marymount University
Intercultural Affairs

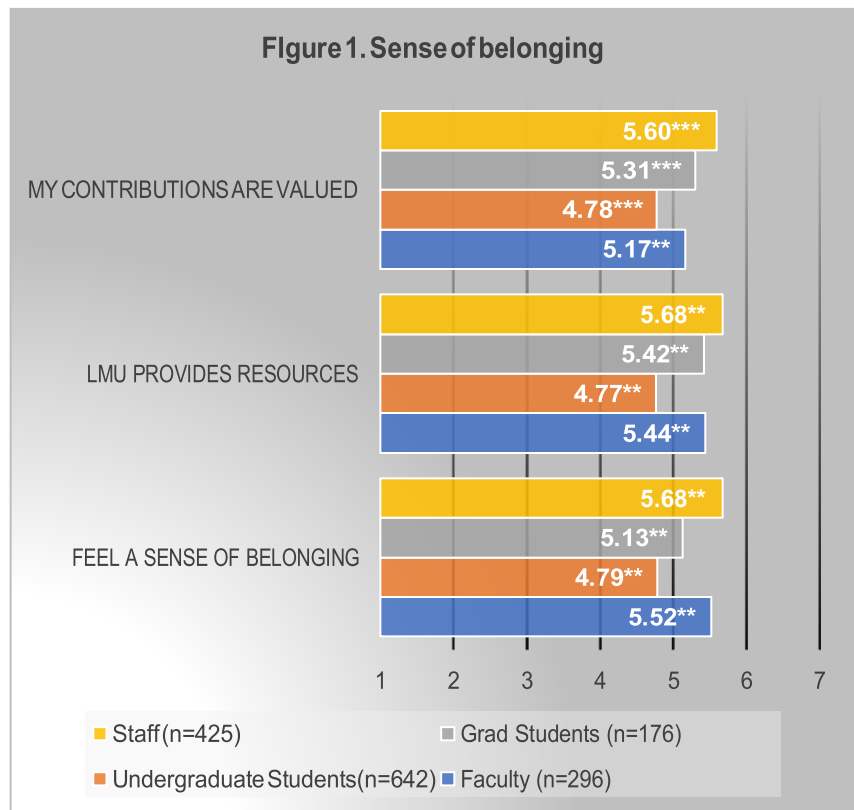
SURVEY FINDINGS FROM APRIL 2020

The campus community, like the rest of the nation and world, has undergone tremendous changes due to unprecedented consequences of COVID-19. During this time of remote work/learning and social distancing, LMU has established a Continuity of Community working group led by Jennifer Abe (VP for Intercultural Affairs) and John Sebastian (VP for Mission and Ministry). As part of the work of the Continuity of Community working group, we developed the community check in survey as a way for faculty, staff, and students to let us know how they are doing. The survey will be sent every four months and provides us with a sense of how our campus community is doing.

The Survey provides a snapshot of how LMU is doing during COVID-19 in the areas of: sense of community, level of disruption due to COVID-19, remote learning experience, perception of LMU/LLS. Participants were also asked about what has been most challenging and helpful strategies during COVID-19. Participants provided suggestions on what would continue to keep them connected to the campus. This brief highlights data from 1,443 LMU faculty, staff and students.

SENSE OF BELONGING

Sense of belonging refers to one's perceived social support and connection to the campus community. For students, sense of belonging can impact academic success, retention and perceptions of campus climate (e.g., Hurtado & Carter, 1997; Hurtado & Ruiz Alvarado, 2015; Nunez, 2009). This construct was captured using three items with a 7-pt agreement response scale: 1) I feel a sense of belonging to LMU; 2) I feel supported with the resources LMU provides for me to succeed in school/work; and 3) I feel that my contributions to LMU are valued. Figure 1 shows the mean scores for each item by primary role on campus. Responses varied by primary role on campus. At the time of the survey, staff had the strongest sense of belonging, while undergraduates felt the least. There were significant differences in mean scores across groups.



Scale: 1=strongly disagree; 2=disagree; 3=somewhat disagree; 4=neither agree or disagree; 5=somewhat agree; 6=agree; 7=strongly agree
Note: *p<.05, **p<.01, ***p<.001

LEVEL OF DISRUPTION

Level of disruption assessed to what extent COVID-19 impacts three domains: school/work; social life; and family/home life (Sheehan, 2000). Participants were asked to what extent COVID-19-related issues have disrupted their three domains. Figure 2 shows the mean scores by primary role. The pandemic has been most disruptive to respondents' social lives. Faculty and graduate students' home lives were the most disrupted. Undergraduate students' school lives were the most disrupted. Work and school life mean differences were significant. Undergraduate students and faculty differences in mean scores are significant in terms of home life.

REMOTE LEARNING

Students and faculty were asked to describe their remote learning experiences. Figure 3 shows that students rated their experiences the lowest while faculty rated it the highest. Mean differences were significant across groups.

Figure 3. Remote learning experience

Primary role	Mean
Undergraduate students	2.48***
Graduate students	3.03***
Faculty	3.18***

Scale: 1=very poor; 2=poor; 3=good; 4=very good

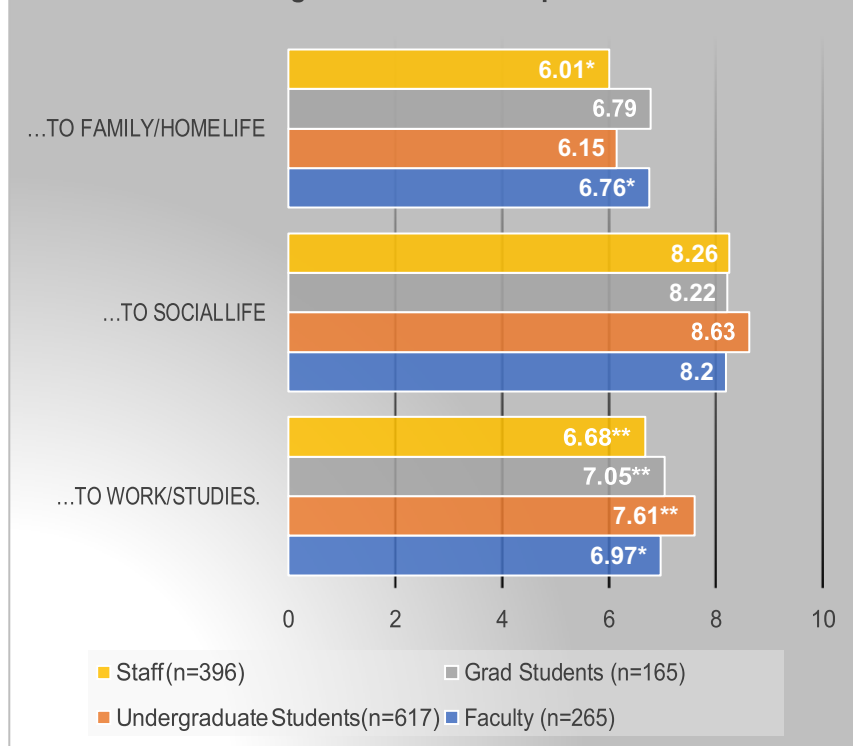
PERCEPTIONS OF THE UNIVERSITY

Respondents were asked about their perceptions of the institution based on its response to COVID-19. Staff had the most positive perceptions (M=3.79), while undergraduates had the least (M=2.93). Mean differences were significant across groups.

CHALLENGES

Respondents were asked what has been most challenging during COVID-19. Responses varied by primary role. Undergraduates felt loneliness, isolation, boredom, decreased motivation and reported having difficulty focusing as a result of being remote. Graduate students, staff and faculty reported challenges associated with studying/working from home because of space restrictions or caring for their family.

Figure 2. Level of disruption



Scale: 0=not at all to 10=extremely. Note: *p<.05, **p<.01, ***p<.001

SUGGESTIONS

Respondents were asked to provide suggestions on what would strengthen their sense of connection to the LMU community. All groups wanted more frequent communication. Undergraduates felt that faculty should be more understanding (e.g., decrease workload, better trained, and responsive). Graduate students suggested virtual communications (not solely emails) and events. On-campus staff suggested more expression of appreciation/recognition from supervisors and administration. Faculty and staff working remotely suggested community building activities and events.

HIGHLIGHTED UNIVERSITY RESPONSES

For communication needs, the Provost held a [virtual townhall](#) meeting in May 2020. For faculty, ["e-faculty certification" workshops](#) facilitate further development of robust online courses. For student support and engagement in a remote context, a hub of activities is offered through [Virtual Student EXPerience](#), while for staff and faculty, a virtual suite of support and resources are available through [HR wellness resources](#).