



Spring 2020 Student Survey on Remote Learning Transition

Survey Results



Demographics and Survey Biases

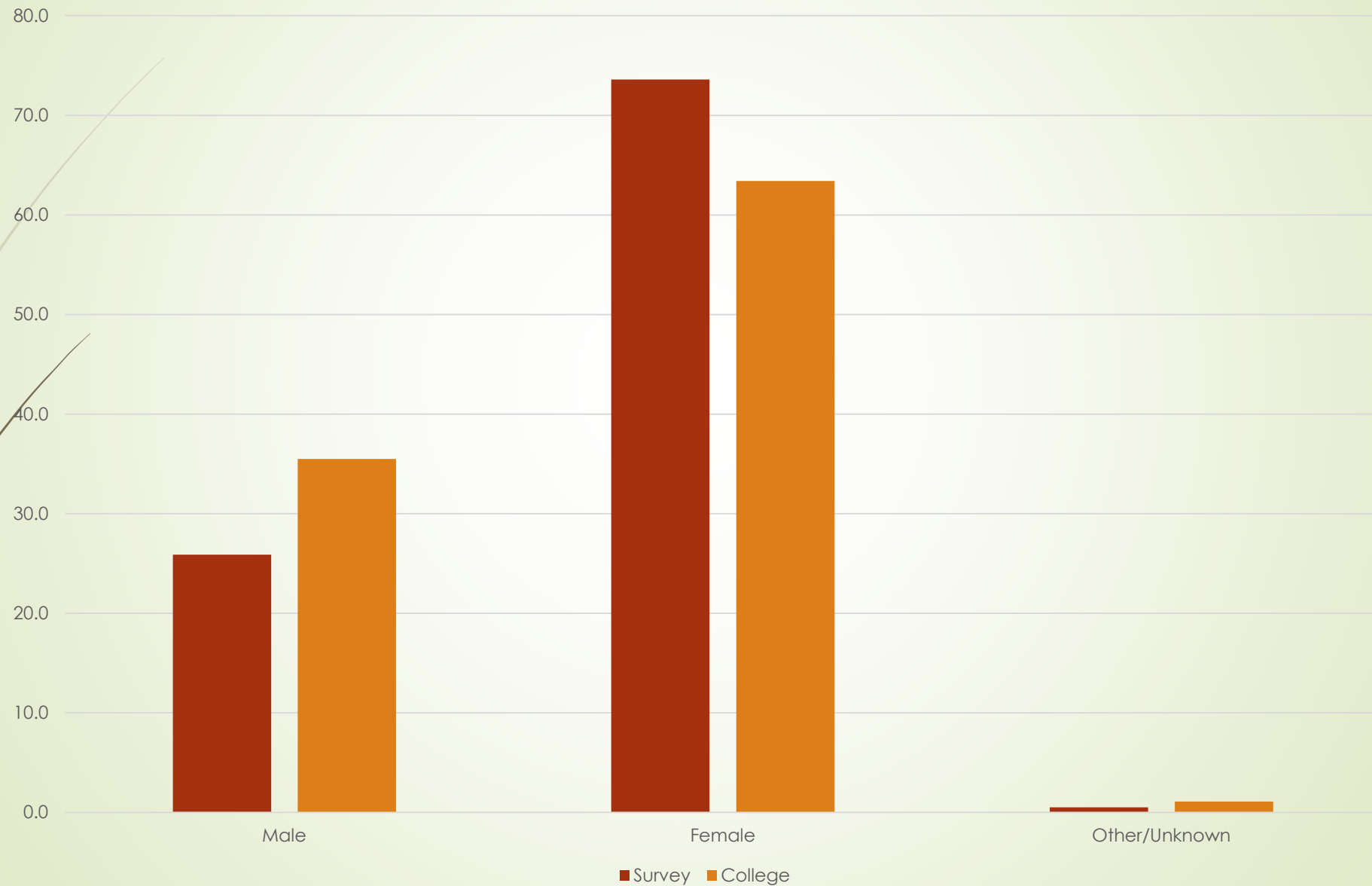




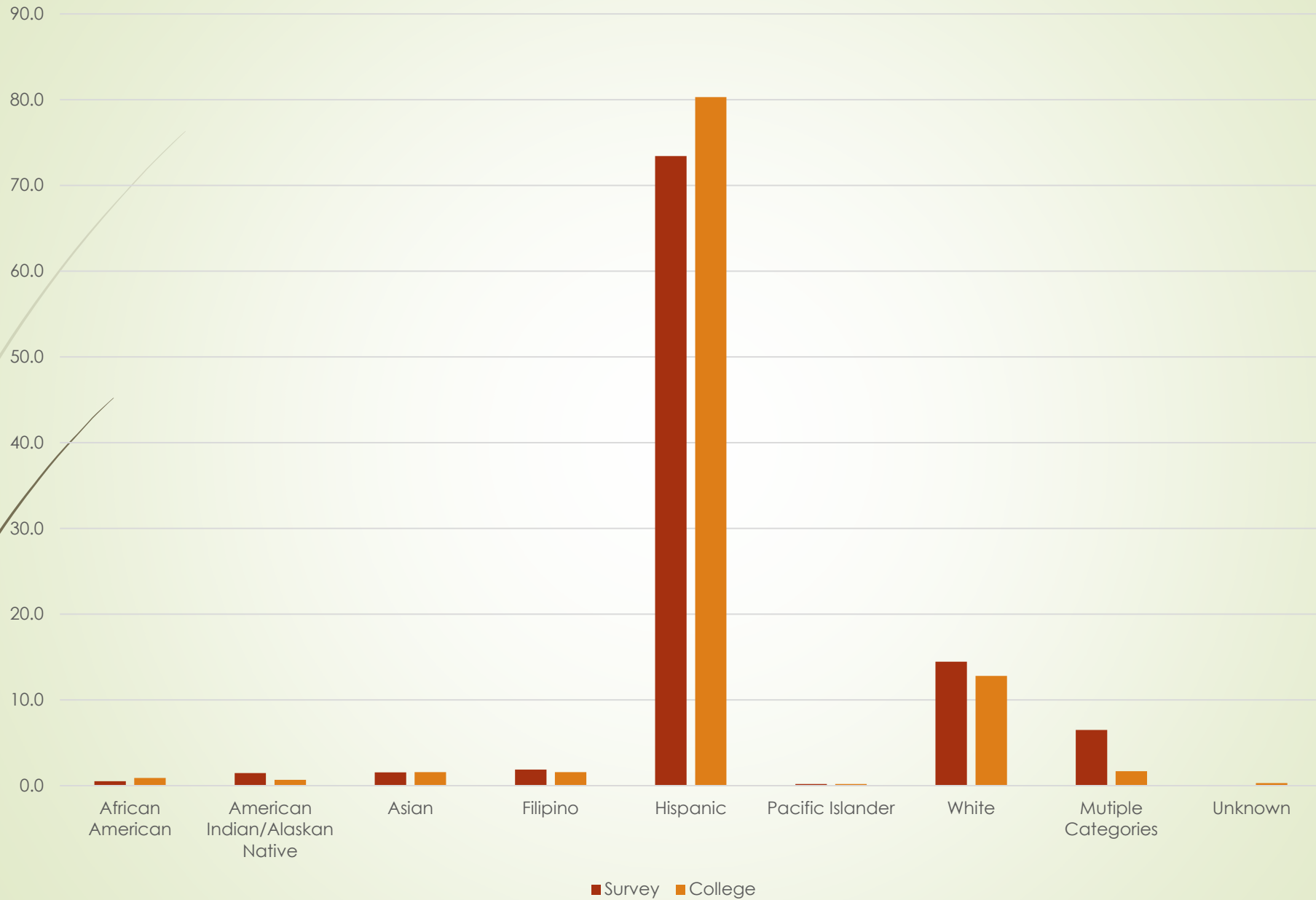
Possible Sources of Bias

- ▶ Students with less access to computers/internet may have been less likely to respond
- ▶ Students with life/resource obstacles, including the ones addressed in the survey, may have been less likely to respond
- ▶ Students whose lives had been disrupted because of the pandemic and accompanying economic effects may have been less likely to respond
- ▶ Students who dropped all of their classes prior to the survey date may not have received the survey (or some or all of the reminders)
- ▶ Students with a special interest or concern about the issues in the survey may have been more likely to respond
- ▶ Total combined effect of these potential biases: **Unknown**

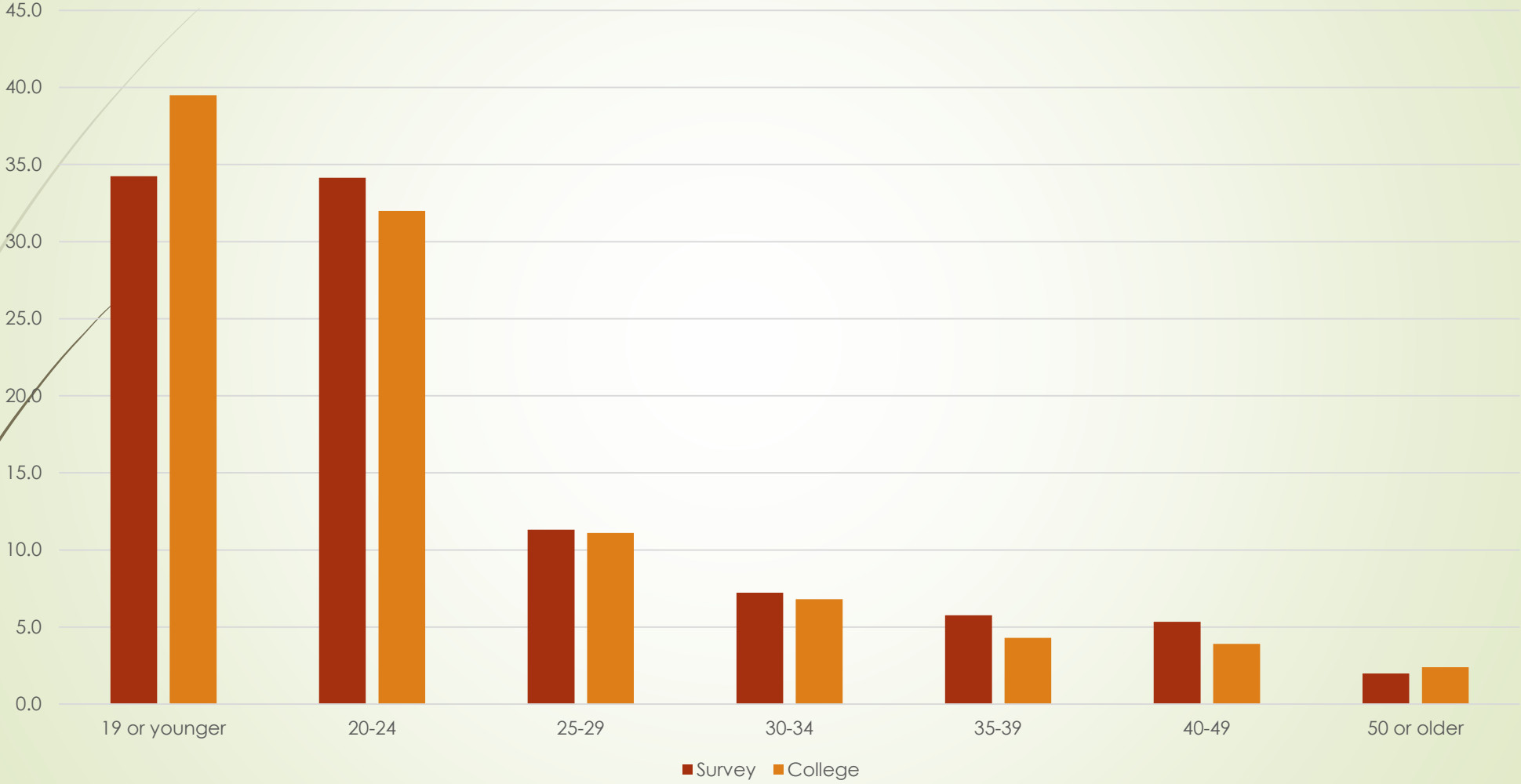
Gender, Survey Respondents vs. Spring 2020 Student Population



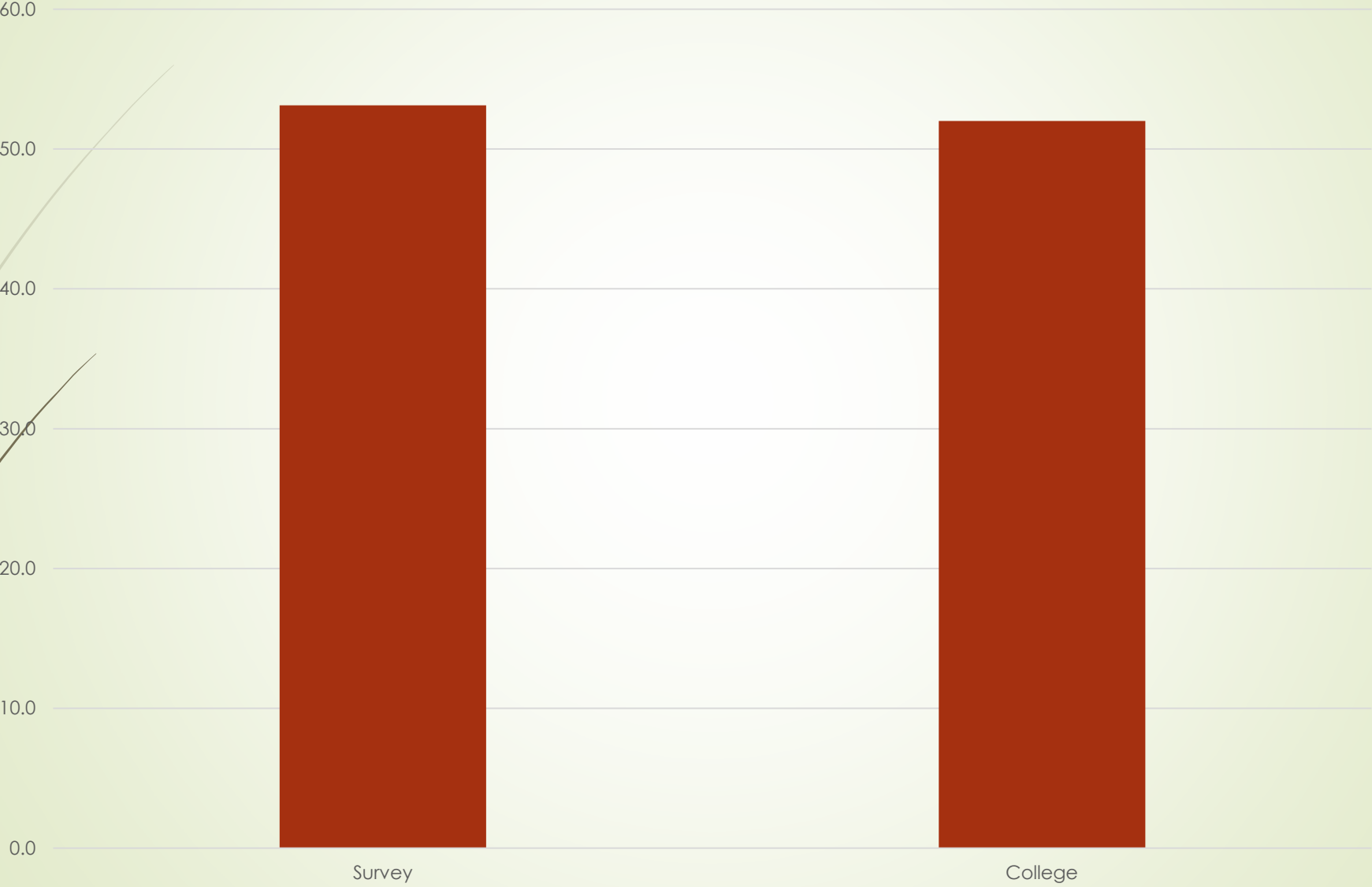
Ethnicity, Survey Respondents vs. Spring 2020 Student Population



Age, Survey Respondents vs. Spring 2020 Student Population



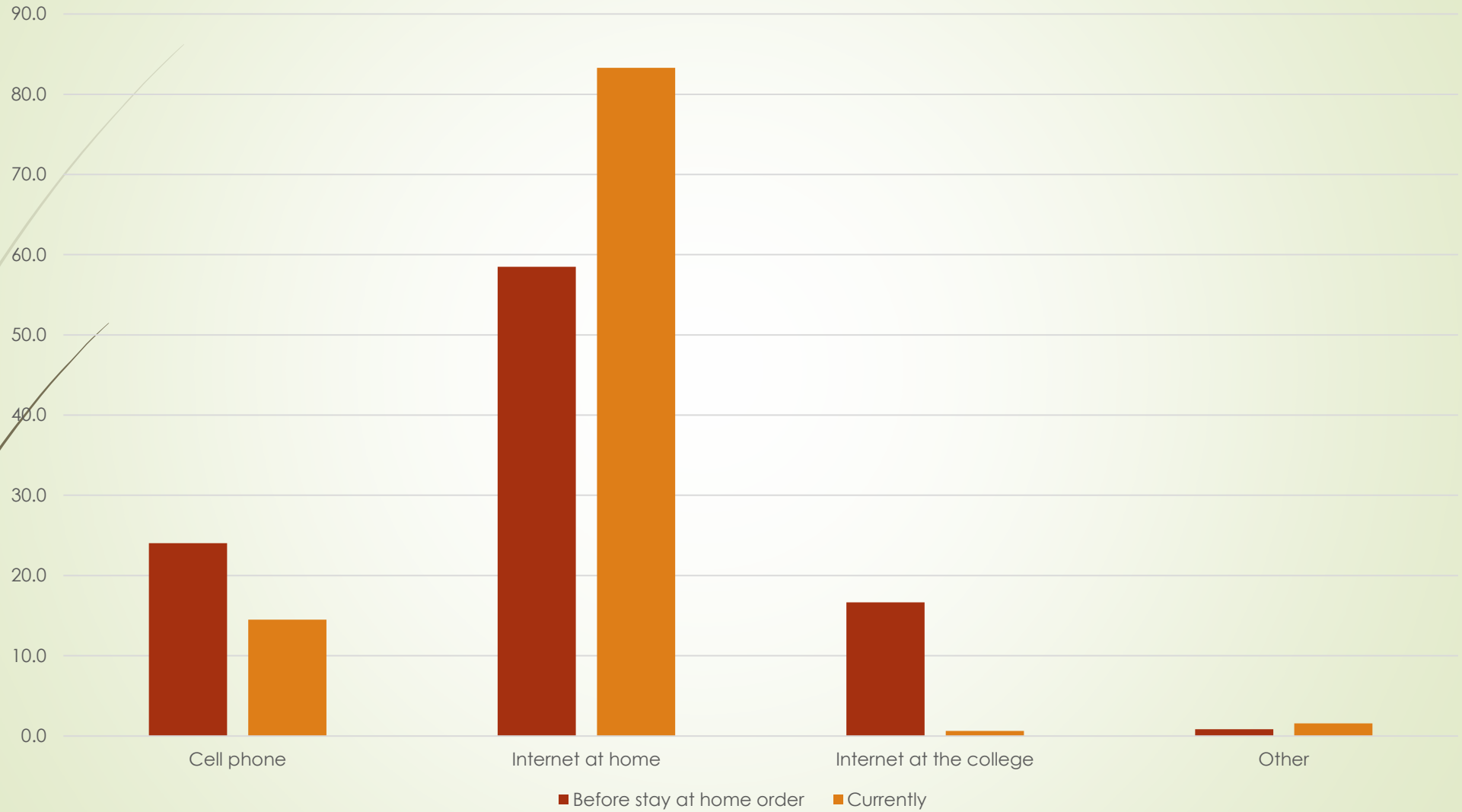
Pell Recipients, Survey Respondents vs. Spring 2020 Student Population



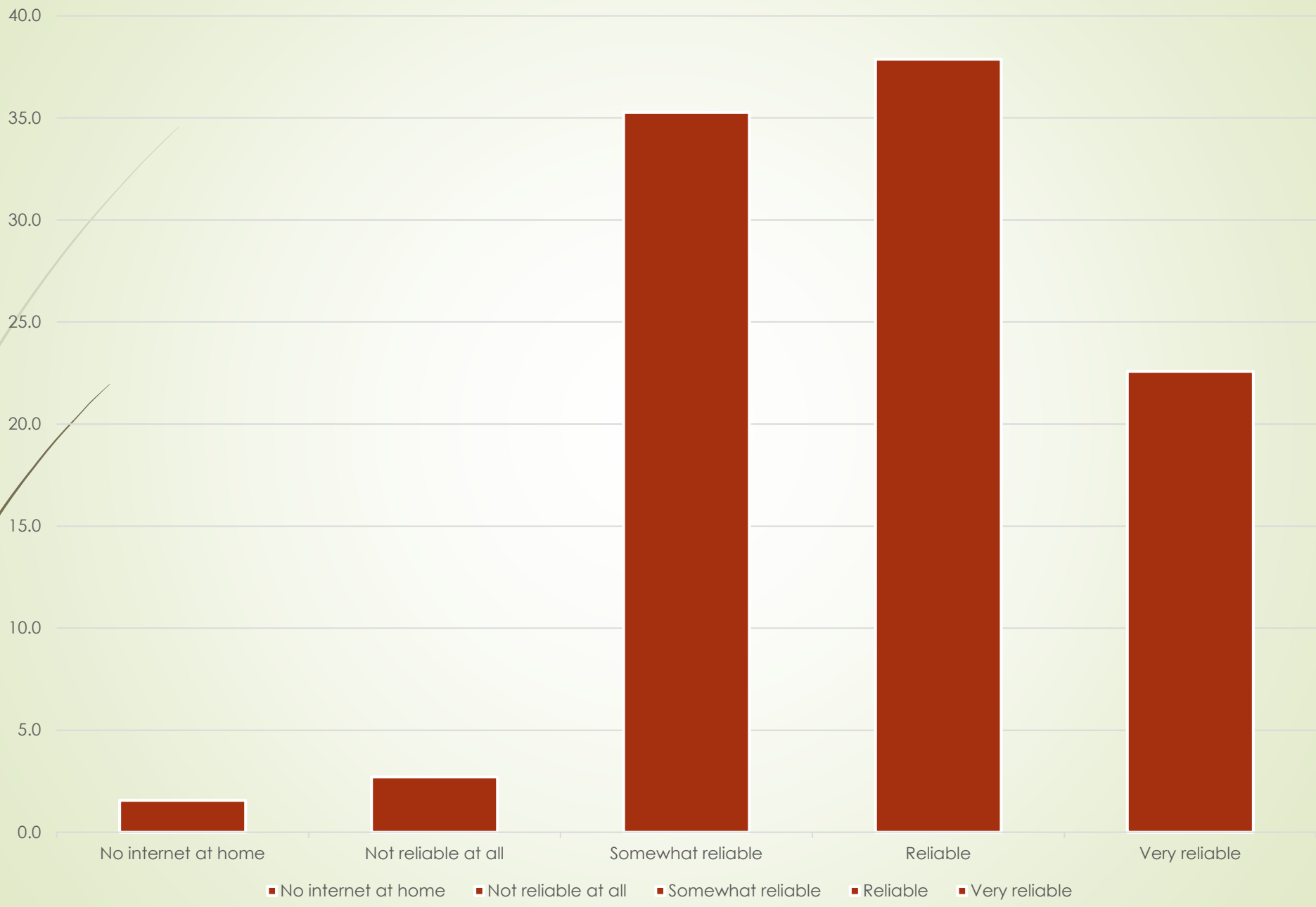


Technology Access

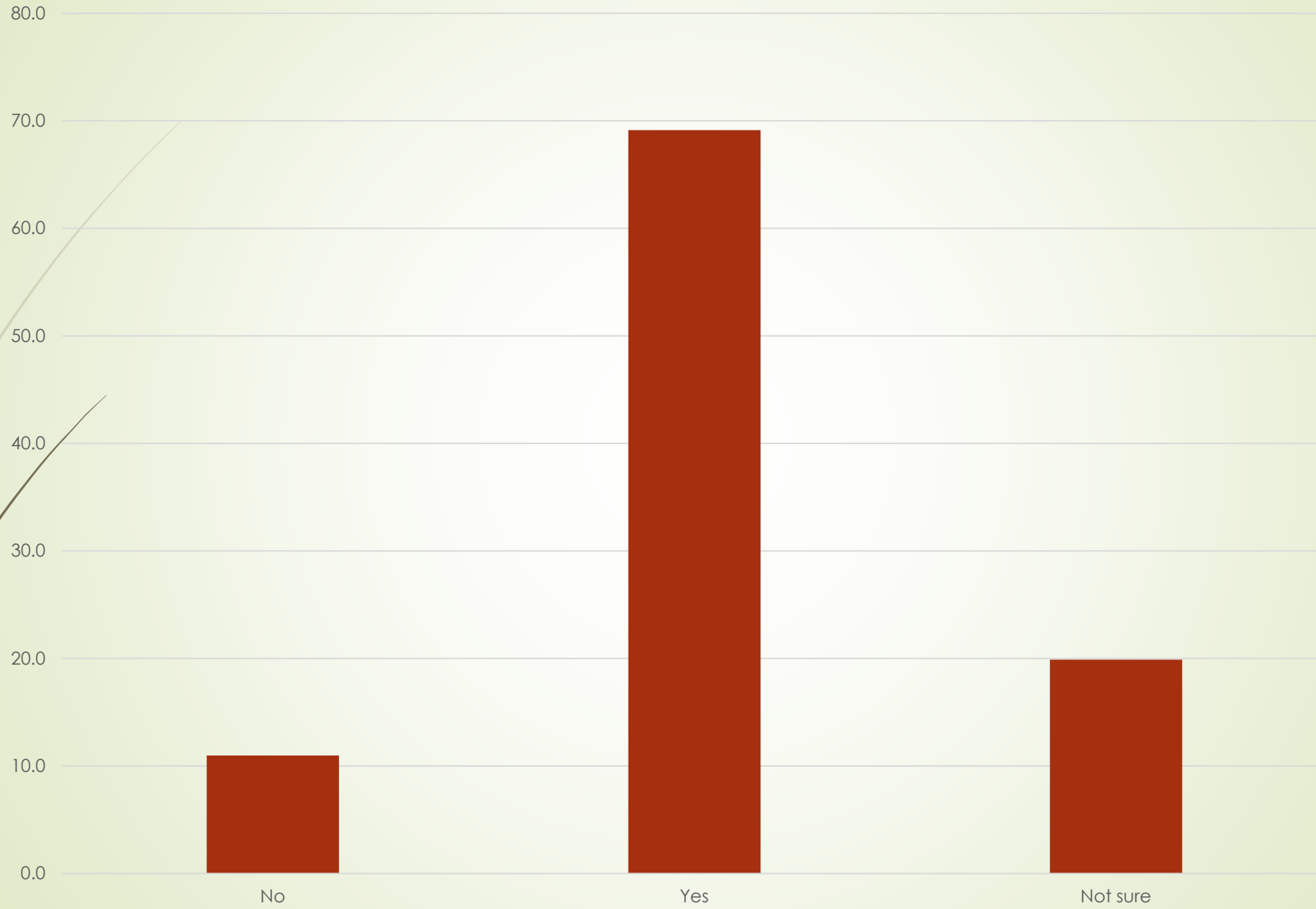
How students most often access internet



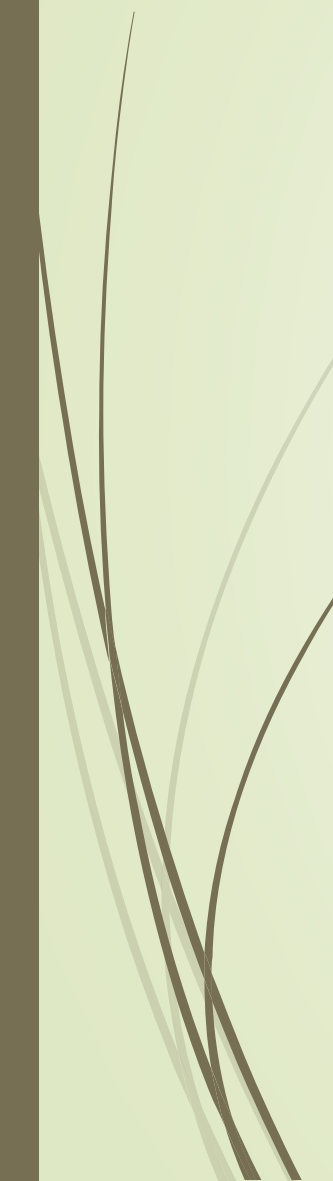
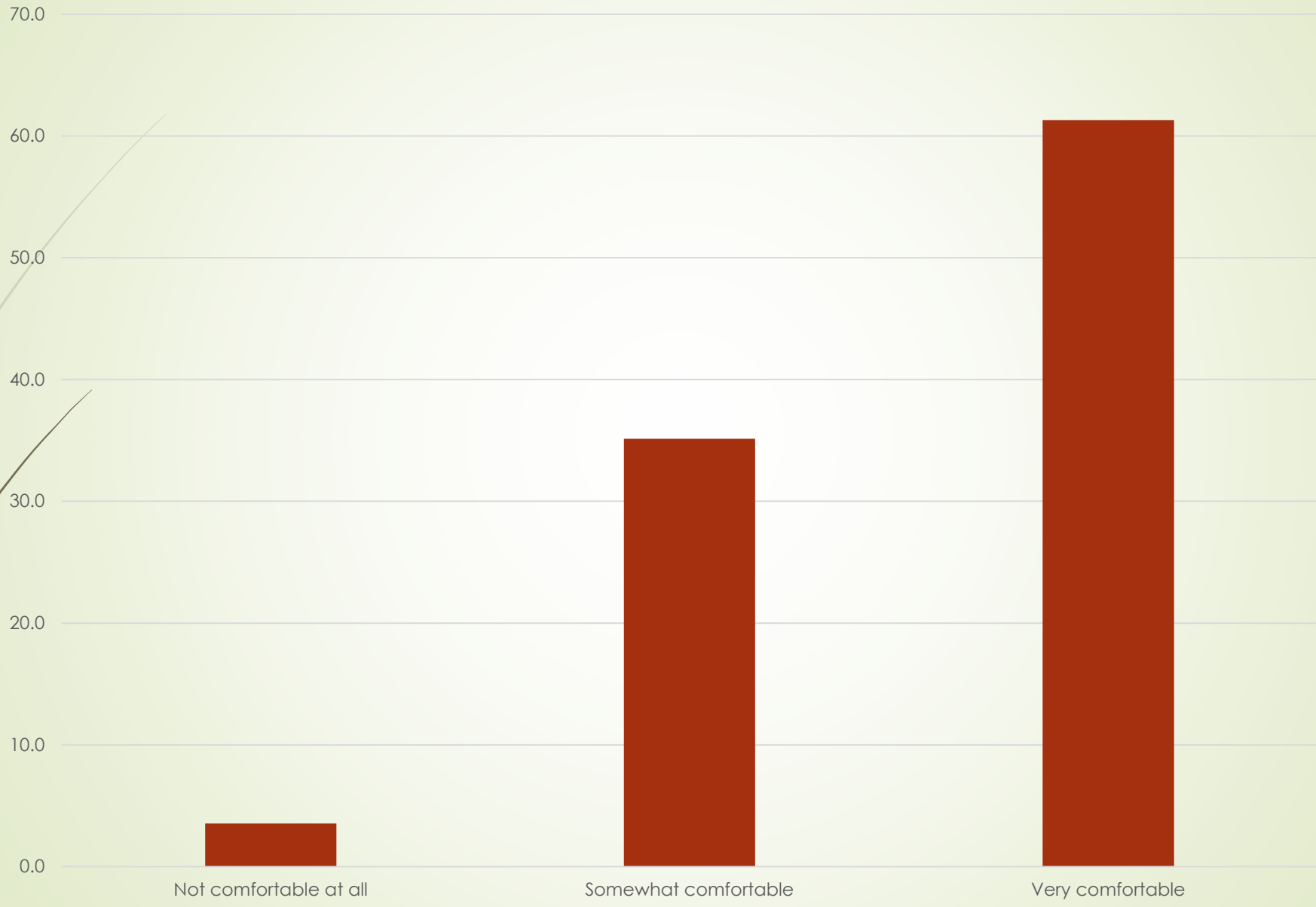
How reliable is internet access at home



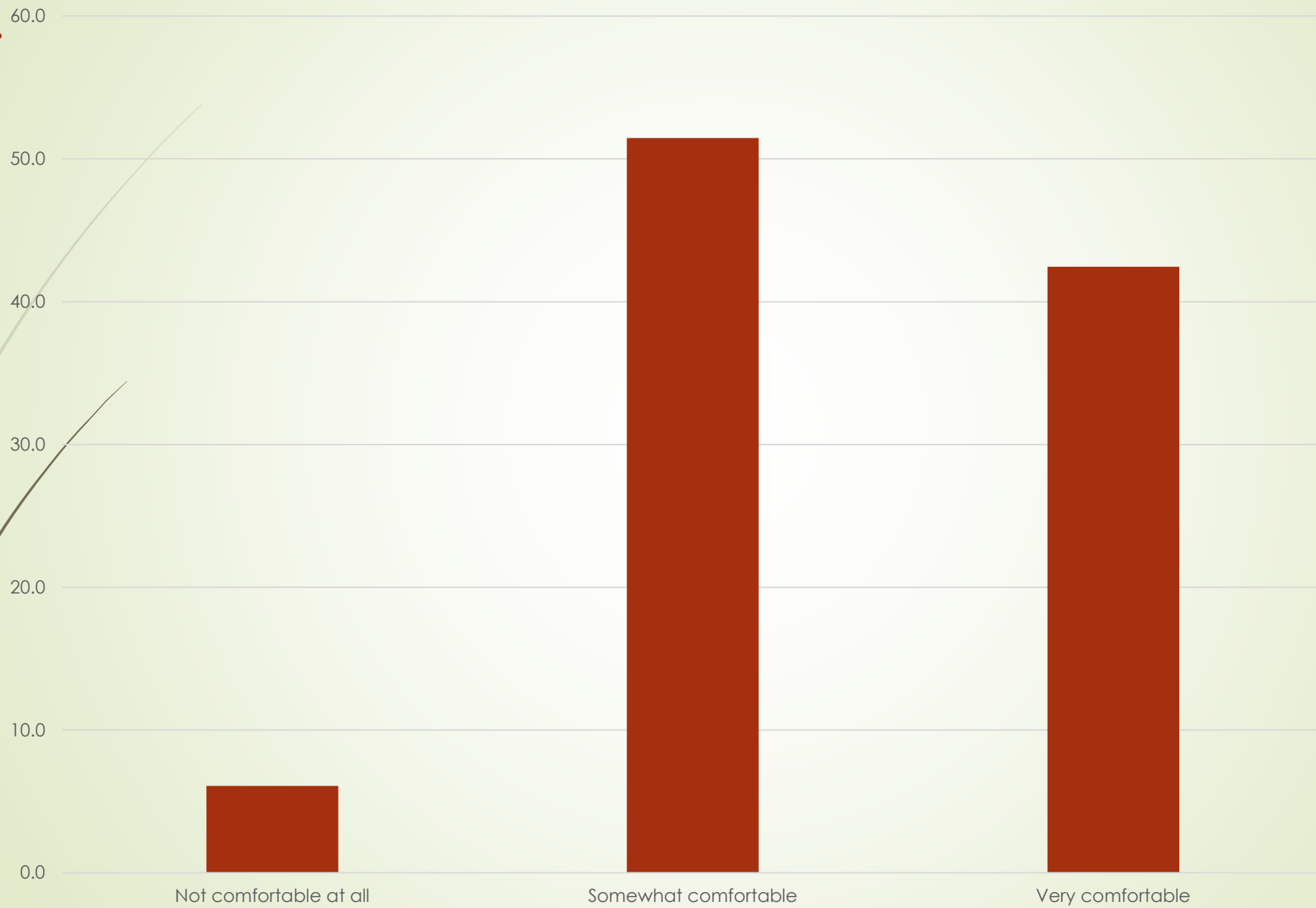
Sufficient data plan from internet provider to be successful in classes




Comfort level with Canvas



Estimated comfort level of instructors with Canvas





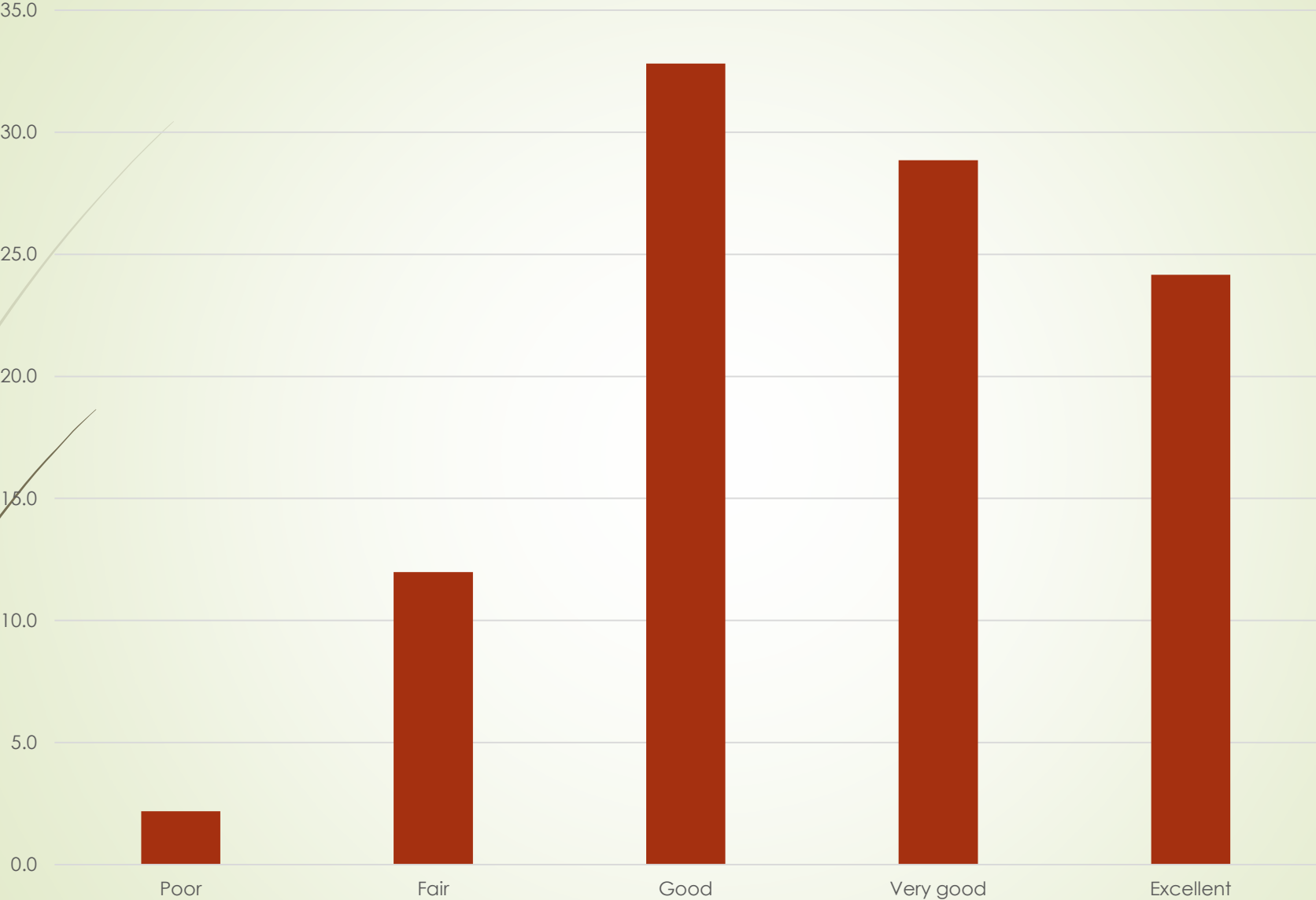
Equity Concerns re: Technology Access

- ▶ Prior to the Stay-at-home order, Hispanic students were less likely than white students to access the internet primarily at home and more likely to access it primarily at the college
- ▶ Hispanic students were less likely to have reliable internet at home and to have a sufficient data plan

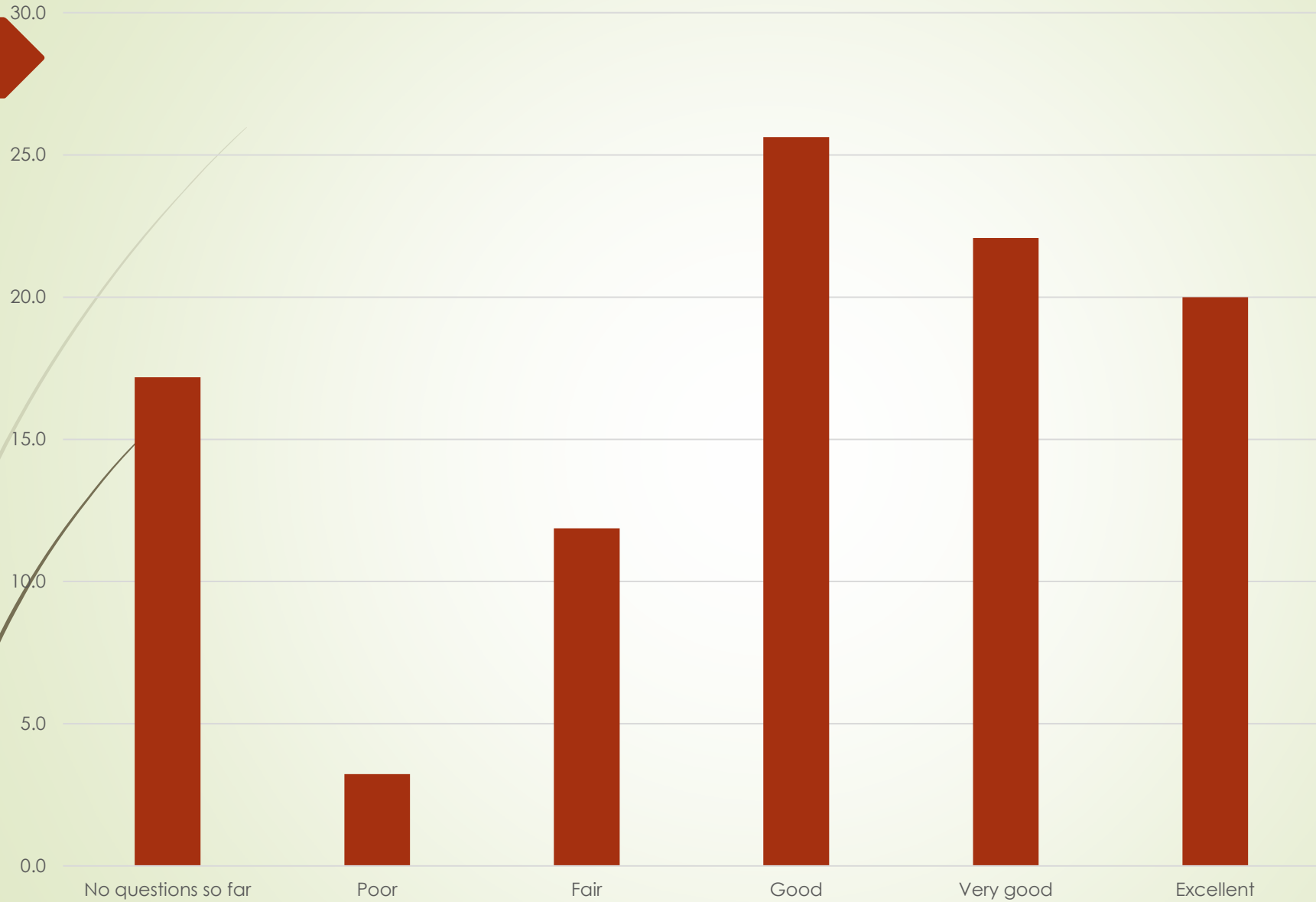


The College's Response & Communication

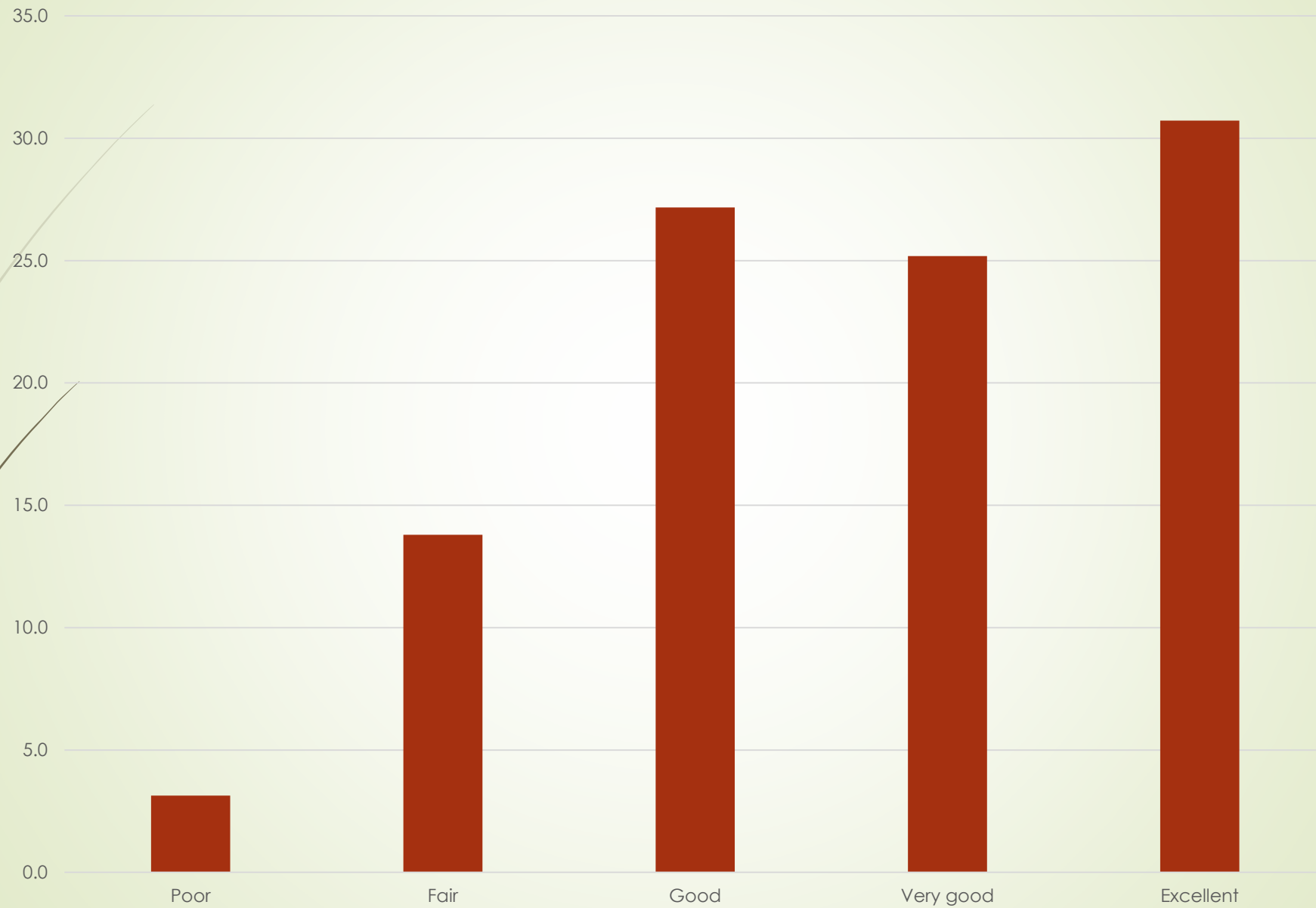
Quality of communication from PC during transition



Responsiveness of PC to questions and needs during transition



Quality of communication from instructors during transition





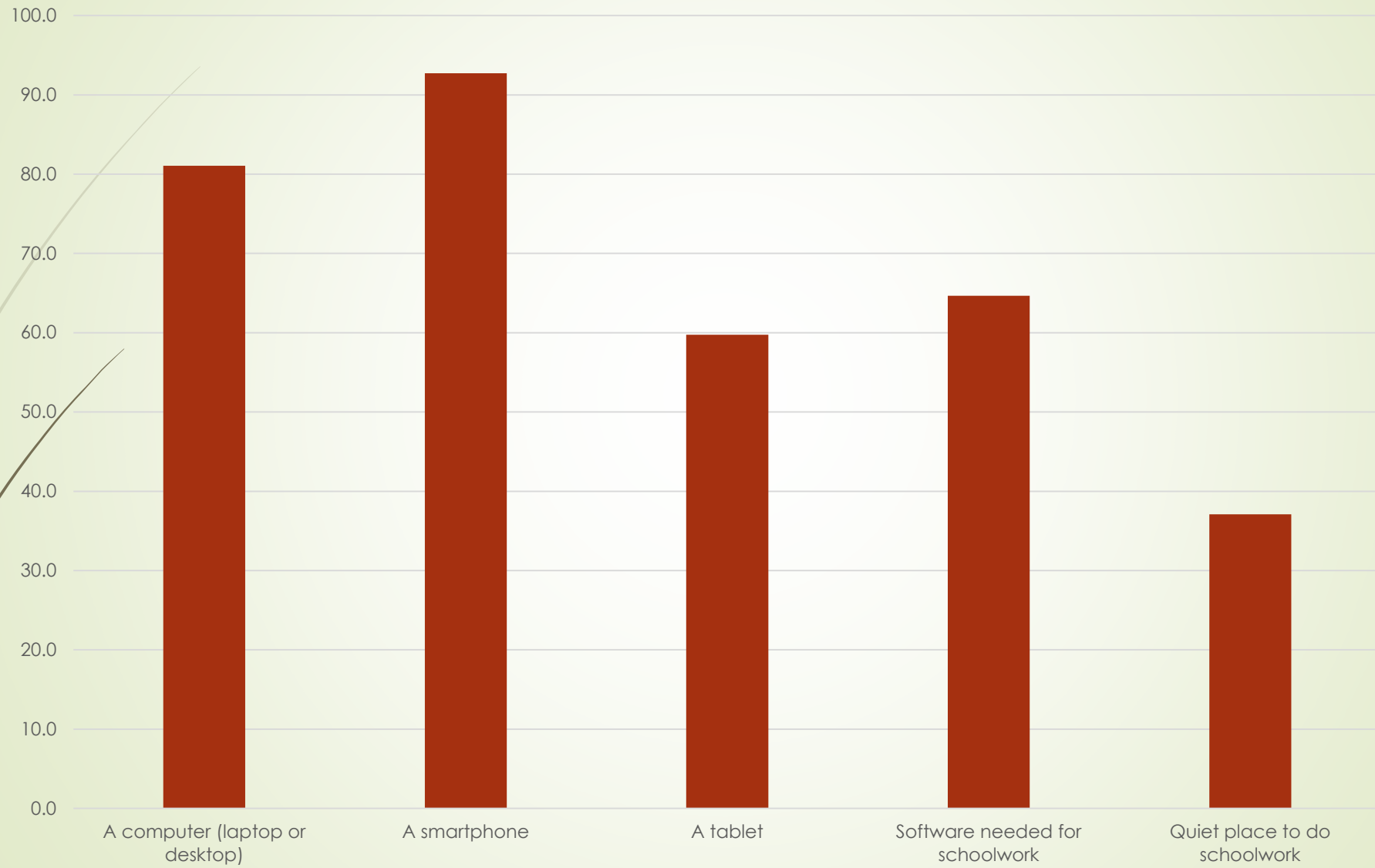
Equity Concerns re: College Response & Communication


- ▶ Hispanic students were less likely than white students to rate the college's communication as "very good" or "excellent"
- ▶ Students under age 25 rated college communication less positively than older students



Impact on Student Success

Have regular access to the necessities of online learning





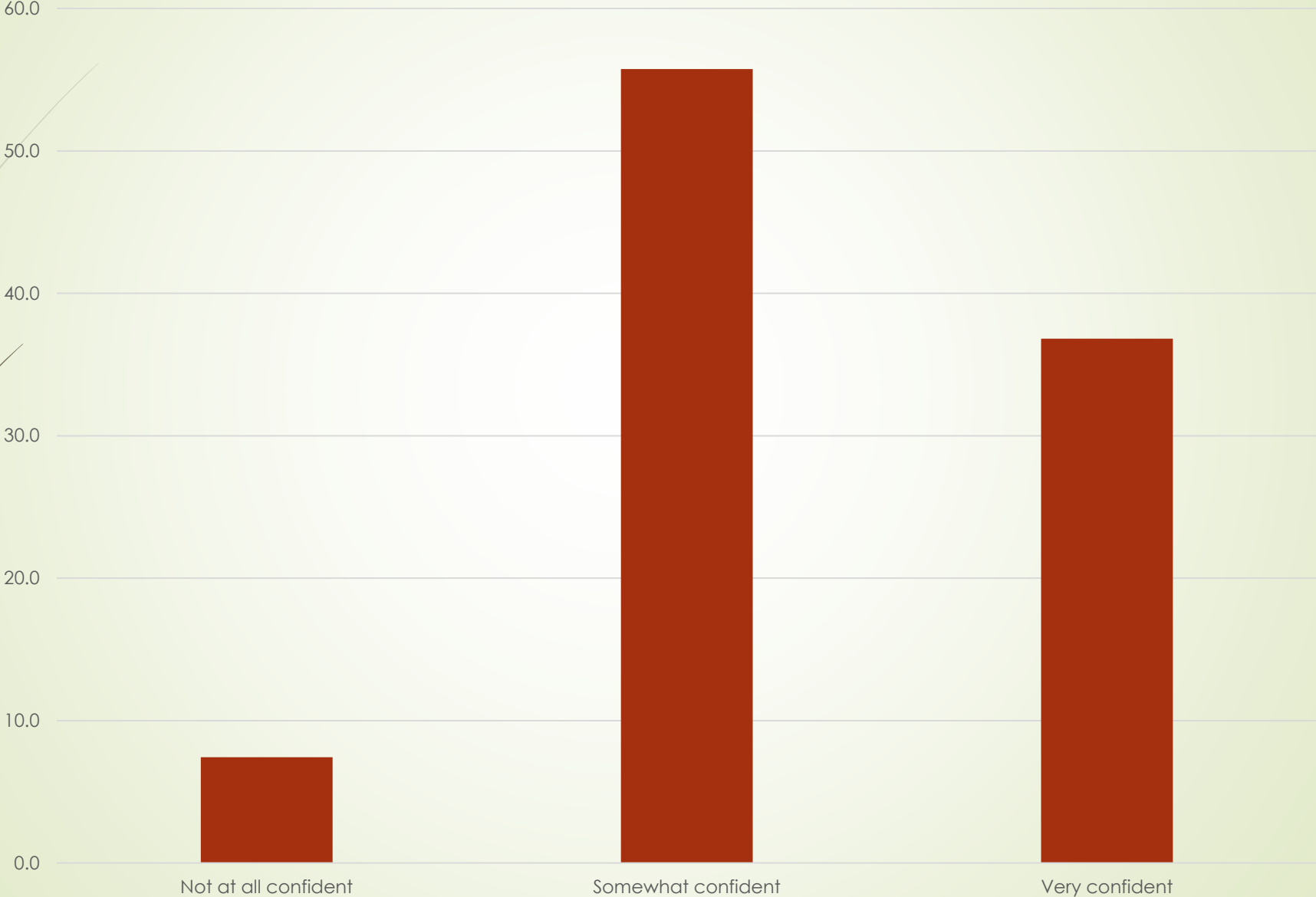
Student Equipment and Software Needs

Equipment	Software
Computer/laptop (32)	Microsoft Office (12)
Internet (10)	Internet (6)
Printer (5)	Adobe (4)
Webcam/microphone (5)	Cengage (2)
Textbooks (3)	Anti-virus software (2)

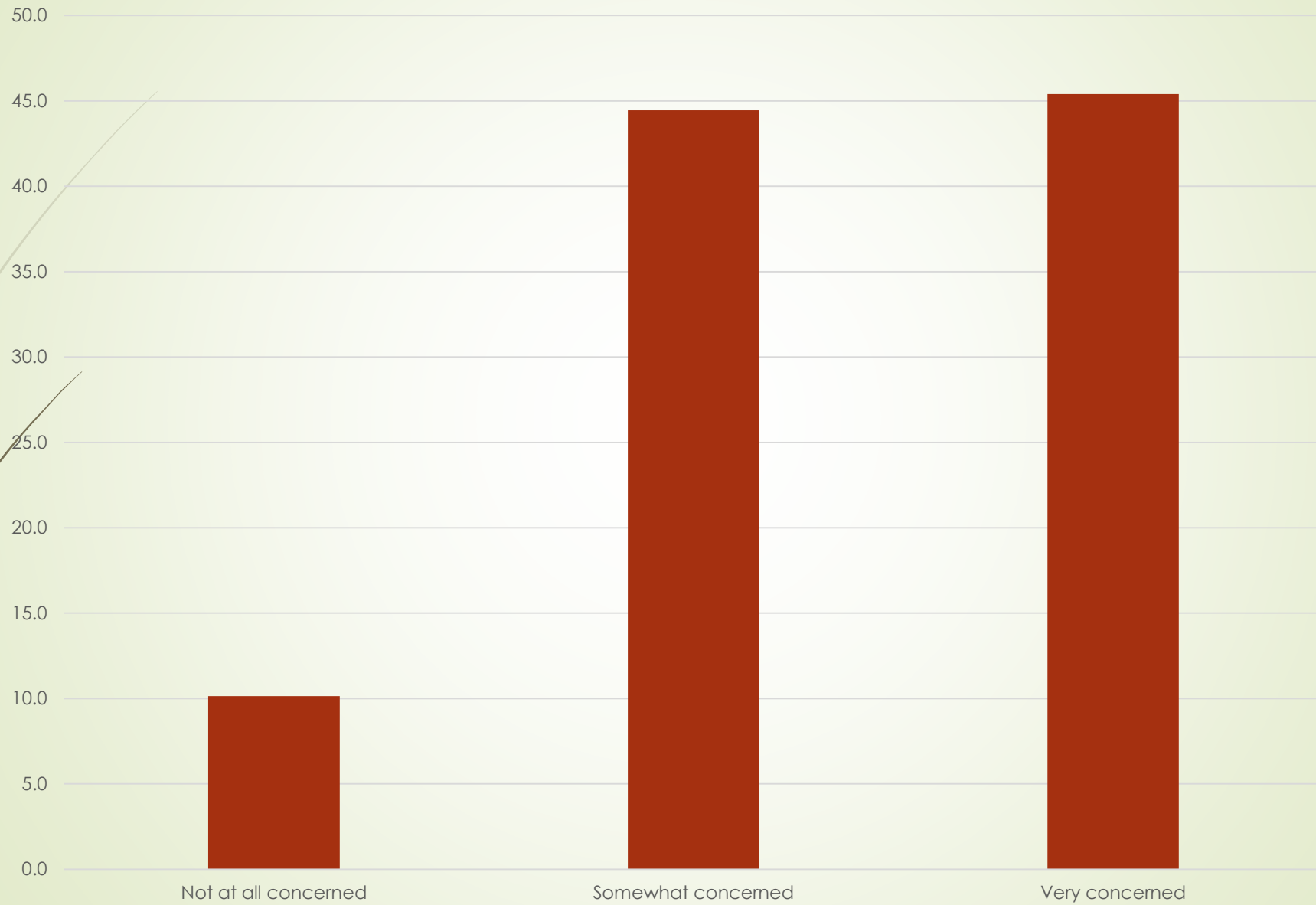
Challenges being faced during transition/crisis



Confidence in having what you need to succeed in online learning

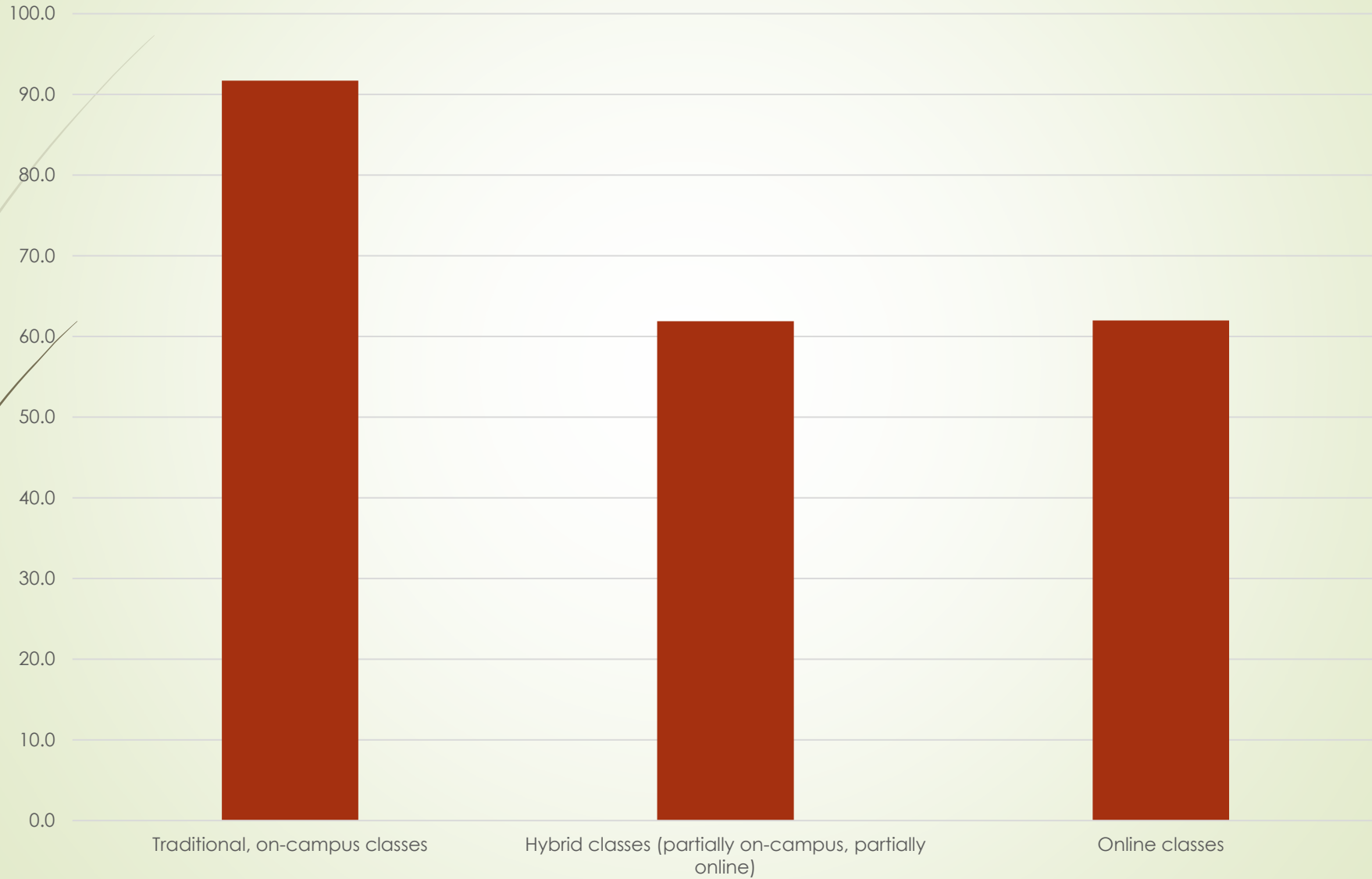



Health concern about COVID-19






Likely or very likely to take these course types in the future






Equity Concerns re: Student Success Impact

- ▶ Hispanic students were less likely than white students to have a computer/laptop
- ▶ On having a quiet place at home to do school work:
 - ▶ Women less likely than men
 - ▶ Hispanic students less likely than white students
 - ▶ Pell recipients less likely than non-Pell
- ▶ Hispanic students more likely than white students to have lost work
- ▶ White students more likely to feel socially isolated



Equity Concerns re: Student Success Impact

- ▶ On having too many distractions at home:
 - ▶ Women more likely than men
 - ▶ Hispanic more likely than white
 - ▶ Pell more likely than non-Pell
- ▶ Women more likely than men to be sharing technology at home
- ▶ On caring for children or others:
 - ▶ Women more likely than men
 - ▶ Pell recipients more likely than non-Pell



Equity Concerns re: Student Success Impact

- ▶ On being “very confident” in being able to succeed in a online environment
 - ▶ Women less likely than men
 - ▶ Hispanic less likely than white
 - ▶ Older more confident than younger
- ▶ Hispanic students were more likely to be “very concerned” about their health or that of their families
- ▶ On the likelihood of taking certain types of classes in the future
 - ▶ Hispanic students more likely than white students to take hybrid classes
 - ▶ Female students more likely than male students to take fully online classes



Summary of Responses to Open-Ended Question:

Other than the above, what, if anything else, would you like us to know about the transition to an online environment?

Category	Number of mentions
General dislike of online format	31
General compliments/praise for college/faculty handling of transition	20
Amount of work being assigned	18
Children/family/distractions at home	18
Expressions of anxiety, stress, depression	18
Faculty communication	16
Test/quiz policies; timing, proctoring, software	13
Work schedules	10
Faculty understanding/use of Canvas, other technology	10
Science lab or "hands on" classes difficult to adapt to online	10
Financial aid communication	6
Requests to increase class sizes for online classes	3