Clovis Community College

Student Experience Survey

During the COVID-19 Transition to Online – Spring 2020

Office of Institutional Research
5-14-2020

Executive Summary

Spring 2020 brought a semester like no other. Early in the term, countries around the world began to notice a particularly deadly virus. By mid-March, the world found itself in a major pandemic caused by COVID-19. California began implementing drastic shelter in place measures. State Center Community College District quickly adapted and by March 16, 2020 began to transition all courses to online for the remainder of the semester. Students left the campus by March 18, while faculty were given training and assistance to move to online and most staff and administration were sent to work from home. Beginning March 23, all Clovis Community College courses were being taught online.

Within a month, a survey was developed to assess how students were experiencing this transition. The survey went to all students and 891 were returned (approximately 11%).

The students, faculty, and staff of Clovis Community College can be proud of the work that continued this semester despite unprecedented chaos. There were some shortcomings and it was not a perfect transition but people showed up, initiated rapid change, and have done a remarkable job.

The following report expresses the opinions of 891 students who experienced the transition to online learning in spring 2020 at Clovis Community College.

- 58% of student responders were extremely or very worried about COVID-19 and the associated disruptions in their daily lives
- A major concern for students is course performance and grades
- The biggest learning/educational issue facing students is difficulty focusing or paying attention to remote instruction or activities
- 97% of students have a computer
- 92% of students have reliable internet access
- 33% of responders do not have an adequate quiet space in which to study
- While students were fairly positive, it is clear this semester was a struggle
- Clearer expectations of class engagement (class zoom times, tests, assignments) is desired
- Professional development for faculty in online learning is indicated
- Increased technology support for some students is shown
- Communication for access to services is noted (counseling, tutoring, library resources)

Student Demographics

TABLE 1: DEMOGRAPHICS OF SURVEY RESPONDENTS

Student Group	Count	%
African-American	17	2%
American Indian/ Alaskan Native	5	1%
Asian	91	10%
Filipino	10	1%
Hispanic	369	42%
Multi-ethnicity	43	5%
Pacific Islander	2	< 1%
White/ non-Hispanic	343	39%
Female	624	71%
Male	250	29%
19 and Younger	323	36%
20-24	288	32%
25-29	95	11%
30-34	57	6%
35-39	45	5%
40-49	50	6%
50 and Older	31	3%
Economically Disadvantaged	577	65%
Not Economically Disadvantaged	314	35%
DSP&S Student	57	6%
Not DSP&S Student	834	94%
First Generation	239	27%
Not First Generation	596	67%

Ethnicity demographics (Table 1) indicated a general similarity to the overall student population (unknown responses not reported). Gender showed a very large difference in respondents with females making up 71% of the sample compared to 58% of the spring population. Students who responded to the survey are also slightly older than average. The other groups (SES, DSP&S, and First Generation) are similar to the general population at Clovis Community College.

Communication Preferences

We asked students how they preferred to receive their communication from the college and the majority (68%) prefer district email followed by personal email (25%).

TABLE 2: LEVEL OF CONCERN REGARDING THE COVID-19 PANDEMIC AND ASSOCIATED DISRUPTIONS IN DAILY LIFE

***n* = 8.91 *M* = 3.72 *SD* = 1.06**	Count	%
Extremely Concerned	250	28%
Very Concerned	271	30%
Moderately Concerned	268	30%
Slightly Concerned	72	8%
Not at all Concerned	30	3%

When asked how concerned they felt regarding the COVID-19 pandemic and associated disruption in their daily lives (Table 2), 58% indicated they were extremely or very concerned while 11% were slightly concerned or not at all concerned.

Worth noting is that when looking at student groups, those who are economically disadvantaged indicated a significantly higher rate of concern, (F (1, 889) = 11.09, p = .001) than those student who were not economically disadvantaged. This is not a surprising result, given the additional stress finances play in everyday life. None of the other groups showed differences.

Student Needs

Students were then asked to indicate if they agreed they had sufficient access to a variety of items that are necessary for their success in online learning. It is especially important to know what, if anything, students need to be successful because the transition happened so quickly and is an unprecedented event. The following table reports affirmative agreement and percentages. Please note, that the sample for each is slightly different because non-responders are not included. Additionally, these are dichotomous variable (yes/no) and mean values are between 0 and 1.

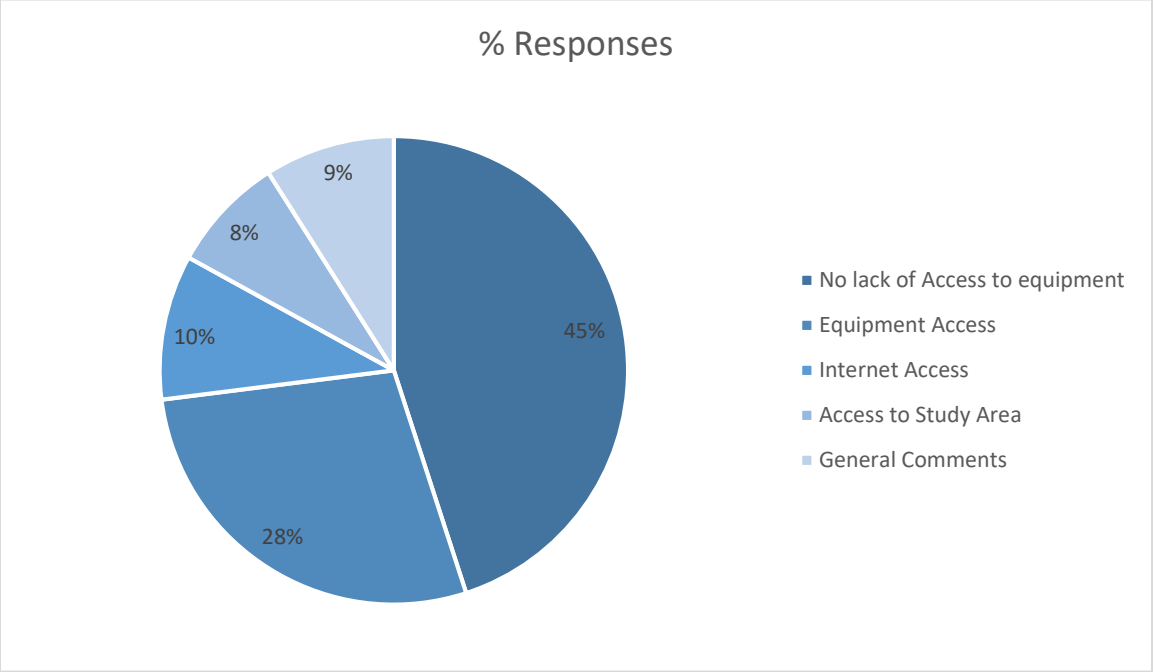
TABLE 3: AGREEMENT LEVEL FOR ACCESS TO VARIOUS EQUIPMENT, TECHNOLOGIES, PROGRAMS, AND LEARNING ENVIRONMENT NEEDED TO BE SUCCESSFUL IN ONLINE LEARNING

Item	Yes	%
Reliable Internet Access ***n* = 852, *M* = 0.92, *SD* = 0.26**	785	92%
Computer Access ***n* = 855, *M* = 0.97, *SD* = 0.18**	826	97%
Quiet Place for Schoolwork ***n* = 848, *M* = 0.66, *SD* = 0.47**	562	66%
Needed Software ***n* = 808, *M* = 0.89, *SD* = 0.31**	722	88%
Microphone for Video Conferences ***n* = 851, *M* = 0.88, *SD* = 0.32**	751	88%
Printer Access ***n* = 854, *M* = 0.77, *SD* = 0.42**	657	77%
Scanner Access ***n* = 826, *M* = 0.61, *SD* = 0.48**	503	61%
Telephone Access ***n* = 860, *M* = 0.98, *SD* = 0.13**	846	98%
Smart Phone or Tablet Access ***n* = 855, *M* = 0.98, *SD* = 0.14**	839	98%

Table 3 shows that over 90% students have access to reliable internet, a computer, a telephone, and a smart phone/tablet. This is encouraging as these are critical for online learning. Eighty-eight percent of students reported having the software they need and a microphone for video conferencing. There was less accessibility to items such as printers (77%) and scanners (61%). One of the least accessible items is a quiet place to schoolwork (66%) which is concerning.

In reviewing student details surrounding access or lack of access to equipment and software needed to support their efforts to be successful in this environment. Five main themes emerged.

FIGURE 1: DETAILS OF ACCESS OR LACK OF ACCESS TO EQUIPMENT AND SOFTWARE NEEDED TO BE SUCCESSFUL IN ONLINE LEARNING



Almost half (45%) of the responses indicated that even though it may have been difficult at first, things are going as well as can be expected under the circumstances. These students had some concerns with other themes found such as Internet/WiFi connections, older computers, and difficulty managing in a non-traditional format while also incorporating familial responsibilities, small workspaces, and focus.

The second theme surrounds lack of access to equipment and software (28%). Students provided detailed comments in which indicated they lacked access to computers, printers, specialty software, web cams, and/or scanning. Of these students, the most common problem was not having a computer, had an older computer that was unable to support special software such as Adobe Photoshop, or had to share a computer with other family members leaving them inadequate resources to complete their schoolwork. The second biggest concern was the lack of a printer, followed by software including Adobe Photoshop and Microsoft Word.

Lack of access to internet service (10%) specified difficulties in general, slow or spotty WiFi, and having no internet service at all.

Specific comments regarding access to a study area centered on not having a quiet area, having to study while caring for children or family members, distractions due to the whole family being home, and general noise levels.

There were also comments that were respondent specific or limited to a handful of people that included difficulties with biology labs, not being able to access textbooks from the library, and scheduling conflicts brought about by the transition.

Student Satisfaction with the Transition

Students were asked to rate the job that staff, faculty, and administration did in helping them adapt to the changes at the college brought on by the spread of COVID-19.

TABLE 4: RATING OF STAFF, FACULTY, AND ADMINISTRATION IN HELPING STUDENTS ADAPT TO THE CHANGES AT THE COLLEGE BROUGHT ON BY THE SPREAD OF COVID-19

***n* = 891, *M* = 3.88, *SD* = 0.95**	**Count**	**%**
Excellent	256	29%
Good	350	39%
Average	216	24%
Poor	57	6%
Terrible	12	1%

Just over 66% replied excellent or good while just 7% indicated poor or terrible (Table 4). Approximately 25% felt the college did an average job.

Student Perceptions of their Experience Transitioning to Online

Students then shared their perceptions concerning their experience of transitioning to a fully online format.

TABLE 5: STUDENT EXPERIENCE TRANSITIONING TO A FULLY ONLINE FORMAT

***n* = 862, *M* = 3.03, *SD* = 0.85**	**Count**	**%**
I am able to learn better than in the on-campus classroom format	83	10%
I am able to learn about the same as the on-campus classroom format	214	25%
I am not able to learn as well as in the on-campus classroom format	505	59%
I was already taking all my classes online	47	6%

Almost 60% felt they are not able to learn as well as in the on-campus classroom format, 25% indicated they could learn about the same as in-class, and 10% said they could learn better than in an on-campus classroom (Table 5). This can be interpreted in a couple of ways. First, it is encouraging that 35% felt they could do better than or as well as online given the uncertainty of the fall schedule. The challenging piece is getting those students who feel they will not be as successful the support they need whether it is technology or extra academic support.

Students were given a chance to expand on this item. As is common, many of these comments were quite positive and gave thanks to the faculty, administration, staff, and student services, especially because the transition was so unexpected and rapid (12%). Many students named people specifically as having done a spectacular job. A second group emerged who expressed they were doing ok but prefer face-to-face instruction (11%). A fair amount of respondents indicated both positive and negative responses to the transition (20%). For these students, most replies mentioned that they believe the instructors are doing the best they can while at the same time, they have problems because they are a hands on learner, have difficulties with focus and time management online, and didn't think the courses transfer well to online (i.e. math, biology labs, and physical education). Suggestion were given by 7% of the students. These included specific ideas such as increased training for faculty in the event something

like this happens again and some indicated they would like a larger offering of courses in online learning. The other 50% of responses dealt with having a difficult time with the transition. Many of these responses came from parents who are now burdened with not only their own schoolwork, but also that of their children. Time constraints on Canvas assignments or tests were unworkable in many cases. Several mentioned their changing work lives no longer coincided with regular class meetings. A majority of these students reported increased workload and decreased learning due to the change of format and having to do more self-directed learning. It was very clear that these students found it very difficult and frustrating.

Student Confidence

Even so, when asked how confident they are that they have everything they need to be successful in their schoolwork in the online learning environment, students replied very or somewhat confident over 75% of the time, which is a promising outcome (Table 6). A key focus here might be to purposefully work toward online engagement activities that will encourage and support students to maintain and bolster this confidence level (Table 6). Only 6% were not at all confident.

TABLE 6: STUDENT CONFIDENCE LEVELS THAT THEY HAVE EVERYTHING THEY NEED TO BE SUCCESSFUL IN THE ONLINE FORMAT

***n* = 849, *M* = 2.39, *SD* = 0.74**	**Count**	**%**
Very Confident	268	31%
Somewhat Confident	403	47%
Not Very Confident	139	16%
Not at all Confident	52	6%

Despite these difficulties, students at Clovis Community College seem to be resilient (Table 7) with most students planning to continue their education at Clovis Community College.

TABLE 7: STUDENT PLANS TO RETURN TO CLOVIS COMMUNITY COLLEGE IN FALL 2020

***n* = 672, *M* = 5.18, *SD* = 1.32**	**Count**	**%**
Definitely Yes	406	60%
Probably Yes	148	22%
Probably No	25	4%
Definitely No	16	2%
Unsure	72	11%

When asked if they planned to return to CCC next fall, 136 (17%) responded they would be graduating this spring so it was not an applicable question. Of the remaining 672 students, 82% indicated they definitely or probably would while 6% said probably or definitely not. Seventy-seven (11%) indicated they were not sure. Non-responses are not reported.

Students who plan to return had very positive things to say. Most noted were the ideas that they are happy with the college, faculty, staff, and administration, location, and course offerings. Many indicated that they are simply following through with their overall life plans.

For those who do not plan to return, many indicated they would be attending a different college, usually closer, in the area. In addition, for students who were unsure, many wondered if the classes would remain online only as that would affect their decision. Other items that would influence their decision included whether their children will be returning to school, what COVID-19 will be like in the fall, and if the break this summer gives them enough time to relax and reset.

Technical Challenges

The next section of the survey provided students to select multiple responses with regard to specific areas. These types of questions are very interesting in that they give an overall sense of the various ways respondents are impacted. While they do not tell us which is most important, we can infer that when the percentage of responses is higher, it is more important to most people.

TABLE 8: TECHNOLOGICAL CHALLENGES

Which of the following technological issues have been a challenge for you since the transition to online learning? *n* = 891	**Count**	**%**
Instructor discomfort or lack of familiarity with required technologies or applications	270	30%
My access to library resources	123	14%
My access to reliable communication software/tools (e.g. Zoom Skype Google)	90	10%
My access to reliable digital device (e.g. laptop mobile device)	60	7%
My access to reliable internet/service	119	13%
My access to specialized software (e.g. Adobe products statistical packages)	113	13%
My own discomfort or lack of familiarity with required technologies or applications	263	30%
Unclear expectations around which technologies and applications I am required to use	196	22%

As can be seen in Table 8, discomfort or lack of familiarity with required technologies or applications, either the students own or their perception of their faculty, are 30%. This could be simply because of the rapid transition. It is something that could be revisited once faculty have had an opportunity to better familiarize themselves with the new format. This summer, courses are being filled for faculty to obtain professional development that will help address this. Unclear expectations around which technologies and applications a student is required to use was the second highest response at 22%. Access to library services (14%), access to reliable internet/service (13%), access to specialized software (13%) and access to reliable communication software/tools (10%) indicate a need to reach out and support students in these areas by identifying and loaning out supplies as possible. Internet access is more difficult, and some colleges have been setting up 'parking lot' WiFi spots so that students can drive in and study in their car.

Students were able to add their own comments on this topic and almost half were not relevant to the topic. The responses included no problems at all, childcare issues, changing deadlines, or workload. The other responses provided spoke to specific difficulties such as exams not loading properly and computers not keeping up with the required programs.

Educational Challenges

When it came to learning/educational challenges, most students indicated one or more challenge. This was the most responded to of these questions with students choosing an average of 3.0 choices (out of 8).

TABLE 9: LEARNING AND EDUCATIONAL CHALLENGES

Which of the following learning/educational issues have been a challenge for you since the transition to online learning? *n* = 891	Count	%
Competing class meetings and schedules	199	22%
Course lessons or activities that haven't translated well to a remote environment	333	37%
Difficulty focusing or paying attention to remote instruction or activities	472	53%
Finding time to participate in synchronous classes (e.g. live-streaming lectures or video conferencing at a set time)	254	29%
Instructor availability/responsiveness	147	16%
Personal motivations/desire to complete coursework	452	51%
Personal preference for face-to-face learning	460	52%
Unclear expectations around course/assignment requirements	336	38%

Table 9 shows that 53% are having difficulty with focus or paying attention to remote instruction or activities, 51% said they are having difficulty with personal motivation/desire to complete coursework, and 52% prefer face-to-face learning. These three items are closely related and are the top 3 chosen. It is not a surprising outcome, given the circumstances. Secondly, 37% of respondents claim course lessons or activities have not translated well to a remote learning environment and they have unclear expectations around course/assignment requirements. Twenty-nine percent of the students are having difficulties finding time to participate in synchronous classes and 22% indicate there are competing class meetings and schedules. Instructor availability/responsiveness was the least chosen yet still claimed a 16% share of responses.

Other comments were itemized into three distinct categories. The first are responses that could have been given in the general question groupings above (52%), increased workload (19%), and not enough verbal interaction/instruction especially with difficult concepts (21%). The remaining comments were not relevant to this item.

Student Services Challenges

Challenges accessing student support services during the transition to online recorded the least amount of responses. Student's response rate was 0.7, which is less than 1 challenge per student (out of 8 choices).

TABLE 10: STUDENT SUPPORT SERVICES CHALLENGES

Which of the following student support services have been challenging to access since the transition to online learning? *n* = 891	Count	%
Advising/Academic counseling services	214	24%
Career services	69	8%

Which of the following student support services have been challenging to access since the transition to online learning? *n* = 891	Count	%
Emergency financial aid	80	9%
Financial services	108	12%
Health services	26	3%
Housing/food services	44	5%
Internships or practicum placements	34	4%
Mental health services	62	7%

Almost 25% of those who responded indicated they were having difficulty accessing academic advising services. In the open comments, students indicated various areas within counseling. However, each area mentioned had 5 or less mentions. Other areas that had an impact on 50 or more respondents include financial services (12%), emergency financial aid (9%), career services (8%) and mental health services (7%). In the open comments, a student did note they were interested in the CARES act and another mentioned wanting to have a student crisis hotline.

Biggest Concerns for Students

More than 80% of survey takers responded to the item which asked about their biggest concerns with the transition so far. There were 9 choices and the average person marked 2.2 of them.

What are your biggest concerns with the transition to online learning so far? *n* = 891	Count	%
Online privacy, protection of my personal data	139	16%
Changes to grading structures (e.g. pass/fail credit/no-credit)	259	29%
Completing my internship or practicum requirements	39	4%
Grades/performing well in class	567	64%
Missing out on extracurricular/on-campus activities	139	16%
Not being able to communicate with instructors	250	28%
Not being able to see classmates	236	26%
Possible delays in graduating/completing my program	266	30%
Security/privacy in taking online exams	103	12%

Overwhelmingly, the biggest concern is grades and class performance (64%) which is not surprising. Following this, the greatest concerns are possible delays in graduating/completing their program (30%), changes to grading structures (29%), not being able to communicate with instructors (28%), and not being able to see classmates (26%). It may be interesting to follow up on these items in the fall, after faculty have had more professional development and students are not jolted out of the classroom to see if the impact is specifically term related. Other concerns included missing out on extracurricular activities (16%), online privacy, protection of personal data (16%), security/privacy while taking online exams (12%), and completing internships or practicum assignments (4%). Open comments on this item included a few mentions that exams time out early, an increased workload, and increased stress and anxiety.

Biggest Challenges for Students

The last of these items reflects what challenges the students are facing during the transition. Nearly 74% of students completed this section while averaging 2.1 (out of 16 choices).

What are your biggest concerns with the transition to online learning so far? ***n* = 891**	**Count**	**%**
Too many distractions to study at home	446	50%
Worried about getting enough food	59	7%
You do not have a safe place to live and or do your school work	18	2%
You do not have enough access to tutoring	136	15%
You do not have the supplies you need to be successful	75	8%
You do not have the technology resources to be successful	49	5%
You do not have the textbooks you need to be successful	57	6%
You feel social isolation	324	36%
You have to share your technology resources with others and do not have enough time with them to do all your work	137	15%
You lost your employment or had your hours cut at work	219	25%
You need a healthcare provider or health insurance	17	2%
You need childcare	37	4%
You need transportation or car repairs	40	4%
Your hours at work have increased dramatically	118	13%
Your housing situation is not stable or you have lost housing	37	4%
You're sick or helping others who are sick	71	8%

Half (50%) of respondents indicated there are too many distractions to study at home and 36% feel social isolation as a major challenge. As far as supplies and materials, 8% indicate they do not have the supplies they need to be successful, 6% do not have a textbook and 5% don't have the technology they need. Other major challenges include at home situations where 4% noted they have lost housing or their housing situation is unstable, 7% have food insecurity, and 2% do not feel safe at home. Students also replied they do not have enough access to tutoring (15%) or they have to share their technology and do not have enough time with it to be successful (15%). Twenty-five percent have lost their jobs while 13% have had their hours increased dramatically. Eight percent of people are sick or helping other people who are sick and 2% need health care or health insurance. Some were concerned over a need for childcare (4%) and transportation or car repairs (4%). Over 50% noted in open comments an increase of stress, anxiety, depression, and other mental/physical health challenges while 33% mentioned conflicting meeting times, increased school work load, or not being able to access textbooks from the library.

Final Comments

Lastly, student were asked if they had any other comments to add. These were less thematic, yet showed some consistency. Most (40%) gave the college, including some specific faculty and staff, kudos. They generally agreed that people were doing the best they could under extremely trying circumstances. In a second theme (23%), comments centered on faculty and classes. Comments included how much more difficult online learning is, that there is an increase in workload and

perceptions that faculty are under-equipped to handle the transition well. Students wanted more flexibility and understanding given the shift in the approach as well as having to cope with home life. For example, keeping assignments open for longer periods so students could complete the work while sharing computers and resources with others in their family or having work hour changes. The third theme (16%) includes comments on taking online classes and grades. This included several observations that the student did not pay to learn from home and did not think they were getting their monies worth. Students identified that they purposefully did not sign up for online classes while some also indicated they knew it was the only thing that could be done. People were worried that taking an EW would somehow taint their school record and seemed reluctant to do so. This section also included references to wanting refunds for items such as parking and health fees and one even mentioned they wanted a refund on their iClicker. Stress and anxiety was highlighted in the next group (7%). While this was the smallest group of responses, it showed how this transition affected many more aspects of this transition than just learning and grades. Lastly, there were student specific comments (14%). Each of the following are individual items and what stuck out were concerns over Zoom security, confusion regarding registration times and waitlists, restructuring the syllabus to reflect changes to online learning, and wanting more communication specifically from the district.