

**Student Responses  
to Remote Learning:**

**A Mini-Assessment**

**August 12, 2020**

# Our Plan

- What did our students say about remote learning (and other stuff)?
- What did other students in other places say?
- Points of Discussion
- Q&A

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# Objective

- Compare the method of implementation as well as the results of the mini-survey administered by 3 HWC faculty to the national surveys.
- Discuss the implications of the results of the surveys.
- Generate strategies to better support student learning in the remote environment based on the results of these surveys.

## Discussion Protocol (Chat Box)

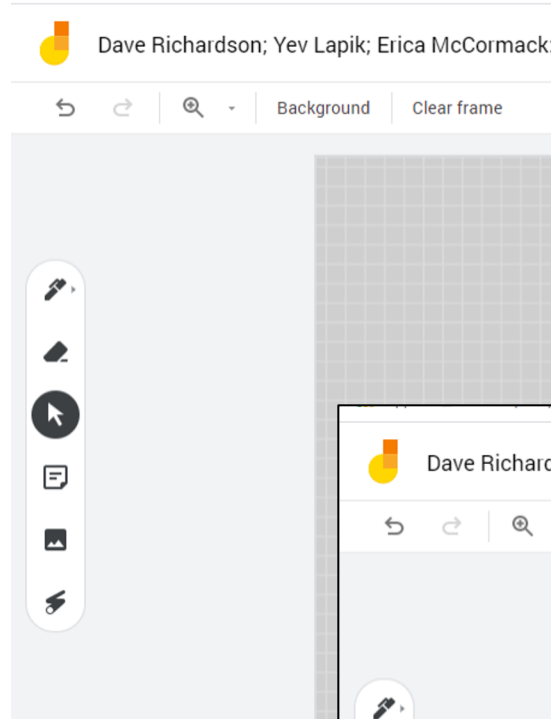
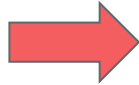
We are so excited to see you!

In the interest of containing and funneling that excitement, we request that if you ask a question in the chat box pertaining to the presentation, label it “**QUESTION:**” so that we presenters don’t miss it or confuse it with other side-conversation.

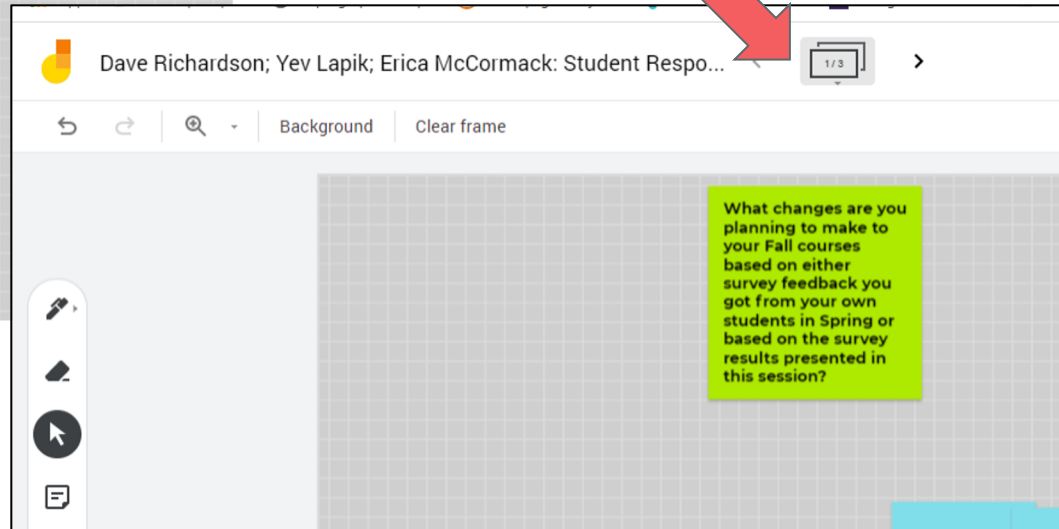
# Click the link to JamBoard (provided in the Chat Box)

## Instructions:

1. Click the “sticky note” icon along the left-hand side.
2. Type a question or comment inspired by one of the other post-its and drag yours into position on the board to generate a conversation.



3. Repeat this process
4. Continue onto the other pages by clicking the arrow at the top center of the page, and respond to the questions you find there too.





# Background:

## What We Did When Covid Hit

- Revised assignments
- Abandoned/significantly revised late work policies
- Posted and emailed weekly reminders, including short videos
- Held synchronous Zoom sessions *and* posted recordings
- Reached out to individual students
- Shared info on grants, food aid, housing assistance, etc.

What our students said

(a tale of three Flash-sessments)

# Sources

- Our End of Semester Course Survey
- Hanover Research National Survey
- Assessment Committee Pilot Survey

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# End of Semester Course Survey

Results from Yev, Erica, and  
Dave's classes

## Competing Priorities

- No Piling On
  - Unique Moment
  - 110 Student Responses
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**What are the things one (or more) of your professors have done since the switch to remote learning that have been helpful for your learning? In other words, what is working for you?**

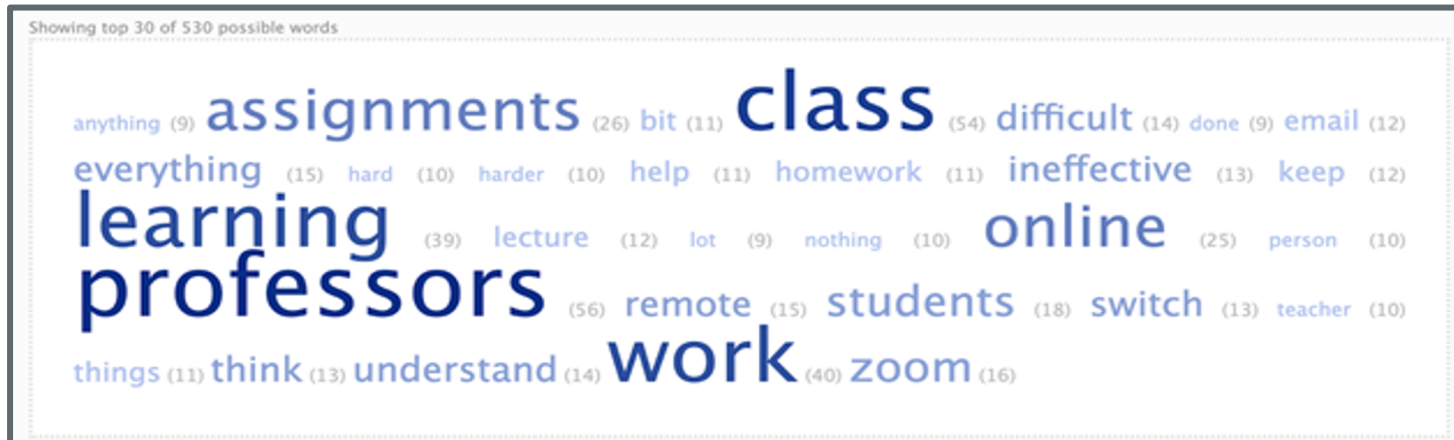
- “Giving us more time than usual to complete assignments and communicating with the class as a whole.”
- “Posting videos and lectures on bright space, being available for one-on-one office hours.”
- “My professors basically kept the students engaged either with zoom, chats in brightspace, and discussion boards. Having this helped me stayed focus on my assignments.”





# What are the things one (or more) of your professors have done since the switch to remote learning that have been ineffective for your learning? In other words, what is NOT working for you?

- “Giving 0 for missing zoom classes. Not everyone has access to internet.”
- “The assignments are very confusing and I don’t understand them”
- “Still expect same amount of work done even with all the obstacles we as students are facing like everyone in the country.”
- “Some do not grade things promptly so you do not know where you stand going into finals”



# Word Cloud of “What Didn’t Work”



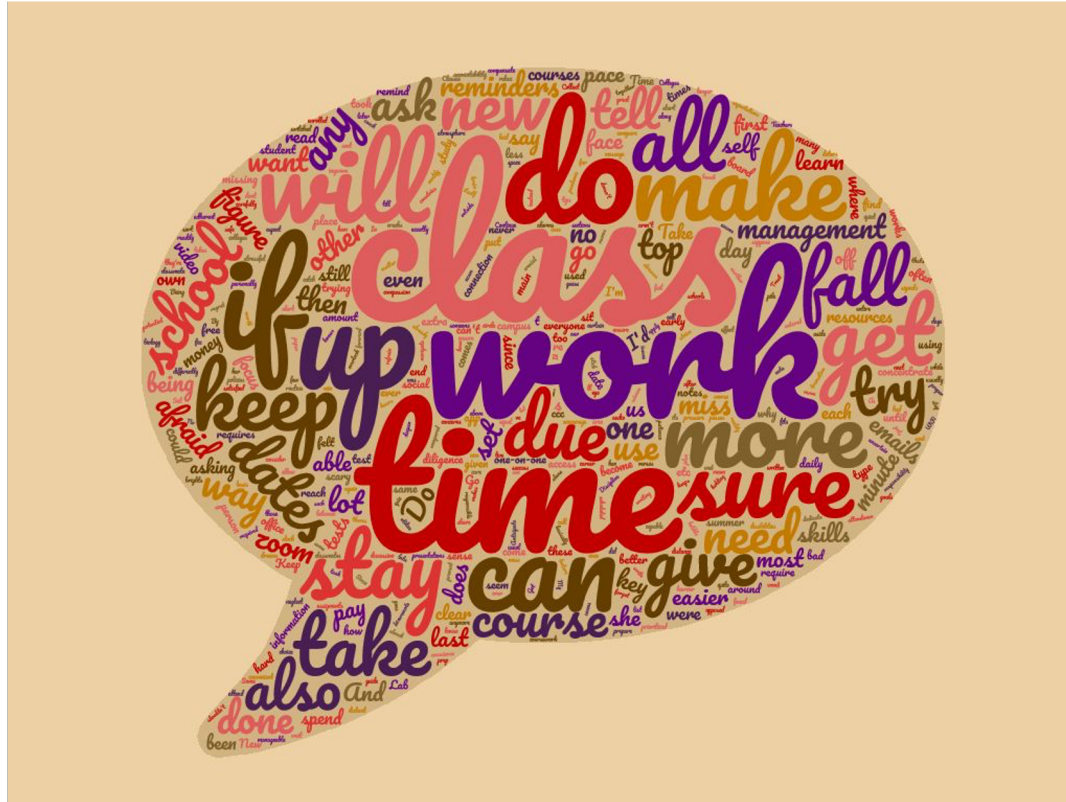


**What advice would you give about taking remote instruction classes to the new students who enroll this summer and fall?**

- “The main advice that I would give to new students enrolling this fall would be to make sure of keeping track of dates and assignments that need to be prioritized of every other assignments.”
- “Be very organized. Get a planner or an app on the phone to help stay on top of every assignment, quiz, and exam.”
- “Just because it's online classes should not mean you should slouch. Try to make a structure for when you will do work given the amount of free time we might have.”



# Word Cloud of Student Advice



# Student Advice Handout

- The most important thing I have learned is to **create a routine that fits your schedule**. Whether that's reading coursework on Mondays for a discussion board due on Thursday to get ahead or cramming on Wednesday and Thursday morning, it is best to figure out what works for you and stick to it. Otherwise you will only figure out you're slipping between the cracks when it's too late.
- I would advise everyone to **get a planner**. It can get kind of confusing trying to remember every class you're in and when things are due. Online classes require a different kind of diligence and focus to make sure that you don't fall behind. You have to really want to succeed if you are to do well.
- I would like to tell new students to **have patience**. I know you feel frustrated but it will all be worth it just pace yourself--think of it as a classroom setting just instead of your own home, **try very hard to limit your distractions**, and make brightspace and your teachers email your best friend!
- Be patient and try to have everything start setting up at least 15 minutes beforehand [with a scheduled zoom call], as technology and signals may be delayed or mess up. **Set up reminders** often on what times and days your classes are scheduled, when certain assignments are due and whatnot, things are really easy to forget in remote learning.
- Take note that **communicating with your professors is crucial** and when things are not making sense or task not clear enough, ask questions. Checking up on Brightspace and emails is CRUCIAL during remote learning. **You're not alone.**

**Students were asked the question, "What advice would you give about taking "remote instruction" classes to the new students who enroll this summer and fall?"**

Have access to your ccc email on your phone, get the Brightspace (Pulse) app on your phone, and have your ccc email connected to brightspace so you can get updates. Always ask question if you are unsure because you are always uncertain when it comes to online classes. If you miss an assignment do not be afraid to email your teacher asking if you can make it up, always think positive and worst case is them saying "No".

Just because it's online doesn't mean the classes should be taken lightly.

**PAY ATTENTION!** And don't procrastinate. It will be that much easier to fall behind in classes because online learning requires much more discipline and focus, and that's not something we're all used to.

# Caveats

- Students responding to their instructor
  - Might account for positivity of responses (i.e. reluctance to complain, even anonymously)
- Small, non-random sample
  - NOT generalizable
- Pandemic
  - Everything was weird

## Feel Good Finale

“HWC has been absolutely amazing through this. You all have done a fantastic job and I will always talk about that to anyone who would listen. You were all there for the students. Thank you.”

# Hanover Research

CCC Pulse Survey

(A Repurposed National Survey)

District Office of Decision Support

(We're already paying 'em, might as well use 'em)

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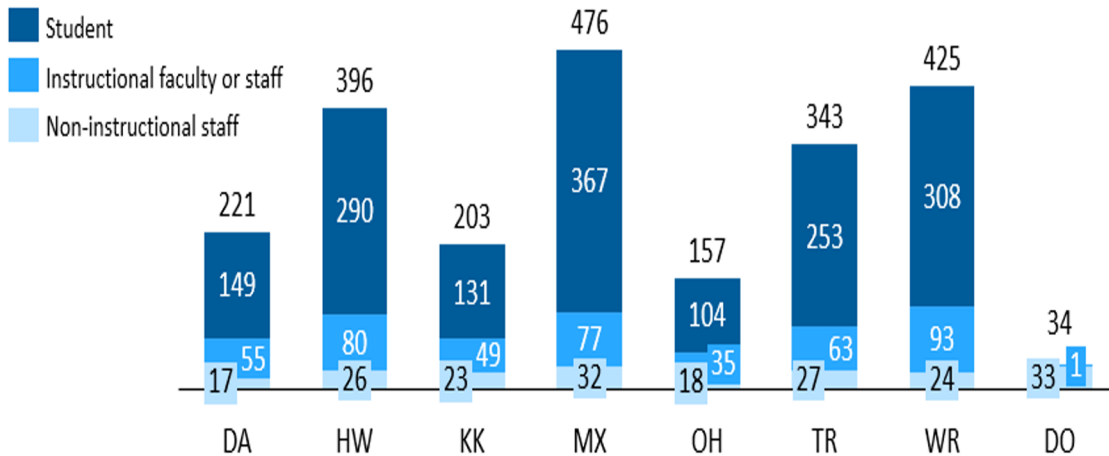
# Hanover Research CCC Pulse Survey

“The purpose of the survey was to gauge student, faculty, and staff perceptions about teaching and learning in an online/remote environment amid swift changes in the delivery of instruction in response to COVID-19.”

- 2,200 Responses
- 1,602 CCC students  
(290 from HWC)

SOURCE: CCC Covid-19 Data Sharepoint site (Documents)  
<http://cccedu.sharepoint.com/emds/covid/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Femds%2F covid%2F Shared%20Documents%2F Hanover%20COVID%2D19%20Pulse%20Survey&FolderCTID=0x01200060B9E7D65AD7874D92BB0995DCD5B66F>

Hanover COVID-19 Pulse Survey Responses by Stakeholder Type



# Hanover Pulse Survey: CCC Student Concerns

**Students are concerned about academics, including falling behind, and quality of online/remote instruction, as well as their mental and emotional health** *(In light of COVID-19, are you concerned about any of the following issues as they relate to you? Please select all that apply.)*

Student Concerns in Light of COVID-19

>= 50%; 30-49%

Concerns	DA (N=131)	HW (256)	KK (112)	MX (317)	OH (88)	TR (206)	WR (270)	CCC (1,380)
Falling behind in classwork	56%	69%	56%	57%	61%	53%	68%	61%
Quality of online/remote instruction	42%	56%	46%	48%	50%	54%	56%	51%
Mental/emotional health	44%	48%	48%	44%	39%	48%	58%	48%
Ready to participate in online classes	34%	50%	36%	42%	36%	42%	49%	43%
Likelihood of returning to school	45%	43%	54%	37%	49%	36%	45%	42%
Ability to afford education	34%	38%	31%	40%	41%	37%	44%	39%
Social isolation	24%	41%	34%	27%	28%	38%	42%	35%
Job security	31%	29%	37%	32%	31%	34%	36%	33%
Access to campus resources	27%	30%	33%	32%	32%	31%	29%	31%
Physical health	26%	27%	35%	28%	19%	29%	35%	29%
Access to tools/tech for online/remote learning	28%	28%	28%	29%	40%	28%	29%	29%
Missing important events	20%	23%	28%	23%	28%	24%	27%	24%
Housing security	10%	15%	19%	14%	13%	21%	13%	15%
Childcare	7%	5%	5%	14%	11%	10%	11%	9%



# Hanover Pulse Survey: CCC Student Needs

**Besides recorded and live lectures, students identified access to tablets/laptops and financial assistance as critical features** (*"Which of the following features are the most critical to successful online learning? Please select up to five."*)

Desired Features\* Identified as Critical for Successful Online/Remote Learning

>= 50%; 30-49%

Features	DA (N=134)	HW (261)	KK (115)	MX (328)	OH (91)	TR (218)	WR (277)	CCC (1,424)
Recorded lectures	38%	49%	29%	49%	38%	44%	45%	44%
Live lectures	34%	41%	49%	41%	44%	41%	42%	41%
Access to tablets or laptops	35%	36%	39%	42%	53%	37%	39%	39%
Financial assistance	30%	34%	32%	37%	40%	34%	30%	34%
One-on-one meetings w/ instructor	31%	33%	42%	30%	25%	35%	31%	32%
Online textbooks	26%	30%	16%	29%	34%	30%	25%	27%
Video group chats for class material	25%	23%	36%	26%	21%	26%	30%	26%
Online appts w/ departments (e.g., fin aid.)	22%	30%	24%	24%	26%	21%	20%	24%
Discussion boards for class material	26%	22%	25%	20%	25%	24%	23%	23%
One-on-one meetings w/ tutor	19%	21%	27%	26%	23%	23%	21%	23%
Online library access	17%	18%	13%	21%	16%	20%	20%	19%
Live Q&A sessions	16%	16%	18%	13%	18%	16%	18%	16%
Video chats to socialize	11%	13%	12%	10%	14%	15%	12%	12%
On-call tech support	10%	7%	18%	11%	8%	10%	9%	10%

\*A few response options have been omitted for brevity.

DRAFT - For discussion purposes only

# Pre-Covid Pilot Survey

In the first 15 days of March  
14 faculty members from  
8 different departments  
collected

331 responses from 21 sections

- What are or have been your obstacles to learning?
  - If you could change something at HWC that would positively impact your learning, what would it be?
  - What can the college do to motivate and keep you motivated to reach your educational goals?
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# Assessment Spring Pilot: (Pre Covid)

33 % (n= 87)

Mentioned something about TIME as  
the main obstacle to their learning

# Pre-Covid Survey Analysis

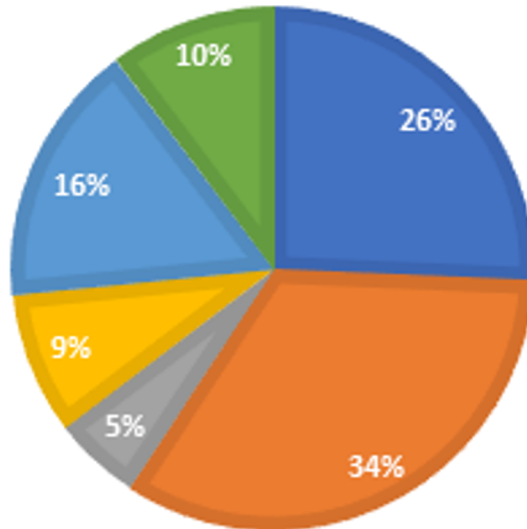
## Codes:

1. Personal
2. Instructional
3. Financial
4. Informational
5. Eutactical\*
6. No response/no obstacle

\*This was a catch-all category for student responses that identified schedule-related (i.e. course times) or other time-related issues as being their primary obstacle, not included time management or work/school balance.

CATEGORIES OF STUDENT IDENTIFIED OBSTACLES

■ Personal ■ Instructional ■ Financial ■ Informational ■ Eutactical ■ N/A



# National Surveys

May 2020

Ithaka S+R

Digital Promise & Langer Research

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## Ithaka S+R

“The COVID-19 Student Survey, contained questions on key issues of institutional communications and support, curricular needs, safety and well-being, and fall retention.<sup>[1]</sup> It was fielded from mid-April through mid-May across 21 US higher education institutions.

These institutions possess a range of institutional missions across research, teaching, and learning dimensions. Within the group are four research universities, four master’s institutions, eight baccalaureate colleges, one special focus four-year college, and four associate’s colleges.”



# Ithaka S+R: Student Experiences during the Pandemic Pivot

<http://sr.ithaka.org/publications/student-experiences-during-the-pandemic-pivot/>

- In many cases, **the most significant challenges that students faced during the spring semester were those they faced long before the pandemic**, including balancing school, work, and home responsibilities. Unexpectedly having to pivot to online learning and **finding quiet space** to complete work also proved especially difficult.
- Students found **collaborative, technical, and specialized assignments to be the most difficult to complete**. Assignments that were completed most frequently were ones with which they experienced the least difficulty.
- Students **lacked a sense of belonging and connection to others at their institution**. While they felt somewhat connected to their instructors, few reported feeling very connected to other students.
- **Concerns regarding physical and mental health—especially amongst historically underserved and marginalized student groups—were present for approximately half of students** even while they reported high levels of awareness of how to be safe during the pandemic.
- **Roughly one in three students reported some concern regarding their food or housing security**. Those who reported the greatest concerns were, unfortunately, relatively less likely to know where to go to find emergency aid resources.

# Ithaka S+R: Recommendations

Selected recommendations from the survey are as follows:

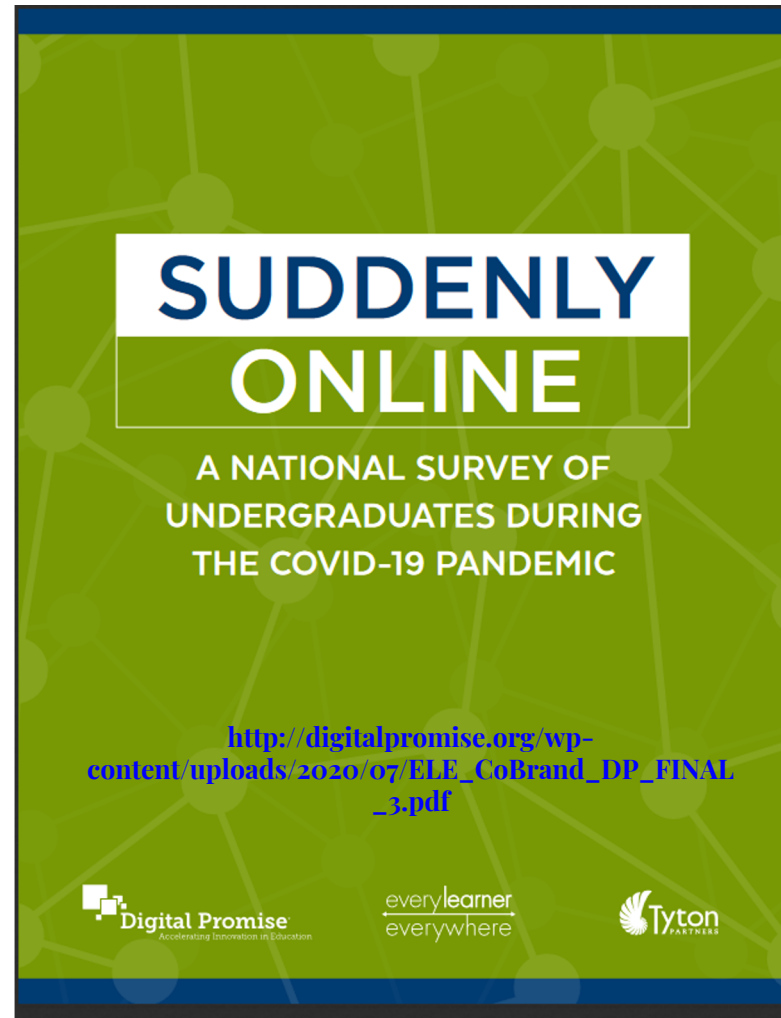
- **Continue to communicate.** Students reported high understanding of institutional policies but wanted more support from financial aid and academic advising departments.
- **Rethink technical and specialized coursework.** Students reported low levels of difficulty with completing most assignments, but work that was highly collaborative, technical or specialized was reported as an obstacle.
- **Enhance connection and collaboration.** While highly collaborative work was deemed challenging, many students report feeling a lack of connection to their classmates and their institution. Student life offerings in digital formats could help to provide a more fulfilling college experience.



# Digital Promise & Langer Research: Suddenly Online

“Digital Promise & Langer Research administered their “Survey of Student Perceptions of Remote Teaching and Learning” to 1,008 students in credit-bearing courses that were delivered in person at the start of the spring and remotely by March.

Respondents were asked to focus on one course for purposes of the survey -- either a science, technology, engineering or mathematics course if they took one (because "STEM courses are typically the most challenging for students") or the course "they thought was most important for their future goals."



# Digital Promise & Langer Research: Suddenly Online

As reported in *Inside Higher Ed*:

- Students reported their emergency remote course included:
  - Live sections to ask questions and discuss content (67 %);
  - Recorded lectures (65 %);
  - Frequent quizzes and assignments (64 %);
  - Live lectures (60%)
  - Breakout groups during live classes (25%)
- Student **satisfaction absolutely dipped after the move to remote...** In general students didn't blame their instructors: 76 percent said they were satisfied with their professor's preparation (37 percent very satisfied) and 68 percent with the quality of instruction, but 57 percent were satisfied (17 percent very) with their overall learning.
- Asked to say specifically what diminished their experience with the remote courses, **students were most likely to cite lack of interactivity**, with 65 percent saying that "opportunities to collaborate with other students on coursework" were lacking in the online course.

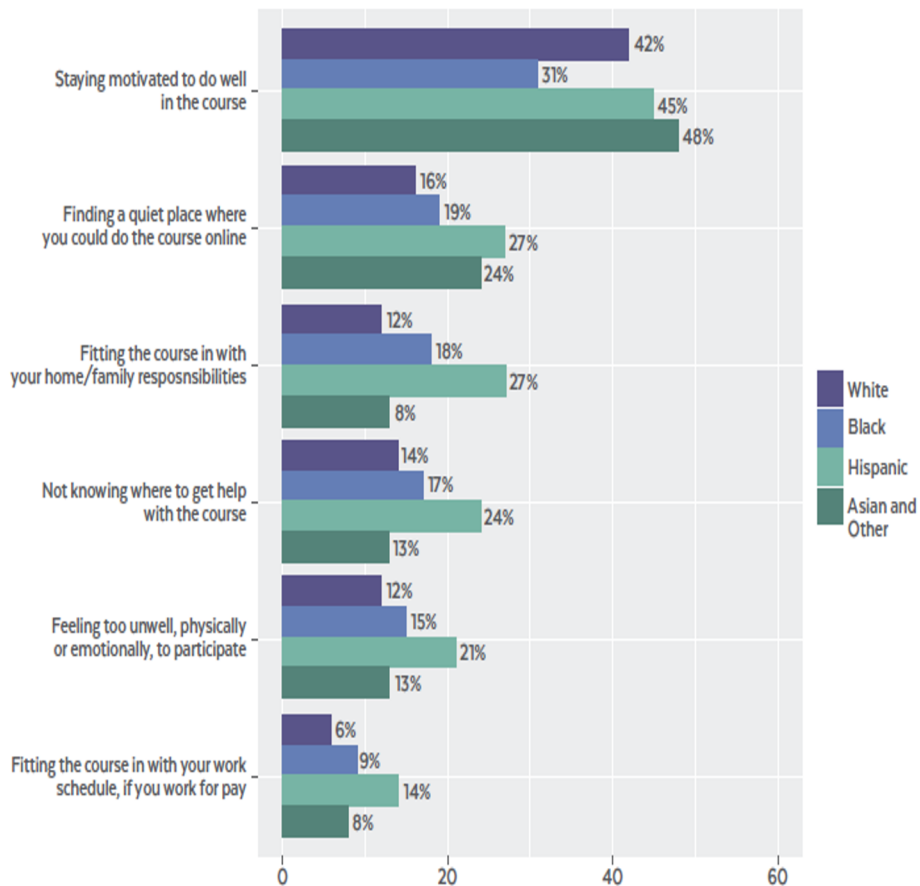
# Digital Promise & Langer Research

“Hispanic students were **disproportionately challenged** by the shift to remote learning.

Students were given a list of potential problems stemming from the transition, and Hispanic students were more likely than their peers to characterize them as major in almost every case, as seen [here].”

Source: <http://www.insidehighered.com/digital-learning/article/2020/07/08/what-kept-students-studying-remotely-satisfied-spring-well>

FIGURE 7. PERCENT OF STUDENTS EXPERIENCING PROBLEMS AS “MAJOR,” BY RACE/ETHNICITY



# Student Reports of Recommended Practices

Instructional Practices	2-Year	4-Year
<i>Live sessions for asking questions/participating in discussions</i>	59%	71%
<i>Real-world examples</i>	64%	67%
Recorded lectures	54%	69%
<i>Frequent quizzes</i>	72%	60%
Live lectures by the instructor with students watching	56%	62%
Videos from external sources	57%	53%
<i>Personal messages from the instructor</i>	66%	49%
<i>Assignments having you express what you had learned</i>	54%	46%
<i>Breaking course activities up into shorter pieces</i>	40%	32%
<i>Group projects</i>	25%	37%
<i>Breakout groups during a live class</i>	24%	25%

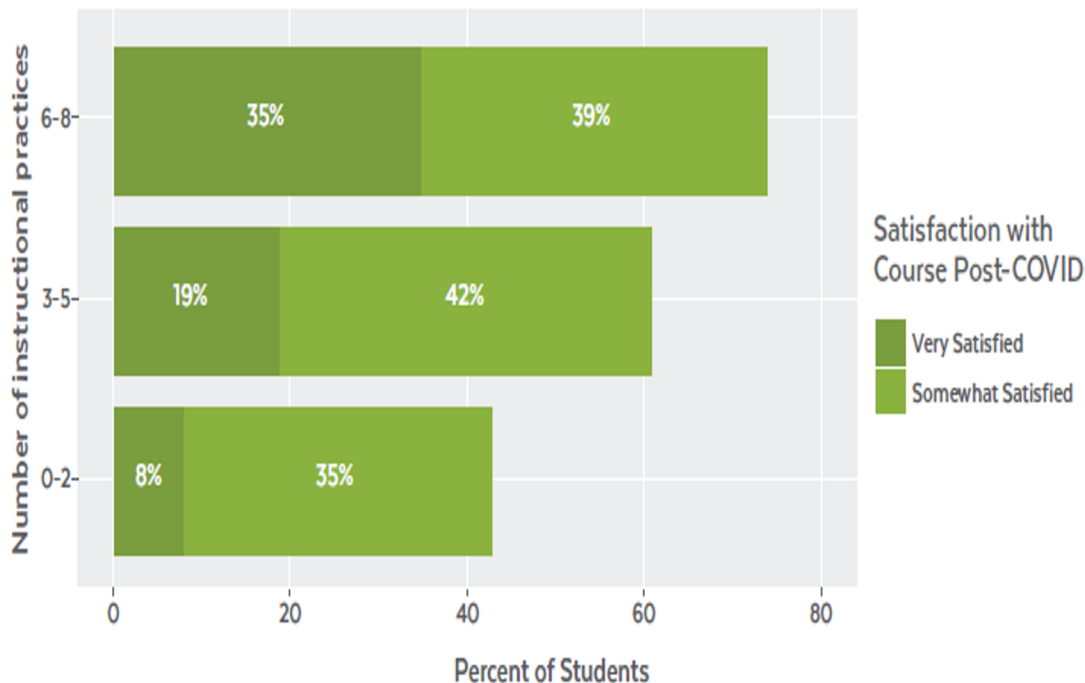
*Note: Practices in italics are those deemed "recommended" by Digital Promise.*

# Impact of Recommended Practices

“[T]he student survey asked respondents which of a set of 11 instructional approaches their chosen course had used and compared those answers to their judgments about course satisfaction.

Source: <http://www.insidehighered.com/digital-learning/article/2020/07/08/what-kept-students-studying-remotely-satisfied-spring-well>

FIGURE 8. SATISFACTION WITH POST-COVID-19 COURSE BY NUMBER OF RECOMMENDED ONLINE PRACTICES USED



# Digital Promise Recommended Practices

**Live sessions for asking questions/participating in discussions**

**Real-world examples**

**Frequent quizzes**

**Personal messages from the instructor**

**Assignments having you express what you had learned**

**Breaking course activities up into shorter pieces**

# SO...What Do We *Know* Students (Will) Need?

- Motivation was a challenge and will be again
- Students want and need (and appreciate) flexibility AND structure
- Communication--personal, clear, brief, and frequent
- Connections Matter: Content to Self and to World, Learner to Learner, and to YOU
- Interaction helps: “The one doing the work is the one doing the learning.”