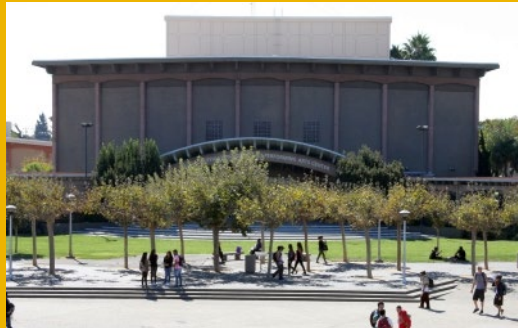


# CHABOT COLLEGE

Office of Institutional Research

## Chabot Students' Experiences with Conversion to Online Learning in Spring 2020



# Introduction

- Following the Bay Area shelter-in-place order in March of 2020, almost all of Chabot classes moved to an online format.
- The “Chabot Students’ Experiences with Conversion to Online Learning” survey was administered online between May 14<sup>th</sup> and May 26<sup>th</sup>, 2020.
- The goal of the survey was to assess how well online learning worked for students in Spring 2020, how satisfied they were with student services in an online format, and students’ enrollment plans and instructional modalities preferences for Fall 2020.

# Demographics of Survey Respondents

- Of the 13,346 students enrolled at Chabot in Spring 2020, 1,536 (~12%) took the survey.
- Compared to the overall student population, the following student groups were over-represented in the survey:
  - Female students
  - Students between 20-21 years old
  - Full-time students (taking 12+ units)
  - Students with educational goals of Transfer (with or without AA/AS Degree) and Degree (AA/AS)
- The following students groups were under-represented in the survey:
  - Male students
  - Part-time students
  - Students with educational goals of job training, personal development, and undecided

# Sections of Survey

- Respondents' experiences with online learning in Spring 2020 (access to learning tools and supplies; assessment of online instructional modalities and efficacy of online learning) – *Slides 5 to 16*
- Respondents' experiences with online student services in Spring 2020 – *Slides 17 to 19*
- Respondents' experiences with changes brought about by COVID-19 (worries; assessment of Chabot's responses) – *Slides 20 to 25*
- Respondents' educational plans and preferences for Fall 2020 (enrollment plans; instructional modalities preferences; and anticipated use of student services in Fall 2020) – *Slides 26 to 34*

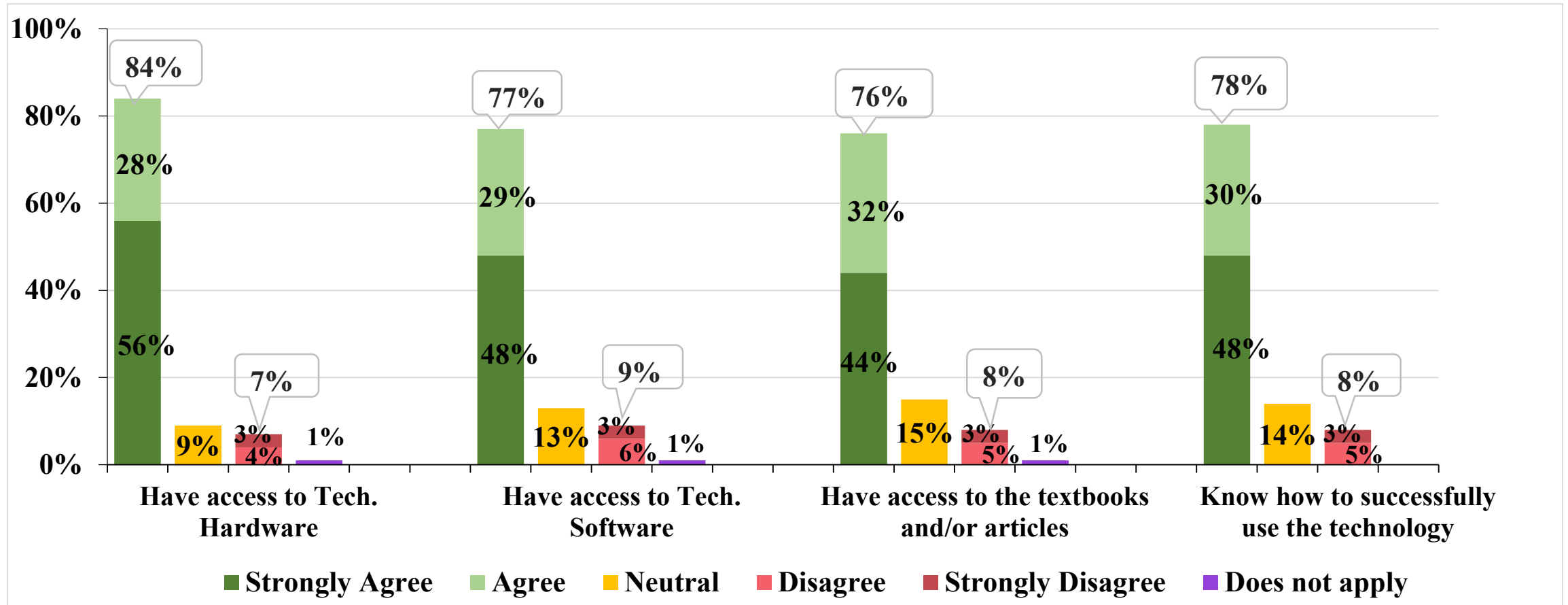


# Learning Experience with Conversion to Online Learning in Spring 2020 Survey



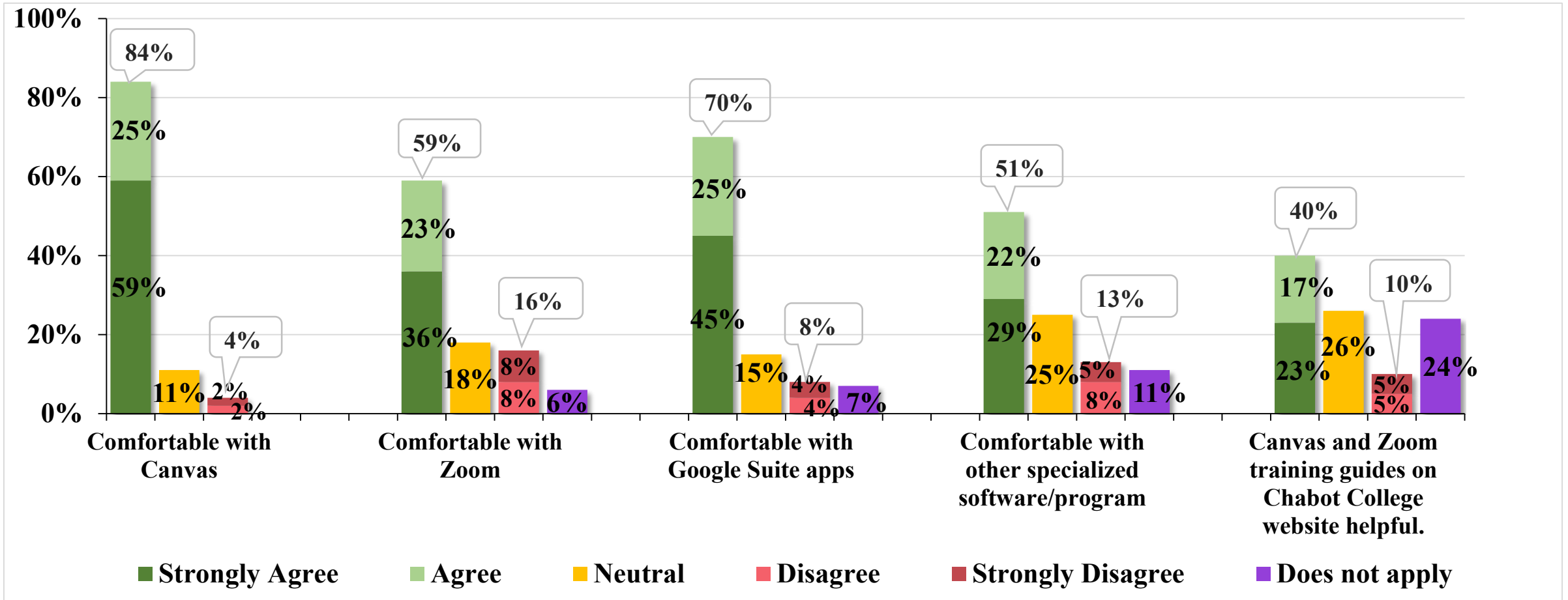
Respondents' experiences with online learning (access to learning tools and supplies; assessment of online instructional modalities and efficacy of online learning)

# Most Respondents Have Access to Tech. Hardware, Software, Textbooks & Articles, and Know How to Use the Technology



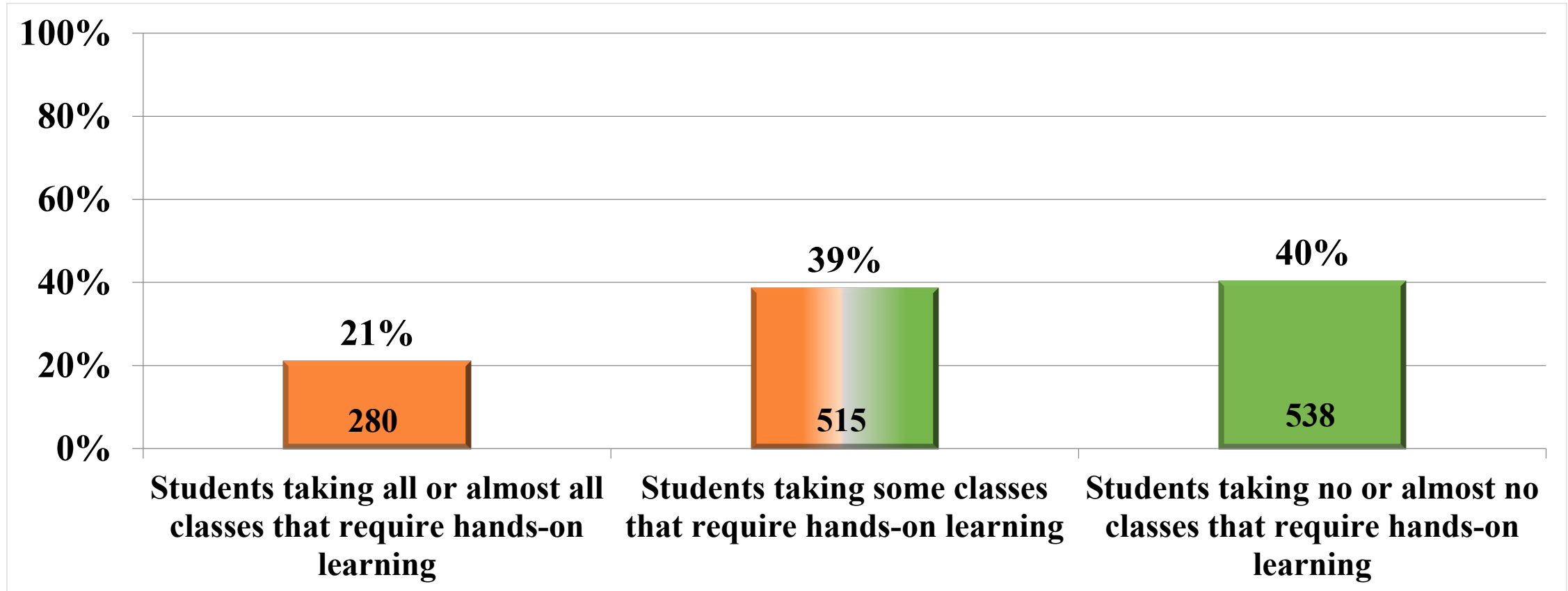
- The majority of respondents reported that they had access to the technological hardware (84%), software (77%), textbooks and articles (76%), and knew how to successfully use the technology (78%).
- About 7-9% of respondents reported that they did not have access to these and did not know how to use the technology

# Most Respondents are Comfortable Using the Technological Software Adopted in Online Classes



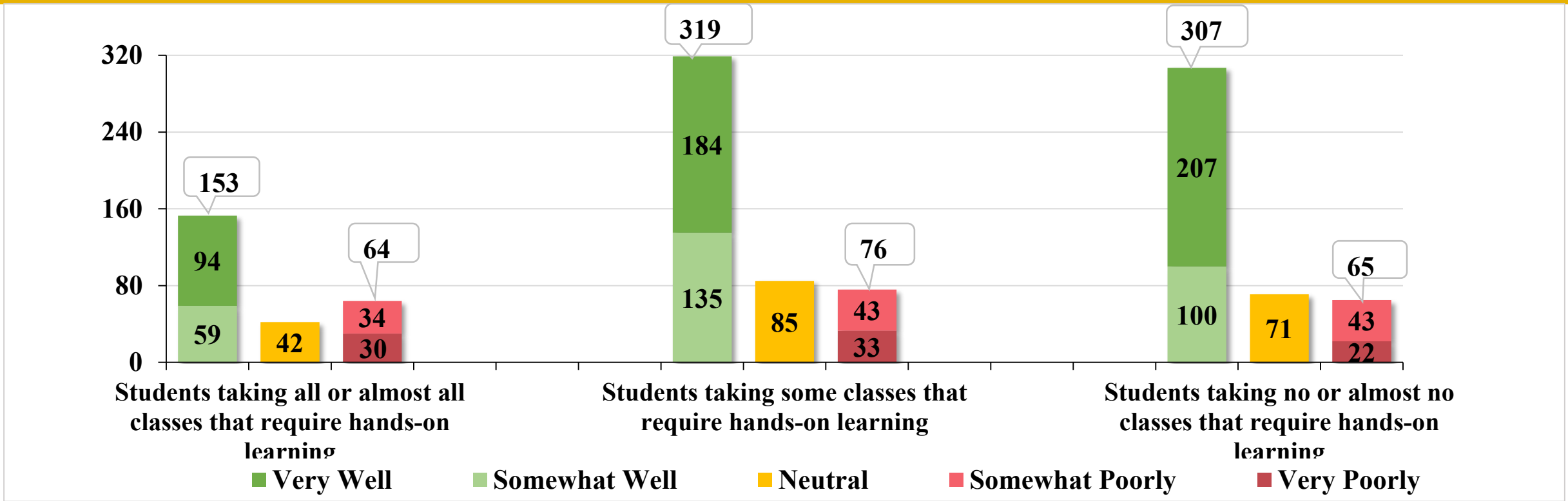
- Most respondents were comfortable using Canvas (84%), Google Suite apps (70%), Zoom (59%), and other specialized software programs (51%).

# Respondents by Whether Their Classes Required Hands-on Learning



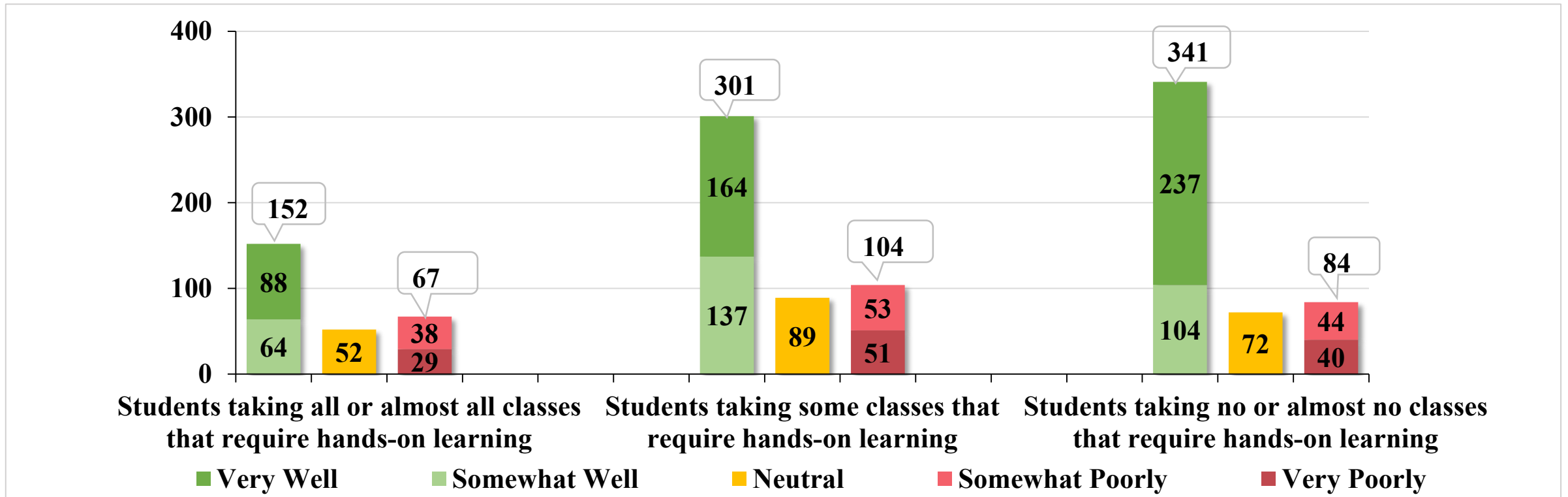
- About 21% of respondents required all/almost all of their classes to be hands-on learning for their majors

# Online Synchronous Instruction Worked Somewhat or Very Well for Most Respondents Regardless of Hands-On Learning Requirements



- For respondents who had no, some, and all/almost all hands-on learning classes, the majority (779 of 1182; 66%) reported that synchronous instruction worked somewhat or very well for them.
- However, the number of “somewhat” and “very poorly” responses differed by hands-on learning requirements. For respondents who had some and all/almost all hands-on learning classes, 140 of 739 (19%) reported that synchronous instruction worked somewhat or very poorly for them.
- For respondents with all/almost all hands-on classes 64 of 259 students (25%) said synchronous instruction worked somewhat or very poorly for them.

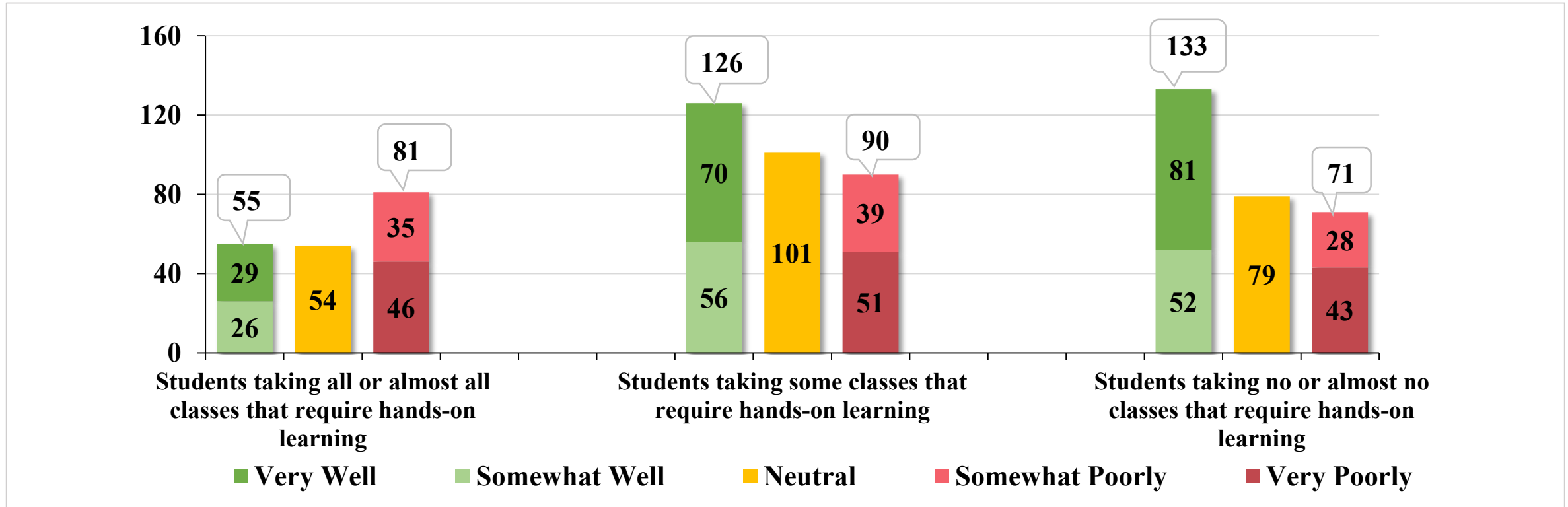
# Asynchronous Instruction Worked Somewhat or Very Well for Most Respondents Regardless of Hands-On Learning Requirements



- For respondents who had no, some, and all/almost all hands-on learning classes, the majority (794 of 1262; 63%) reported that synchronous instruction worked somewhat or very well for them.
- Across respondents with no or only some hands-on learning requirements, the majority (642 of 991, 65%) reported that asynchronous instruction worked somewhat or very well for them.
- In comparison, 152 of 271 students with all/almost all hands-on classes (56%) said asynchronous instruction worked somewhat or very well for them.



# Respondents' Assessments of Community-Building Activities Differed by Their Classes' Hands-On Learning Requirements



- 531 of the total 1321 respondents (40%) reported that they did not have community-building activities in their Spr 2020 classes.
- Community-building activities worked somewhat or very well for the *plurality* of respondents (most popular response) with no hands-on classes (133 of 283, 47%) and some hands-on classes (126 of 317, 40%).
- In contrast, for respondents with all/almost hands-on classes, the plurality response (most popular) was that community-building activities worked somewhat *poorly/very poorly* for them (81 of 190, 43%).

# Online Instruction Methods by Respondents Ratings on How Well They Worked for Them

	Instructional Methods	Somewhat Well or Very Well	Neutral	Somewhat Poorly or Very Poorly	Total Num. of Responses
Worked most well	Individual assignments	892	227	166	1285
	Pre-recorded lectures or presentations	718	199	171	1088
	Discussion boards/forums	710	256	213	1140
	Video meetings	706	237	197	1179
	Live chat	622	233	201	1056
Worked least well	Simulations or demonstrations	534	248	210	992
	Small group work or small group assignments	397	218	299	914

- Individual assignments, pre-recorded lectures, discussion boards, video meetings, live chats, and simulations or demonstrations worked somewhat or very well for most respondents (69%-54%).
- Small group work or assignments worked somewhat or very well for a smaller group of respondents (43%) 12

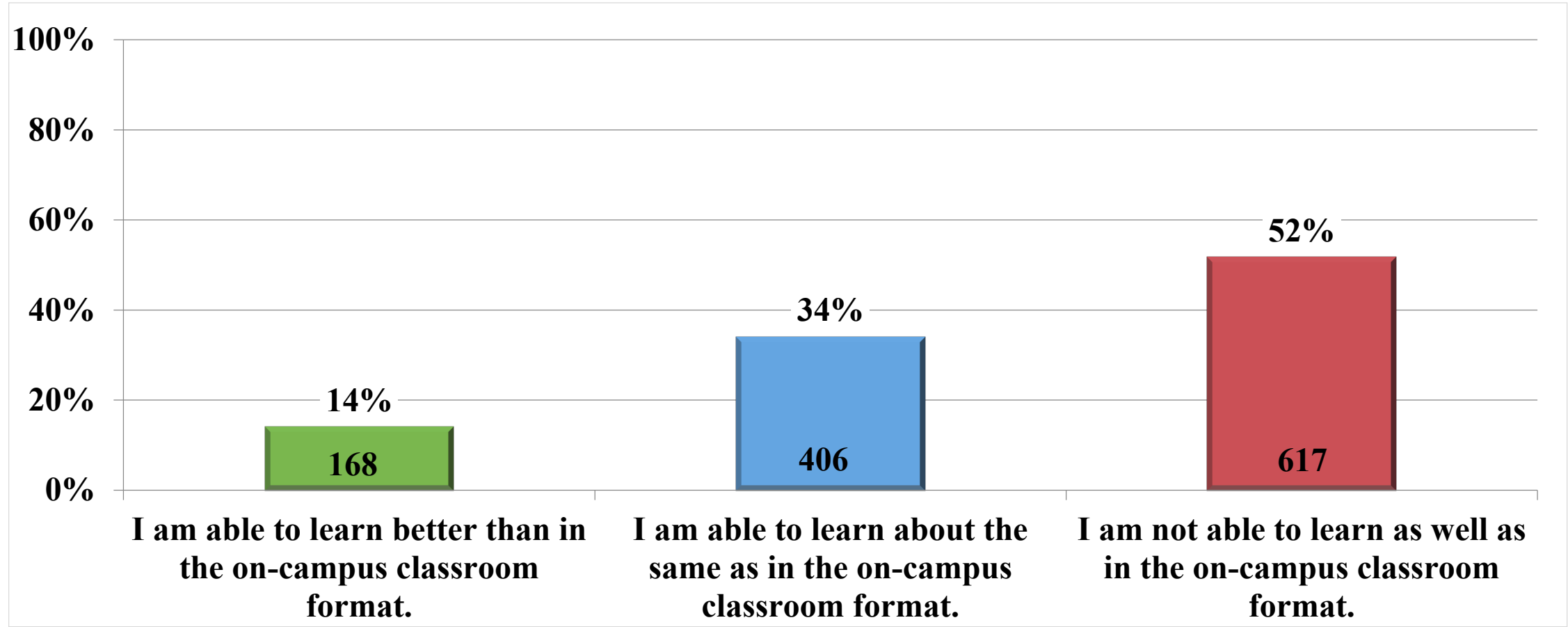
# Top Open-Ended Responses for: What Worked Well in Online Learning/Classes

Top features of Online Classes that worked particularly well	Frequency
Ability to work at own pace	171
Recorded lectures allowed students to review and take notes on their own	102
Easier to manage time (e.g., no commute, waiting time in between classes, etc.)	94
Flexibility in organizing school-related work	74
Zoom meetings that happened at scheduled class times, and allowed live interactions among students and instructors	69
Instructors who put in extra effort to organize their online courses and help students adjust to online learning	60
Convenience (e.g., stayed home to learn on own time)	55
Assignments with extended deadlines (e.g., due at midnight rather than class time)	28
Ability to communicate with instructors whenever they had questions	23
Instructors who were understanding and flexible in assignments and grading	23
Assignments with reasonable amount of challenge and quantity	19
Canvas features (e.g., assignments, notes, discussion boards)	17

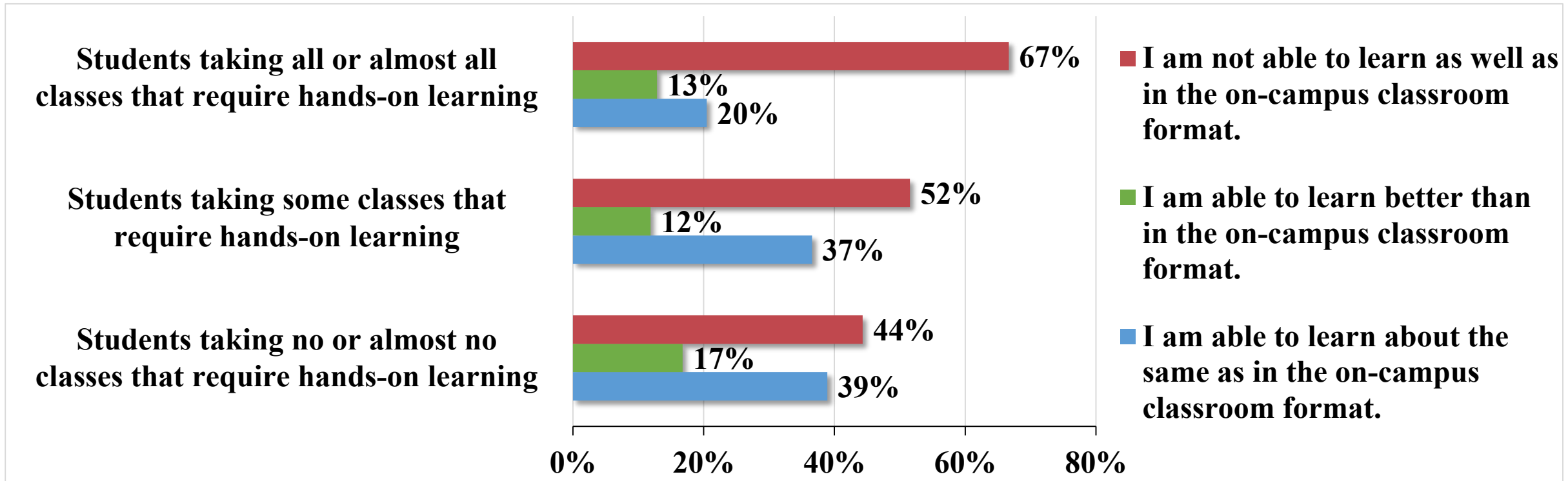
# Top Open-Ended Responses for: What Did Not Work Well in Online Learning/Classes

Top Responses for What Did Not Work Well in Online Learning/Classes	Frequency
Harder to ask questions, and communicate with instructors and other students which may lead to misunderstandings	96
Lack of self-motivation being at home compared to in-person classes	66
Lack of classroom environment to help students focus and get resources	66
Harder to self-learn with online classes than in-person classes	65
Heavier workload where instructors assigned more work	56
Lack of interaction with other students during online classes compared to in-person classes	52
Harder to focus at home because of distractions, other responsibilities	42
Zoom meetings because of connectivity issues, long meeting times, cybersecurity issues	34
Group projects because it was harder to connect and coordinate with other group members	33
Lack of organization in class design (e.g., unorganized assignments, class materials, etc.)	31
No hands-on learning components (e.g., for Auto, Nursing classes)	24
Online classes are challenging and are not students' preferred format for classes and learning	22

# Respondents' Assessment of the Efficacy of Online Learning



# Respondents' Assessments of the Efficacy of Online Learning Differed by Their Classes' Hands-On Learning Requirements



- For respondents with all/almost all hands-on class types, most (67%) reported that they were not able to learn as well online as in the on-campus classroom format.
- For respondents with some hands-on learning classes, a little over half (52%) said they were not able to learn as well online as in the on-campus classroom format.
- For respondents with no hands-on learning classes, most (56%) reported that they were able to learn about the same or better online than in the on-campus classroom format.

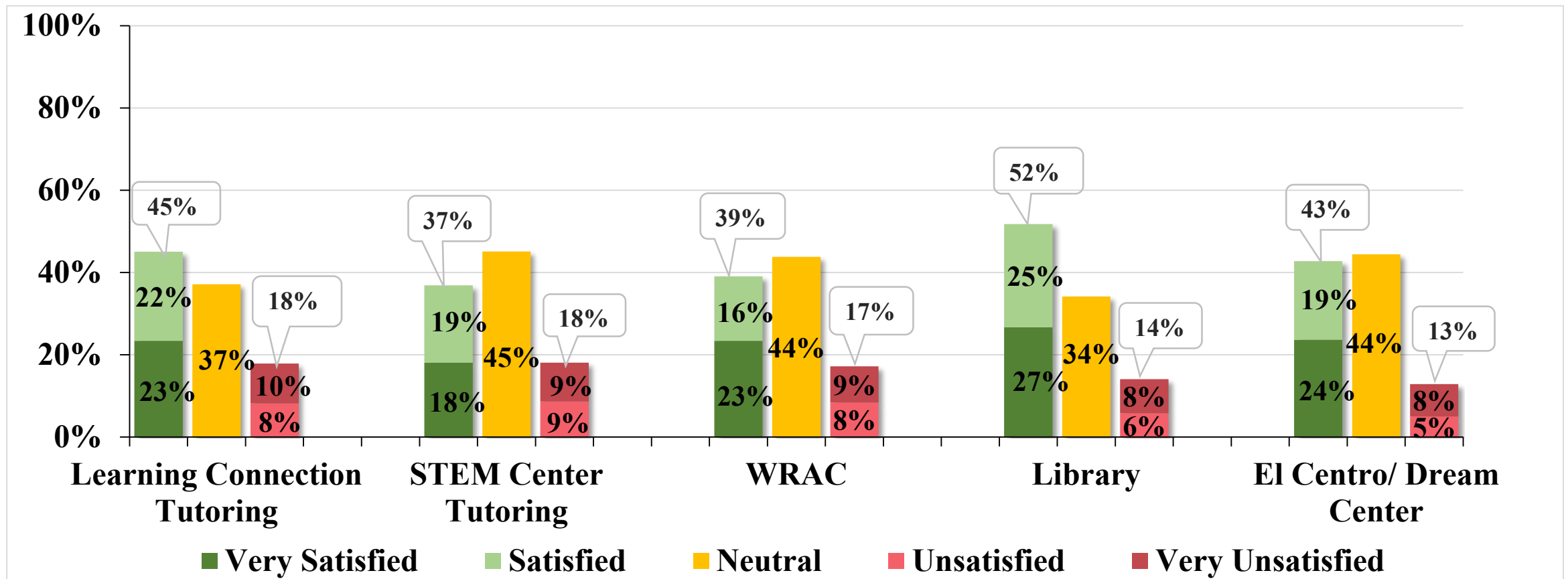


# Learning Experience with Conversion to Online Learning in Spring 2020 Survey



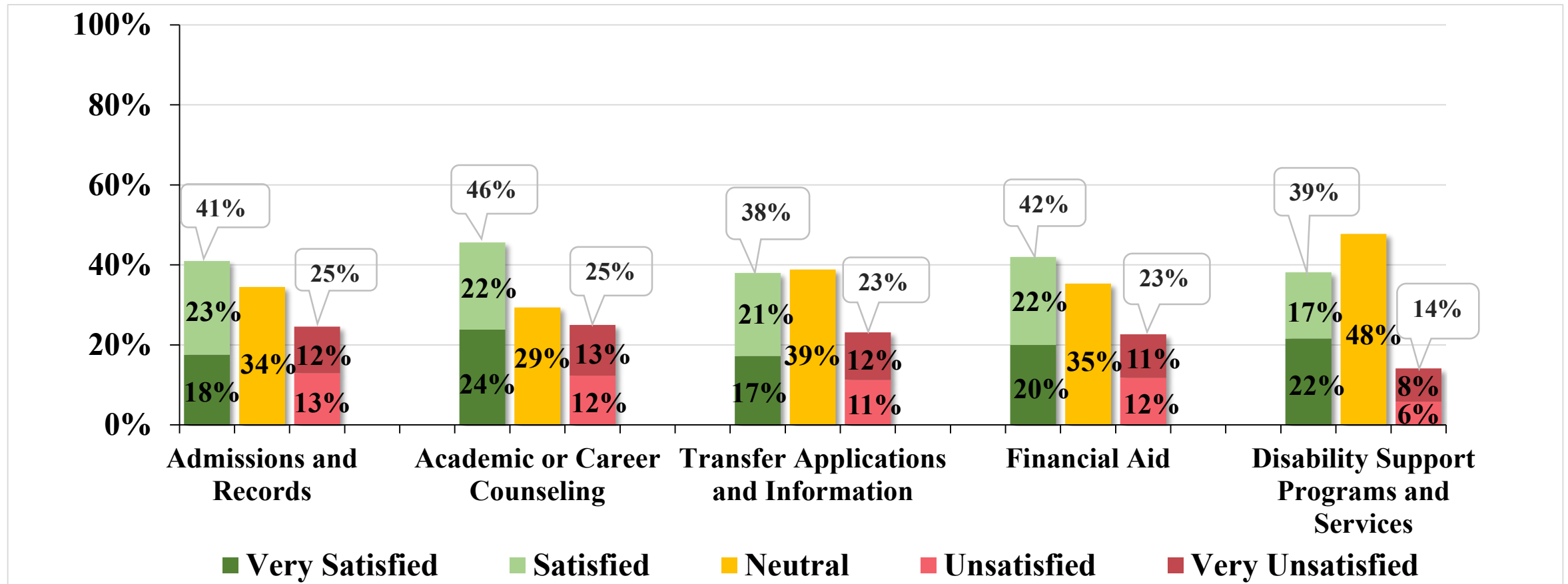
Respondents' experiences with online student services  
in Spring 2020

# Most Respondents are Neutral, Satisfied, or Very Satisfied with Online Student Services



- While respondents' satisfaction varied by services, most respondents that used these services in Spring 2020 reported being neutral, satisfied and very satisfied with the above Student Services in the online format.
- About 13-18% of respondents reported being unsatisfied and very unsatisfied with these services.

# Most Respondents are Neutral, Satisfied, or Very Satisfied with Online Student Services



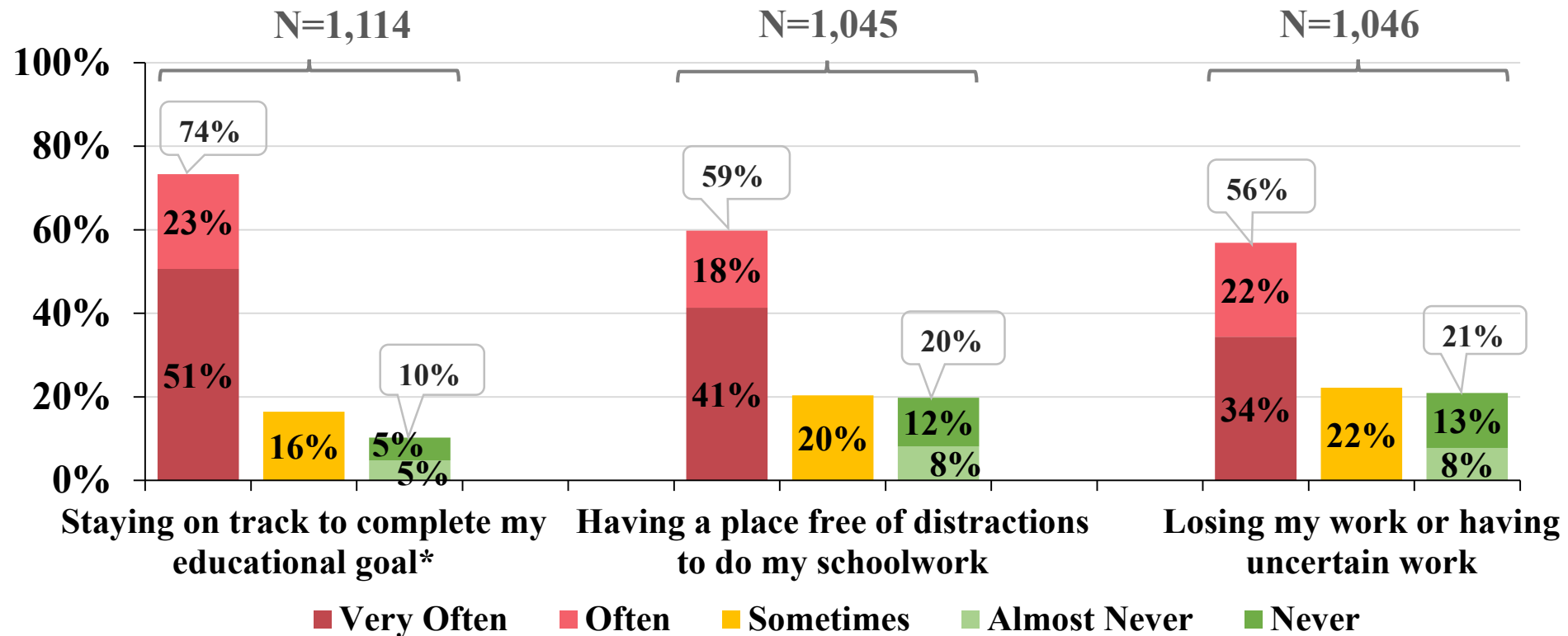
- While respondents' satisfaction varied by services, the majority of respondents reported being neutral, satisfied or very Satisfied with the above Student Services in the online format.
- About 14-25% of respondents reported being Unsatisfied or Very Unsatisfied with these services.

# Learning Experience with Conversion to Online Learning in Spring 2020 Survey



Respondents' experiences with changes brought about by COVID-19 (worries; assessment of Chabot's responses)

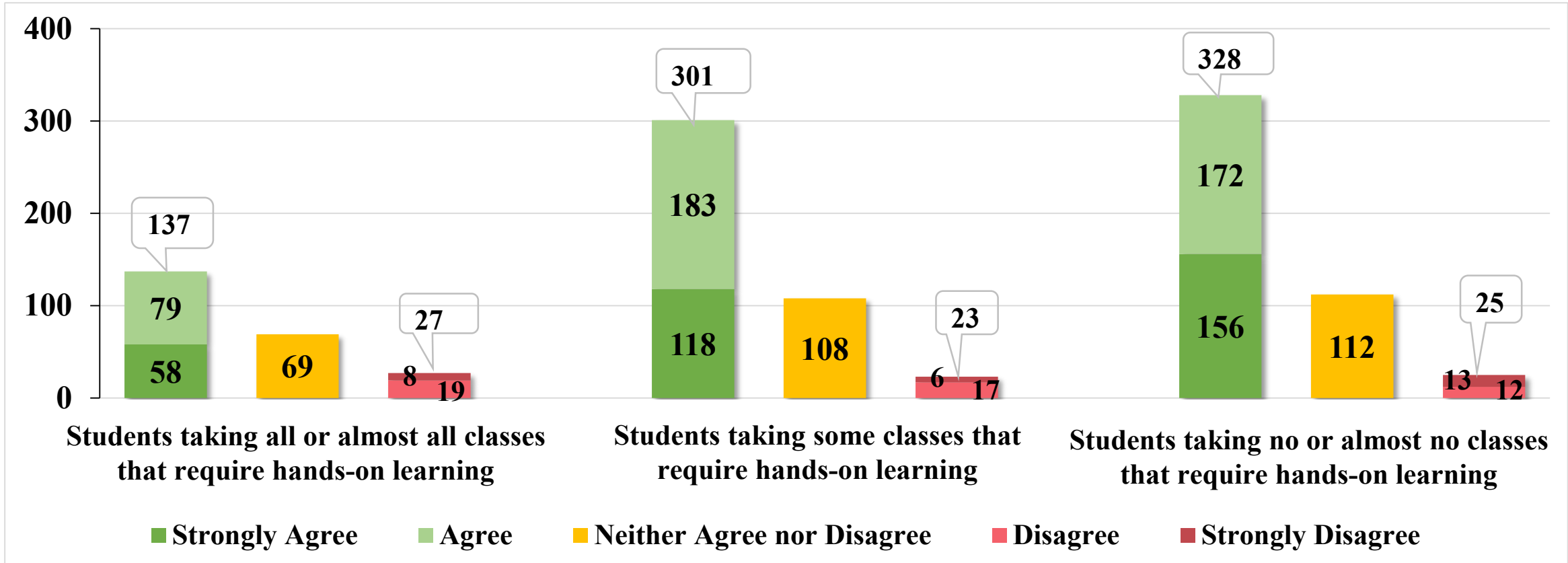
# Respondents' Top Three Worries Given Changes at Chabot Caused by COVID-19 Pandemic



*\*Educational goal includes completing certificate, degree, transfer, or other goals.*

The most frequently selected worries respondents reported often or very often worrying about are: 1) staying on track to complete their education goal (74%), 2) having a place free of distractions to do schoolwork (59%), and 3) losing their work or having uncertain work (56%).

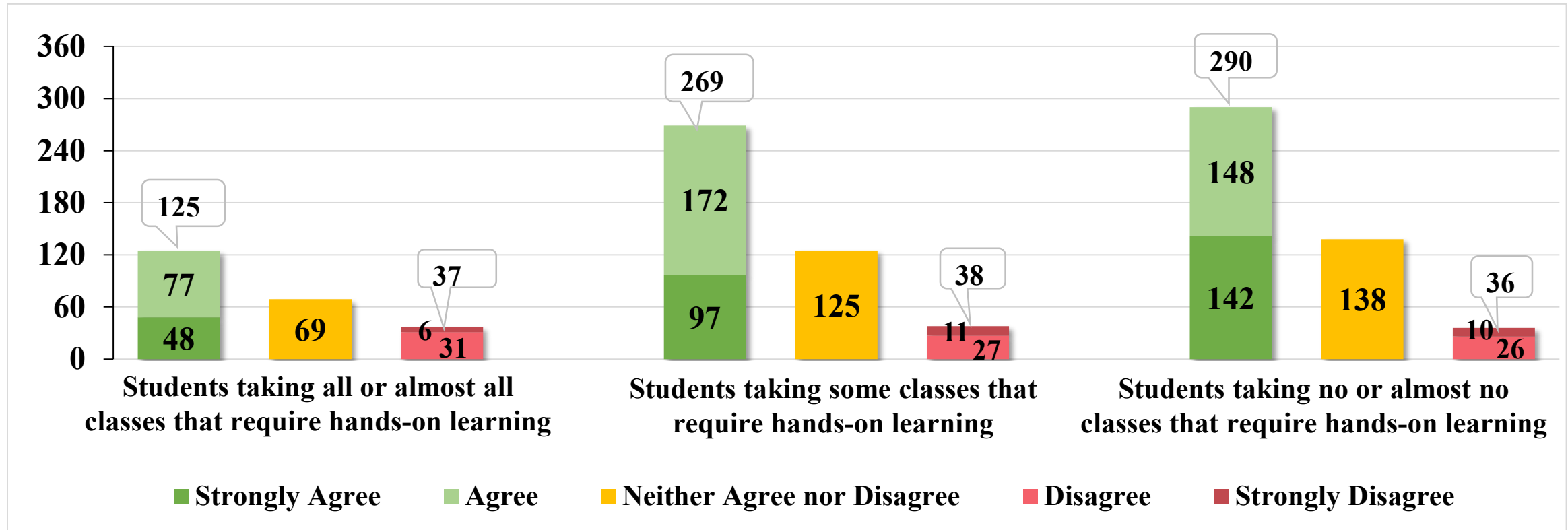
# Most Respondents Agree or Strongly Agree that Chabot has Done a Good Job of Helping Students Adapt to Changes at Chabot Brought on by COVID-19



- Across respondents with some and all/almost all hands-on class types, the majority (629 of 897, 70%) reported that they agree or strongly agree that Chabot has done a good job with helping students adapt to changes at Chabot bought on by Covid-19.
- For respondents with all/almost all hands-on classes, a smaller majority (137 of 233, 59%) reported that they agree or strongly agree with the statement.

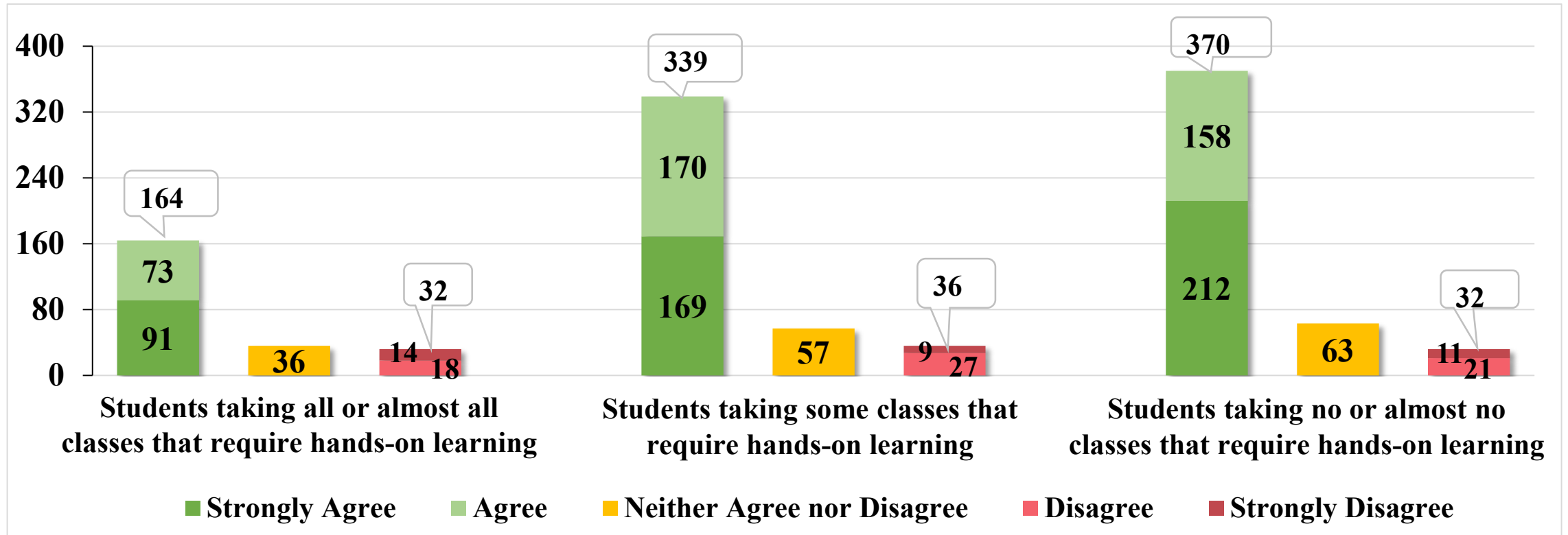


# Most Respondents Agree or Strongly Agree that Chabot has Given the Support They Needed to Transition to Online Student Services



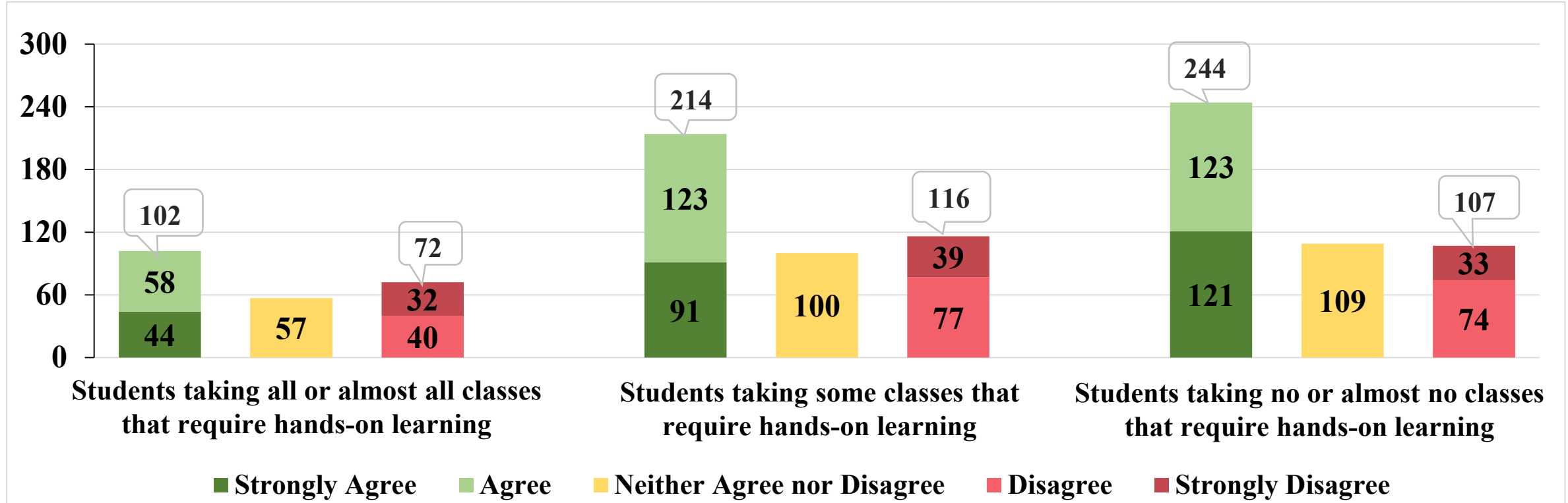
- Across respondents with some and all/almost all hands-on class types, the majority (559 of 896, 62%) reported that they agree or strongly agree that Chabot has given them the support they needed to transition to using online student services.
- For respondents with all/almost all hands-on classes, a smaller majority (125 of 231, 54%) reported that they agree or strongly agree with the statement.

# Majority of Respondents Agree or Strongly Agree that Instructors at Chabot have Shown Care and Concern for Them as They Make Changes in Their Courses in response to COVID-19



- Across respondents with no, some and all/almost all hands-on class types, the majority ( 873 of 1129, 77%) reported that they agree or strongly agree that instructors at Chabot have shown care and concern for them as they make changes in their courses in response to COVID-19.

# Students' Responses on Whether They Know Who to Contact If They Have Questions About Changes in Their Ed Plans Differed by Their Classes' Hands-On Learning Requirements

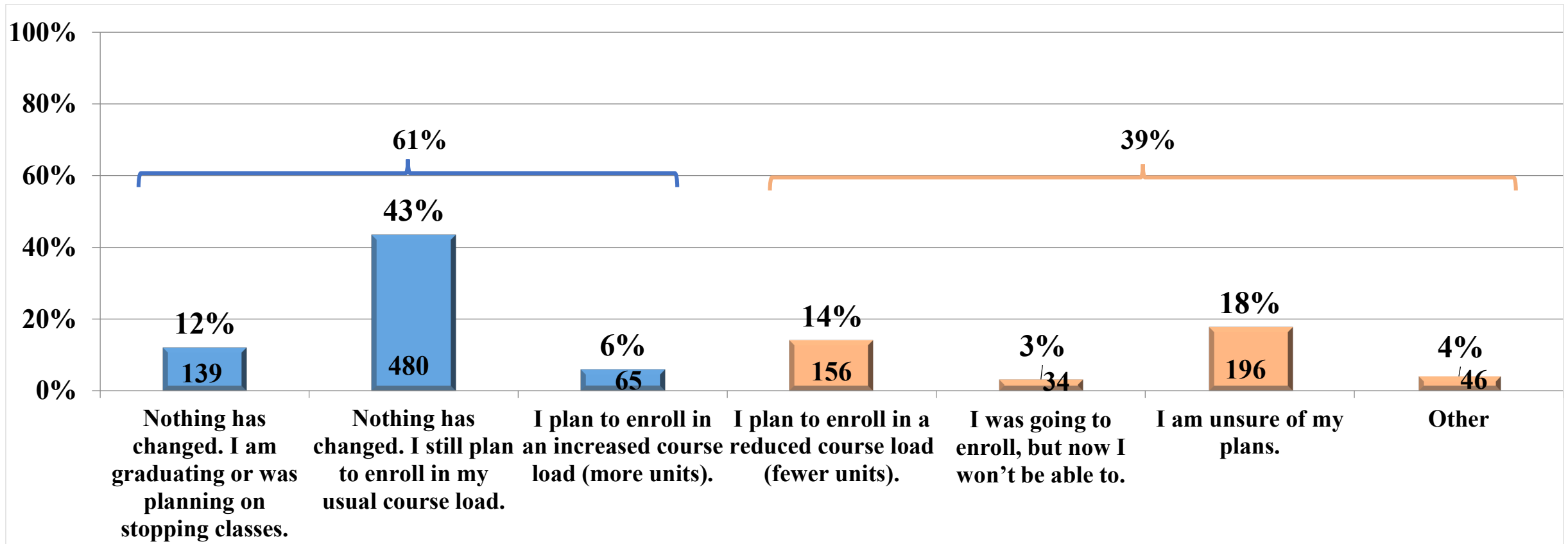


- Across respondents with no and some hands-on learning requirements, the majority (458 of 890, 51%) reported that they agree or strongly agree that they knew who to contact if they have had questions.
- For respondents with all/almost all hands-on classes, a smaller percent (102 of 231, 44%) reported that they agree or strongly agree that they knew who to contact
- 295 of the 890 total respondents (33%) reported that they disagree or strong disagree on the statement.

# Learning Experience with Conversion to Online Learning in Spring 2020 Survey

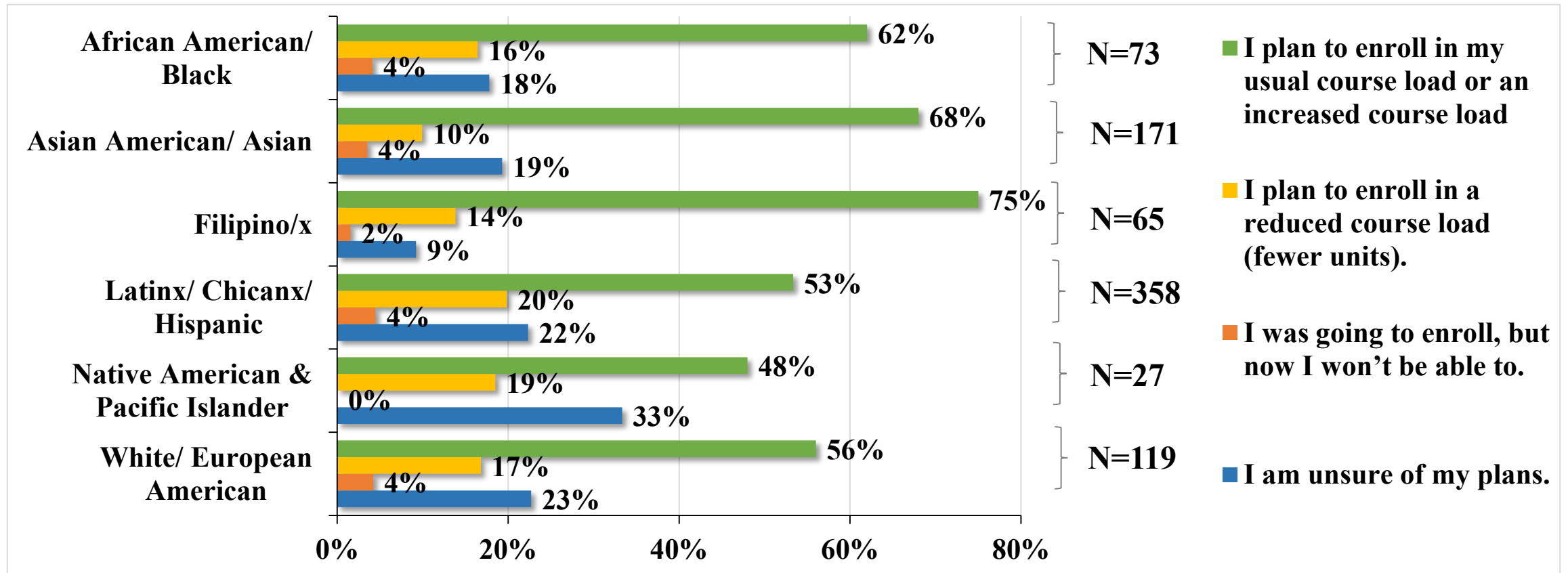
Respondents' educational plans and preferences for Fall 2020  
(enrollment plans; instructional modalities preferences; and  
anticipated use of student services in Fall 2020)

# Fall 2020 Educational and Enrollment Plans



- About 49% of respondents plan to enroll in their usual or an increased course load in Fall 2020.
- About 18% of respondents are unsure of their plans
- About 14% of respondents plan to enroll in a reduced course load, and 3% were planning to enroll but now won't be able to.

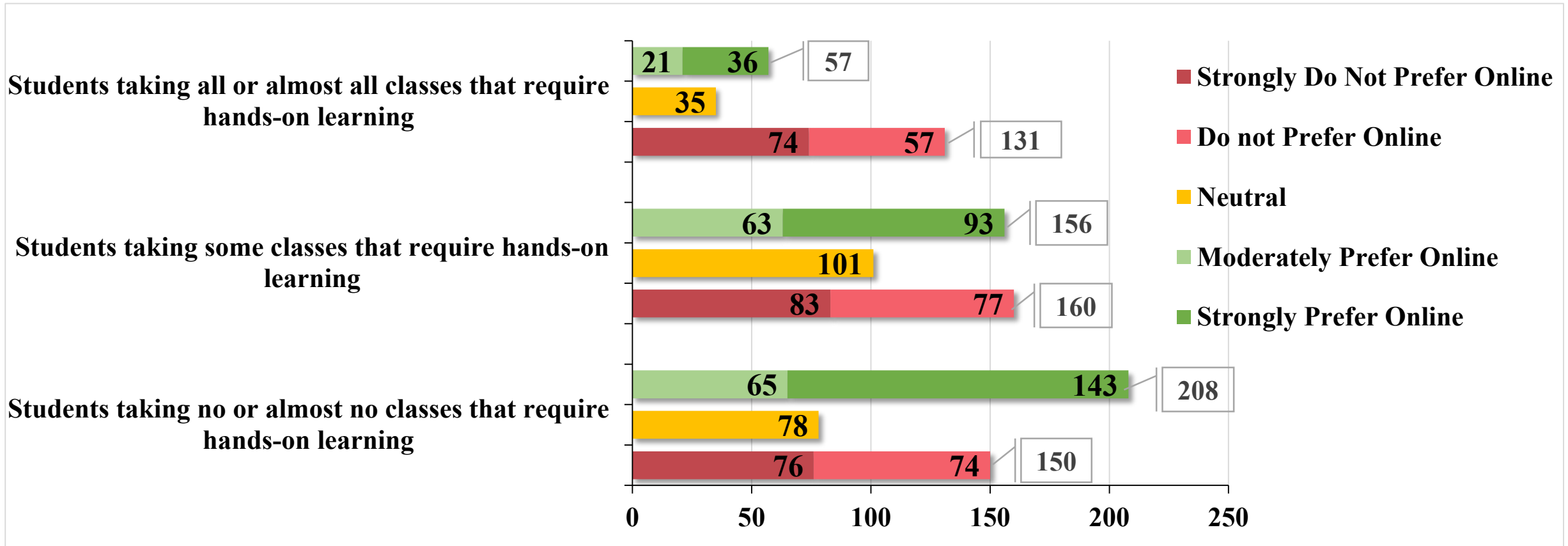
# Fall 2020 Enrollment Plans by Race-Ethnicity



- Filipino/x (75%), Asian American/Asian (68%) and African American (62%) respondents are more likely to plan to enroll in their usual or an increased course load .
- Latinx/Chicanx/Hispanic (20%) and Native American & Pacific Islander (19%) respondents were the most likely to indicate that they plan to enroll in a reduced course load.

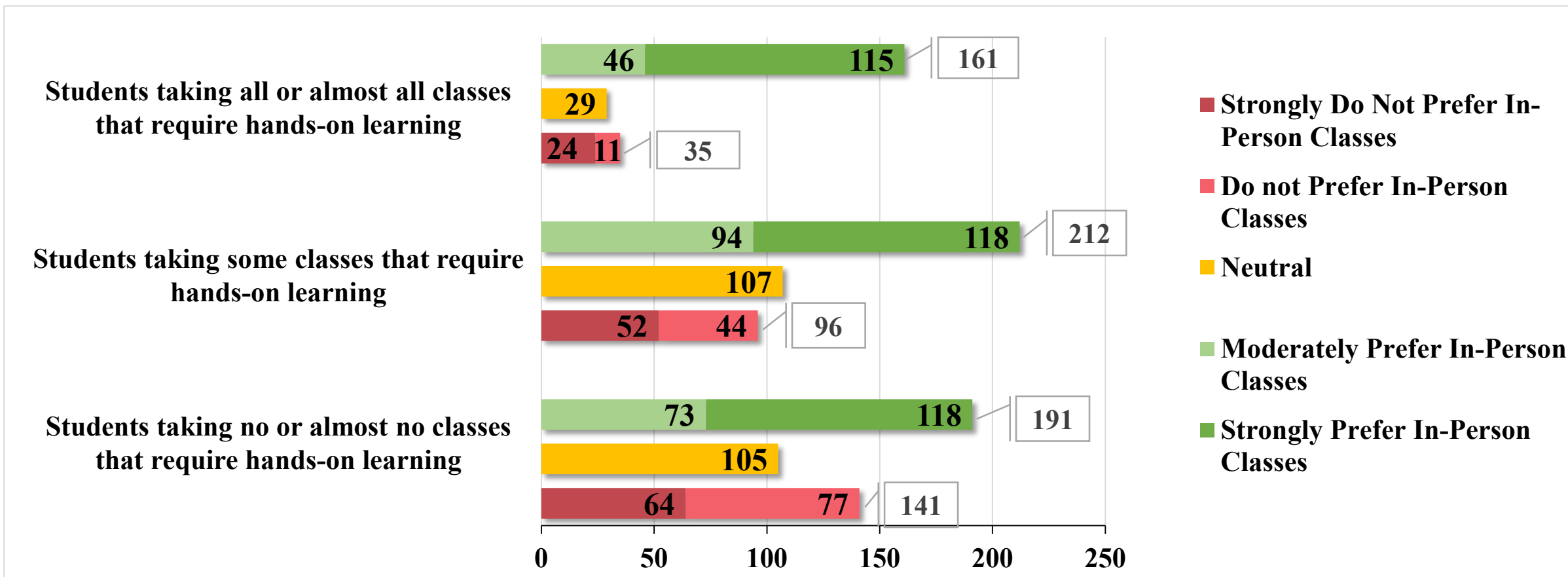


# Respondents' Preferences for Online Classes in Fall 2020 Differed by Their Classes' Hands-on Learning Requirements



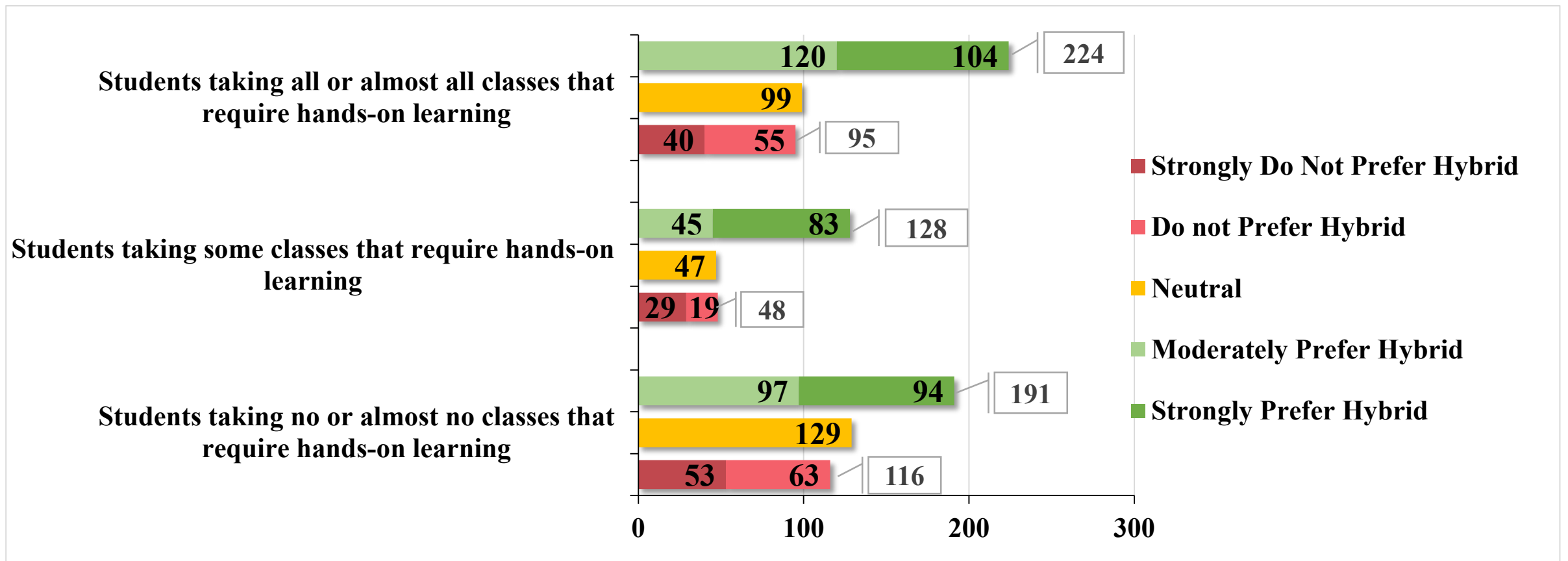
- For respondents with all/almost all hands-on class types, the majority (131 of 223, 59%) do not prefer or strongly do not prefer online classes
- For respondents with some hands-on classes, their preferences for online classes varied and the plurality of respondents (most popular response) do not prefer or strongly do not prefer online classes (160 of 417, 38%)
- For respondents with no hands-on learning classes, the plurality response (208 of 436, 48%) was moderately or strongly prefer online classes

# Respondents' Preferences for In-Person Classes in Fall 2020 Differed by Their Classes' Hands-on Learning Requirements



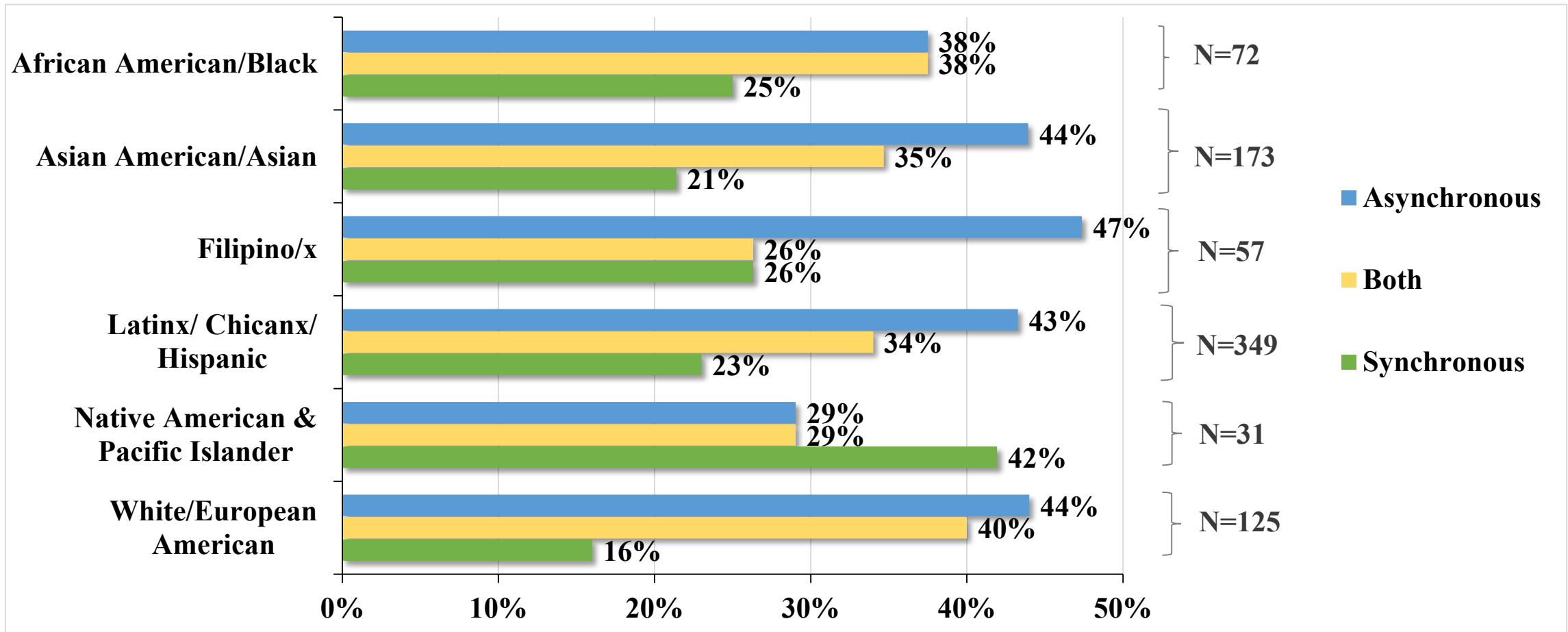
- For respondents with all/almost all hands-on classes, the majority (161 of 225, 72%) moderately or strongly prefer in-person classes.
- For respondents with some hands-on classes, most (212 of 415, 51%) moderately or strongly prefer in-person classes.
- For respondents with no hands-on learning classes, the plurality response (most popular response) was moderately or strongly prefer in-person classes (191 of 437, 48%)

# Respondents' Preferences for Hybrid Classes in Fall 2020 Differed by Their Classes' Hands-on Learning Requirements



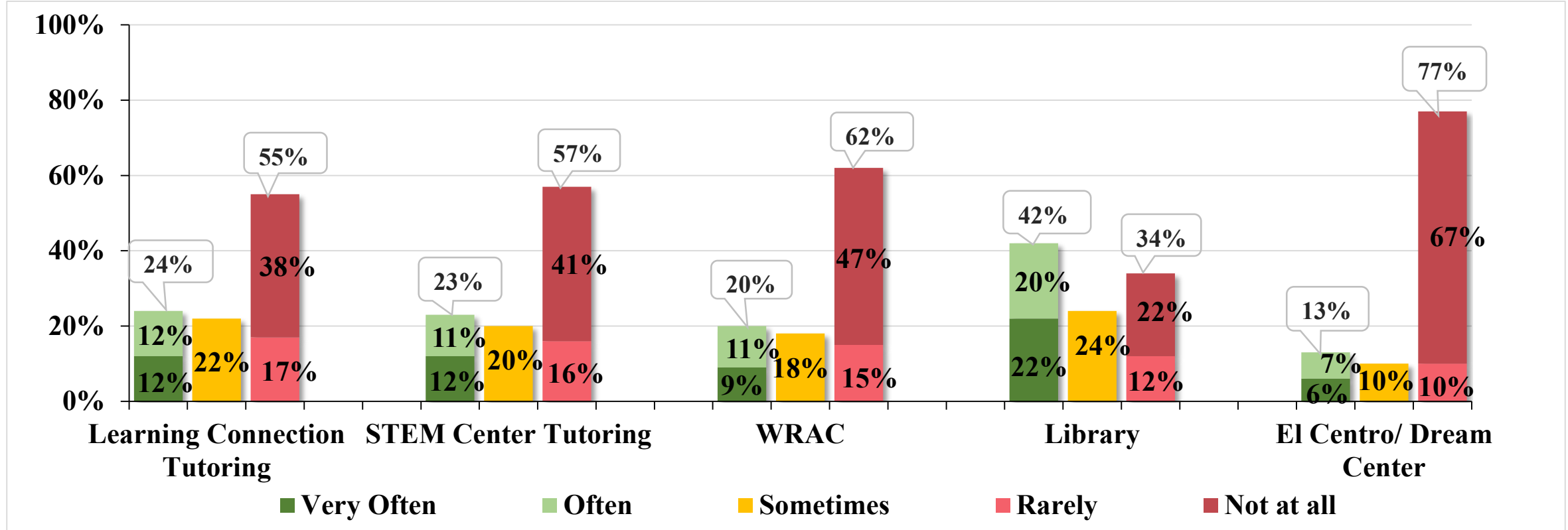
- For respondents with all/almost all hands-on class types, most (224 of 418, 54%) moderately or strongly prefer hybrid classes.
- For respondents with some hands-on classes, most (128 of 223, 57%) moderately or strongly prefer hybrid classes.
- For respondents with no hands-on learning classes, their preferences varied and the plurality response (most popular response) was moderately or strongly prefer hybrid classes (191 of 436, 44%).

# Preferences for Asynchronous and Synchronous Formats: Disaggregated by Race-Ethnicity



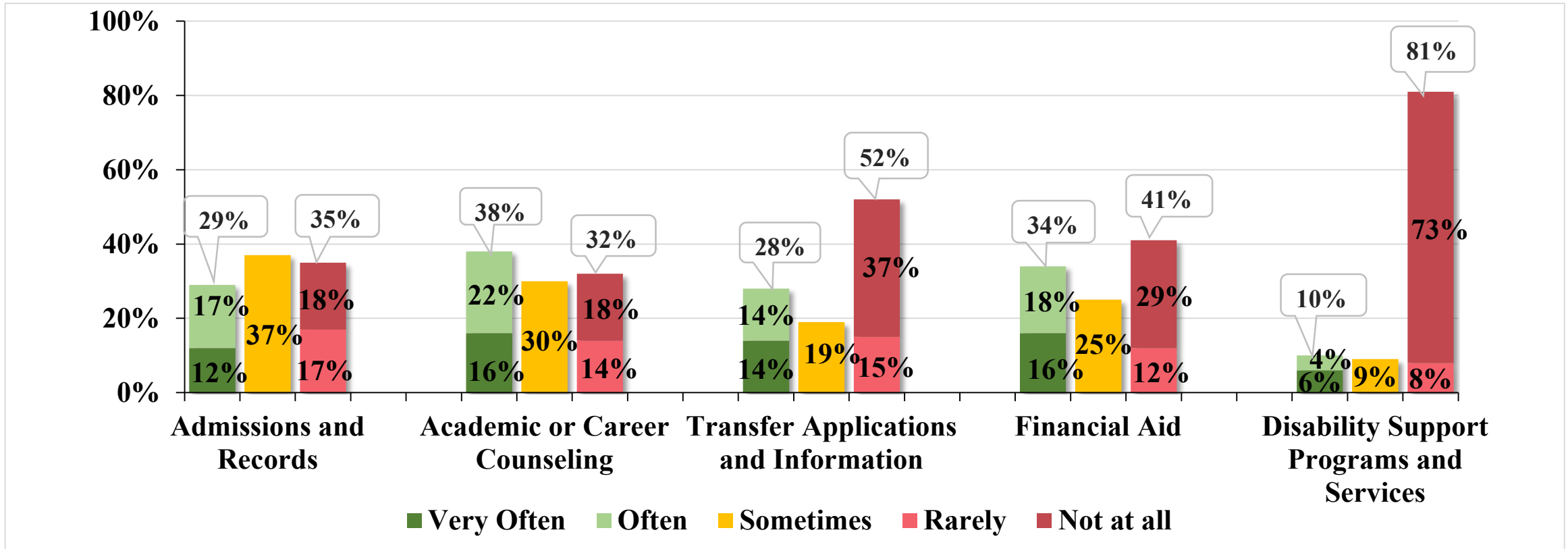
- Asynchronous followed by a hybrid of Asynchronous and Synchronous (Both) are the preferred formats for students across most racial/ethnic groups, except for Native American & Pacific Islander students.

# Respondents' Anticipated Use of Student Services in Fall 2020



- About 66% of respondents reported that they plan to use the Library sometimes, often or very often in Fall 2020.
- About 38%-46% of respondents reported that they plan to use the Learning Connection Tutoring, STEM Center Tutoring, and WRAC sometimes, often or very often in Fall 2020.
- About 23% of respondents plan to use El Centro/ Dream Center sometimes, often, or very often.

# Respondents' Anticipated Use of Student Services in Fall 2020



- About 68% of respondents reported that they plan to use the Admission and Records and Academic/Career Counseling sometimes, often or very often in Fall 2020.
- Forty seven percent of respondents plan to use Transfer Applications and Information and fifty-nine percent plan to use Financial Aid sometimes, often or very often in Fall 2020.
- About 19% of respondents plan to use the Disability Support Programs and Services Center sometimes, often, or very often. 34