

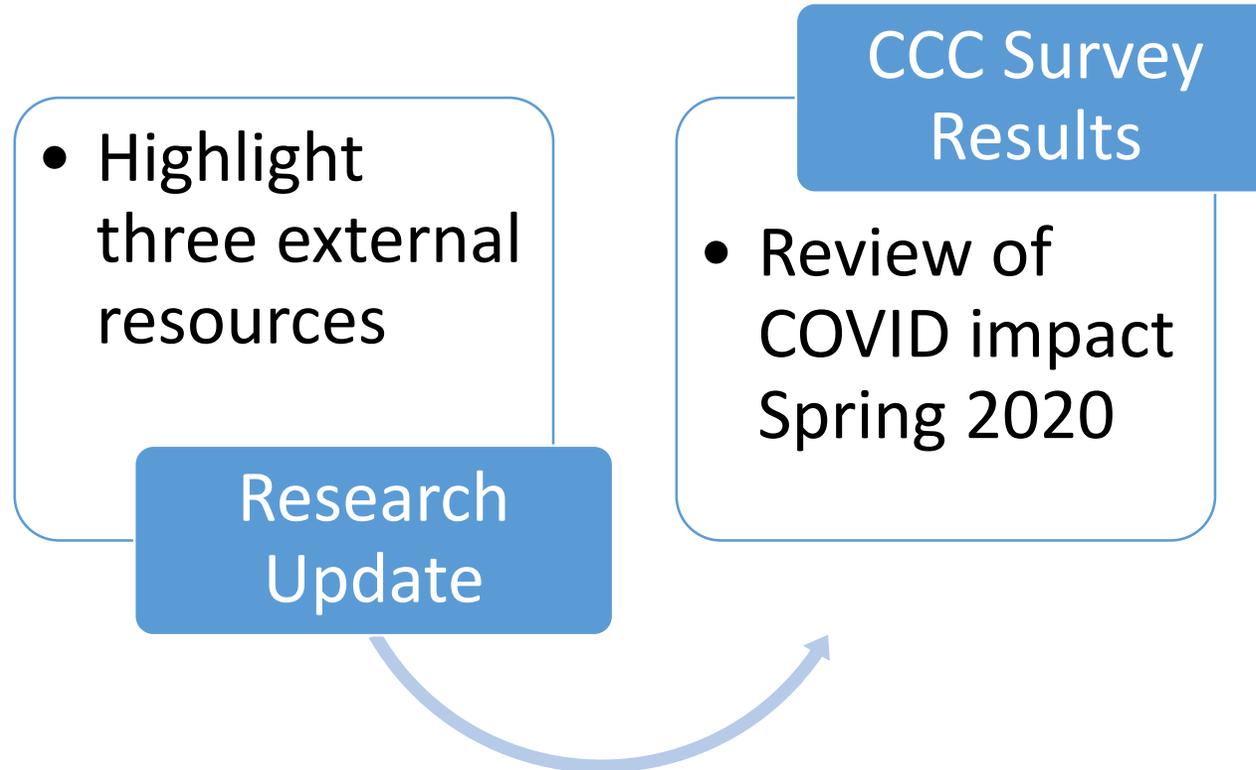
COVID-19 Research Update & Spring 2020 Surveys

Student Success Committee
August 6, 2020

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AGENDA



Research Update – External Resources for Fall 2020 Plans

1



The screenshot shows the top navigation bar of the Public Policy Institute of California (PPIC) website. On the left is the PPIC logo, a stylized sunburst, followed by the text "PPIC PUBLIC POLICY INSTITUTE OF CALIFORNIA". To the right is a "SIGN UP" link with an envelope icon. Below the logo is the tagline "Informing and improving public policy through independent, objective, nonpartisan research". A search bar with the word "SEARCH" and a magnifying glass icon is positioned to the right. A dark navigation bar contains the following menu items: "ABOUT PPIC", "PUBLICATIONS", "TOPICS", "NEWS AND EVENTS", and "SUPPORT PPIC".

College Plans during COVID-19

HANS JOHNSON JULY 29, 2020

2



The banner features a black background. On the left is a shield-shaped logo with red, yellow, and green sections. To its right is the text "THE COLLEGE CRISIS INITIATIVE @ DAVIDSON COLLEGE" in white. On the far right, it says "Powered by" above a logo for "PRONTO++" which includes a stylized clock face.

3

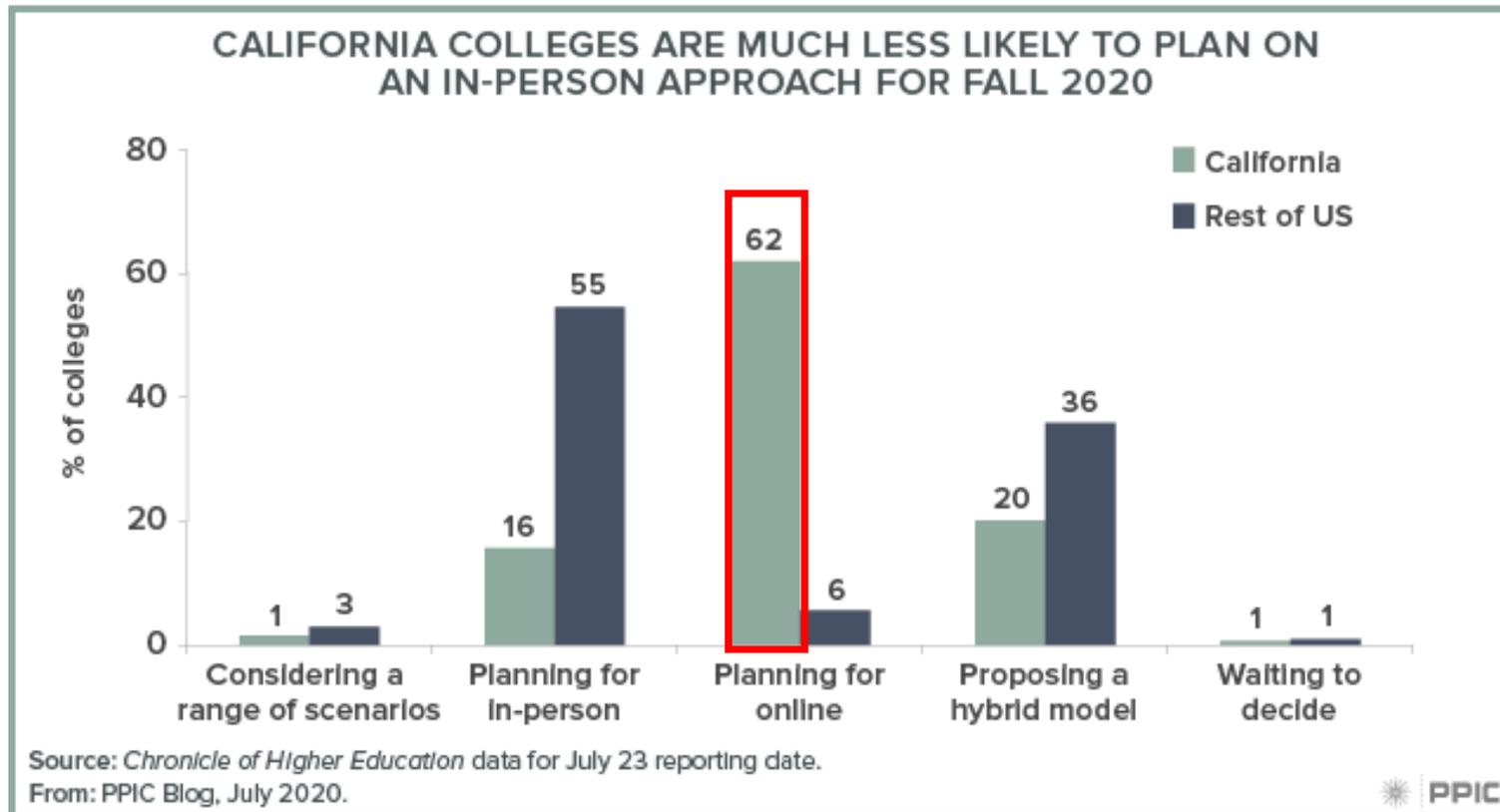


The banner has a blue background with a silhouette of a person holding a graduation cap. The text "JULY 2020" is in the top left. Below the silhouette is the text "CALIFORNIA STUDENT AID COMMISSION". To the right, there is a logo for "CALIFORNIA EDUCATION LAB" with "UC DAVIS SCHOOL OF EDUCATION" written below it.



College Plans during COVID-19

HANS JOHNSON JULY 29, 2020



Data Source: <https://www.ppic.org/blog/college-plans-during-covid-19/>

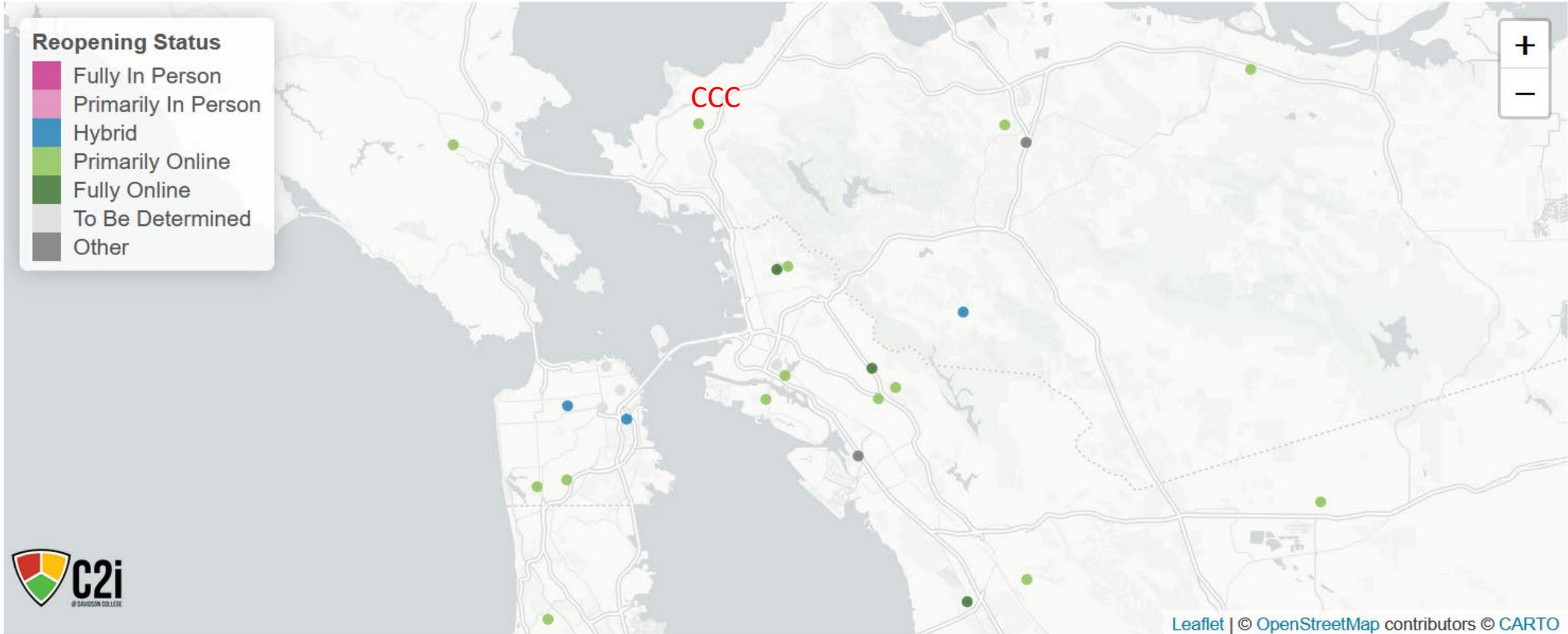
2



THE COLLEGE CRISIS INITIATIVE
@ DAVIDSON COLLEGE



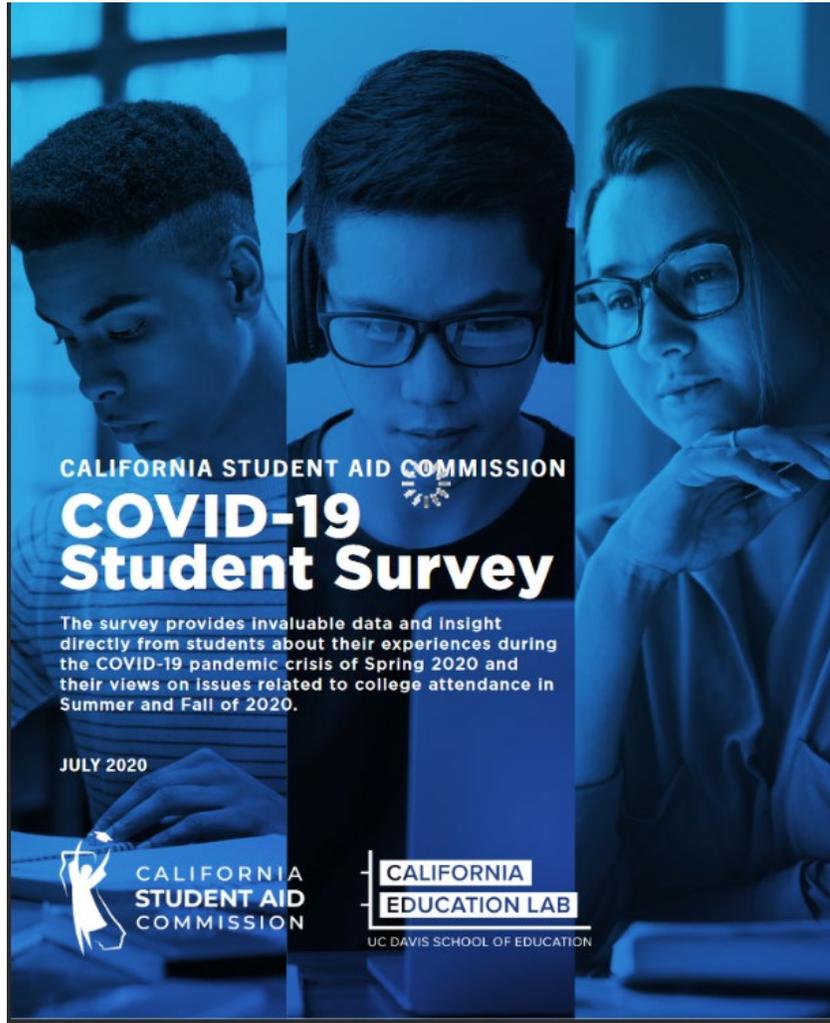
Fall 2020 Plans



Data Source: <https://collegecrisis.shinyapps.io/dashboard/>

3

Survey administered May 2020 with ~76,000 student respondents



GOING DEEPER

Key findings include:

Among current college students:

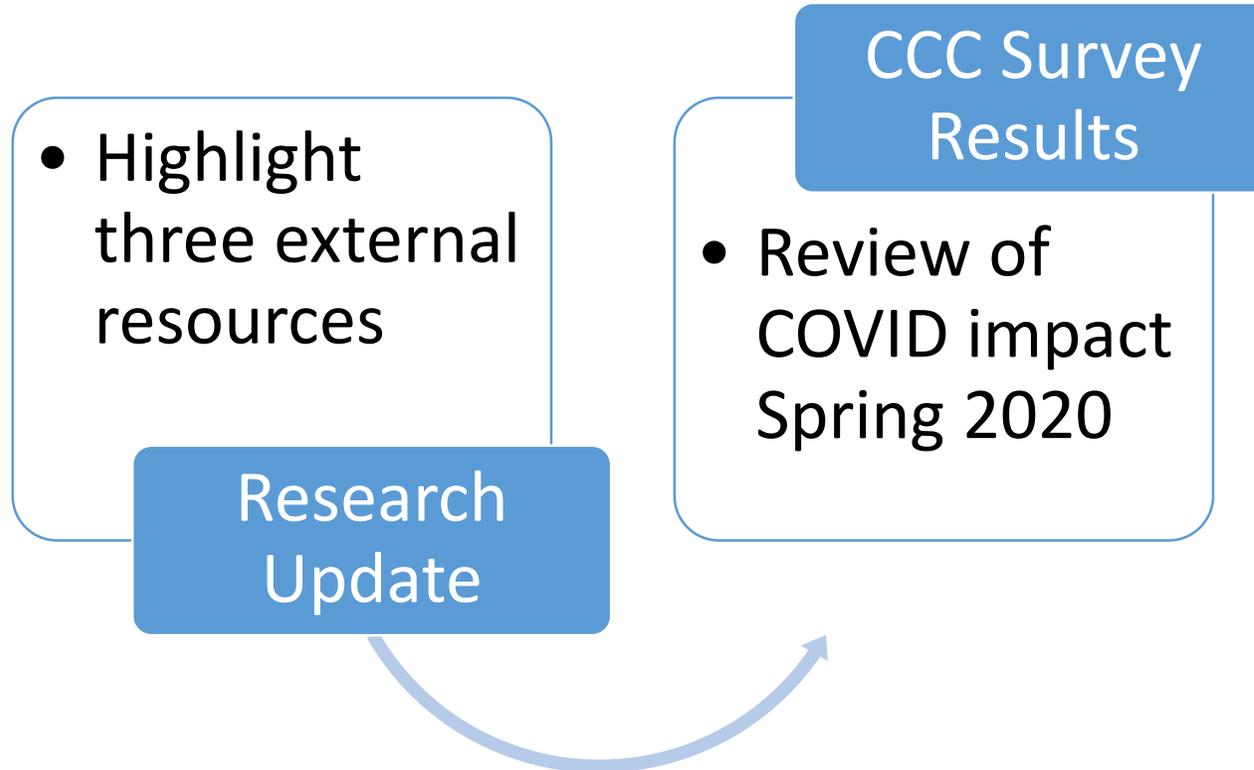
- **Over 70% of current students lost some or all of their sources of income as a result of the pandemic.**
- **A quarter of students dropped courses in their Spring 2020 college term.**
- **Almost half of all students had their living arrangements change.**

Among high school graduates heading to college:

- **82% are concerned about taking online classes.**
- **73% are concerned about personal finances.**
- **71% are concerned about their family's financial hardship.**

California Student Aid Commission and UC Davis Education Lab COVID-19 Student survey (full report): https://www.csac.ca.gov/sites/main/files/file-attachments/2020_covid19_student_survey.pdf?1594135482

“Going Deeper” Summary: <https://edsources.org/2020/survey-current-and-incoming-california-college-students-report-worry-over-finances-online-classes/635431>



Contra Costa College SPRING 2020 COVID-19 Surveys

March - April

Phone Banking
Efforts

May: Survey #2

Student Internal
Survey Resource
Needs

May: Survey #3b

Employee CCCCO
Survey

May: Survey #1

Students with
Confirmed Drops

May: Survey #3a

Student CCCCO
Survey

March - April

Phone Banking
Efforts

- **The Effort**
 - Week of March 23rd through Late-April
- **The People**
 - ~ 60 CCC Personnel
- **The Students**
 - Sharing their experience

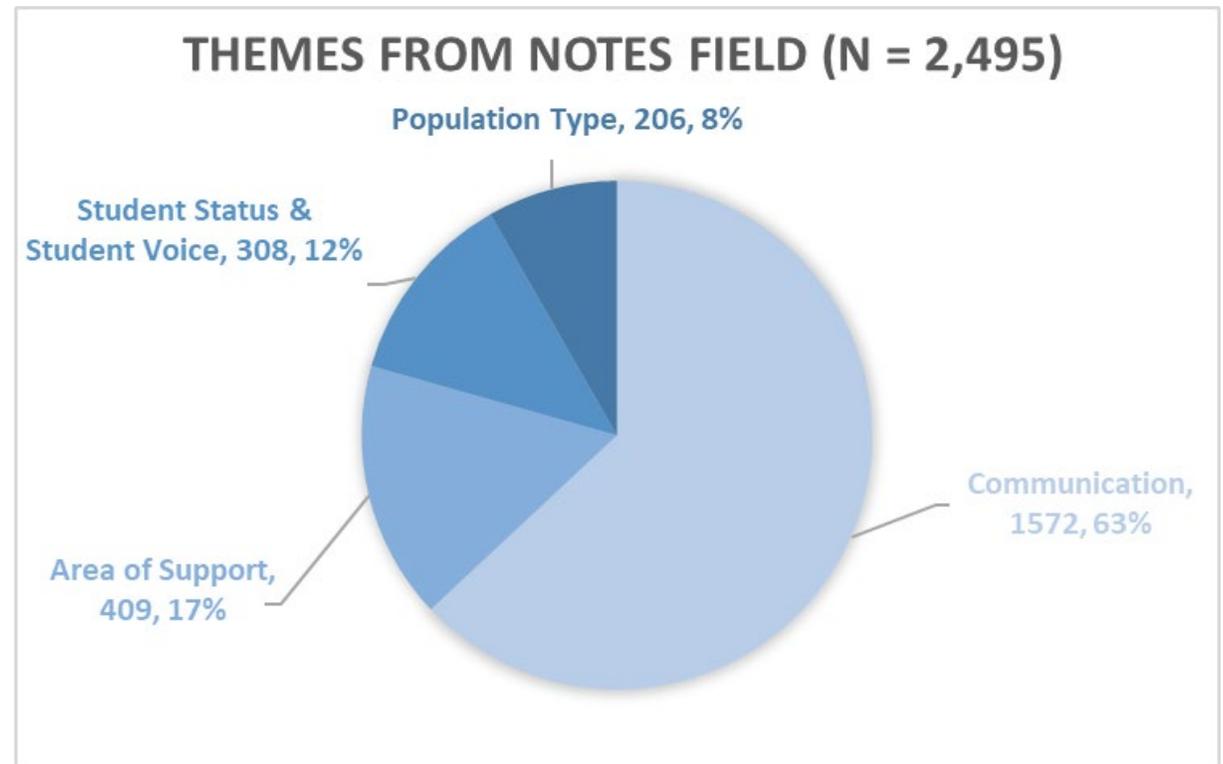
Contra Costa College Spring 2020 Phone Banking



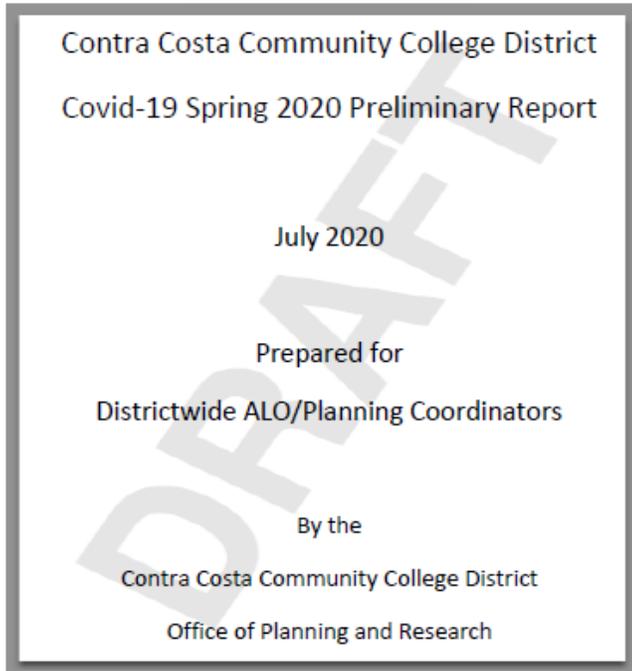
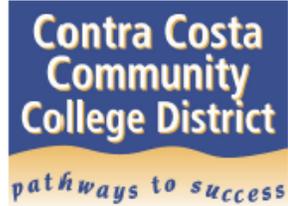
Phone Banking Efforts (Recap)

- ✓ Made contact (spoke with and/or left VM) with **3 in 4 (75.8%; N = 5,394)** of the students on the call log (N = 7,117)
- ✓ More than **1 in 3 (35%)** of the students on the call log had an individualized note made by CCC Personnel (N = 2, 495)

Area of Support	Tech Support/Access to Equipment (computer/internet)
	Instruction (Academic Affairs) / Transition to Online
	Instructional Student Services
	Student Services (Student Affairs)



4CD Covid-19 Impact Report



Emma Blackthorne, PhD

-And-

Francisco Balderas, Joy Hakola-Dardin, Rolando Valdez, Helen Wu

May: Survey #2

Student Internal
Survey Resource
Needs

May: Survey #3b

Employee CCCCCO
Survey

May: Survey #1

Students with
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May: Survey #3a

Student CCCCCO
Survey

Project Overview

The District Research and Planning team used multiple survey tools and tracking methods to monitor the impacts of the pandemic, this report brings those resources together in an attempt to tell and share the story.

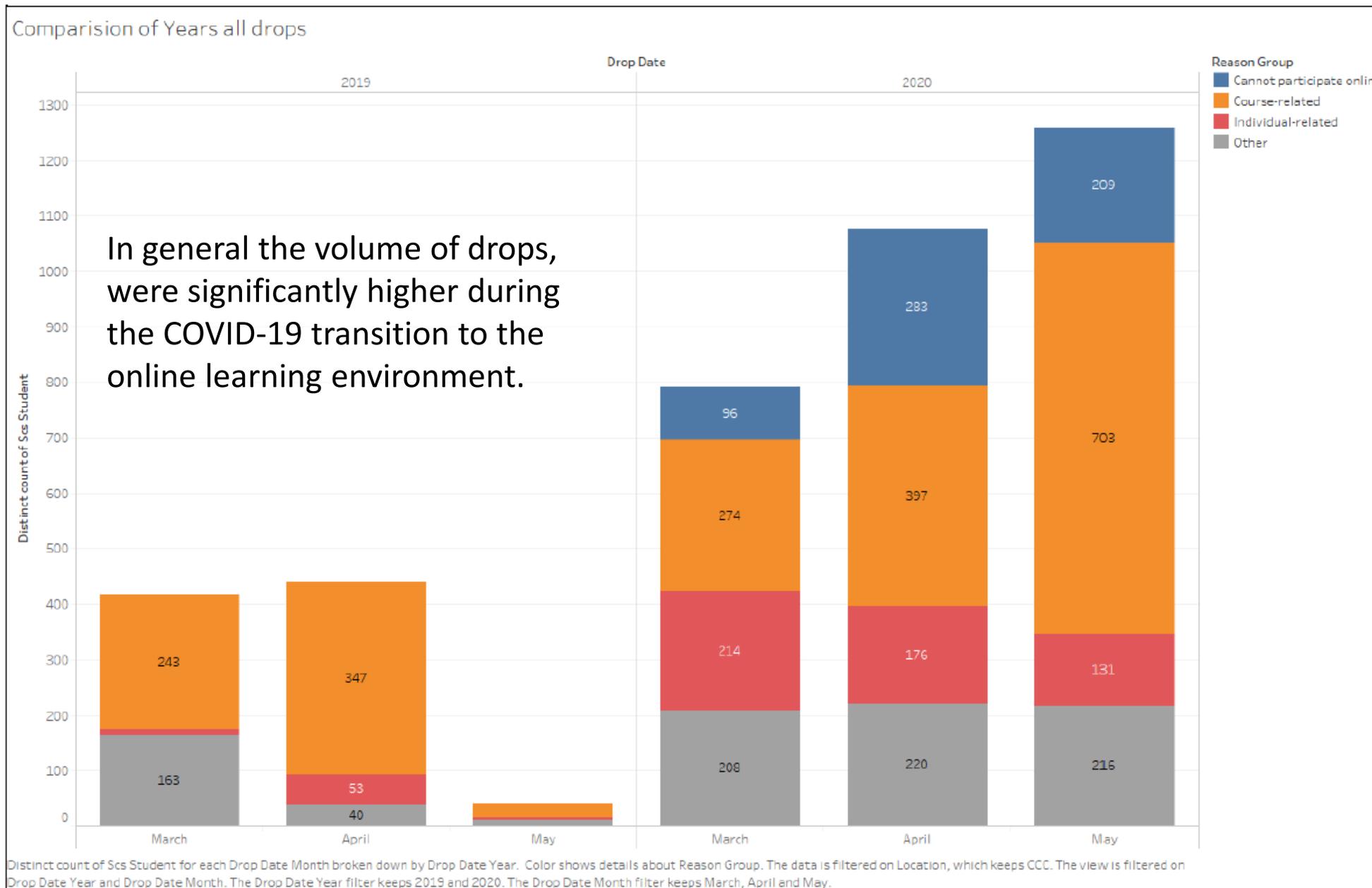
Student Phone Interview & Internal Drop Record analysis

(Students who dropped one or more courses)

May: Survey #1

Students with
Confirmed Drops

Internal Drop Record analysis – CCC Findings



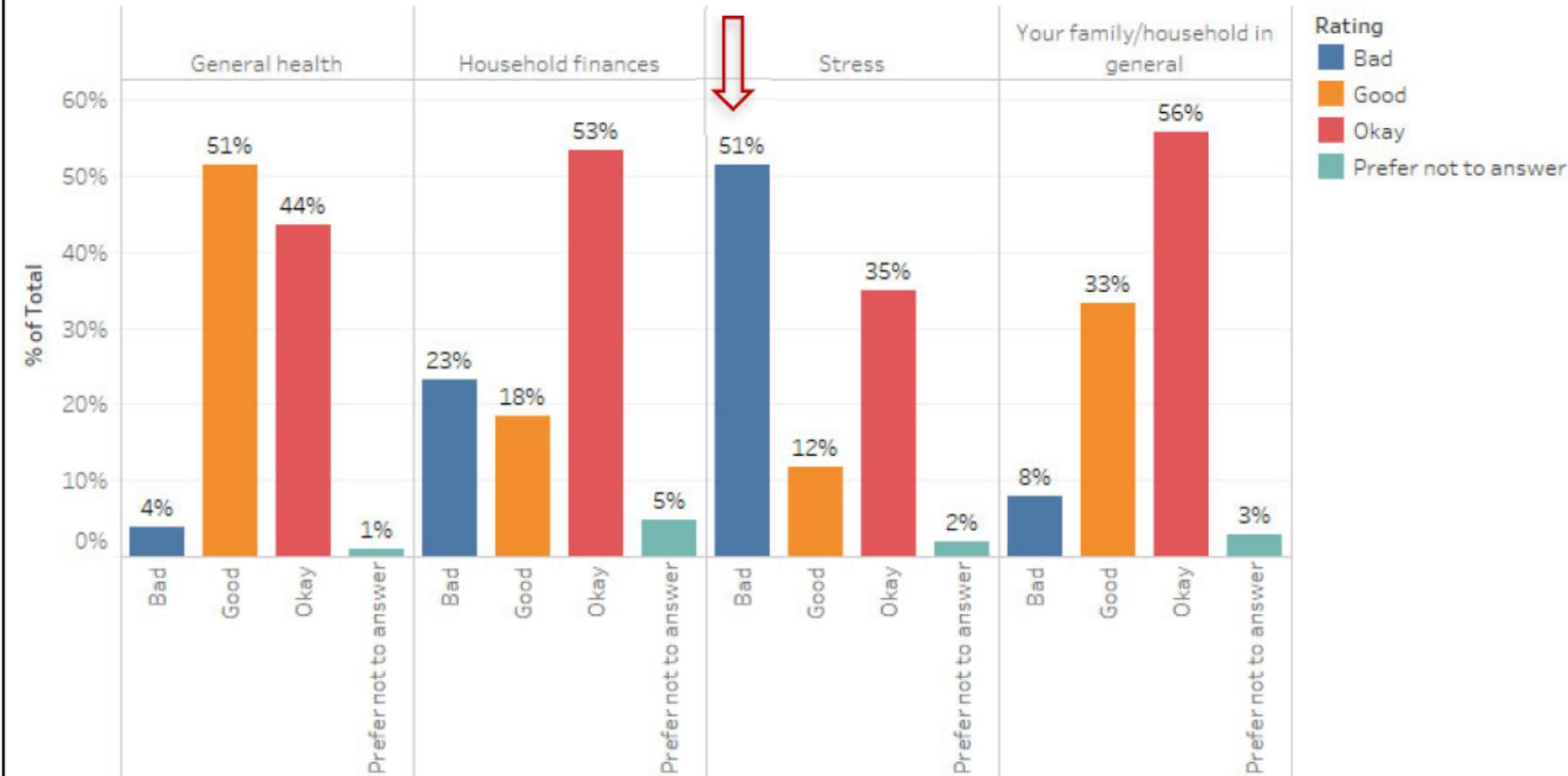
A new drop reason code (**CO/cannot participate online**) was created to measure the drops due to the pandemic.

11% of all CO drops occurred on May 15th (N= 97)

Data Source: Figure 25: CCC: All Drops Comparison SP2019 and SP2020, 4CD COVID-19 Spring 2020 Preliminary report (July 2020)

Student Phone Interview - CCC Findings

First, we would like to know how you are doing. How well are things going with you in relation to ?



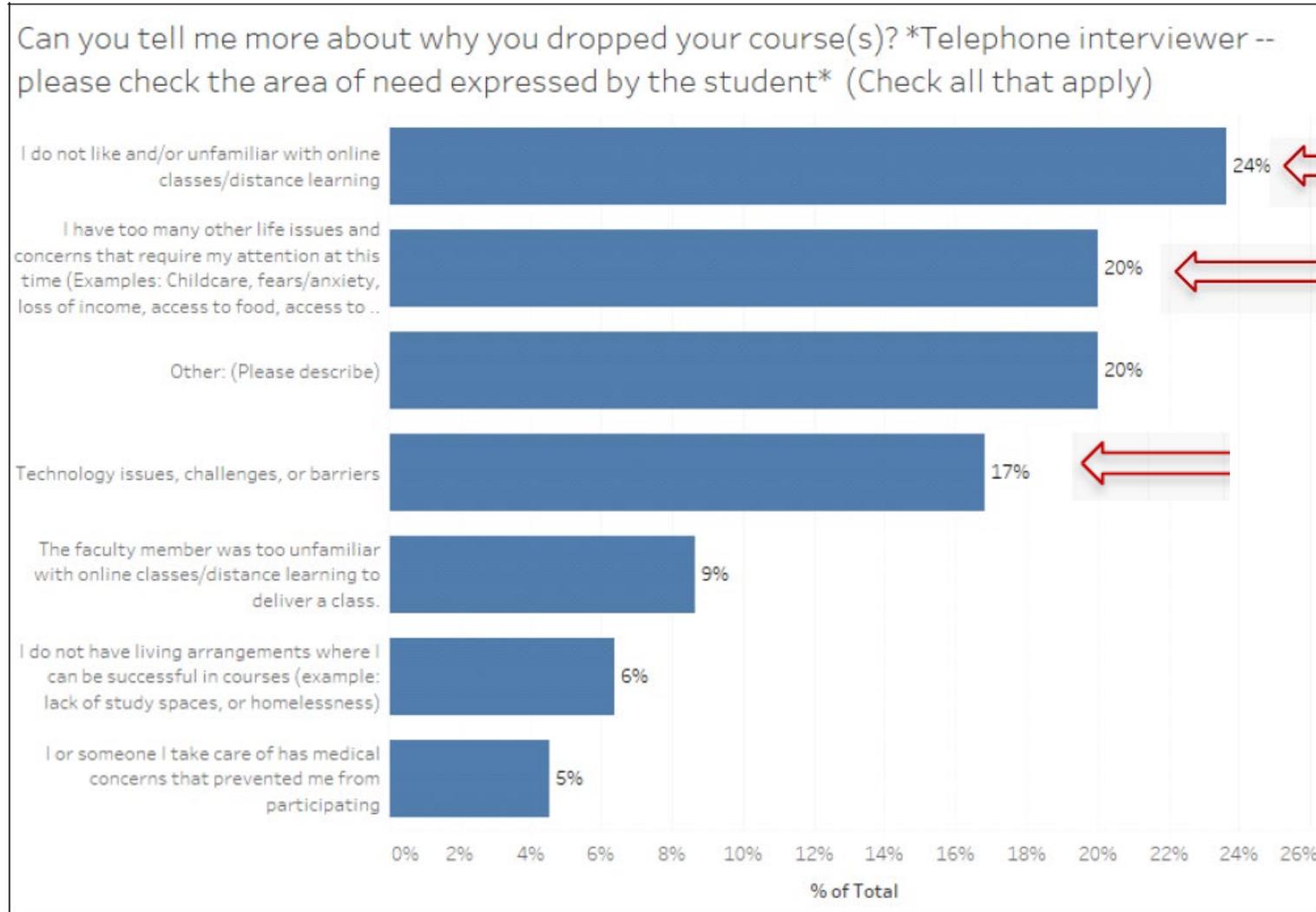
- **103 students**
- Roughly 12% of the total 857 student initiated CO drops at Contra Costa College.

How Students Felt:

Students who dropped were experiencing a high degree of stress.

Figure 26: CCC: Drop Survey Q2

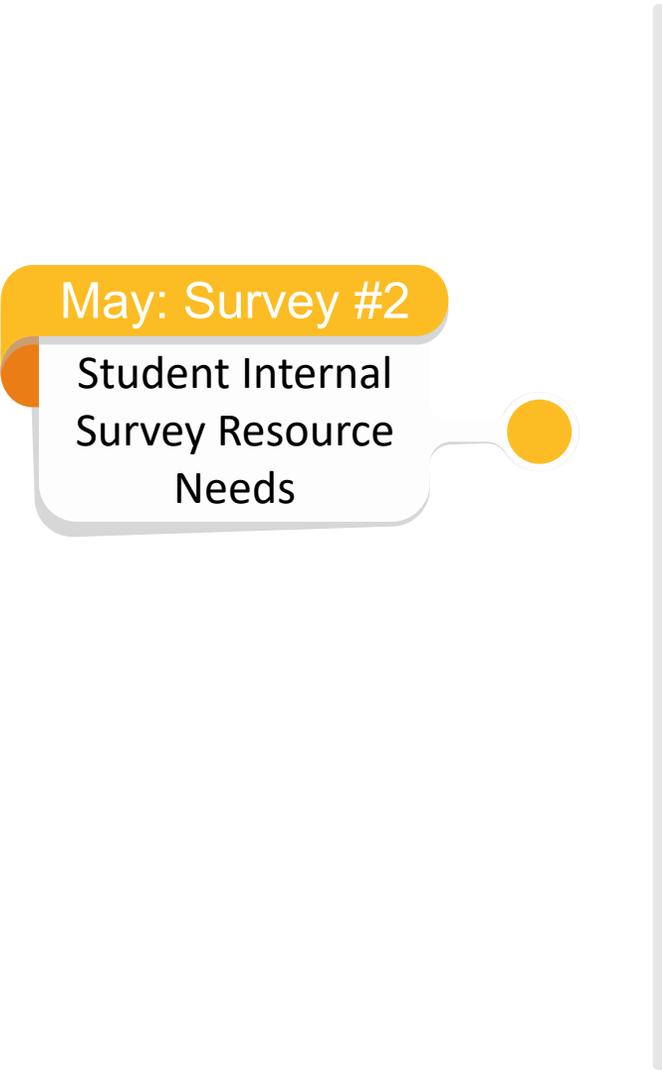
Student Phone Interview - CCC Findings



WHY STUDENTS DROPPED:

- **Preference for face-to-face**
 - Communication with faculty; course content/requirements related concerns; increasing the work load; difficulties with access to academic support resources
- **External life issues/concerns**
 - Home environment, study space, employment, childcare
- **Access to Technology**
 - Internet, printer, laptop

Figure 28: CCC Q4 CO Drop Survey



May: Survey #2

Student Internal
Survey Resource
Needs

SURVEY FOR SPRING 2020

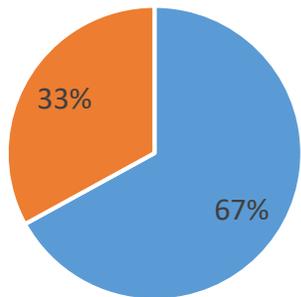
Resources Needed in Summer and Fall
(all students)

Student Internal Survey Resource Needs – CCC Findings



- **51 students**
- While this is a low response rate, the findings align with the district aggregated data.

Do you feel you are getting enough information from the college?



■ Yes ■ No



Preferred method to get information:

1. Text message
2. Insite
3. Student Email



Challenges:

- Stress was/is significantly impacting students.
- Loss/reduction of income was the most prevalent barrier (41%).
- Other challenges: inability to concentrate on school and caring for other family members.
- Students generally felt that many courses didn't transition well into the distance education format.

Supports/Resources:

- Canvas & Zoom were helpful tools
- Counseling, academic support/tutoring, disability services were selected as significant service needs.



72% of students feel “completely” or “somewhat” prepared to continue their education in a distance education format.

STUDENT Survey

California Community College Chancellor's Office (CCCCO)

(partnership with RP Group & HOPE Center for
College, Community, and Justice)

May: Survey #3a

Student CCCCCO
Survey

Student CCCCO Survey – CCC Findings



Response rate: 8% of the total student population (**N=483**) for Spring 2020 participated in the survey.



Students reported **elevated levels of loss of income, mental health, food and housing insecurity** (*HOPE report is forthcoming*)

- **78%** of students indicated that they “temporarily stayed with relatives, friend, or couch surfing until I finding other housing” due to COVID-19.



36% of student respondents had **no experience with an online** class prior to the transition online in March 2020.

Technological issue that has been a challenge in transition to online:

- Students indicated that “Instructor’s discomfort or unfamiliarity with required technology or software such as canvas” was a challenge.
- Both student and faculty populations perceive the other as having significant problems due to a lack of familiarity with technological systems supporting distance education.

Student CCCCO Survey – CCC Findings

Our students are tenacious:

72.2% of student respondents indicated that they definitely plan to enroll in courses for Fall 2020.



Technological supports needed for when they return for an online semester:

- ❖ Students expressed that a hybrid of **asynchronous and synchronous** modalities was preferred (need the flexibility).
- ❖ Increase knowledge and **support for both students and faculty** that do not have experience with **remote/distance learning** platforms.

Survey Findings - What does this mean for CCC?



Communication with and ability to reach our students

- Contact information; student participation (phone call/text preferred)
- human connectedness and authentic care for student engagement



Access to resources (technology, mental health, financial, basic needs, and social support services)

- Critical to planning for the scaling of services for students



Access to academic supports (faculty support, academic counseling, and instructional student services) to support the transition to online learning

- Bolster services to maintain academic performance



Sentiments primarily reflected the student's understanding the district and colleges ability to respond to the COVID-19 pandemic.

- General positive perception: students expressed feeling supported and cared about; felt empathy, compassion, and understanding from the college's staff and faculty.

4CD COVID-19 Report – Districtwide Findings



100% of the Contra Costa Community College District Population was impacted

Transition to Distance Education Modalities
Working from home
Impacts at every level of the community



All populations within the 4CD community experienced some degree of trauma

Stress, anxiety, depression, isolation, grief and loss were frequently expressed



Call for flexibility and workload considerations from all population groups



Rapid and sudden transition to online work and learning environment

A format that the many populations had no prior experience with...

- ~40% of students had no prior experience with Distance Ed
- ~60% of faculty had no prior experience teaching online
- ~55% of staff had no prior experience working from home

We're All In This Together

4CD COVID-19 Report – Districtwide Recommendations



Anxiety often is a result of trauma, **trauma-informed teaching pedagogical approaches** may be helpful for student success.



Access to **mental health resources** and/or a referral system for quick access – promoting easy quick access to EAP services for example.



Share and disseminate **information about social support services** (EDD, food banks, housing, child care options, and other types of financial assistance) **across all constituent groups.**



Increase knowledge and support for both students and faculty that do not have experience with **remote/distance learning platforms.**

How Do We Center Our Student's Humanity as Classes Start Back This Fall?



As we move forward in our daily work:

- Are we reaching the intended/target student population?
- Are we able to effectively connect to and communicate with these students?
- What kinds of supports do students need and can we provide them?
- Students are humans first. Who are they? How are they doing? what do they have to say?

Let's Talk About it!

