COVID-19 Research Update & Spring 2020 Surveys

Student Success Committee
August 6, 2020

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AGENDA

- Highlight three external resources
- Research Update
- CCC Survey Results
- Review of COVID impact Spring 2020
Research Update – External Resources for Fall 2020 Plans

1. PPIC - Public Policy Institute of California
   - College Plans during COVID-19
   - Hans Johnson, July 29, 2020

2. The College Crisis Initiative @ Davidson College

3. California Student Aid Commission
   - California Education Lab

   UC Davis School of Education
   - July 2020
College Plans during COVID-19

HANS JOHNSON  JULY 29, 2020

CALIFORNIA COLLEGES ARE MUCH LESS LIKELY TO PLAN ON AN IN-PERSON APPROACH FOR FALL 2020


Data Source: https://www.ppic.org/blog/college-plans-during-covid-19/
Data Source: https://collegecrisis.shinyapps.io/dashboard/
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.


“Going Deeper” Summary: https://edsource.org/2020/survey-current-and-incoming-california-college-students-report-worry-over-finances-online-classes/635431
• Highlight three external resources

Research Update

• Review of COVID impact Spring 2020

CCC Survey Results
Contra Costa College  
SPRING 2020  
COVID-19 Surveys

March - April
Phone Banking Efforts

May: Survey #1
Students with Confirmed Drops

May: Survey #2
Student Internal Survey Resource Needs

May: Survey #3a
Student CCCCCO Survey

May: Survey #3b
Employee CCCCCO Survey
Contra Costa College
Spring 2020
Phone Banking

• The Effort
  - Week of March 23rd through Late-April

• The People
  - ~ 60 CCC Personnel

• The Students
  - Sharing their experience
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)

<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Support/Access to Equipment</td>
<td>1,572</td>
</tr>
<tr>
<td>Instruction (Academic Affairs) / Transition to Online</td>
<td>409</td>
</tr>
<tr>
<td>Instructional Student Services</td>
<td>308</td>
</tr>
<tr>
<td>Student Services (Student Affairs)</td>
<td>206</td>
</tr>
</tbody>
</table>

Data Source: Spring 2020 Phone Banking Presentation by Dr. Vanessa Mercado at the Student Success Committee 5/7/2020 Meeting
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)
In general the volume of drops were significantly higher during the COVID-19 transition to the online learning environment.

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

- 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.

Data Source: 4CD COVID-19 Spring 2020 Preliminary report (July 2020)
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

Data Source: 4CD COVID-19 Spring 2020 Preliminary report (July 2020)
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?*

- **67%** Yes
- **33%** No

**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.

**Preferred method to get information:**
1. Text message
2. Insite
3. Student Email

**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.*

*Data Source: 4CD COVID-19 Spring 2020 Preliminary report (July 2020)*
STUDENT Survey
California Community College Chancellor’s Office (CCCCO)
(partnership with RP Group & HOPE Center for College, Community, and Justice)
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.

Data Source: 4CD COVID-19 Spring 2020 Preliminary report (July 2020)
Student CCCC O 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.

Data Source: 4CD COVID-19 Spring 2020 Preliminary report (July 2020)
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

<table>
<thead>
<tr>
<th>100% of the Contra Costa Community College District Population was impacted</th>
<th>Transition to Distance Education Modalities Working from home Impacts at every level of the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>All populations within the 4CD community experienced some degree of trauma</td>
<td>Stress, anxiety, depression, isolation, grief and loss were frequently expressed</td>
</tr>
<tr>
<td>Call for flexibility and workload considerations from all population groups</td>
<td></td>
</tr>
<tr>
<td>Rapid and sudden transition to online work and learning environment</td>
<td>A format that the many populations had no prior experience with…</td>
</tr>
<tr>
<td></td>
<td>• ~40% of students had no prior experience with Distance Ed</td>
</tr>
<tr>
<td></td>
<td>• ~60% of faculty had no prior experience teaching online</td>
</tr>
<tr>
<td></td>
<td>• ~55% of staff had no prior experience working from home</td>
</tr>
</tbody>
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**Data Source:** Governing Board Update: COVID -19 Impact & Distance Education, presentation by Drs. Emma Blackthorne & Joanna Miller (July 22, 2020)
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.

Data Source: Contra Costa Community College District COVID-19 Spring 2020 Preliminary report (July 2020)
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!