Kingsborough
Student & Faculty Surveys
Spring 2020 & Fall 2020

Using Data to Support Teaching and Learning FIG & Office of Institutional Effectiveness

May 11, 2021

IRB File #2021-0387. Title: Experience, Challenges, and Preferences with Remote Learning During Covid-19 Pandemic: A Case Study with Faculty and Students in CUNY Kingsborough Community College [Spring 2020 - Fall 2020].

1. Identified the issue

What are faculty and students' experiences and challenges during

➢ Emergency Remote Instruction (ERI) during Spring 2020
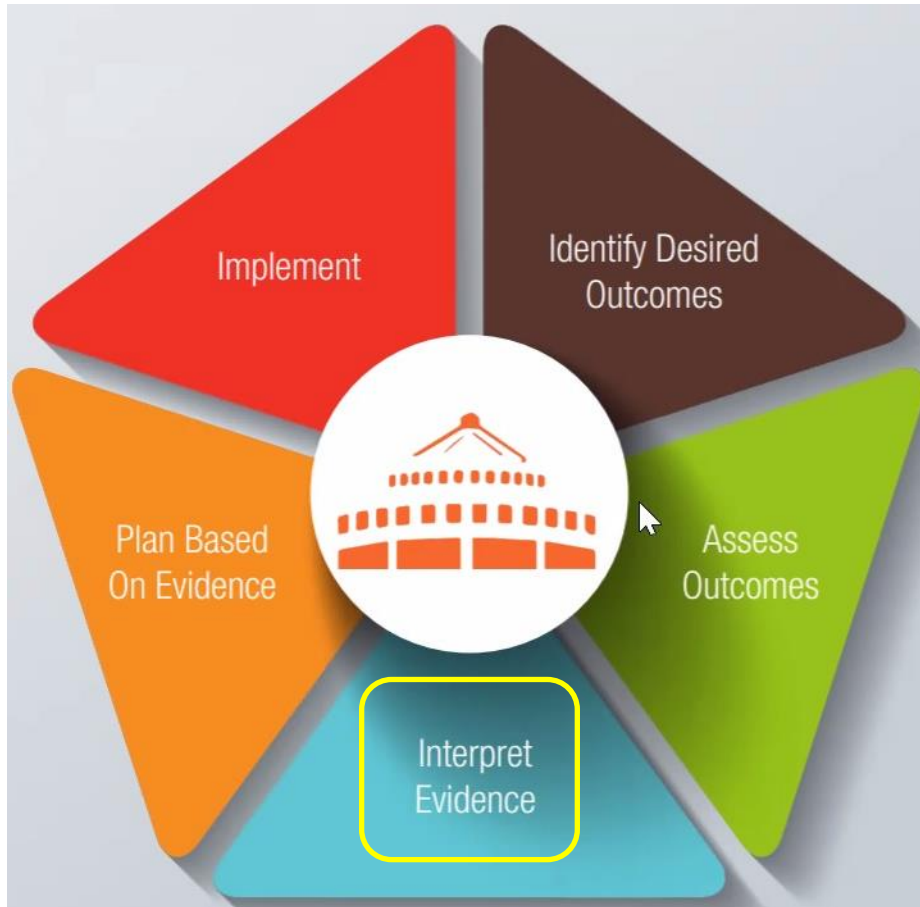
➢ Remote learning during Fall 2020

2. Access Data

Qualitative Assessment

Data Faculty Interest Group (FIG) & the Office of Institutional Effectiveness designed and delivered Student & Faculty Survey:

- 867 & 1,174 student respondents in Spring and Fall 2020, respectively

- 198 faculty respondents

3. Interpret Evidence

➢ Most respondents reported difficulty.

➢ Feeling less connected with faculty is associated with high withdrawals.

➢ Use of Bb tools (announcements, discussions, etc.) improve connectivity with faculty.

➢ Respondents with difficulties in remote learning are less likely to enroll in future online courses.

➢ High interest is shown in online teaching modality and in fully asynchronous and/or combination.

4. Plan Based on Evidence

Actionable Data

Learn and Share with Faculty & Institution

- Learn what improves student learning (e.g., use of Bb tools, connectivity to faculty).

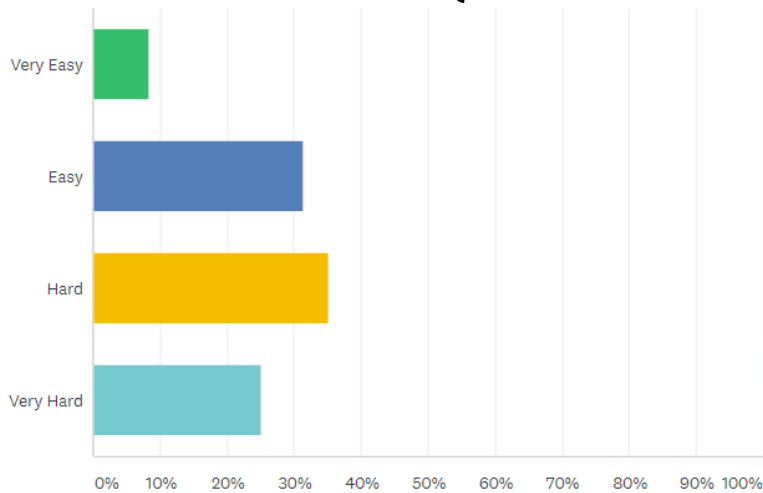- Learn what helps meeting student & faculty preferences & promoting of learning outcomes

Fall 2020

Spring 2020

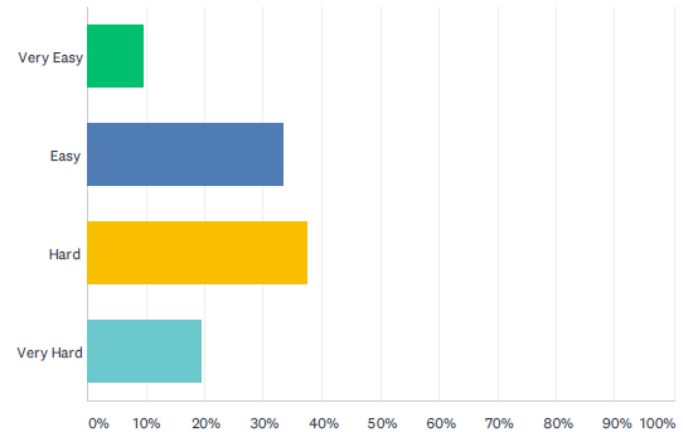How difficult did you find remote learning during Fall 2020?

Answered: 1,174   Skipped: 1

Q1

ANSWER CHOICES	RESPONSES	
Very Easy	8.35%	98
Easy	31.43%	369
Hard	35.09%	412
Very Hard	25.13%	295
TOTAL		1,174

Q7

Q7 How did you find the shift to emergency remote instruction during Spring 2020?

Answered: 861   Skipped: 6

ANSWER CHOICES	RESPONSES	
Very Easy	9.64%	83
Easy	33.45%	288
Hard	37.40%	322
Very Hard	19.51%	168
TOTAL		861

➢ <u>Finding 1</u>: Fall 2020 respondents reported experiencing **a similar level of difficulty** with remote learning as Spring 2020 respondents with the shift to emergency remote instruction. During both semesters of 2020, about **60 percent** of respondents considered **remote learning hard or very hard**.

Level of difficulty (Q1) & students' interest in enrolling in in-person, hybrid, and online courses when school resumes after the pandemic (Q13)

Graph 36: Respondents' Preference who Found Remote Learning Easy or Difficult

Table 36	In-person	Hybrid	Online	Missing	Total #	Total #
VE & E	22%	43%	63%	37%	40%	467
VH & H	78%	57%	37%	63%	60%	707
Total %	100%	100%	100%	100%	100%	1,174
Total #	179	97	206	692	1,174	

Legend: ■In-person ■Hybrid ■Online ■Missing ■Total #
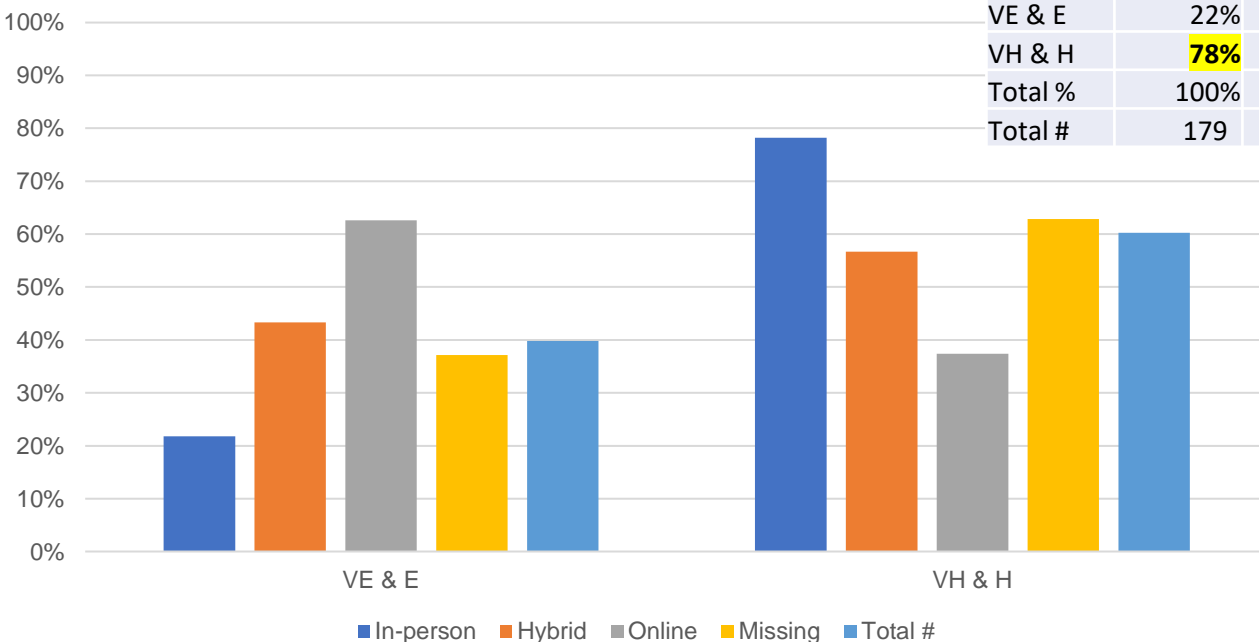
➢ <u>Finding 2a:</u> Fall 2020 respondents who found remote learning **hard/very hard** are reported high **interest in enrolling in in-person** courses in the future.

➢ <u>Finding 2b:</u> Fall 2020 respondents who found remote learning **easy/very easy** are reported high **interest in enrolling in online** courses in the future.

Withdrawal & Connectivity

Table 48	0	1	2	3	4	5	6 or more	Total %	Total
VC & C	57%	37%	28%	29%	38%	55%	7%	50%	459
Not connected	43%	**63%**	**72%**	**71%**	**62%**	**45%**	**93%**	**50%**	455
Total	100%	100%	100%	100%	100%	100%	100%	100%	914

Figure 48: Q21. How many courses did you withdraw from this semester & Connected
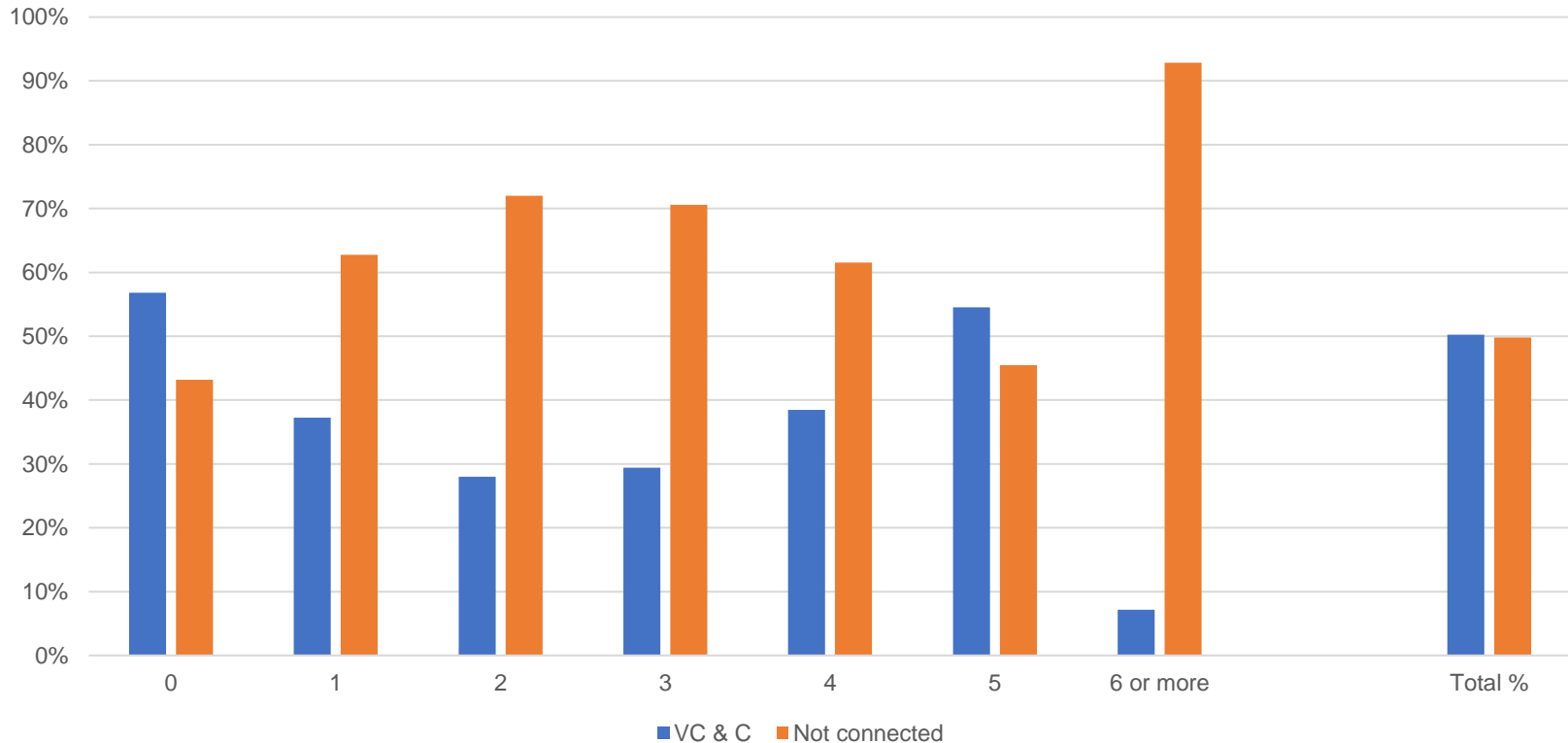
➢ <u>Finding 13b:</u> Fall 2020 respondents who **dropped** more courses seem to report themselves as more **disconnected** with the professor.

Fall 2020   Q2 & 3

Count of Q3:What made you feel connected?								Total Q 2
Row Labels	Announcements	Emails	Discussion	Assignments...	Video conf.	Lecture Rcrd	not connected	
Very connected	123	135	89	108	99	87	2	149
Connected	272	338	196	222	217	176	6	419
Not very connected	131	175	74	81	133	77	127	375
Not connected at all	25	35	14	16	29	15	173	230
(blank)				1			1	
Grand Total(Q 3)	551	683	373	428	478	355	309	1173

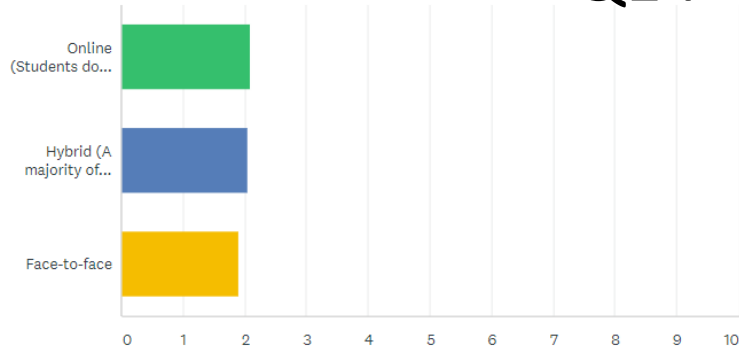| Count of Q3:What made you feel connected?								average
Row Labels	Announcements	Emails	Discussion	Assignments...	Video conf.	Lecture Rcrd	not connected	index
Very connected	83%	91%	60%	72%	66%	58%	1%	4.32
Connected	65%	81%	47%	53%	52%	42%	1%	3.41
Not very connected	35%	47%	20%	22%	35%	21%	34%	2.13
Not connected at all	11%	15%	6%	7%	13%	7%	75%	1.33
(blank)								
Grand Total(Q 3)	47%	58%	32%	36%	41%	30%	26%	

➢Finding2c: A Students who chose a high frequency of use of "**announcements, emails, Assignments**" to connect to faculty, also considered themselves **more connected**.

Fall 2020

Spring 2020

When school resumes (after the pandemic), I would b
most interested in enrolling in the following courses (
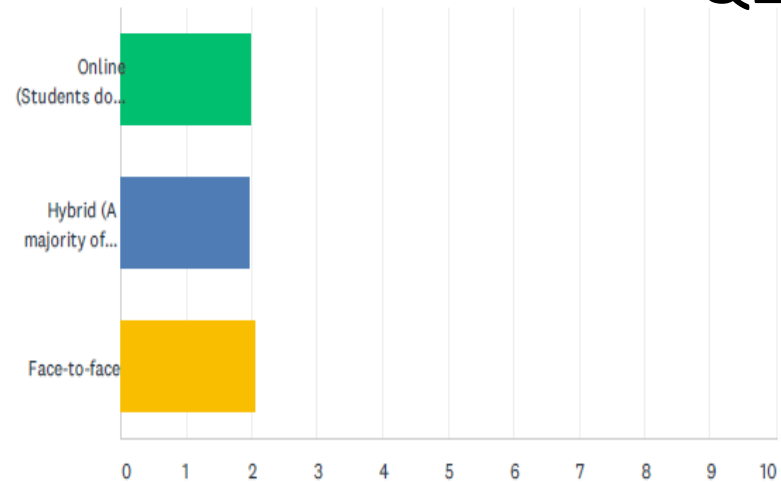first choice, 2: second choice, 3: third choice)

Answered: 537   Skipped: 638

Q14

Q15 I would be most interested in enrolling in the following courses (1: first choice, 2: second choice, 3: third choice)

Answered: 842   Skipped: 25

Q15

Fall 2020 table:

	1	2	3	TOTAL	SCORE
Online (Students do not meet with the instructor and each other in-person on campus for the entire semester)	44.05% 222	21.03% 106	34.92% 176	504	2.09
Hybrid (A majority of class meetings are in face-to-face format, the rest of the coursework is conducted online)	21.24% 106	61.32% 306	17.43% 87	499	2.04
Face-to-face	37.20% 189	15.75% 80	47.05% 239	508	1.90

Spring 2020 table:

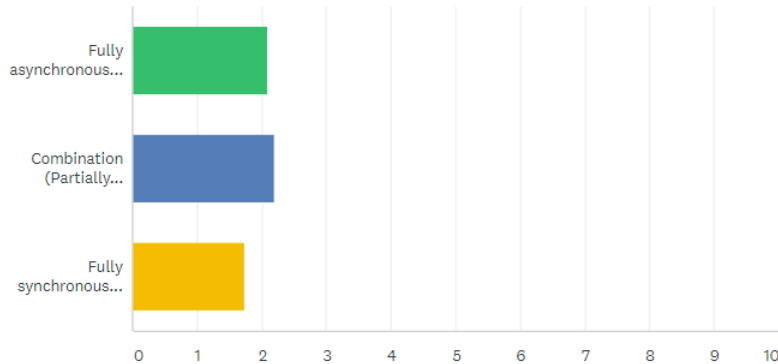|	1	2	3	TOTAL	SCORE
Online (Students do not meet with the instructor and each other in-person on campus for the entire semester)	38.92% 311	20.90% 167	40.18% 321	799	1.99
Hybrid (A majority of class meetings are in face-to-face format, the rest of the coursework is conducted online)	18.02% 142	60.79% 479	21.19% 167	788	1.97
Face-to-face	44.82% 359	16.48% 132	38.70% 310	801	2.06

➢Finding 3a: Fall 2020 respondents reported a **higher interest in Online or Hybrid** teaching modality as compared to Spring 2020 respondent, as shown by the score.*

Fall 2020

If you enroll in online courses in the future (after the pandemic), which type of online course would you be most interested in (1: first choice, 2: second choice, 3: third choice)

Q14

Answered: 546   Skipped: 629

	1	2	3	TOTAL	SCORE
Fully asynchronous (Course never requires students to attend a virtual, live class session via videoconference)	42.50% 224	25.05% 132	32.45% 171	527	2.10
Combination (Partially asynchronous/ Partially synchronous) (Course schedule includes some virtual, live class sessions, but students complete much of the work asynchronously on their own time)	36.76% 193	46.86% 246	16.38% 86	525	2.20
Fully synchronous (Course meets for virtual, live class sessions as frequently as it would have met in face-to-face modality)	22.54% 119	28.03% 148	49.43% 261	528	1.73

➢ Finding 3b: Fall 2020 respondents reported **more interest in fully asynchronous and/or combination** compared to fully synchronous online courses, based on scores.*

Fall 2020

What technology updates do you think could have been beneficial to your learning? (check all that apply)
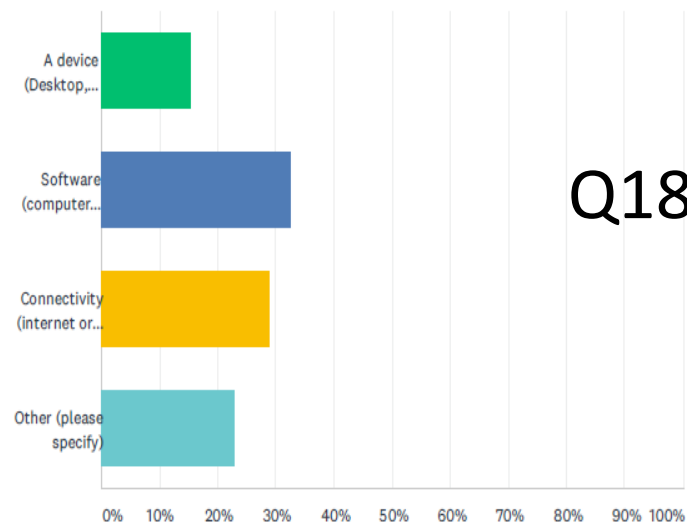
Answered: 1,017   Skipped: 158

Q6
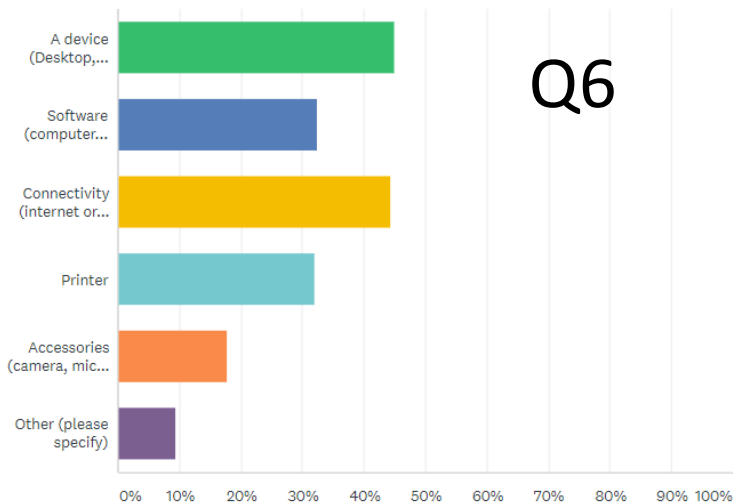
ANSWER CHOICES		RESPONSES	
A device (Desktop, laptop, tablet)		44.94%	457
Software (computer programs)		32.35%	329
Connectivity (internet or WiFi)		44.25%	450
Printer		32.06%	326
Accessories (camera, mic, speakers, etc.)		17.80%	181
Other (please specify)	Responses	9.44%	96
Total Respondents: 1,017			

Spring 2020

Q18 What technology was not available to you that you think could have been beneficial to your learning?

Answered: 771   Skipped: 96

Q18

ANSWER CHOICES	RESPONSES	
A device (Desktop, laptop, tablet)	15.43%	119
Software (computer programs)	32.68%	252
Connectivity (internet or WiFi)	28.79%	222
Other (please specify)	23.09%	178
TOTAL		771

➢ Finding 4: A **higher** percentage of **Fall 2020 respondents reported having more issues with connectivity** as compared to Spring 2020 respondents.

FACULTY SURVEY

198 faculty respondents

Spring 2020
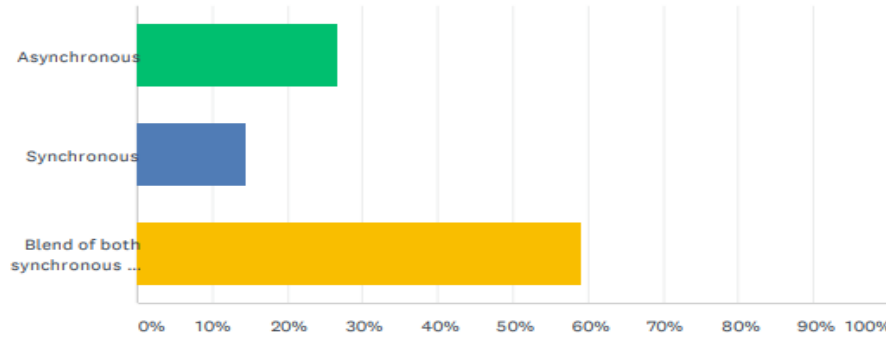
Success Story at KCC Confidence in Remote Instruction

Past & Future Confidence	I still feel completely unprepared to adapt to online teaching and learning	I feel somewhat better prepared to adapt to online teaching and learning	I feel confident that I can adapt to online teaching and learning	I have learned a lot this semester about online teaching and learning and feel better about my ability to adapt my courses	Total
I felt completely unprepared to adapt to emergency remote learning	1%	9%	4%	8%	21%
I felt somewhat prepared to adapt to emergency remote learning	0%	11%	11%	16%	38%
I felt confident that I could adapt to emergency remote learning	1%	1%	24%	17%	42%
Total (197 total)	2%	20%	38%	40%	100%

Finding 14: Faculty that felt unprepared in Q16 (20% out of 21%) feel more confident or better able to adapt to online teaching (Q17).

Asynchronous v Synchronous

Q14 What type of online courses would best promote your course outcomes?

Answered: 195   Skipped: 3

ANSWER CHOICES	RESPONSES	
Asynchronous	26.67%	52
Synchronous	14.36%	28
Blend of both synchronous and asynchronous	58.97%	115
TOTAL		195

Q14 What type of online courses would best promote your course outcomes?

Finding 12: Faculty with prior online experience seem to have more preference for asynchronous instruction (36% v 21%).

Both groups seem to value some type of synchronous communication blended with asynchronous instruction.
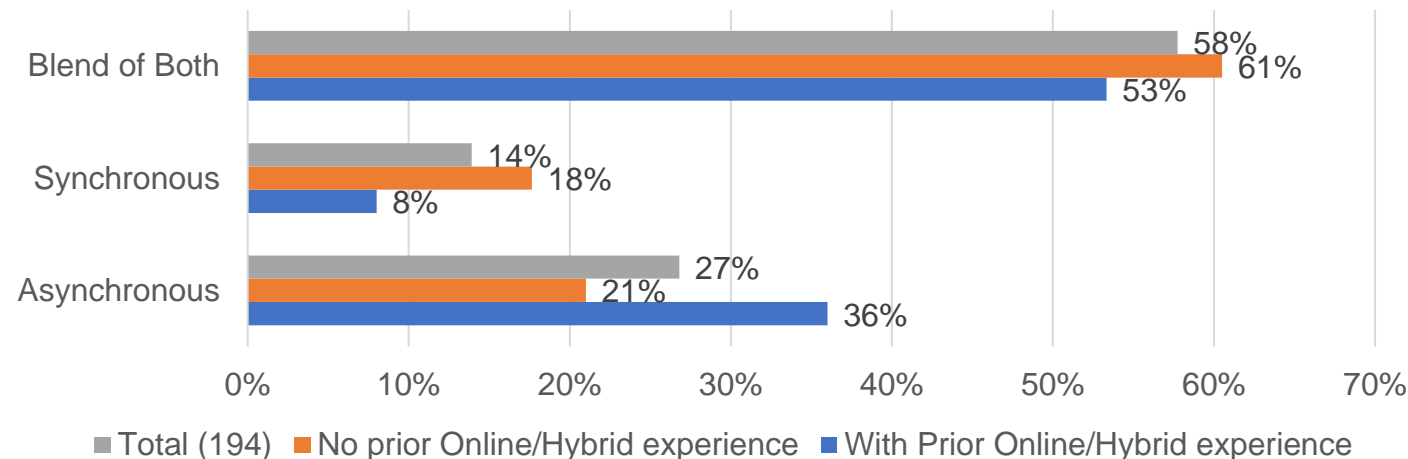
5. Conclusion & Vision of Implementation

Continuous Process - Cycle

➢ Improve students' learning experience

➢ Increase student and faculty connectivity (online presence)

➢ Changes of students' preferences on teaching modalities across time & demographics

➢ Faculty response on teaching modalities & promoting of course outcomes

➢ Identify challenges and possible actions

Acknowledgments