**OFFICE OF INSTITUTIONAL EFFECTIVENESS**

# Survey Report

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# COVID-19 Student Remote Learning

On April 15, 2020 the Remote Student Learning Survey was administered online to LBCC students. By April 30th, 1236 students had responded.  Out of 1236, 1060 students provided a valid student ID.  Having student IDs allowed us to disaggregate survey responses by race/ethnicity.  While all questions were analyzed by race/ethnicity , the break outs are reported only when there was disproportionate impact.  In addition, the race/ethnicity background of respondents reflects LBCC's spring 2020 racial/ethnic composition indicating that the sample of this survey is representative to the overall LBCC's student population.

This report contains the results for 14 questions, as well as summarized analysis of open-ended questions, divided into the categories of Technology Access, Remote Instruction, Student Welfare, and Student Services Access.

The disruptive impacts of the pandemic have been intensely felt by our students, and particularly by our students of color. Seventy percent of students have lost income and almost half that are facing food and housing insecurities. Many live with, or are themselves, essential workers facing higher risks of contracting the disease and a greater need to practice social distancing and safety protocols, even within their own homes. They face many different barriers with the transition to online education that include a lack of the technological resources (such as computers and internet access), loss of child care, and limited quiet space for attending online courses and completing school work. Even with all of the difficulties, many students expressed heartfelt gratitude at the work of faculty and college staff that have been going above and beyond to support students' needs. We will get through this together, apart.
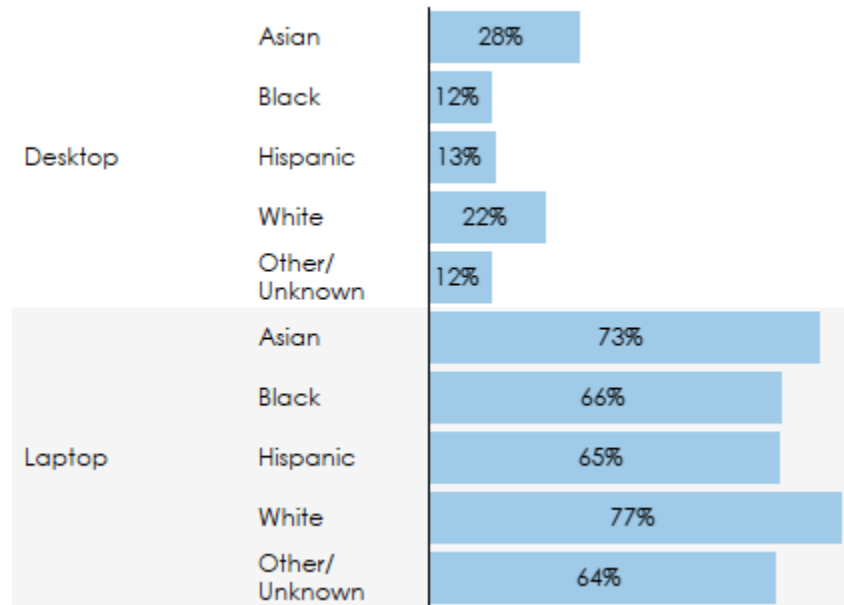
# Technology Access

1.  **Select the devices you own. Check all that apply.** (1081 Responses)

➢ Almost all students own a Smartphone, but fewer own devices that would be easier to use for remote education.
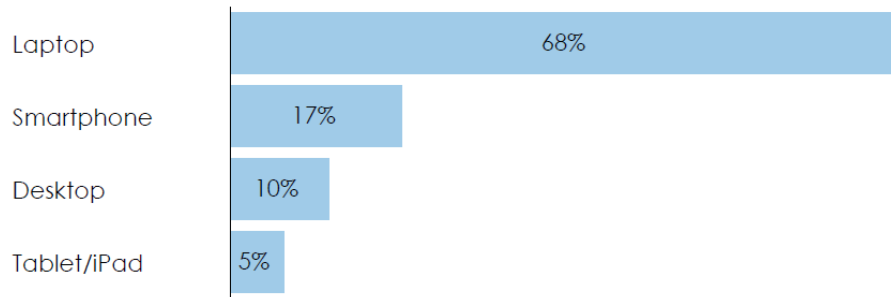
| Device | Percentage |
|---|---|
| Desktop | 16% |
| Laptop | 68% |
| Smartphone | 95% |
| Tablet/iPad | 23% |
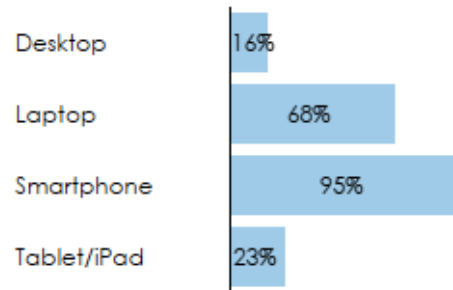
➢ White and Asian students own laptops and desktops more than any other ethnic/ racial group.

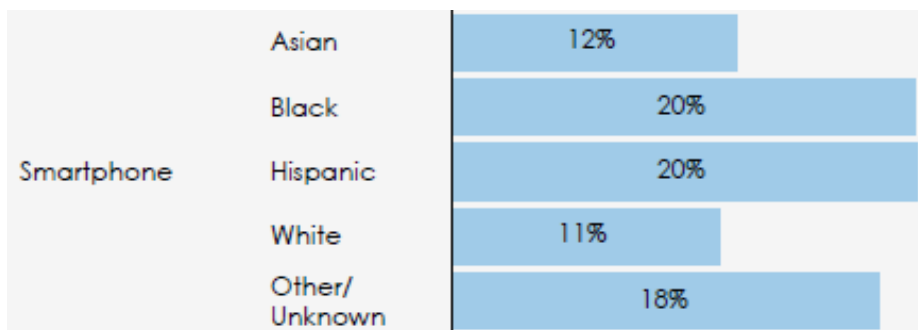| | | Percentage |
|---|---|---|
| Desktop | Asian | 28% |
| | Black | 12% |
| | Hispanic | 13% |
| | White | 22% |
| | Other/ Unknown | 12% |
| Laptop | Asian | 73% |
| | Black | 66% |
| | Hispanic | 65% |
| | White | 77% |
| | Other/ Unknown | 64% |

## 2. Select the device you primarily use to do your schoolwork. (1060 Responses)

➢ Not surprisingly, most students who have computers use them for their schoolwork.

| Device | Percentage |
|--------|-----------|
| Laptop | 68% |
| Smartphone | 17% |
| Desktop | 10% |
| Tablet/iPad | 5% |

➢ Even though the percentage of students who use their Smartphone to do schoolwork is relatively small, when disaggregating those that use smartphones for their schoolwork by race/ethnicity, we see that Black/African American and Hispanic students use their Smartphone to do schoolwork more than Asian and White students. Our most systems impacted students are also those lacking the resources for successful online education.

| Smartphone | | |
|-----------|--------|------|
| | Asian | 12% |
| | Black | 20% |
| | Hispanic | 20% |
| | White | 11% |
| | Other/ Unknown | 18% |

## 3. Have you encountered issues accessing necessary software for your class(es) due to computer/tablet/Smartphone limitations? (970 Responses)

➢ Almost 70% of the students reported encountering issues associated with software. In the open-ended responses, students mention they have no access to Adobe Flash Player. This is necessary for some of their interactive course activities. Some other issues students mentioned are: Chromebooks are not always compatible, no Microsoft Word access, and/or iPad does not support Adobe requirements.

➢ Black/African American and Hispanic students reported issues in accessing necessary software at higher rates, with some mentioning the cost as a barrier.
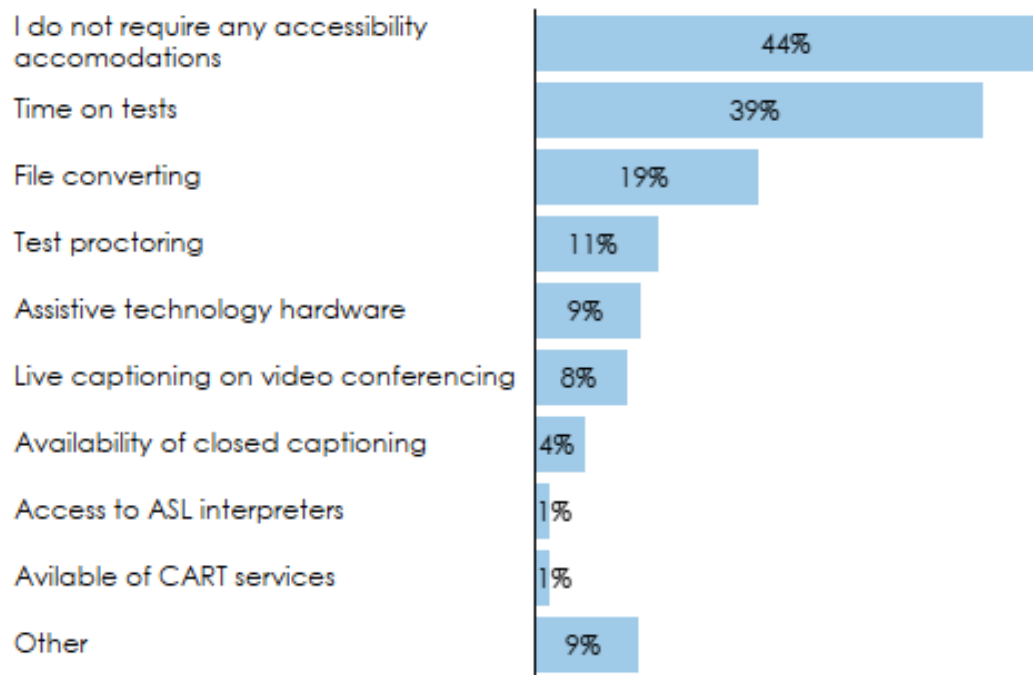
| | |
|---|---|
| Asian | 37% |
| Black | 46% |
| Hispanic | 43% |
| Other/ Unknown | 42% |
| White | 29% |
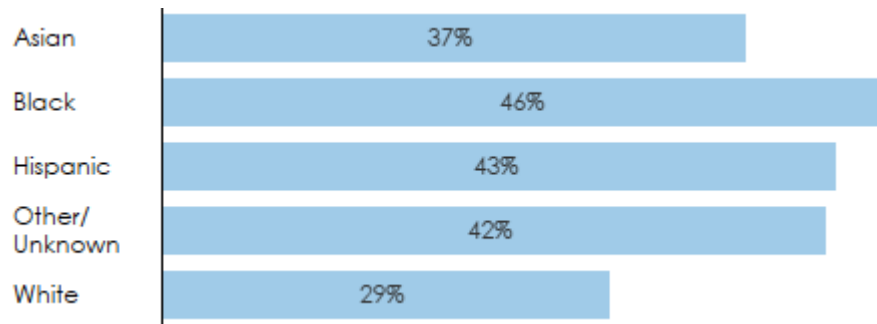
## 4. I have a webcam for video conferences. (1019 Responses)

➢ In the time of social distancing, a webcam has become an important tool to hold video conferences and engage socially. Even though 80% of the students said they have access to a webcam, 20% of students are missing this key connection. In the open-ended responses, students expressed concern about being disadvantaged when they do not meet the expectations of having a webcam.

➢ When disaggregating these responses by race/ethnicity, no disproportionate impact was identified.

## 5. Which of the following technical accessibility issues have been challenging for you since the transition to remote learning? (Check all that apply). (827 Responses)

➢ Forty-four percent reported that they did not need accommodations, meaning that 56% of students require some sort of technical accessibility accommodation to help them succeed in the online learning environment. In particular, 39% reported needing more time on tests. Students elaborated on their experiences in the open ended questions sharing that testing in the online environment was more difficult, that internet issues would time a student out of the testing platform and then they would not be able to complete their test, that noisy and demanding home environments made the scheduled test time complicated (e.g. some would prefer a

late night test time option when their home is more quiet), and that some of the proctoring methods made students feel uncomfortable.
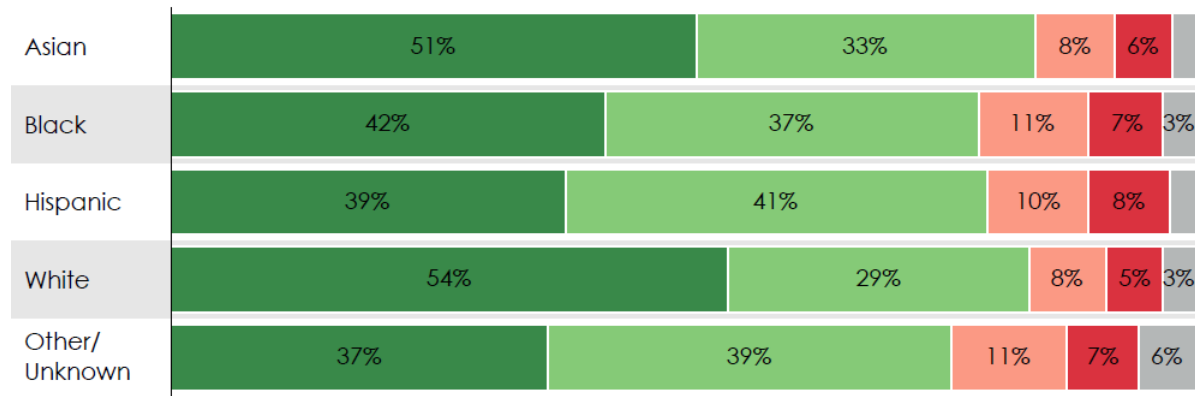
| Category | Percentage |
|---|---|
| I do not require any accessibility accomodations | 44% |
| Time on tests | 39% |
| File converting | 19% |
| Test proctoring | 11% |
| Assistive technology hardware | 9% |
| Live captioning on video conferencing | 8% |
| Availability of closed captioning | 4% |
| Access to ASL interpreters | 1% |
| Avilable of CART services | 1% |
| Other | 9% |

➢ Additionally, students expressed that having more time on assignments and extended deadlines were very helpful in giving them the ability to manage the many varied and difficult circumstances in their life along with their schoolwork. After frequent and regular communication, having extended and flexible deadlines on tests and assignments was the second most mentioned activity that faculty did that they students felt supported them.
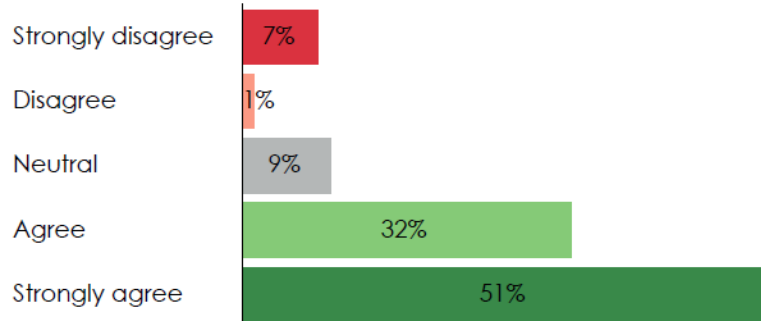
## 6. Is your off-campus internet access adequate for you to fully participate in your online classes? (1051 Responses )

➢ Forty-three percent of students confirmed having adequate internet access off-campus, with another 37% responding that their internet is probably sufficient. This means that 20% of the students do not have adequate internet access for regular zoom meetings, accessing Canvas, and taking tests; as well as obtaining crucial LBCC services.

➢ When disaggregating by race/ethnicity, Asian and White students responded that they have greater internet access (dark and light green bars on the left side) than other racial/ethnic groups.
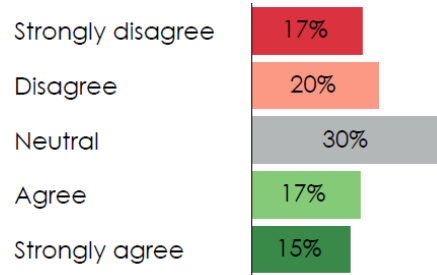
| | | | | | |
|---|---|---|---|---|---|
| Asian | 51% | 33% | 8% | 6% | |
| Black | 42% | 37% | 11% | 7% | 3% |
| Hispanic | 39% | 41% | 10% | 8% | |
| White | 54% | 29% | 8% | 5% | 3% |
| Other/ Unknown | 37% | 39% | 11% | 7% | 6% |

## 7. I am familiar with Canvas. (1025 Responses)

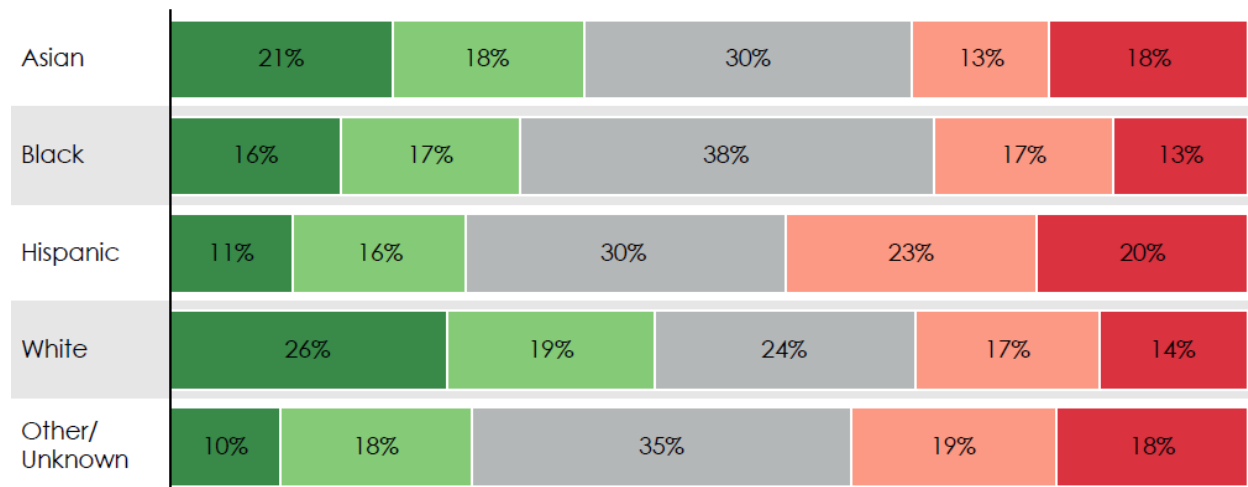| | |
|---|---|
| Strongly disagree | 7% |
| Disagree | 1% |
| Neutral | 9% |
| Agree | 32% |
| Strongly agree | 51% |

➢ Some students mentioned that not all faculty use Canvas and that they did not understand why as Canvas use was reported to be very helpful. Students said they appreciate it when faculty explain things on Canvas, use Canvas to hold class discussions, and communicate with students through email and Canvas. There were several students who were very appreciative of, and grateful for, faculty who learned Canvas in such a quick time.

**8. I have a quiet place to do my schoolwork.** (1026 Responses)

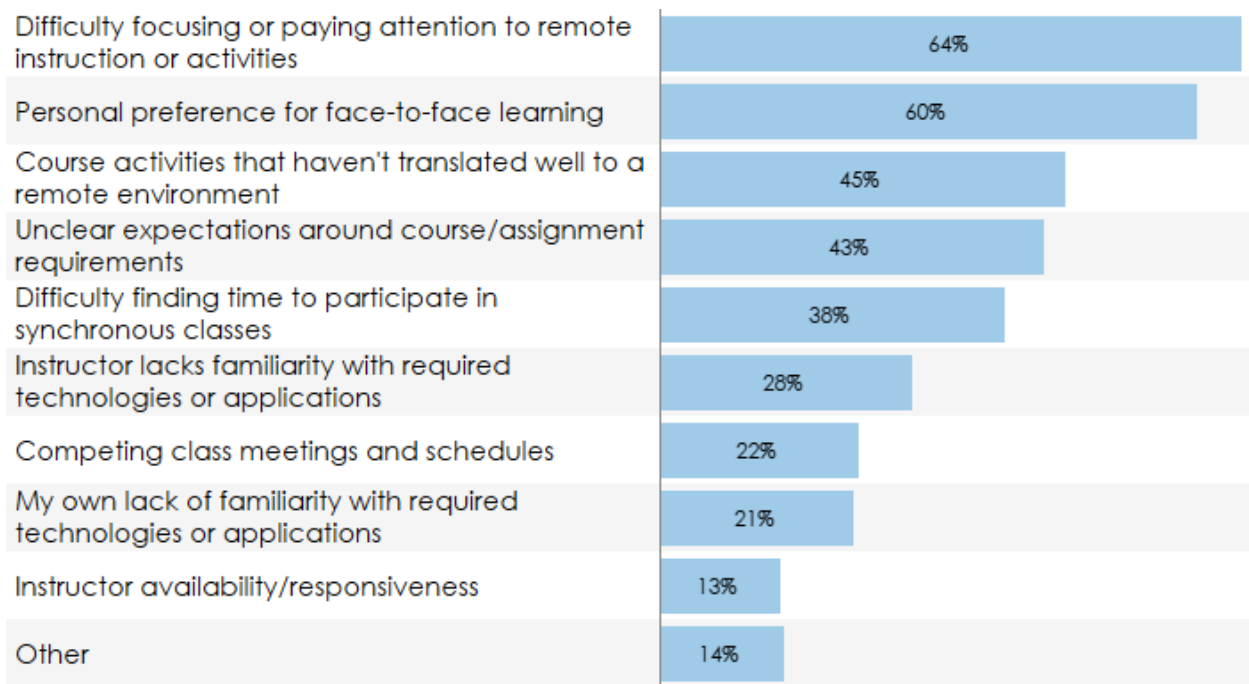| | |
|---|---|
| Strongly disagree | 17% |
| Disagree | 20% |
| Neutral | 30% |
| Agree | 17% |
| Strongly agree | 15% |

➢ Many students provided context to their diverse and varied living conditions including having small children and other family or roommates working or studying from home. Additionally, many students expressed that they, or their family members, were essential workers and putting in extra hours or were in high risk groups for contracting Covid-19 creating additional mental strain and stress. Students feel these various circumstances disadvantage their ability to focus on school work and to complete tests during specific times of day.

➢ Some students have asked if the College can provide quiet study space, while respecting social distancing protocols.

➢ White and Asian students reported having a quiet place to do school work (dark and light green bars on the left side) more than any other ethnic/racial group.

| | | | | | |
|---|---|---|---|---|---|
| Asian | 21% | 18% | 30% | 13% | 18% |
| Black | 16% | 17% | 38% | 17% | 13% |
| Hispanic | 11% | 16% | 30% | 23% | 20% |
| White | 26% | 19% | 24% | 17% | 14% |
| Other/Unknown | 10% | 18% | 35% | 19% | 18% |

# Remote Instruction

9. Which of the following learning/educational issues have been a challenge for you since the transition to remote learning? (Check all that apply). (976 Responses)
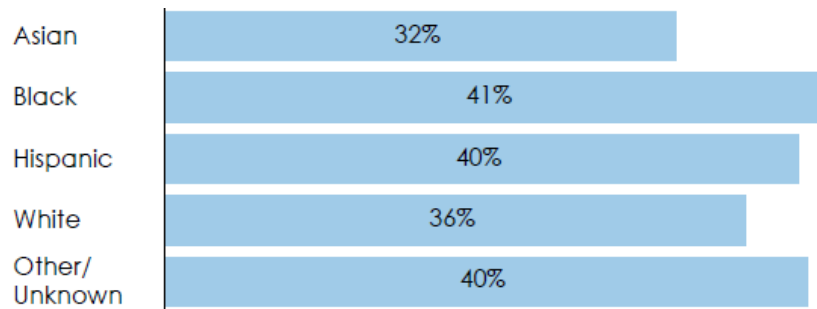
| Challenge | Percent |
|---|---|
| Difficulty focusing or paying attention to remote instruction or activities | 64% |
| Personal preference for face-to-face learning | 60% |
| Course activities that haven't translated well to a remote environment | 45% |
| Unclear expectations around course/assignment requirements | 43% |
| Difficulty finding time to participate in synchronous classes | 38% |
| Instructor lacks familiarity with required technologies or applications | 28% |
| Competing class meetings and schedules | 22% |
| My own lack of familiarity with required technologies or applications | 21% |
| Instructor availability/responsiveness | 13% |
| Other | 14% |

➢ As can be seen here, the majority of students expressed difficulty focusing or paying attention to remote instruction and a strong preference for face-to-face learning. The reasons though, for these statements were not the same for all students. Some students expressed that it was helpful to have regular zoom meetings to mimic face-to-face instruction and help promote engagement. For other students, the home environment was less conducive to a structured face-to-face zoom time and these students preferred access to recorded lectures and detailed power point slides or lecture notes. Flexibility, along with understanding, seemed to be key in providing supportive learning opportunities during this difficult time.

➢ Nearly half of the students noted that course activities haven't translated well to the remote environment and that expectations for course/assignments in the online

setting were not always clear. In some cases, students shared that faculty created more assignments for students to complete to compensate for loss of in-class time and that this made an already difficult situation more difficult.  In contrast, other students shared that their faculty had updated syllabi and assignments to accommodate for the online environment and the students were very grateful for the time and energy faculty invested in that work.
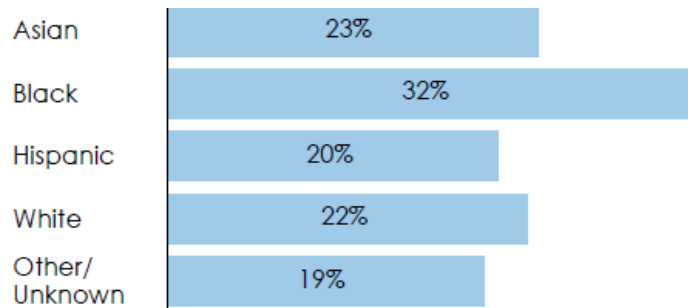
➢ Over one third of students were concerned about finding the time to participate in synchronous classes. In the open-ended responses, it became clear that the experience students have learning at home is very different from their on campus experience. Home environments greatly vary providing for a large number of different reasons students may have difficulty with a course schedule that worked for them when on campus including noisy environments, small children, other family members or roommates, one computer shared within the household, internet connectivity constraints, mental health and safety concerns, and new demands placed on essential workers.

➢ Nearly one quarter of students expressed concerns about competing class meetings and schedules. In the open-ended questions, students shared that some courses were not meeting following the meeting pattern in the schedule, creating conflicts with other courses a student might have.

➢ When asked about what faculty have done to make the transition more useful, students overwhelmingly replied that frequent and regular communication made the largest impact on their ability to remain engaged and feel supported. Many students shared heartfelt stories about faculty reaching out to check in on them and make sure they were okay. A smaller proportion of students (13% as noted above) expressed concern with their faculty's responsiveness to emails and questions or a general lack of communication.

➢ When disaggregating by race/ethnicity, Black/African American and Hispanic were less able to find time to participate in synchronous classes. Additionally, Black/African American students reported more problems with competing class meetings and schedules.

Difficulty finding time to participate in synchronous classes by race/ethnicity

| Race/Ethnicity | Percentage |
|---|---|
| Asian | 32% |
| Black | 41% |
| Hispanic | 40% |
| White | 36% |
| Other/Unknown | 40% |

Competing class meetings and schedules by race/ethnicity

| Race/Ethnicity | Percentage |
|---|---|
| Asian | 23% |
| Black | 32% |
| Hispanic | 20% |
| White | 22% |
| Other/Unknown | 19% |

# Student Welfare

## 10. How concerned are you about the COVID-19 pandemic and the associated disruptions in your daily life? (836 Responses)

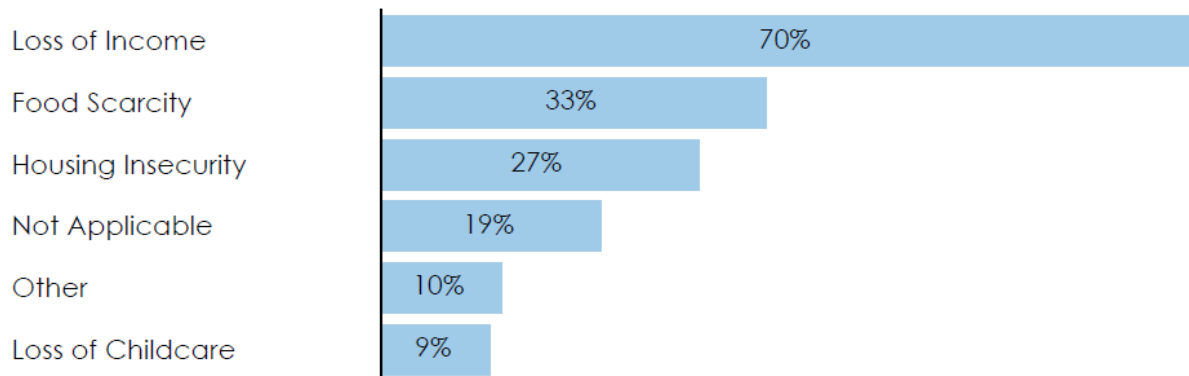➢ The majority of students are concerned about the disruptions caused by the pandemic.
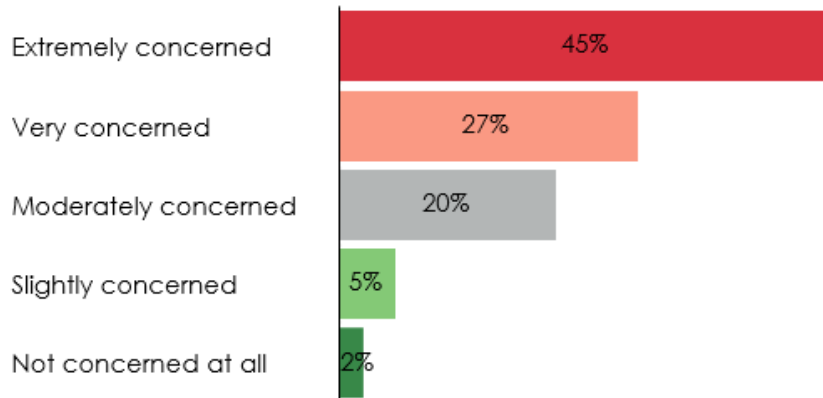


➢ White students were the least concerned about the pandemic and the associated disruptions caused in their daily life (dark and light green bars to the left).
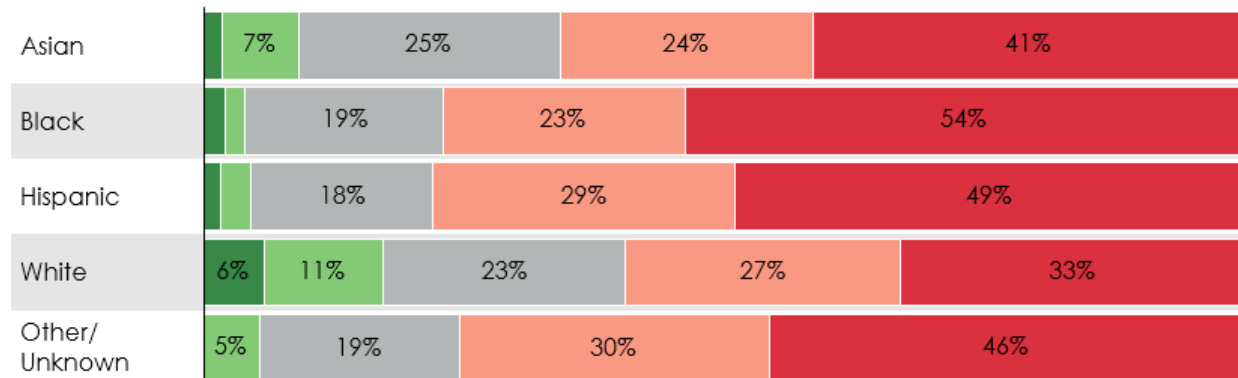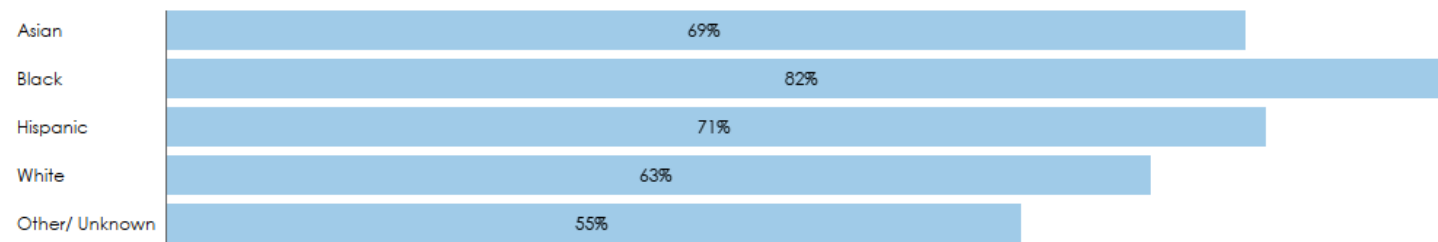
11. Are you experiencing any of the following issues? (Check all that apply).
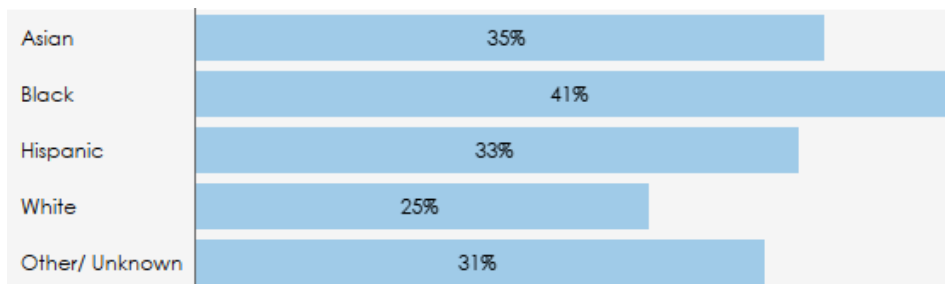
(836 Responses)

| Issue | Percent |
|---|---|
| Loss of Income | 70% |
| Food Scarcity | 33% |
| Housing Insecurity | 27% |
| Not Applicable | 19% |
| Other | 10% |
| Loss of Childcare | 9% |

➢ 70% of students experienced a loss of income with Black and Hispanic students expressing this at higher percentages (82% and 71% respectively) than White students (63%).
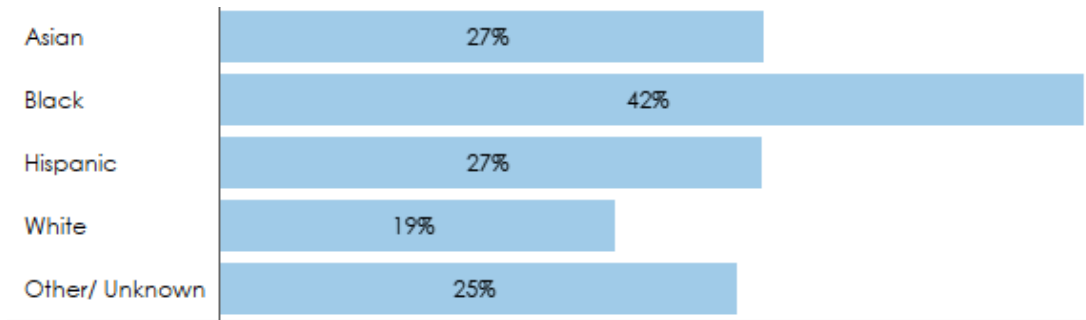
| Race | Percent |
|---|---|
| Asian | 69% |
| Black | 82% |
| Hispanic | 71% |
| White | 63% |
| Other/ Unknown | 55% |

➢ One third of students are experiencing food scarcity with almost one third also experiencing housing insecurity. Proportions of basic need support are higher for our students of color and highest for our Black/African American students.

Food Scarcity

| Race | Percent |
|---|---|
| Asian | 35% |
| Black | 41% |
| Hispanic | 33% |
| White | 25% |
| Other/ Unknown | 31% |

Housing Insecurity



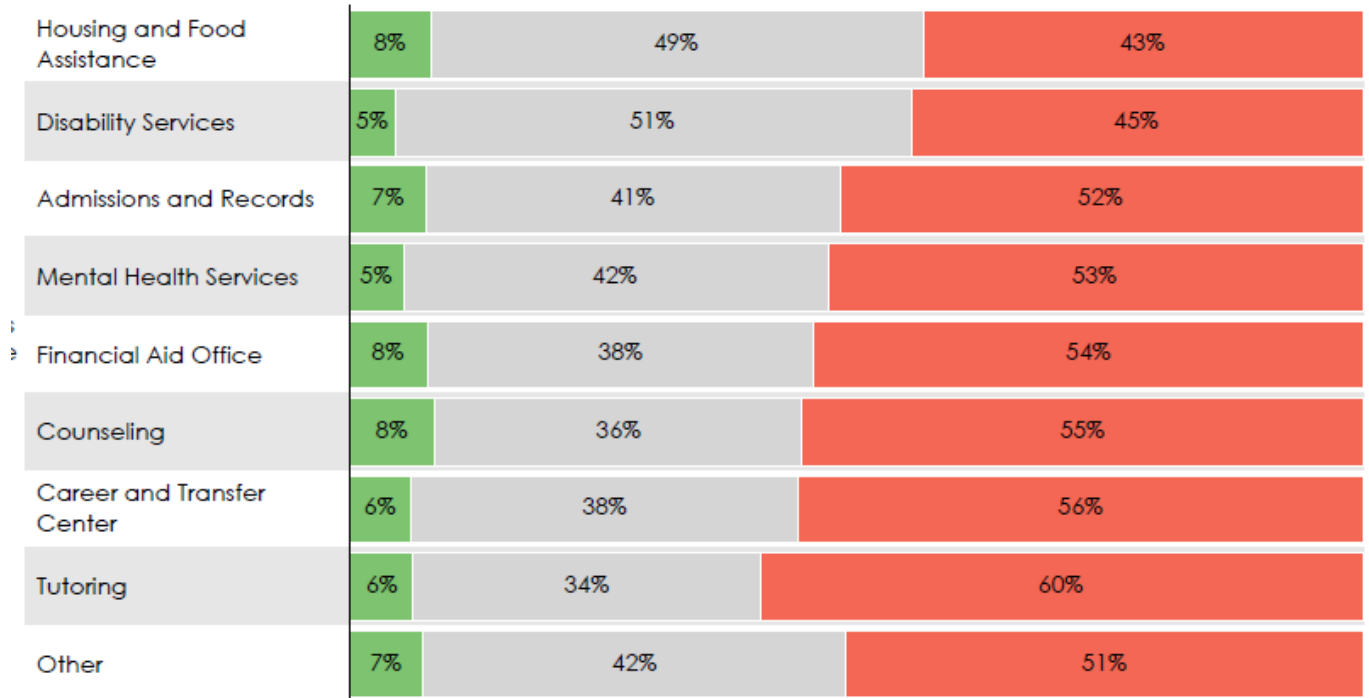## 12. I am in need of additional financial support. (849 Responses)

➢ Not surprisingly, the proportion of respondents reporting a loss of income is similar to those expressing a need for financial support, 68%. This is also similar to the proportion of students who were concerned about the disruptions caused by the pandemic, as financial problems, and the resource insecurities it leads to, create a great deal of stress.

➢ Black/African American students expressed a need for additional financial support more than any other ethnic/racial population and in a similar ratio as the report of loss of income.
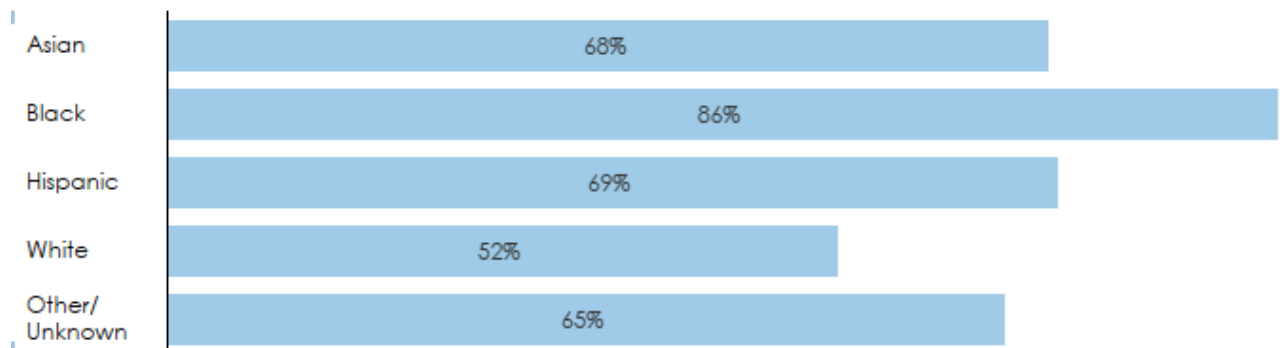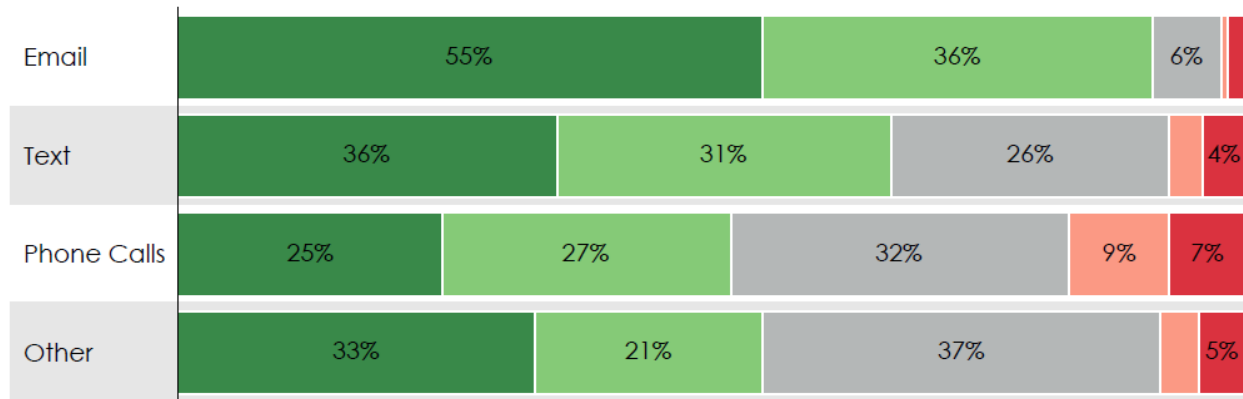
## Student Services Access

13. How well are you able to access online services at LBCC since the stay- at-home order? (848 Responses)

Legend: ■ Better than face-to-face  ■ About the same as face-to-face  ■ Not as good as face-to-face

| Service | Better | Same | Not as good |
|---|---|---|---|
| Housing and Food Assistance | 8% | 49% | 43% |
| Disability Services | 5% | 51% | 45% |
| Admissions and Records | 7% | 41% | 52% |
| Mental Health Services | 5% | 42% | 53% |
| Financial Aid Office | 8% | 38% | 54% |
| Counseling | 8% | 36% | 55% |
| Career and Transfer Center | 6% | 38% | 56% |
| Tutoring | 6% | 34% | 60% |
| Other | 7% | 42% | 51% |

➤ Many of the support services were perceived to be better than or equal to onsite for roughly 40-50% of respondents. Students felt tutoring was better onsite than online, with some students expressing a need for tutoring in the open-ended responses.

➤ Black/African American students reported that services were not as good as face-to-face in higher proportions than other students, with Hispanic students being the second largest group to report this. Concerns about the efficacy of online services were particularly high for Tutoring, Counseling, Financial Aid, and Admissions and Records. This logically relates to the other disaggregated data showing that Black/African American and Hispanic students are dealing with more negative impacts and disruptions caused by the pandemic than most other student groups, making these online resources less accessible and accommodating.

14. Please rate how useful the communications from Long Beach City College during this time met your needs? (847 Responses)

| | | | | | |
|---|---|---|---|---|---|
| Email | 55% | 36% | 6% | | |
| Text | 36% | 31% | 26% | | 4% |
| Phone Calls | 25% | 27% | 32% | 9% | 7% |
| Other | 33% | 21% | 37% | | 5% |

➢ Students found LBCC email communications very useful, more so than texts. Similarly, students shared that frequent and regular faculty communication was one of, if not the most, helpful thing during the transition to remote learning. They appreciated getting weekly updates about COVID19 and about specific student services that are available. Students also appreciated it when faculty sent weekly check-ins to see how they were doing.  Some students even mentioned that they appreciated daily emails from faculty regarding class work assignments, expectations, and due dates.

# Summary

The responses revealed that the transition online was difficult for students overall and that there was wide variety in experiences and needs. The impacts of the crisis to students' welfare were deep, and not equitably felt between ethnic/racial groups. Opportunities for the college include ensuring that efforts to support students are flexible, compassionate, accommodating, and intentionally focused on the diverse and difficult circumstances of our students of color.