

MJC *Just the Facts* - COVID-19 Student Survey Summary Report

In **spring 2020**, the College administered a survey to students in the second and third week of remote learning. The attached report is a summary of the survey responses. We present these responses again to keep the student experience salient and to reflect on the work MJC and its community has put forth to address student needs during these times.

Included in the responses were several thousand comments. General areas of student comments included:

- Family/home issues were major impediments to maintaining their classwork
- Many reported they had lost focus, motivation, and/or felt overwhelmed
- Many were worried about grades and/or reported dropping courses
- There was deep concern about graduation or transfer status because of spring courses
- Students missed the classroom engagement they had experienced

The report is a snapshot of the first weeks of remote learning during spring 2020. We hope it provides a broader understanding of student experiences.

What kind of information would you like to see in Just the Facts? Email us or let us know here: [Just the Facts Suggestions](#). We have a new process for submitting your research requests! Submit your request here: [Research Request Form](#)

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Institutional Effectiveness

COVID-19 Impacts on Student Education Survey Results, April 2020

"It's an experience I haven't had before."
(Anonymous student comment)

The purpose of the student survey is to understand the lived experience of students enrolled in courses that moved to a remote learning delivery mode during the spring 2020 semester. The survey was sent to all students in the MJC Active Directory by email and by SMS text (n=28,000).

The College received 2,521 responses, a response rate of 9% when measured against the number of people who received the survey. When measured against the number of students enrolled in the spring 2020 semester who experienced the phenomenon (n=18,250), the response rate was 14%.

Executive Summary

Some students expressed a preference for remote learning:

"I like the lectures on Zoom better than in the classroom. I hope this continues after the quarantine ends."

Some students expressed anxiety, confusion, and discouragement:

"I'm just have a difficult time focusing on school through this chaos."

"I'm stressed out. I didn't take online for a reason."

Many students acknowledged that the situation was hard for everyone:

"MJC has been doing the best they can during these tough times!"

"I understand the circumstances. Everyone is getting the bad end of the stick on this one."

General areas addressed in comments:

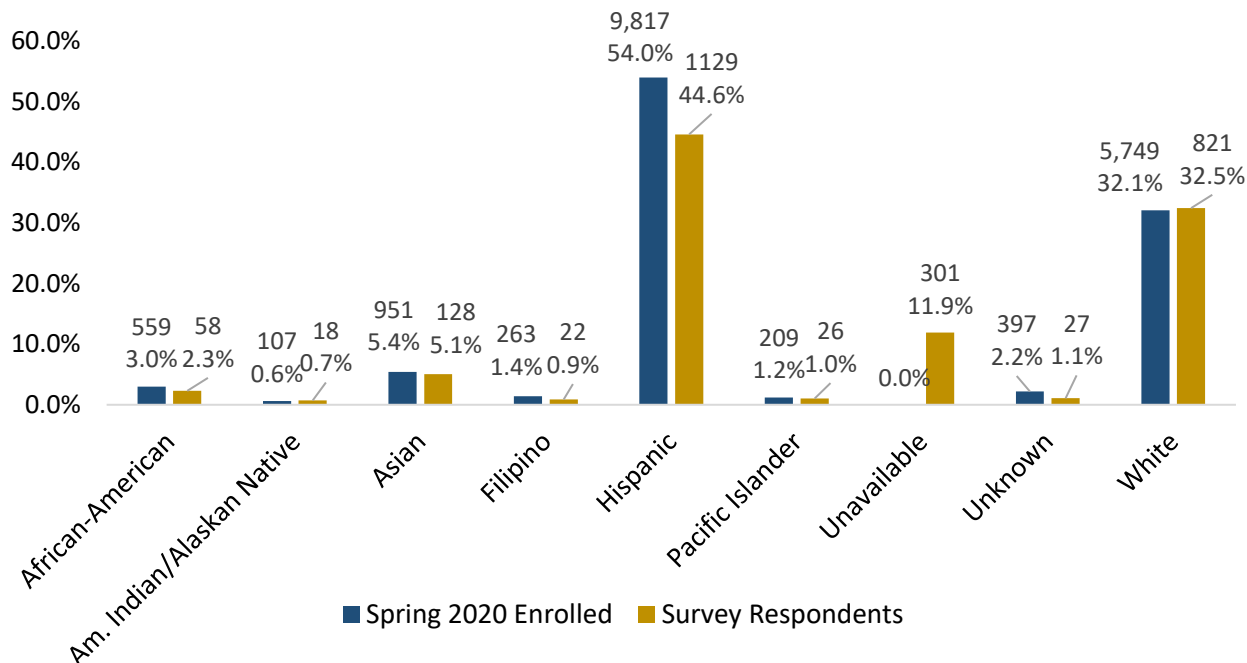
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This survey was administered during the second and third week of remote learning and reflects the student experience during that early period. Care should be exercised in extrapolating the results to the experience students would have reported for the entire semester or over the entire period of remote learning (i.e. many faculty were learning remote instruction at the same time as they were teaching it). As in any survey, these are the opinions of the students who responded. More than 7,000 individual comments were received. A few that are illustrative of common experiences are included below.

Spring 2020/Survey Respondent Demographics

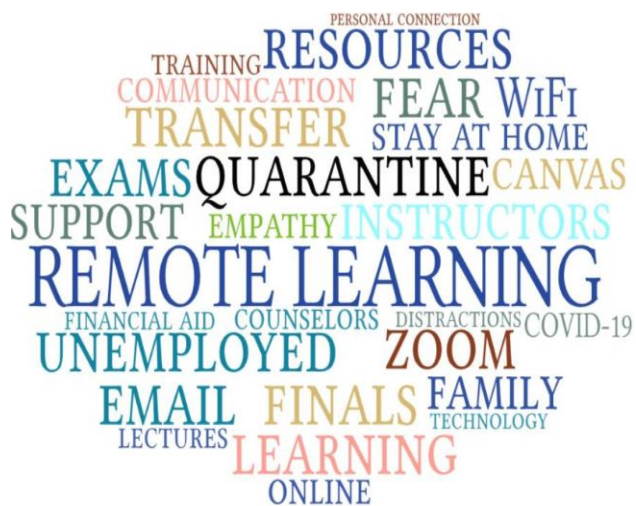
Spring 2020 demographics and survey participant demographics are shown below. Specific responses in some areas are also disaggregated by ethnicity.

Enrolled/Survey Respondents: Disaggregated



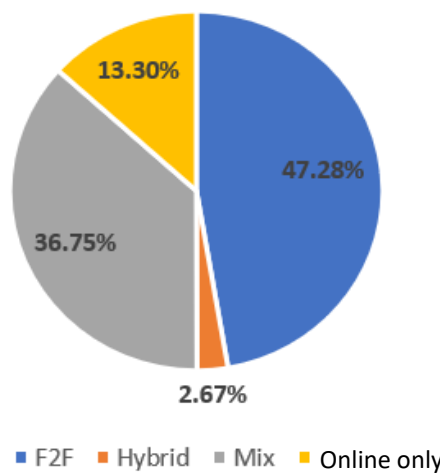
NOTE: "Unavailable" denotes students who provided an incorrect or no 'w number' on survey.

The word cloud below illustrates the terms most frequently used in student comments:



The chart below illustrates the percentage of spring students originally enrolled in online only, face to face only, hybrid only, and mixed.

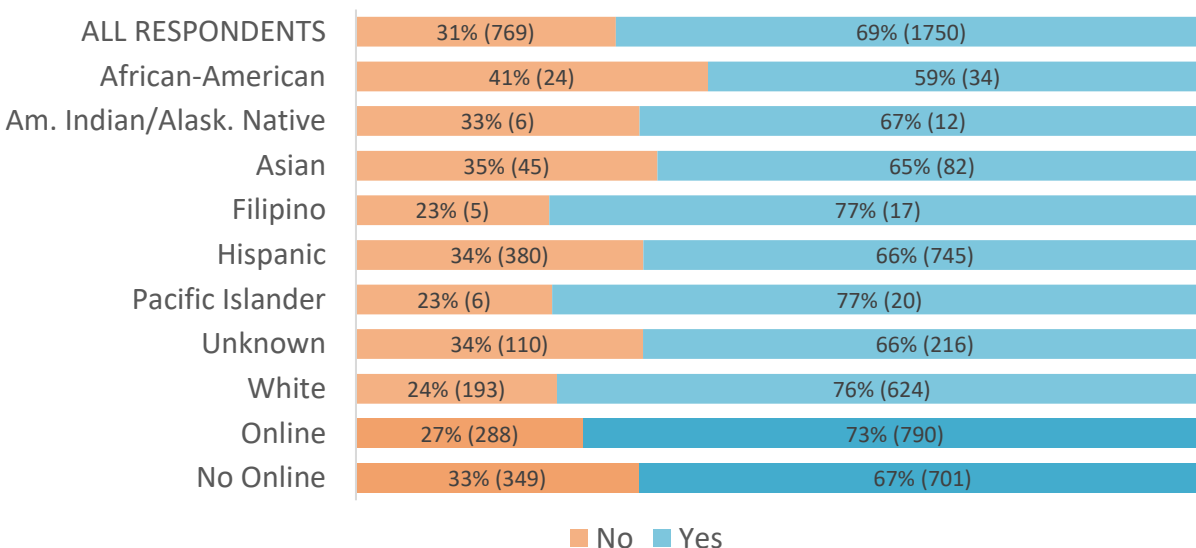
Spring 2020 Students by Modality



SURVEY RESULTS

Question 1: Do you know who to contact and/or where to locate resources if you have questions or difficulties accessing your courses or college services?

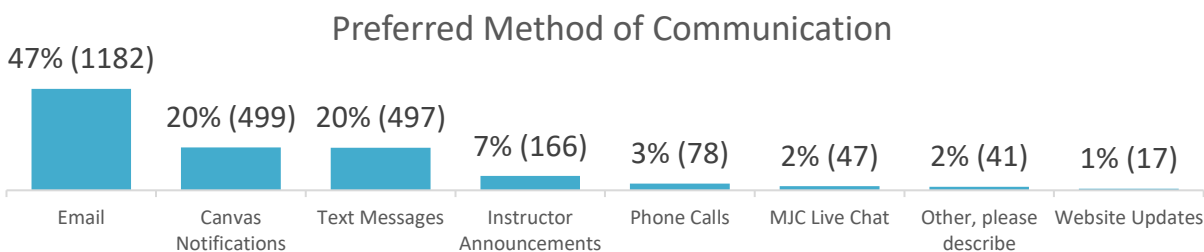
Do You Know Where to Go For Help?



Nearly 70% of students overall answered *yes* to knowing where to go for assistance. African American students responded *yes* at a lower rate – only 59% said they knew where to go for help, a difference of more than ten percentage points from All Respondents. Students already registered in online courses had a higher rate of knowing where to go for help.

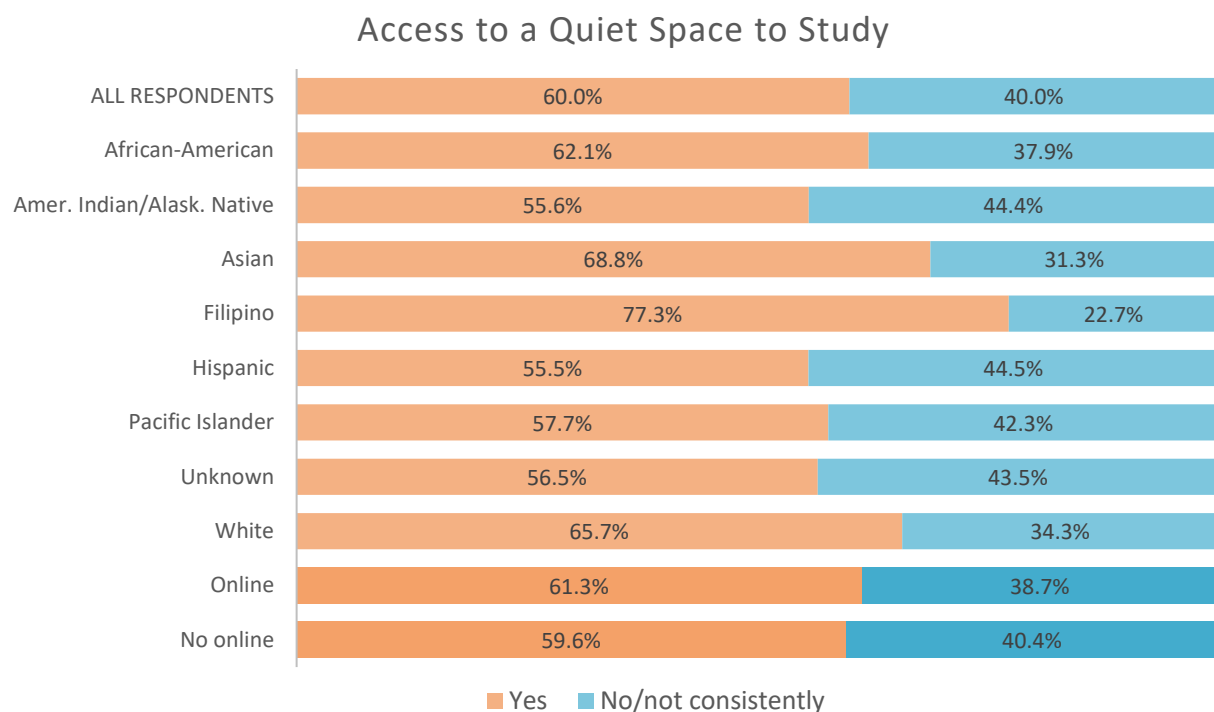
Some students mentioned frustration about knowing who to call or email. Others commented on the help they found through website links and *Live Chat* assistance: *“I can access services from anywhere now, and not[sic] have to worry about having to be on campus.”*

Question 2: What is your preferred method of communication during the COVID-19 pandemic?



Respondents prefer email communication, followed by Canvas notifications and text messages. Data are not disaggregated by ethnicity or online enrollment in this chart as there were no significant differences from the whole.

Question 3: Do you have access to a quiet space, or a place free from distractions for study?

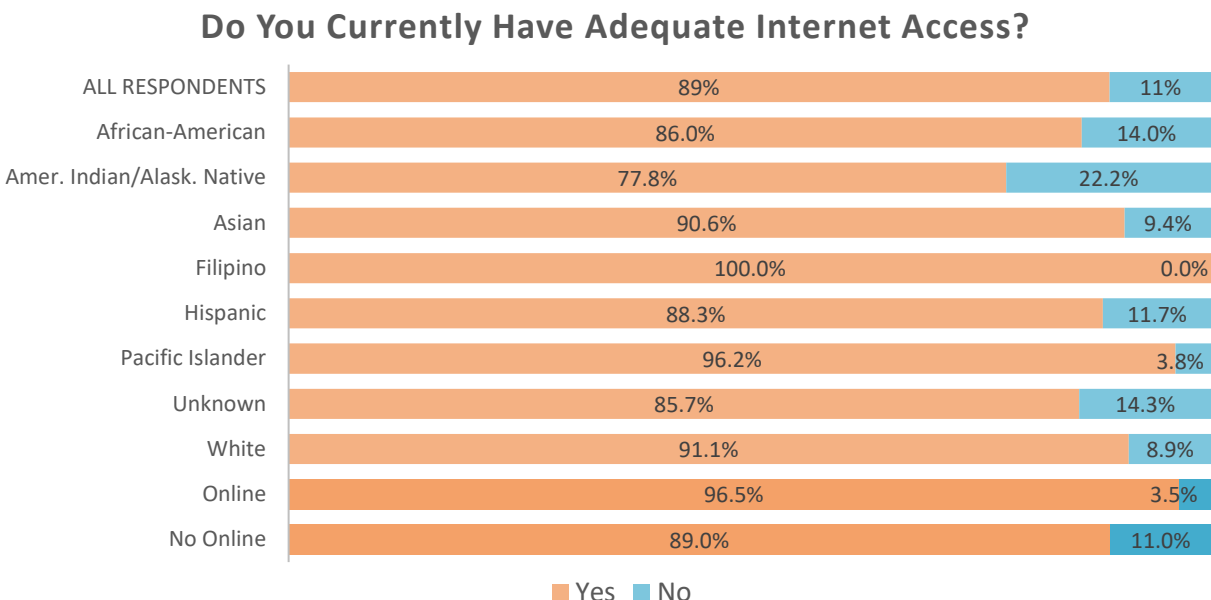


Sixty percent of all respondents reported that they have access to a quiet place to study. Asian, Filipino and White students reported access to a quiet space at a higher rate. Only 55.5% of Hispanic students reported access to a quiet space. There is no significant difference in the rate for online students.

Reported challenges with studying included many who were juggling homework, Zoom calls, and helping children with their studies. Many students talked about sharing a single device with several children while trying to maintain their college work: *“I can no longer do my work. I have my three children at home using my computer for their work. I am so sad and will fail my class this semester.”*

Others talked about living in a household with a lot of noise or extended family demands. Several mentioned how they were working to overcome obstacles: *“The computer is in my living room but I just use earplugs to muffle any distractions.”*

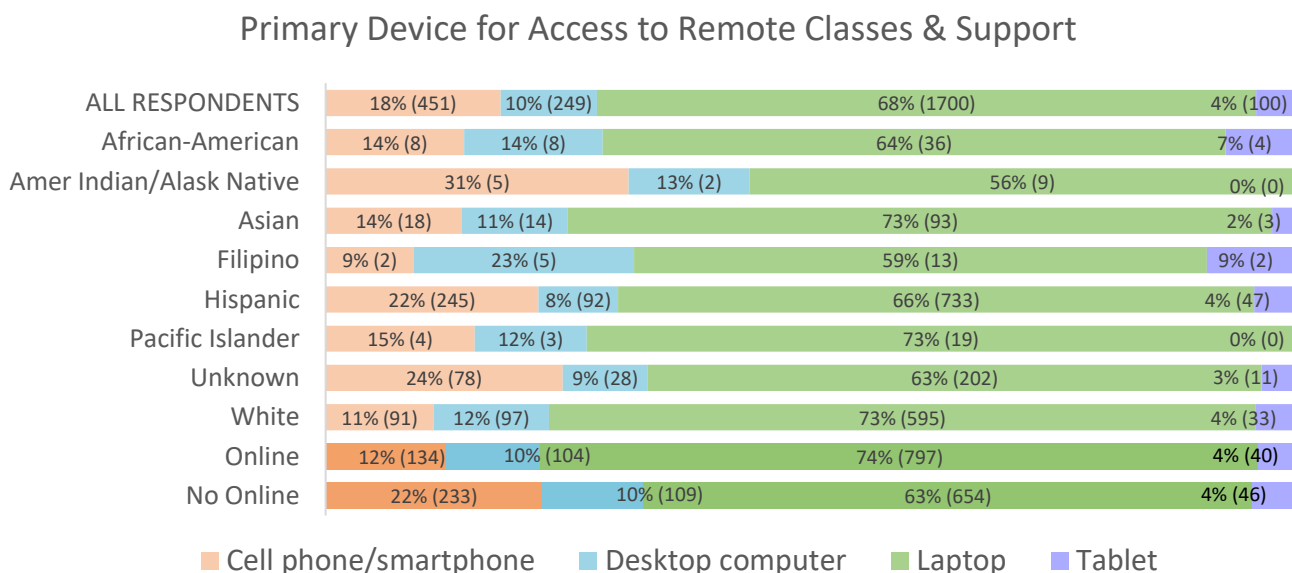
Question 4: Do you currently have adequate internet access to be successful in your classes?



Most of the students who responded to the survey reported having adequate internet access. Disaggregated data looked similar to the overall population, though some students of color reported they did not have adequate access. The number of respondents from several populations is too small to draw specific conclusions. Students who were already in online courses reported adequate access at a significantly higher rate (7.5 percentage points higher).

Student comments included frustration with inconsistent internet access: *“My family’s wi-fi can barely handle the 7 of us”*. Others expressed persistence in addressing the challenge: *“I ride my bike every day to campus to access free Wi-Fi.”*

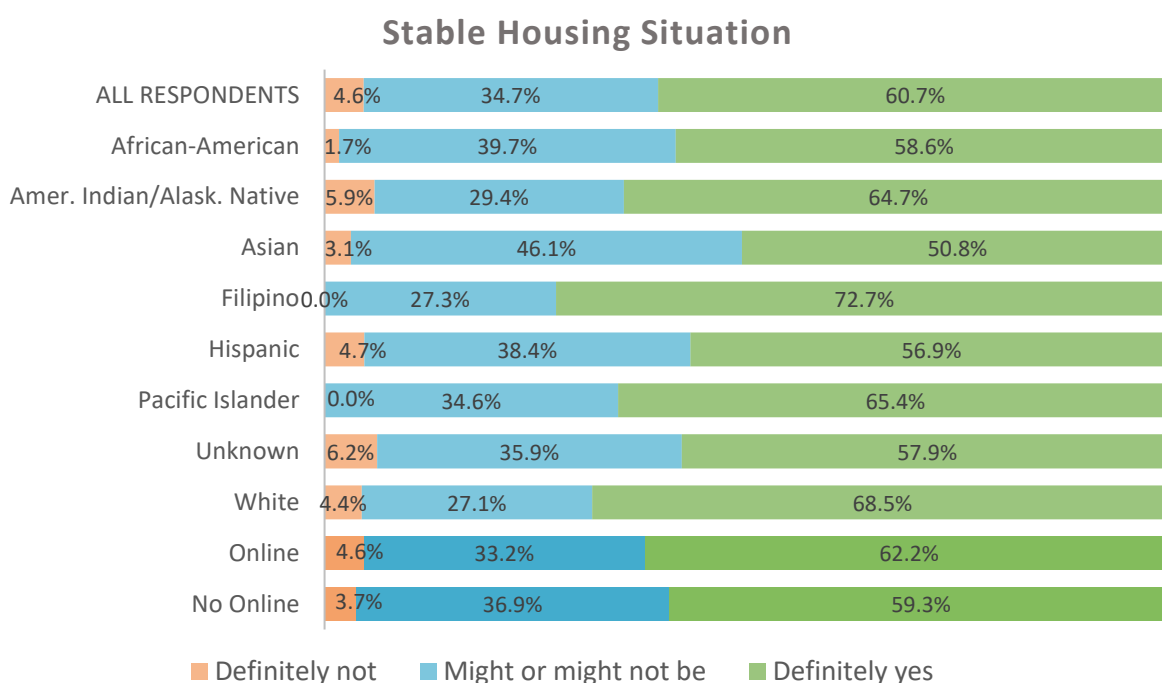
Question 5: What is the primary device you use to access remote classes and support?



Most students reported using a laptop as their primary device. Nearly 18% said they used a cell phone as their primary device. Hispanic, American Indian/Alaskan Native, and students from unknown populations primarily use cell phones at slightly higher rates than other populations. Some shared how they addressed individual needs: *“I get better gas mileage but I just don’t learn the same over the phone.”*

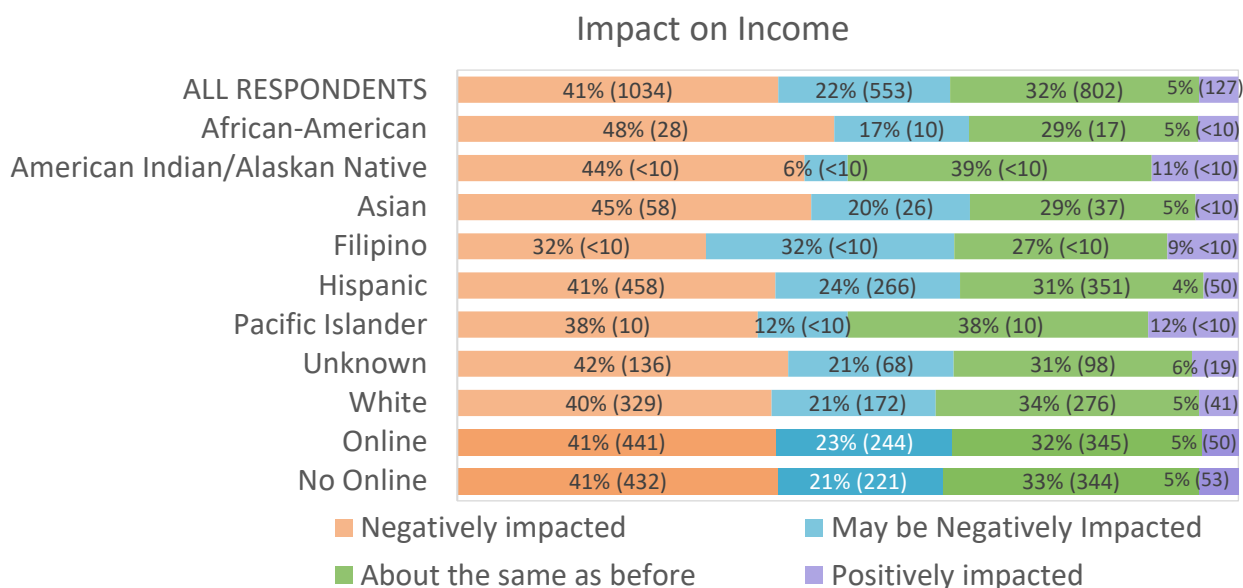
Students already registered in online courses reported a higher use of laptops as their primary device. Students not registered in online courses reported a higher use of cell phones as their primary device.

Question 6: Is your housing situation stable for the foreseeable future?



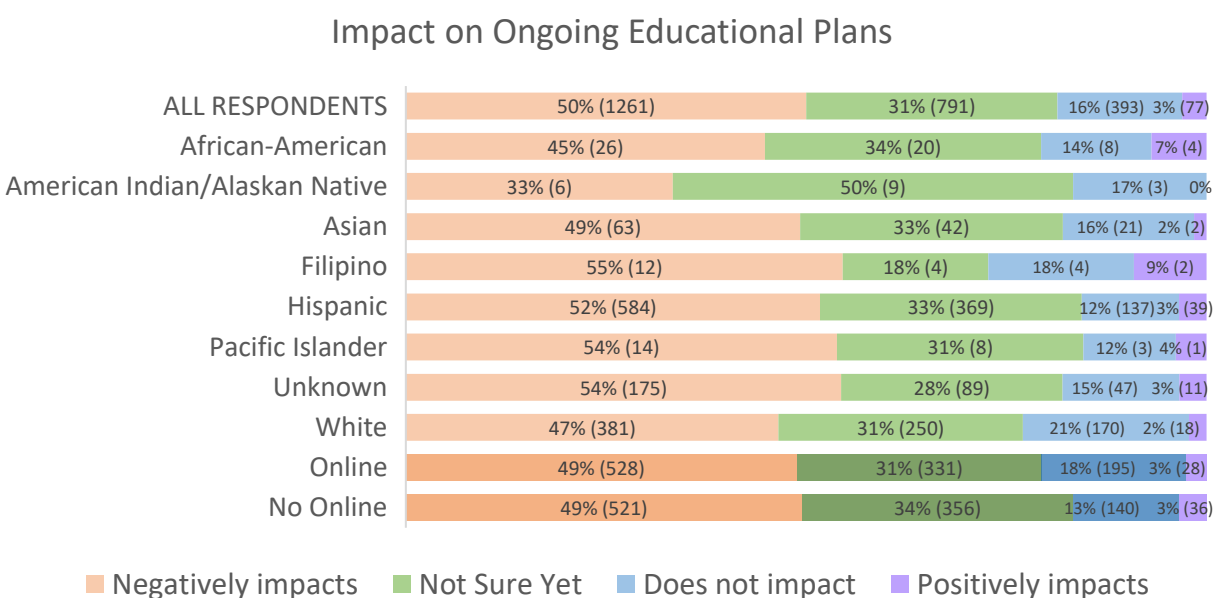
A small percentage of students reported they were definitely not in a stable housing situation during the first few weeks of remote learning. More than a third said they may or may not be in a stable situation. Asian students reported the highest uncertainty, followed by African American and Hispanic students. These data may look different after several weeks or months.

Question 7: How has the pandemic affected your income?



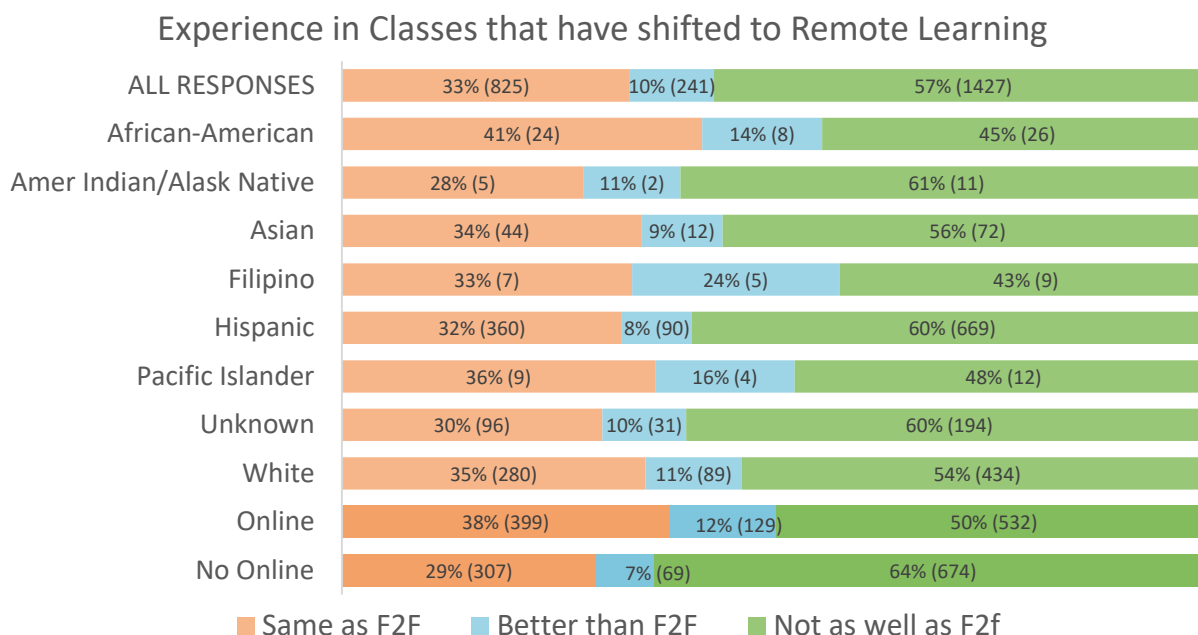
More than 40% of respondents report their income is negatively impacted with another 22% reporting income *may* be negatively impacted. African American and Asian students reported income had been negatively impacted at higher rates than All Respondents. Students from other populations also reported a negative impact; however, the numbers are too small to draw specific conclusions.

Question 8: How has the pandemic impacted your ongoing education plans?



Half of the respondents reported a negative impact on their ongoing education plans with another 31% reporting they did not yet know. Eighteen percent of students already registered in online courses said the pandemic would not negatively impact their ongoing education plans, compared to 13% who are not enrolled in online courses.

Question 9: What is your experience in classes that have shifted to a remote learning format?



Fifty-seven percent of all respondents noted they did not learn as well in remote mode: *“Not saying that my professors are not doing the best to get me the help that I need. The reality of the matter is that online learning not fit for everyone including myself.”* Some expressed a preference for remote learning: *“I love remote learning it works beautifully for me and my disabilities.”*

Twelve percent of students already registered in online courses reported they were learning better than F2F compared to 7% of students in no online courses: *“I enjoy being able to do my work on my own schedule.”*

Many students commented on missing face to face engagement: *“I miss being able to communicate and laugh in the class.”* *“Group work is harder.”* Several students expressed concern but also reflected their understanding of the challenge: *“Our professor has kept it very interactive still by utilizing zoom, Facebook, canvas, and email.”* *“It’s nearly impossible with art classes. I might be exaggerating that.”*

There was a common thread of worry about grades and individual ability to transfer in the fall: *“I hope this clears up soon. I normally get really good grades.”* *“I’m going to fail this semester because of this pandemic. Please help.”* *“I already applied for transfer in the fall at a university that I cannot [sic] longer attend.”*

Two specific comments seemed to sum up the diversity of students’ experience:

“It’s horrible”

“It’s pretty cool”