

# College of Marin Spring 2020 Student Remote Learning Survey

## Introduction

In March 2020, College of Marin moved all face-to-face courses to a remote instructional format to comply with statewide emergency shelter-in-place measures due to the COVID-19 pandemic. In May 2020, an online survey was administered to all students enrolled in at least one face-to-face course that transitioned to remote instruction.

The purpose of the survey was to understand students' experience with the transition to remote learning, including what worked and what was challenging; inform efforts to conduct additional faculty training over the summer to prepare for continuing remote instruction in Fall 2020; and to give students the opportunity to provide feedback on their experience and suggestions for improving remote instruction going forward.

## Methodology and Response Rate

The survey was sent via COM email and SMS (text) message to 5,644 students enrolled in at least one credit or noncredit face-to-face course as of April 1, 2020. A total of 1,229 students completed the survey for a response rate of 22%.

Response rates were lower among students under age 35, males, and noncredit students. Because of the low response rate among noncredit students, the overall response rate among students identifying as Hispanic/Latino was 18%. However, among credit students only, the response rate among Hispanic/Latino students was 24%.

## Key Findings

### Students' Previous Experience with Online Courses

The majority of students responding to the survey (61%) had no previous experience taking an online course at COM or any other community college prior to Spring 2020.

### Course Transition Ratings

For each course enrollment, students were asked to rate how well the transition to remote learning went for them. A total of 2,763 course ratings for 413 courses were recorded. Two-thirds of all course enrollments were rated as having gone "Very well" or "Somewhat well."

Students identifying as African-American or Black rated their course enrollment transitions lower on average than other students, except those identifying as multiracial; however, the number of respondents identifying as African-American or Black was just 39 so differences between groups were not statistically significant.

Twenty-four percent of all Spring 2020 face-to-face course enrollments were rated by students responding to the survey. Courses in Career Education, Kinesiology, and noncredit ESL were less likely to be rated because of nonresponse among students enrolled in those courses.

Students enrolled in Physical Sciences (41%), Performing Arts (41%), Mathematics (36%), Nursing (35%) and Life/Earth Sciences (33%) courses were the most likely to report experiencing a challenging course transition.

### Experience with Instructional Strategies/Tools

A majority of students were enrolled in courses using live-streamed course meetings (91%); quizzes/exams (85%); online discussion boards (73%); instructor recorded lectures (73%); Zoom breakout rooms (70%) and outside lectures or website material (64%). Students were most likely to rate as “Very effective” instructor recorded lectures (54%), live-streamed classes (53%) and virtual office hours (53%).

### Instructor Support

The top three things students said instructors did to support their learning during the transition were as follows: demonstrated flexibility; clearly communicated course meeting schedules, due dates, assignments and expectations in a timely manner; and remained accessible and responsive to students.

### Technological and Learning/Educational Challenges

39 percent of students had at least one course transition that went “Somewhat” or “Very poorly.” These students were asked about what challenges they experienced in those courses that made the transition difficult.

The most prevalent technological issues described as a “major challenge” by students were instructor unfamiliarity with technology (Zoom, Canvas etc., 38%); unclear expectations around which technologies they were required to use (30%); and students’ own lack of familiarity with required technology (21%). Fewer than 20% experienced major challenges with access to internet, equipment or software; however, those who did were more likely to be students of color.

More than half of the students with a poor course transition experience described the following learning/educational issues as a major challenge: course lessons or activities that didn’t work well in an online environment (71%); a personal preference for face-to-face learning (63%); difficulty paying attention to online instruction or activities (62%); feeling bored/disengaged with course content (59%); lack of personal motivation (54%); not being able to connect with other students (52%); and unclear expectations around course assignments/requirements (50%). Students identifying as African-American or Black, multiracial, or Hispanic/Latino were more likely than White or Asian students to experience a major challenge finding a quiet place to study or do homework, and finding time to participate in live lectures.

### COM Resources

Fewer than half of students responding to the survey used academic counseling services (40%), the Marin.edu website COVID-19 resources (37%), online library services (33%), the Online Writing Center (19%), Virtual Reading and Writing Lab (15%), or the Math Lab (14%). A majority of students who did use these resources rated them as “Very helpful.”

### Overall Experience with Online Learning

Overall, students expressed a strong preference for face-to-face learning, citing challenges with remote learning such as difficulty engaging and focusing online, lack of personal motivation, physical discomfort, in-person experiences such as labs that could not be replicated online, and difficulty using Zoom and other technology.

Many students commented on their experiences with individual instructors. These comments were equally positive and negative. Many commended their instructors' efforts and availability during a difficult situation, while others expressed frustration at disorganized transitions, unclear expectations, and instructors who were not able to effectively use Zoom or other technology.

Students were equally mixed on whether they preferred live classes or prerecorded lectures, and many specifically expressed a preference for one or the other. When possible, holding live classes and making class recordings available for review would accommodate students with a preference for either learning format.

### Student Intent to Return in Fall 2020

Two-thirds of respondents answered they would definitely or probably be reenroll at COM in Fall 2020, while just 7% said they probably or definitely would not return. Degree- and transfer-seeking students were the most likely to say they would definitely or likely return (86%).

42 percent of students said their experience transitioning to remote learning in Spring 2020 was influencing their decision whether to reenroll in the fall. Those who said they would definitely or probably not return were more likely to say the transition has influenced their decision (52%).

Those who said they would definitely or probably return in Fall 2020 were more likely to be influenced by the course schedule, their general experience at COM, and the level of student support. These results suggest that while a few students had a negative transition experience that has influenced their decision not to reenroll, far more have had positive experiences at COM that have influenced their intent to return beyond their transition experience.

Among those unsure about whether they would return, the availability of in-person courses and open facilities such as labs, as well as the pandemic situation, were cited as influencing factors.

## Survey Results

### Question Responses

#### **Q1. Before the Spring 2020 semester, did you ever take an online/remote course at COM or any other community college?**

The majority of students responding to the survey had no previous experience taking an online course at COM or any other community college prior to Spring 2020.

Table Q1-1. Previous Experience Taking Online/Remote Courses

	#	%
Yes	463	37.7%
No	754	61.4%
I'm not sure	3	0.2%
<i>No answer</i>	9	0.7%
<b>Total</b>	<b>1,229</b>	<b>100.0%</b>

**Q2. For each of your Spring 2020 courses, please tell us how the transition to online learning worked for you:**

Of the 1,229 survey respondents, 1,223 rated at least one course, excluding “not applicable” responses. A total of 2,763 course ratings for 413 courses were recorded. Two-thirds of all course enrollments were rated as “Very well” or Somewhat well.”

Students identifying as African-American/Black or multiracial rated a larger proportion of their course transitions as having gone somewhat poorly or very poorly. African-American/Black students were also least likely to have had at least one positive course transition experience, and along with multiracial students were the most likely to have had at least one poor transition experience (Figure Q2-3). However, statistical tests on mean ratings and the likelihood of having a poor course experience did not show significant differences between groups.

Figure Q2-1. All Course Transition Ratings (n=1,223 students; 2,763 course enrollments)

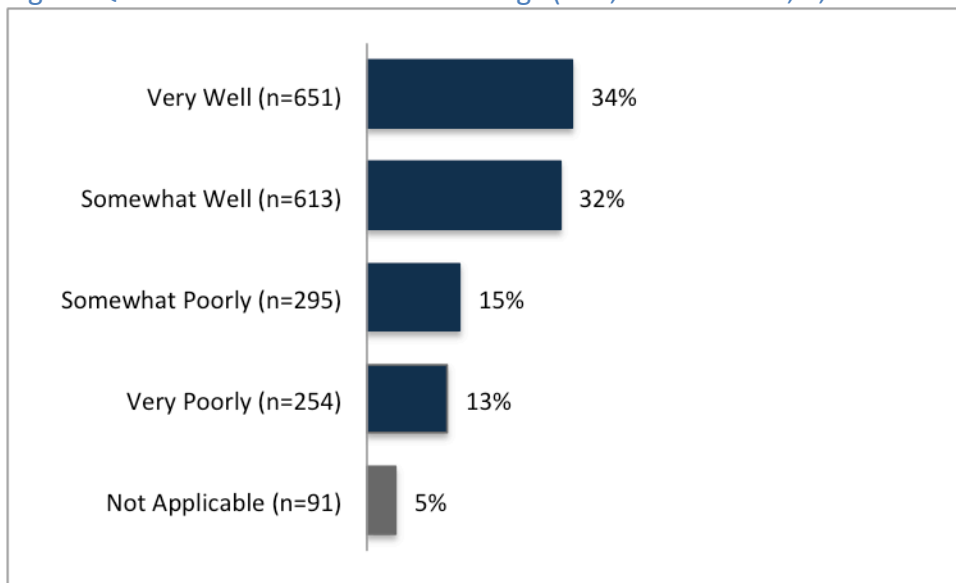
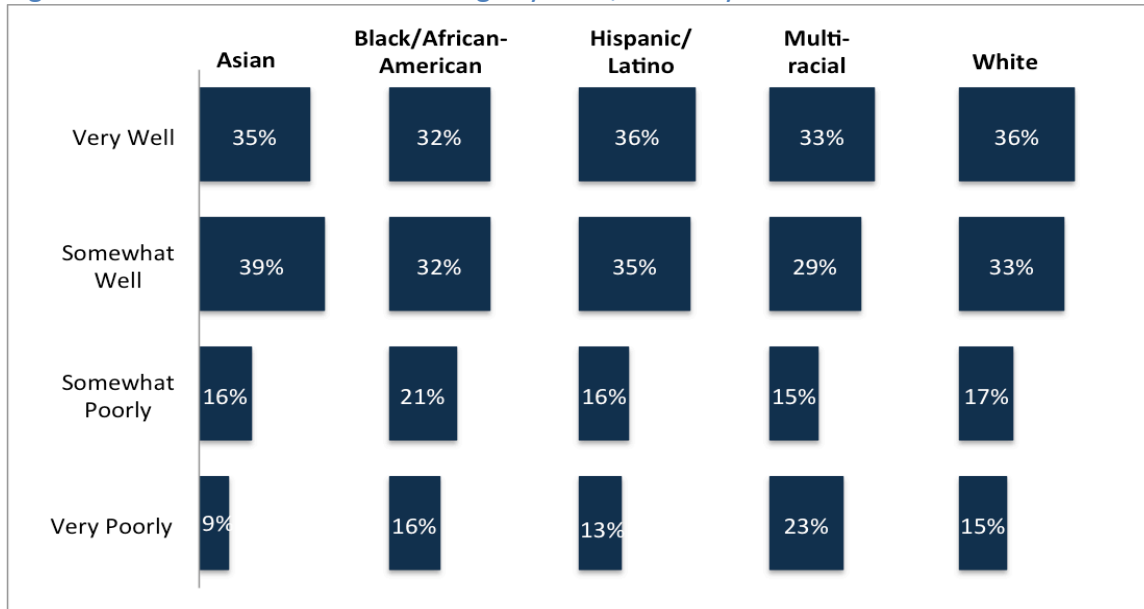
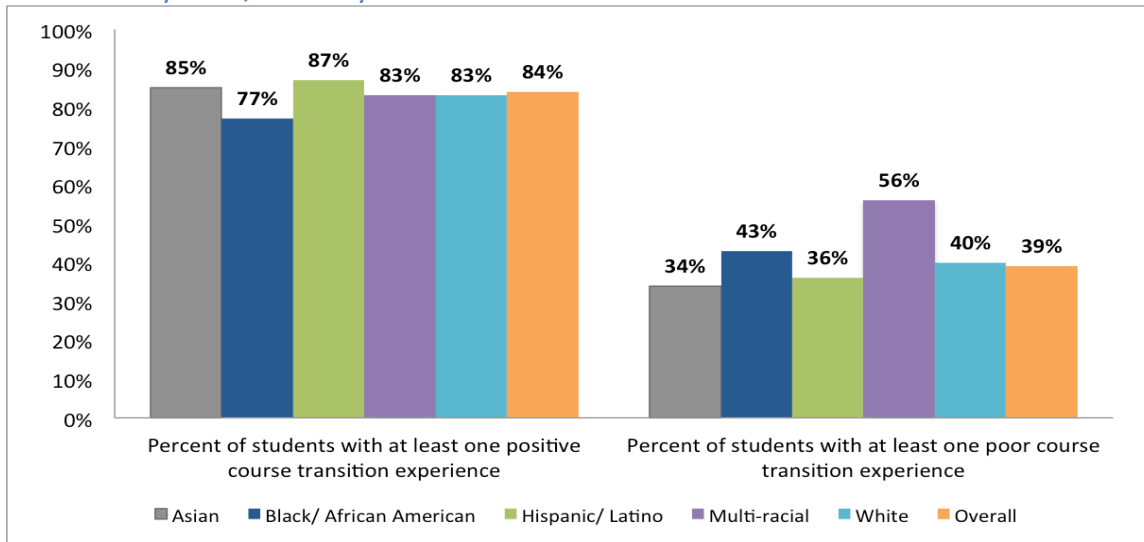


Figure Q2-2. Course Transition Ratings by Race/Ethnicity



Asian: 125 students, 299 course enrollments; Black/African-American: 39 students, 90 course enrollments; Hispanic/Latino: 398 students, 949 course enrollments; Multi-racial: 54 students, 130 course enrollments; White: 539 students, 1,202 course enrollments. Students identifying as Native American/Alaska Native and Native Hawaiian/Pacific Islander were not included in the chart because there were fewer than 5 respondents in either group.

Figure Q2-3. Percentage of Students With at Least One Positive and at Least One Poor Course Transition by Race/Ethnicity



For each department, Table Q2-1 shows the number and percentage of all course enrollment transitions rated by students taking the survey. In total, students rated 24% of Spring 2020 course enrollments that began as face-to-face. Low survey response rates among students taking CTE courses, noncredit ESL, and Kinesiology courses are reflected in the lower percentage of those course transitions that were rated.

Mean transition ratings range from 1 (“Very well”) to 4 (“Very poorly”). The average was 2; an average higher than 2 reflects an average positive rating (“Very” or “Somewhat” well). In all departments, a majority of students rated their transition positively, though the percentage varies greatly (from 64% in Mathematics to 94% In Dental Assisting courses). (Figure Q2-4).

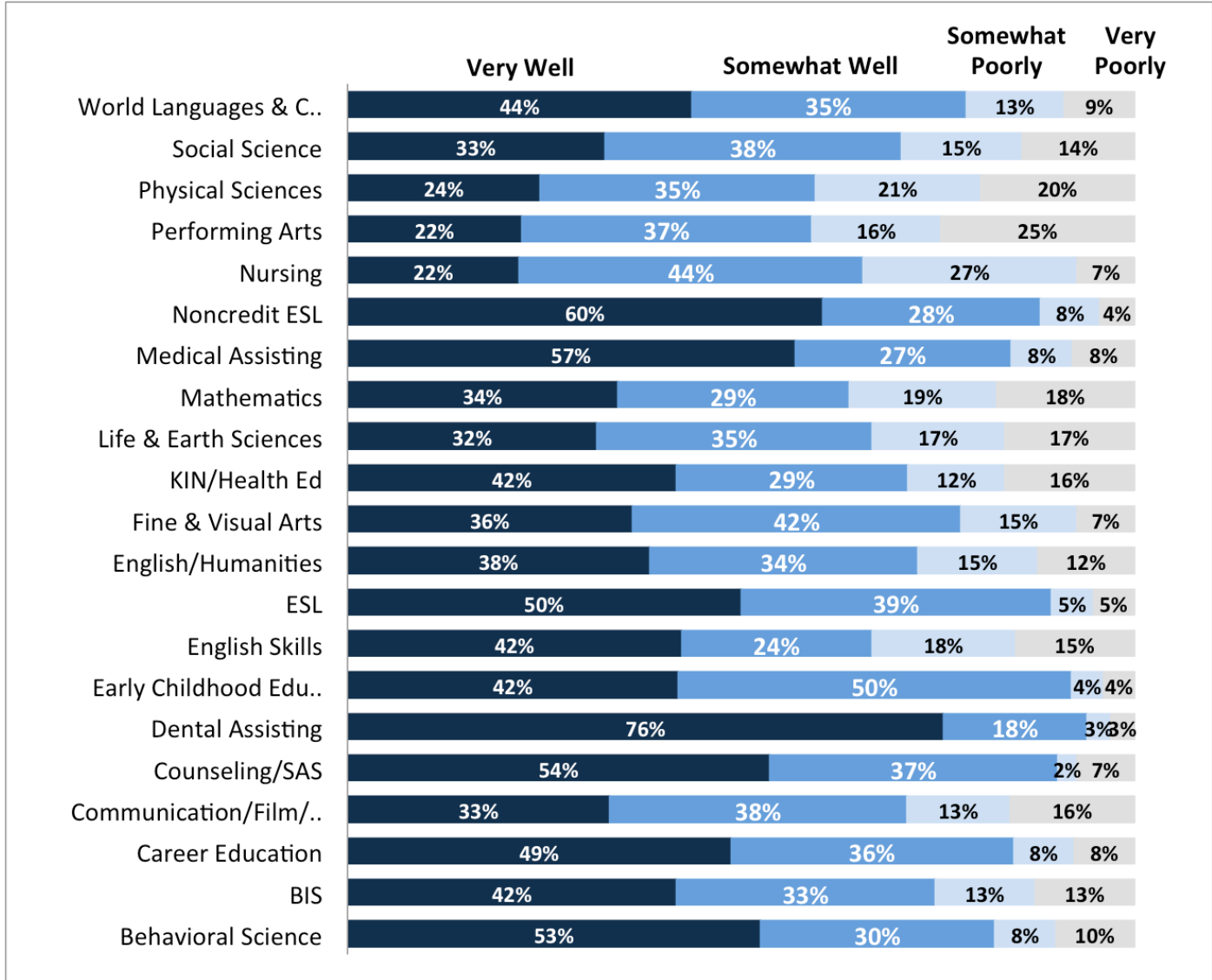
**Table Q2-1. Course Enrollments Rated and Mean Transition Ratings by Department**

<b>Department</b>	<b># of Enrollments Rated</b>	<b>% of All F2F Enrollments Rated</b>	<b>Mean Transition Rating*</b>
<b>Behavioral Science</b>	259	28%	1.75
<b>Business &amp; Information Systems</b>	134	23%	1.96
<b>Career Education</b>	78	15%	1.74
<b>Communication/Film/Speech</b>	114	30%	2.11
<b>Counseling/Student Accessibility Services</b>	41	18%	1.63
<b>Dental Assisting</b>	33	31%	1.33
<b>Early Childhood Education</b>	50	24%	1.70
<b>English Skills</b>	33	25%	2.06
<b>English as a Second Language</b>	38	30%	1.66
<b>English/Humanities</b>	211	28%	2.01
<b>Fine &amp; Visual Arts</b>	163	26%	1.93
<b>Kin, Health Ed and Athletics</b>	146	15%	2.03
<b>Life &amp; Earth Sciences</b>	303	33%	2.18
<b>Mathematics</b>	262	29%	2.19
<b>Medical Assisting</b>	51	27%	1.67
<b>Noncredit ESL</b>	159	11%	1.56
<b>Nursing</b>	110	24%	2.20
<b>Performing Arts</b>	122	22%	2.43
<b>Physical Sciences</b>	143	29%	2.36
<b>Social Science</b>	196	29%	2.11
<b>World Languages &amp; Cultures</b>	112	32%	1.87
<b>Total</b>	<b>2,763</b>	<b>24%</b>	<b>2.00</b>

*\*(1=Very Well, 2=Somewhat Well, 3=Somewhat Poorly, 4=Very Poorly)*

*Enrollments rated excludes course enrollments for which respondent rated “Not applicable” or did not provide any rating.*

Table Q2-4. Course Transition Ratings by Department



**Q3. If your instructors used the following strategies or tools for online instruction, how effective have they been for your learning?**

Almost all students were enrolled in a course in which the instructor transitioned to live streaming the class, and most reported that the strategy was at least somewhat effective. Instructor recorded lectures were used in fewer courses but were rated nearly as effective as live classes.

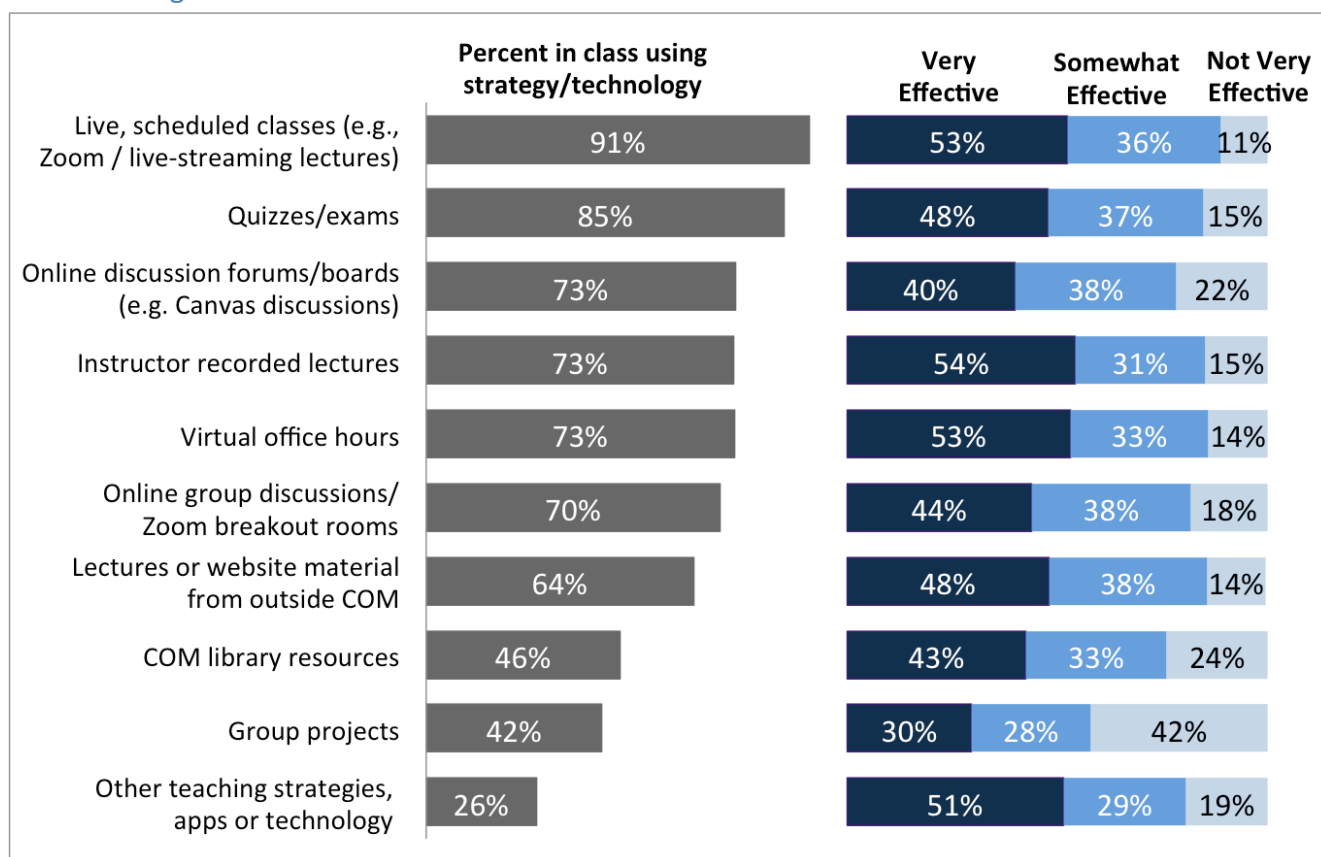
About three quarters of students were in courses using quizzes/exams and virtual office hours, and about half found them very effective.

Seven in ten students were in a course using online discussion boards (asynchronous) and live group breakout discussions, but students rated these strategies as less effective than live or prerecorded lectures. (Faculty responding to the faculty survey similarly reported that engaging students in online discussion was a challenge).

Experiences with course materials were mixed. Nearly two-thirds of students were in courses in which the instructor used material from external websites, and 86% found the materials at least somewhat effective. Less than half were in a course using COM library resources, though 76% found them at least somewhat effective.

“Other” technologies/strategies students mentioned were email (10), YouTube videos (9), online workbooks (8), Simitics/video simulations (5), Google apps (4), Proctorio (3), and Quizlet (2).

Figure Q3-1. Percent of Students in Courses Using Specific Instructional Strategies/Technologies and Ratings of Effectiveness





**Q4. For your course(s) in which the transition went well, what were the most important things the instructor(s) did to support your learning?**

The top three things instructors did to support student learning during the transition were: demonstrated flexibility; provided clear and organized course structure and expectations; and remained accessible and responsive to students.

Students' comments on flexibility and understanding included instructors allowing more time to take tests/quizzes and turn in assignments, rescheduling Zoom meetings or providing recordings of live classes to accommodate students' schedules, and their willingness to adapt pacing and workload to adjust to the changing situation.

Those who commented on instructor availability cited their prompt response to emails, willingness to hold one-on-one meetings with students, and staying after class on Zoom to answer student questions.

Comments on the importance of clear expectations and course organization ranged from instructors effectively using Canvas to organize course materials, clearly communicating course assignments and due dates ahead of time, to holding class meetings on a regular schedule. Students also found instructors who directly communicated with students individually, followed up with students via check-in emails or communications, and/or sought feedback on how students were doing to be particularly supportive.

While some students appreciated the continuation of live classes via Zoom, an equal number mentioned the importance of having recorded lectures/live classes available for review or if they could not attend the live course meetings. Several commented that utilizing both strategies works best.

Many students also mentioned instructors' interpersonal behavior as being important to their learning, including demonstrating caring for individual students, maintaining enthusiasm and positivity, and being available and patient for students' emotional reactions and needs during the transition.

Students mentioned various supplemental materials instructors provided that helped fill the gaps from in-person instruction, such as book excerpts, links to videos and lectures, practice tests/problems/quizzes, and PowerPoint slides from their lectures.

Finally, many students mentioned specific uses of Canvas or Zoom that facilitated learning, and others commented that instructors' ability (or inability) to effectively use these tools made a difference in the course transition experience and their ability to continue learning and accessing course content.

Table Q4-1. Instructor Actions that Supported Student Learning During Transition to Remote Instruction

	#	% *
<b>Demonstrated flexibility/patience/understanding</b>	140	13.5%
<b>Was available/responsive</b>	130	12.5%
<b>Provided clear and timely information and expectations regarding assignments, due dates; organized structure, regular schedule</b>	120	11.6%
<b>Provided recorded lectures/posted recordings of live classes</b>	86	8.3%
<b>Held Zoom class meetings</b>	79	7.6%
<b>Regular and clear communication about the changing situation</b>	78	7.5%
<b>Provided individual attention and feedback</b>	60	5.8%
<b>Provided supplemental materials, made them available offline</b>	47	4.5%
<b>Facilitated interaction between students</b>	27	2.6%
<b>Used technology effectively</b>	22	2.1%
<b>Showed empathy, cared about students' well-being</b>	18	1.7%
<b>Made efforts to engage students</b>	17	1.6%
<b>Had a positive attitude/Maintained enthusiasm</b>	7	0.7%
<b>Sought student feedback</b>	6	0.6%
<b>Conducted class in similar manner to previous face-to-face format</b>	5	0.5%

\*Percent of students with at least one positive course transition experience (n=1,038)

## Example Quotes

### Class format and organization

*My most successful classes had a good balance between structure and flexibility. It was good to have some set times when there were Zoom meetings or small things due because it required a certain level of consistent engagement with the class and subject matter. Equally important, however, is a lot of flexibility in terms of time management and pacing.*

*I personally think the classes that required virtual class meetings were most effective and were the easiest to transition to.*

*I think online discussions or forums, and recorded lectures really helped. If my professor was really organized to begin with, it made everything a lot easier. They would also send any resources we might need or could use for our assignments every week.*

*Canvas helps a ton. My professors who kept up with posting assignments and due dates on canvas helped to keep us students organized. The professors who did not use canvas and did not do lectures made it impossible to submit assignments and stay on track. Canvas should be mandatory.*

*My Bio112B class was very successful with the transition. I think the reason for this is that my prof immediately made an organized schedule for the rest of the semester with quizzes and tests on already determined dates which allowed me to plan accordingly.*

*Microbiology [instructor] did digital lectures which she recorded. It was a fantastic experience to be able to go back and listen to very complicated information as needed again.*

*Created lectures that weren't just reading PowerPoints to us and had a cohesive, well thought out lecture. Also, certain instructors were more willing to recognize how difficult the change was for students and we're willing to collaborate and provide effective learning platforms. Reading PowerPoints to us is an ineffective teaching/learning method.*

*I really appreciate how organized my Anthropology teacher had her modules set up for each week. The modules were very organized and easy to navigate.*

*If lectures aren't live via Zoom etc., it worked best when the lectures were very detailed.*

*Without being able to ask questions during lectures live, it helps when the lecture covers common questions, or takes more time than usual to go over more difficult topics.*

*Otherwise, a decent amount of my time gets spent looking for answers to a question or being confused about something.*

*Record lectures, practice exams (through canvas quiz), self paced learning*

### **Communication/Availability**

*Access to information on what was happening was helpful. Professors that kept me updated on the changes being made and what I needed to do were most helpful.*

*The communication and patience that the professor had with us, to explain every step to achieve our purpose in this class. Also, she always told us that if we had any question we can email her at anytime.*

*They realized that we would not be able to retain or learn as well as we would be able to in class, so along with having online zoom lectures/breakout rooms, they also provided supplemental and/or complementary reading assignments which allowed me to be more engaged in the class and in the learning.*

*In Math 115, my instructor was very good at communicating with the class and making clear the expectations as well as adjustments. There were multiple opportunities to improve and outlets to learn/expand your knowledge. Furthermore, my instructor was always available to email and had consistent zoom times for people to join if they need. [Math instructor] was an amazing instructor, best I have ever had, even in a subject I usually dislike.*

*Firstable the instructor was very accessible to us since the very first day, she extended a survey on canvas where she gather information about our access to computers, laptops, online accessibility, time, she also offered many ways on how to reach her with out any restrictions, her canvas page is so easy, everything you might need with the click of a button. She also extended her dead lines so we have more time and not stress about all the work to be done in certain time. Her knowledge of the course and the use of canvas is extremely good, her lessons are videos that I can play again and again for extra information and if I have a question I can always email her, call her or text her. She will answer in a shortly time and happy to know you are interested. I will always take another online course with her !*

## **Flexibility**

*Gave reasonable extensions and spoke with us about the pandemic. Didn't act like school was the most important thing in our life, but made sure we got out monies worth.*

*The instructors have done a great job of communicating with us and adjusting our requirements. That said it is nothing like being taught by them in class.*

## **Patience/Attitude**

*My instructor continued bringing the same energy she brought to live classes*

*Offered their time and patience while the transition took place, as well as understanding. Recorded lectures were the most helpful due to schedule changes. It was also nice to have them available for additional review.*

*They were extremely available to us, were understanding and patient as we onboarded the technology, and I felt closer to them than in the classroom. Felt more accessible.*

*Digital Literacy and understanding that we are in the middle of a pandemic and acknowledging it.*

## **Specific instructional strategies/use of technology**

*In place of field trips, our instructor offered virtual field trips, which he amended with excellent photos and recordings.*

*The teacher posted 4-5 questions for us to analyze. We may see the answers of all classmates and comment. This is a good interaction that we don't see in a face to face class. We learned not only from the teacher but the whole class who already have some professionals in the related field.*

*Although drawing in person is much preferred, [my instructor] did a great job with setting up Zoom meetings with live models. [The instructor] did an awesome job of creating slide shows and lectures via Zoom and being available for one-on-one progress meetings which were very productive.*

*[Biology instructor] was the most effective transition for me. He recorded lectures. Took the time to go through all lab material, recorded lectures, provided us with multiple resources to utilize.*

*[Chemistry instructor] was very accommodating and made accessing the material convenient and easy. I almost enjoyed it more than an in person class. Wonderful teacher.*

*During every Zoom meeting, each student took turns sharing their screen to show off their project and discuss any progress, challenges, questions they had, etc. which facilitated a high level of engagement between students despite the remote environment.*

*Consistent virtual office hours; altered modes of testing to better reflect the medium and circumstance (in Stats, for example, we switched from paper, problem-solving tests to oral, concept-explaining tests to prove understanding of the material).*

*He kept us engaged while he was completely restructuring the course for online learning. He gave us a fun assignment with no points to just get us acclimated to submitting assignments without pressure.*

**Q5. For your course(s) in which the transition didn't go so well, how much of a challenge were the following technological issues?**

Instructor and student unfamiliarity with distance learning technology, as well as unclear expectations about which technologies and applications students were required to use, were the biggest technical challenges experienced by students during the transition. Fewer than half experienced challenges regarding access to technology and equipment.

“Other” technological challenges students motioned not included in the categories below were Zoom freezing (9), problems using specific applications such as Proctorio (9), equipment failure (5), and physical discomfort with Zoom participation (2).

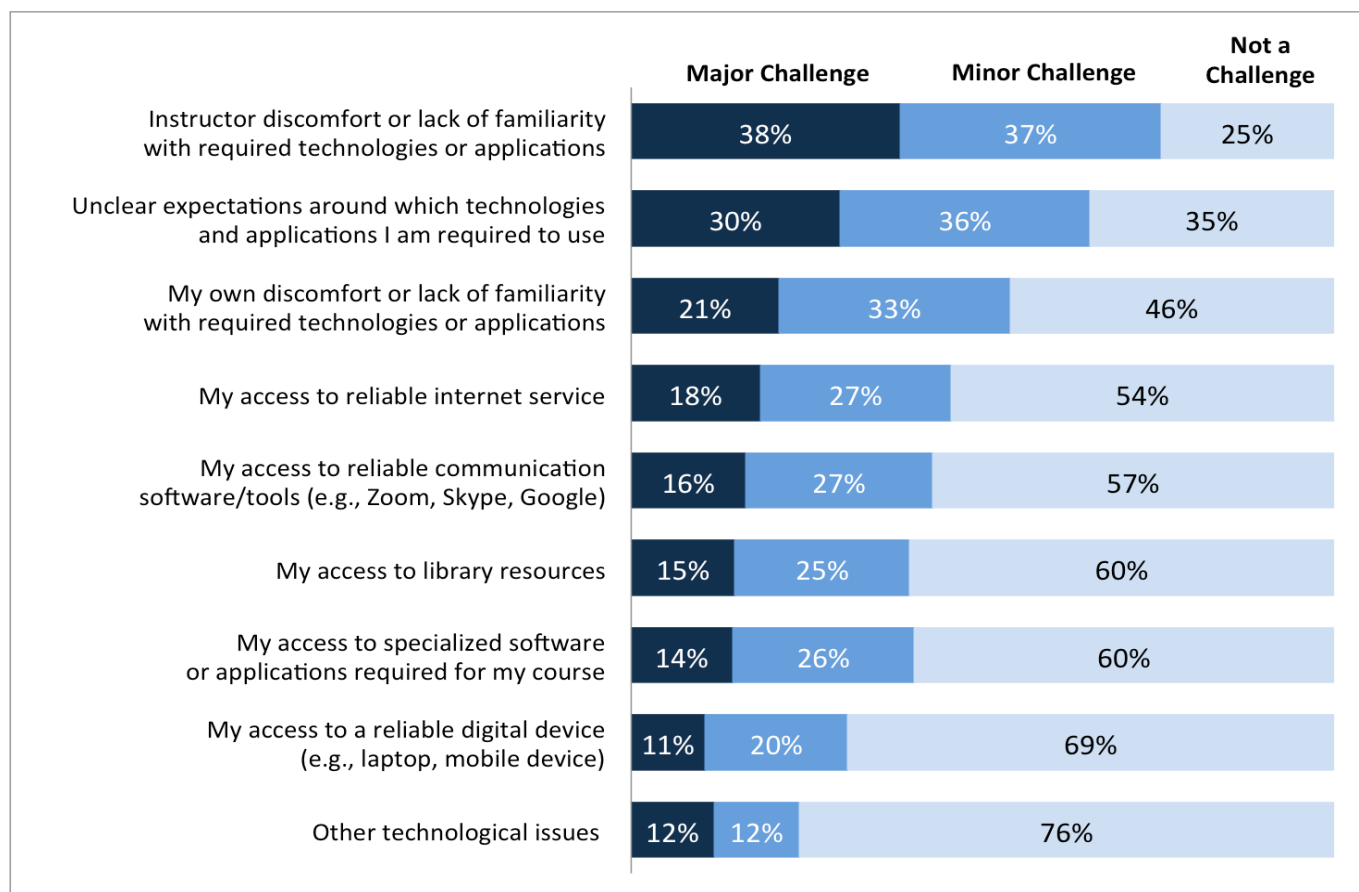
*“Math instructor didn't use a whiteboard or whiteboard option in ZOOM making it extremely difficult to follow any math equations/problems.”*

*“The teacher does not know how to use a computer, canvas, zoom, scanner, and when there was an issues made an excuse. Really sad for COM.”*

*“I spent hours just to learn how to get online by myself.”*

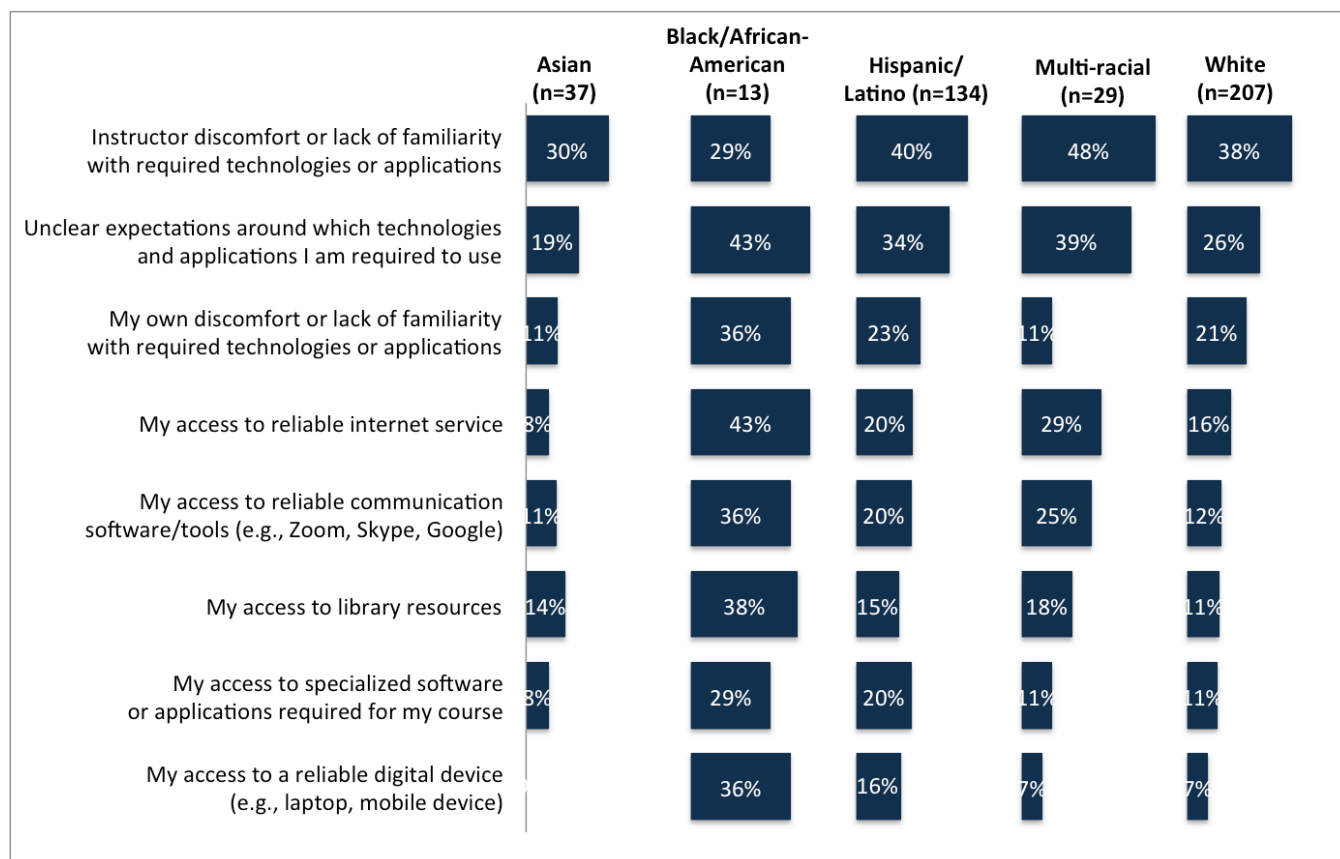
*“Vision is a big issue too much screen time has caused me migraines, headaches, increase in anxiety and depression as well.”*

**Figure Q5-1. Technological Challenges Experienced by Students with at Least One Poor Online Course Transition**



Though a majority of students did not experience a challenge accessing reliable internet service, digital devices, and software, those who did were more likely to be students of color. African-American/Black students in particular reported various technical challenges at higher rates than others, though only 13 responded to these items.<sup>1</sup> Group differences that reached statistical significance are as follows: Students identifying as Hispanic/Latino were more likely than White students to experience a major challenge accessing reliable communication software and accessing reliable digital devices.

Figure Q5-2. Students Describing Technical Issues as a Major Challenge by Race/Ethnicity



<sup>1</sup> Only 13 African-American students had difficult transitions in one or more courses and so answered questions 5 and 6. Those students reported experiencing various issues as a “major challenge” at higher rates than other groups, though because of the small group size, differences are not statistically significant and the margin of error around the responses is large. Whether the results are generalizable to other African-American students at COM is unclear. The response rate among African-American students was higher compared to students identifying as other groups, but it’s possible that students experiencing the most significant challenges chose to answer the survey at a higher rate.

**Q6. For your courses in which the transition didn't go so well, how much of a challenge were the following learning/educational issues?**

The top challenges students experienced during the transition had to do with their dislike/unfamiliarity with the distance learning format itself, followed by difficulty with engagement and motivation. A majority of students said they had a major challenge with course activities that did not translate well to the distance learning format; preference for face-to-face learning; difficulty focusing; feeling bored or disengaged with course content; lack of personal motivation; and a lack of connection to other students. Fewer experienced major challenges from competing life circumstances such as scheduling and finding a quiet place to do homework, though a majority still had at least some challenge in these areas.

“Other” responses included changes in course content, pacing or scheduling (11); child care (5); lack of space or setup to do physical assignments or labs at home (5); and learning differences complicating the transition to remote learning (2).

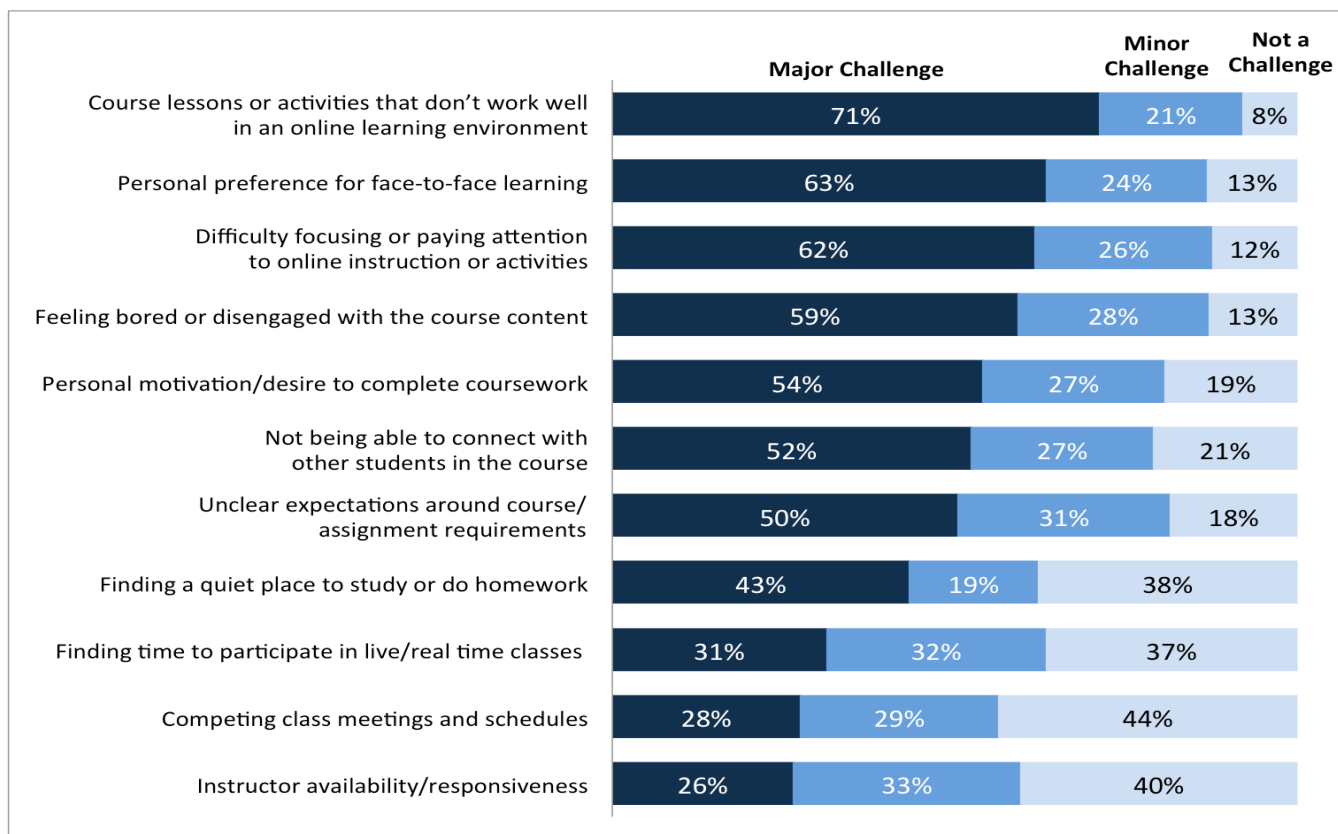
*“The school became my second house for a while and I liked it, it fulfilled a big part of my live and that was taken away suddenly, instead I was left with a lot of instructions, deadlines, some professors taking in consideration students that are extremely successful and ignoring the ones that look pretty confused! At the end of the lesson there was never time to ask question because the professor had to run to another meeting.”*

*“I found it stressful to invite 15 to 20 students into my home setting by video. Also I think the class lecture should be recorded even if they're initially live. Especially because of how Covid19 changed employment.”*

*“I did not have any content on Canvas. I could not keep tracking about anything, about my grades, assignments, expectations.”*

*“It's impossible to hold a choir rehearsal virtually.”*

Figure Q6-1. Learning/Educational Challenges Experienced by Students with at Least One Poor Online Course Transition



Similarly to question 5, students of color reported experiencing some major learning/educational challenges at higher rates than their Asian and White peers, though most differences were not statistically significant because of small group sizes. Group differences that reached statistical significance are as follows: Students identifying as Hispanic/Latino were more likely than White students to experience a major challenge finding time to participate in live lectures and finding a quiet place to study or do homework.

Figure Q6-2. Students Describing Learning/Educational Issues as a Major Challenge by Race/Ethnicity

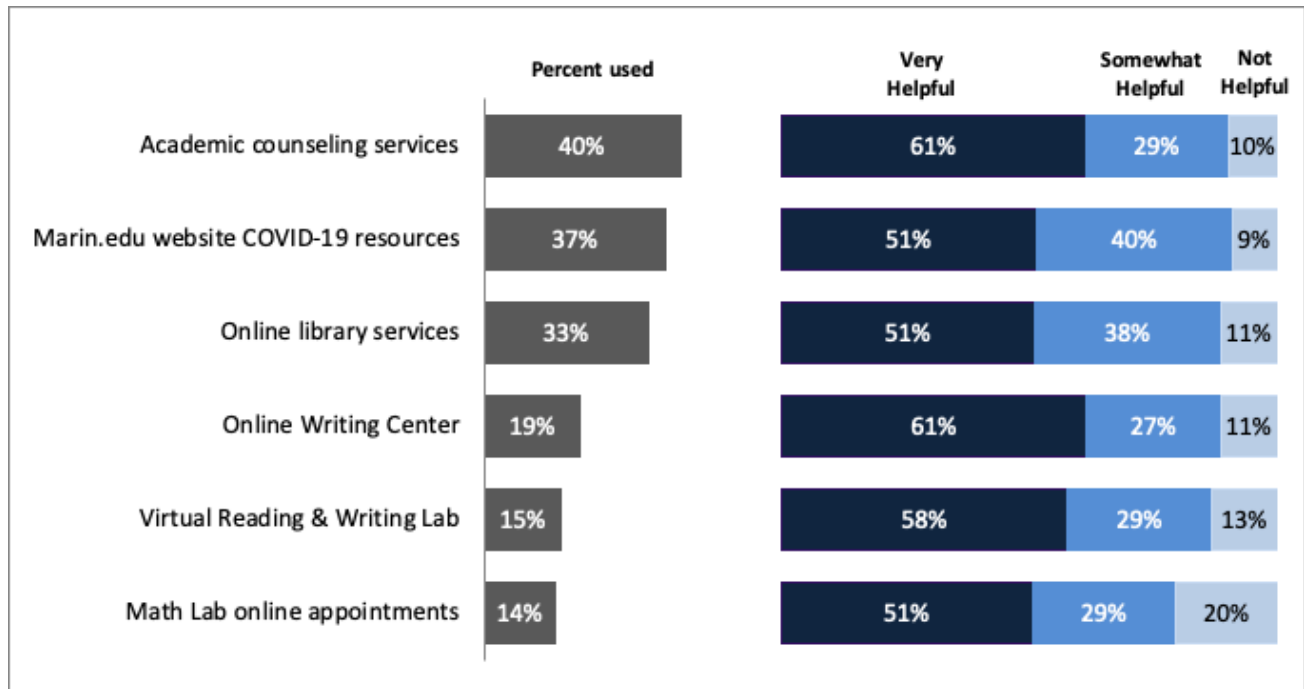
	Asian (n=37)	Black/African- American (n=13)	Hispanic/ Latino (n=134)	Multi-racial (n=29)	White (n=207)
Course lessons or activities that don't work well in an online learning environment	69%	77%	69%	64%	73%
Personal preference for face-to-face learning	53%	77%	66%	62%	62%
Difficulty focusing or paying attention to online instruction or activities	58%	54%	69%	64%	57%
Feeling bored or disengaged with the course content	58%	69%	64%	57%	55%
Personal motivation/desire to complete coursework	55%	62%	58%	57%	50%
Not being able to connect with other students in the course	42%	54%	57%	46%	51%
Unclear expectations around course/assignment requirements	41%	46%	56%	62%	47%
Finding a quiet place to study or do homework	39%	62%	57%	46%	32%
Finding time to participate in live/real time classes (e.g., Zoom video conferencing or live-streaming lectures)	31%	46%	37%	38%	29%
Competing class meetings and schedules	22%	46%	29%	38%	24%
Instructor availability/responsiveness	21%	38%	27%	32%	25%



**Q7. If you have used any of the following COM resources since the transition to online learning, how helpful have they been?**

While a majority of students did not access COM academic support resources during the transition, a vast majority who did found them to be at least somewhat helpful. Several students provided comments in response to question 8 (next page) on the helpfulness of the music tutor, COM counselors, the Tutoring Center, and the Math Lab.

Figure Q7-1. Percent of Students Using COM Resources During the Transition and Helpfulness Ratings



## **Q8. Please provide any other details you'd like us to know about your experience transitioning to online learning.**

Overall, students expressed a strong preference for face-to-face learning, citing many of the challenges previously discussed (difficulty engaging and focusing online, lack of personal motivation, physical discomfort, in-person components that cannot be replicated online, and difficulty using Zoom and other technology). Several expressed optimism that remote courses will get better in the fall as students and instructors get used to the transition and both have additional experience in remote instruction and learning. A minority of students felt that the transition went very well for them and a small number actually preferred the convenience of distance learning and not having to commute to campus.

Many students commented on their experiences with individual instructors. These comments were equally positive and negative, and several students described a mixed experience with different instructors. Many comments commended the instructors' efforts and expressed understanding for the difficulties the abrupt transition presented for instructors, their need to adapt their course structures in so little time, and that the situation was difficult for all. However, others expressed frustration with instructors' ability to effectively use Zoom and Canvas, disorganized course structure/schedule/expectations, changes in class meeting schedules, and generally having learned less than they would have had the transition not taken place. Several suggested additional instructor training on Canvas and Zoom would help improve their experience going forward.

In terms of class format, students were equally mixed on whether they preferred live classes or prerecorded lectures, and many specifically expressed a preference for one or the other. When possible, holding live classes and making the recording available for review would accommodate students with a preference for either learning format.

A small number of students mentioned technical difficulty with COM website links for counseling appointments, the online writing center, the tutoring center, and COMCares. Difficulty contacting remote staff for the main COM switchboard, financial aid, enrollment, and counseling was also an issue mentioned by a small number of students. However, an equal number commented that having support from SAS, counseling, EOPS, tutoring, the online writing center, and other student services was helpful in their transition.

Finally, several students commented that they had learning differences such as ADHD or physical accommodations that made transitioning more difficult for them. Though some mentioned getting help from SAS, there is a need for additional instructor training and resources on accommodating students with disabilities in a distance education format.

### **Example Quotes**

*All of the issues I have been experiencing while going online, I feel, are out of COM and my instructor's control. Both the school and my program coordinators have been working tirelessly to ease the transition of online learning and create a platform that creates a supportive experience for us students. Unfortunately, this situation is taking a toll on all of us. I just wanted to share that I am very impressed and feel very proud to be a part of the COM community during this time. Since the beginning of this shelter in place mandate, I have only felt heard and understood by my colleagues, instructors, and COM. I feel that*

*COM has truly been a pioneer of online resources, and has helped students in every situation get the most out of what they have, in order to succeed. Thank you for everything you have done and will continue to do in the future.*

*Overall the teachers did an excellent job adapting to the new format. However, presentations were very difficult awkwardness of talking to a screen, internet speed + technical difficulties.*

*A giant thank you to all the instructors and staff that didn't skip a beat and kept moral up as well as being extremely available and accommodating.*

*This was the hardest class I have ever had to take online. Being that I signed up for this class with the intention of doing labs and class material in person. I am a future medical student for the dental program, and I was unable to meet my standards for this semester. As sweet as my teacher was, she never graded in a timely manner for us to know our grade, and when she did get the material back to us it was too late to modify to her testing style (since it was always different). Her testing style changed A LOT. And with her lack of understanding on the grading of Canvas, a lot of us were very confused and had a lack of understanding where we stood. The zoom was difficult to get used to, and once we got used to using that, then we had to change over to Proctorio. Nothing this semester has been consistent and it has been a very difficult transition. This whole process has made me second guess taking classes at this campus especially online.*

*As a community we all experienced changes in our daily routines that created challenges. What did not change was our abilities to continue to commit to the times for work, family and classes. Meaning I committed to spending my valuable time to the course on the day and time the classes were scheduled. The instructor failed to keep this commitment to our section. The instructor did continue to have online lectures during class times for other sections on other days, but not ours. There was no clear communication on assignments and there due dates. Canvas was not used effectively. One of the exams was not even open to take during the scheduled class time. That exam was set to be completed prior to the class meeting. I had to rearrange my schedule to allow the ability to complete the exam the day before as I am still working fulltime and the exam required completing before 6:10pm on Tuesday (I work until 5pm). Everything about the grading and the curriculum, and the lack of empathy that our teacher and COM have had during this whole COVID19 is uncalled for. This is a very difficult time for everyone, especially for students. I did my very best, but yet it was never enough for this class. I understand grading tough when we are in class in person, but to grade tough and to not respond to students in a timely manner, and for the lack of explaining how to improve, that I don't understand... Overall you can say I am a very unhappy student, and that due to the outcome of this semester and how things have been handled within our class.*

*As a first time student it was very dissapointing. I loved going to school for those 2 months. was very dissapointed . but i have no complaint under the circumstances. i think SAS and COM really reached out to help*

*Although my professor has shortened our class time( from 3h to 2h) which I am very grateful for because sitting at a screen for 3h would be extremely tiring, I feel like the 1h reduction from every week has effected my learning negatively*

*No matter what anyone does to make online learning better, in-person classes will always be a better experience. It's hard to learn with online instruction, and not everyone has good internet access and a quiet place in which to learn at home. Zoom is definitely an improvement over the basic online learning without it, but in-person is definitely preferred.*

*It would be helpful to have more consistency across classes about where to find assignments, due dates, etc. Particularly, I would love for every single due date for every class to show up on the dashboard... anything that can be done to keep everything important organized and in one place would be a huge help. Aside from the dashboard, if all teachers could standardize the way they use Modules, Assignments, etc., in Canvas, I think it would be a lot easier on the students.*

*It seemed most effective when students, who could, turned on their cameras. It seemed challenging for the teachers to gauge engagement of students when students had cameras turned off, and I would recommend starting the Fall semester asking explicitly for cameras to be turned on, unless necessary to turn off. Fluency with some of the Zoom/internet etiquette would also be helpful in the future such as muting the class upon starting class, using the raised hand button so that students felt comfortable asking questions. It was really helpful that both my teachers recorded their lectures, so that we could go back through lectures as needed. Both of these classes had lab components, and I found that the most challenging to translate online. Especially for my BIO120 course, where hands-on learning was essential to actually integrate information, I feel behind in moving into future classes as this was not an option. The teacher did all he could do try and supplement the lab portion, I am just hopeful some hybrid for lab classes will exist moving forward!*

*I don't feel like i'm learning I just feel like I'm regurgitating information from a video. lack of experiential learning and application. I know your trying though. . I don't think it is fair for students to have proctored exams because many students may not have the high-speed internet connection or living situation to make proctored exams happen effectively and equitably.*

*I felt prepared since I was already enrolled in an online course. In talking to my fellow classmates, I have realized that my learning style primed me to be successful with online learning, which seems to not be the case for most students.*

*I think there should have been more accommodations made for SAS students, when we went online it became very multiple-choice heavy compared to the regular mixture of multiple-choice and essay questions. For somebody like myself who does not perform well with multiple-choice but makes up for those points with essay questions I feel like this made the course inherently unfair.*

*I really liked the OWC. I really took advantage of it this semester. The tutors were such a good help and very fast responders. :)*

*I appreciate the loving support from professors and staff. I receive services from EOPS and SAS and they have been extremely supportive and helpful during this unprecedented time in our history.*

### Q9. Do you intend to return to COM in Fall 2020?

Two-thirds of respondents answered they would definitely or probably reenroll at COM in Fall 2020, while just 7% said they probably or definitely would not be returning.

Students identifying as White were less likely than those in other groups to say they would probably or definitely return.

Degree- and transfer-seeking students were the most likely to say they would return to COM in the fall, and several commented that regardless of whether courses were online, they were committed to their educational goal so would reenroll. Certificate-seeking students were more likely to be unsure, and several commented that their decision to reenroll would depend on the availability and format of lab courses and other facilities and equipment in the fall (Figure Q9-2).

Table Q9-1. Student Intention to Return to COM in Fall 2020

	#	%
Definitely yes	617	50%
Probably yes	186	15%
Probably not	64	5%
Definitely not	24	2%
Unsure	119	10%
Not applicable-I'm graduating/transferring	120	10%
No answer	99	8%
<b>Total</b>	<b>1,229</b>	<b>100%</b>

Figure Q9-1. Student Intention to Return to COM in Fall 2020 by Race/Ethnicity

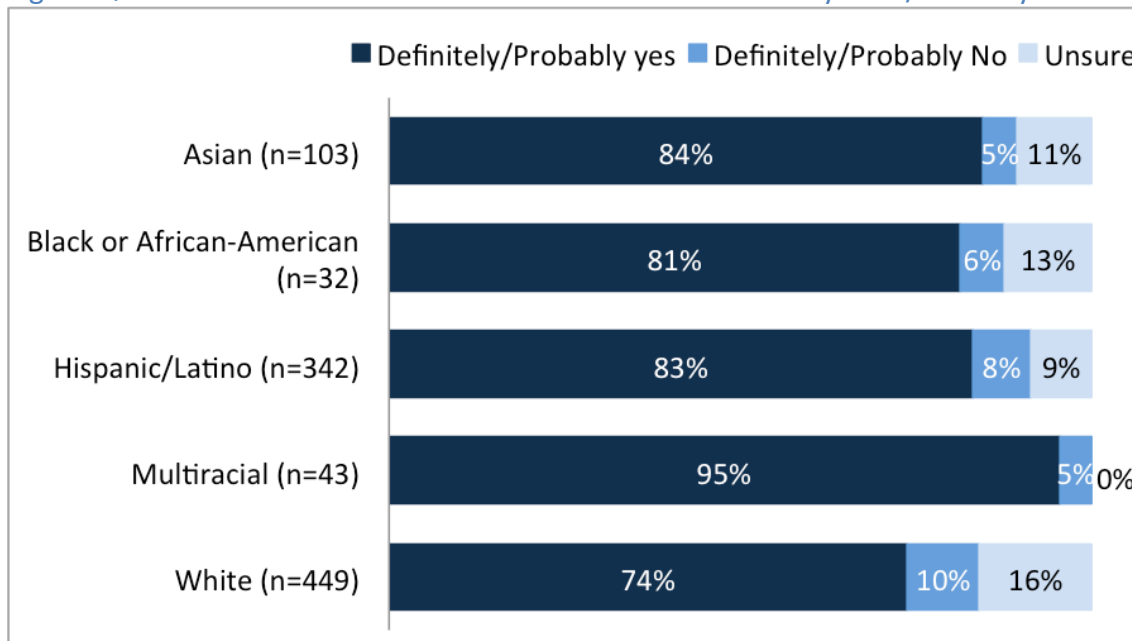
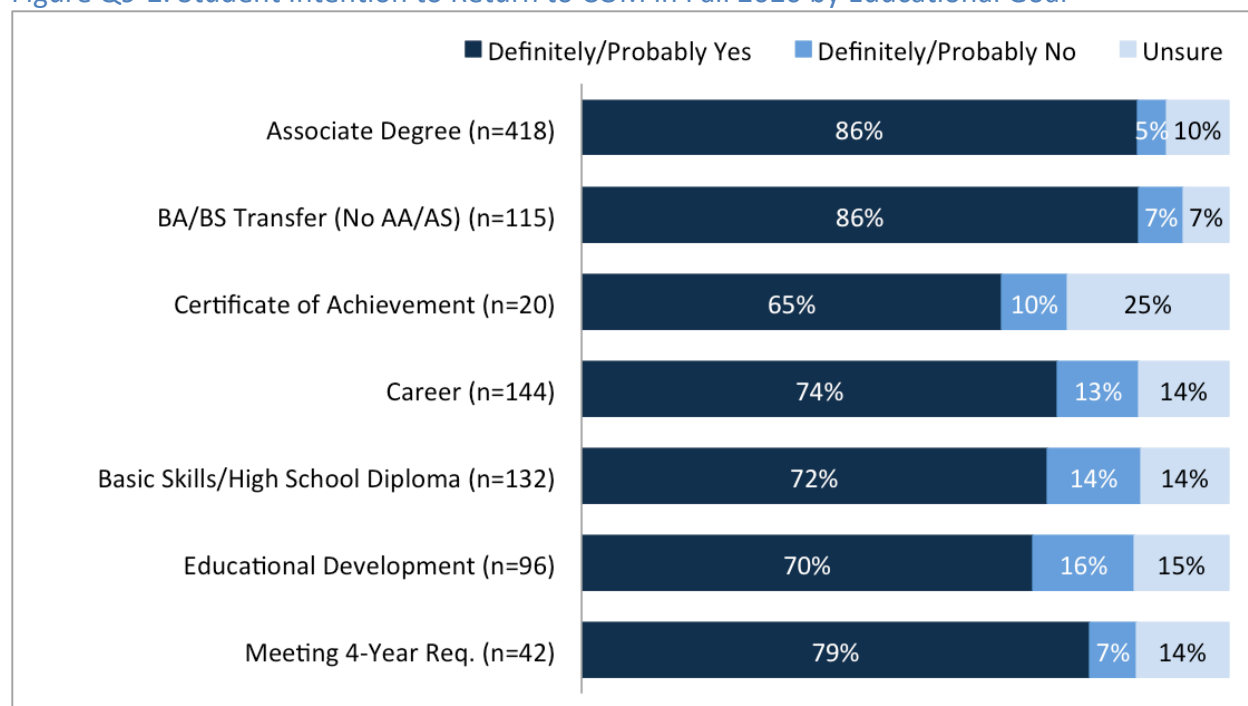


Figure Q9-2. Student Intention to Return to COM in Fall 2020 by Educational Goal



**Q10. What factors are having the biggest influence on whether or not you return to COM in Fall 2020?**

Overall, 42% said their experience with the transition to online learning would influence their intention to reenroll in the fall. Those who said they would definitely or probably not return were more likely to say the transition influenced their decision. These students were also more likely to say they weren't returning because they weren't taking classes in pursuit of a degree, transfer or certificate.

Those who said they would definitely or probably return in Fall 2020 were more likely to be influenced by the course schedule, their general experience at COM, and the level of student support. These results suggest that while a few students had a negative transition experience that has influenced their decision not to reenroll, far more have had positive experiences at COM that have influenced their intent to return beyond their transition experience.

Among "other" reasons students cited that influence their intent to return were whether courses would be offered in person or facilities such as the pool and labs would be available for in-person instruction (36); how the pandemic situation unfolds (10); whether or not they are accepted into COM's nursing program (6), and availability of child care (2).

*"I do not like online learning. I will return to COM only for face-to-face / live classes."*

*"I don't want this pandemic to stop me in my acedmic path."*

*"Depends on science labs/ ability to learn science material online."*

Figure Q10-1. Factors Influencing Intention to Return to COM in Fall 2020 by Response to Q9 (Intention to Return)

	All (n=947)	Likely returning (n=751)	Likely not returning (n=83)	Unsure (n=113)
My experience this semester in my online courses	42%	41%	52%	40%
The course offerings/schedule at COM	38%	43%	18%	19%
My general experience at COM (not related to the transition)	34%	40%	10%	7%
The level of student support at COM	17%	20%	6%	6%
Financial concerns	17%	17%	13%	14%
Time/family constraints	16%	15%	19%	22%
Concern about being able to find employment	10%	10%	7%	12%
I'm not enrolled to complete a degree/certificate or transfer	8%	6%	24%	11%
Other reason	19%	16%	33%	27%

### Response Rates

The survey was sent via COM email and SMS (text) message) to 5,644 students enrolled in at least one Spring 2020 face-to-face course as of April 1. A total of 1,229 students completed the survey, for an overall response rate of 22%.

Response rates were below the average of 22% among students under age 35, males, and noncredit students. Because of the low response rate among noncredit students, the overall response rate among students identifying as Hispanic/Latino was 18%, however, for credit students identifying as Hispanic/Latino, the response rate was 24%. Response rates among students identifying as American Indian/Alaska Native and Native Hawaiian / Pacific Islander were lower than the average; however, there were fewer than 20 enrolled students in either of those groups.

Table RR-1. Response Rate by Race/Ethnicity

Race/Ethnicity	Enrolled Credit / Noncredit Students	Completed	Response Rate
American Indian Or Alaska Native	13	2	15%
Asian	409	126	31%
Black or African American	145	37	26%
Hispanic/ Latino	2,219	401	18%
Multi-Racial	247	52	21%
Native Hawaiian or Pacific Islander	18	3	17%
None/Unknown	335	60	18%
White	2,258	548	24%
<b>Total</b>	<b>5,644</b>	<b>1,229</b>	<b>22%</b>

Table RR-2. Response Rate by Gender

	Enrolled Credit / Noncredit Students	Completed	Response Rate
Female	3,198	840	26%
Male	2,353	356	15%
Other/Unknown	93	33	35%
<b>Total</b>	<b>5,644</b>	<b>1,229</b>	<b>22%</b>

Table RR-3. Response Rate by Age Group

	Enrolled Credit / Noncredit Students	Completed	Response Rate
<20 Years	1,239	249	20%
20-24 Years	1,491	306	21%
25-34 Years	1,214	241	20%
35-44 Years	594	144	24%
45-54 Years	433	112	26%
55+ Years	670	177	26%
<b>Total</b>	<b>5,644</b>	<b>1,229</b>	<b>22%</b>

Table RR-4. Response Rate by Credit/Noncredit Status

	Enrolled	Completed	Response Rate
Credit	4,276	1,091	26%
Noncredit	1,299	121	9%
Both	69	17	25%
<b>Total</b>	<b>5,644</b>	<b>1,229</b>	<b>22%</b>