



## OFFICE OF INSTITUTIONAL EFFECTIVENESS

# Survey Report

4901 E Carson Street G-14

Long Beach, CA 90808

(562) 938-4736

FAX (562) 938-4628

<http://ie.lbcc.edu>

February 16, 2021

## Online Learning Student Survey Fall 2020

In December 2020, the Online Learning Student Survey was administered online to LBCC students. This was the second survey administered to students to learn more about their experiences with online learning, to understand their current access to internet and technological devices, and to obtain feedback on how to better support them. By December 21, 5605 students had responded. Out of 5605, 4533 students provided a valid ID, which allowed us to disaggregate survey responses by race/ethnicity. All questions were analyzed by race/ethnicity, but in this report, break outs of race/ethnicity were reported only when there was a disproportionate impact.

This report contains the results of 13 questions, which include summarized analysis of open-ended responses, divided into the categories of Technology Access, Online Instruction, Student Services Access, and Student Welfare.

Similar to the Spring 2020 report, the pandemic continues to be disruptive for our students, particularly for our students of color. Fifty-six percent of students stated a need for financial support after losing income or continuing to experience scarcity of basic needs such as food and housing. Many continue to struggle to fully participate in an online environment due to different barriers such as the lack of technological resources (such as computers, internet access, and software), limited access to quiet space for attending online courses, and access to faculty and staff support. Despite these difficulties, many students continue to express much appreciation for faculty and college staff who engage with students to support their needs.<sup>1</sup>

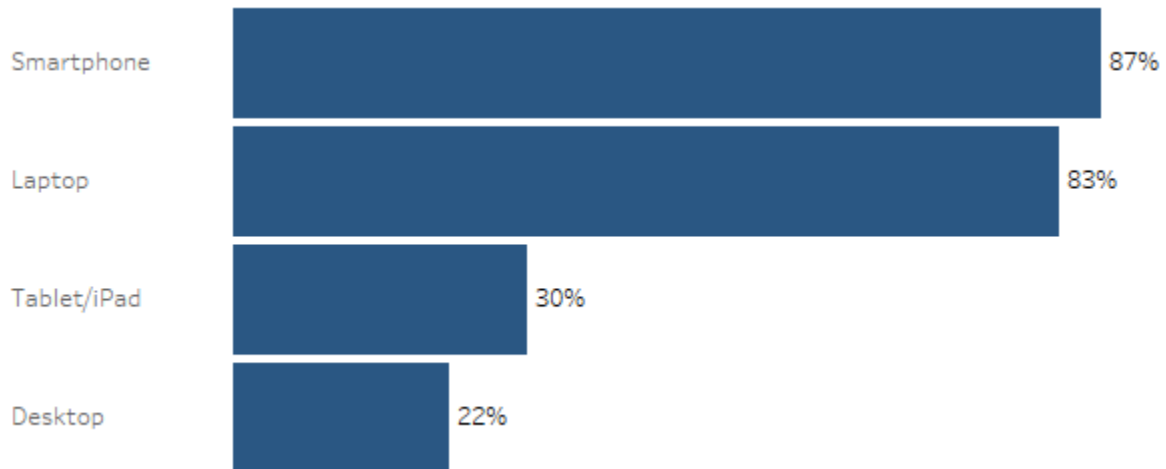
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<sup>1</sup> This report has been updated from the report dated February 5, 2021. Changes were made on page 3.

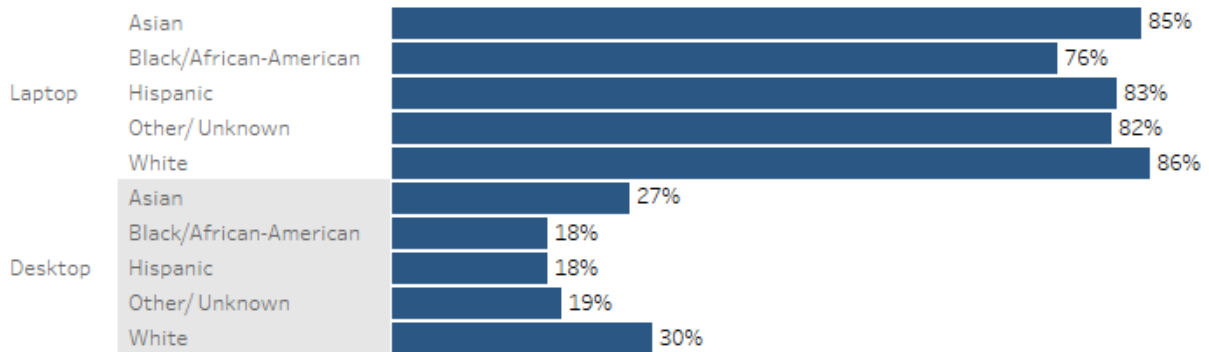
## Technology Access

Select the devices you own. Check all that apply. (4495 responses)

- Similar to Spring 2020, while many students own smartphones or laptops, fewer own devices that would be easier to use for online learning. A greater percentage of students reported owning a laptop in the Fall (83%) than in the Spring (68%).

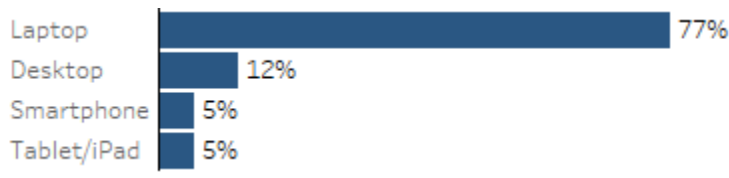


- Black/African-American students are less likely to own a laptop than other student groups.

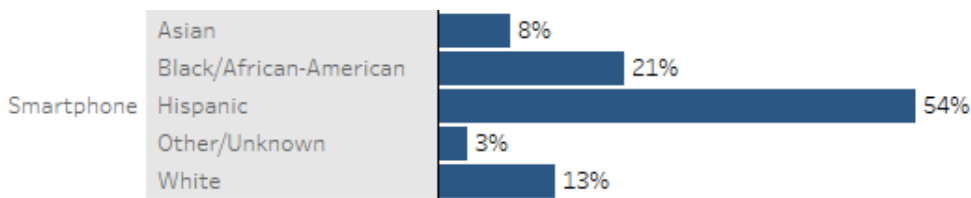


**Select the devices you primarily use to do your school work.** (4447 responses)

- The percentage of students who use laptops to do their school work increased by 11% and the percentage of students who use their Smartphones to do their school work decreased by 12% from Spring 2020. It is possible that this may be due to student’s increased access to Chromebooks from the college as mentioned in open-ended responses.

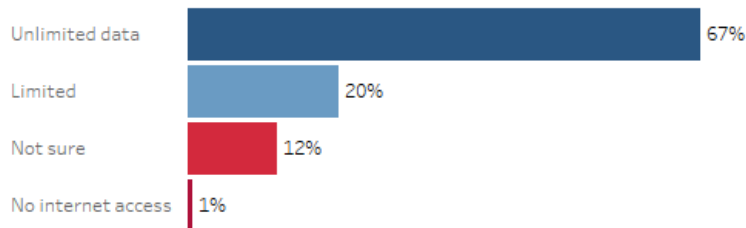


- Although the percentage of students who use their Smartphone to do school work continues to be small, when disaggregating those responses by race/ethnicity, over half and almost a quarter were Hispanic and Black/African-American students, respectively. Those students are also our most systems impacted students. This is a 34% increase from Spring 2020 for our Hispanic students.<sup>2</sup> In open-ended questions, students expressed frustration accessing assignments and key features in software needed for courses including Canvas because the landscape orientation display on a Smartphone limits the content.

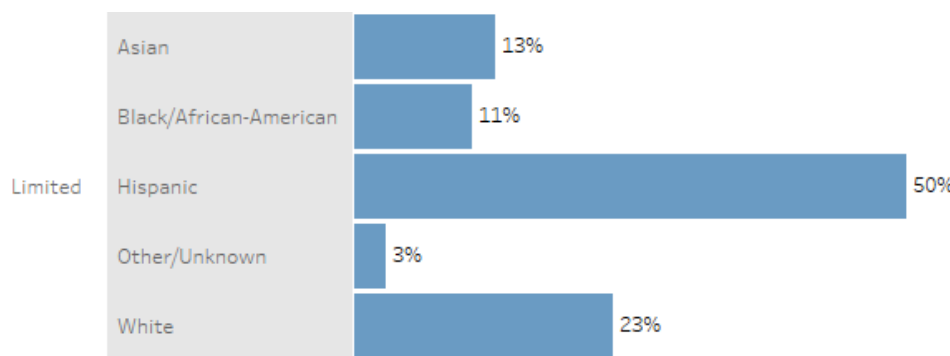


- When asked what student’s monthly data cap is on their Smartphone internet, the majority reported unlimited monthly data cap (3845 Response).

<sup>2</sup> A previous version incorrectly stated there was a 24% increase from Spring 2020 for our Hispanic students.



- When disaggregated by race/ethnicity, the percentage of Hispanic students reporting that they had a limited monthly data cap was higher than other student groups.



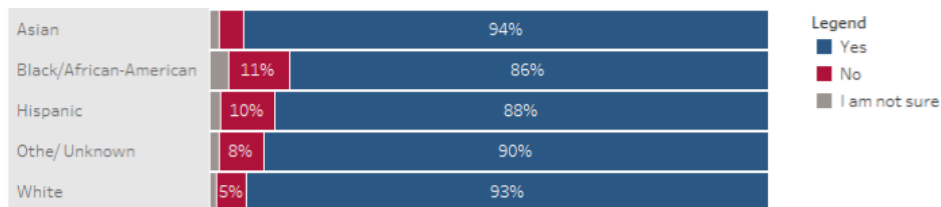
**I have a webcam for video conferences. (4401 responses)**



- The majority of students reported having webcams for video conferences. However, only 28% reported comfort with having their camera on. This indicates that although students have webcams they may not be comfortable turning them on during Zoom classes. In open-ended questions, most students who were not comfortable noted privacy concerns related to their shared living conditions.

**Is your internet access adequate for you to fully participate in your online classes? (4415 responses)**

- Internet access is vital to successfully participate in online classes and access crucial LBCC services. The majority of students in all racial/ethnic groups reported that their internet access is adequate for full participation in online classes.



- However, Black/African-American and Hispanic students reported less internet access than other racial/ethnic groups. In the open-ended responses, students frequently reported feeling stressed about their lack of stable internet connection. Some mentioned skipping homework assignments due to issues loading and submitting work. Other students were frustrated when poor internet connections would interrupt their tests and time them out leaving them with lower grades than they would have received had they had a stable internet connection.

Please respond to the following statements about your experiences with online learning.

I can easily access Canvas (4369 responses):

- The majority of students reported they can easily access Canvas.



- In open-ended questions, some students mentioned that faculty inconsistently used Canvas, which is consistent with remarks in Spring 2020. Students frequently suggested improvements to the use of Canvas including for faculty to better organize their courses within the platform, to use features in Canvas that students felt would improve their learning experience, such as using automatic reminders regarding assignment deadlines, "implementing better responsiveness from faculty via canvas inbox feature," adding recorded lectures to Canvas modules, updating the canvas calendar to include future assignments, or general improvements to the platform.

I can easily access Zoom (4343 responses):

- Most students reported they can easily access Zoom.

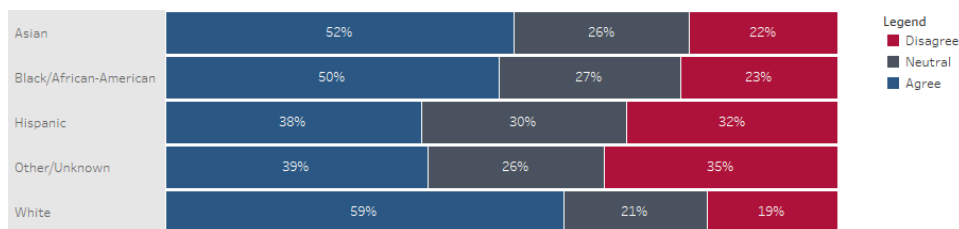


- Some students felt that using zoom for conferences improves their online learning experience. However, when asked if students have encountered issues accessing necessary software for their classes many reported issues with Zoom sessions frequently ending or crashing unexpectedly, Zoom links for classes not working properly, and some reported numerous device incompatibilities with Zoom.

I have a quiet place to do my school work (4360 responses):

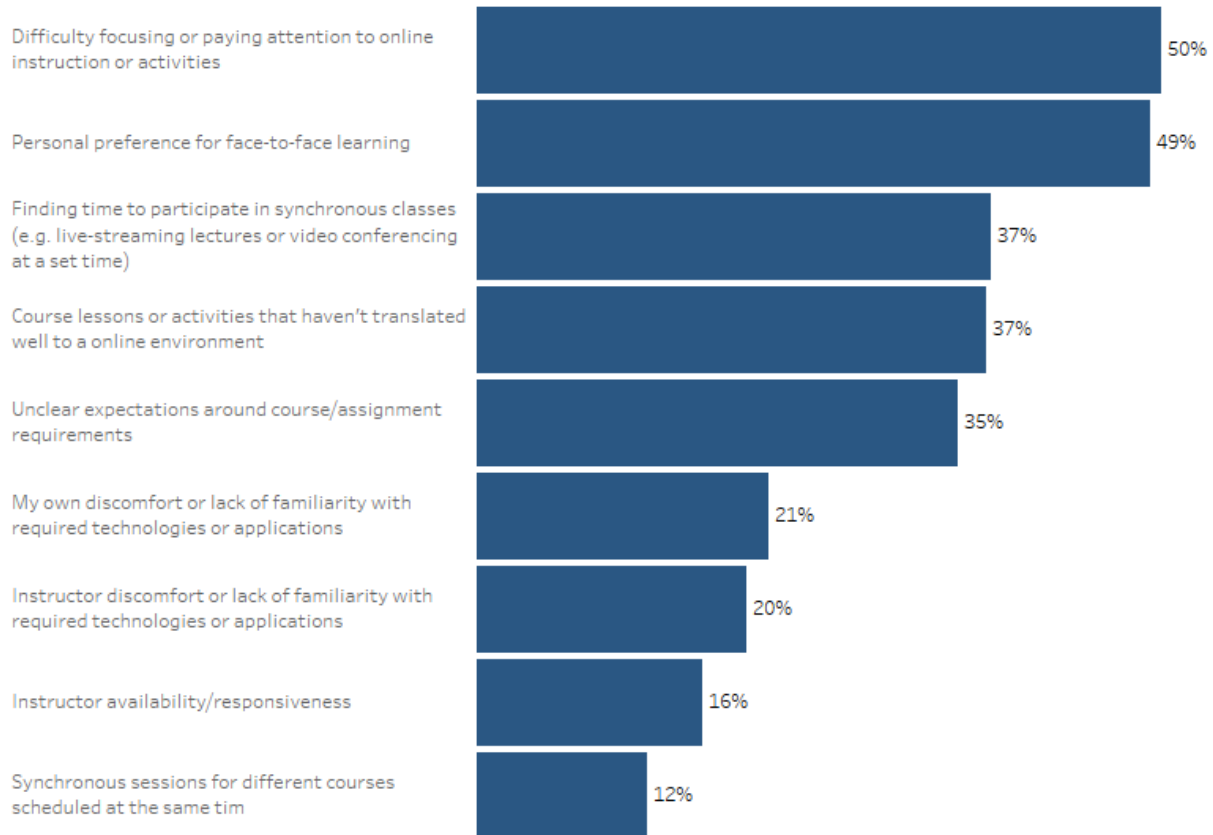


- Similar to Spring 2020, students shared their varying living conditions which require different accommodations for them to do their school work. Many students asked if the library or study spaces would open for them to use while abiding by social distancing protocols. They shared the difficulties of having to share one computer with multiple family members which put stress on them to complete their school work on time, and shared their concerns about Covid-19, unemployment, lack of food, funds, and housing, which disrupted their focus on school work.
- When disaggregated by race/ethnicity, White students reported having a quiet place to do school work more than any other ethnic/racial group.



## Online Instruction

Which of the following learning/educational issues have been a challenge for you this semester?  
(Check all that apply.) (3963 responses)



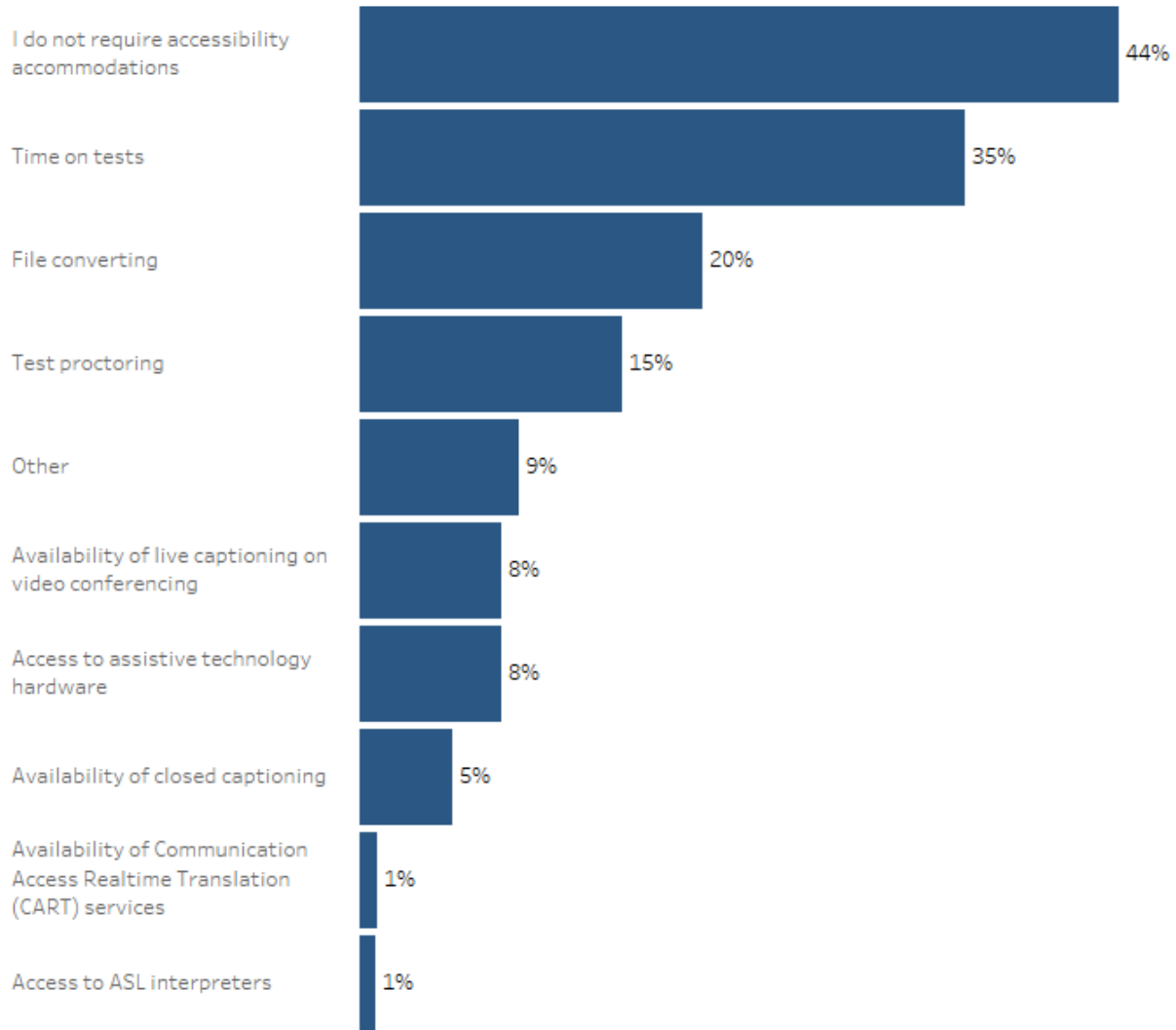
- Trends remained similar to Spring 2020 as most students reported difficulty focusing or paying attention to online instruction or activities and almost half of the students expressed a personal preference for face-to-face learning.
- Over a third of the students reported that course activities had not translated well to the online environment, which is an improvement from Spring 2020 when nearly half reported course translation issues. However, in open-ended questions, students voiced their preference for face-to-face learning especially for math and anatomy courses. Students found the following helpful: more interactive activities to maintain student

engagement, that recorded lectures be made available for reference, and flexibility on deadlines for assignments and exams.

- In open-ended responses, students continued to note that some course workload expectations were unrealistic in the online environment. While some students asked for more time to complete assignments, a lot of students felt that faculty were making up for the course being online by requiring students to do more assignments/self-learning which was a burden for students in terms of time commitment and also wasn't conducive to learning. Students appreciated when faculty were lenient and understanding to better accommodate student needs, citing the on-going pandemic and adjustment to the transition to online instruction.
- Over a third of students were concerned with finding time to participate in synchronous classes. In open-ended responses, some students asked for synchronous learning to be discontinued while others asked for more lectures to be recorded and made available for students to refer back to at a time when they could better absorb the lecture content.
- When asked about what faculty had done to better support students with online instruction, three main themes were identified: instructor accessibility, organization, and effort/kindness. Students appreciated when they were able to easily reach out to the instructor and receive assistance related to the course and navigating LBCC resources in the online environment. They also valued prepared schedules and a general absence of chaos in class structure. It made a positive difference when instructors were accommodating and trying their best to help students succeed. Some of these efforts included recording lectures and making them available for students and sharing supplemental resources like YouTube videos for students to grasp concepts they were struggling with.
- Students also wanted more clear communication from faculty regarding course instruction and requirements. They felt that their online learning experience would be improved if there was more clarity on course expectations including where and what assignments are within canvas, more instruction on assignments, and for faculty to be more available on zoom conference to answer questions. Students frequently mentioned faculty having differing canvas platform designs which made it difficult for them to navigate and locate course documents and assignments and suggested more consistency in the organization of key modules within canvas.



Which of the following technical accessibility issues have been challenging for you since the transition to remote learning? (Check all that apply.) (3423 responses)



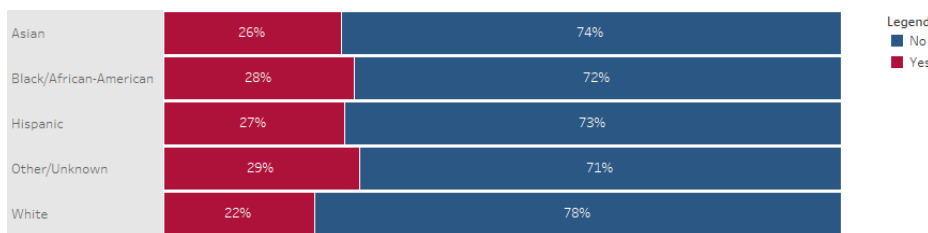
- Like Spring 2020, students continued to report technical accessibility issues since the transition to online education. Many students reported needing more time on tests and some students explained in open-ended questions that this was due to being in an unfavorable testing environment that includes unstable internet connection and issues fully accessing web browsers.
- Many students had issues accessing software and files needed for their courses. This frustration was heavily felt by students who did not have access to computers for their school work and notably, by those who had access to Chromebooks.

**Have you encountered issues accessing necessary software for your class(es) due to computer/tablet/smartphone limitations? (4108 responses)**

- Over a quarter of students reported encountering issues accessing necessary software for their classes due to computer, tablet, or smartphone limitations. This is 44% lower than reported in Spring 2020.



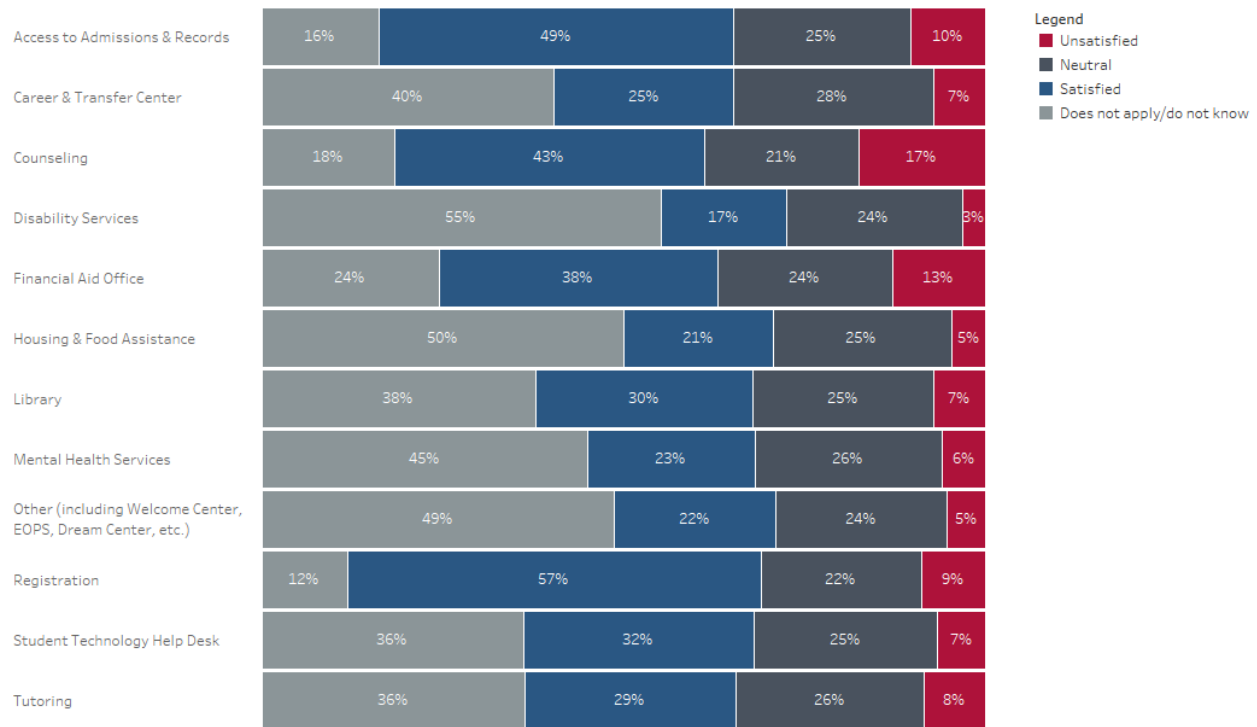
- Some students reported the lack of access to a device or only having access to a device such as a smartphone, MacBook, Chromebook, or iPad that was incompatible with the necessary software for their classes. Students also identified a variety of software that was either incompatible or troublesome to use, with the most frequently mentioned being Proctorio, Microsoft applications, Cengage, and Citrix.
- When disaggregated by race/ethnicity, White students reported fewer issues accessing necessary software for their classes than any other ethnic/racial group. In the open-ended questions, Hispanic and Black/African-American students reported that their issues accessing software were due to a lack of internet or unstable internet connections, which correlates with earlier reports indicating those groups of students lack stable internet access.



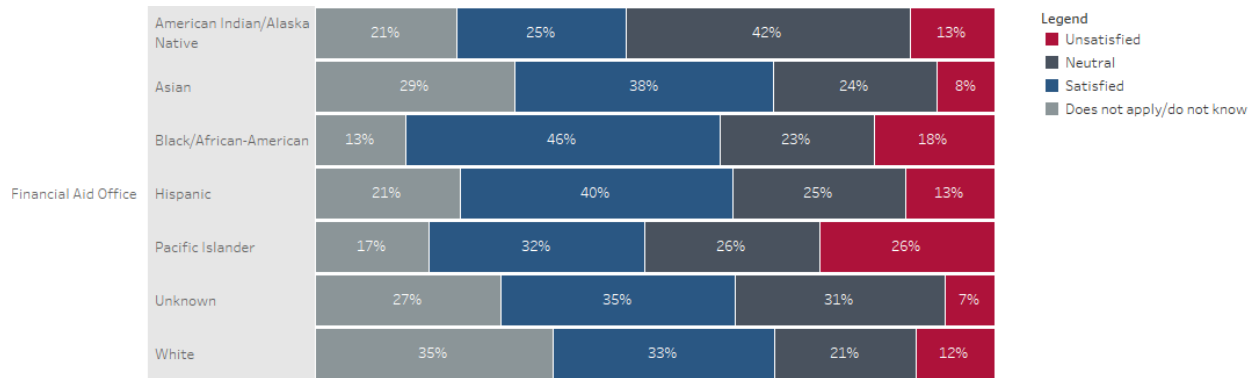
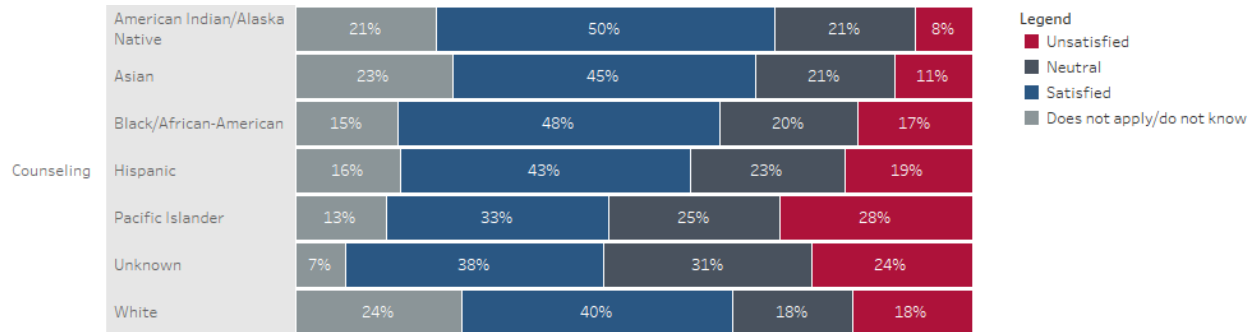
## Student Service Access

How satisfied are you in being able to access the following online services at LBCC?

- Students reported varying satisfaction with access to online services at LBCC. Some students reported that access to the services listed did not apply to them. For those who accessed these services, many reported being the most satisfied with access to registration (3915 responses), admissions & records (3927 responses), counseling (3915 responses), and the financial aid office (3897 responses).



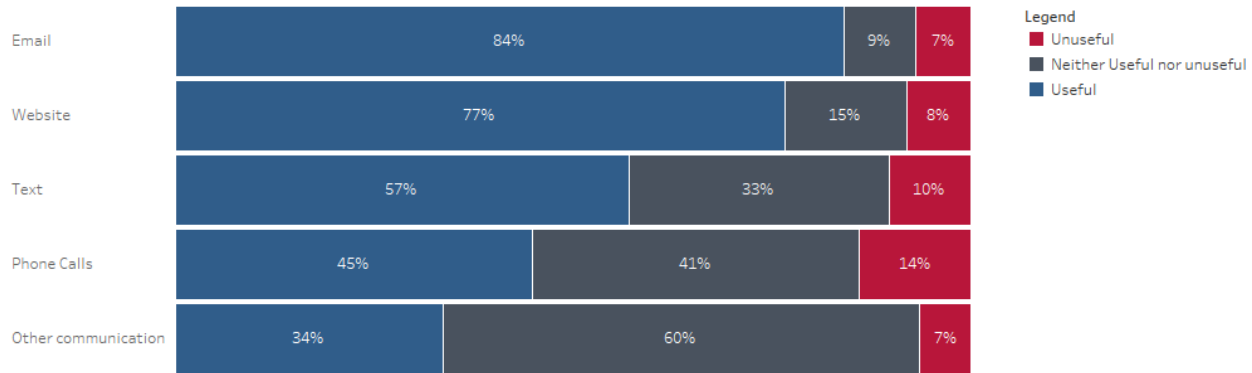
- Throughout the survey in open-ended questions, students asked for more staff capacity, for counseling, financial aid and other services. Many noted the limited counseling time for those students who work and are unable to schedule time between classes, and others reported frustration in delayed responses to their concerns. When disaggregated by race/ethnicity, Pacific Islander students reported this at a higher percentage than other student groups. However, students appreciated the support from staff when they were able to speak with them. For that reason, students suggested improving wait times and availabilities to speak with staff.



When seeking out services, like those listed above, what have the staff done to help you succeed in the online environment? (1000 responses)

- Students frequently expressed appreciation for staff for their support to help them succeed in the online environment. The majority of students cited staff's general helpfulness and noted timely response to their questions or concerns in multiple modes of communication such as phone, video calls, and emails.
- Students noted a range of accommodations made by staff to better support them such as extending office hours, providing additional tutoring, sharing or connecting them with resources within and outside of the college, and generally being understanding of students' needs. Despite this support, some students still reported the unavailability of counseling, tutoring, and financial aid services. Students reported difficulties making and securing counseling appointments as some struggled to navigate through the website, while others were unable to secure a time with limited appointments available. But, when staff were available students noted they were able to get the help they needed.

Please rate how useful the communications from Long Beach City College (LBCC) have been during this time by mode of communication listed below.

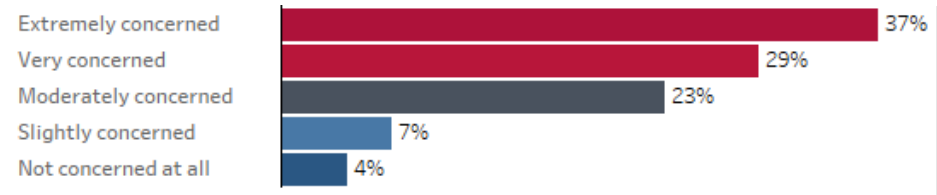


- Email communication from LBCC was the most useful mode of communication for students (3828 responses). Students also found the website (3761 responses) and text (3758 responses) communication to be useful to them. In open-ended questions some students shared that they appreciated LBCC sharing information like what is found in InTheLoop via email but would prefer texts or phone calls for more urgent communication. Students also noted that they appreciated communication received via Canvas such as announcements, notifications, and messages.
- Similar to Spring 2020, students appreciated when faculty regularly checked in with them to make sure that they understood work assignments, expectations, and due dates and some said they still needed that level of support to succeed in this online environment.

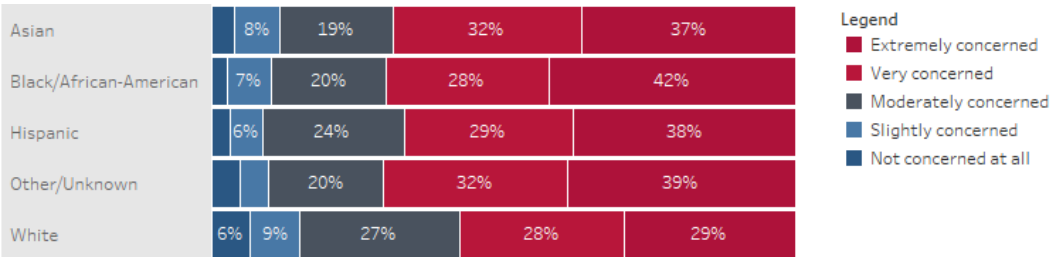
## STUDENT WELFARE

How concerned are you about the COVID-19 pandemic and the associated disruptions in your daily life? (3938 responses)

- Students continued to be concerned about the disruptions caused by the pandemic.

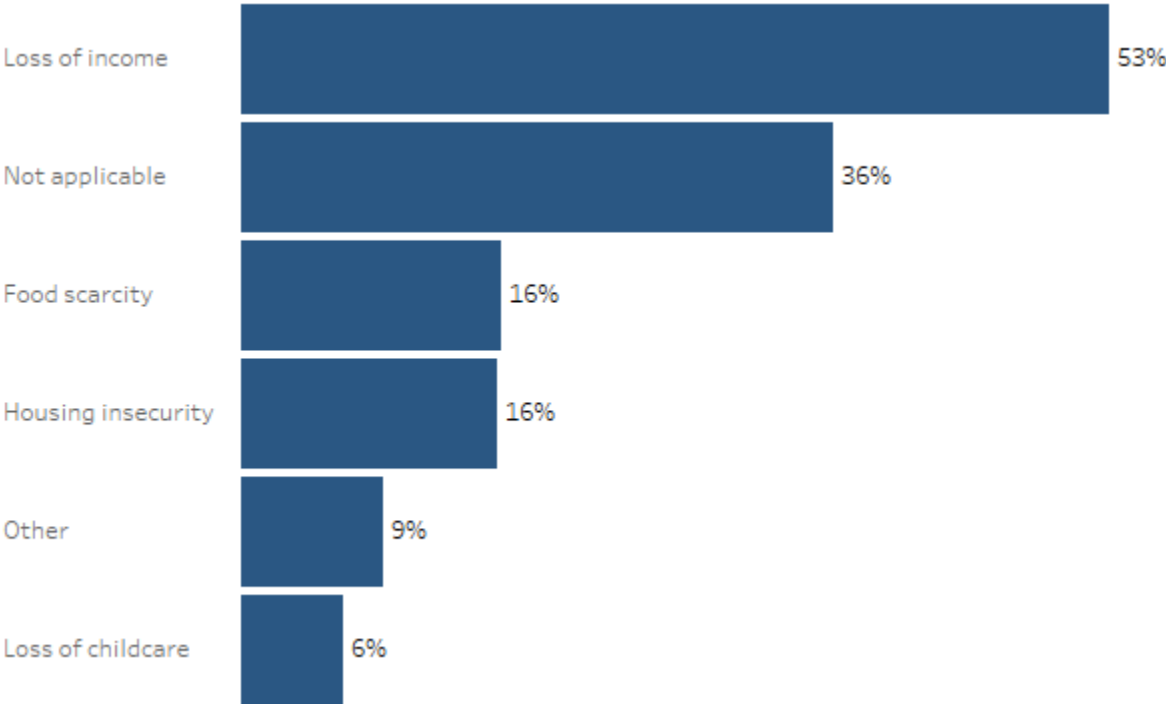


- Similar to Spring 2020, White students were the least concerned about the pandemic. Black/African-American students were the most concerned about the pandemic and the associated disruption caused in their daily life.

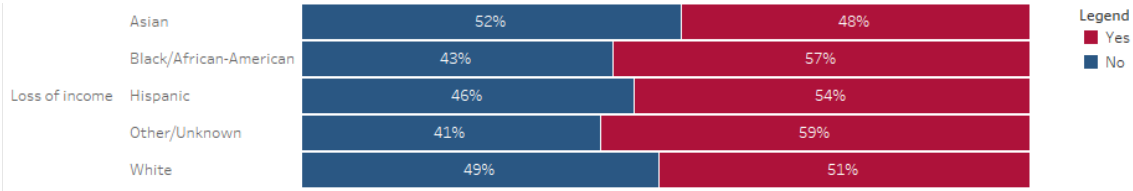


Are you experiencing any of the following issues? Check all that apply. (3700 responses)

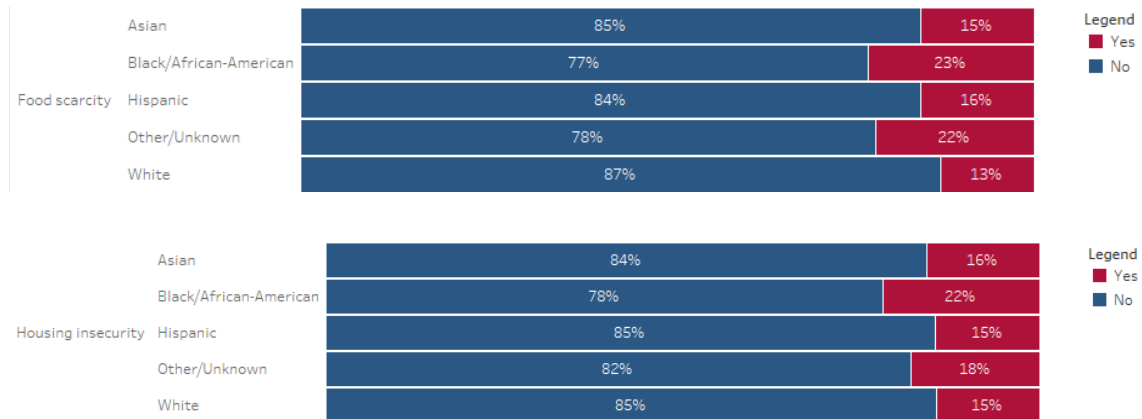
- Although most students expressed a loss of income, this percentage is almost 20% lower than reported in Spring.



- Asian students expressed a loss of income at a lower percentage than other ethnic/racial groups.

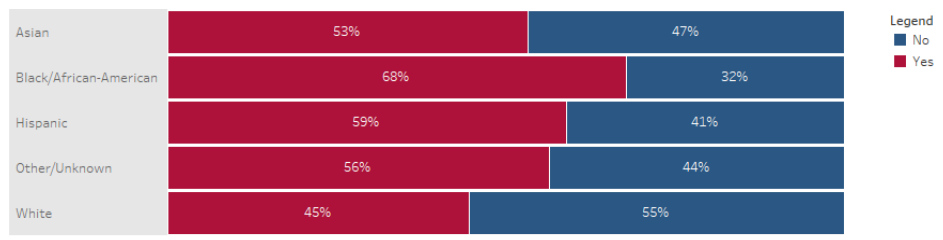


- While the percentage of students experiencing food scarcity and housing insecurity was small, proportions of basic need (food and housing) support remained higher for our students of color and highest for our Black/African-American students.



**Are you in need of additional financial support? (3763 responses)**

- Fifty-six percent of students reported needing additional financial support. This underscores students’ comments asking for financial aid, food, and housing support in open-ended questions throughout the survey.
- Black/African-Americans continued to express a need for additional financial support more than any other ethnic/racial population.





## Summary

The responses to this survey indicate that students continue to struggle in the online learning environment despite the support offered by the college. Like Spring 2020, the impact of the crisis to our students' welfare was not equitably felt between ethnic/racial groups. Many students frequently suggested more support be provided in the form of tutoring, more availability from counselors, faculty, and other staff to address their varying needs. Therefore, the opportunity for the college is to continue to strive to reduce barriers for students to access LBCC services.