

COVID-19 Student Impact Survey Results



The California Community Colleges conducted a student survey to capture the impact of the COVID-19 pandemic on the educational experiences of community college students across our system. At Antelope Valley College, a total of 1,654 students responded to the survey between May 28-June 17, 2020. This document highlights the various challenges students are facing.

Challenges Faced by Students

When asked, "Which of the following challenges do you face right now?" Students responded with the following: (Q5; N=1608)

48.8% said they **cannot concentrate** on school (n=784)

"Concentration plays [a] part and so does not having time because my work just began to freely schedule me and struggle with mental illness that was very impacted by having to stay inside as well as doing a large amount of coursework during a pandemic. I had family obligations during this time to help them during the pandemic..."

46.6% have to **take care of family members** while going to school (n=750)

"Now working two jobs to support myself and my siblings while still trying to transfer and balance school"

"I have two toddlers, it makes it very hard to focus sometimes as they are needy beings. The hour to two hour Zoom meetings are not easy to follow along with, when having to multitask."

17.7% do not have sufficient **internet access** (n=284)

"The internet connection can cut out because many of us attend college where I live and we end up using the internet at the same time"

"...Sometimes my internet crashes and cannot work too much on my hw to submitted online."

12.4% do not have a **functional laptop** (n=200)

"The teacher got kinda mad at my inability to show my face due to my camera not working and I feel it was a bit unfair."

12.2% do not have **time** for school (n=196)

"I have to work and make time for online meetings and homework."

Financial Challenges

In addition to the challenges mentioned above, many of our students' financial hardships have been exacerbated.

AVC students described experiencing financial concerns during the COVID-19 pandemic due to job loss or reduction of hours.

Financial Concerns

49.3%
of students
experienced a
decrease in income
during the pandemic
n=598

"School is very difficult during these times, it's almost the last thing on my mind when I was working. Now that I lost both jobs, I can concentrate on school but am constantly stressed about how my finances will be paid without a job."

Food Insecurity

29.9%
of students
cut the size of their meal because there
wasn't enough money
for food
n=363

"Lack of financial funds to get all the things I need for school, and to take care of home due to COVID-19."

Housing Instability

148
students
expressed living in
temporary housing

"I got put out of my house at the beginning of the pandemic."

"...the stress of potentially being homeless soon."

Reaching Student Services

Students were asked, "Which of the following student services have been challenging to access since the transition to online learning?" Presented are the top 5 support services students had difficulty accessing as they transitioned to online learning: (Q9; N=1127)

53.9% had difficulty accessing **academic counseling** (n=608)
"It is difficult to get counseling support."

43.7% found it challenging to access **financial aid services** (n=492)
"I need help with financial aid or will not be able to continue next semester."

34.3% said it was challenging to access **library services** (n=387)
"Librarian help with reference materials"

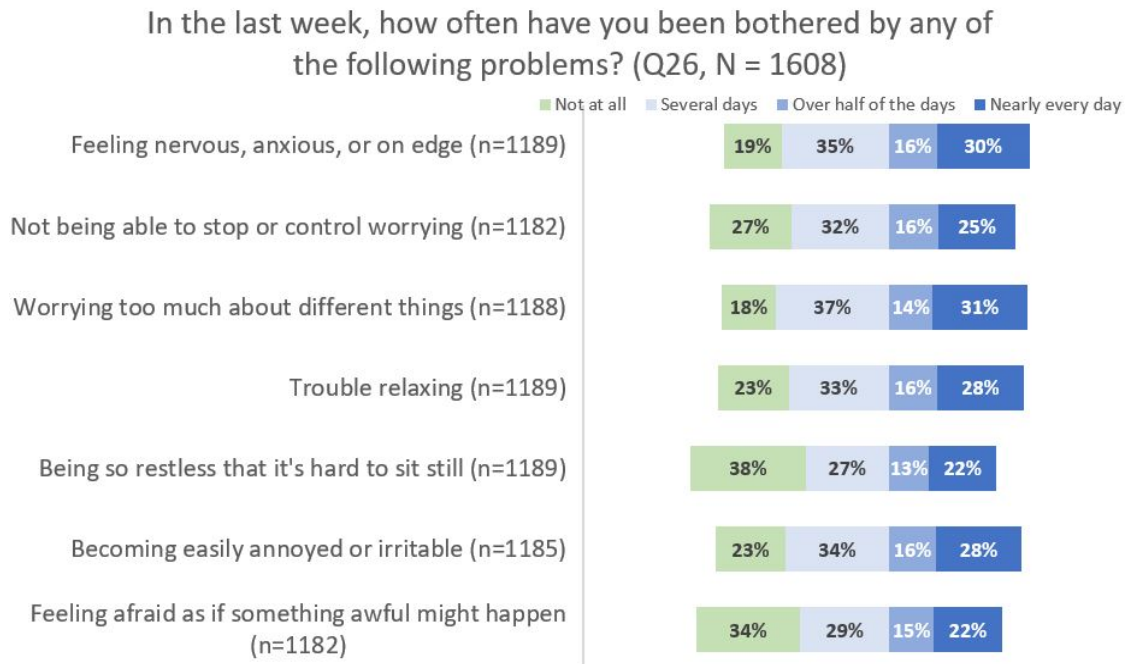
26.7% found it challenging to access **tutoring or writing center** (n=301)
"It's harder to find tutoring services. "

17.3% found it difficult to access **transfer center resources** (n=195)
"Lack of communication in order to resolve issues whether regarding transfer or even ones of financial aid or rental returns."

Mental Health

When asked, "In the last week, how often have you been bothered by any of the following problems?" student responded:

(Q26; N=1213)



Student's Voices

"I have [a] mental illness that is strongly impacted by isolation. I rely on routine and social interaction to help keep me functional. I live completely alone. Human interaction is vital."

"I struggle with mental illness that was very impacted by having to stay inside as well as doing a large amount of coursework during a pandemic."

"My depression makes it hard to focus and has only gotten worse with the pandemic."

"I have depression, anxiety, and I got COVID-19. I don't do well with online class because I can't focus."

Technological Challenges

Students were asked, "Which of the following technological issues have been a challenge for you since the transition to online learning?" Here are the top 5 technological issues identified by students as they transitioned to online learning: (Q6; N=1315)

41.7% were affected by the **instructor's discomfort or unfamiliarity** with required technology or software, such as Canvas (n=549)

"Neither me, my professor, or my classmates had any idea what was going on the entire time. It was the most stressful time in the world."

28.3% said there were **inadequate digital alternatives** for face-to-face collaboration tools (n=371)

"Zoom feels like a messy platform, I would prefer something like discord that is more functional and in my opinion easier to navigate."

27.5% were affected by the **lack of access to library resources** (n=361)

"The staff I can contact cannot answer questions, the staff that is supposed to have answers do not reply to voicemails or e-mails."

23.6% felt **instructors were unclear** about required technology or software (n=307)

"...I did have one teacher who practically gave up and wasn't necessarily teaching anymore but continued to assign work on material we haven't been taught."

22.5% lacked access to **specialized software** (n=296)

"Due to using an old computer I'm unable to access all zoom features and I've missed out on a few participation exercises."

Other Challenges

Students identified additional challenges they experienced in the write-in portion. A few common themes emerged in their responses:

Inadequate Study Space and Resources Needed to Succeed

"I do not have a dedicated study area that is without distraction or noise. My room is crowded and right next to our loud living room."

"I have 3 siblings and there is only 1 computer. We all attend college one attends the 5th grade. Eventually, we'll get a new computer but that's a little problem as well."

"I have to try and get internet because it's very hard to do your work on your phone. I am disabled but, determined to continue my education!"

Balancing School as an Essential Worker

"I was an essential employee and had to work a lot of overtime so I could not spend a lot of time on school."

"Work has been incredibly hectic during this pandemic which has made it harder to access school work."

"My boss going against my school schedule to accommodate work coverage."

Disability Related Adjustments

"I don't have access to vital documents for my disabilities and accommodation."

"I'm totally blind and I'm immune-compromised. For me, this means that the only realistic way for me to participate in school is for all assignments to be written text through Canvas or through another source that is accessible with screen reading software. These times are especially hard on me, as even for this semester, I had to request an excused withdrawal from my class...as I knew there was no way I could pass it."

How can we support our students?

A few questions on the survey asked how AVC can best support them, and what worked best in helping them transition to an online experience.

When asked, "If the COVID-19 pandemic continues through Fall 2020, what can the college reasonably do to support you in your studies and training?" Their responses revealed the following:

(Q31)

- The option to choose between asynchronous and synchronous classes
- Have a wider selection of online courses to choose from
- Improved communication among students and instructors/student support services
- More clarity about course offerings/delivery
- Rethinking weights of assignments and tests in grading practices and approaches

What students are saying about how AVC can support:

"Make sure that staff is aware & equipped with resources needed to ensure that courses run smoothly... Students also need extra assistance that could help with a continued online transition."

Students were asked, "What worked best in helping you transition to an online college experience?" They identified the following :

(Q32)

- Support from instructors and student services
- Instructor's use of canvas notifications and emails
- Recorded lectures and online office hours
- Support from family and being able to spend more time with them

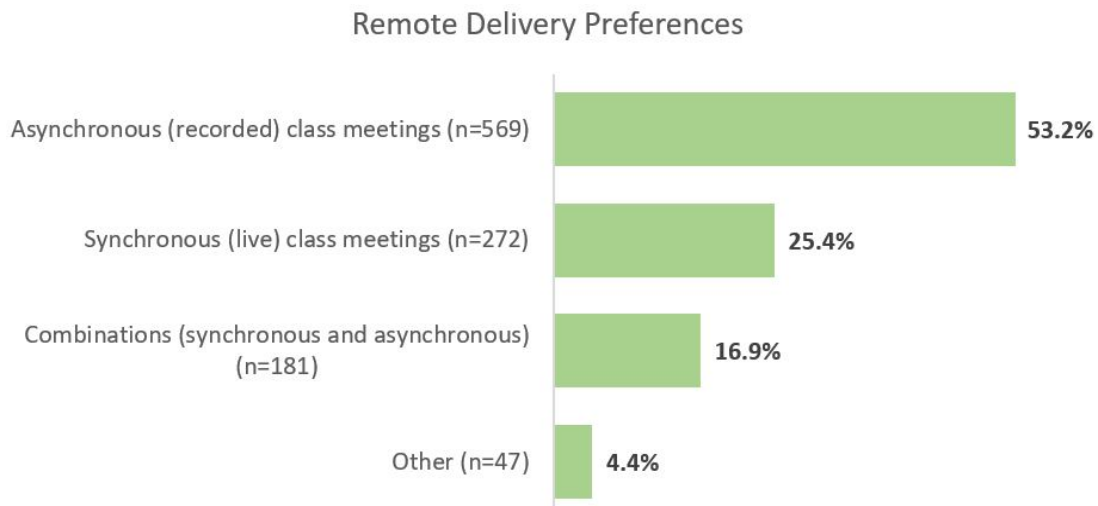
What students are saying about what worked best:

"My professors have gone out of their way to have their office hours online and record their lectures in case we can't attend. They have been able to do their part and give us the material we need to do our part."

Additionally, students were asked about distance learning modality preferences and re-enrolling for fall 2020.

The majority of students preferred asynchronous (recorded) classes. When asked, "If courses remain online in fall 2020, how would you prefer they be offered?" They responded:

(Q29, N=1169)



Students were nearly evenly split about whether they prefer online or in-person courses.

(Q30, N=1169)

36.6% prefer courses taught **fully online** (do not reopen) (n=425)

"If face masks have to be worn on campus, I would rather have online classes."

32.6% prefer **most courses taught online**, but **some face-to-face** (partially reopen campus) (n=378)

"Please just have some options in-person and have Zoom on for students who want to self-isolate."

30.8% prefer the way courses were taught before, **mostly face-to-face** with some online (fully reopen campus) (n=358)

"I prefer for them to be in the classroom to eliminate the hardship of not being able to ask questions."

Ray of Light

There has been some light in the darkness too. While the majority of students struggled with the transition to online learning, a few students had positive experiences online. When asked, "What has been the most positive aspect of transitioning to learning online?" Students identified the following positives of receiving online instruction:

(Q33)

- Learning time management skills
- Instructors caring about their students ("Teachers being understanding and forgiving")
- Working from home and not dealing with classroom distractions
- Flexibility with time and studying
- Not worrying about getting sick

A few students liked the flexibility of the online experience

"Although I was faced with more challenges doing online I also felt like I had more time to study."

"I prefer online learning. It gives me more flexibility to attend to my family needs."

Some Students found student services easy to access online

"I have sent emails to financial aid during this time and always received quick and clear emails back."

"They've all made themselves pretty available, it just takes a day or two to get a response instead of walking into the office. Academic counseling is a lot easier now that it's mainly the online version because now you don't have to wait 3 weeks to get an appointment just to ask a small question."

Others revealed a positive experience

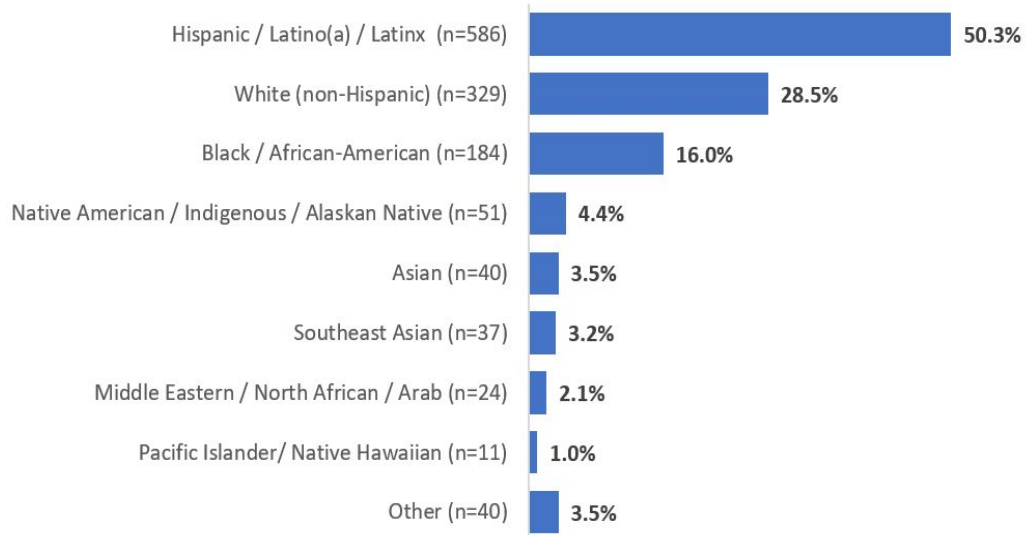
"I enjoyed my online learning experience ."

"I was anxious that because we weren't going to be learning in class I was going to fail my classes. However, I was completely wrong!"

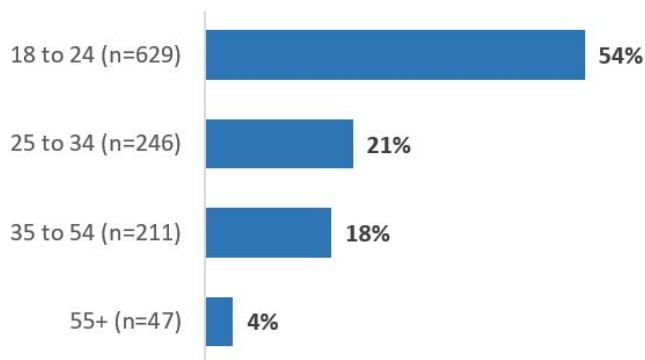
Respondent Demographics

Respondent demographics closely mirror the AVC community. However, women were overly represented in the survey responses.

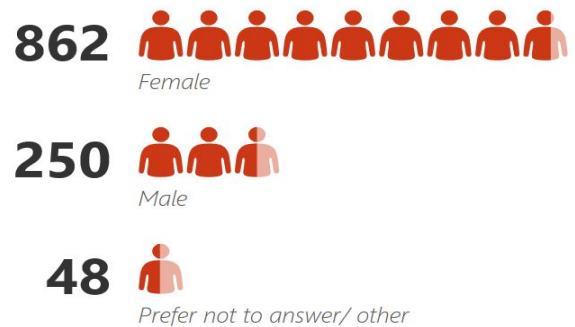
Race and Ethnicity



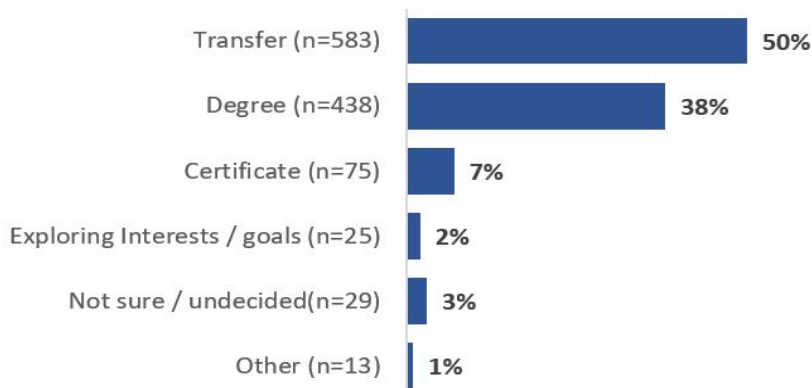
Age Groups



Gender



Student Goals



Are you a parent or guardian?

