

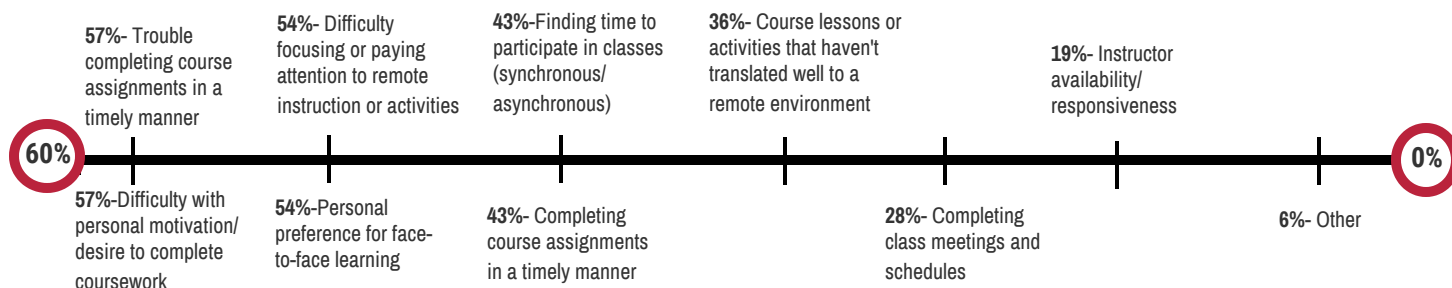
# COVID-19 Student Survey Results

In response to the ongoing COVID-19 crisis and Mt. San Antonio College's (Mt. SAC) move to a remote learning experience, the Office of Research and Institutional Effectiveness (RIE) and the Office of Instruction began planning a series of surveys to gather relevant feedback from the campus community, including students, faculty, and staff. The first phase of this research was the creation and distribution of the COVID-19 Student Survey. The survey was influenced by a series of discussions throughout April 2020 that included input from Academic Senate and Student Services leadership.

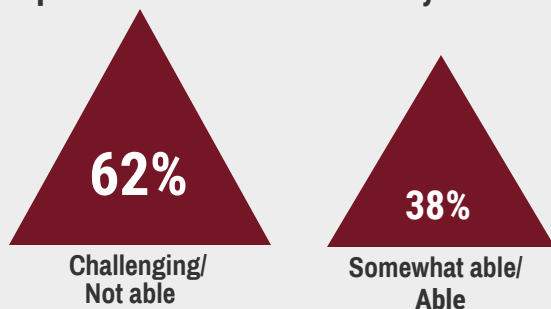
## Methods

- The student survey consisted of 42 items, including multiple-choice and open-ended questions. The survey asked students for feedback on their online learning experience, their financial, housing and health situations, and their awareness of Mt. SAC resources.
- The survey was sent to all Mt. SAC spring 2020 credit students. A total of 27,763 students received an invitation to complete the survey and 2,828 students responded which is a response rate of 10.2%.

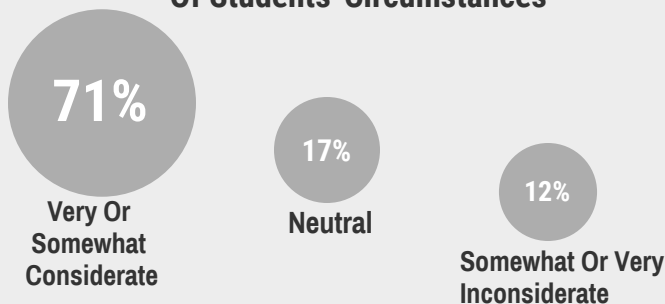
## Students' Learning Issues



## Ability To Maintain A Regular Schedule To Complete Coursework In A Timely Manner

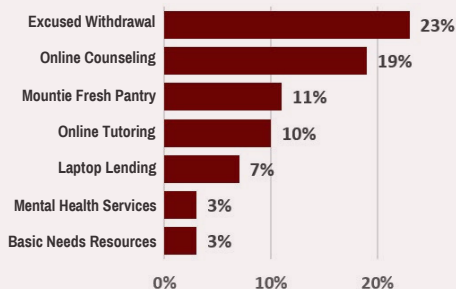


## Perception Of Faculty As Considerate Of Students' Circumstances

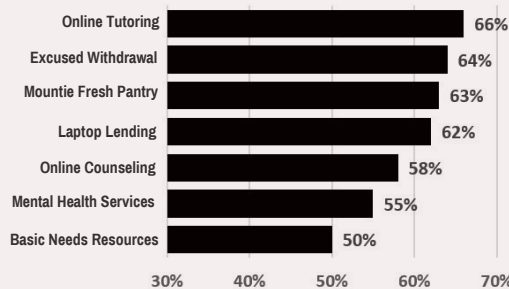


## Resource Awareness And Use

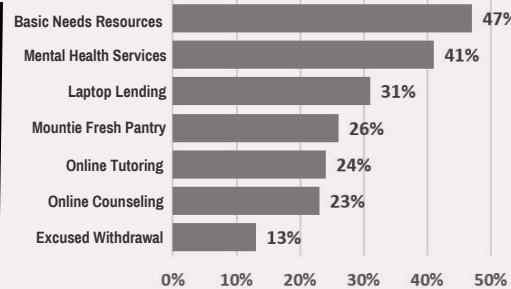
### Aware And Use



### Aware And Not Use



### Not Aware



## Concerns Identified By Students

74%-79%

Mental/Physical health 79%  
Lower income 75%  
Social isolation 74%

68%- 61%

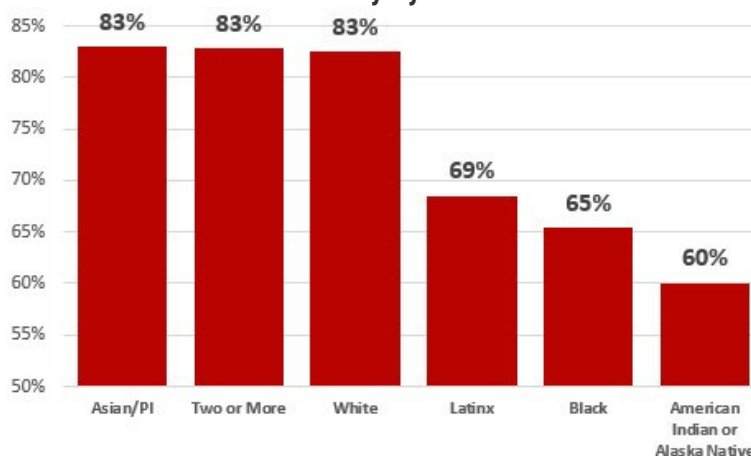
Reduced working hours 68%  
Inability to pay my bills 67%  
Job loss 67%  
Personal Safety 61%

44%-45%

Lack of food in my household 45%  
Housing instability 44%

## Students Who Have Their Own Computer, Laptop, Or Tablet

Ethnicity By Percent



## Working Students After COVID-19

Lost job

39%

36%

My hours/pay were reduced

Nothing changed

25%

## Food And Housing Insecurities

36%

Cut the size of your meals/skip meals because there wasn't enough money for food

35%

The food that I bought didn't last and I didn't have money to get more

Only had a place to stay temporarily

10%

I had to sleep in an outdoor location

3%

## Student Voices On COVID-19 Impact On Their Lives

"Not actually learning anything since it is hard to retain information when the lectures are not face-to-face. Instead of learning, I am simply just finishing assignments before their due dates. This concerns me, as I am going to need this information in future classes."

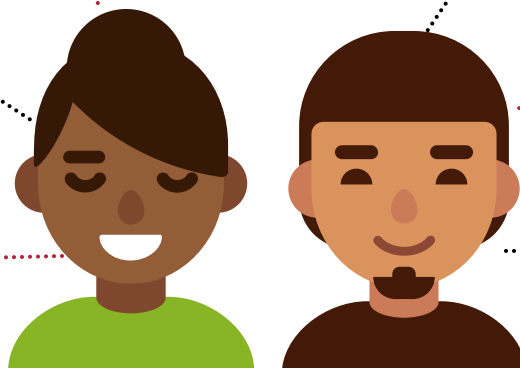
"Academically, my professors expressing their compassion and understanding has gone the best during this difficult time. It's nice to know that they are trying as hard as possible to stay connected and make class as interesting as possible on Zoom. Also, their ability to be more lenient during this time is super helpful because of the stress and anxiety that I have been feeling lately."

"Life is busier. Trying [to] balance care for [my] child and [my] mental stability with school and work [is] becoming increasingly difficult. Finding it harder and harder to focus [on] school work."

"I am a caregiver for an elder parent who requires much of my time to manage their healthcare. Because of COVID-19, my duties have increased exponentially and it is a hardship to balance life care with school work."

"I don't have a space in my house [that] I can use for learning, studying and homework without constantly being interrupted by my four children of different ages at different times."

"The best thing that has happened is that my professors are very conscious of the situation we are in and try their best to help us. I feel more confident using technology and I am not as afraid as I used to be about doing my work online."



## Recommendations And Opportunities For Improvement

A review of the data collected from the Covid-19 Student Survey indicated that many students are struggling with their course workload and learning in an online environment. These issues are compounded by stressors brought on by financial hardships and the worries about their mental and physical health.

These results present the following opportunities for Mt. SAC as it continues to support students during the COVID-19 crisis and the move to a remote learning environment:

### **Opportunity #1: Increase awareness and use of mental health services and the Mountie Fresh Basic Resources for students.**

In both multiple-choice responses and open-ended comments, large numbers of respondents indicated they were dealing with issues related to their mental health brought on by the pandemic. Yet only 58.7% of students were aware of mental health services at Mt. SAC, and of those, only 3.4% had used these services. Similarly, with a significant number of respondents indicating housing and food insecurity, additional communications about the Mountie Fresh Basic Resources may prove helpful.

### **Opportunity #2: Encourage faculty to be more flexible with deadlines and scheduling.**

Seventy-one percent of students found faculty to be considerate of their circumstances. Students indicated that they were having trouble maintaining consistent schedules. In comments, students explained that they were forced to address health-related issues in their family, childcare, and new household duties. In addition, many were acting as teachers for their school-aged children. Several indicated that these responsibilities have made it difficult for them to work effectively on their devices, attend class sessions consistently, and required them to work late into the night to get schoolwork done. Instructors may see more participation and success by familiarizing themselves with their students' other priorities and/or being more understanding about course requirements. This could include allowing students greater access to assignments or exams, allowing late work, or expanded office hours. Faculty who can find ways to do this while maintaining course rigor will help encourage student success.

### **Opportunity #3: Continue to support students by creating engaging online learning environments.**

A majority of respondents preferred face-to-face learning and indicated that they felt disconnected or isolated in the current environment. As such, students will require additional support to navigate the online environment. This could be as simple as including a description in the syllabus – allowing students to refer back to it if needed – it could also mean instructors including hyperlinks to Canvas Student Guides in their assignments, modules, announcements, or wherever they are asking students to submit work. These hyperlinks would include instructions on how students should interact with Canvas (e.g., how to submit an assignment in Canvas). Additionally, providing faculty with the proper tools and training to provide an engaging online environment that includes significant student-to-student interaction is key. Students indicated that they appreciated faculty who were responsive to their questions, concerns, and requests for additional support.

## COVID-19 Student Survey Team

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