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QUICK SUMMARY OF SURVEY RESPONSES

Access to Technology

Positives`

- Between 83%-94% of students indicated they had good access to internet, computer, Canvas, Zoom, software, course information, and were likely to stay in their classes.
- 57% of students responding had taken an online course before the migration.

Negatives

- 57% of students responding do not know who to contact regarding technical issues.
- 61% of students responding anticipate their learning will be worse in online classes than on-campus.

Communication

- 87% of students use a laptop or desktop computer for completing online courses.
- Canvas, email, and texting are the three most effective and reliable modes for student communication.
- Open-ended question showed that three highest themes were that communication is good, they weren't sure what to do to improve, or email could improve it.

Student Support Services & Resources

- The top five online services student plan to use are: LRC, Counseling (Acad), Financial Aid, Library, and A&R.
- 74% of respondents haven't attempted to access academic support services. Of those that did, about half of them indicated their concern was addressed.
- Top two resources or information requested: Assistance with health/well-being, and Counseling-emotional support.
- 131 students left contact information for follow up and contact has been attempted for all.

Access to Technology Student Survey

On March 26, 2020, RCCD sent out survey to assess students' access to technology across the district. One of the questions asked students to identify at which college they were taking the majority of their courses. As of April 20, the survey was closed and Norco College had 903 student respondents which is an 8.2% response rate of all students who were enrolled as of census in the Spring 2020 semester. Of those respondents, 313 provided a student identification number and further analysis can be made on those students to follow up on their outcomes in the current semester and/or longitudinally, if necessary. The current report is a summary of student responses to the survey questions and some conclusions that can be gathered from these data.

ACCESS TO TECHNOLOGY QUESTIONS

The largest portion of questions in the survey were focused on technology access and resources available to students. The majority of these questions posed a four-point Likert scale with the first two responses indicating positive response to the question and a few binary yes-no questions. The table below shows these questions, percentage of students answering positive, and the responses comprising these positive percentages.

Q #	Question	% Positive	Answer Choices
3	Have taken courses online prior to migration	57%	Yes
4	Able to participate in migrated courses	94%	Yes-all, Yes-some
5	Have reliable access to internet	88%	Always, Usually
6	Have computer I can use	91%	Always, Usually
7	Familiar with Canvas	83%	Very, Mostly
8	Access to Zoom	75%	Always, Usually
9	Access to software needed	83%	Always, Usually
10	How likely to stay in online classes	84%	Very, Somewhat
12	Know who to contact if technical issues	43%	Yes
14	Anticipate learning in online classes compared to on-campus	39%	Better, Same
19	Get timely information about status of school & classes	83%	Yes

Of the above 11 questions, 9 showed that a majority of students indicated positive responses. These questions covered access and familiarity with the internet, Canvas, Zoom, software, courses and updates, and whether they had taken courses online prior to the migration in March 2020. There were two questions where students didn't indicate a majority of positive responses and they were knowing who to contact with technical issues, and anticipating whether their learning would be either better or the same as the on-campus learning environment. Possible follow up to these questions could involve increased communication on student resources addressing technical issues and enhanced learning techniques or approaches in the online environment.

For Question 10 addressing how likely they were to stay in their online classes for the current term, 16% indicated they were either somewhat unlikely or very unlikely to stay. Those students were forwarded on to an open-ended Question 11 that asked, "What could we do to help you stay in your online courses and continue your academic progress?" The open-ended responses were categorized into the following themes in the table below. Keep in mind that some open-ended responses may contain more than one

theme. Below the table are some verbatim statements representing the general sentiments of this open-ended question.

Question 11: What could we do to help you stay in your online courses and continue your academic progress?

Themed Responses	Count	Percent of Respondents
Online	25	24%
Workload	17	16%
Instructor	15	14%
Laptop/ Wi-Fi / Technology	15	14%
Communication with instructor	14	13%
Academic support	12	11%
Mental Health	8	8%
Study space	7	7%
Lab	6	6%
Stop semester	6	6%
Learning	6	6%
Disappointment	5	5%
Financial	2	2%
Zoom	2	2%
Canvas	1	1%
Total themes	141	
Total answered question	104	

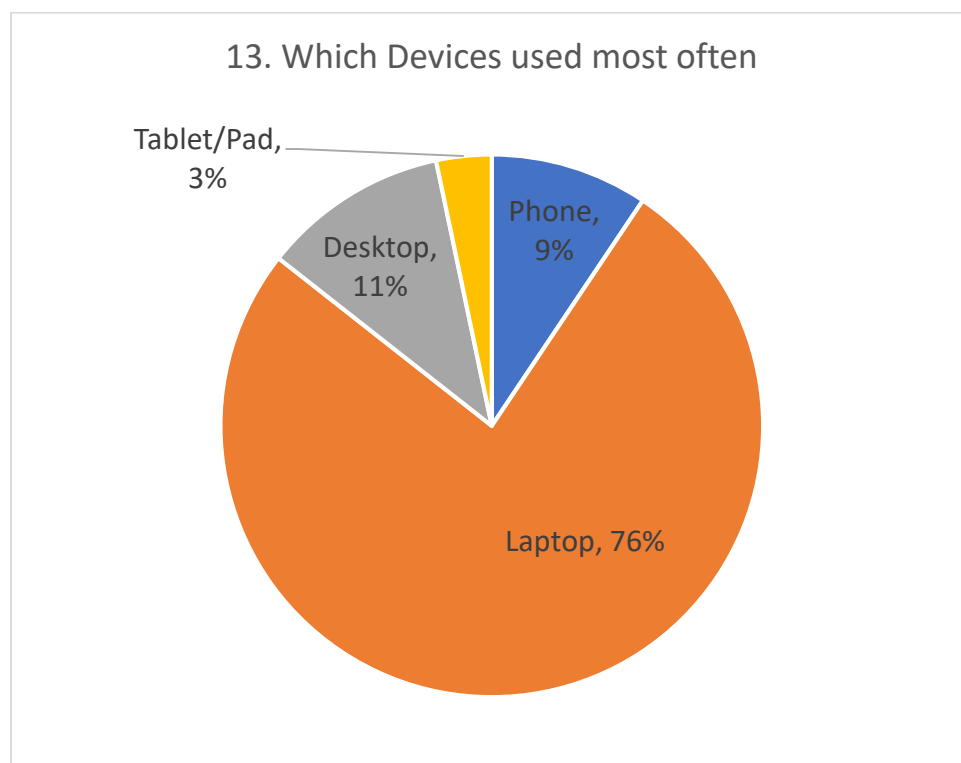
- “Encourage teachers not to give us more work such as discussion post, extra writing assignments, videos to watch and reflect on etc. The extra work load in most classes is very unfair especially given this current situation we are in is stressful enough as it is. If our classes were on campus as they should be, we would not have this insane workload. I did not sign up for online classes therefore I should not have the expectation upon me as if I did.”
- “Making testing, midterms, exams, and the process of homework easier to view and lay out would help a lot. I find myself staring at the brick of assignments before me and feeling hopeless and not knowing where to start. A better platform than online conferences would help as well. Zoom is terrible.”
- “have patience for us, learning math 12 online is very challenging compared to in person sessions”
- “i am learning nothing and completing assignments strictly to complete them. i retain nothing from my computer screen and even more stress is added when i get a bad grade. it really makes me think about my future in college and if i should stay.”

COMMUNICATION AND STUDENT SUPPORT SERVICES/RESOURCES

Seven questions focused on the areas of communication and student support services within the online environment. The items that focused on communication were Questions 13, 16, and 20. The items that focused on student support services were Questions 15, 17, 18, and 21. Most of these questions were presented as a “Mark all that apply” with answer choices. The discussion below will divide up the questions into these themed areas.

Communication

Question 13 asked students to identify the device used most often for their online course and the results are below. Clearly, students are using a laptop as their primary device for completing online coursework.



Question 16 asked students to identify the effectiveness and reliability of a list of seven different modes of communication of information. The table below shows the results sorted from highest to lowest by effectiveness. Students seemed to think all modes of communication presented were more effective than they were reliable. This may have been due to internet issues or other technical issues related to the transition. The top modes of communication in effectiveness and reliability are Canvas, email and text. Norco College is using email and Canvas as a mode of communication but a group texting software has yet to be purchased. This is currently being discussed and it appears the students will use it as a primary mode of communication.

16. Which modes of communication are effective and/or reliable (Sorted highest to lowest by effective)		
	Effective	Reliable
Canvas	91%	62.5%
Email	90%	66.0%

16. Which modes of communication are effective and/or reliable (Sorted highest to lowest by effective)		
Text	88%	66.8%
Instagram	74%	54.1%
Facebook	67%	52.9%
RAVE	62%	59.2%
Twitter	61%	60.7%

Question 20 was an open-ended question that asked, “How can we improve our communication with you?” The responses were categorized and themed as indicated in the table below, and some examples of responses from this question are provided below the table.

Themed Responses	Count	Percent of Respondents
Communication is good	72	20%
Unsure	57	16%
Email	55	16%
Nothing	42	12%
Text Messages	32	9%
More Updates/ Information	32	9%
Communication with Professors	24	7%
Canvas	15	4%
Clarification/ Transparency	21	6%
In Person	10	3%
Academic Support	8	2%
Personal Email	7	2%
Telephone	6	2%
Notifications/ remind	6	2%
Timely response	5	1%
Tech Support	4	1%
Financial	4	1%
Zoom	3	1%
Social Media	3	1%
Total themes	406	
Total answered question	352	

- “Tell instructors to make better use of canvas and update the syllabus.”
- “Set up Remind through text”
- “Professors need to communicate with students via email or canvas”
- “I feel if communication comes simpler, such as through Canvas announcements or through texts where we don't have to go through such efforts to go through the email process or a link we have to go through first, we would get the message faster.”

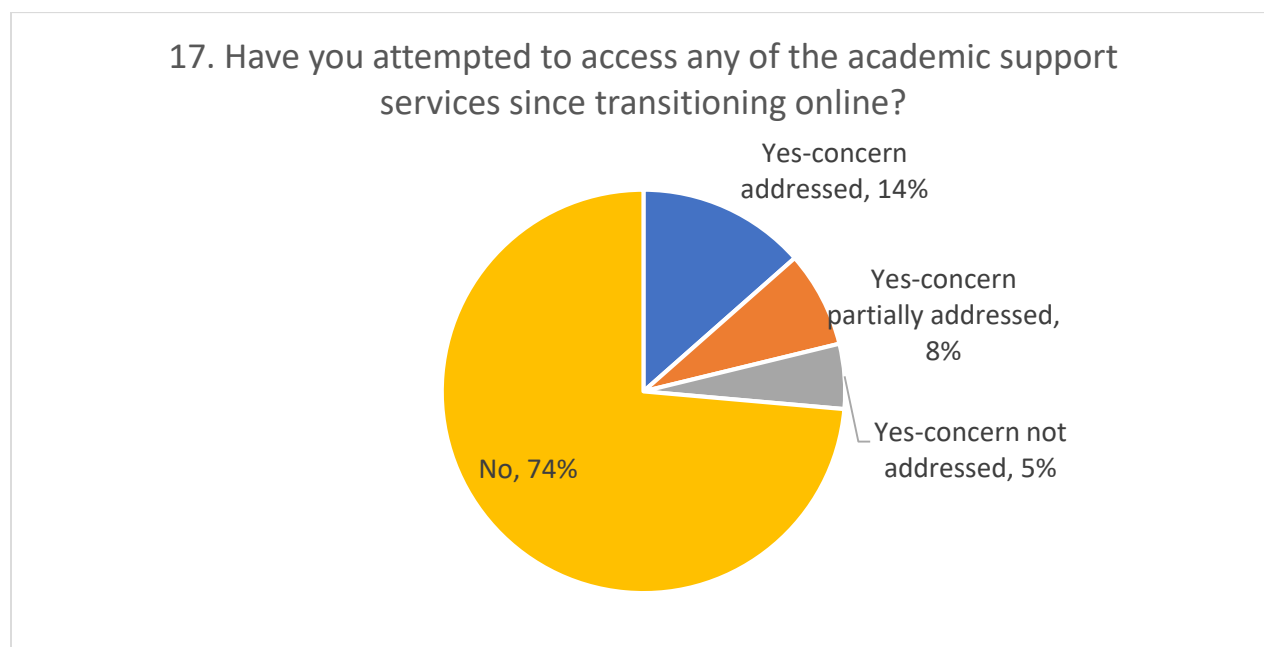
Student Support Services/Resources

Question 15 listed out all of the student support services that are available online and asked students to select those they planned to use. The table below shows the services students selected most in descending order.

15. Which online services plan to use? (Sorted highest to lowest)	
LRC	48%
Counseling - Academic	46%
Financial Aid	40%
Library	37%
A&R	35%
Transfer Applications and Information	18%
DRC	12%
Special Programs (EOPS/CalWORKs/TRIO)	11%
Other	4%
Veterans	3%

Between one-half to one-third of students planned to use LRC, Counseling, Financial Aid, Library and Admissions and Records. This makes sense since all students need to use these services, whereas the remaining services are for students who are either in special programs or populations. “Other, please specify” was also a response in case the service they needed was not listed. Most of these responses were not specific services, but expressions of frustration with the transition to remote learning. Of the responses that specified a service, the most common were: Phoenix Scholars, STEM support, Men of Color, and Dual Enrollment.

Question 17 asked if students attempted to access any of these student support services since transitioning online. The results are in the chart below.



The majority of respondents (74%) had not attempted to access any support services at the time of completing the survey. However, of those students who had attempted to access support services, a very modest majority had their concern addressed, but an almost equal proportion did not. For the students who answered “Yes-concern partially addressed”, or “Yes-concern not addressed”, the survey was programmed to forward them to an open-ended Question 18 that asked, “If you attempted access to any of the academic support services since transitioning online, and your concern was only partially or not addressed, how could we have addressed it? Responses were categorized, themed and displayed in the table below. Below the table are some examples of open-ended responses that represented some of the general sentiments expressed by respondents.

Question 18: If you attempted to access any of the academic support services since transitioning online, and your concern was only partially or not addressed, how could we have addressed it?

Themed Responses	Count	Percent of Respondents
Contact	24	41%
Instructor / Course Structure	8	14%
Communication	6	10%
Communication with instructor	6	10%
Unsure	6	10%
Technology / Wi-Fi	8	14%
Clarification	5	8%
Canvas	3	5%
Workload	3	5%
Academic support	2	3%
Resources	2	3%
Counseling	2	3%
DRC	1	2%
Nothing	1	2%
Total Themes	77	
Total answered question	59	

- “I haven't gotten an email back from who I sent it to. If I sent it to the wrong email, I don't know who I should send it to.”
- “For me the online tutoring did not work on my desktop or any device I had good night figure out why and could not contact anyone that would help me”
- “Canvas technical support over impacted with waiting for 20 people ahead of me
- “Properly communicate through email. Sincere responses that solve issues.”

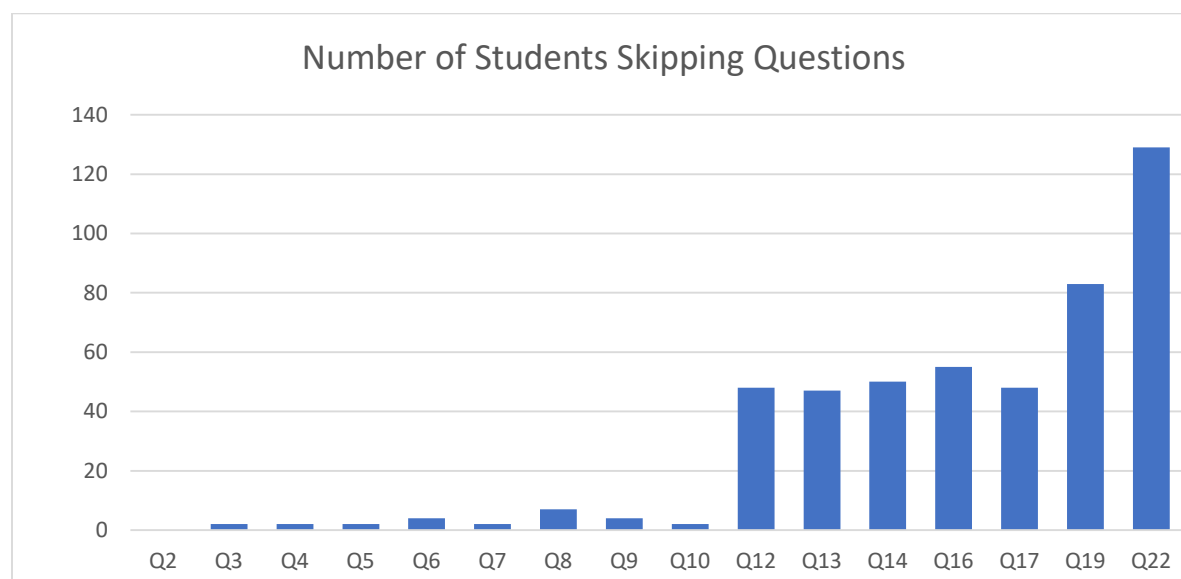
Question 21 if they would like any resources or information in several different areas. *Question 22* specifically asked if they would like information or assistance entering or reentering the job market. Since these two questions were very closely related they are combined in the table below.

21. What info and/or resources would be helpful to you?	
Assistance with health and well-being	53%
Counseling - emotional support	40%
Webinars/training to enter or reenter the job market (Q #22)	35%
Assistance with meals	31%
Other	21%
Assistance with housing	20%

As indicated in the table, students were allowed to pick “Other” and specify what needed resources weren’t listed. The most common resources specified were financial assistance (parking refunds, tuition refunds, monetary aid), grade accommodation (P/NP, waive finals) and child care assistance. As with the previous “Other” response in Question 15, most responses on this other were concerns/complaints with transitioning to remote learning.

The last question (#23) requested students to leave their contact information if they wanted someone from the college to follow up with them. One-hundred thirty-one students responded with contact information and a response team was mobilized to make contact usually within 24 hours of providing contact information.

A final issue is regarding the response patterns evident in the Access to Technology survey. Some questions were limited on the basis of how student responses. For instance, if a student answered they were likely to withdraw, they were forwarded to a question asking them what the college could do to retain them. However, the majority of questions in the survey were open to all respondents. The table below shows the questions open to all respondents that requested a response and the number of students that skipped the question.



The purpose of this chart is to show that students are hitting a clear saturation point at about ten items into the survey. This also may indicate a saturation in the volume of email correspondence directed at

students during this COVID-19 crisis. At this point, limiting email and other electronic correspondence might be advised unless absolutely necessary.

SUMMARY & NEXT STEPS

In terms of access to technology, it appears the majority of students have access to software, devices, and the internet to be able to make the transition to remote learning during spring 2020. However, most students do not know who to contact about technical issues, and they are not expecting their learning experience to be as high quality online as when on-campus. Communication seems to be working when utilizing Canvas, email, or texting. Currently, mass texting software is being considered at Norco and appears to be supported as an effective mode of communication for students. For student support services, over 40% of students plan to use LRC, Counseling, and Financial Aid. Most students haven't contact student services online, but about half of those who did weren't able to have their concerns addressed adequately. Next steps based on these results would be to continue pursuing group texting software, and improving communication regarding technical issues and/or unresolved concerns when accessing online student services.

Appendix