

BMCC Transition to Off-Campus Learning Survey Results

Office of Institutional Effectiveness and Analytics

Executive Summary

The *Transition to Off-Campus Learning* survey was sent out to all students who were enrolled in the spring 2020 semester at BMCC; 22,580 students, 3,169 students (14%) started the survey, and 2,662 students (11%) completed the survey. The average time spent on the survey was nine minutes. The goal of the survey was to measure student experiences, engagement, and need during the move from in-person to off-campus learning in spring 2020. Student demographic, enrollment, and response summaries are provided.

The following are some survey results:

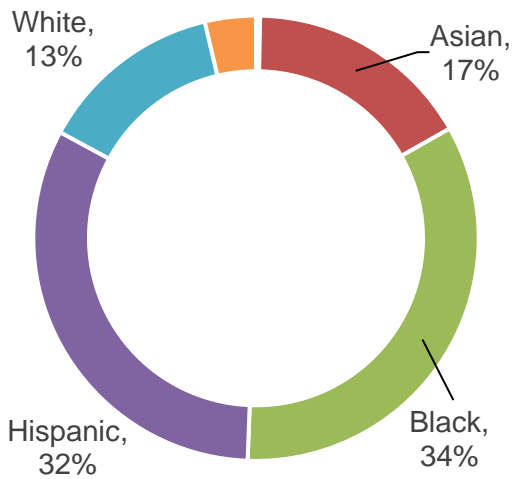
- 56% of students indicated that they already registered for fall 2020 at the time of the survey;
- from those that responded that they did not register for fall 2020, 47% reported that they were likely or very likely to register;
- 59% of students indicated that they have not enrolled in online courses prior to the move to off-campus learning;
- from those that responded that they have not previously enrolled in online courses, 68% indicated that their experience with off-campus learning made them prepared or very prepared to take online courses;
- and 52% indicated that the transition to off-campus learning was better than they expected.

Students were asked to reflect on their experience transitioning from in-person to online learning in the middle of the spring 2020 semester. What follows is a two-part report, beginning with an in-depth analysis of the quantitative data followed by a detailed report of the qualitative questions that were asked of students to better understand the individual experience (page 12).

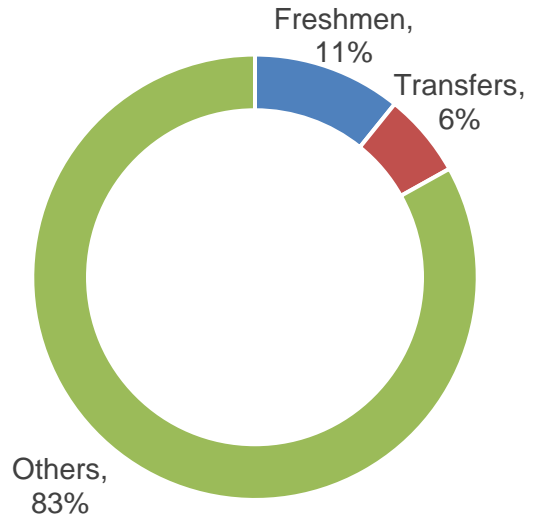
Part 1 – Quantitative Analysis

Demographics and Enrollment

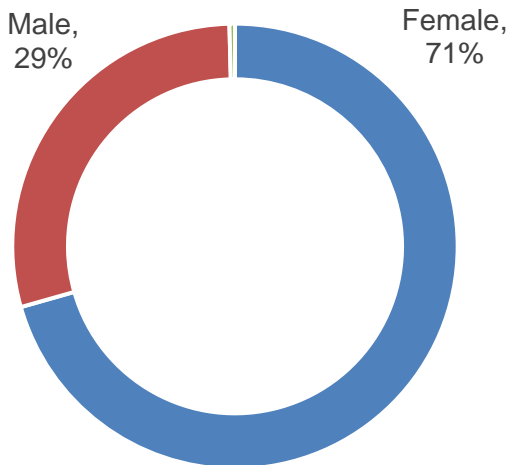
Ethnicity



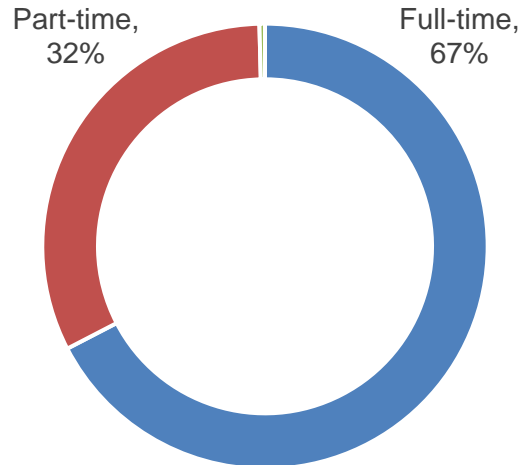
New Student Type



Gender

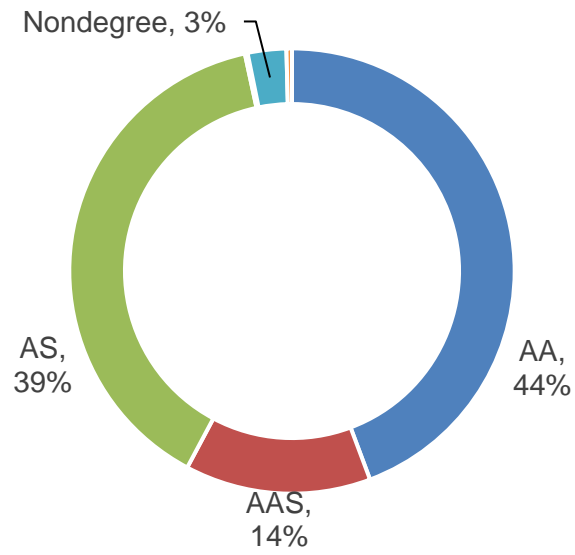


Full/Part-time Status

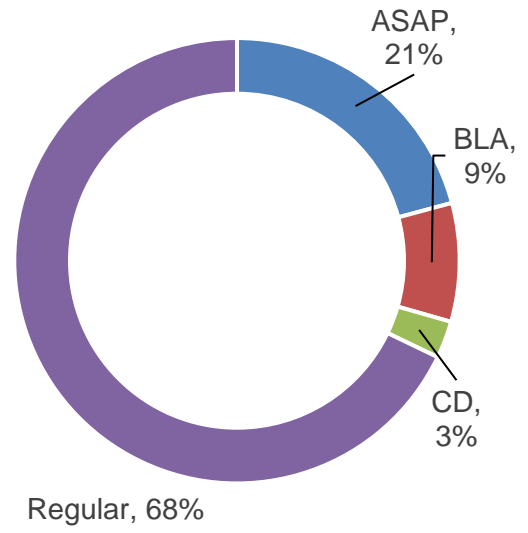


Note. For Ethnicity, 3% were identified as Native American. There were no data available for 3.7% of Ethnicity, 0.4% of Gender, and .04% of Full/Part-time Status.

Degree Type



Success Cohort Program



Note. For Degree Type, 0.2% were identified as Certificate students. There were no data available for 0.4% of Degree Type.

Overall Experiences

Level of Agreement with Statements about Experiences

Agreement with the following statements:	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total Answered N	NA N
I feel connected to other students.	6.5%	26.5%	<u>34.2%</u>	32.8%	2998	171
I feel connected to my professors.	14.3%	<u>43.0%</u>	23.6%	19.1%	3077	92
I feel connected to BMCC staff (e.g. advisors, counselors).	12.8%	<u>39.7%</u>	25.3%	22.1%	2954	215
I feel like a member of the BMCC community.	14.9%	<u>48.4%</u>	21.0%	15.7%	2881	288
I know what I need to do to be safe during the COVID-19 pandemic.	<u>63.4%</u>	34.7%	1.1%	0.8%	3130	39
I am concerned about my physical health during the COVID-19 pandemic.	34.8%	<u>37.6%</u>	18.9%	8.7%	3010	159
I am concerned about my mental health during the COVID-19 pandemic.	<u>38.4%</u>	34.8%	19.0%	7.8%	2965	204
I am concerned that I won't have enough food to eat in the next 30 days.	8.6%	17.6%	<u>45.6%</u>	28.3%	2842	327
I am concerned that I won't have enough money to buy food in the next 30 days.	13.4%	22.2%	<u>41.1%</u>	23.3%	2812	357
I am concerned that I won't be able to afford housing in the next 30 days.	13.2%	19.7%	<u>43.0%</u>	24.2%	2756	413

Note. Percent denominator is Total Answered. Largest row percentages are underlined.

Overall Need

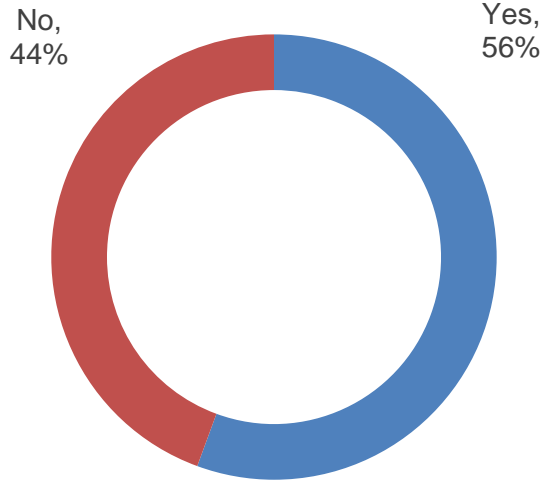
Level of Difficulty in Completing Class Work and Procuring Technology

Difficulty with the following items:	Very difficult %	Difficult %	Easy %	Very easy %	Total Answered N	NA N
Time management	24.9%	<u>35.2%</u>	29.8%	10.0%	3087	82
Maintaining employment	<u>35.2%</u>	33.6%	23.2%	8.0%	2233	936
Balancing work responsibilities	24.8%	<u>42.0%</u>	25.9%	7.4%	2371	798
Balancing family/household responsibilities	23.1%	<u>35.7%</u>	32.2%	9.0%	2934	235
Maintaining access to the Internet (via Wi-Fi or Ethernet)	10.1%	19.4%	<u>46.2%</u>	24.2%	3077	92
Maintaining access to Blackboard	5.5%	13.6%	<u>52.4%</u>	28.5%	3107	62
Securing the necessary technology (i.e. desktop, laptop, tablet, etc.)	6.0%	14.3%	<u>51.9%</u>	27.8%	3018	151
Finding a quiet space for completing coursework	27.1%	28.5%	<u>30.0%</u>	14.4%	3099	70
Getting help with completing assignments	23.2%	<u>35.4%</u>	31.9%	9.5%	2913	256
Adjusting to online instruction	25.0%	<u>32.1%</u>	31.6%	11.3%	3071	98
Communicating with friends, peers, and/or family	11.9%	25.7%	<u>46.3%</u>	16.1%	3025	144
Securing childcare	22.9%	24.5%	<u>38.8%</u>	13.7%	950	2219

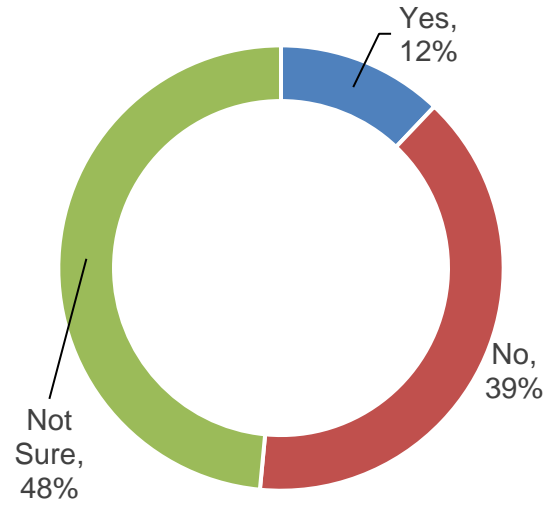
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Future Registration

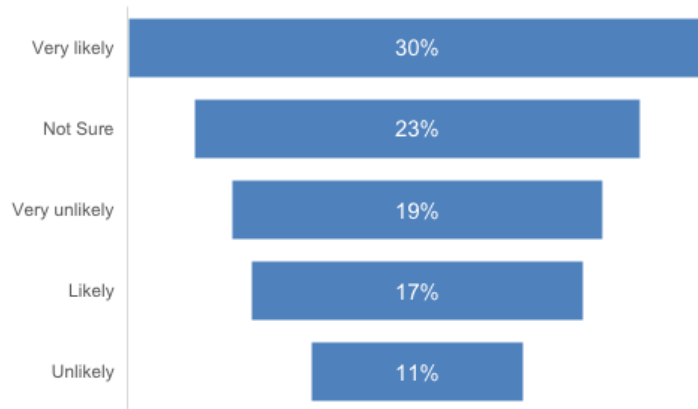
Have you registered for BMCC in fall 2020?



*Has your timeframe for graduation changed due to the pandemic?



*Likelihood of registration for BMCC in fall 2020?



* Skip logic question based on prior response

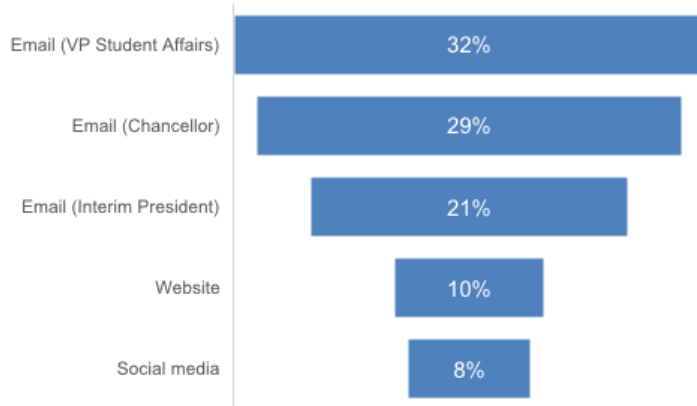
Communication

Level of Agreement with Statements about Communication

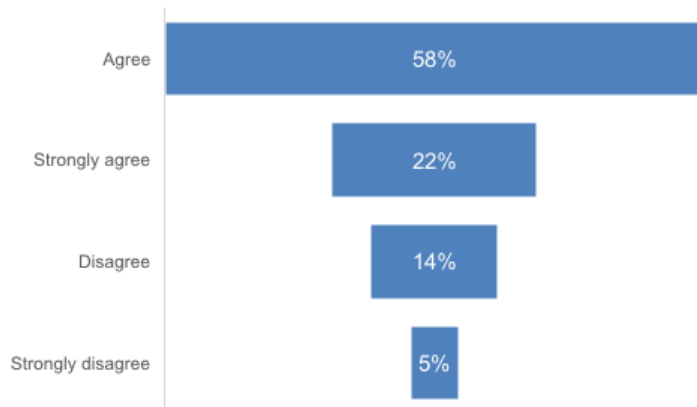
Agreement with the following statements:	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total Answered N	NA N
Communications coming from CUNY (Chancellor) have been clear.	28.5%	<u>61.7%</u>	6.3%	3.6%	2937	232
Communications coming from CUNY (Chancellor) have been helpful.	25.4%	<u>62.6%</u>	7.6%	4.4%	2937	232
The frequency of CUNY (Chancellor) communications has been appropriate.	26.2%	<u>64.2%</u>	6.3%	3.2%	2937	232
Communications coming from BMCC (Interim President, Vice-President of Student Affairs) have been clear.	30.1%	<u>62.0%</u>	4.8%	3.1%	2937	232
Communications coming from BMCC (Interim President, Vice-President of Student Affairs) have been helpful.	28.8%	<u>60.8%</u>	6.7%	3.7%	2937	232
The frequency of BMCC (Interim President, Vice-President of Student Affairs) communications has been appropriate.	28.5%	<u>63.6%</u>	5.1%	2.8%	2937	232
Communications coming from my professors have been clear.	24.1%	<u>49.1%</u>	14.6%	12.1%	2937	232
Communications coming from my professors have been helpful.	25.1%	<u>50.7%</u>	14.2%	9.9%	2937	232
The frequency of communications from my professors has been appropriate.	24.9%	<u>52.4%</u>	12.7%	10.0%	2937	232

Note. Percent denominator is Total Answered. Largest row percentages are underlined.

Most effective communication platforms to receive information



BMCC provided me everything I need to complete my coursework this term

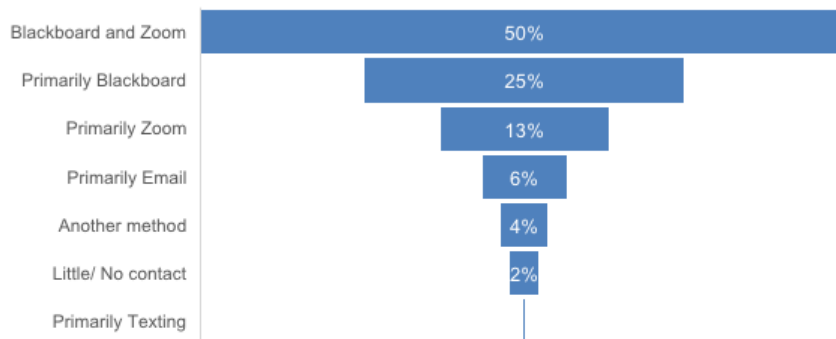


Off-Campus Experience

Administrative Services Used

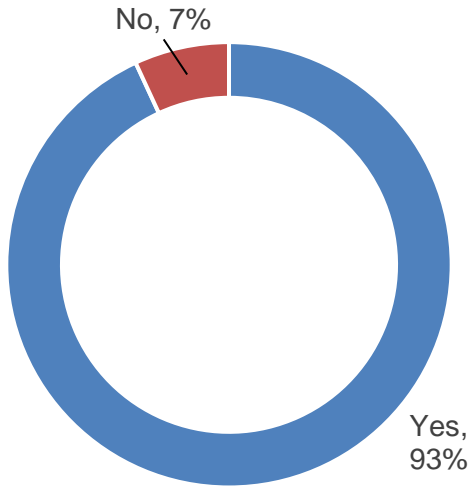
Services Used	%	
	Prior to Transition to Off-Campus Learning	After Transition to Off-Campus Learning
Tutoring/LRC	29.0%	10.9%
Advising	51.6%	36.4%
Library	53.5%	14.4%
Career Development	11.2%	3.8%
Counseling	13.5%	6.5%
Registrar	27.7%	11.7%
Bursar	28.7%	9.4%
Financial Aid	42.3%	21.7%
Health Services (Nurse)	3.6%	0.6%
Office of Accessibility	6.9%	2.9%
Childcare Center	1.0%	0.5%

How did your instructors continue to maintain your learning experience after the move to off-campus learning?

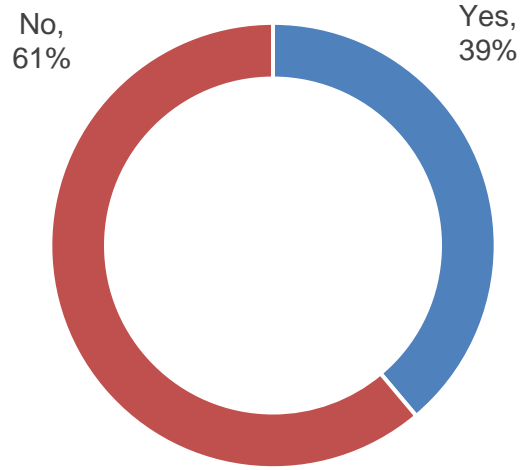


Note. There were 0.2% of students who reported Primarily Texting.

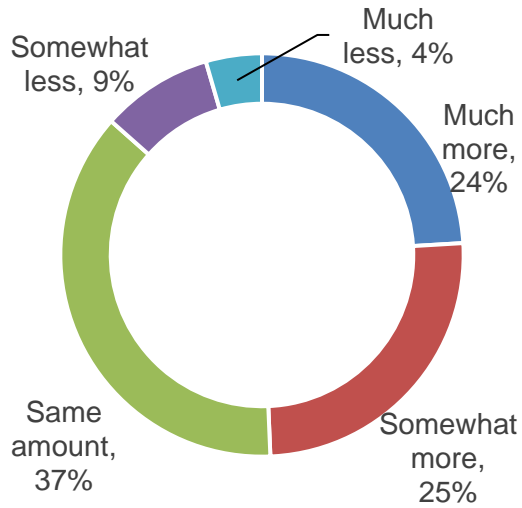
Prior to this semester I used Blackboard



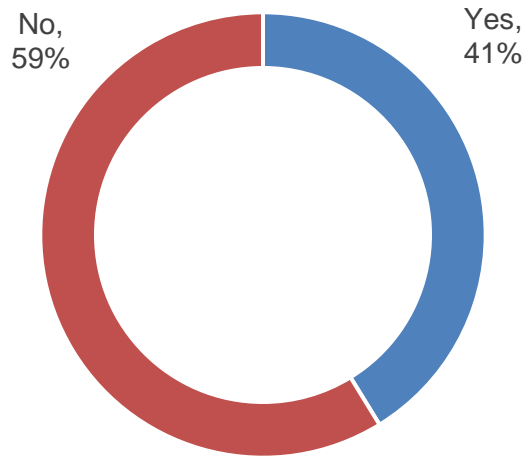
Prior to this semester I used Zoom



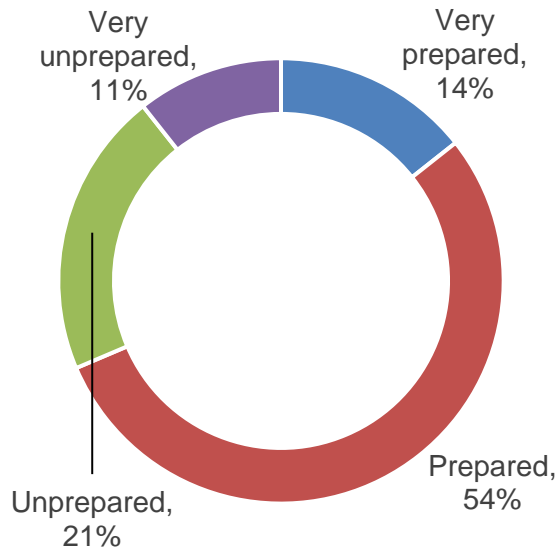
Overall when my classes switched from face-to-face to off-campus learning, my classwork was:



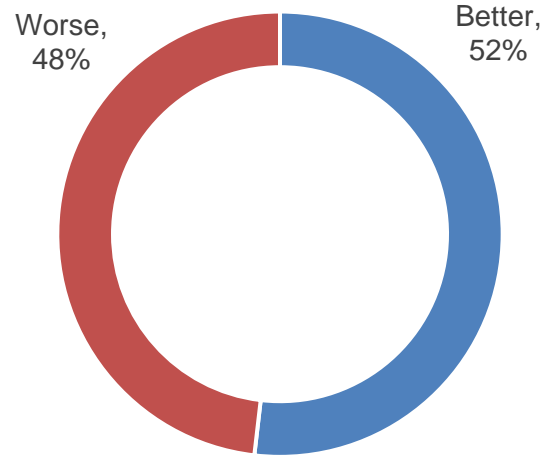
Have you enrolled in online courses prior to the move to off-campus learning?



***Given your experience with off-campus learning so far, how prepared are you to take an online course in the future?**



Was your experience with the transition to all off-campus learning better or worse than you expected?



* Skip logic question based on prior response.

Part 2 - Qualitative Analysis

BMCC students were asked to reflect on their experience transitioning from in-person to online learning in the middle of the spring 2020 semester and were asked the following open-ended questions;

Q1. After the move to off-campus learning, which services/activities provided by the college were exceptionally helpful? A total of 1,245 students responded to the question. The following themes were found in the data:

1. Zoom, Blackboard, and email are mentioned in 40% (491) of all responses and are themes that appear most often throughout the responses to the question. For the most part students found the email communications very helpful.
2. 13% (162) of respondents made use of online advising and 10% (134) made use of online tutoring.
3. Other services that appear throughout the responses are more general, e.g. Student Affairs, Counseling, Financial Aid, and the Library. Some of the responses expressed disappointment, but the large majority were praise.
4. Students had very positive things to say about the laptop loaners, help with new technology, Single Stop, the food pantry, and the Panther Program.
5. Professors, some serving as mentors as well, were praised throughout for the help they provided in so many different ways.
6. To summarize: Blackboard, Zoom, and email were most helpful, but also represented some of the biggest challenges (see question 2). The data on the actual services/offices is more insightful and speaks to how the college as a whole provided assistance.

“It was not uncommon for responses to be complimentary and simple, e.g. “everyone was very helpful, thank you!”

Q2. After the move to off-campus learning, which services/activities provided by the college were least helpful? A total of 797 students responded to the question. The following themes were found in the data:

1. Trouble communicating with many services and activities through email and phone call (e.g. Professors, advisors, staff, Financial Aid Office, Registrar’s Office, Writing Center, Advisement, Bursar’s Office, Office of Accessibility, Tutoring, Single Stop, Student Affairs).
2. Difficulties accessing offices and centers (Library, Childcare Center, Veteran Resource Center, Learning Resource Center, Bookstore)
3. Some technology materials were unhelpful (e.g. Laptops, iPad).
4. Technical issues with Zoom and Blackboard.
5. Tutoring hours were not specified.

Q3: Please think back to an off-campus course this past semester where you felt connected. What specifically was it about the class that made you feel this way? A total of 1,338 students responded. The following trends were identified in the data:

1. Meeting regularly through video chat and seeing and speaking with professors and classmates. Students felt more connected when the class was taught

synchronously where they were able to ask questions and receive immediate feedback from faculty.

2. Professors regularly communicated through email and answered emails quickly. Email was utilized to regularly check in on individual student progress and offered support.

“My professors made sure to send motivating emails and keep us connected via Blackboard. I enjoyed my experience because I had some amazing professors and classmates.”

3. Students felt as though professors cared about them personally (inside and outside of the virtual classroom).

“My professor was caring, thoughtful and balanced our work during such difficult times. She gave us deadlines that were reasonable and the way she taught with such passion and fun made me forget for an hour of what was happening around me.”

4. Deeper discussions with classmates during scheduled virtual class time through Blackboard discussion boards and Zoom breakout rooms.
5. Virtual classes were smaller and allowed for more interaction between the faculty and students.
6. Professors adjusted expectations on coursework due dates and allocated time in class to discuss the current economic and public health crisis.

“The professor spoke with us about the current events and how it impacted their lives as well as ours and we were allowed opportunities to express ourselves and personal experiences”

Q4: Please explain your answer to the previous question? A total of 1,878 students responded to the question. The following trends were identified in the data:

1. Students indicated that the characteristics of online courses that transitioned well included a solid course structure with organization, classroom management techniques, multiple pedagogies, regular and clear communication, effective use of technology, and intentionally designed opportunities for engagement.
2. Faculty members perceived to show empathy and understanding, especially as it relates to increasing flexibility and adjusting expectations, were the most important factor to a successful transition. Students praised faculty members who provided more time to complete assignments, integrated lessons on viruses and law enforcement into their courses, reduced workloads, shared feelings of anxiety and concern, and were just available to talk.
3. Previous familiarity with online courses, was a determinate in whether the transition was viewed positively or negatively. Students and faculty with previous experience were prepared for the transition, whereas students and faculty without previous experience felt overwhelmed underprepared. Additionally, there were students who expressed an appreciation for online learning and others who had consciously chosen to avoid online learning based on a preference for in person experiences. Some students stated:

“I miss seeing my friends and I don't gain as much knowledge from online class than physical”

4. Students experiencing greater difficulties at home and in life found the transition to be especially difficult. Many students indicated illness, sick family, and children at home found the transition much more difficult; and that losing their jobs increased stress and financial pressures.
5. The abruptness of the transition made successful completion of the coursework more difficult. Students who were new in the spring felt overwhelmed, those in their last semester felt a lack of closure, and the drastic change in plans created additional anxiety. One student simply stated:

“How could anyone prepare for this”

While another, in looking at how faculty were prepared, noted:

“There was transition for professors but no transition for students. Tech support videos should have been made available”

6. Still, students with low expectations for the transition were greatly surprised by the efforts of the College and CUNY. They noted:

“I was expecting to not learn much, but I feel as if I gained the knowledge I wouldn’t have gained in the classroom.”

“I was afraid, that I wouldn’t understand the lessons because I didn’t have previous experience with online courses, but it turned out to be good and I liked it.”

“In my opinion, CUNY and BMCC worked really hard on the online transition. I am impressed by how quickly the online transition took place and the materials we have.”

Q5: What can BMCC do to help you succeed in future online courses? A total of 1,550 students responded to the question. The following trends were identified in the data:

1. Provide faculty with training and professional development for Blackboard platform and capabilities.
2. Faculty need quality equipment (e.g. web camera, high-speed internet, virtual teaching tools) and to respond to students in a timely manner:

“We need more than just seeing the faculty’s face on Zoom.”

“It shouldn’t take a week to email a student back when we’re reaching out for help.”

3. Do not revise the course syllabus and course requirements and expectations mid-semester.
4. Provide more tutors and tutoring services.
5. Create an inclusionary learning environment in the virtual classroom platform.