Tracking Changes, Looking to the Future

Results from the Digital Learning Pulse Survey

October 10, 2023

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David Conner
**Bay View Analytics: Diverse Partners Across Education**

**Within Academia**
- Administrator, Trustee, & non-teaching groups
- Higher Education Institutions & K-12 Schools
- District, State, & Regional Groups
- International Organizations

**Supporting Academia**
- Foundations & Non-Profits
- Textbook Publishers
- Advocacy & Special Interest Groups
- EdTech Companies
- Startups

Bay View Analytics®
DLPS: Now in the Eighth Round of the Project
Sneak Peak – Data Collection Is Continuing

Round 8

• Data collection is underway.
• Over 1,700 responses to date from faculty, administrators, students, and trustees.
• Initial tallies – final results will be reported after all data has been collected

Previous rounds:

April 2020: 897 faculty and administrators, 672 institutions.
August 2020: 887 faculty and administrators, 597 institutions.
December 2020: 1,702 faculty and administrators, 1,204 institutions.
April 2021: 1,286 faculty and administrators, 1,469 students, 856 institutions.
October 2021: 2,080 faculty and administrators, 2,266 students, 1,386 institutions.
April 2022: 1,283 faculty and administrators, 2,285 students, 1,181 institutions.
September 2022: 1,206 faculty and administrators, 2,358 students, 1,252 institutions.
AGENDA

• Future enrollments; level of concern, planned actions.
• Attitudes towards online courses; students, faculty, administrators.
• Most serious barriers to student academic success.
• Cost of higher education; level of concern.
• Are students getting their money's worth from their education?
• How will AI impact institutions?
FUTURE ENROLLMENTS
CONSIDERABLE CONCERN ABOUT FUTURE ENROLLMENTS
HOW ADDRESS ENROLLMENT CONCERNS

- Adding online classes: 64% already underway, 15% planning to use
- Adding hybrid or blended classes: 54% already underway, 16% planning to use
- Programs for improved student retention: 52% already underway, 37% planning to use
- More career-focused programs: 48% already underway, 35% planning to use
- Programs designed for working students: 44% already underway, 28% planning to use
- Programs designed for older students: 32% already underway, 25% planning to use
- Programs designed for stopped out students: 28% already underway, 31% planning to use
- Adding microcredentials: 27% already underway, 36% planning to use
What has worked?

- Adding online classes: 38%
- Programs for improved student retention: 23%
- Adding hybrid or blended classes: 15%
- More career-focused programs: 10%
- Programs designed for working students: 6%
- Programs designed for stopped out students: 4%
- Programs designed for older students: 2%
- Adding microcredentials: 2%
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Trustee</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding online classes</td>
<td>7%</td>
<td>38%</td>
</tr>
<tr>
<td>Programs for improved student retention</td>
<td>17%</td>
<td>23%</td>
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<td>23%</td>
</tr>
<tr>
<td>Programs designed for working students</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Programs designed for stopped out students</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Programs designed for older students</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Adding microcredentials</td>
<td>15%</td>
<td>2%</td>
</tr>
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</table>
DESIRE FOR ONLINE
**IMPROVED VIEW OF ONLINE LEARNING**

Fall 2022: Have your attitudes towards online learning changed over the past year?

<table>
<thead>
<tr>
<th></th>
<th>More optimistic</th>
<th>No change</th>
<th>More pessimistic</th>
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</thead>
<tbody>
<tr>
<td>Two year</td>
<td>49%</td>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>Four year</td>
<td>42%</td>
<td>35%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Fall 2022: I would like the option to take some of my courses in a fully online format
FACULTY WANT TO TEACH MORE BLENDED AND ONLINE COURSES

Faculty - Fall 2022: I would like the option to teach some of my courses...

Blended learning:
- Strongly agree: 31%
- Somewhat agree: 27%
- Neither agree nor disagree: 16%
- Somewhat disagree: 13%
- Strongly disagree: 14%

Online Learning:
- Strongly agree: 43%
- Somewhat agree: 21%
- Neither agree nor disagree: 14%
- Somewhat disagree: 9%
- Strongly disagree: 12%
Barriers
# All Agree on Most Pressing Challenges

<table>
<thead>
<tr>
<th>Rank</th>
<th>Students</th>
<th>Faculty</th>
<th>Administrators</th>
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<tbody>
<tr>
<td>1</td>
<td>Feelings of stress</td>
<td>Feelings of stress</td>
<td>Feelings of stress</td>
</tr>
<tr>
<td>2</td>
<td>Level of motivation</td>
<td>Level of motivation</td>
<td>Level of motivation</td>
</tr>
<tr>
<td>3</td>
<td>Having time to do coursework</td>
<td>Having time to do coursework</td>
<td>Having time to do coursework</td>
</tr>
<tr>
<td>4</td>
<td>Support from my academic institution</td>
<td>Having a suitable workplace to do coursework</td>
<td>Internet connectivity (e.g., WIFI)</td>
</tr>
<tr>
<td>5</td>
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<td>Access to a learning device (laptop, home computer, tablet)</td>
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Stress remains a critical issue for students in 2023.

Yet, institutions don’t believe they have much control.
Students stress is a pressing barrier, with a majority reporting that they are suffering a “Great deal of stress.”

A third of students are unaware of any institutional supports.

Forty percent are aware but chose not to use the supports.

The small portion using the services generally find them to be effective.
COST OF EDUCATION
Cost is a Growing Concern

Fall 2022: The cost of education is becoming financially out of reach

- Two year: 80% Agree, 16% Neutral, 5% Disagree
- Four year: 85% Agree, 10% Neutral, 6% Disagree
The Cost of Education is Becoming Financially Out of Reach

Everyone Agrees
But, Is It Worth the Price?
Students Think They Are Getting Value

“What letter grade would you give for how well your education is worth what you are paying?”
Better Value Felt At Two-Year Institutions

Worth the Price: Type of Institution

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>Four-year Private</td>
<td>35%</td>
<td>34%</td>
<td>22%</td>
<td>9%</td>
</tr>
<tr>
<td>Four-year Public</td>
<td>35%</td>
<td>33%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Two-year</td>
<td>47%</td>
<td>31%</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>
COMMUNITY IS CRITICAL

Worth the Price: I feel like part of the community at my school

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td></td>
<td>67%</td>
<td>41%</td>
<td>33%</td>
<td>26%</td>
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<td></td>
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AI
TRUSTEES: GREATER IMPACT OF AI ON THEIR INSTITUTIONS

[Graph showing the impact of AI on Trustees and Administrators]
Trustees expect a greater impact of artificial intelligence on teaching.

- Faculty presentation of course materials:
  - Administrator: 40%
  - Faculty: 39%
  - Trustee: 63%

- Faculty interactions with students:
  - Administrator: 29%
  - Faculty: 28%
  - Trustee: 54%
Q&A

Thank You!

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Full Reports at BayViewAnalytics.com

Contact Form: BayViewAnalytics.com/contact.html