Student, Faculty, and Administrator Perspectives on Impactful Digital Learning in the Community College

Achieving the Dream
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The Research

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The ATD Perspective
The Research: Partners

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- Online Learning Consortium
- Honor Society
Survey Goals and Targeted Respondents

**Goals**

- To understand the impact on the COVID-19 pandemic on two-year institutions
- To understand what changes can be expected to continue

**Respondents**

- Community College Administrators, Faculty, and Students
- Nationally representative for geography and type of institution
Survey Sample 2 Year:

1,279 STUDENTS RESPONDENTS
575 FACULTY RESPONDENTS
245 ADMINISTRATOR RESPONDENTS
Two-year students grading for their Fall 2021 educational experiences were positive and improved over Spring 2021.

Nearly one-half of all students gave an "A" grade to how well their Fall 2021 courses are meeting their educational needs.
Students give more "A's", but also more failing grades than faculty or administrators.

Fall 2021: How courses meet students' educational needs.

<table>
<thead>
<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS</strong></td>
<td>48%</td>
<td>34%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td>46%</td>
<td>44%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADMINISTRATORS</strong></td>
<td>37%</td>
<td>37%</td>
<td>7%</td>
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</tr>
</tbody>
</table>
What are the barriers for students?

Stress remains the single most pressing issue for two-year students.

Fall 2021: Students reporting that issues caused "A great deal" of a problem for them

- **50%** FEELINGS OF STRESS
- **33%** LEVEL OF MOTIVATION
- **31%** FINANCIAL ISSUES
- **29%** FAMILY OR HEALTH ISSUES
- **24%** WORK ISSUES
- **16%** TECHNOLOGY ISSUES
- **14%** LACK OF SUPPORT FOR NON-ACADEMIC AREAS
- **11%** LACK OF ACADEMIC SUPPORT
Students prefer to keep fully online courses post-pandemic.

Student: What are your preferences for your post-pandemic academic experience?

1. The option to take some of my courses in a fully-online format:
   - Strongly Agree: 43%
   - Somewhat Agree: 25%

2. To take some of my courses as a combination of in-person and online instruction:
   - Strongly Agree: 25%
   - Somewhat Agree: 32%

3. More digital materials and digital resources:
   - Strongly Agree: 31%
   - Somewhat Agree: 32%

4. More technology used in my fully in-person courses:
   - Strongly Agree: 29%
   - Somewhat Agree: 30%
The Research

The Northcentral Technical College Story

The ATD Perspective
FLEXIBLE START. FLEXIBLE DEADLINES. FLEXIBLE LEARNING.

NTC offers 80+ programs fully online through our Virtual College. This self-paced, online campus fits the life of those with an unpredictable schedule, those looking to change or enhance their careers, or anyone who needs a flexible option to complete their degree. Whether you want to change your life or just your perspective, you can do it through NTC’s Virtual College.

We serve students in all 50 states.
For more information, visit: www.ntc.edu/virtualcollege
Special thanks to Dr. Ruanda Garth-McCullough, Director of Program Development at Achieving the Dream, and Susan Adams, Associate Director of Teaching and Learning at Achieving the Dream, for their outstanding coaching!!!

### Northcentral Technical College Diversity, Equity, Inclusion and Access

#### Curriculum Rubric

Based on the Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA]\(^1\).

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course structure and activities do not yet mitigate digital divide and technology access issues.</td>
<td>Course structure and activities mitigate digital divide and technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.</td>
<td>Technologies are used in ways that amplify student voices and foster an inclusive course community.</td>
</tr>
<tr>
<td><strong>Diversity, Inclusion and Representation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications, images and representations are homogenous or stereotypical and do not demonstrate that diversity is valued.</td>
<td>Communications, images and representations reflect broad diversity, demonstrating that students’ identities, backgrounds and cultures are valued.</td>
<td>Students analyze how diversity improves learning in classrooms, workplaces and communities.</td>
</tr>
<tr>
<td><strong>Human Bias and Context</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human biases are not yet addressed, and connection between the course content and student lives is unclear.</td>
<td>Human biases are identified, with clear connections drawn between the course content and students’ own lives.</td>
<td>Students discuss human biases and connect the course content to their own and others’ identities, backgrounds and cultures.</td>
</tr>
<tr>
<td><strong>Connection and Belonging</strong></td>
<td></td>
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<tr>
<td>Communications and activities do not yet foster care and connection among students, or with the instructor.</td>
<td>Communications and activities foster care and connection among students, and with the instructor.</td>
<td>Students connect with other class participants, college or community members, and/or professionals in the field.</td>
</tr>
</tbody>
</table>

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\(^1\) Peralta Community College District. (2020). Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA]. Retrieved from https://web.peralta.edu/de/peralta-online-equity-initiative/equity/
Take a simple step! Commit to partners and vendors that are serious about diverse, equitable, inclusive and accessible online learning environments.
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Implications for ATD Colleges

- Professional Development geared toward online and hybrid courses
- Implementing support for students who are primarily off campus
- Using data to monitor equity gaps in online courses

Through our new Center for Teaching and Learning, we have focused PD efforts on online course quality and sharing discussions ... Faculty and students ... have learned how to create engaging online classrooms.

Dependence on virtual communication has awakened a new element of creativity for reaching out to students from recruitment, to counseling, to student activities. The virtual solutions developed during the pandemic have, in many cases, democratized and even expanded participation.

Our management team has embraced their role in increased equity by working with individual faculty members on disaggregated data and helping them to analyze and make positive use of their findings.
Thank you!