PANDEMIC-FORCED IMPROVEMENT ON PERCEPTIONS OF DIGITAL LEARNING AND FUTURE EXPECTATIONS: HIGHER ED FACULTY, ADMIN, AND STUDENT EXPERIENCES

Mon Nov 8, 2:00 PM EDT

DR. JEFF SEAMAN AND DR. JULIA SEAMAN, BAY VIEW ANALYTICS
INTRODUCTION TO BAY VIEW ANALYTICS

Bay View Analytics, formerly known as Babson Survey Research Group, offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research design, sampling, survey design, and statistical analysis expertise.

Jeff Seaman, Ph.D.
Director

Julia Seaman, Ph.D.
Director of Research
SURVEY GOALS AND TARGETED RESPONDENTS

**Goal of Surveys**
- To understand the impact on the COVID-19 pandemic on higher education
- To understand what changes can be expected to continue

**Respondents**
- Higher Education Administrators, Faculty, and Students
- Nationally representative for geography and type of institution
We surveyed and tracked results at six timepoints since Spring 2020, with more surveys planned.

Today

<table>
<thead>
<tr>
<th>Spring 2020</th>
<th>Summer 2020</th>
<th>Fall 2020</th>
<th>Winter 2021</th>
<th>Spring 2021</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Over 8,000 respondents to date

Currently Collecting Data

Planned Surveys and Reports

All Reports available at BayViewAnalytics.com
REPORTS, ARTICLES, BLOG POSTS, AND INFOGRAPHICS

All reports and infographics are released under a CC-BY license and are available without cost at:

www.bayviewanalytics.com
SPRING 2020

THE GREAT (FORCED) SHIFT TO ONLINE
Almost everyone moved online

Some or all of the institution's classes transitioned to online

90% Yes
10% No
INEXPERIENCED FACULTY HAD TO TEACH ONLINE

Who is teaching the classes being moved online?

- Faculty with no online teaching experience: 97%
- Faculty with online teaching experience: 50%

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<table>
<thead>
<tr>
<th>Teaching techniques being used by faculty in classes moved online</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of material via LMS</td>
<td>83%</td>
</tr>
<tr>
<td>Synchronous video</td>
<td>80%</td>
</tr>
<tr>
<td>Asynchronous recorded lectures</td>
<td>65%</td>
</tr>
<tr>
<td>Pre-recorded external videos</td>
<td>51%</td>
</tr>
<tr>
<td>Institutional conference/chat</td>
<td>24%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
<tr>
<td>Communicating via social media</td>
<td>12%</td>
</tr>
</tbody>
</table>
Spring 2020: Emergency Remote

• There was massive institutional response at all levels.
  - 97% of institutions had to use faculty with no online teaching experience.
  - A majority of faculty (56%) used new teaching methods.

• Faculty's most pressing concern was support for their newly online students.

• Uncertainty about the upcoming fall created sense of anxiety for faculty and administrators.

• Professional development was at the top of everyone’s wish list.
SUMMER 2020

INSTITUTIONS RESPOND TO THE NEED
## Faculty: Multiple PD Options

Recommended and/or provided professional development

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live or recorded webinars</td>
<td>83%</td>
</tr>
<tr>
<td>Self-paced training</td>
<td>55%</td>
</tr>
<tr>
<td>Online resource hub</td>
<td>48%</td>
</tr>
<tr>
<td>Online faculty community</td>
<td>43%</td>
</tr>
<tr>
<td>Faculty mentoring program</td>
<td>41%</td>
</tr>
<tr>
<td>In-person training</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>None of the above</td>
<td>3%</td>
</tr>
</tbody>
</table>
Professional development was effective

- Live or recorded webinars: 69%
- Self-paced training: 66%
- Online faculty community: 65%
- Online resource hub: 63%
- Other: 62%
- In-person training: 61%
- Faculty mentoring program: 61%
FACULTY: READY TO TEACH ONLINE

I feel prepared to teach online this fall

- Strongly Agree: 49%
- Somewhat Agree: 35%
- Neutral: 7%
- Somewhat Disagree: 5%
- Strongly Disagree: 4%
AUGUST: PREPARING FOR FALL

- Faculty had multiple opportunities for professional development
  - Only 3% of faculty reported no professional development
  - All professional development was perceived as effective
- Faculty felt prepared and ready to deliver their courses online.
- Student equity remained a concern for both faculty and administrators.
- Faculty were more optimistic than pessimistic about their future.
Fall 2020
Teaching in the “New” Normal
PANDEMIC SHIFT TO ONLINE INSTRUCTION HAD FAR REACHING IMPACT FOR COURSES

• Fall 2020 term saw a major shift away from face-to-face to online classrooms

• The change in teaching status had a large impact on the type and use of classroom materials
PANDEMIC DROVE COURSE CHANGES FOR FALL 2020

2/3 of faculty stated their courses were moderately or considerably different.

Only 3% of changes were normal revisions – 97% of changes were due to the pandemic, with almost half entirely pandemic-induced.
Many teachers updated textbooks with digital options

While most faculty used the same textbook as previously, many added digital options for Fall 2020.

Use of newer editions are considered normal changes year over year.

Changes to Textbook for Fall 2020:
- Newer edition of the textbook: 55%
- Added a digital option: 32%
- Switched to all digital: 10%
- Inclusive Access arrangement: 11%
- Other: 10%
DECEMBER 2020: WE MADE IT!

- Faculty were mainly satisfied with student learning.

- Compared to prior to the pandemic:
  - Most faculty changed their teaching practices
  - Faculty and administrators were more optimistic about using digital materials
  - Faculty and administrators were more optimistic about online learning

- Post-Pandemic:
  - Faculty expect that their teaching will continue to be different
  - Faculty anticipate video-based technologies, which were heavily used during the pandemic, to continue to be used
SPRING 2021

GRADING OUR PROGRESS
**ALL AGREE ON MOST PRESSING CHALLENGES**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Students</th>
<th>Faculty</th>
<th>Administrators</th>
</tr>
</thead>
<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>
<td>Internet connectivity (e.g., WIFI)</td>
<td>Internet connectivity (e.g., WIFI)</td>
<td>Having a suitable workplace to do coursework</td>
</tr>
<tr>
<td>6</td>
<td>Having a suitable workplace to do coursework</td>
<td>Support from my academic institution</td>
<td>Access to a learning device (laptop, home computer, tablet)</td>
</tr>
<tr>
<td>7</td>
<td>Access to a learning device (laptop, home computer, tablet)</td>
<td>Access to a learning device (laptop, home computer, tablet)</td>
<td>Support from my academic institution</td>
</tr>
</tbody>
</table>
Letter grade for how well Spring 2021 courses are meeting educational needs.
Faculty: Positive Online and Digital

Faculty changes in attitudes since prior to the pandemic

<table>
<thead>
<tr>
<th>Aspect</th>
<th>More Optimistic</th>
<th>No Change</th>
<th>More Pessimistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>58%</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>Courses that combine in-person and online instruction</td>
<td>56%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Use of Digital Materials</td>
<td>48%</td>
<td>47%</td>
<td>5%</td>
</tr>
<tr>
<td>Open Educational Resources (OER)</td>
<td>29%</td>
<td>65%</td>
<td>5%</td>
</tr>
<tr>
<td>Online Exam Proctoring</td>
<td>18%</td>
<td>52%</td>
<td>31%</td>
</tr>
</tbody>
</table>
STUDENTS WANT THE OPTION FOR ONLINE

Preferences for my post-pandemic academic experiences

- Take some of my courses fully-online
  - Strongly agree: 46%
  - Somewhat agree: 27%

- Take some of my courses as a combination of in-person and online
  - Strongly agree: 33%
  - Somewhat agree: 35%

- More technology use in my fully in-person courses
  - Strongly agree: 38%
  - Somewhat agree: 30%

- More digital materials and digital resources in my courses
  - Strongly agree: 37%
  - Somewhat agree: 30%

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ADMINISTRATORS LAG

Looking Ahead to Teaching and Learning Post-Pandemic

- Take/teach some of my/our courses in a fully online format
  - Student: 46% Strongly agree, 27% Somewhat agree
  - Faculty: 32% Strongly agree, 21% Somewhat agree
  - Administrator: 15% Strongly agree, 25% Somewhat agree

- Take/teach some of my/our courses as a combination of in-person and online instruction
  - Student: 33% Strongly agree, 35% Somewhat agree
  - Faculty: 30% Strongly agree, 27% Somewhat agree
  - Administrator: 25% Strongly agree, 37% Somewhat agree
Fall 2021

Where are we now?

(Preliminary Results)
ATTITUDES ARE CHANGING

Preliminary Results

Change in attitude towards online exam proctoring

- **Student**: 29% More optimistic, 43% No change, 28% More pessimistic
- **Faculty**: 19% More optimistic, 50% No change, 32% More pessimistic
- **Administrator**: 26% More optimistic, 47% No change, 28% More pessimistic

Change in attitude towards online activity/homework systems

- **Student**: 42% More optimistic, 41% No change, 17% More pessimistic
- **Faculty**: 41% More optimistic, 46% No change, 13% More pessimistic
- **Administrator**: 43% More optimistic, 47% No change, 10% More pessimistic
**STRESS REMAINS A CORE PROBLEM FOR STUDENTS**

Students, faculty, and administrators all reported that student stress was the most pressing issue impacting the education during the Spring 2021 term.

This has not changed – all three groups continue to rate student stress as the pressing issue impacting the education during the Fall 2021 term.

Preliminary Results

I have a healthy overall sense of personal well-being (physical, social, emotional, etc.).

- **Students**: 22% Strongly agree, 39% Somewhat agree, 16% Neither agree nor disagree, 15% Somewhat disagree, 7% Strongly disagree
- **Faculty**: 43% Strongly agree, 38% Somewhat agree, 6% Neither agree nor disagree, 11% Somewhat disagree, 3% Strongly disagree
- **Administrators**: 40% Strongly agree, 38% Somewhat agree, 7% Neither agree nor disagree, 13% Somewhat disagree, 2% Strongly disagree
The Future

What comes next?
FUTURE: A NEW APPRECIATION FOR ONLINE INSTRUCTION

- Students are requesting more online options, more digital materials, and more technology in their courses.
- Many faculty, if not most, had a negative opinion about online learning prior to 2020, they are now much more positive.
- Nearly all faculty learned and used new instructional techniques that they expect to continue to use.
- Faculty received effective professional development that can support them and their institutions well into the future.
- Institutions expanded their infrastructure and ramped up support the use of such tools.
How will this unique experience impact the future directions of teaching and learning?

How many teachers intend to continue using these techniques post-pandemic?

How has the commercial digital curricular landscape changed?

We expect the full impact of the pandemic may not be known for years to come.
INFOGRAPHICS

Pandemic-Era Report Card

Insight on the Post-Pandemic College Classroom

Admin and Faculty Readiness for Teaching Online

Higher Education’s Response to the COVID-19 Pandemic

Faculty social media use and communications
Students, Faculty, and Administrators Reflect Upon the Academic Year
www.bayviewanalytics.com/reports/pulse/pandemic-era-reportcard.pdf

Teaching During a Pandemic: Spring Transition, Fall Continuation, Winter Evaluation
www.bayviewanalytics.com/reports/pulse/teachingduringapandemic.pdf

Digital Texts in the Time of COVID
www.bayviewanalytics.com/reports/digitaltextsinthetimeofcovid.pdf

Digital Faculty: Faculty Expectations about the Future of Higher Education
www.bayviewanalytics.com/reports/digitalfaculty-futures.pdf

Digital Faculty: Faculty social media use and communications
www.bayviewanalytics.com/reports/digitalfaculty-communications.pdf

Teaching Online: STEM Education in the Time of COVID

Perspectives: COVID-19, and the future of higher education
www.bayviewanalytics.com/covid-19_and_the_future_of_higher_education.html
Q&A
Thank You!

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