



DATA SIZZLE

DATA IS THE NEW BACON!



INSTITUTIONAL EFFECTIVENESS NEWSLETTER



What's inside this issue:

SPECIAL EDITION:

ARE STUDENTS READY FOR ONLINE INSTRUCTION?

HEAR WHAT STUDENTS ARE SAYING

IE NEXT STEPS



As Allan Hancock College moved quickly to respond to the COVID-19 stay-at-home orders, it was important for the college to assess student needs during the transition to remote teaching and learning/services. Institutional Effectiveness launched a survey on March 26, 2020 while students were still on spring break and getting ready for online instruction to start March 30, 2020. We wanted to know if students were receiving timely information, if they had heard from their instructors, if they knew the status of their classes, and what their needs were during this unprecedented time. We had over 1,000 responses the first day and a total of 1,580 surveys between March 26 and April 3. We used the data from the survey to create a [Frequently Asked Questions](#) webpage and a [Helpful Resources for Students](#) webpage.

On the first day of the survey, four days prior to the start of online instruction, only 55% of students had heard from all of their instructors and 47% percent knew the status of all their classes. This information was immediately shared with all administrators, and we doubled our efforts to reach students to make them aware of the transition to online instruction, and all faculty were urged to contact students again. The message to students was don't drop any classes yet, our classes are moving online and we are here for you.

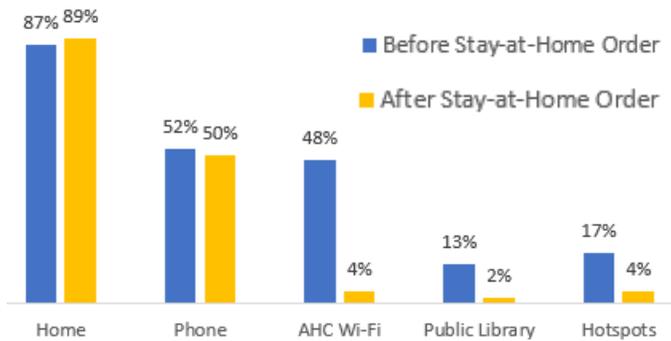


ARE STUDENTS READY FOR ONLINE INSTRUCTION?

According to the survey, the majority of students were prepared to transition to online instruction with students having a computer (89%), internet (89%), and some familiarity with Canvas (88%). Students were least familiar with Zoom video conferencing (37%).

“
I am unsure of how to use Zoom.”

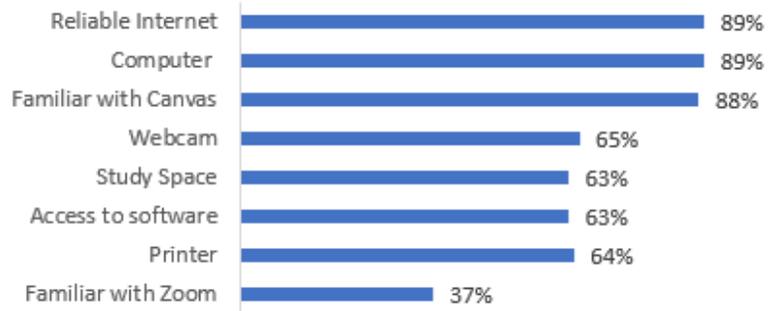
How do students access the internet?



Sixty-four percent of students answered, “I think I will be fine”, with the transition to online instruction with 11 percent answering, “I don’t think I can do it.” Students were most concerned about their health (85%), completing AHC coursework (72%), and loss of work hours (63%). More than half of students were concerned about unemployment (56%) and being able to pay expenses and provide food (55%).

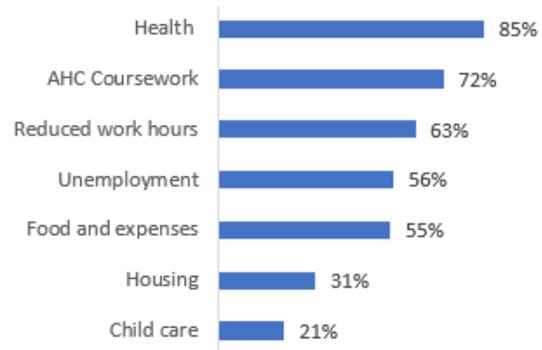
“
I think I will be fine.
64% of students”

Are students prepared to transition online?



Before the stay-at-home order, students accessed the internet at home (87%), on their phone (52%), using AHC Wi-Fi (48%), at the local library (17%), or by using hotspots around town (17%). After the stay-at-home order, students were limited to home (89%) or phone (50%) for internet access. The Public Affairs office was able to provide FAQs regarding free Wi-Fi and hotspots based on student feedback; for example, half of our students were currently using college Wi-Fi and 11% did not have access to the internet outside of school. Students also expressed concern about running out of data on their cell phone plans.

What are students most concerned about?



START HERE. GO ANYWHERE.

WHAT DO STUDENTS NEED?

Students wanted reassurance that they would be able to access the same departments and resources they had on campus in a virtual environment. The services the students said they need access to during the online transition were academic support (46%), counseling (42%), financial aid (31%), library (28%), bookstore (16%), transfer services (16%), and disability services (8%). Students wanted more information or resources about how to transition online (57%), academic concerns (46%), food (17%), health and well-being (18%), and housing (9%).

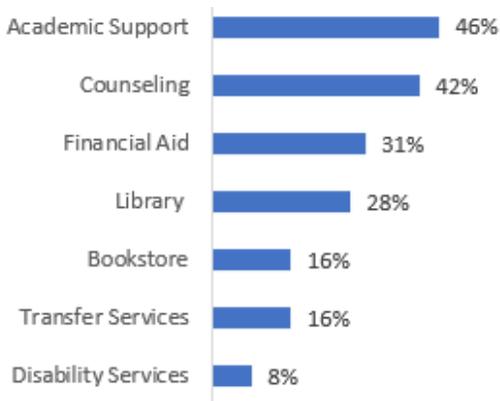
“
How can I be successful and not flop?
”

“
My main concern is on transferring and graduation.
”

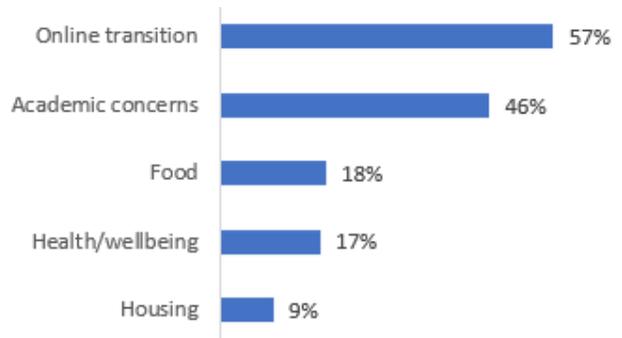
“
How do I access departments and resources online?
”

“
Tutoring for math.
”

What services do students need access to online?



What information or resources would be helpful?



We had over 300 students indicate they wanted a follow-up from the college. We partnered with our colleagues in Student Services who took the lead in personally contacting students. To date, all the students who requested a follow-up have been contacted. A big thanks to Yvonne Teniente, dean and her crew who helped contact students: Pablo Andrade-Arreola, Sara Galindo, Gemma Garcia, Monica Maldonado, Kara Mushegan, Naomi Suniga, Yvonne Teniente, and Olivia Zelmar and all of the General Counseling Faculty!



START HERE. GO ANYWHERE.

HEAR WHAT STUDENTS ARE SAYING

Monica Maldonado, Counseling Assistant, shared her experience contacting students:

I had the pleasure of contacting one of our students currently receiving services from our Learning Assistant Program. She expressed so much gratitude for having received the specific links to our laptop loan program, LAP Counseling, and emergency fund. The student expressed to me that she would have not been able to locate the resources if I had not sent out the links.

Another student shared with us that she was about to drop all of her classes. But, after receiving an encouraging e-mail from an instructor and a personal call from one of our retention specialists, she felt that she could succeed which made dropping the classes no longer an option.

After walking one of our parents through available resources, and sending her links to academic resources, health center, and counseling services, her outlook on her ability to complete the courses went from uncertainty to being reassured that she was going to be able to be successful.

"Every detail and personal touch can make a big difference."

- Monica Maldonado -



General themes from student's comments.

- What is the status of spring semester classes?
- How can I prepare for online instruction?
- Will there be a change to course grading policies?
- How do I access campus departments and resources online?
- Who do I contact for help?
- I haven't heard from my instructor.

What do I do?

"I am thankful my classes are continuing."

"I have been stressed and almost dropped out."

"I appreciate all that Hancock personnel are doing to maintain a cohesive learning opportunity! Thank you so much....I believe together we can overcome!"

"I'm fine."

IE Next Steps:

- Monitoring drops
- Looking for disproportionate impact
- Conducting surveys of faculty and staff
- Conducting follow-up surveys for students

START HERE. GO ANYWHERE.