



# Office of Research & Planning

## Research Brief

### Summary of findings from “COVID-19 Student/Employee Impact Surveys”

November 2020

#### Overview

On March 13, 2020, day 61 of the Spring 2020 term, City College of San Francisco transitioned to remote instruction to comply with the stay-at-home order enacted by the City of San Francisco. To learn more about students’ and employees’ experiences and challenges during the stay-at-home order, CCSF participated in the “California Community Colleges Covid-19 Student/Employee Impact Survey[s]” administered by the RP Group.

The surveys asked respondents about their thoughts, feelings, and behaviors related to the transition to remote learning, as well as other challenges they might be facing due to the pandemic. Both student and employee surveys were administered at the end of the Spring 2020 semester, during the week after finals, 10 weeks into the stay-at-home order.

Figure 1. Summary of survey participation

<b>Instrument</b>	<b>Participants</b>	<b>Count of respondents</b>	<b>Count of complete responses</b>	<b>Approximate population size</b>
Student survey	Credit and noncredit students	1,626	1,264	31,871
Employee survey	Instructional faculty, non-instructional faculty, classified professionals, and administrators	655	545	1,980

## Findings

### Familiarity with online instruction and working remotely

The majority of student respondents reported having prior experience with online courses, whereas online/remote teaching and working remotely was a new experience for many faculty, staff, and administrators (Figures 2 - 4).

Figure 2. Student experience with online learning (N = 1,622)

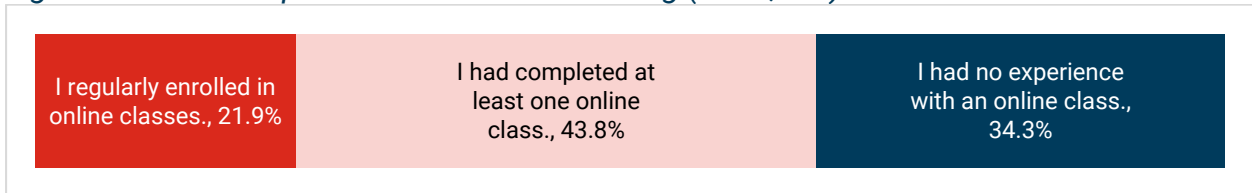
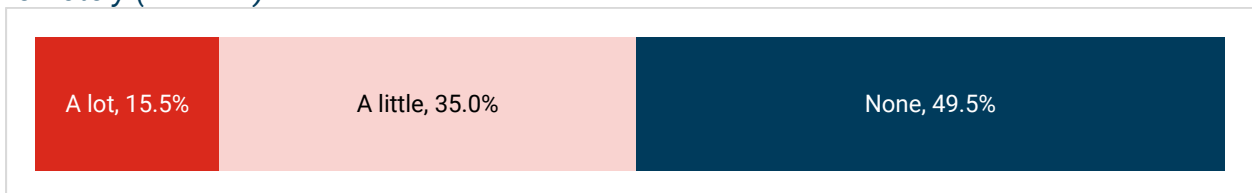


Figure 3. Faculty experience with online teaching (N =347)



Figure 4. The amount of experience classified staff and administrator had working remotely (N = 277)



### Technology challenges

Although most students reported they had prior experience with online classes, many still reported struggles accessing or using some technology required for online/remote learning (Figure 5). Faculty noticed when students were struggling with technology issues, and similarly, students noticed when faculty were struggling with technology issues (Figure 6). Along with faculty and students, classified staff and administrators also reported experiencing challenges with technology while working remotely (Figure 7).

Figure 5. Students and Faculty identified technology challenges with online/remote learning and instruction (Faculty N =291; Student N = 1,341)

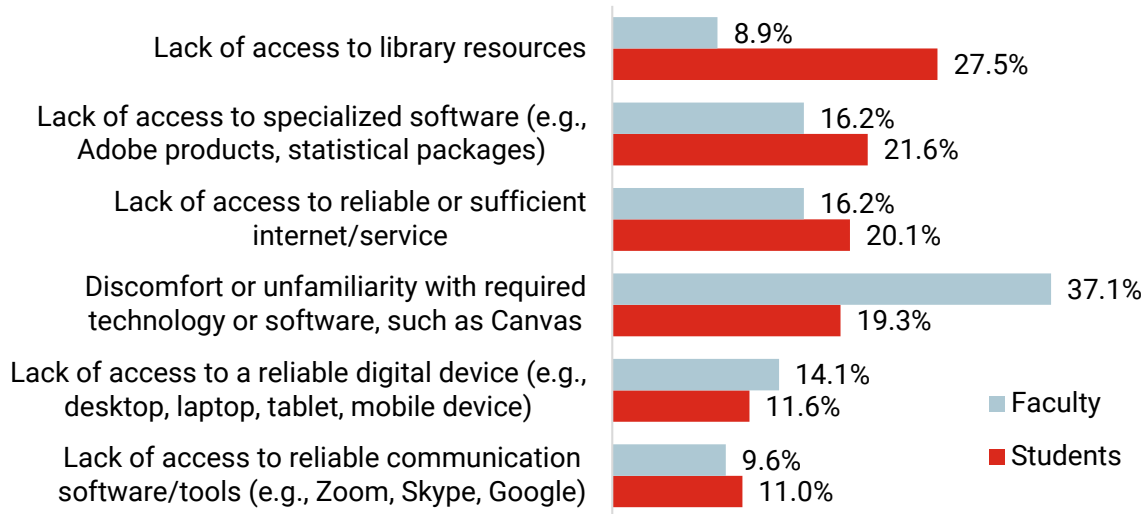


Figure 6. Students and faculty identified discomfort and technology challenges in the classroom (Faculty N =291; Student N = 1,341)

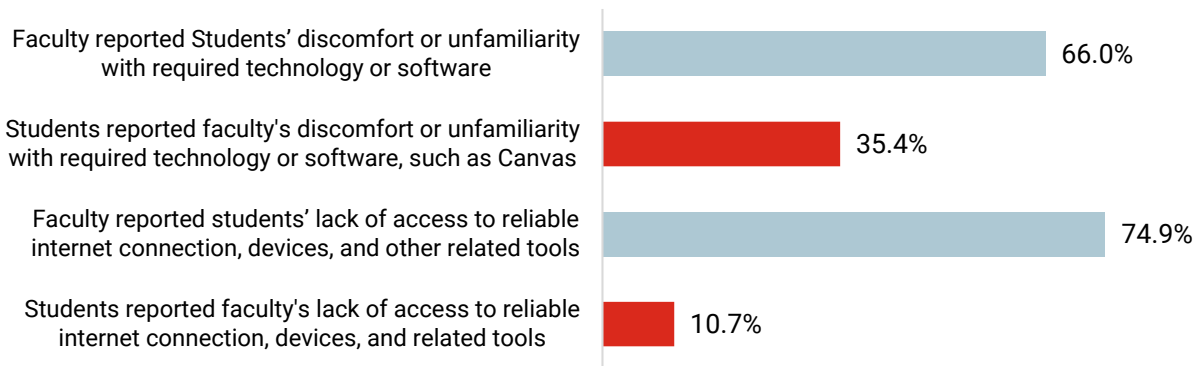
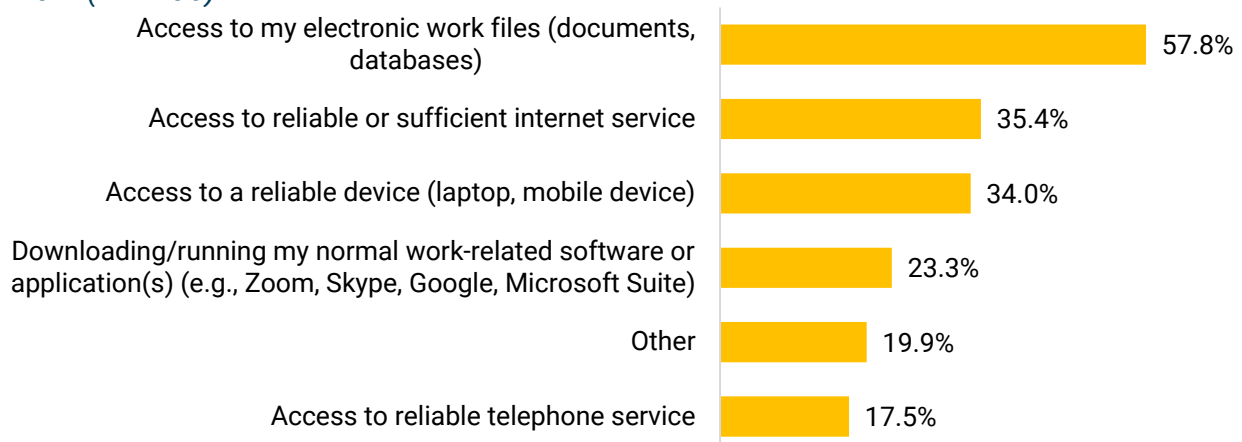


Figure 7. Classified staff and administrators' challenges with technology during remote work (N = 206)



### Challenges for students and faculty adapting to remote/online learning during a pandemic

Technology was not the only challenge that students and faculty reported having to overcome while trying to learn or teach from home. The majority of faculty respondents indicated their students seem to be struggling to adapt to distance education (Figure 8). Among both faculty and student, respondents indicated a personal preference for face-to-face learning as a challenge of the current environment. Student respondents reported a variety of environmental factors made it difficult to learn at home (Figure 9). Students most commonly reported struggles with distractions and difficulty focusing, while faculty commonly reported a decrease in students' engagement.

Figure 8. Instructors indicate students adapting to distance education

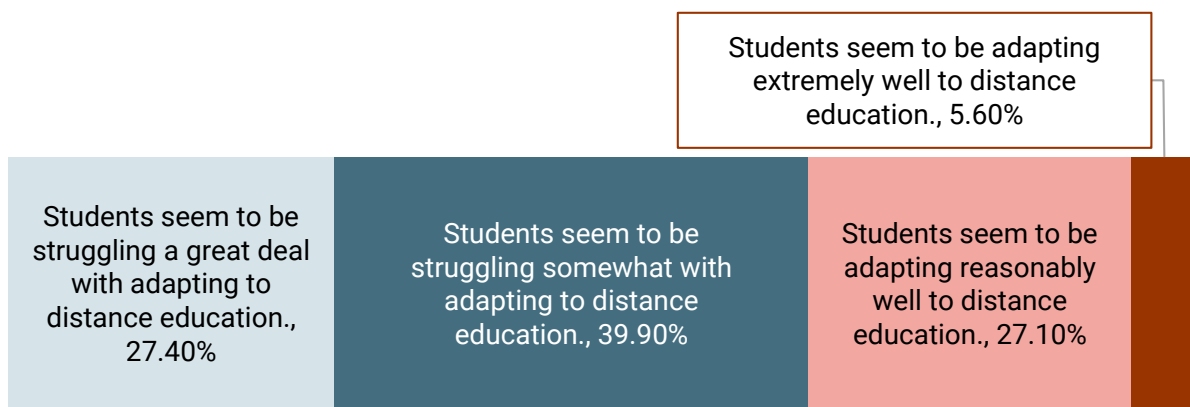


Figure 9. Students' most commonly identified learning/educational issues since the transition to remote/online learning (N = 1,425)

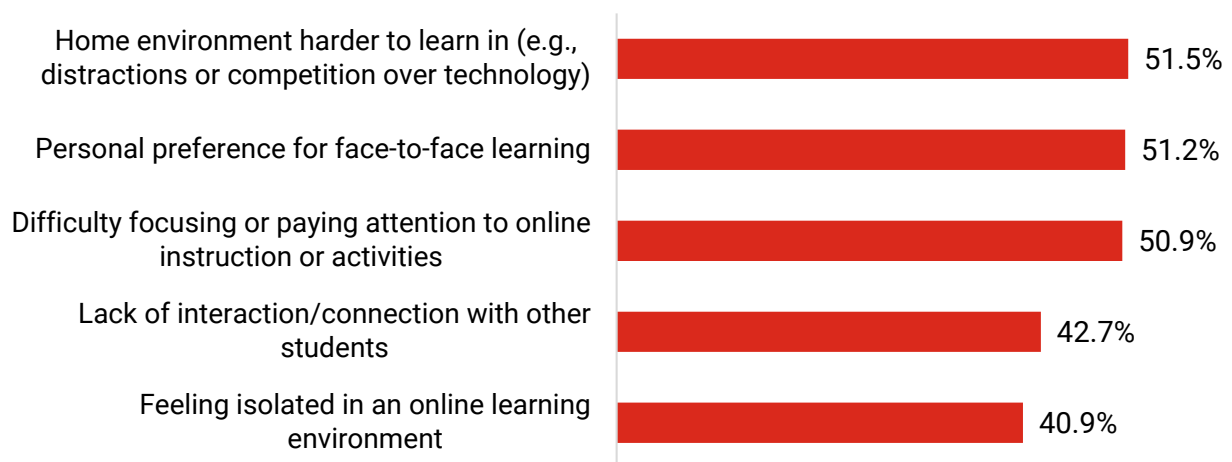
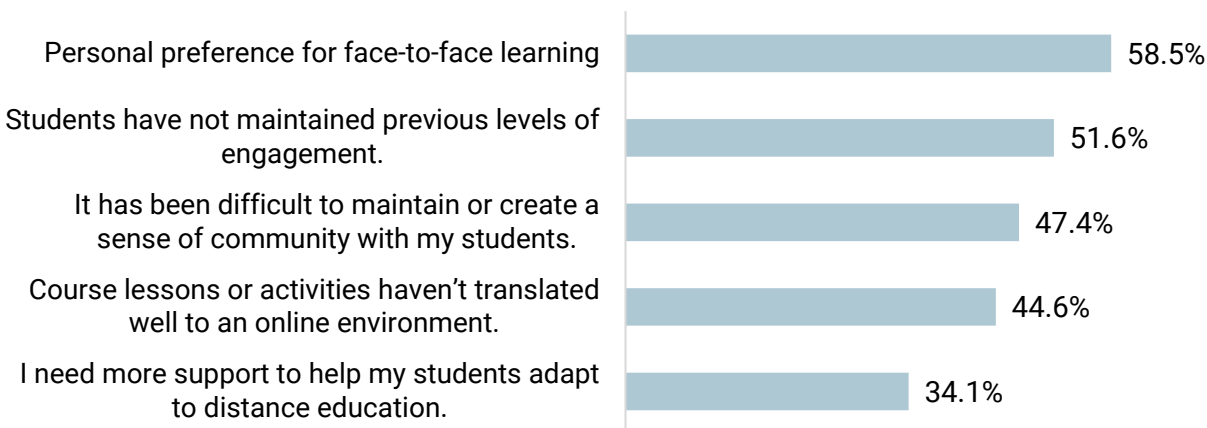


Figure 10. Faculty most commonly identified challenges adapting a course design or other assignments to distance education (N = 287)



External factors, such as changes in employment and meeting basic needs, were additional concerns for many students. More than half (54.3%) of student respondents reported a decrease in their income since the stay-at-home order and about 30% of students identified food insecurity, either worrying about running out of food or not having enough food to eat. While some students who identified a change in income or food insecurity had applied for unemployment benefits (29.3%) or food stamps (10.1%), some students reported they did not know how to apply or did not know about the program.

### ***Students and employee feelings about CCSF support during the transition to online/remote learning***

Although students and employees identified many challenges to transitioning to an online/remote learning and working environment, both groups responded they felt supported by the college and the college is doing what it can to mitigate the challenges. Over 80% of students responded that they felt supported and cared for by the college in the transition to online/remote learning. 90% of student respondents felt their instructor showed care and concern for them. When asked about positive aspects of transitioning to online learning, many students described feeling safer at home and valuing their classroom experience,

“Professors who embrace online learning and put the time and effort into curating a meaningful experience. It makes all the difference.”

“Knowing I am safer at home as well as knowing that if I am struggling mentally I don't force my self to go to class I can instead catch up when I feel better.”

“Professors being more understanding and sympathetic towards students due to the pandemic.”

The majority of employees responded that the college showed care for them and communicated well during the transition to teaching and working remotely. Employees shared various successful strategies they are using while teaching and working remotely:

“Frequent contact and communications with fellow faculty and support from our dedicated Chair.”

“[O]nline ...work related and non work related chat, we share pictures of [things] we make while sheltering in place, baked goods, art, etc.”

“Letting colleagues know they are cared for.”

“...Usually, in the office, we are very casual and don't have a lot of structured meetings among our team. But while working remotely, we have benefited from scheduled ‘team time.’”

Although CCSF college employees and students report challenges with the current environment, they also highlight various ways they are working together to ease the transition to online/remote learning, teaching, and working.

### ***Information about CCSF online/remote environment***

For other information about CCSF online/remote environment, see the [COVID-19 Updates and Plans to Return to Campus](#) and the [CCSF Virtual Campus](#).

### ***Source***

Survey results from the California Community Colleges Chancellor's Office (CCCCO) & Research and Planning Group for California Community Colleges (The RP Group).

<b>Instrument</b>	<b>Link to full survey results</b>
Student survey	<a href="https://data.surveymoz.com/r/694627_5ed582559f55d7.45321916">https://data.surveymoz.com/r/694627_5ed582559f55d7.45321916</a>
Employee survey	<a href="https://data.surveymoz.com/r/694627_5edfdb98d45143.88992027">https://data.surveymoz.com/r/694627_5edfdb98d45143.88992027</a>