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Student Survey - Fall 2021: COVID-19 Impacts

College of the Canyons

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Institutional Research, Planning, and
Institutional Effectiveness

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Introduction

At the request of Executive Cabinet, a survey was distributed to students during the Fall 2021 semester to examine student needs, perceptions, plans, and possible impacts of COVID-19. During the Fall 2021 semester, in-person classes and services were phased back in, while remote classes and services remained the primary way for access.

Survey results were split into three reports, Student Survey -Fall 2021: Course and Student Service Experiences (research brief #227), Student Survey-Fall 2021: Plans for Spring 2022 (research brief #229), and Student Survey-Fall 2021: COVID-19 Impacts (research brief #230). Research brief #227 provides information on student demographics and their experiences in courses and use of Student Services during the Fall 2021 semester. Research brief #229 provides information on student plans for enrollment during the Spring 2022 semester. Research brief #230 provides information on how COVID-19 has impacted students and their educational experiences. Results of this survey will be used to assess the degree to which classes and services offered are meeting the needs of students.

Methods

The Office of Institutional Research, Planning and Institutional Effectiveness, in conjunction with Executive Cabinet, developed a survey that contained open- and closed-ended questions to examine the degree to which student needs are being met during the Fall 2021 semester

Procedures

In Fall 2021, surveys were distributed to *new* and *continuing* students. Survey links were emailed via Survey Monkey and data were collected between October 25th and November 8th, 2021. Survey data were analyzed using SPSS (2021) and Excel (2019).

Subjects

Overall, 13,979 surveys were distributed to students. The ***first group*** consisted of Fall 2021 **new students** (n = 6,489). The ***second group*** included **continuing students** (n = 7,490).

Overall, 537 students completed the survey, resulting in an overall response rate of four percent. A total of 225 new students completed the survey, resulting in a response rate of three percent for this group. A total of 312 continuing students completed the survey, resulting in a response rate of four percent for this group. See Table 1.

Note: Copy of survey instrument and open-ended comments available upon request.

Table 1. Breakdown of Groups Surveyed (Number and Percentage)

Groups Surveyed	Population (N)	Responses (n)	Response Rate (%)
Group One: New Students	6,489	225	3%
Group Two: Continuing Students	7,490	312	4%
Total	13,979	537	4%

Research Results

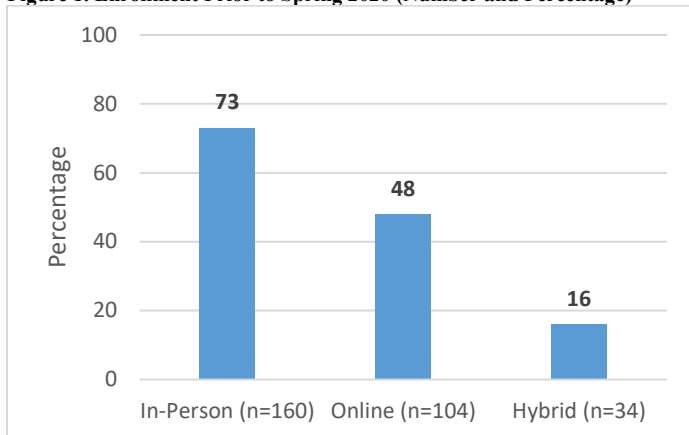
Enrollment Prior to COVID-19 Impacts:

Overall, 46 percent of respondents indicated that they *were enrolled* prior to Spring 2020 (n=221), while 54 percent indicated they *were not* (n=259).

For respondents who indicated they enrolled prior to 2020, almost three-quarters of respondents indicated that they were enrolled in *in-person* classes (73 percent), followed by *online* (48 percent), and *hybrid* (16 percent). See Figure 1 for details.

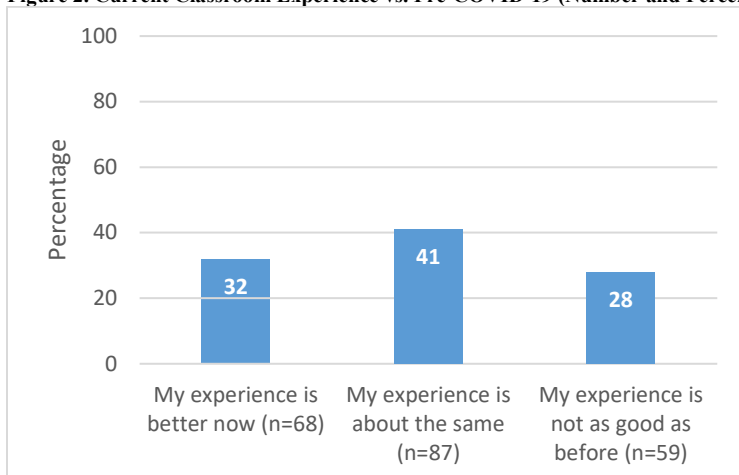
Note: Percentages do not equate to 100% because respondents could mark all that apply.

Figure 1. Enrollment Prior to Spring 2020 (Number and Percentage)



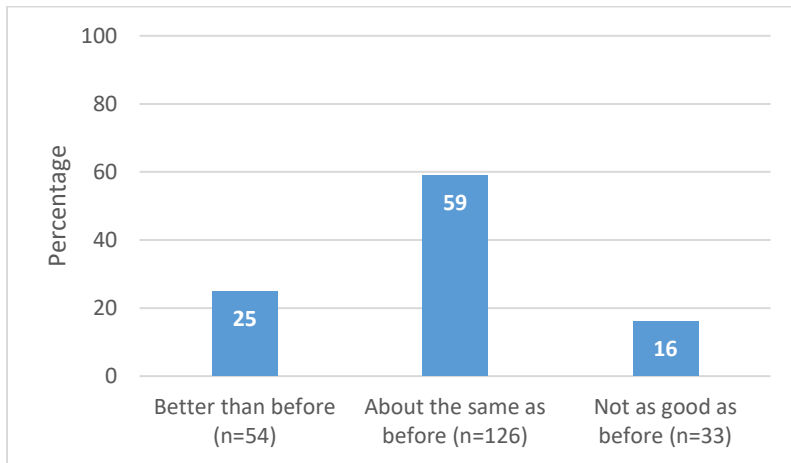
Current Classroom Experience Compared to Prior COVID-19 Impacts: Compared to pre-COVID-19 impacts, **32 percent** of respondents indicated that their *experience* is **better now**, while **41 percent** indicated it is **about the same** and **28 percent** *not as good as before*. See Figure 2.

Figure 2. Current Classroom Experience vs. Pre-COVID-19 (Number and Percentage)



Current Student Services/Support Experiences Compared to Prior COVID-19 Impacts: Results followed a similar pattern as the comparison between current classroom experiences and prior COVID-19 impacts. A quarter of respondents indicated their *experience is better now (25 percent)*, while *59 percent* indicated it is *about the same* (59 percent), and *not as good as before (16 percent)*. See Figure 3.

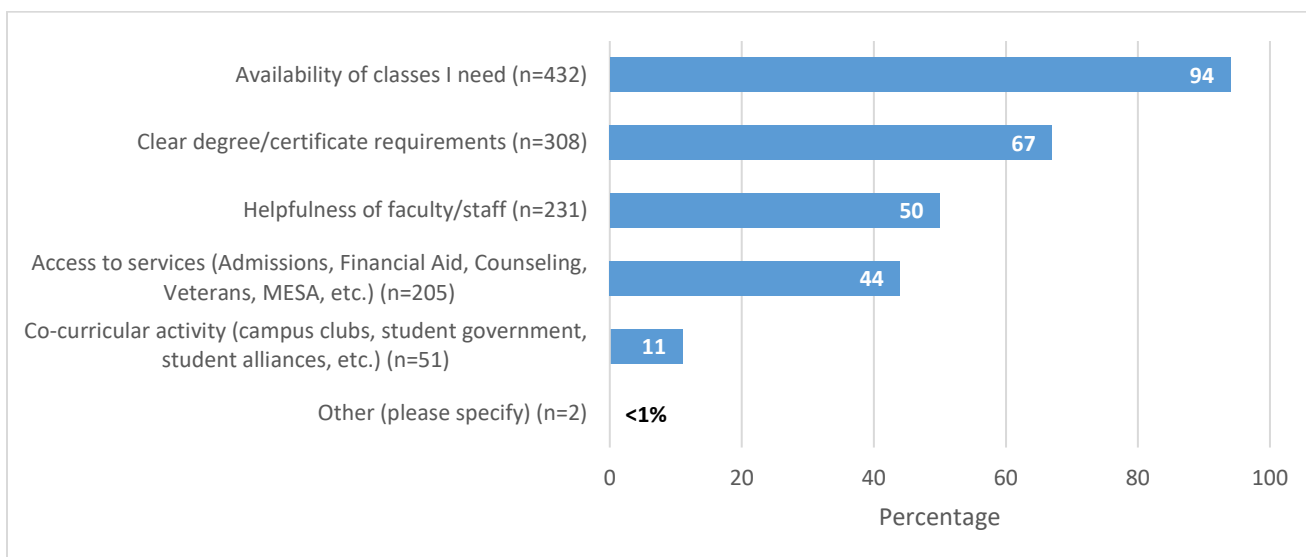
Figure 3. Current Student Services/Support Experience vs. Pre-COVID-19 (Number and Percentage)



Most Important Factors When Deciding to Enroll: When deciding to enroll, the top three factors respondents indicated were: *availability of classes needed (92 percent)*, *clear degree/certificate requirements (66 percent)*, and *helpfulness of faculty/staff (50 percent)*. See Figure 4 for details.

Note: Percentages do not equate to 100% because respondents could mark all that apply.

Figure 4. Most Important Factors When Deciding to Enroll (Number and Percentage)



COVID-19 Vaccine:

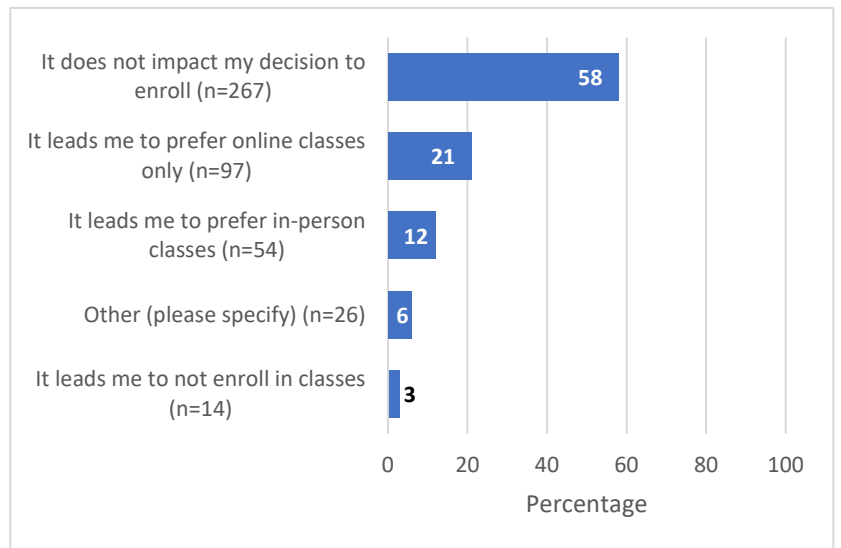
The *majority* of respondents indicated that they *did receive* the COVID-19 vaccine (80 percent, n=376), followed by *no* (10 percent, n=48) and *decline to state* (10 percent, n=47).

For those who indicated they **do not have** the COVID-19 vaccine (n=48), *half* indicated they *do not plan on getting it* (50 percent, n=24), followed by *yes* (31 percent, n=15), and *decline to state* (19 percent, n=9).

Impact of Vaccine or Test Requirement:

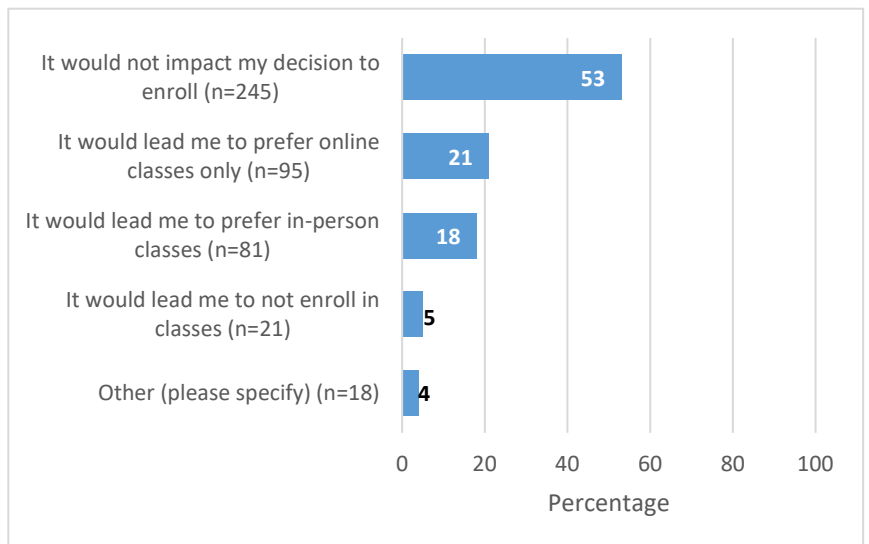
Respondents were asked to indicate if the requirements to be vaccinated or test weekly to attend in-person classes would impact their decision to enroll. Over half indicated it *does not impact their decision (58 percent)*, followed by it *leads them to prefer online classes only (21 percent)*, and it *leads them to prefer in-person classes (12 percent)*. Three percent indicated that *it leads them to not enroll*. See Figure 5 for details.

Figure 5. Impact of Vaccine or Test Requirement (Number and Percentage)



Respondents were then asked to indicate if the requirement to be vaccinated to enroll for in-person classes would impact their decision to enroll. Just over half indicated it *would not impact their decision to enroll (53 percent)*, followed by it *would lead them to prefer online class only (21 percent)*, it *would lead them to prefer in-person classes only (18 percent)*, it *would lead them to not enroll in classes (5 percent)*, and *other (4 percent)*. See Figure 6 for details.

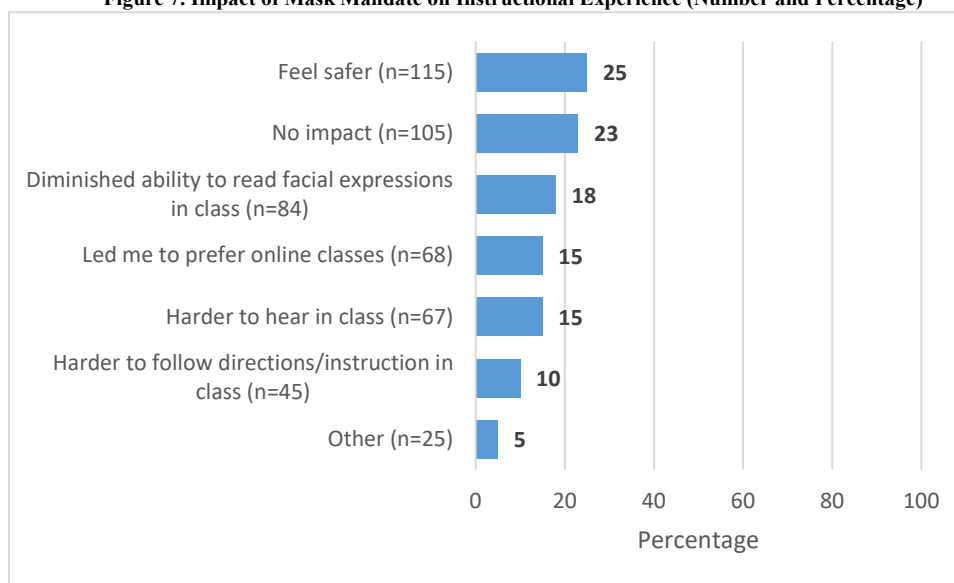
Figure 6. Impact of Vaccine for Enrollment in In-Person Classes (Number and Percentage)



Mask Mandate Impact on Instructional Experience: Respondents were asked to indicate if the mask mandate impacted their instructional experience. The **top four ways** in which 457 respondents indicated the mask mandate impacted their instructional experiences were that they *feel safer* (25 percent), there was a *diminished ability to read facial expressions in class* (18 percent), and it *led them to prefer online classes* and it's *harder to hear in class* (15 percent, each). *Twenty-three respondents* indicated that the mask mandate had *no impact*. See Figure 7 for details.

Notes: Percentages do not equate to 100% because respondents could mark all that apply and data exclude respondents who indicated they did not take an in-person class following the mask mandate (n=232).

Figure 7. Impact of Mask Mandate on Instructional Experience (Number and Percentage)



Recommendations

- Consider incorporating pre-COVID procedures and changes made to services during COVID-19 to current practices in instruction and student services.
- Explore ways to increase access to courses.
- Explore options for vaccine mandates and its implications for increased in-person course offerings.
- Use results from this research brief in conjunction research brief #227 and 229.

For more detailed information on this research brief, stop by the Institutional Research office located in BONH-224, or call Catherine Parker, Research Analyst at 661.362.5879 or Daylene Meuschke, Associate Vice President of Institutional Research, Planning, and Institutional Effectiveness at 661.362.5329.