

# COVID-19 Student Survey

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Prepared by the Division of  
Online Studies

# Purpose and Background

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- **Purpose:** Gather student feedback about their transition to remote online learning due to COVID-19
- **Population:** DSC students during Spring 2020 (Full and B term)
  - Over 1,000 students participated
- **Timeframe:** April 20 - May 1, 2020
- **How:** Online survey shared as a link via Falcon Online Announcement

# Prior Online Learning Experience

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Prior to this transition to remote online learning, have you taken fully online courses before?

A close-up, top-down view of a person's hands typing on a silver laptop keyboard. The person is wearing a light-colored, ribbed sweater. A black pencil is held horizontally across the keyboard, resting on the 'M' and 'N' keys. The background is a dark, textured surface, possibly a desk or a bag. In the top left corner, there is a small yellow icon of a speech bubble with three lines inside, and a small purple horizontal bar.

## Prior experience with fully online courses

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- Many of the students who participated in this survey (76%) reported previous experience with fully online courses
- 26% reported no prior experience with fully online courses

# Devices & Resources

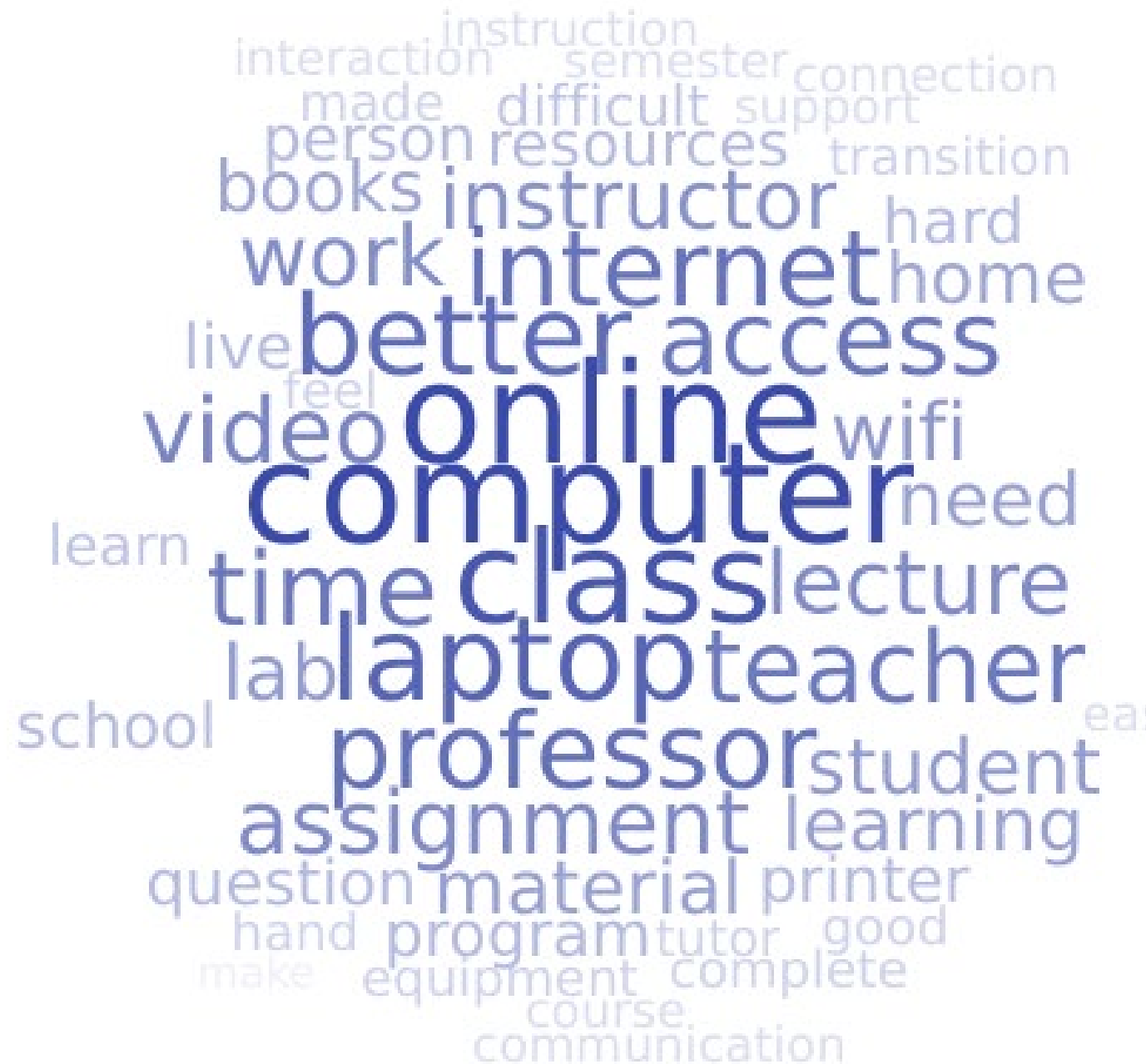
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Have you had the devices or resources necessary to be successful in your courses?



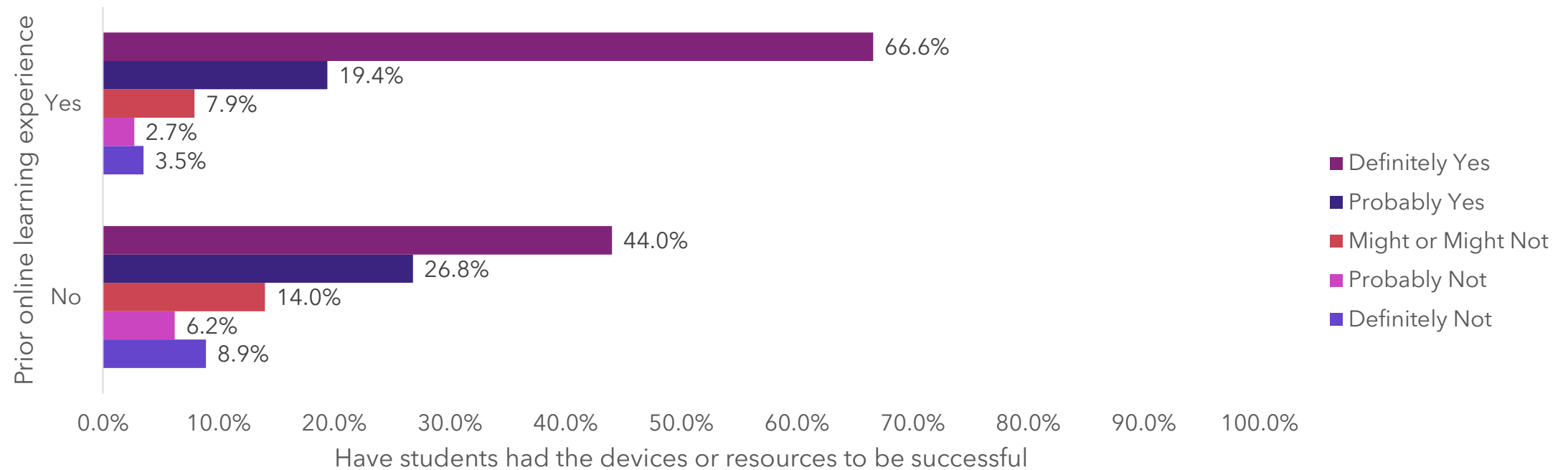
# Did students have what they needed?

- Most student (81%) reported "definitely" or "probably" having what they needed to be successful
- Common keywords about they may need to be successful:
  - Computer, laptop, printer
  - Professors and email
  - Video lecture and chat
  - Specialized equipment
    - Lab instruments
    - Kitchen equipment



# Comparison of student preparedness

## Students without prior online course experience reported being less prepared



# Scheduled Virtual Meetings

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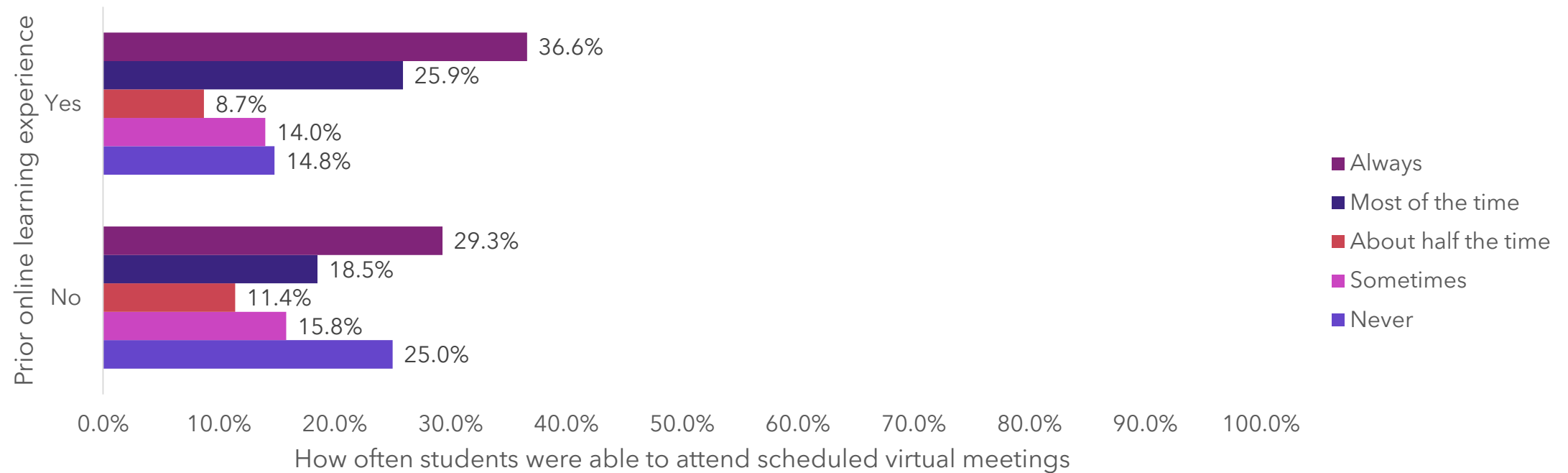
How often have you been able to attend scheduled virtual meetings? For example, a specific date and time to meet with your instructor and classmates.





# Comparison of virtual meeting attendance

**All students, regardless of previous online course experience, struggled to attend virtual meetings**



# Due Dates

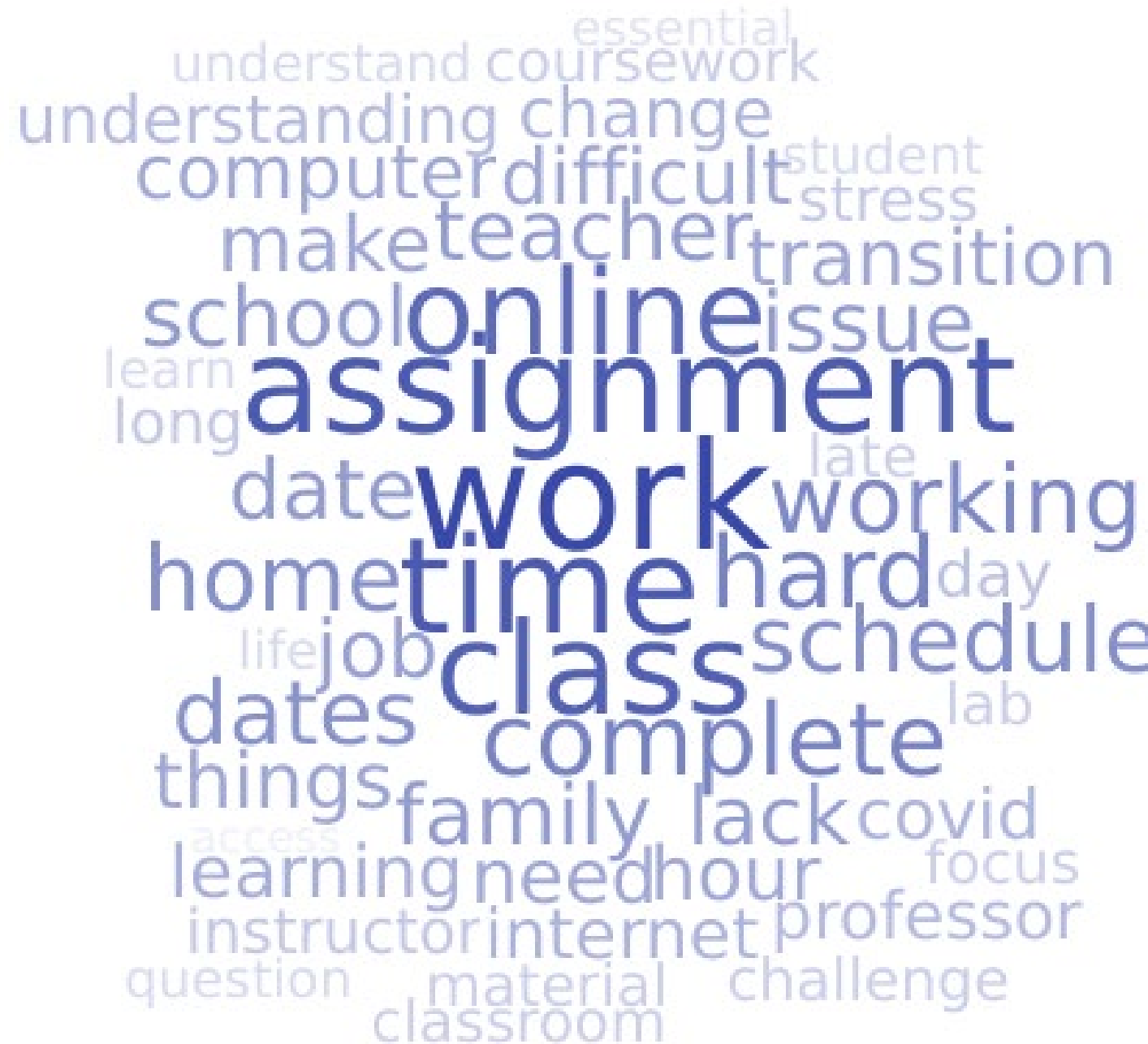
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How often have you been able to complete coursework by the due date?



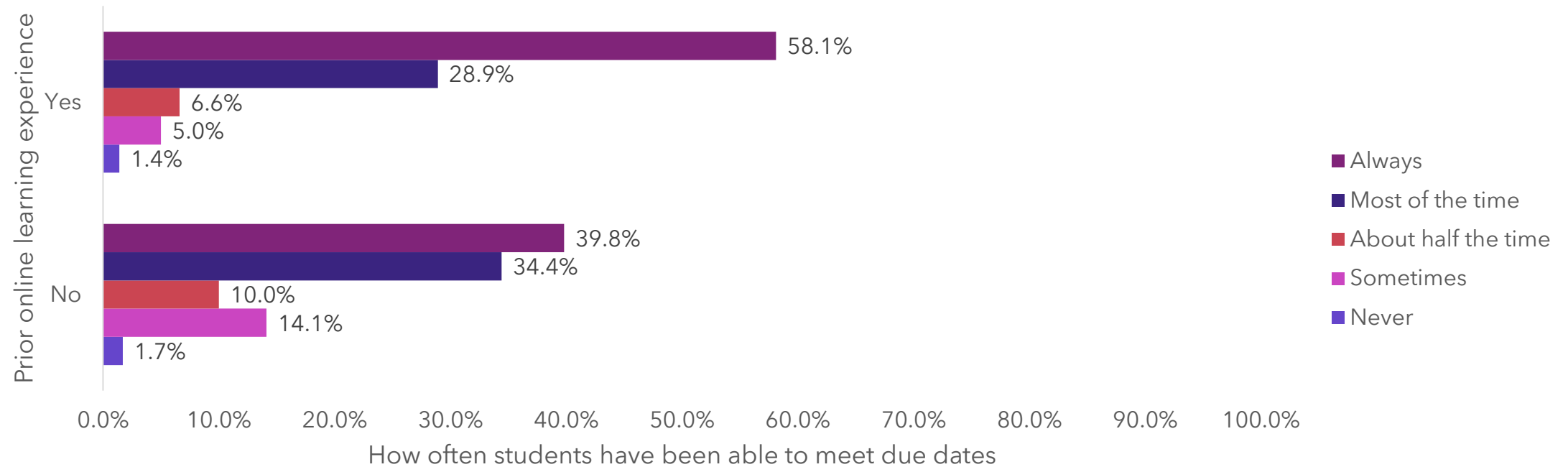
# Were students able to complete deadlines?

- Most students (83.9%) report meeting due dates “always” or “most of the time”
- Insight about challenges:
  - Unclear due date changes - absence of notifications or outdated schedule
  - Different platforms with different dates
  - Work & family conflicts
  - Sense of time has changed
  - Activities take longer to understand & complete - unclear instructions and email delays



# Comparison of due date experiences

**Students without prior online course experience had a harder time completing coursework by the due date**



# Support Services

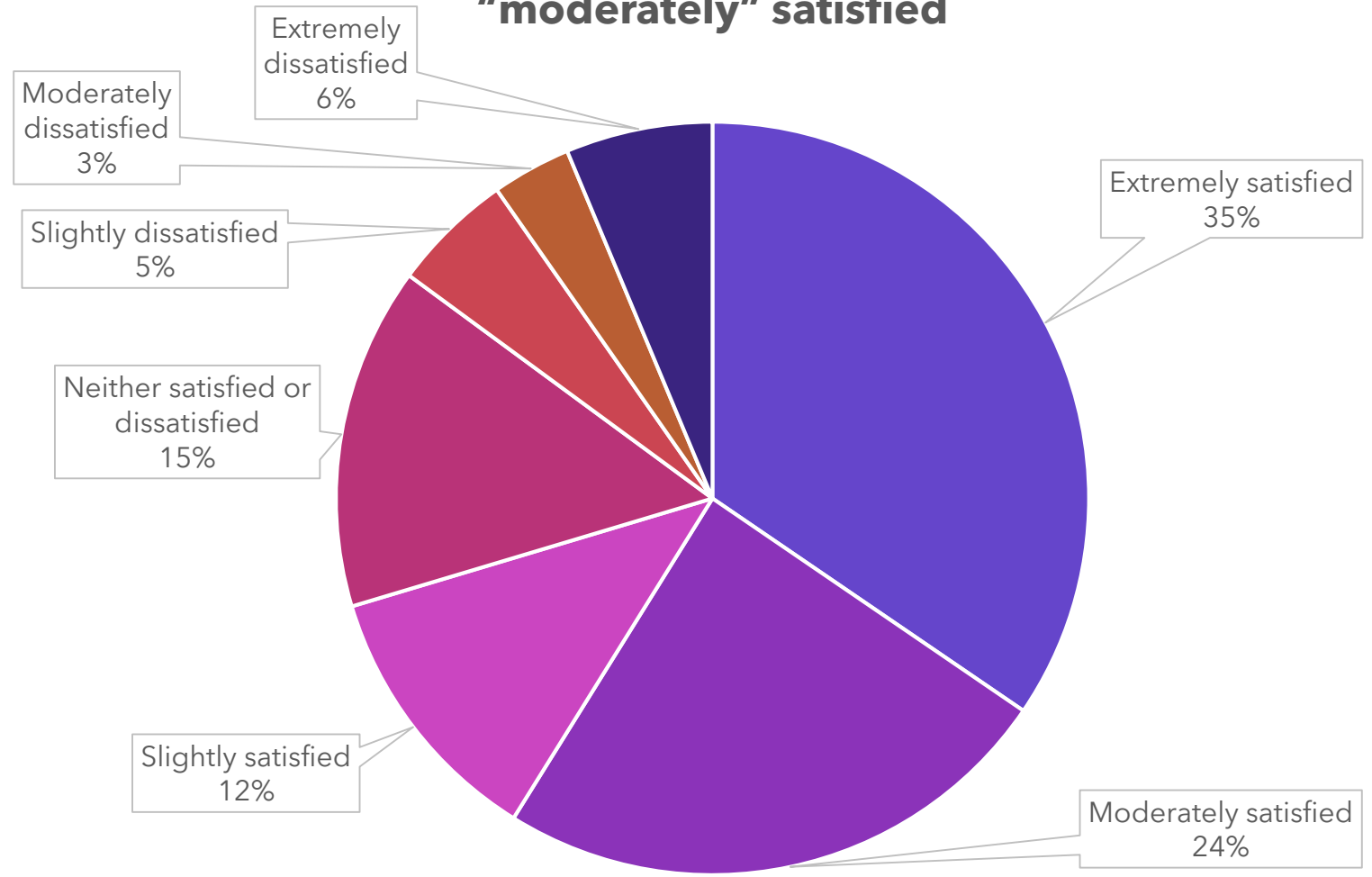
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How satisfied or dissatisfied are you with support services regarding your transition to remote online learning?



Did students feel supported?

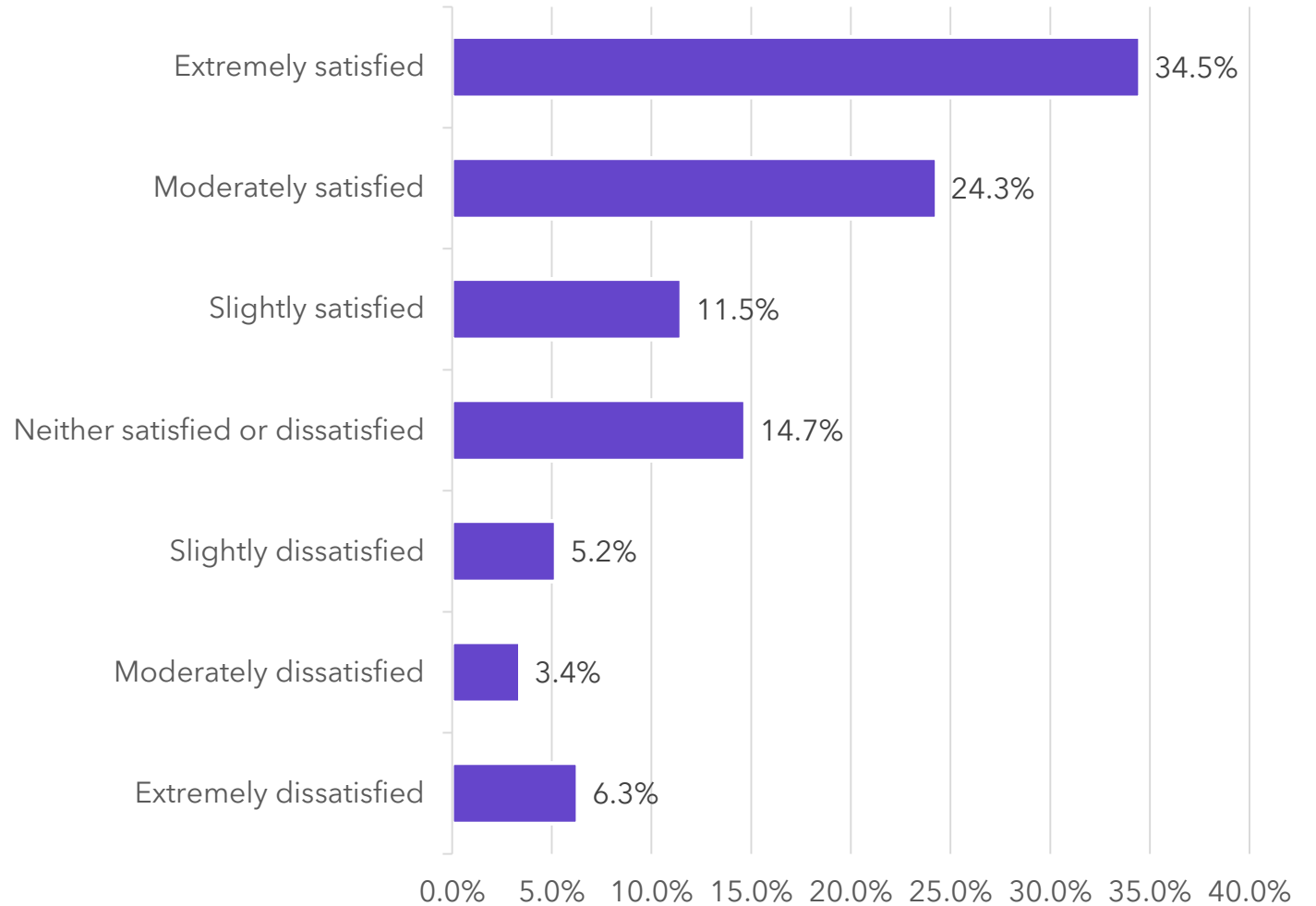
**More than half (58.8%) reported "extremely" or "moderately" satisfied**





# Did students feel supported?

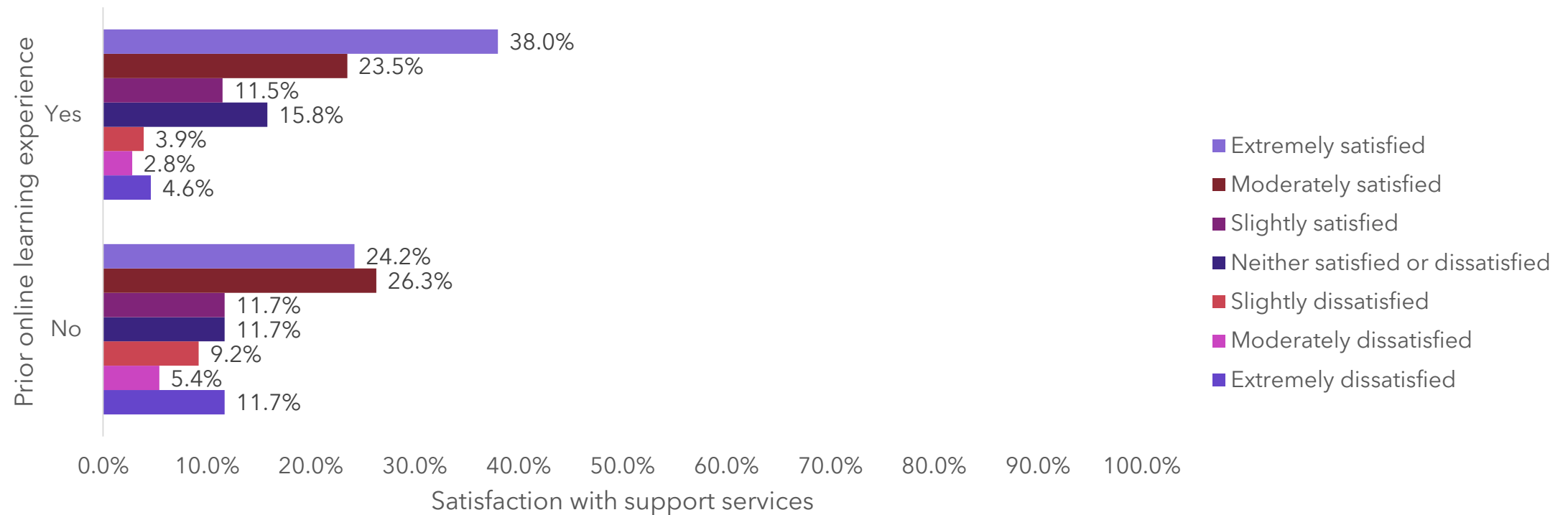
**More than half (58.8%) reported "extremely" or "moderately" satisfied**





# Comparison of support services satisfaction

## Students without online course experience report less satisfaction



# Overall Transition

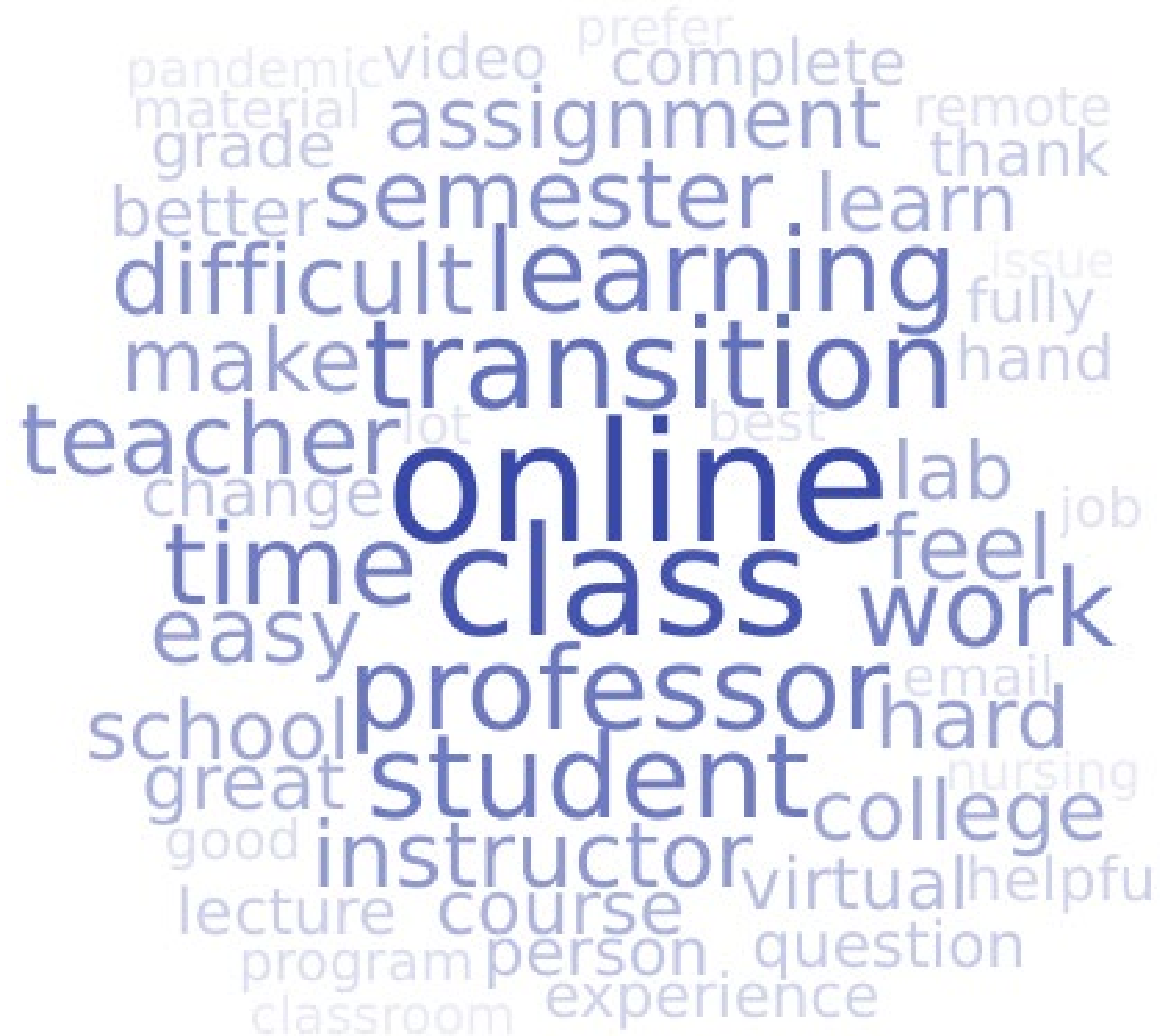
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How easy or difficult was your overall transition to remote online learning at Daytona State College?



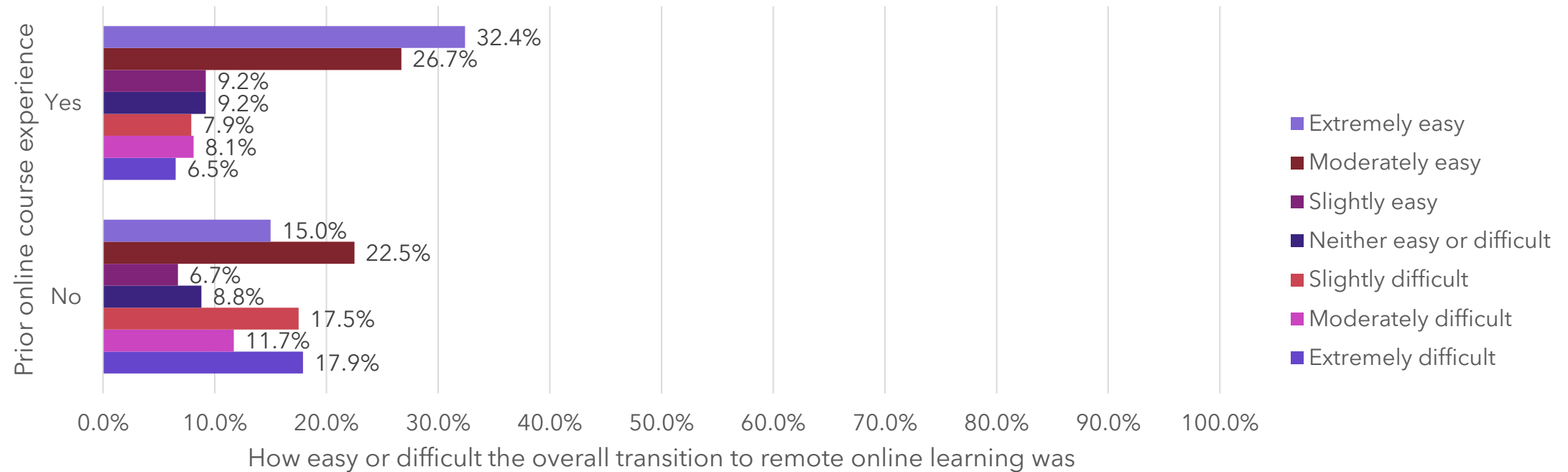
# Overall Feedback

- More than half of students (53.7%) reported "extremely" or "moderately" easy overall transition to remote online learning
  - Note: breakout data describes a different story for students without prior experience with online courses
- Common comments:
  - Professors - positive and negative
    - Flexibility and leniency varied among instructors
    - Communication, interaction and organization are very important
  - Students expressed their gratitude and understanding
  - Scheduling & work



# Comparison of the overall transition

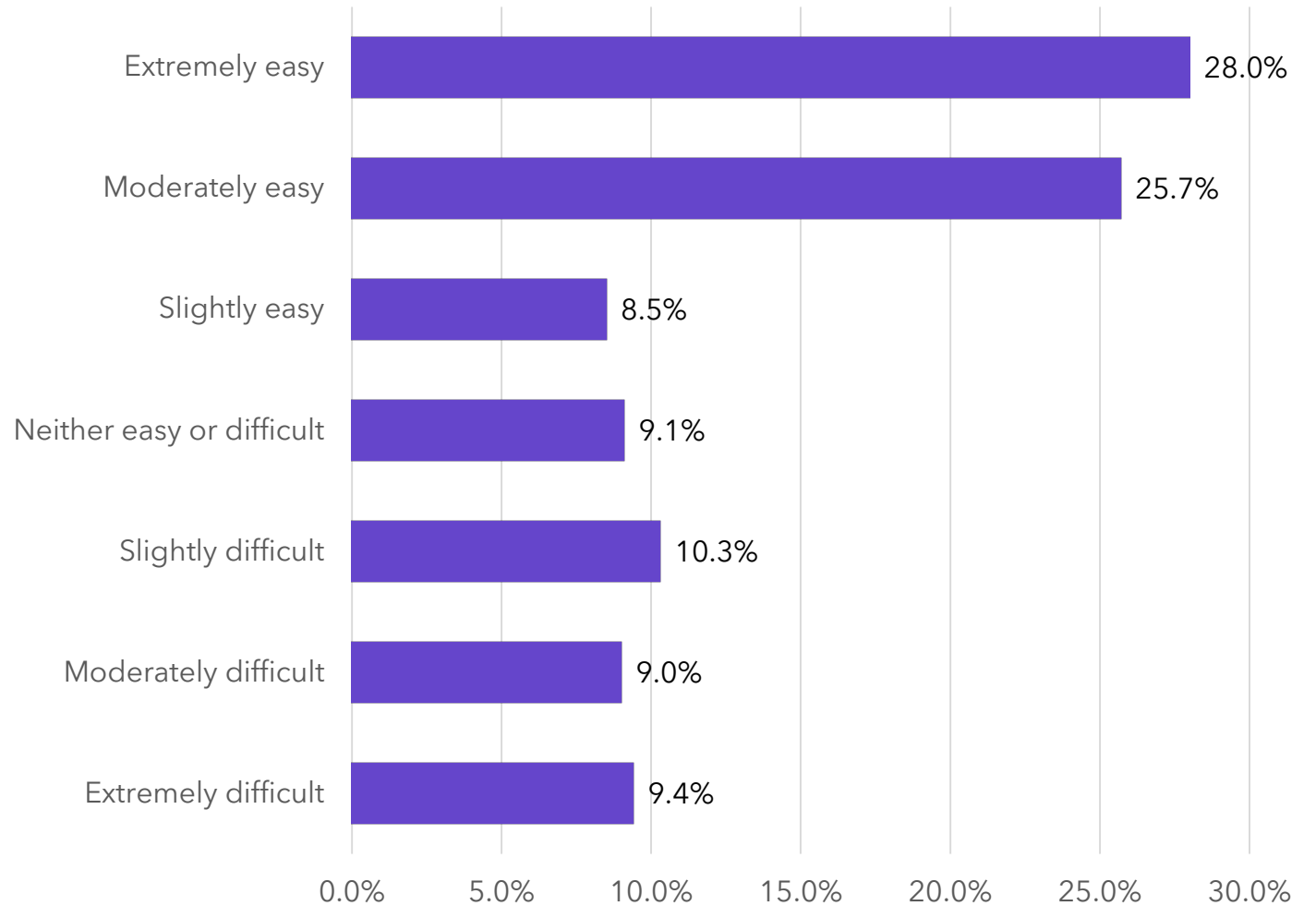
**Almost half (47.1%) of students without prior online course experience reported the transition as slightly to extremely difficult**





How easy or difficult was the transition for students?

**More than half of students (53.7%) reported extremely or moderately easy**



# Support Strategies

Title III Grant | Strategy II Initiatives



# Support for Student Online Readiness

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## Advising

- Implementing new student online readiness assessment and score analysis metric in mandatory online student orientation to identify students who may need additional support and resources to become online ready
- Academic Advisers will meet with students and discuss their online readiness score before they register for online classes

## Tech Studio

- Developing curriculum in order to increase online readiness for students who feel less comfortable in the virtual classroom environment