Understanding Student Sentiments and Managing Their Success During COVID-19

KAI ANALYTICS

Presented by Kevin Chang, CEO

CALIFORNIA ASSOCIATION CAIR for INSTITUTIONAL RESEARCH

A Virtual Town Hall
April 17, 2020

About Kevin Chang

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Director of institutional research X2
JFKU: San Francisco
Bastyr University: Seattle

Accreditation Team X2 for WASCUC

Economist by training
University of British Columbia
University of Guelph

Founder and CEO of Kai Analytics
4-Person Team

G20 Young Entrepreneurs' Alliance Summit
FUKUOKA JAPAN 2019

2019 Canadian Delegate to the G20 Youth Entrepreneur Forum in Fukuoka

About Kai Analytics

Survey Design

Data Processing & Automation

Text Analysis

Reporting

Research Scope

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We collected complete responses from 424 undergraduate students across the US during their first week back from spring break (March 23-27, 2020) . This includes those from 2- or 4-year programs; and who were previously on-site students.

Research Scope

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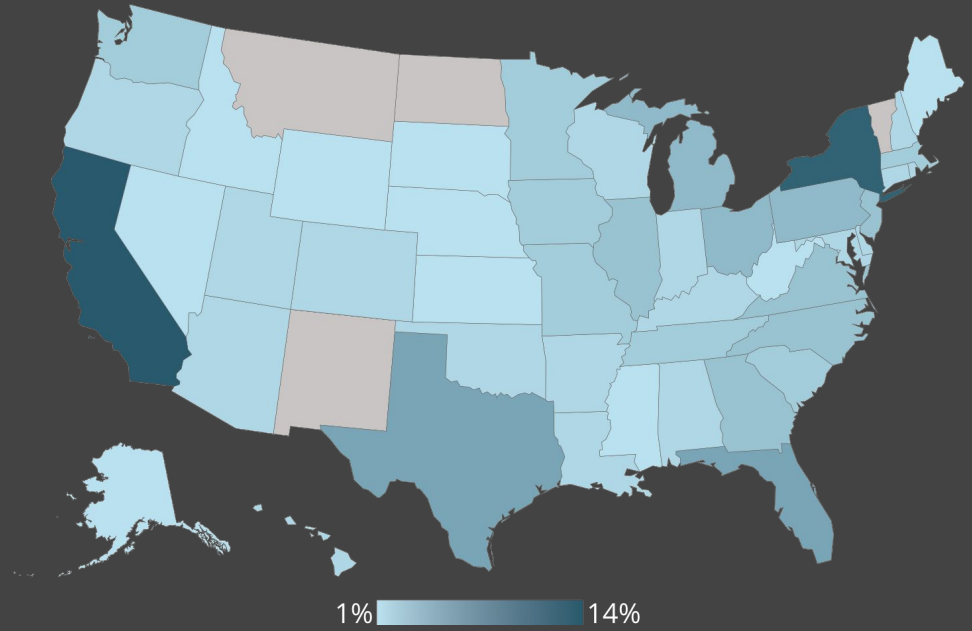
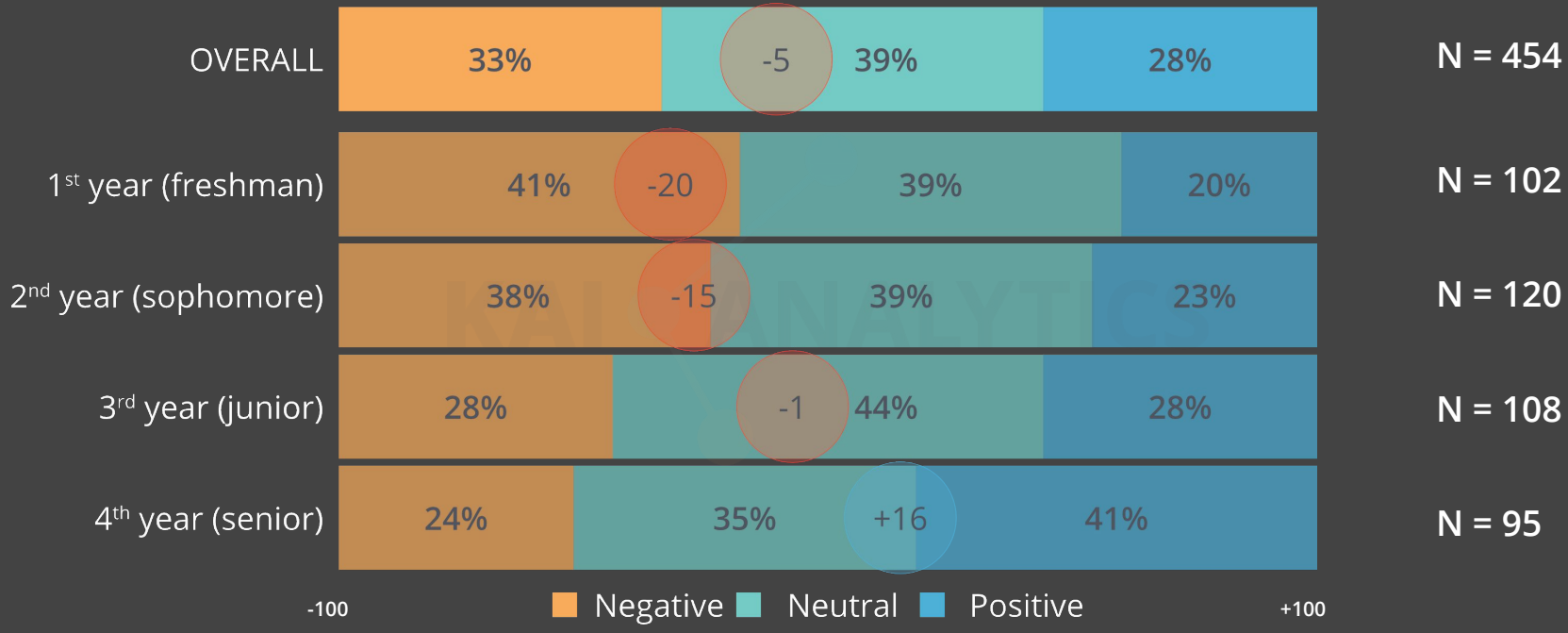
The top 5 states were CA, NY, TX, FL, and MI.
All remaining states had relatively even distribution of respondents.



N = 454

Overall, how well is your school meeting your online/virtual educational needs since on-site classes were cancelled?



Overall, how well is your school meeting your online/virtual educational needs since on-site classes were cancelled?

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"I don't have the same experience as I would get in a classroom. I basically have to teach the material to myself which is difficult if you are new to it. Some teachers are also not as helpful as others or don't know how to utilize technology well.

1st year student,
19 years old from Washington

"The teachers are working very hard to do all they can. It just will never be as beneficial as being in class.

4th year student,
23 years old from Kentucky

Do you plan on remaining enrolled at your current school after this term or semester is finished?

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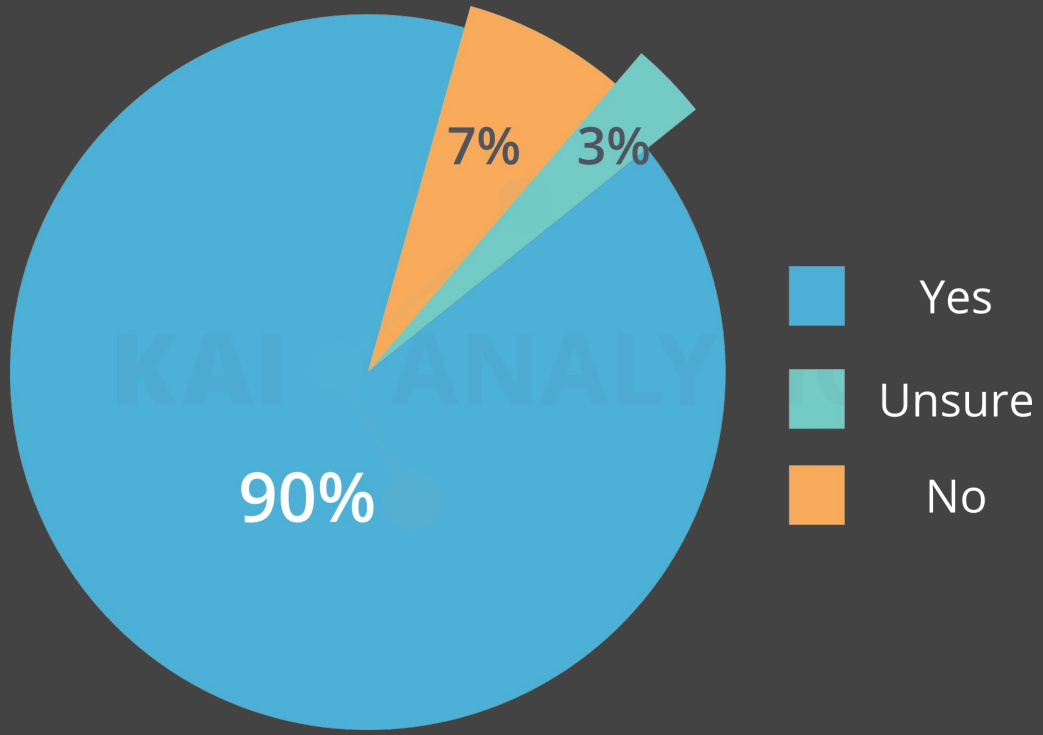
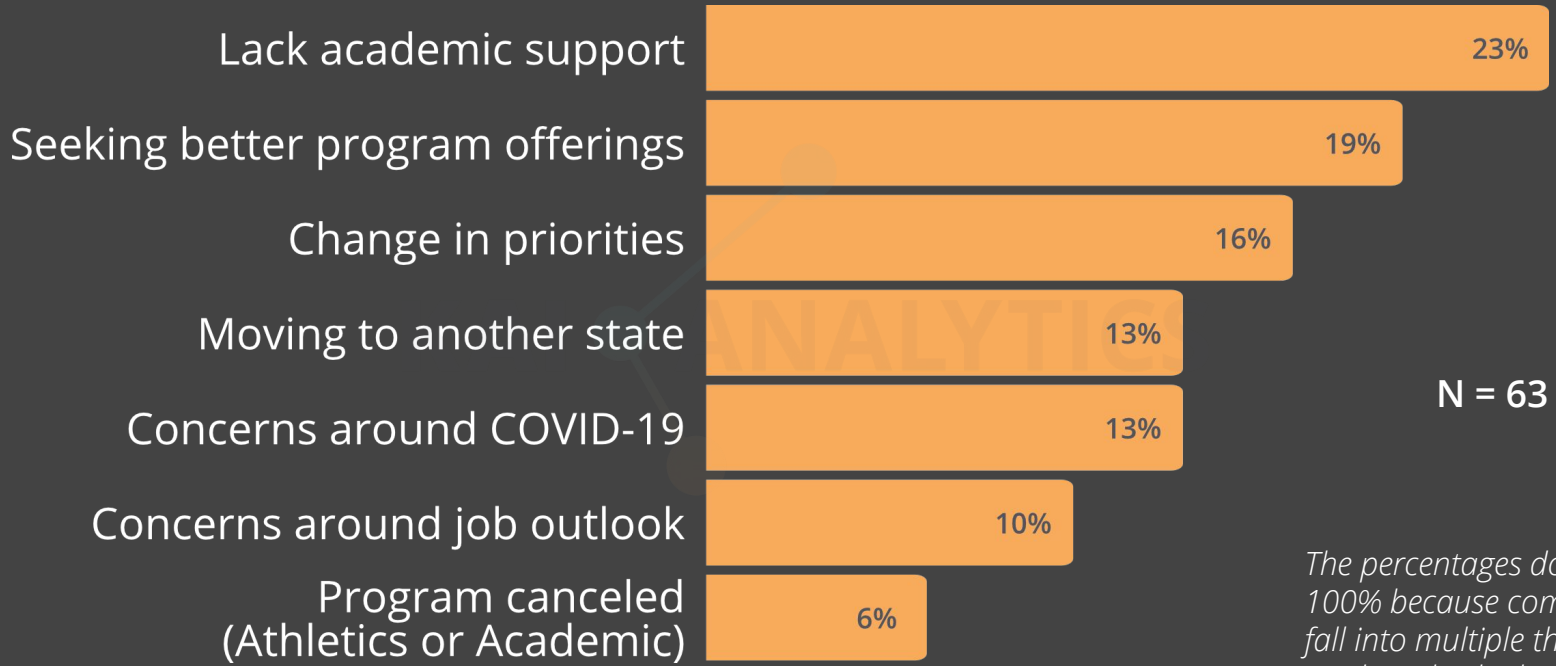
N = 454



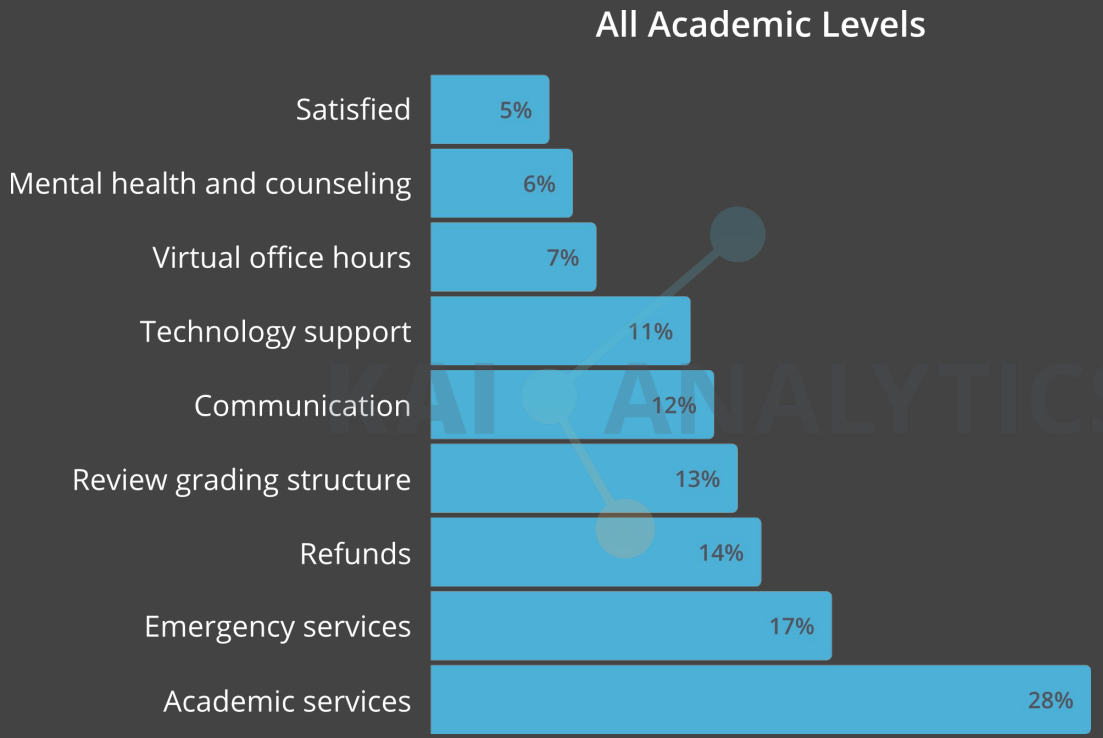
Do you plan on remaining enrolled at your current school after this term or semester is finished? [No or Unsure]



N = 63

The percentages don't add up to 100% because comments can fall into multiple themes. Students had a lot to say!

What additional services could your school be providing you at this time?



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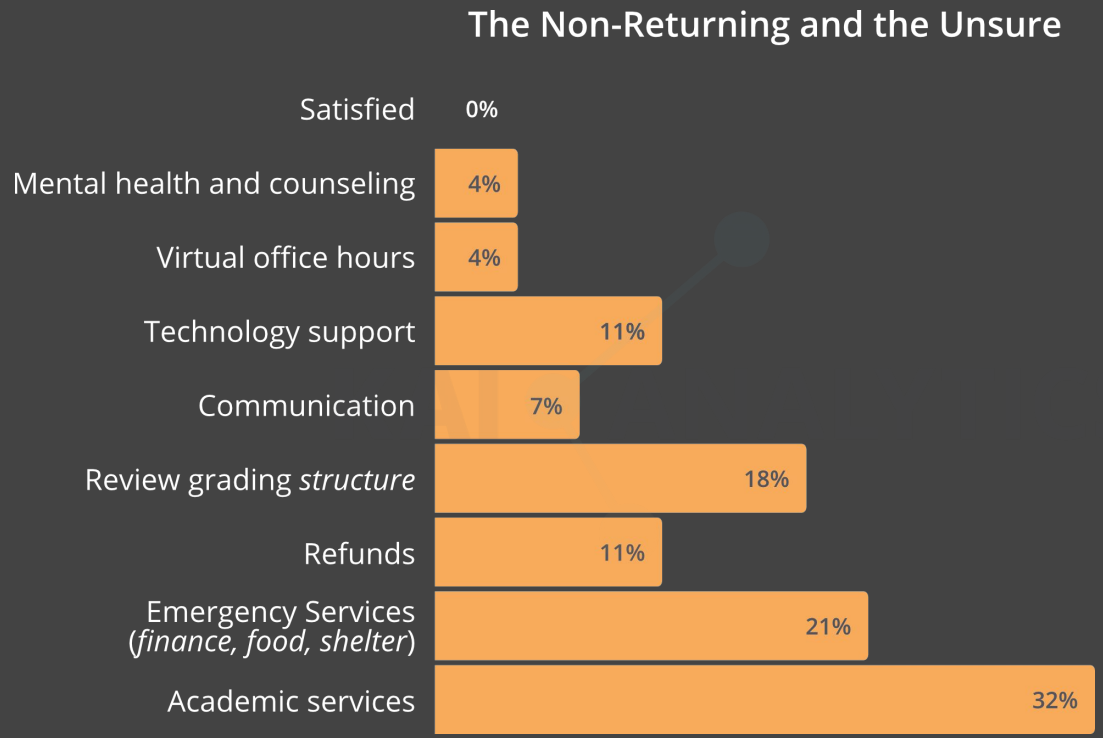

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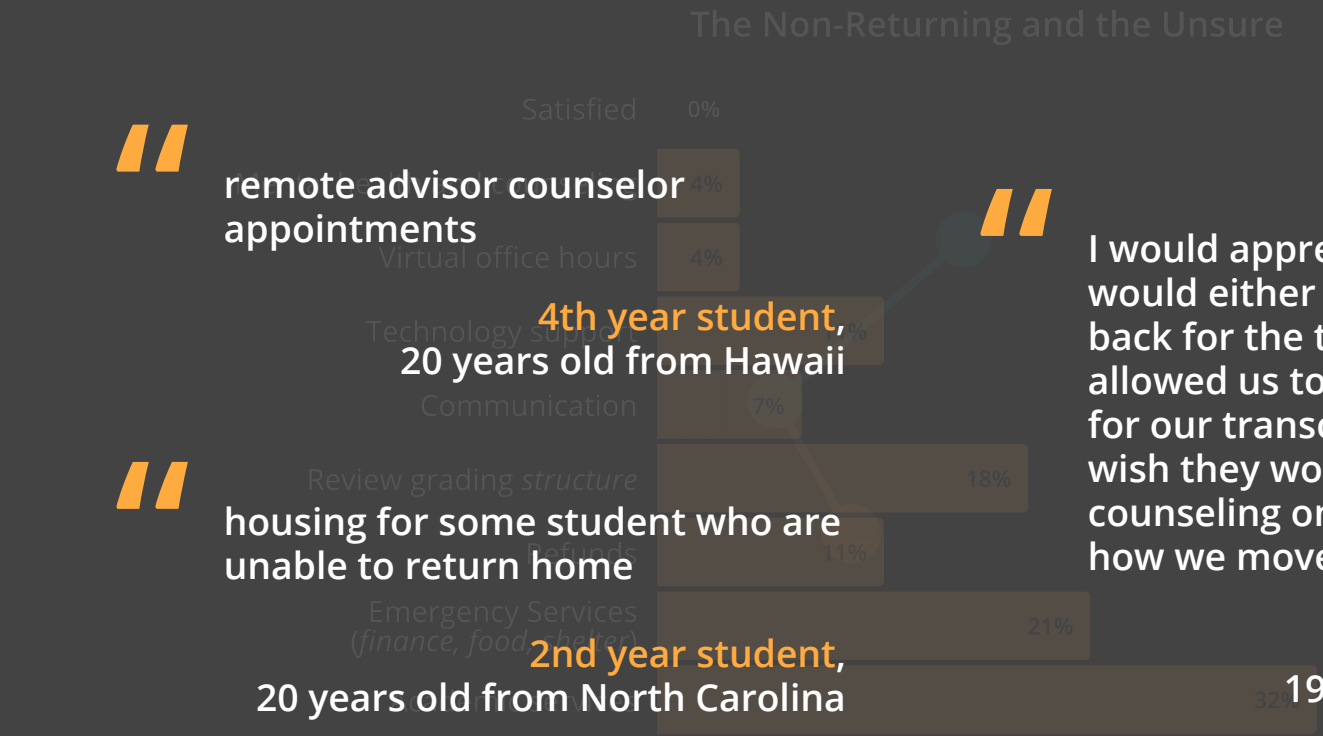
What additional services could your school be providing you at this time? [Non-Returning and the Unsure]



"remote advisor counselor appointments"

4th year student,
20 years old from Hawaii

"housing for some student who are unable to return home"

2nd year student,
20 years old from North Carolina

"I would appreciate if my school would either give us our money back for the time we lost or allowed us to do a pass/fail option for our transcripts. Otherwise, I wish they would allow academic counseling online to determine how we move forward"

1st year student,
19 years old from Texas

What additional services could your school be providing you at this time?

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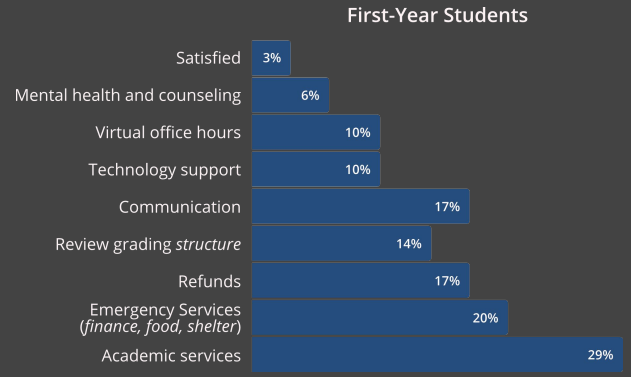
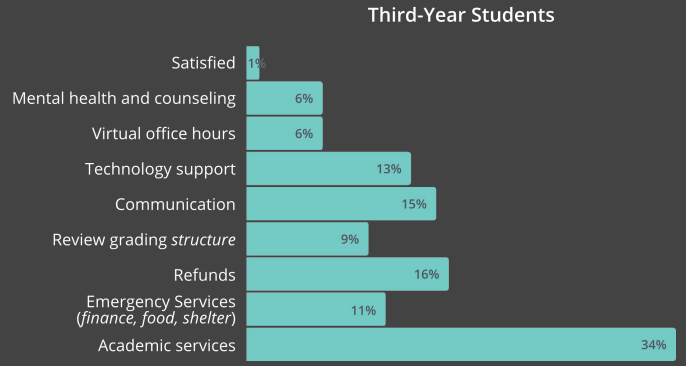
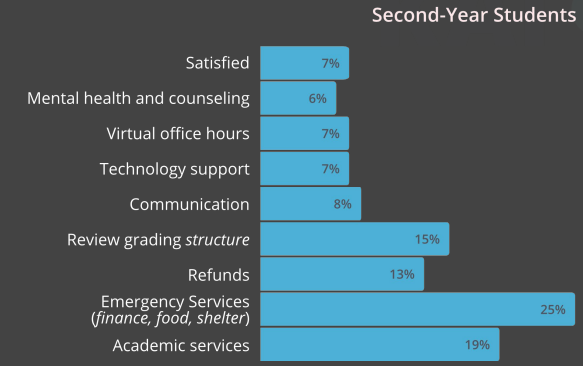
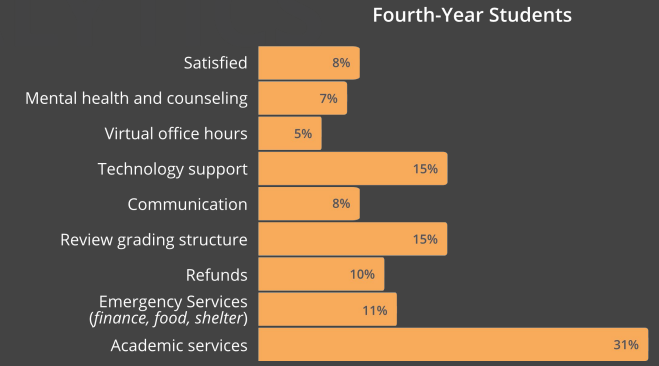
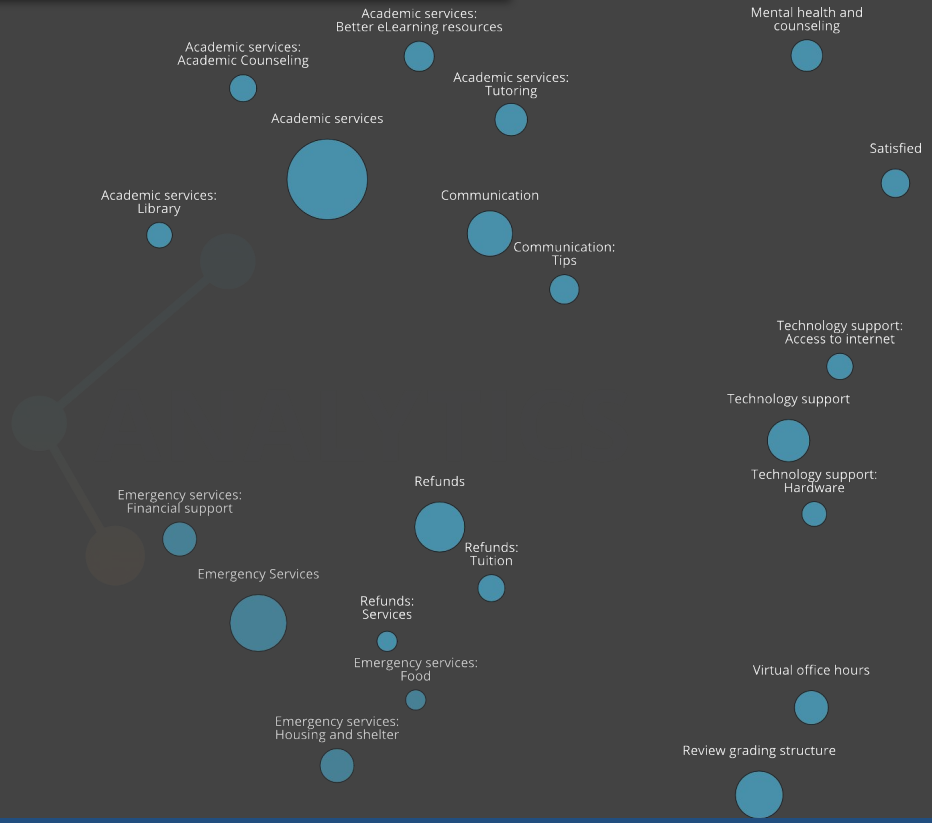








Thematic Clusters



Thematic Clusters

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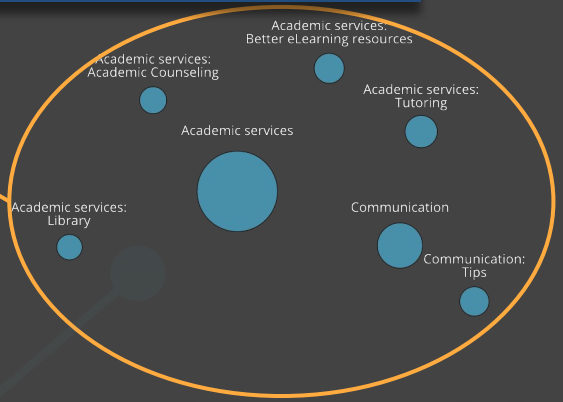
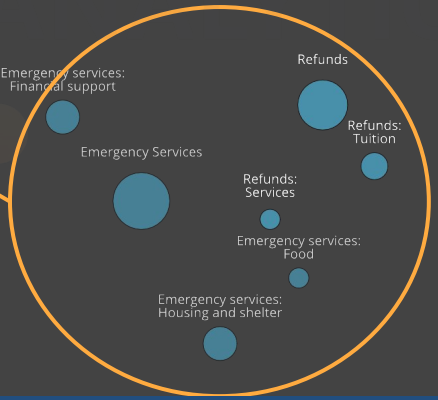
Academic services and improved communication

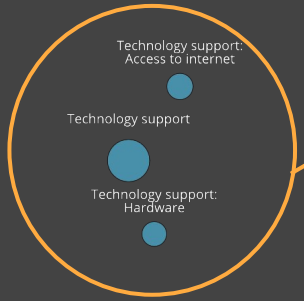


Seeking emergency support and refunds

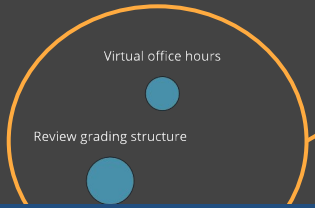


Mental health and counseling

Satisfied



Technology support



Review grading and virtual office hours

Stand Up and Take Initiative

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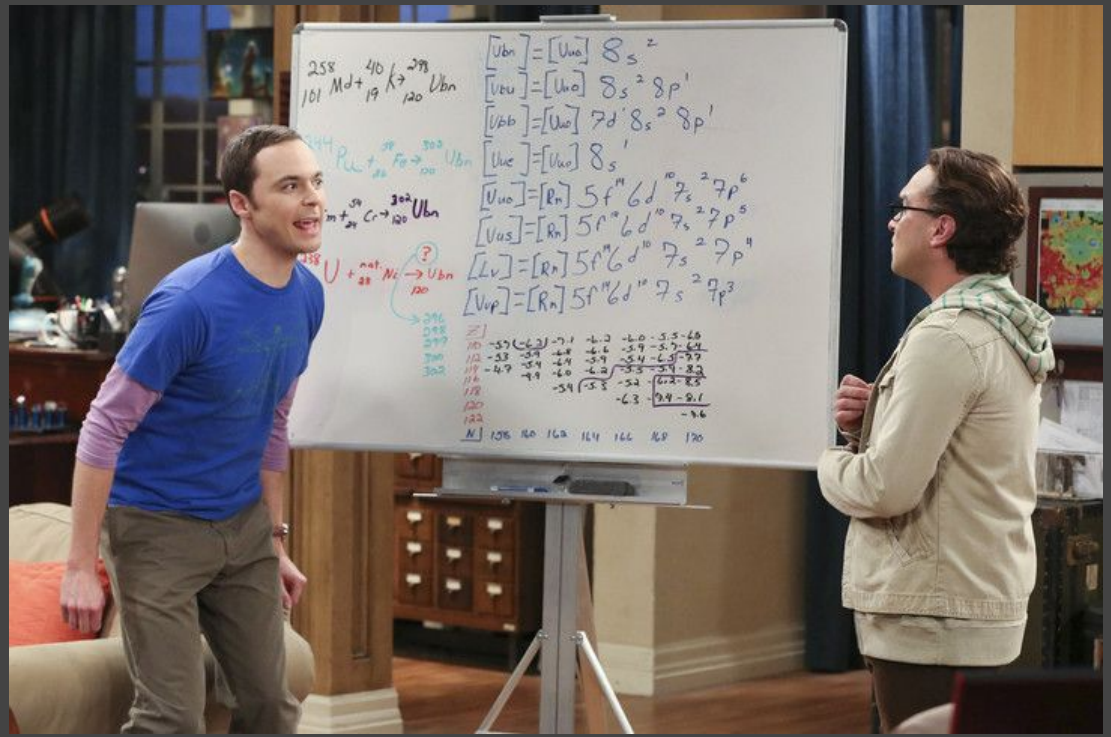

Next Steps

Remember to breathe

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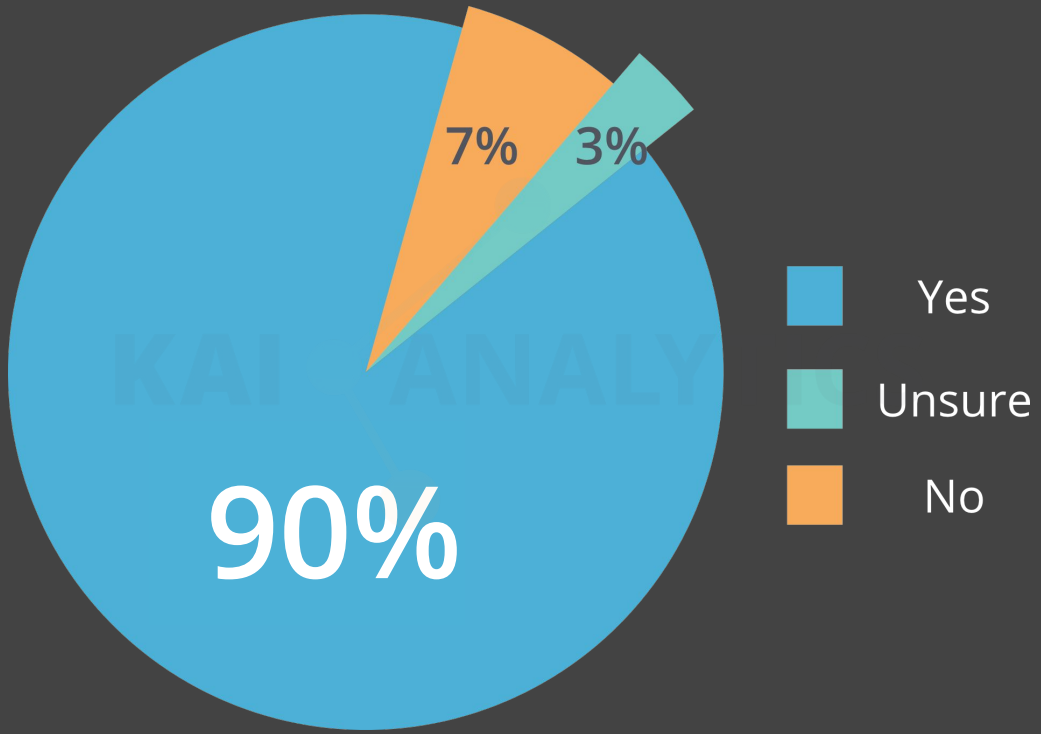

Next Steps

Delegate Outreach

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Persona 1: Academic services and communication	Office of Student Affairs, Office of the Provost, Office of the President
Persona 2: Emergency services and refunds	Office of the Bursar, Student Financial Aid Office
Persona 3: Faculty office hours and academic review	Program Chairs, College Deans, Office of the Provost
Persona 4: Technical support	Office of Student Affairs, IT Office
Persona 5: Mental health and emotional support	Student Counseling Center
Persona 6: Students who are content	Marketing. Office of Student Affairs, Office of Student Life

Next Steps

Text Analysis Tips

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1. Make sure your open-ended questions are succinct.

2. Sometimes the themes that are 5~20% of your sample are more actionable than 40%+

3. Be aware of institutional lingo, acronyms, terminology, etc.

Community Resources

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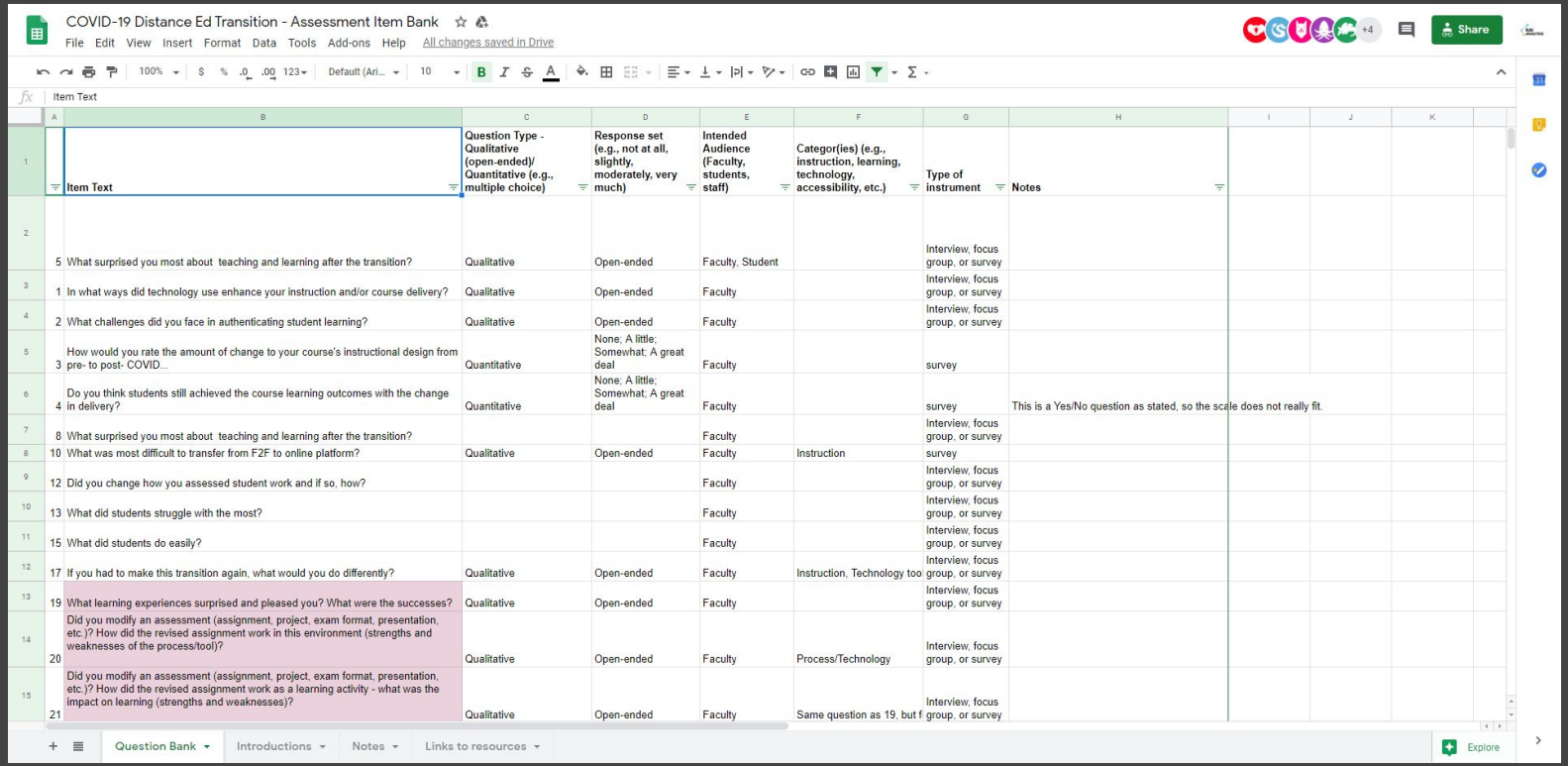

COVID-19 Distance Ed Transition - Assessment Item Bank

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Item Text

	Item Text	Question Type - Qualitative (open-ended)/ Quantitative (e.g., multiple choice)	Response set (e.g., not at all, slightly, moderately, very much)	Intended Audience (Faculty, students, staff)	Categor(ies) (e.g., instruction, learning, technology, accessibility, etc.)	Type of instrument	Notes
5	What surprised you most about teaching and learning after the transition?	Qualitative	Open-ended	Faculty, Student		Interview, focus group, or survey	
1	In what ways did technology use enhance your instruction and/or course delivery?	Qualitative	Open-ended	Faculty		Interview, focus group, or survey	
2	What challenges did you face in authenticating student learning?	Qualitative	Open-ended	Faculty		Interview, focus group, or survey	
3	How would you rate the amount of change to your course's instructional design from pre- to post- COVID...	Quantitative	None; A little; Somewhat; A great deal	Faculty		survey	
4	Do you think students still achieved the course learning outcomes with the change in delivery?	Quantitative	None; A little; Somewhat; A great deal	Faculty		survey	This is a Yes/No question as stated, so the scale does not really fit.
8	What surprised you most about teaching and learning after the transition?			Faculty		Interview, focus group, or survey	
10	What was most difficult to transfer from F2F to online platform?	Qualitative	Open-ended	Faculty	Instruction	survey	
12	Did you change how you assessed student work and if so, how?			Faculty		Interview, focus group, or survey	
13	What did students struggle with the most?			Faculty		Interview, focus group, or survey	
15	What did students do easily?			Faculty		Interview, focus group, or survey	
17	If you had to make this transition again, what would you do differently?	Qualitative	Open-ended	Faculty	Instruction, Technology too	Interview, focus group, or survey	
19	What learning experiences surprised and pleased you? What were the successes?	Qualitative	Open-ended	Faculty		Interview, focus group, or survey	
20	Did you modify an assessment (assignment, project, exam format, presentation, etc.)? How did the revised assignment work in this environment (strengths and weaknesses of the process/tool)?	Qualitative	Open-ended	Faculty	Process/Technology	Interview, focus group, or survey	
21	Did you modify an assessment (assignment, project, exam format, presentation, etc.)? How did the revised assignment work as a learning activity - what was the impact on learning (strengths and weaknesses)?	Qualitative	Open-ended	Faculty	Same question as 19, but f	Interview, focus group, or survey	

Question Bank | Introductions | Notes | Links to resources | Explore

Resources

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Questions?
Collaborations?
Got Data?

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Web: www.kaianalytics.com/education

Podcast: www.pythonoutloud.com