COURSE SUCCESS

High Withdrawal/Low Pass Rate Courses

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Outcomes

SPRING 2021 RECAP

0 1 Traditional courses from BIOL 2401, HIST 1301, and PSYC 2301

02 Faculty Advisors from each department were assigned to survey students

03 The student survey information was collected and an additional online survey was conducted

TODAY'S AGENDA

Conversation Points

01

Spring 2021
Recap

02

Review Data

03

Develop Improvement
Plan Process for
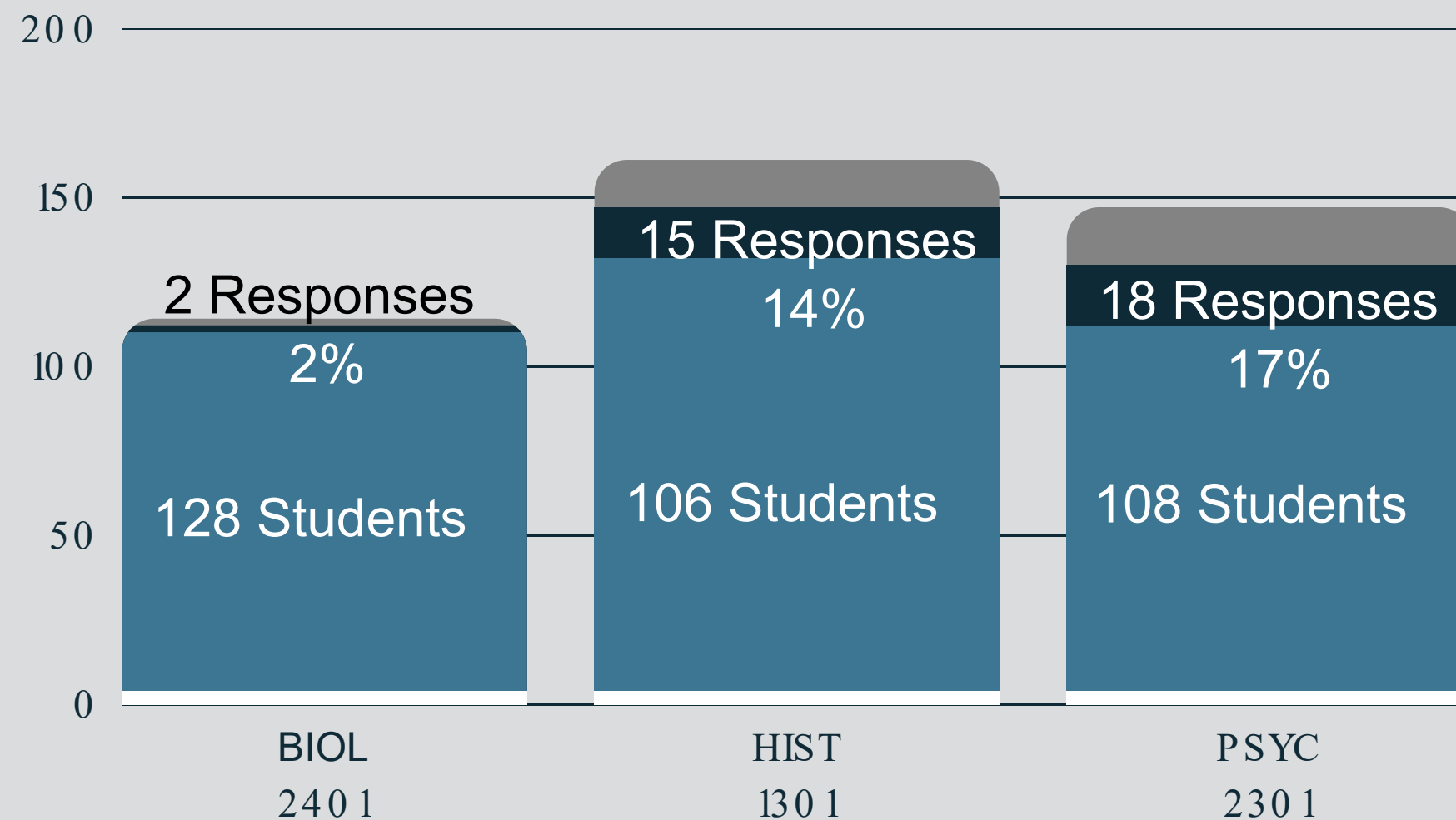Spring 2021
Implementation

04

Next Steps

REVIEW DATA

Spring 2021

Student Response Rates

	BIOL 2401	HIST 1301	PSYC 2301
200			
150		15 Responses 14%	18 Responses 17%
100	2 Responses 2%		
50	128 Students	106 Students	108 Students
0			

Online Survey

322 Students
n=10, 3%

- BIOL 2401 50%
- HIST 1301 30%
- PSYC 2301 20%

Summer 2021 Enrollment 60%

Division & Department Recommendations

- Initiative should be at a departmental level rather than upper administration.

- Departments need to be more involved in the process from the beginning. Perhaps the initiative should be implemented at a dean level to better understand departmental and division needs.

- Student information should not be included on the feedback form. All information should be anonymous to protect the identity of the student's and ensure trust. Before the data is shared with divisions, all student information should be removed.

- Review other options. Cold calling students and emailing does not work. Can students take an online survey instead without revealing their identity? This may be a better approach.

- Include the instructor's that had selected courses in the conversation and training.

- Consider a meeting to discuss the details before the Orientation. There was too much information with little opportunity for questions and opportunity to present other ideas in the Orientation. To have faculty feel like partners, we need to be partners. This was too much of a top down approach.

Student Feedback: Encountered Obstacles Part I

- Transitioning from a college in another state. Different system.

- Exams, assignments, and too much homework.

- Study group chat. Students only want the answers and have not done any of the work. Difficult for students who have made the effort. Would rather be in a group where participants did the work.

- Formalized virtual study groups would be helpful.

- The course reading is challenging.

- Too many assigned readings to be able to process and understand the information, much less apply it.

- Difficultly focusing on work. Wishes there was a way to make History less boring.

- English and math course are time consuming and difficult.

- Completing the homework and studying, but still cannot pass the tests. Working full - time and completing extra credit.

Student Feedback: Encountered Obstacles Part II

- I hold my paper assignments and tests close to read and concentrate. With computer test and a camera, I feel uncomfortable getting that close to the monitor. Test anxiety.

- Study groups do not respond and it is hard to meet when you are working full - time.

- It is a lot of work and the teacher has not explained things well. It might be because it is an internet class.

- There is so much reading in the History class and so much time on the computer. Issues with anxiety and gets distracted reading. Test anxiety. Hard to keep focused in an online class. I'm not getting the material. I need to take the class in person. I don't think I am going to pass.

- Fell behind at the beginning of previous semester and dropped out. Didn't feel like it was possible to catch up. This semester taking advantage of extra credit.

- Sick family members that live in the home nearly died from COVID. Difficult to concentrate due to the stress. Does not like online courses. Can't wait to attend in person classes.

- Daily deadlines are hard to keep up with, especially working full - time and overtime.

- Initial issues connecting with online STC services.

Student Feedback: Encountered Obstacles Part II

- Difficulties with the freeze and not having power.

- Fell off track, but doing better.

- Difficulty finding a quiet space to study.

- Need additional help outside of class to better understand course material.

- Some faculty are unprepared for online courses . It makes it more difficult when a teacher does not understand how to teach an online course.

- Too many differing due dates on assignment submissions.

- Faculty offering extra credit opportunities that are only accessible at specific days and times.   This day/time limitation results in students employed full time not being able to participate in that bonus activity.

- Difficulty in securing consistent   Wi‑FI connections at additional cost to student. Rushing to complete assignments due to possibility of losing connection at home.

- Making time to go through notes and PowerPoint slide to learn materials.

- Dropped from classed due to non   ‑payment or other admissions related issues.

Student Feedback: Encountered Obstacles Part IV

- Faculty not responding to students in a timely manner. For example, one student emailed an instructor 4 - 5 time regarding missed work before a response was given.

- Difficulty understanding discussion questions. Recovering from COVID.

- Difficulty with discussion board posts.

- Failing all classes, reaching out to instructors to possibly drop, working extra shifts and neglecting school.

- Failing classes. Family and financial issues. Considering dropping courses.

- No WIFI for weeks. Difficulty traveling to campus. Usually uses Lyft, but it is expensive. Worried that they will not pass classes.

- Does not like online classes.

- Death of grandfather has been stressful. Turned in assignments late and is trying improve time management.

- Difficulty balancing work and school.

- Losing motivation . Self - doubt and stress impacting classes.

Student Recommendations

- Appropriate feedback to improve work.

- Instructors notes and videos are helpful.

- Faculty should keep doing Zoom meetings.

- Be organized. Have lectures and PowerPoints that are consistent with what students will be tested on.

- Schedule deadlines instead of having arbitrary due dates (e.g. "due at the end of the semester", so that students are more engaged in class.

- Send reminders on Blackboard/calendar to alert students that items due/pending.

- College wide due date each week for assessments and assignments. The consistency would lessen confusion and help students submit coursework before the deadline.

- Ask faculty to make alternative extra credit opportunities for those that have conflicts with other commitments.

IMPROVEMENT PLAN
DEVELOPMENT

THANK YOU!