# What Just Happened?

A look into the past two years of MC education

By: Kyle Loughman, Ed.D.

Reasons for this Project

- The quickness of our move online in the spring of 2020
- Moments where I thought my classes were going really well
  - There was collaboration between me and some colleagues
  - It seemed as though the college was encouraging compassion with external circumstances
- Other moments where I thought my classes and students weren't doing well at all
  - Students would disappear from class
  - I would feel disengaged with my students and larger college community

MC's Move To Online Education (F19-F21)*
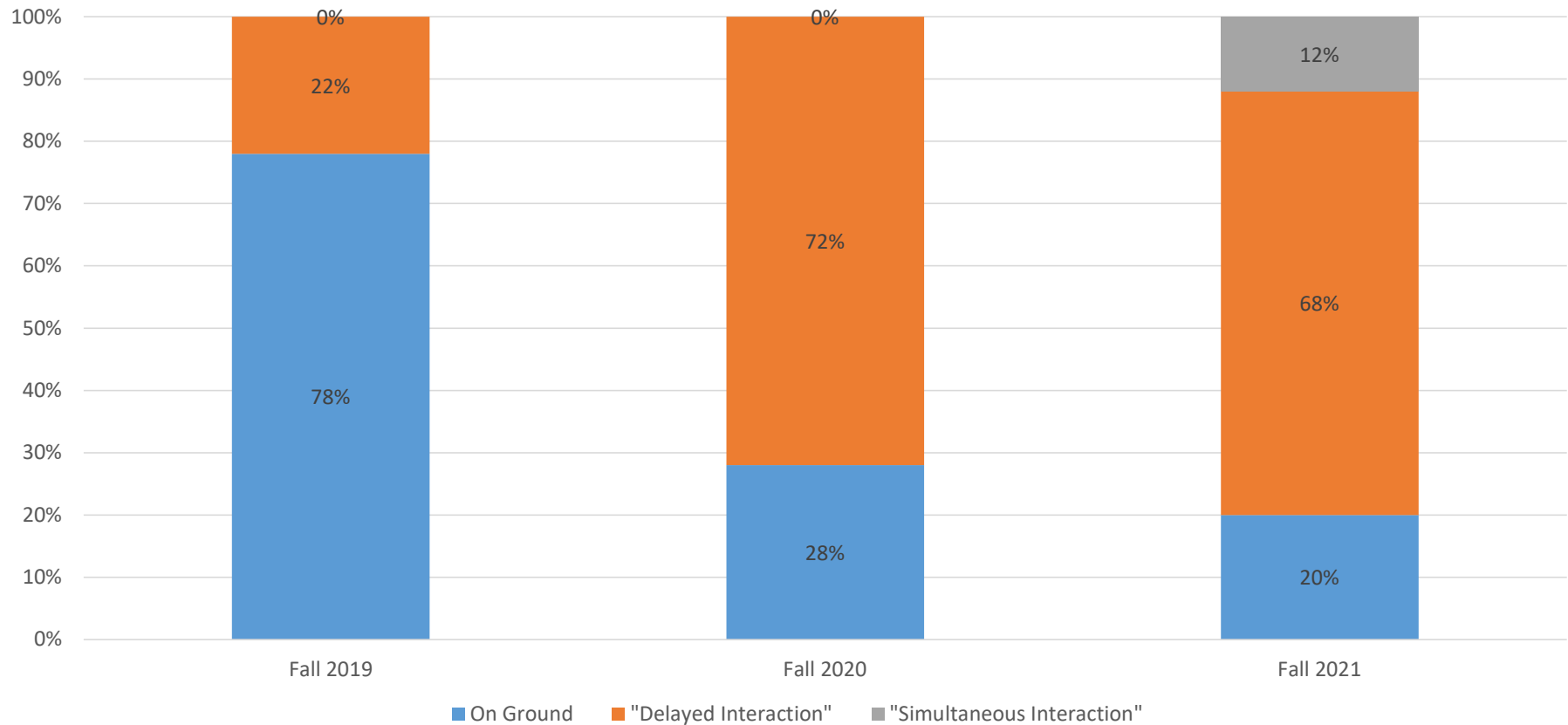
*all data from Chancellor's Office data mart

What Was the Research Saying?

- In 2020 and early 2021, there was not a lot of research on the impacts of going completely online

- Most of the relevant research was pre COVID and focused on online education
  - At community colleges, online education decreased student success and retention
    - In a two year study of two community college systems, the researchers found an average of 10.5% more students withdraw from online courses compared to face-to-face courses (Community College Research Center [CCRC], 2013)
    - Xu and Smith Jaggars (2011) found online introductory courses "may not be as effective as face-to-face instruction at 2-year community colleges" (p. 374)
    - Xu and Smith Jaggars (2013) found "online format had a significantly negative relationship with both course persistence and course grade, indicating that the typical student had difficulty adapting to online courses" (p. 23).

Additional Online Research

- Broader online education research found the similar results:
  - A study of K-12 charter schools found, "In every case, students in the virtual charter school performed worse than their counterparts in the traditional school" (Barth, 2013, p. 35).
  - A study of DeVry classes found, "students in online courses perform substantially worse than students in face-to-face classrooms; taking online courses increases their likelihood of dropping out and otherwise impedes progress through college" (Bettinger and Loeb, 2017, p. 2).
- So did the MC data during our move online, reinforce this type of data?

Success Rates F19-F21*

	Moorpark College	Statewide
	Total Credit Courses	Total Credit Courses
Fall 2019	77.21%	71.04%
Fall 2020	79.21%	73.90%
Fall 2021	77.99%	71.08%

*all data from Chancellor's Office data mart

Retention Rates F19-F21*

	Moorpark College	Statewide
	Total Credit Courses	Total Credit Courses
Fall 2019	87.92%	86.93%
Fall 2020	89.67%	88.71%
Fall 2021	89.36%	87.47%

*all data from Chancellor's Office data mart

Reflection

- What were your experiences while teaching completely online?

- What went well and what was a struggle?

- When you see some of the research regarding online education and our campus' own success and retention rates, what is your reaction? Which angle seems to align with your experiences and understanding?

- Do you think the overall success and retention seen in MC's data is reflected equally throughout the college? Explain.

Digging a Bit Deeper

- Which students are struggling?
  - Online education research prior to COVID found achievement gaps widened when students took online education
    - In the aforementioned CCRC study (2013), researchers found "online courses may exacerbate already persistent achievement gaps between student subgroups" (p.5)
    - In turn, "performance gaps between key demographic groups already observed in face-to-face classrooms (e.g., gaps between male and female students, and gaps between White and ethnic minority students) are exacerbated in online courses" (Xu & Smith Jaggars, 2013, p. 23)
    - In studying both 4 and 2 year colleges, researchers found, "Mature, highly motivated students seem to outperform others (disproportionately) in online courses" (Bacow et al., 2012, p. 17).
  - As a result a handful of researchers suggested only students who achieve desirable GPAs be "allowed" to take online courses (Bacow et al., 2012; Xu and Smith Jaggars, 2011)

Plus, the Context of AB705

- Fall 2019, AB 705 began requiring CA community colleges to use students' high school grades as the primary means of placement and allowing students to access to transfer level courses without restrictions.

- In December of 2019, the California Acceleration Project published a "progress report" on its implementation and found the following:
  - They suggested instead of students enrolling in "remedial" courses, they take a transfer-level course with two additional units attached, ensuring students "more class time to review the foundational [course] concepts and skills" (p. 17)

- In January 2021, the RP Group explored the implementation of AB 705 and found the following:
  - The most effective "support courses" should be scheduled "immediately before or after the main lecture section, and in the same classroom" (p. 39)

- In a study looking at LA community colleges' math programs, Judge (2022) found AB705 led to "decreased student success and increased equity gaps"

Research During COVID

- Researchers studied nearly 300k unique students' success rates over a period of five years (2016-2020) at Virginia community colleges and found the following:
  - Course completion rate dropped 8.5% when they went completely online in spring 2020
  - These negative impacts "are largest for students with lower GPAs or no prior credit accumulation" (Bird et al., 2020, p. 6)
  - These findings are in line with the pre-COVID online research findings
- A robust study out of Brown University on K-12 students in 11 states found similar results
  - Being online decreased student test scores in math and language arts by 15.2 and 5.3 percentage points, respectively (Jack et al., 2021, p. 9)
  - Traditionally underserved student groups were most impacted by the move online

Basic Skills Courses' Success Rates

	Moorpark College		Statewide	
	Total Credit Courses	Basic Skills Courses	Total Credit Courses	Basic Skills Courses
Fall 2019	77.21%	75.82%	71.04%	64.75%
Fall 2020	79.21%	78.51%	73.90%	65.99%
Fall 2021	77.99%	82.98%	71.08%	62.50%

Basic Skills Courses' Retention Rates

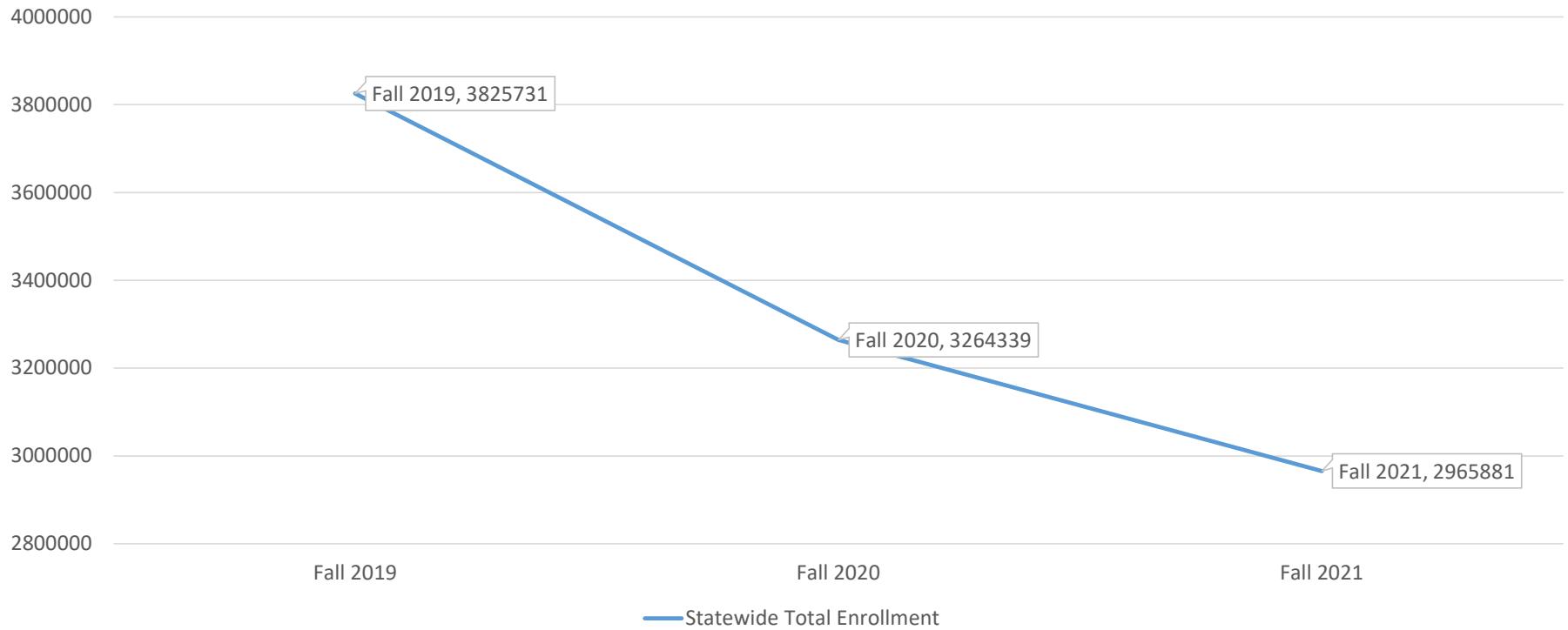|	Moorpark College		Statewide	
	Total Credit Courses	Basic Skills Courses	Total Credit Courses	Basic Skills Courses
Fall 2019	87.92%	87.36%	86.93%	84.55%
Fall 2020	89.67%	90.91%	88.71%	85.12%
Fall 2021	89.36%	94.68%	87.47%	83.87%

Well, What's Is Going On?
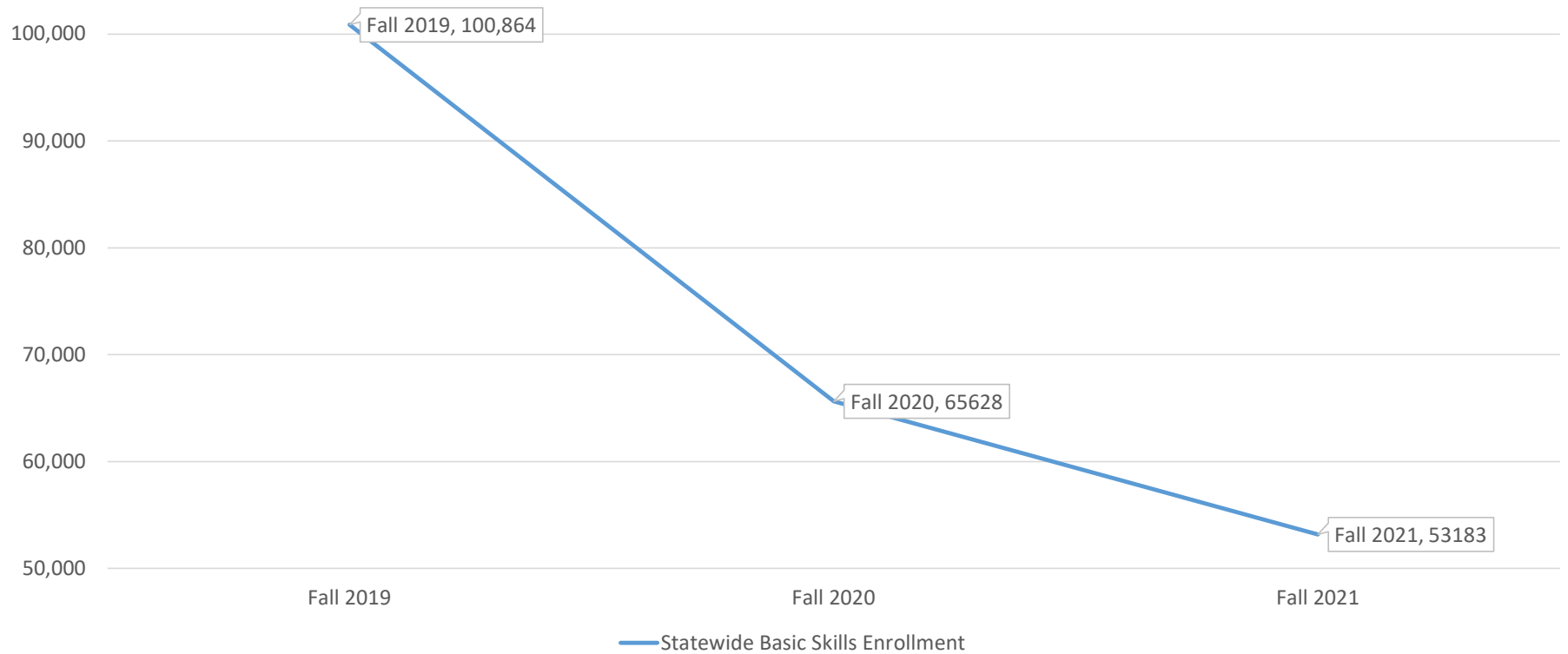
MC Total Enrollment F19-F21
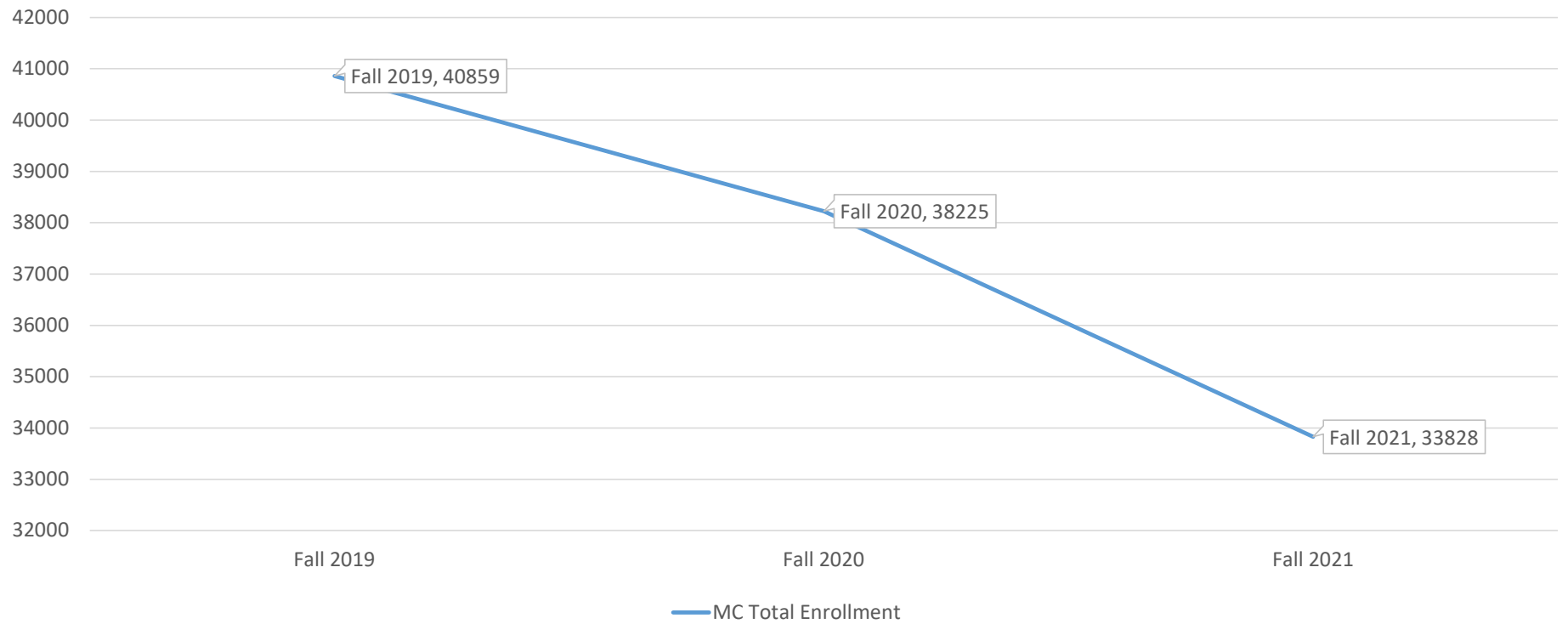
Statewide Total Enrollment F19-F21

MC Basic Skills Enrollment

Statewide Basic Skills Enrollment

Fall 2019, 100,864

Fall 2020, 65628

Fall 2021, 53183

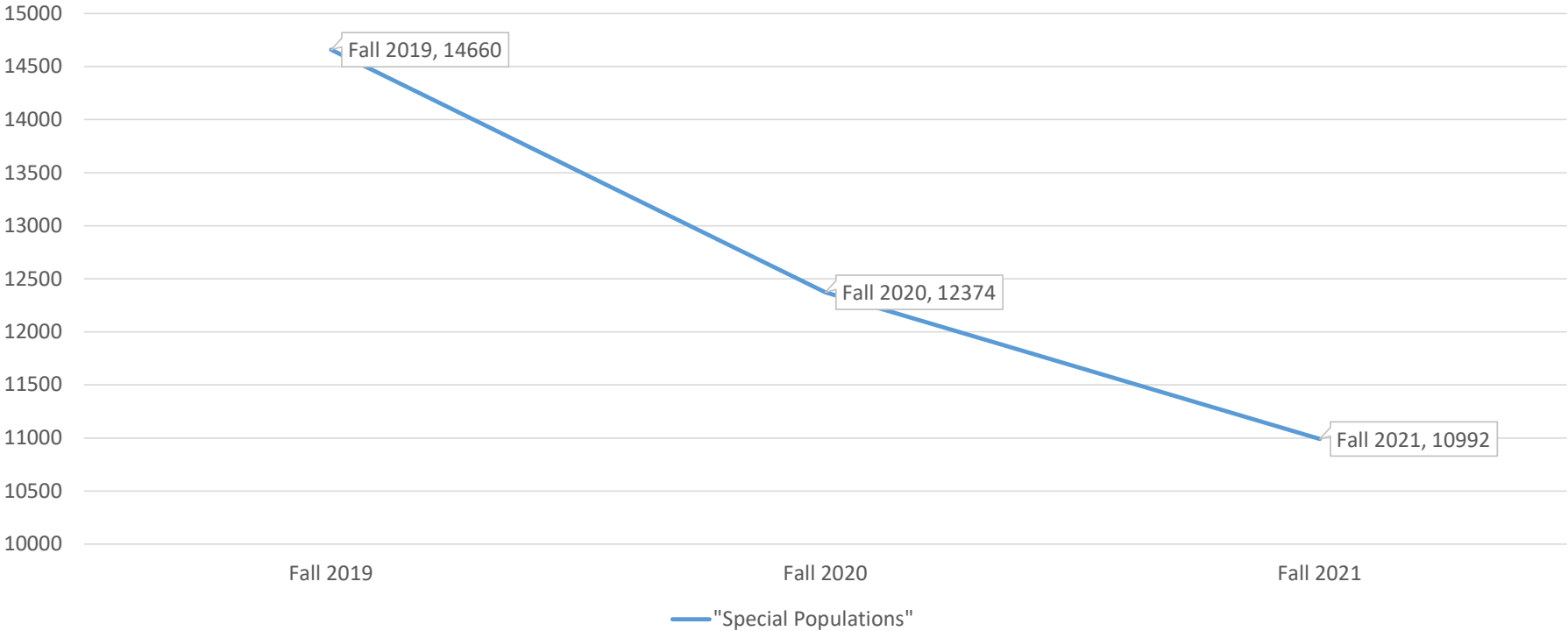|		
Fall 2019	Fall 2020	Fall 2021
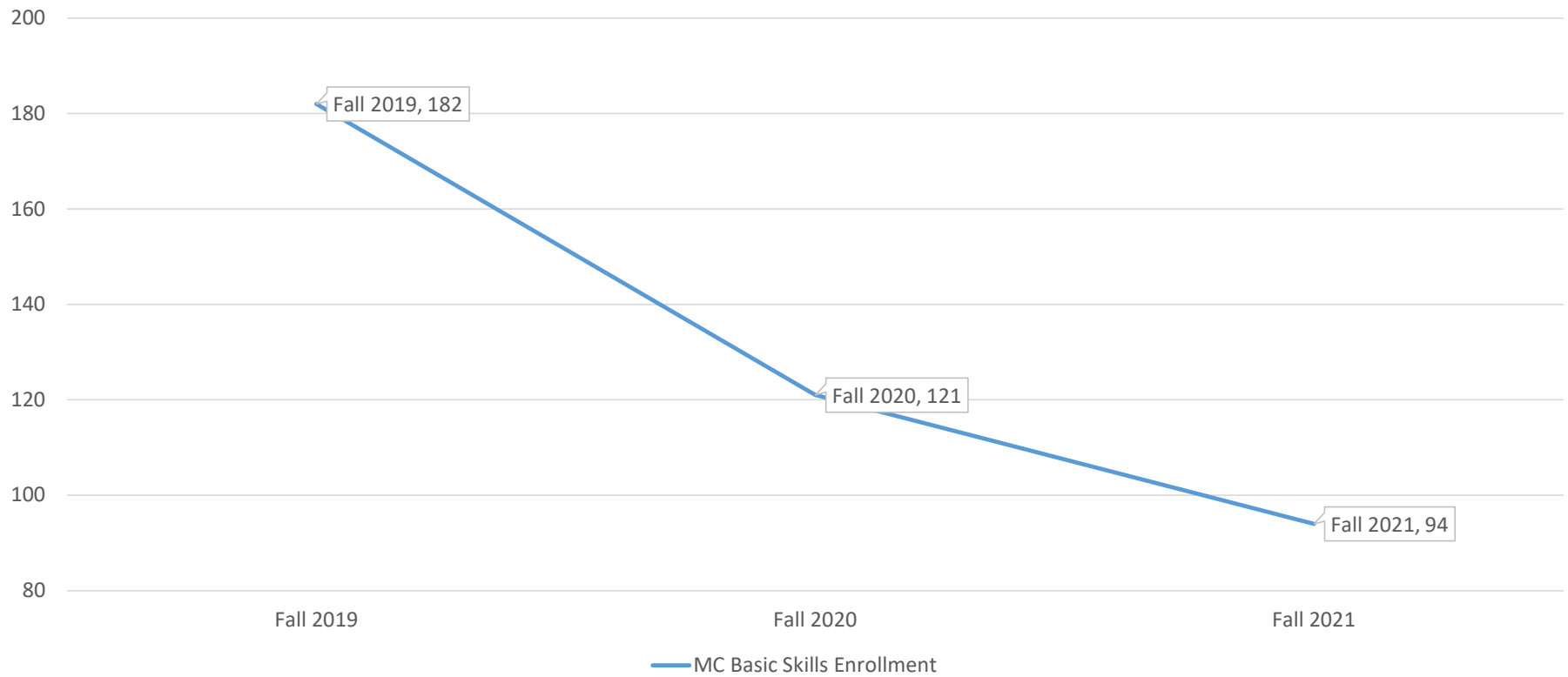
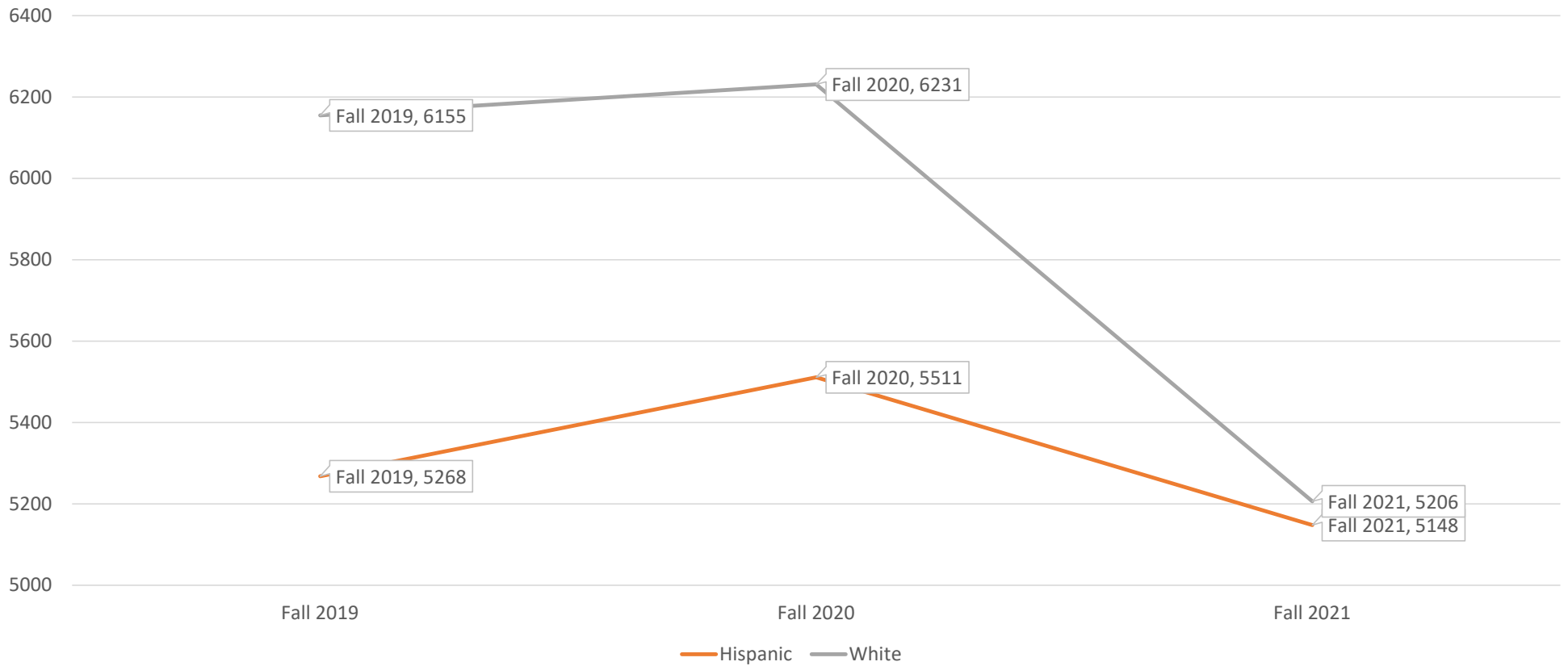— Statewide Basic Skills Enrollment

MC's Special Population Enrollment
F19-F21

Fall 2019, 14660
Fall 2020, 12374
Fall 2021, 10992

"Special Populations"

MC Student Count
F19-F21

MC Student Count
F19-F21

Fall 2019, 869
Fall 2020, 863
Fall 2021, 890

Fall 2019, 269
Fall 2020, 283
Fall 2021, 276

Fall 2019
Fall 2020
Fall 2021

African American   Asian
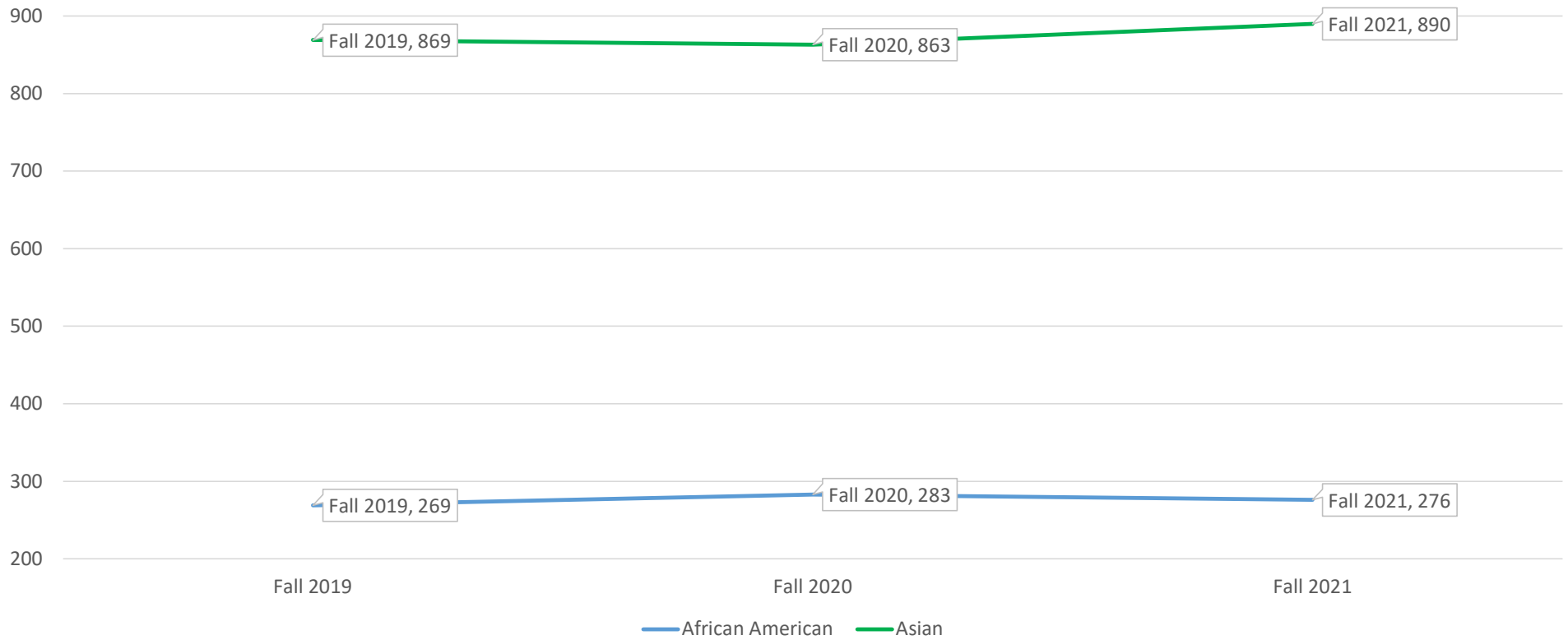
Average Course Success Per Student: Demographic Breakdown

Fall 2019, 3.14
Fall 2020, 3.05
Fall 2021, 2.62
Fall 2021, 2.67
Fall 2019, 2.36
Fall 2019, 1.97
Fall 2019, 1.93
Fall 2020, 1.87
Fall 2021, 1.98
Fall 2020, 1.66
Fall 2021, 1.79
Fall 2020, 1.48

Fall 2019   Fall 2020   Fall 2021

African American   Hispanic   White   Asian
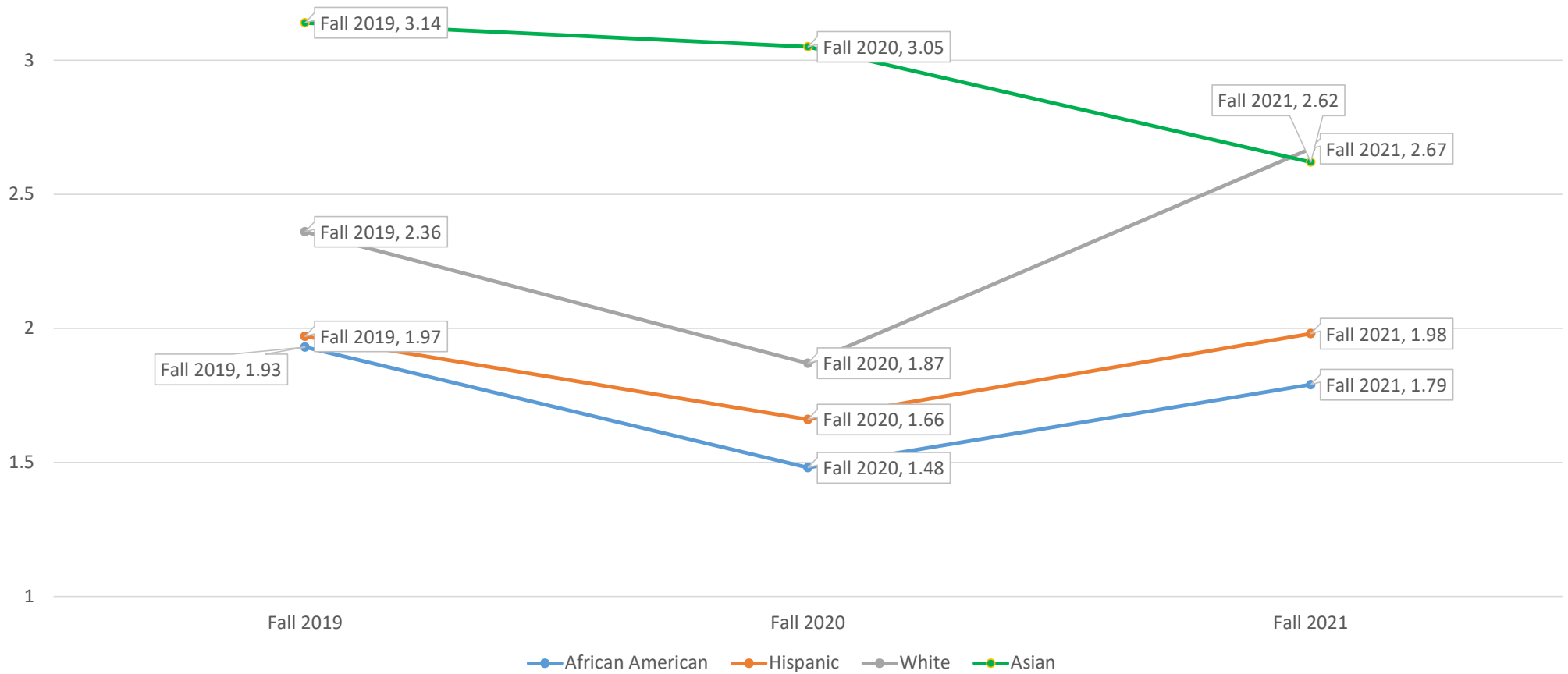
Grade Distribution at MC
F19-F22
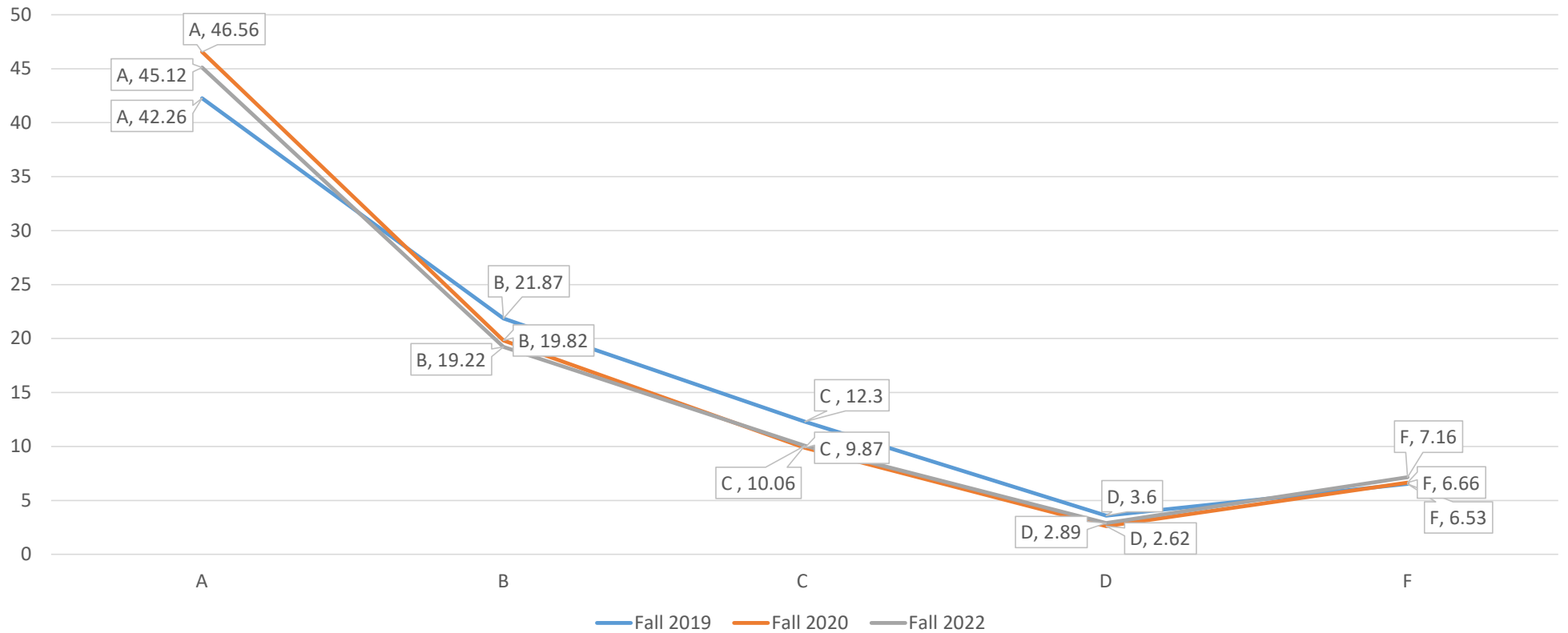
Suppositions

- As viewed from the angle of white student counts and enrollments:
  - Lower achieving students aren't failing or dropping in our classes
  - They just aren't enrolling
- As viewed from the angle of Asian and African American student counts and enrollments
  - Students are taking fewer classes
- Viewing the research done by Bird et al. (2020) and Oster et al. (2021), students are less successful when taking classes online during this pandemic, especially traditionally underserved groups

Reflection/Discussion

- Between the spring of 2020 and fall of 2021, did we have conflicting missions: One mission being the concern for the health and safety of our students and the other being the academic success of our underserved students?

- After viewing all this data, what is your reaction?

References

Bacow, L.S., Bowen, W.G., Guthrie, K.M., Lack, K.A., Long, M.P. (2012, May). Barriers to adoption of online learning systems in U.S. higher education. Ithaka S+R. https://doi.org/10.18665/sr.22432

Barth, P. (2013). Virtual schools: Where's the evidence? *Educational Leadership*, 70(6), 32–36.

Bettinger, E., Loeb, S. (2017). Promises and pitfalls of online education. Economic Studies at Brookings. https://www.brookings.edu/research/promises-and-pitfalls-of-online-education/

Bird, K. A., Castleman, B. L., Lohner, G., & Annenberg Institute for School Reform at Brown University. (2020). Negative impacts from the shift to online learning during the COVID-19 crisis: Evidence from a statewide community college system. EdWorkingPaper No. 20-299. In Annenberg Institute for School Reform at Brown University.

California Acceleration Project. (2019, December). *Getting there II: A statewide progress report on implementation of AB 705*. California Acceleration Project.

Community College Research Center (2013, April). What we know about online course outcomes. Community College Research Center. https://ccrc.tc.columbia.edu/publications/what-we-know-online-course-outcomes.html

References (Cont.)

Jack, R., Halloran, C., Okun, J., Oster, E. (2021, December). Pandemic schooling mode and student test scores: Evidence from U.S. school districts. Watson Institute for International and Public Affairs. https://watson.brown.edu/research/2021/pandemic-schooling-mode-and-student-test-scores-evidence-us-states

Judge, D. (2022, May 13). *Reclaiming student success* [PowerPoint slides]. https://www.faccc.org/assets/docs/PastEvents/Reclaiming%20Student%20Success.pdf

The RP Group (2021, January). A qualitative exploration of AB 705 implementation: report of statewide interview results. The RP Group. https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/AQualitativeExploratio nOfAB705Implementation_final_Jan2021.pdf?ver=2021-03-29-091131-880

Xu, D. & Smith Jaggars, S. (2011). The effectiveness of distance education across Virginia's community colleges: evidence from introductory college-level math and English courses. *Educational Evaluation and Policy Analysis*, 33(3), pp. 360-377.

Xu, D. & Smith Jaggars, S. (2013, February). Adaptability to online learning: differences across types of students and academic subject areas. Community College Research Center. https://ccrc.tc.columbia.edu/

References

Bacow, L.S., Bowen, W.G., Guthrie, K.M., Lack, K.A., Long, M.P. (2012, May). Barriers to adoption of online learning systems in U.S. higher education. Ithaka S+R. https://doi.org/10.18665/sr.22432

Barbieri, P. N., Giuntella, O., Saccardo, S., & Sadoff, S. (2021). Lifestyle and mental health 1 year into COVID-19. *Scientific Reports*, 11(1), 1–6. https://doi-org.proxymc.vcccd.edu/10.1038/s41598-021-02702-4

Barth, P. (2013). Virtual schools: Where's the evidence? *Educational Leadership*, 70(6), 32–36.

Bettinger, E., Fox, L., Loeb, S., & Taylor, E. (2015). Changing distributions: how online college classes alter student and professor performance (CEPA Working Paper No.15-10). Retrieved from Stanford Center for Education Policy Analysis: http://cepa.stanford.edu/wp15-10

Bettinger, E., Loeb, S. (2017). Promises and pitfalls of online education. Economic Studies at Brookings. https://www.brookings.edu/research/promises-and-pitfalls-of-online-education/

Bird, K. A., Castleman, B. L., Lohner, G., & Annenberg Institute for School Reform at Brown University. (2020). Negative impacts from the shift to online learning during the COVID-19 crisis: Evidence from a statewide community college system. EdWorkingPaper No. 20-299. In Annenberg Institute for School Reform at Brown University.

Brock, T., Diwa, C. (2021). Catastrophe or catalyst? Reflections on COVID's impact on community colleges. *Journal of Postsecondary Student Success*, 1(2), pp. 2-17.

Browning, M. H. E. M., Larson, L. R., Sharaievska, I., Rigolon, A., McAnirlin, O., Mullenbach, L., Cloutier, S., Vu, T. M., Thomsen, J., Reigner, N., Metcalf, E. C., D'Antonio, A.,

Helbich, M., Bratman, G. N., & Alvarez, H. O. (2021). Psychological impacts from COVID-19 among university students: Risk factors across seven states in the United States. *PLoS ONE*, 16(1), 1–27. https://doi-org.proxymc.vcccd.edu/10.1371/journal.pone.0245327

California Acceleration Project. (2019, December). *Getting there II: A statewide progress report on implementation of AB 705*. California Acceleration Project. https://collegecampaign.org/wp-content/uploads/2019/12/Getting-There-II-FINAL.pdf

Causey, J., Harnack-Eber, A., Lang, R., Liu, Q., Ryu, M., Shapiro, D., & National Student Clearinghouse Research Center. (2020). COVID-19 transfer, mobility, and progress: Fall 2020 final report. Second in the Series. National Student Clearinghouse.

Center for Community College Student Engagement. (2021). The impact of COVID-19 on entering students in community colleges. Center for Community College Student Engagement.

Chadha, A. (2018). Virtual classrooms: Analyzing student and instructor collaborative experiences. *Journal of the Scholarship of Teaching and Learning*, 18(3), 55–71.

Community College Research Center (2013, April). What we know about online course outcomes. Community College Research Center. https://ccrc.tc.columbia.edu/publications/what-we-know-online-course-outcomes.html

Coughenour, C., Gakh, M., Pharr, J. R., Bungum, T., & Jalene, S. (2021). Changes in depression and physical activity among college students on a diverse campus after a COVID-19 stay-at-home order. *Journal of Community Health*, 46(4), 758–766. https://doi-org.proxymc.vcccd.edu/10.1007/s10900-020-00918-5

Cui, J., Lu, J., Weng, Y., Yi, G. Y., & He, W. (2022). COVID-19 impact on mental health. *BMC Medical Research Methodology*, 22(1), 1–11. https://doi-org.proxymc.vcccd.edu/10.1186/s12874-021-01411-w

Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: Looking towards the future. *Contemporary Issues in Education Research*, 7(3), 237–242.

Cruz, C. (2021). From digital disparity to educational excellence: Closing the opportunity and achievement gaps for low-income, black, and Latinx students. *Harvard Latino Law Review*, 24, 33–64.

DeArmond, M., Chu, L., Gundapaneni, P., & Center on Reinventing Public Education (CRPE). (2021). How are school districts addressing student social-emotional needs during the pandemic? Center on Reinventing Public Education.

Figlio, D. N., Rush, M., Yin, L., & National Bureau of Economic Research. (2010). Is it live or is it internet? Experimental estimates of the effects of online instruction on student learning. NBER Working Paper No. 16089. In National Bureau of Economic Research.

Ferrer, J., Ringer, A., Saville, K., A Parris, M., & Kashi, K. (2022). Students' motivation and engagement in higher education: the importance of attitude to online learning. *Higher Education*, 83(2), 317–338. https://doi-org.proxymc.vcccd.edu/10.1007/s10734-020-00657-5

Gonzalez-Ramirez, J., Mulqueen, K., Zealand, R., Silverstein, S., Reina, C., Bushell, S., & Ladda, S. (2021). Emergency online learning: college students' perceptions during the Covid-19 crisis. *College Student Journal*, 55(1), 29–46.

Hern, K., & Campaign for College Opportunity. (2019). Getting there II: A statewide progress

    report on implementation of AB 705. Are California community colleges maximizing

    student completion of transfer-level math and English? Campaign for College

    Opportunity.

Hong, J.C., Liu, X., Cao, W., Tai, K.H. & Zhao, L. (2022). Effects of self-efficacy and online

    learning mind states on learning ineffectiveness during the COVID-19 lockdown. *Journal*

    of Educational Technology & Society, 25(1), 142–154.

Horvitz, B. S., Garcia, L. R., Mitchell, R. G., & Calhoun, C. D. (2019). An examination of

    instructional approaches in online technical education in community colleges. *Online*

    Learning, 23(4), 237–252.

Jack, R., Halloran, C., Okun, J., Oster, E. (2021, December). Pandemic schooling mode and

    student test scores: Evidence from U.S. school districts. Watson Institute for International

    and Public Affairs. https://watson.brown.edu/research/2021/pandemic-schooling-mode-

    and-student-test-scores-evidence-us-states

Judge, D. (2022, May 13). *Reclaiming student success* [PowerPoint slides].

    https://www.faccc.org/assets/docs/PastEvents/Reclaiming%20Student%20Success.pdf

Katz, D. S., & Davison, K. (2014). Community college student mental health: A comparative

    analysis. *Community College Review*, 42(4), 307–326.

Lindsey, N. S., & Rice, M. L. (2015). Interpersonal skills and education in the traditional and

    online classroom environments. *Journal of Interactive Online Learning*, 13(3), 126–136.

Pike, G. R., & Kuh, G. D. (2005). First-and second-generation college students: A comparison of

    their engagement and intellectual development. *Journal of Higher Education*, 76(3), 276–

    300.

Ragusa, A. T., & Crampton, A. (2017). Online learning: Cheap degrees or educational

    pluralization? *British Journal of Educational Technology*, 48(6), 1208–1216. https://doi-

    org.proxymc.vcccd.edu/10.1111/bjet.12489

Ro, A., Rodriguez, V. E., & Enriquez, L. E. (2021). Physical and mental health impacts of the

    COVID-19 pandemic among college students who are undocumented or have

    undocumented parents. *BMC Public Health*, 21(1), 1–10. https://doi-

    org.proxymc.vcccd.edu/10.1186/s12889-021-11606-x

The RP Group (2021, January). A qualitative exploration of AB 705 implementation: report of

    statewide interview results. The RP Group.

    https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/

    AQualitativeExplorationOfAB705Implementation_final_Jan2021.pdf?ver=2021-03-29-

    091131-880

Sciarra, D. T., Seirup, H. J., & Sposato, E. (2016). High school predictors of college persistence:

    The significance of engagement and teacher interaction. *Professional Counselor*, 6(2),

    189–202.

Shea, P. & Bidjarano, T. (2016). A national study of differences between distance and non-

    distance community college students in time to first associate degree attainment, transfer,

    and dropout. *Online Learning* 20 (3), 14 – 15.

Su, J., & Waugh, M. L. (2018). Online student persistence or attrition: Observations related to

    expectations, preferences, and outcomes. *Journal of Interactive Online Learning*, 16(1),

    63–79.

Waters-Bailey, S., McGraw, M. S., & Barr, J. (2019). Serving the whole student: Addressing nonacademic barriers facing rural community college students. *New Directions for Community Colleges*, 187, 83–93.

White, M., Morris, T., Newell, M., Hayward, C., & RP Group. (2021). A qualitative exploration of AB 705 implementation: Report of statewide interview results. In RP Group. RP Group.

Xu, D. & Smith Jaggars, S. (2011). The effectiveness of distance education across Virginia's community colleges: evidence from introductory college-level math and English courses. *Educational Evaluation and Policy Analysis*, 33(3), pp. 360-377.

Xu, D. & Smith Jaggars, S. (2013, February). Adaptability to online learning: differences across types of students and academic subject areas. Community College Research Center. https://ccrc.tc.columbia.edu/

Zimmermann, M., Bledsoe, C., & Papa, A. (2021). Initial impact of the COVID-19 pandemic on college student mental health: A longitudinal examination of risk and protective factors. *Psychiatry Research*, 305. https://doi-org.proxymc.vcccd.edu/10.1016/j.psychres.2021.114254