

PANDEMIC-FORCED IMPROVEMENT ON  
PERCEPTIONS OF DIGITAL LEARNING AND  
FUTURE EXPECTATIONS: HIGHER ED FACULTY,  
ADMIN, AND STUDENT EXPERIENCES

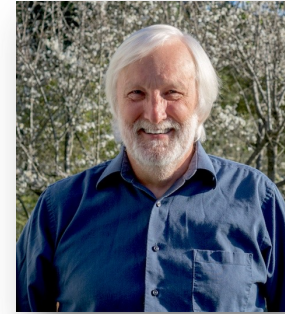


MON Nov 8, 2:00 PM EDT

DR. JEFF SEAMAN AND DR. JULIA SEAMAN, BAY VIEW ANALYTICS

# INTRODUCTION TO BAY VIEW ANALYTICS

Bay View Analytics, formerly known as Babson Survey Research Group, offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research design, sampling, survey design, and statistical analysis expertise.



Jeff Seaman, Ph.D.  
*Director*



Julia Seaman, Ph.D.  
*Director of Research*



# SURVEY GOALS AND TARGETED RESPONDENTS

## Goal of Surveys

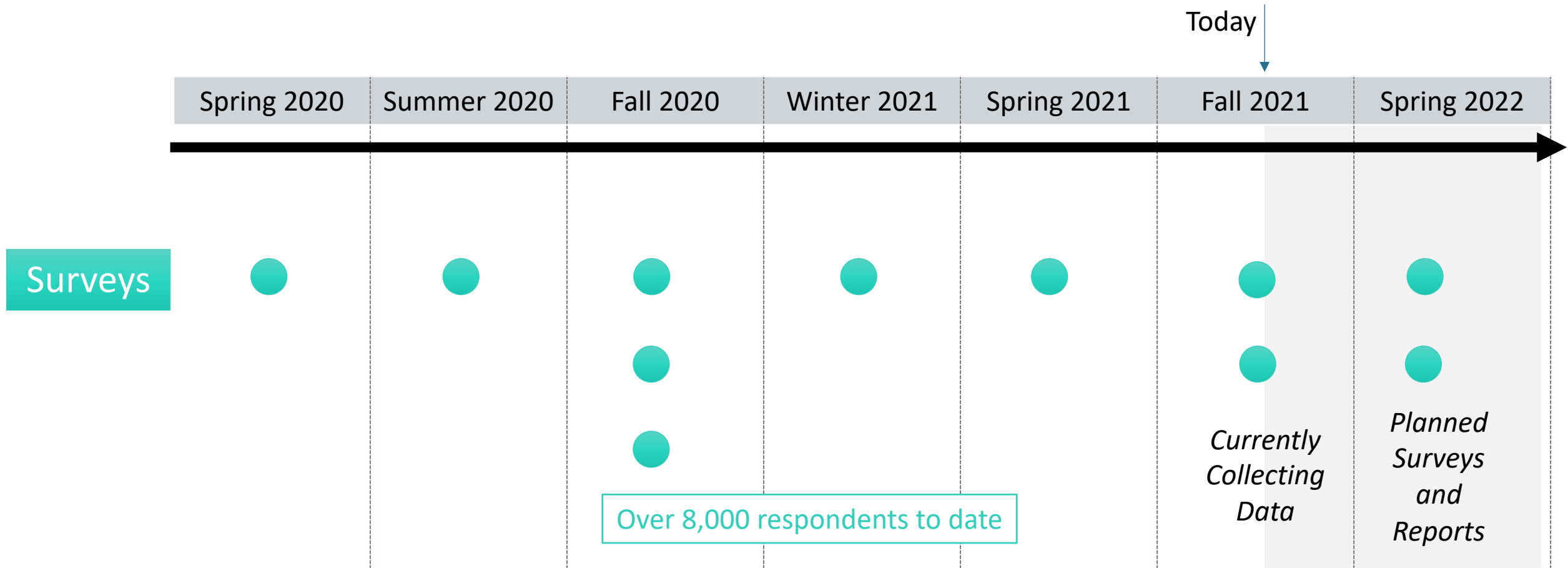
- To understand the impact on the COVID-19 pandemic on higher education
- To understand what changes can be expected to continue

## Respondents

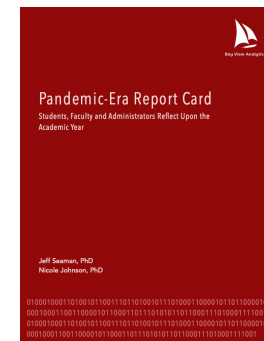
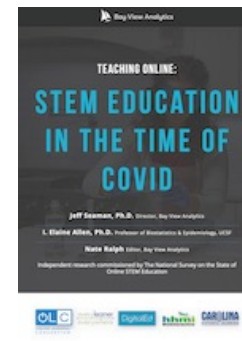
- Higher Education Administrators, Faculty, and Students
- Nationally representative for geography and type of institution



# WE SURVEYED AND TRACKED RESULTS AT SIX TIMEPOINTS SINCE SPRING 2020, WITH MORE SURVEYS PLANNED



# REPORTS, ARTICLES, BLOG POSTS, AND INFOGRAPHICS



U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic

**U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic**

Nicole Johnson  
Research Director, Canadian Digital Learning Research Association

George Velosinas  
Professor & Canada Research Chair in Innovative Learning and Technology, York University

Jeff Seaman  
Director, Bay View Analytics

**Abstract**

The COVID-19 pandemic has had a profound and rapid impact on higher education institutions across the world. Within weeks, the need for digital learning accelerated as institutions transitioned to emergency remote teaching. In the early weeks of the pandemic, as public and private postsecondary institutions in the United States prepared to respond to the health and educational challenges of 2020, U.S. institutions' faculty revealed that with little exception nearly all reporting institutions had implemented emergency teaching and learning approaches. Administrators reported that faculty with and without online teaching experience prepared to deliver teaching, and nearly all administrators and faculty reported that their online teaching experiences were the primary reason for their choice. Reporting on faculty faculty and administrative reporting, faculty and administrators reported that they have only one teaching method, a majority of faculty reported finding digital learning engagement to be a result of their institution's need to meet the demand. Nearly half reported lowering the reported volume of work for students including dropping assignments or canceling entire classes in a period of weeks for the semester. The primary work when faculty and administrators reported a need for resources related to online reporting was to deliver digital content, and faculty for meeting hours, time, and provide some insight for future research and practice.

**Keywords:** COVID-19, online teaching, emergency remote teaching, online teaching, remote learning

Johnson, N., Velosinas, G., & Seaman, J. (2020, U.S. Faculty and administrators' experiences and approaches in the early weeks of the COVID-19 pandemic. *Online Learning*, 14(2). <https://doi.org/10.24646/ol.1402.2020>

Perspectives: COVID-19, and the future of higher education

Nicole Johnson, Bay View Analytics

A survey of U.S. higher education's immediate practices and responses to the global COVID-19 pandemic highlights the common and unique faculty and administrative approaches while managing emergency education during the Spring 2020 academic year.

Nicole Johnson  
Research Director, Canadian Digital Learning Research Association

George Velosinas  
Professor & Canada Research Chair in Innovative Learning and Technology, York University

Jeff Seaman  
Director, Bay View Analytics

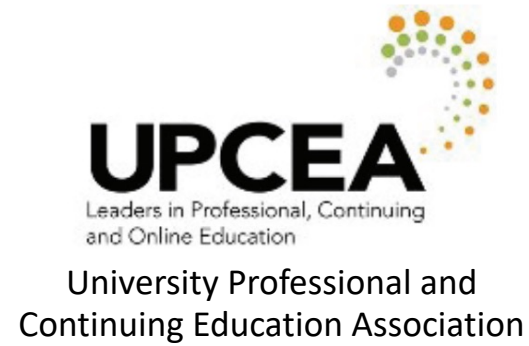
**Abstract**

The early weeks of the pandemic in the United States have been a time of rapid change and uncertainty. Higher education institutions have had to respond to the health and educational challenges of 2020, and the future of higher education is uncertain. This report provides a snapshot of the current state of higher education and offers insights into the future of higher education.

**Keywords:** COVID-19, higher education, emergency remote teaching, online teaching, remote learning

All reports and infographics are released under a CC-BY license and are available without cost at: [www.bayviewanalytics.com](http://www.bayviewanalytics.com)

# PROJECT PARTNERS



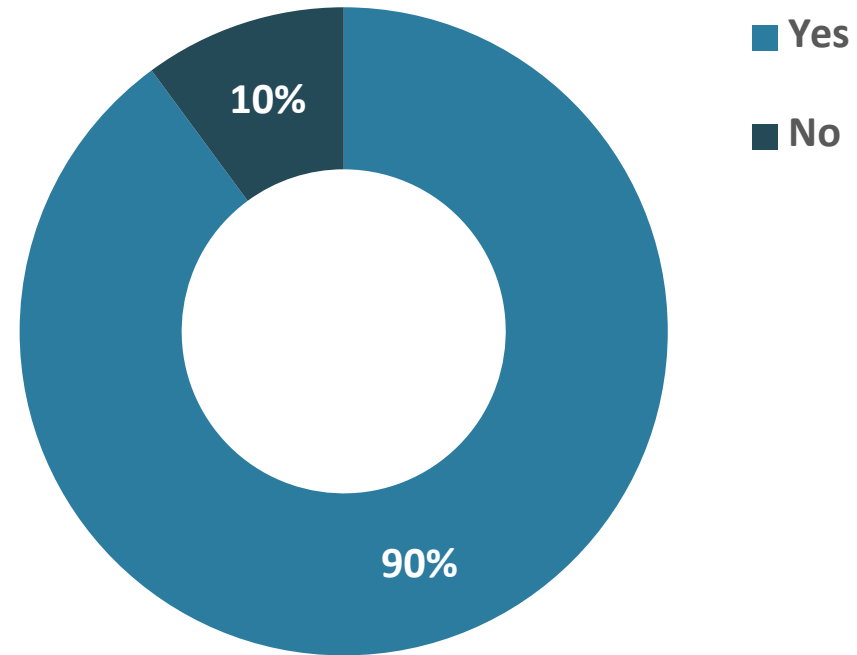
# SPRING 2020

THE GREAT (FORCED) SHIFT TO ONLINE



# ALMOST EVERYONE MOVED ONLINE

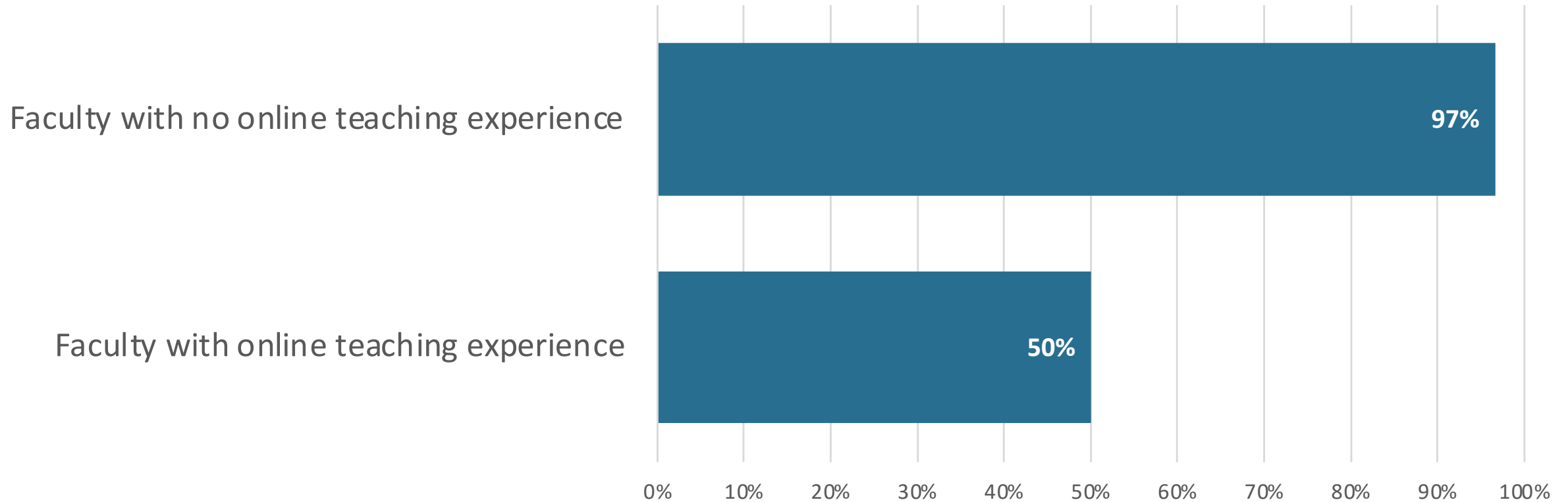
Some or all of the institution's classes transitioned to online





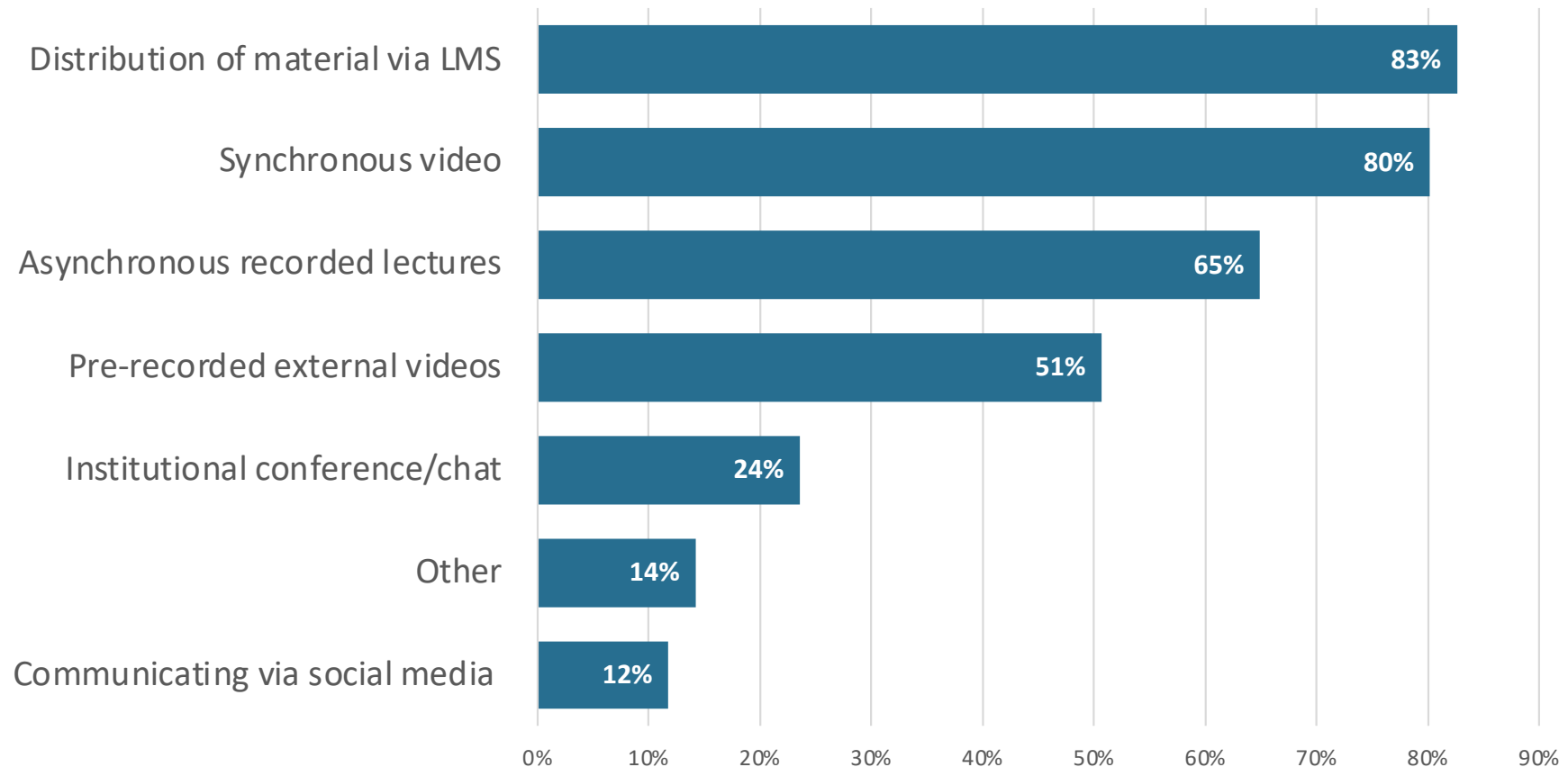
# INEXPERIENCED FACULTY HAD TO TEACH ONLINE

Who is teaching the classes being moved online?



# IT WASN'T JUST ZOOM MEETINGS

Teaching techniques being used by faculty in classes moved online



# SPRING 2020: EMERGENCY REMOTE

- There was massive institutional response at all levels.
  - 97% of institutions had to use faculty with no online teaching experience.
  - A majority of faculty (56%) used new teaching methods.
- Faculty's most pressing concern was support for their newly online students.
- Uncertainty about the upcoming fall created sense of anxiety for faculty and administrators.
- Professional development was at the top of everyone's wish list.



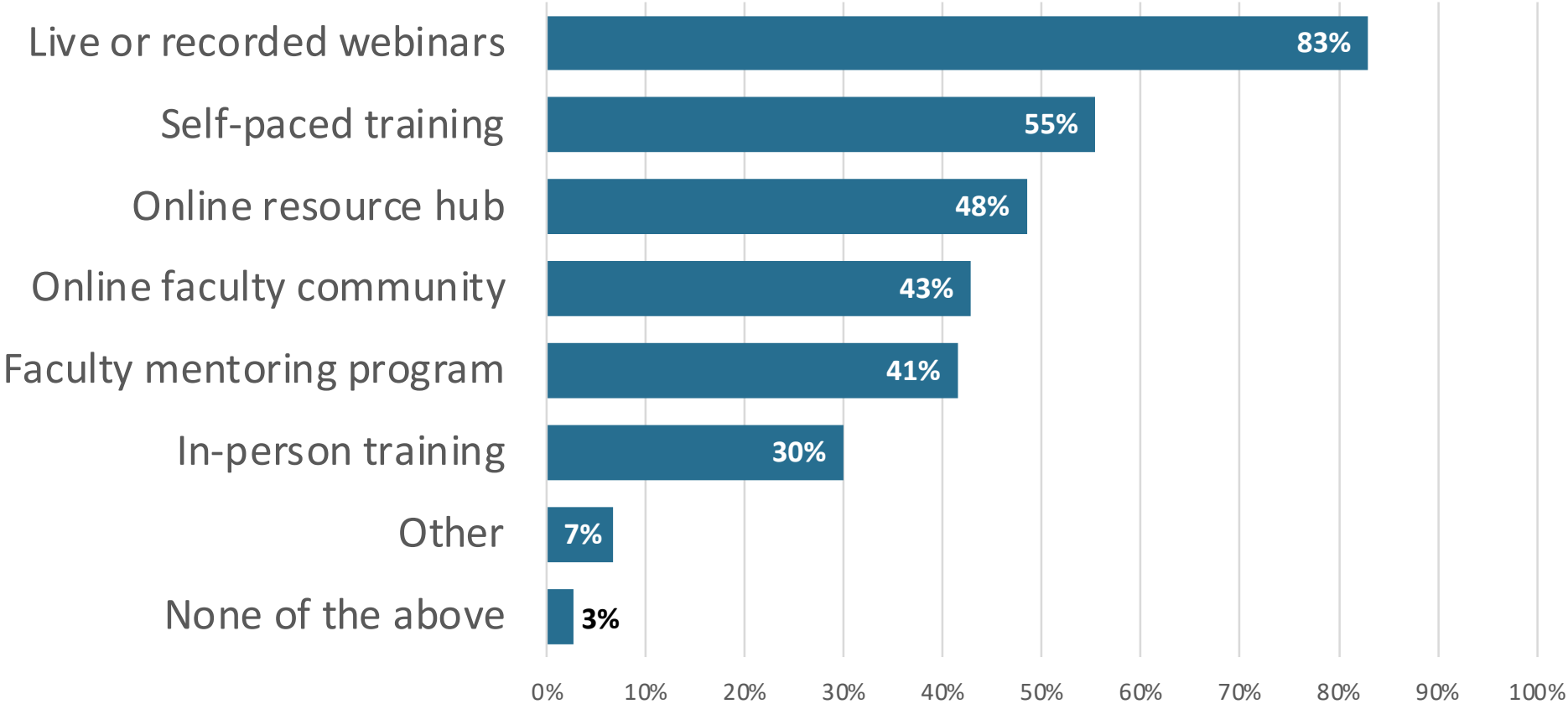
# SUMMER 2020

INSTITUTIONS RESPOND TO THE NEED



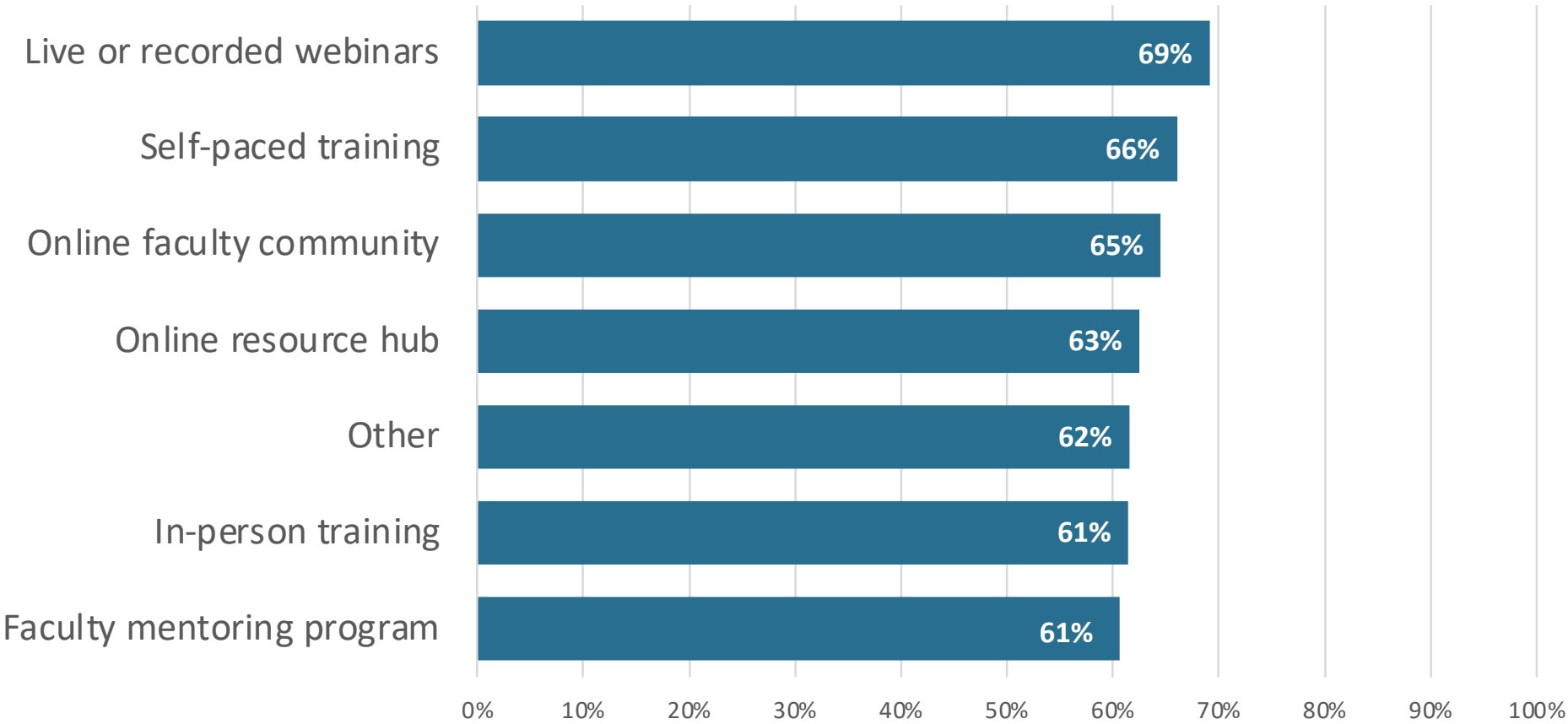
# FACULTY: MULTIPLE PD OPTIONS

Recommended and/or provided professional development



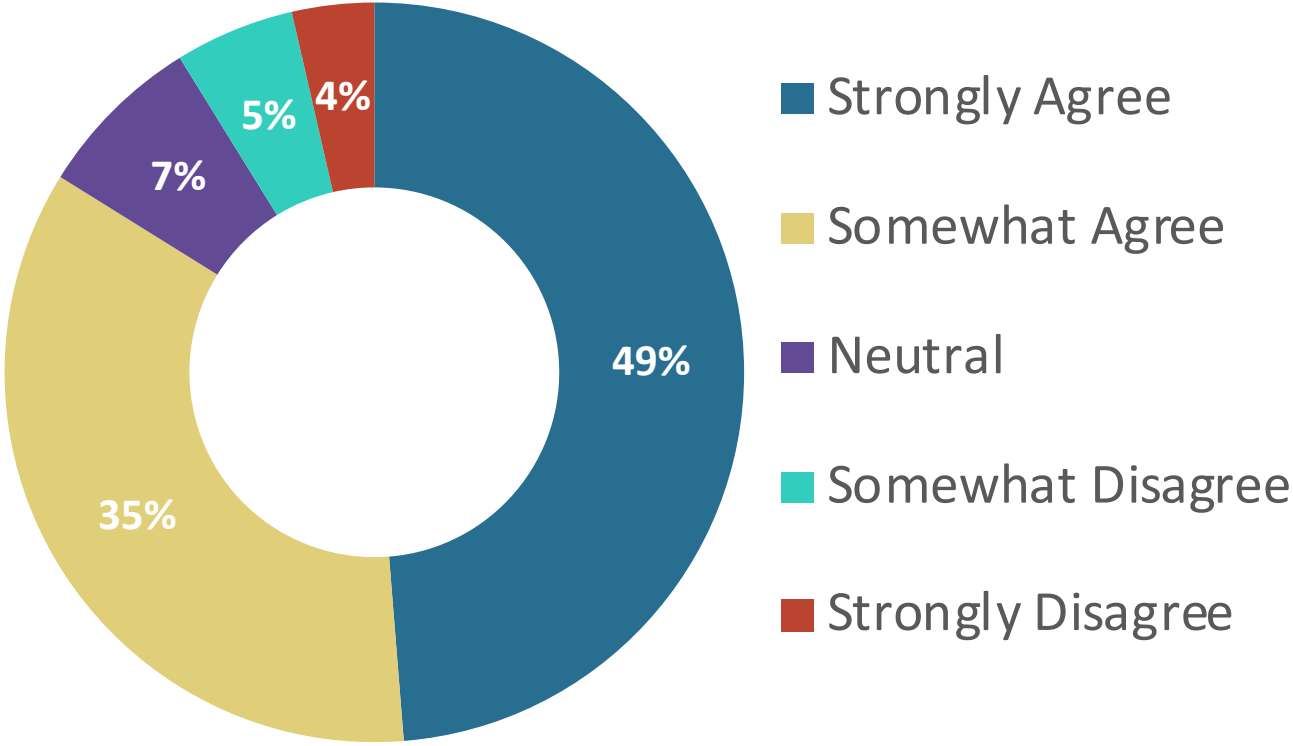
# FACULTY: PD WAS EFFECTIVE

Professional development was effective



# FACULTY: READY TO TEACH ONLINE

I feel prepared to teach online this fall



# AUGUST: PREPARING FOR FALL

- Faculty had multiple opportunities for professional development
  - Only 3% of faculty reported no professional development
  - All professional development was perceived as effective
- Faculty felt prepared and ready to deliver their courses online.
- Student equity remained a concern for both faculty and administrators.
- Faculty were more optimistic than pessimistic about their future.





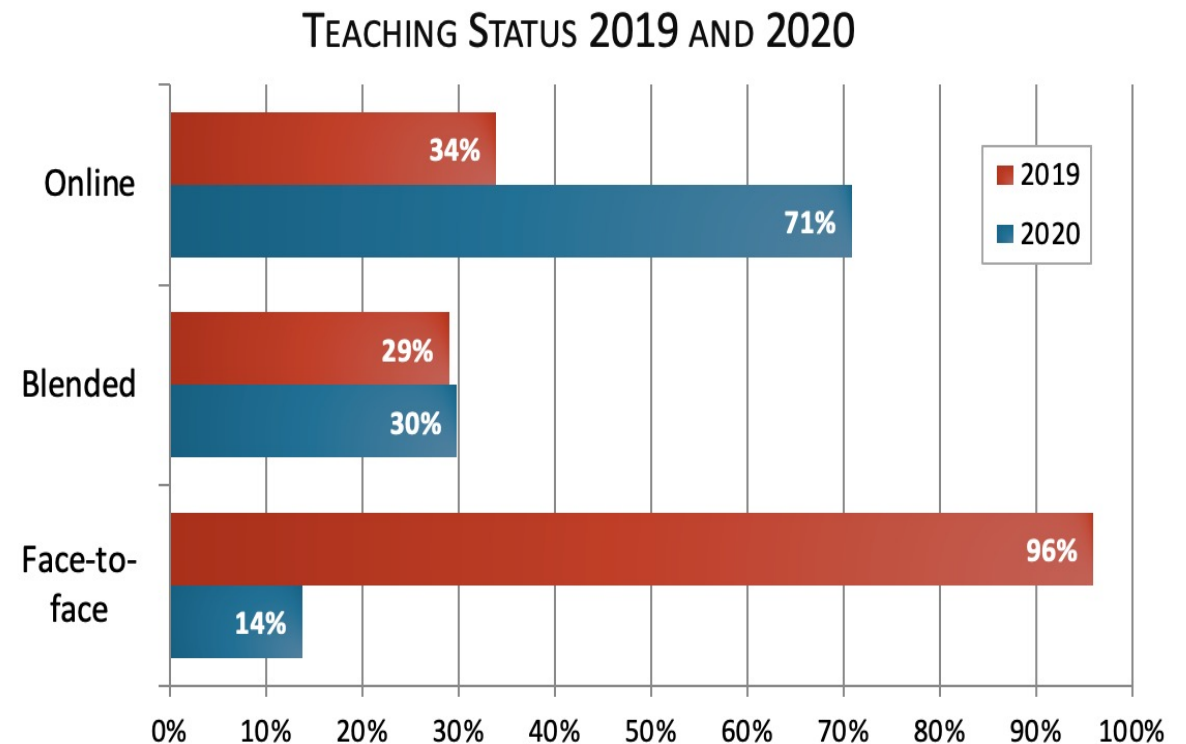
# FALL 2020

TEACHING IN THE “NEW” NORMAL



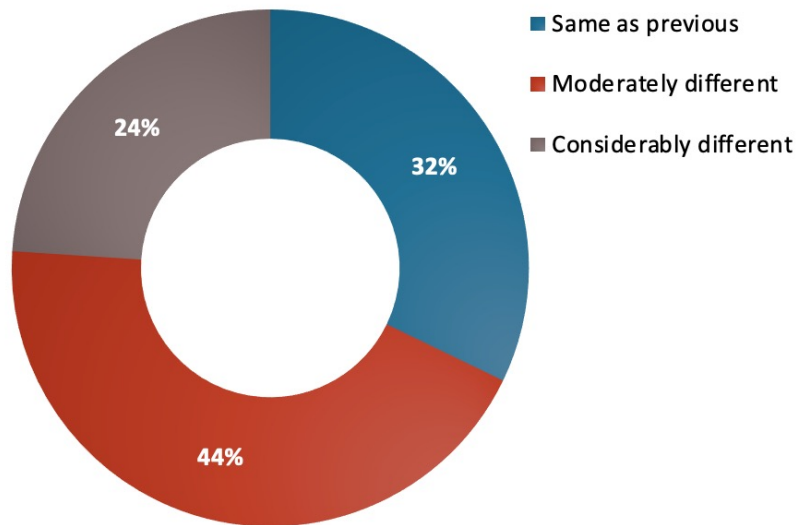
# PANDEMIC SHIFT TO ONLINE INSTRUCTION HAD FAR REACHING IMPACT FOR COURSES

- Fall 2020 term saw a major shift away from face-to-face to online classrooms
- The change in teaching status had a large impact on the type and use of classroom materials



# PANDEMIC DROVE COURSE CHANGES FOR FALL 2020

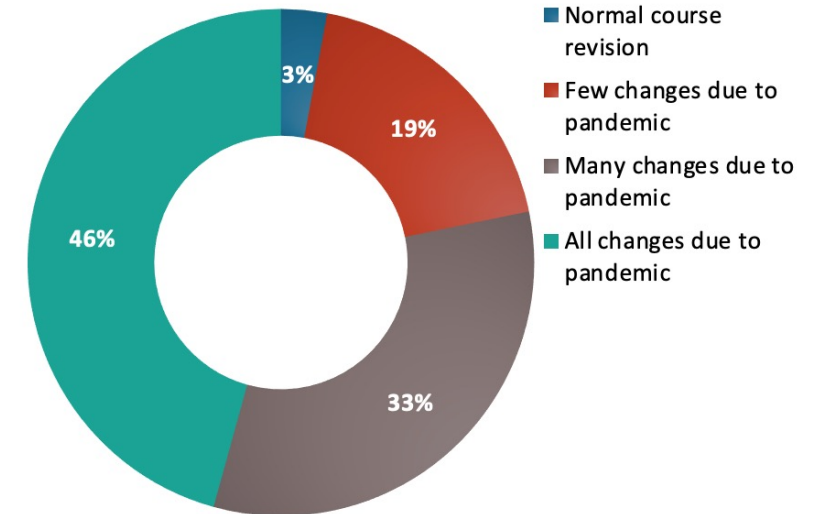
HOW DOES THE VERSION OF THIS COURSE COMPARE PREVIOUS TERMS?



2/3 of faculty stated their courses were moderately or considerably different.

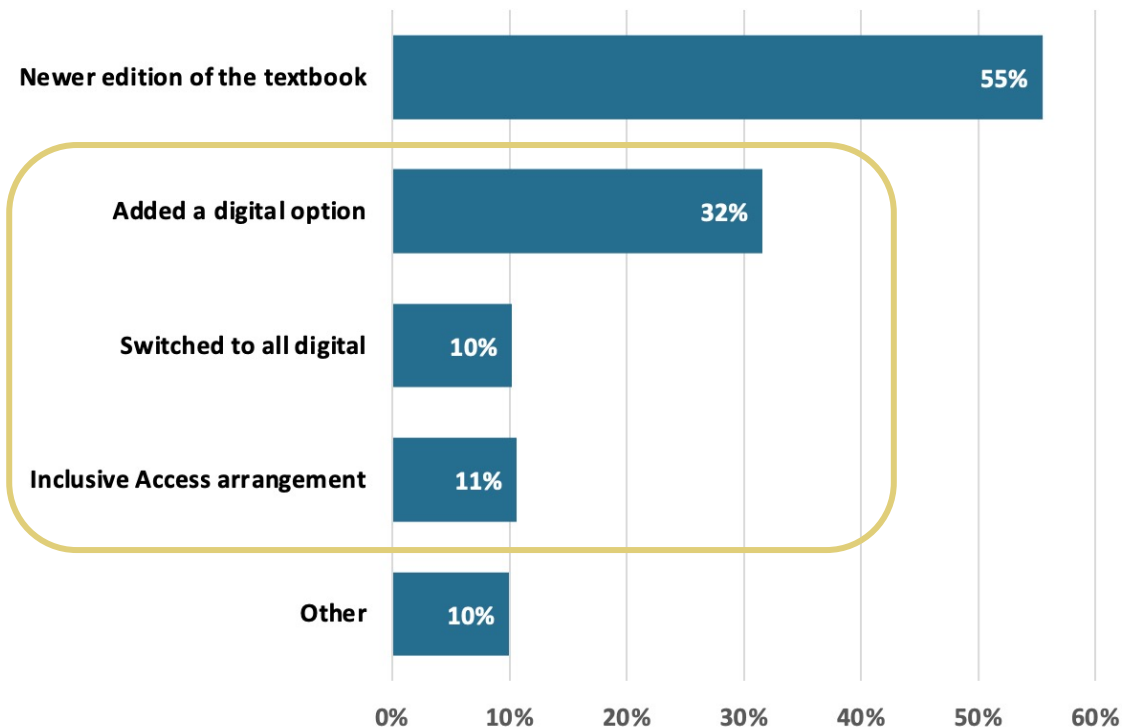
Only 3% of changes were normal revisions – **97% of changes were due to the pandemic**, with almost half entirely pandemic-induced.

WHAT IS THE REASON FOR THE CHANGES TO THE COURSE?



# MANY TEACHERS UPDATED TEXTBOOKS WITH DIGITAL OPTIONS

CHANGES TO TEXTBOOK FOR FALL 2020



Use of newer editions are considered normal changes year over year

While most faculty used the same textbook as previously, many added digital options for Fall 2020

# DECEMBER 2020: WE MADE IT!

- Faculty were mainly satisfied with student learning.
- Compared to prior to the pandemic:
  - Most faculty changed their teaching practices
  - Faculty and administrators were more optimistic about using digital materials
  - Faculty and administrators were more optimistic about online learning
- Post-Pandemic:
  - Faculty expect that their teaching will continue to be different
  - Faculty anticipate video-based technologies, which were heavily used during the pandemic, to continue to be used



# SPRING 2021

GRADING OUR PROGRESS



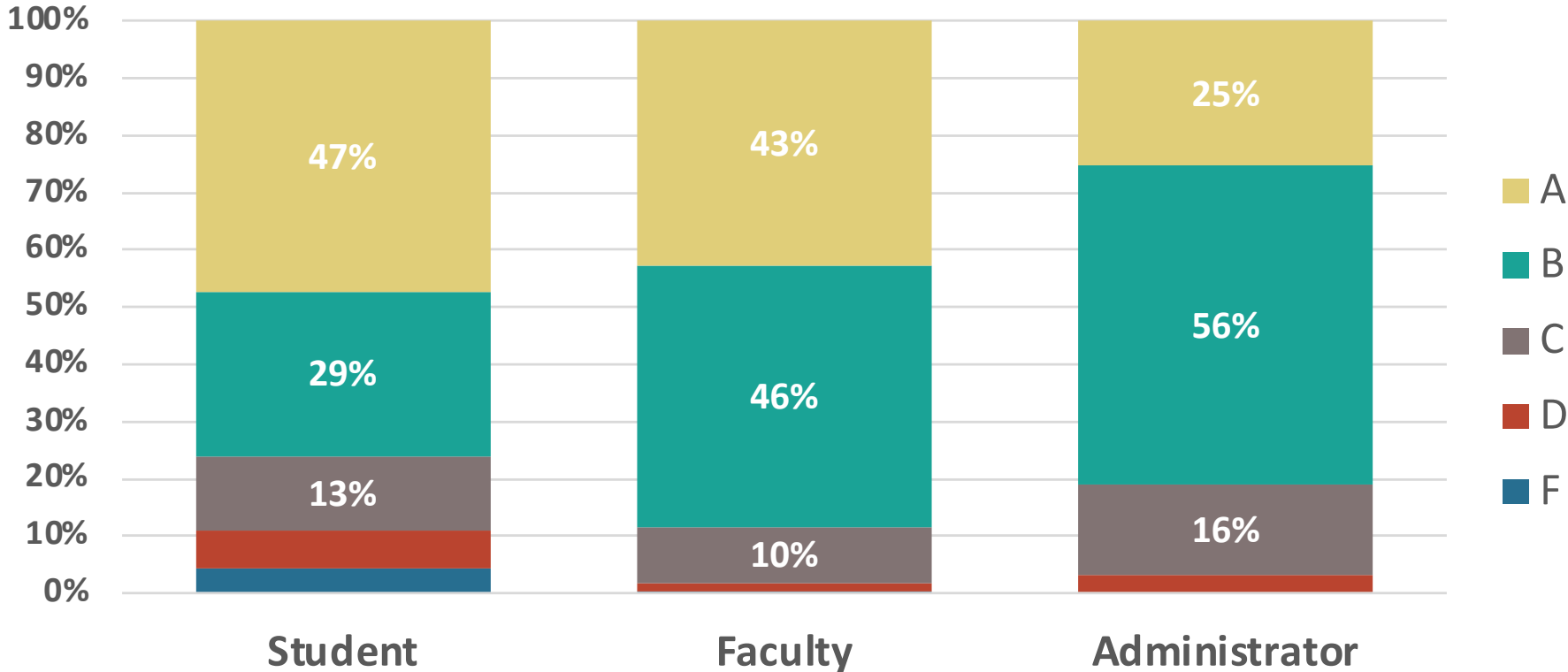
# ALL AGREE ON MOST PRESSING CHALLENGES

Rank	Students	Faculty	Administrators
1	Feelings of stress	Feelings of stress	Feelings of stress
2	Level of motivation	Level of motivation	Level of motivation
3	Having time to do coursework	Having time to do coursework	Having time to do coursework
4	Support from my academic institution	Having a suitable workplace to do coursework	Internet connectivity (e.g., WIFI)
5	Internet connectivity (e.g., WIFI)	Internet connectivity (e.g., WIFI)	Having a suitable workplace to do coursework
6	Having a suitable workplace to do coursework	Support from my academic institution	Access to a learning device (laptop, home computer, tablet)
7	Access to a learning device (laptop, home computer, tablet)	Access to a learning device (laptop, home computer, tablet)	Support from my academic institution



# HOW WELL DID WE DO?

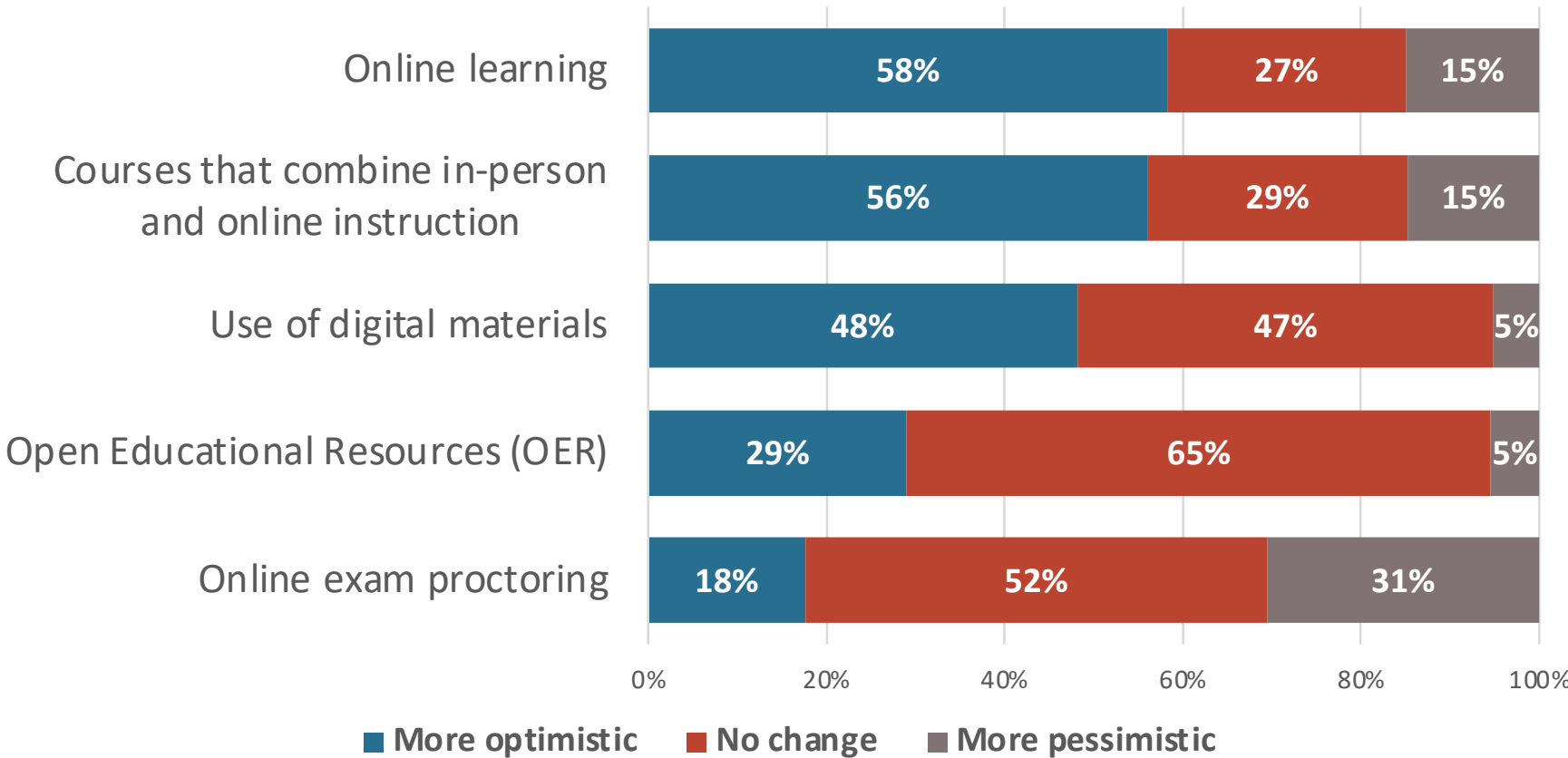
Letter grade for how well Spring 2021 courses are meeting educational needs





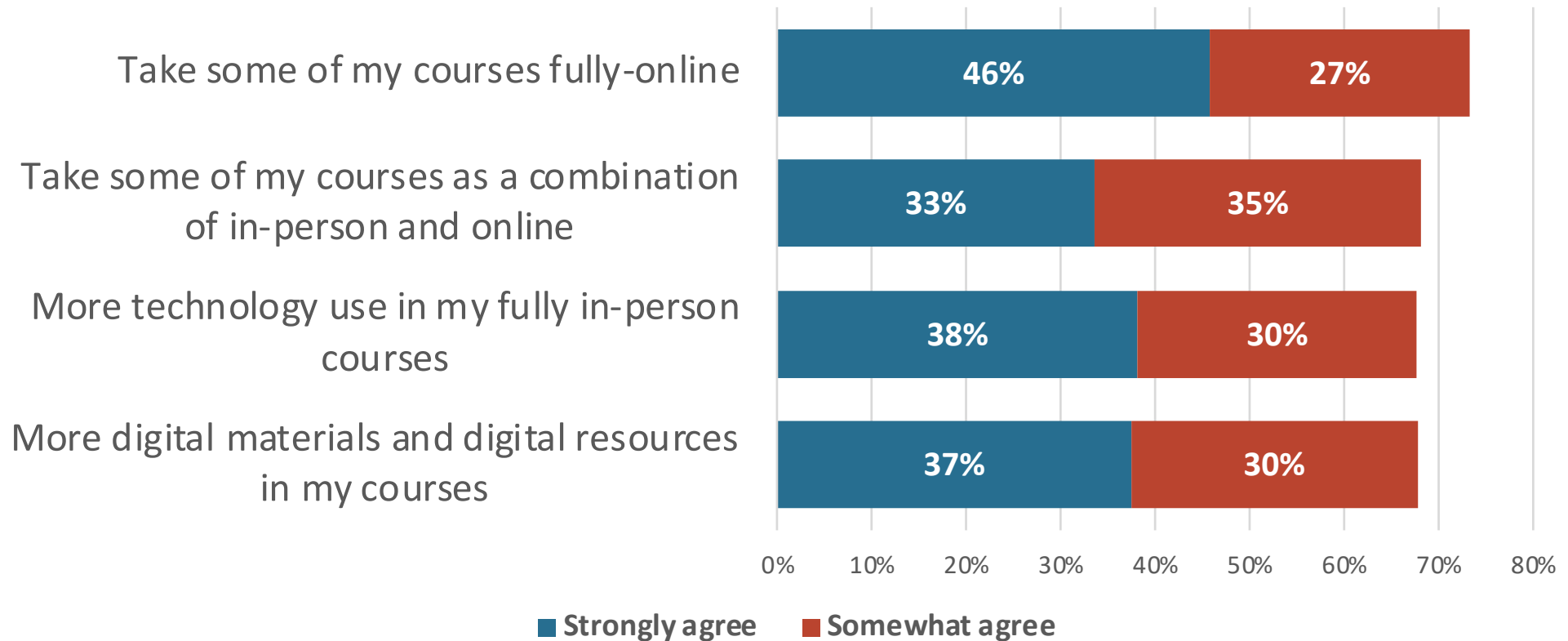
# FACULTY: POSITIVE ONLINE AND DIGITAL

Faculty changes in attitudes since prior to the pandemic



# STUDENTS WANT THE OPTION FOR ONLINE

## Preferences for my post-pandemic academic experiences



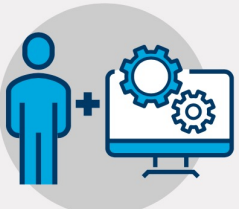
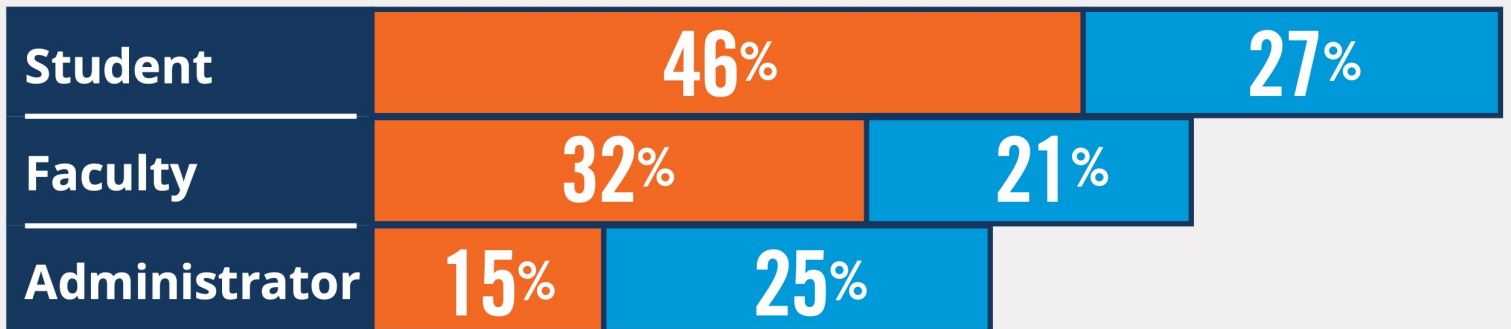
# ADMINISTRATORS LAG

## Looking Ahead to Teaching and Learning Post-Pandemic

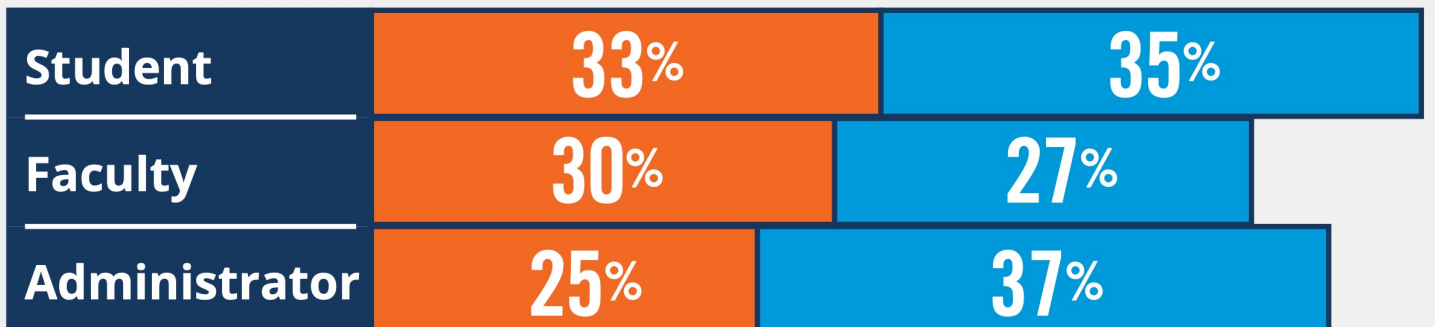
 = Strongly agree     = Somewhat agree



Take/teach some of my/our courses in a fully online format



Take/teach some of my/our courses as a combination of in-person and online instruction

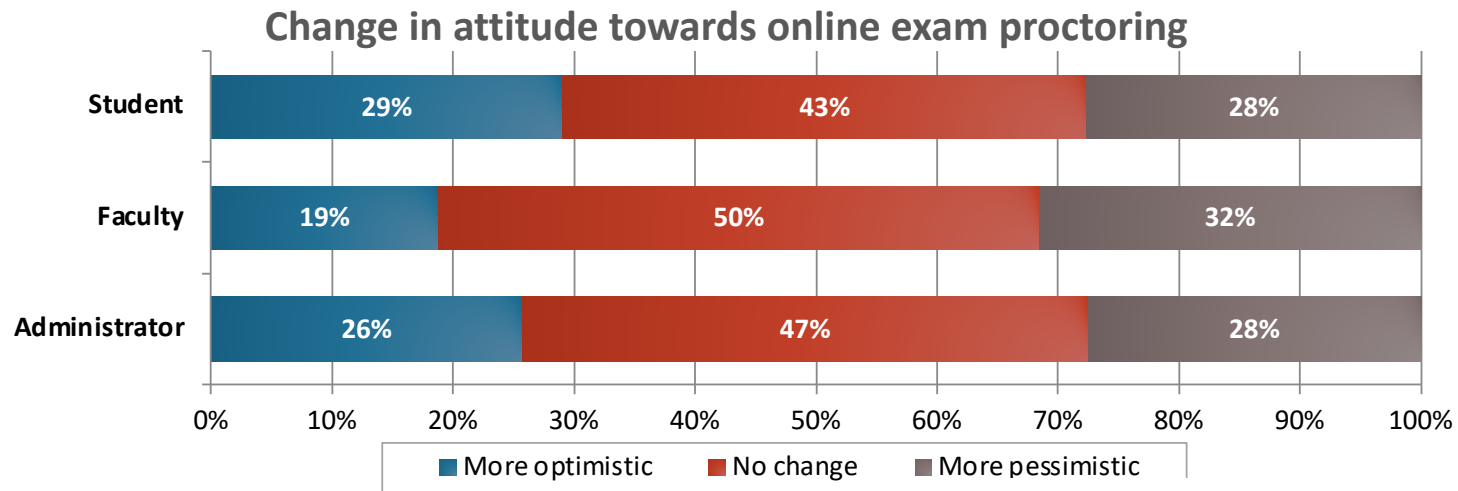


# FALL 2021

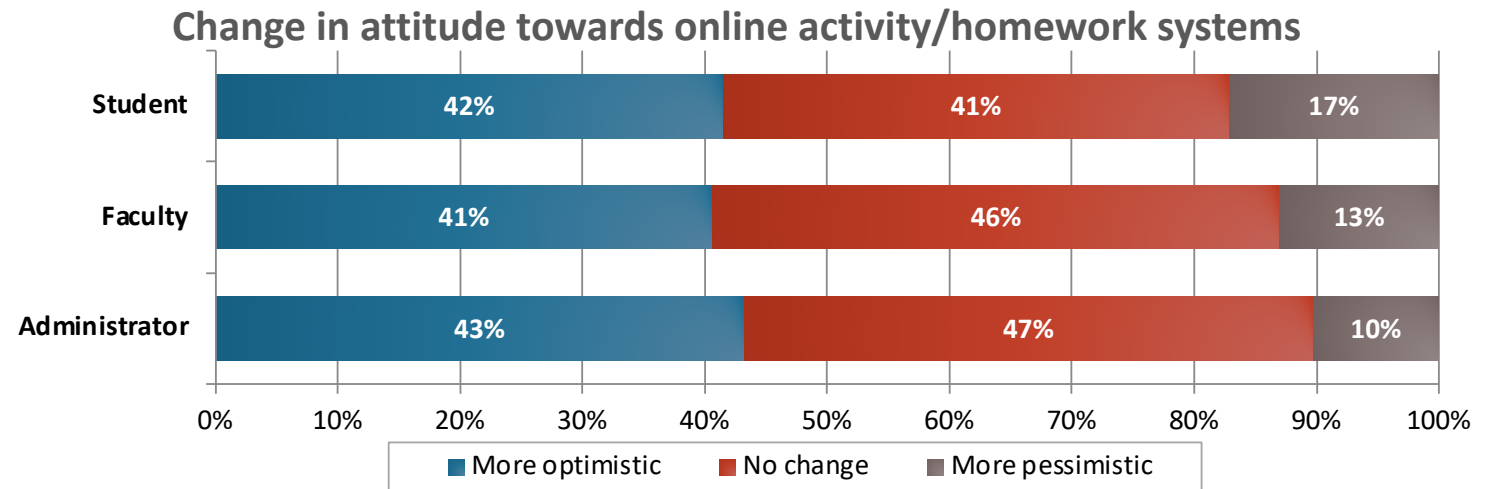
WHERE ARE WE NOW?  
(PRELIMINARY RESULTS)



# ATTITUDES ARE CHANGING



Preliminary Results



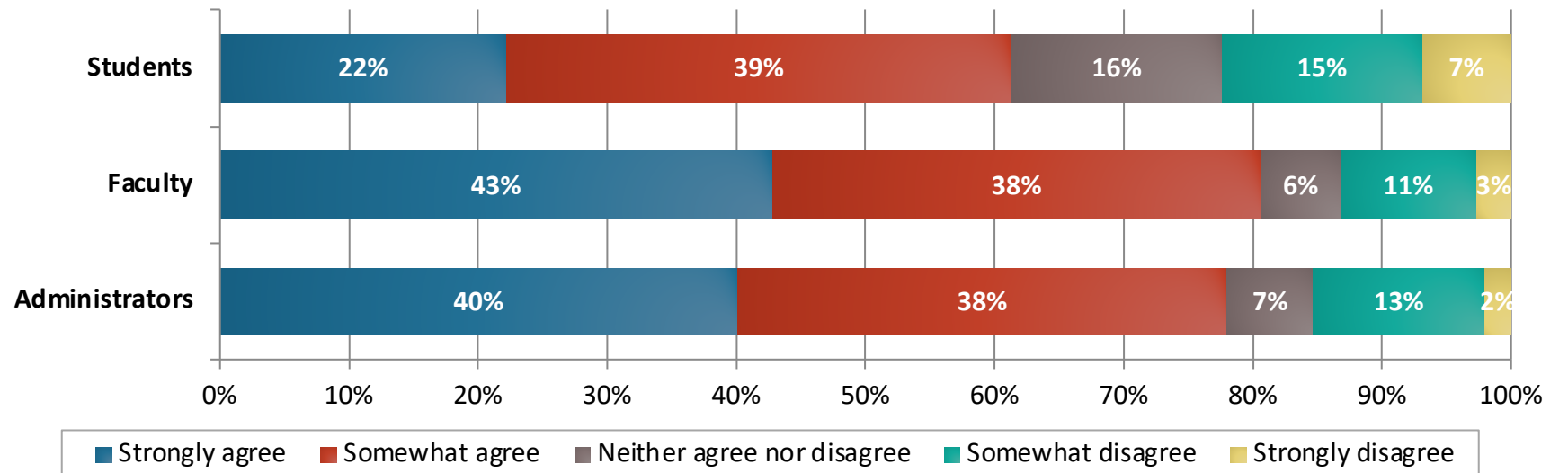
# STRESS REMAINS A CORE PROBLEM FOR STUDENTS

Students, faculty, and administrators all reported that student stress was the most pressing issue impacting the education during the Spring 2021 term.

This has not changed – all three groups continue to rate student stress as the pressing issue impacting the education during the Fall 2021 term.

## Preliminary Results

I have a healthy overall sense of personal well-being (physical, social, emotional, etc.).



# THE FUTURE

WHAT COMES NEXT?



# FUTURE: A NEW APPRECIATION FOR ONLINE INSTRUCTION

- Students are requesting more online options, more digital materials, and more technology in their courses.
- Many faculty, if not most, had a negative opinion about online learning prior to 2020, they are now much more positive.
- Nearly all faculty learned and used new instructional techniques that they expect to continue to use.
- Faculty received effective professional development that can support them and their institutions well into the future.
- Institutions expanded their infrastructure and ramped up support the use of such tools.



# WHAT WILL THE NEXT SURVEYS SHOW?

*How will this unique experience impact the future directions of teaching and learning?*

*How many teachers intend to continue using these techniques post-pandemic?*

*How has the commercial digital curricular landscape changed?*

**We expect the full impact of the pandemic may not be known for years to come.**

# INFOGRAPHICS

Pandemic-Era Report Card

[www.bayviewanalytics.com/reports/pulse/infographic-spring2021.pdf](http://www.bayviewanalytics.com/reports/pulse/infographic-spring2021.pdf)

Insight on the Post-Pandemic College Classroom

[www.bayviewanalytics.com/reports/pulse/infographic-winter2020.pdf](http://www.bayviewanalytics.com/reports/pulse/infographic-winter2020.pdf)

Admin and Faculty Readiness for Teaching Online

[www.bayviewanalytics.com/reports/pulse/infographic-fall2020.pdf](http://www.bayviewanalytics.com/reports/pulse/infographic-fall2020.pdf)

Higher Education's Response to the COVID-19 Pandemic

[www.bayviewanalytics.com/reports/pulse/infographic-spring2020.pdf](http://www.bayviewanalytics.com/reports/pulse/infographic-spring2020.pdf)

Faculty social media use and communications

[www.bayviewanalytics.com/reports/digital-faculty-infographic.pdf](http://www.bayviewanalytics.com/reports/digital-faculty-infographic.pdf)



# REPORTS

Students, Faculty, and Administrators Reflect Upon the Academic Year

[www.bayviewanalytics.com/reports/pulse/pandemic-era-reportcard.pdf](http://www.bayviewanalytics.com/reports/pulse/pandemic-era-reportcard.pdf)

Teaching During a Pandemic: Spring Transition, Fall Continuation, Winter Evaluation

[www.bayviewanalytics.com/reports/pulse/teachingduringapandemic.pdf](http://www.bayviewanalytics.com/reports/pulse/teachingduringapandemic.pdf)

Digital Texts in the Time of COVID

[www.bayviewanalytics.com/reports/digitaltextsintimeofcovid.pdf](http://www.bayviewanalytics.com/reports/digitaltextsintimeofcovid.pdf)

Digital Faculty: Faculty Expectations about the Future of Higher Education

[www.bayviewanalytics.com/reports/digitalfaculty-futures.pdf](http://www.bayviewanalytics.com/reports/digitalfaculty-futures.pdf)

Digital Faculty: Faculty social media use and communications

[www.bayviewanalytics.com/reports/digitalfaculty-communications.pdf](http://www.bayviewanalytics.com/reports/digitalfaculty-communications.pdf)

Teaching Online: STEM Education in the Time of COVID

[www.bayviewanalytics.com/reports/stem\\_education\\_in\\_the\\_time\\_of\\_covid.pdf](http://www.bayviewanalytics.com/reports/stem_education_in_the_time_of_covid.pdf)

Perspectives: COVID-19, and the future of higher education

[www.bayviewanalytics.com/covid-19\\_and\\_the\\_future\\_of\\_higher\\_education.html](http://www.bayviewanalytics.com/covid-19_and_the_future_of_higher_education.html)



# Q&A THANK YOU!

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