Contra Costa College

Covid-19 Spring 2020 Final Report

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Prepared for

Districtwide ALO/Planning Coordinators

By the

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Executive Summary

"We are in this together" has maybe never rung more true. The data shared within this report clearly demonstrates that we are experiencing the COVID-19 pandemic crisis in ways that have brought us together, not only in perspective but also in the real experienced daily lives of our students, employees, and general community. There is more uniformity in results between distinct populations than has traditionally been present. Stress, anxiety, and future uncertainty is an omnipresent impact of the COVID-19 pandemic.

Multiple tools were used to assess the impact of COVID-19 on students and employees. In all three survey tools, stress was a prevalent concern among all constituent groups. Comments offered through the open comment areas of each tool included words like grief, loss, overwhelmed, inability to concentrate and focus, as well as mentioning financial support, employment aid, and child care services as contributing factors to the stressful situation.

While there is moderate evidence for unmet technology needs among the student population, this was not identified as the most significant barrier to continuing courses in a distance education format. Technology was identified as something that was a barrier for many employees working remotely; a finding echoed in the California Community Colleges Chancellor's Office and RP Group Employee COVID Impact Surveys.

Across the district, ~70% of students surveyed indicated an intent to enroll in at least one course during the Fall 2020 term, even if it was a 100% online format (CCCCO/RP Student COVID Impact Survey). Those that indicated they did not intend to return cited a strong preference for in person learning environments. The strong desire for an in person learning environment may be in part due to the sudden Spring 2020 transition to online, and that the majority of both students and faculty had no prior experience with a distance education learning environment. The suddenness in transition combined with the unfamiliarity of online learning likely contributed to the significant stress experienced by all of the district's constituencies.

Similar to what students expressed in both internal surveys, employees expressed difficulties with increased job pressures and demands, managing work-life balance, an inability to collaborate with colleagues, and mental health concerns (CCCCO/RP Employee COVID Impact Survey). Employees also requested consideration for workload reductions/rebalancing and greater flexibility in schedules, employees described the same need for greater flexibility in work schedules and workloads.

Contra Costa Community College District has provided a robust response, and many of the District's recommendations are already in place or being put in place. Based on the expressed needs and concerns from students and employee constituent groups the following recommendations are offered:

- Anxiety often is a result of trauma, so trauma informed teaching pedagogical approaches may be helpful for student success.
- Access to mental health resources and/or a system for rapid referrals – promoting easy quick access to EAP services for example.
- Share and disseminate information about social support services (EDD, food banks, housing, childcare options, and other types of financial assistance) across all constituent groups.

- Increase knowledge and support for both students and faculty that do not have experience with remote/distance learning platforms.
- Increase technical knowledge and support for employees working from home.
- Provide greater certainty about future work expectations to employees (working from home vs. onsite transition).
- Increase communication about future work expectations to employees.

Introduction

Project Overview

COVID-19 had a profound impact on the California Community Colleges System at every level: students, faculty, and staff. This report focuses on student experiences throughout the Contra Costa Community College District, and where available the experiences of faculty, and staff. The District Research and Planning team used multiple survey tools and tracking methods to monitor the impacts of the pandemic, this report brings those resources together to tell and share the story.

Methodology

Process

The data presented in this report is comprised of research data obtained by multiple tools: three (3) surveys, internal student drop record analysis, and external California Community College Chancellor's office surveys. Results and analysis are organized into four primary sections: a district level aggregate view, followed by in-depth reviews of aggregated data for each college.

SQL reports were modified and in some cases newly developed to track student initiated drop codes. During the early period of the transition to online learning platform an additional drop code was added specifically to ensure that the research department could track the volume of student drops due to the unanticipated pandemic and the associated required containment strategies employed by the state of California: CO/Cannot participate online. It immediately became evident that the volume of drops was significantly higher in Spring 2020 compared to prior Spring terms. Additionally, the use of the new code (CO) allowed for tracking and analysis to measure differences in drop frequency due to the pandemic.

As the frequency of student initiated drops was increasing; it became apparent that learning more about the why or the context of the student drop was important. Specifically, we determined it was important to understand what if anything changed in the student's experience that contributed to a student's inability to participate in an online course. The drop code could allow the team to differentiate if the student could not participate due to lack of access to technology, increased family responsibilities such as homeschooling K-12 children, changes in work schedules, etc. The team, colleges, and district needed to know how to specifically assist students to stay on path and generate in course successes. This resulted in a phone interview style survey. Each college was provided a list of students that initiated a "CO" drop, students were contacted via phone by a college representative.

A second survey was developed to reach out to all students including those that did not drop courses, this effort recognized that not all students that experienced new and increasing struggles would drop courses. Some students would choose to continue despite the adversity, yet there are opportunities for the colleges and district to employ/deploy strategies that might lessen the overall impact of those barriers. This survey was open to all students enrolled at that time to respond.

Near the conclusion of the Spring 2020 term the California Community Colleges Chancellor's office approved and distributed a survey crafted in partnership with the Hope Center and the RP group. This survey sought to illuminate both the student and faculty/staff experience.   Some of the student questions were similar to those in aforementioned internal student surveys, however, the CCCCO survey included similar questions for employees to respond to.

Bringing together these four resources and the data elements they produced has resulted in a robust and rich picture of the experiences and challenges encountered by the Contra Costa Community College District community at large.

Analysis of the Results

1. General COVID related drop dashboards are available districtwide: 4CD Covid-19 Overview.
2. The detailed charts presented in this document are taken from dashboards shared with each college through the weekly production of localized reports. 4CD Detailed Covid-19 Tracking Drop Reasons.
3. Survey data has been shared with local college research teams; blank surveys are attached to this document as appendixes.
4. This report functions to illuminate districtwide trends related to the COVID-19 impacts on students and employees. The report is kept at a high level with data aggregated at the district and college level. Granular reports may be developed locally by college institutional effectiveness departments to address specific localized questions.

Definitions and Terms

Drop Reason Code: Codes used and selected by administration, faculty, and students as the "cause" or source of a student course drop. There are 23 different "reasons" that can be attributed to a student course drop (Figure 2).

Drop Code Descriptions

Stc Status Reason	Reason Description	
CA	CA Residency Issues	Abc
CH	Childcare	Abc
CN	Course not needed	Abc
FH	Food/Housing Challenges	Abc
H	Instructor	Abc
HM	Health/Medical	Abc
IN	Instructor Issues	Abc
IW	Instructor Web	Abc
K	Census Roster	Abc
M	Transfer	Abc
MW	Military Withdrawal	Abc
N	Pre-requisite	Abc
ON	Cannot participate online	Abc
OT	Other	Abc
RP	Retro drop by petition	Abc
S	Student	Abc
T	Time Conflict	Abc
TC	Course/Textbook Costs	Abc
TD	Class is too Difficult	Abc
TM	Time Management	Abc
TR	Transportation	Abc
V	Administrative	Abc
WO	School Workload	Abc

Figure 2 MIS Drop Reason Codes

Drop Reason Code Groups: Tracking 23 drop codes proved to be unruly and difficult to covey as a clear story. To clarify drop codes we grouped the 23 codes into 4 main groups (Figure 1). This allowed us to compare how frequently the codes were used in prior terms to the Spring 2020 term and allows for tracking the impact/frequency of the new ON code used specifically for the online transition

Drop Code Descriptions

Reason Group	Stc Status Reason	Reason Description	
Cannot participate online	ON	Cannot participate online	Abc
Course-related	CN	Course not needed	Abc
	H	Instructor	Abc
	IN	Instructor Issues	Abc
	IW	Instructor Web	Abc
	N	Pre-requisite	Abc
	T	Time Conflict	Abc
	TC	Course/Textbook Costs	Abc
	TD	Class is too Difficult	Abc
Individual-related	CA	CA Residency Issues	Abc
	CH	Childcare	Abc
	FH	Food/Housing Challenges	Abc
	HM	Health/Medical	Abc
	S	Student	Abc
	TM	Time Management	Abc
	TR	Transportation	Abc
	WO	School Workload	Abc
Other	K	Census Roster	Abc
	M	Transfer	Abc
	MW	Military Withdrawal	Abc
	OT	Other	Abc
	RP	Retro drop by petition	Abc
	V	Administrative	Abc

Figure 1 Drop Code Groups

Contra Costa College (CCC)

Students with Confirmed Drops

All student drop codes were monitored throughout the Spring 2020 term. This chart included in the Contra Costa College section of the report focuses in on student initiated drop with the reason code, "cannot participate online" (Figure 3), however, for comparison Figure 7 shows all drops and compares Spring 2020 to Spring 2019.   Figure 4 shows a monthly break down of the "CO" drops with a total 857 instances of students dropping a course section.

Term				
	March	April	May	Total
2020SP	119	418	320	857

Figure 3: CCC: CO Drops SP2020

A peak in student drops, drop reason code "CO" occurred on May 15, 2020 with a total of 97 drops.
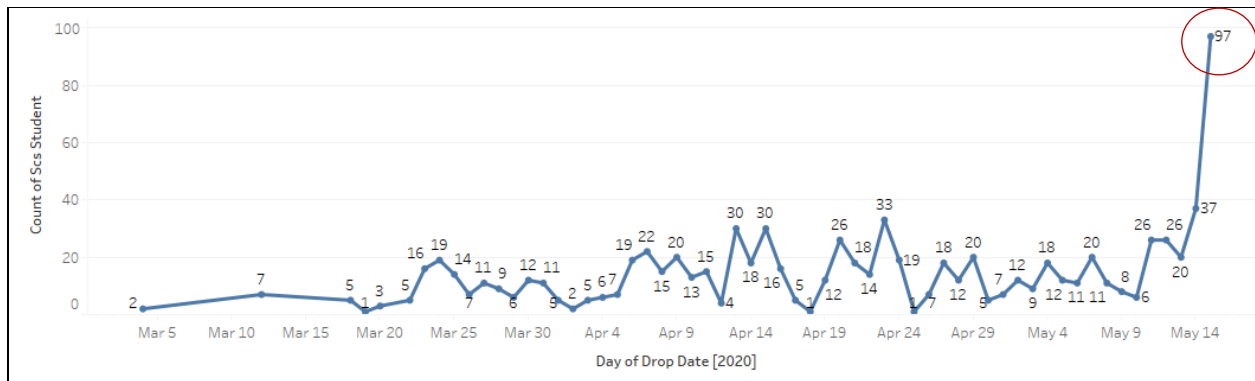
Figure 4: CCC: CO Drops Spring2020

Additional analysis was conducted to evaluate any disproportionate impact on any specific population of students. This includes race/ethnicity and gender student attributes. It is evident that minority populations generally were disproportionally impacted. In particular the Hispanic population had the highest frequency of "CO" course section drops. The chart below presents the ratios of student section drops with the reason code "CO" by student attribute of ethnicity/race. CCC Hispanic population student ratio is 44% (Finger Tip Facts, 2019), with 51% of the total "CO" drops, showing a disproportionate impact on this population.

Location	African American	American Indian	Asian	Filipino	Hispanic	Multi-Ra..	Other/U..	Pacific Islander	White
CCC	16.28%	0.18%	11.45%	5.90%	51.16%	6.98%	1.25%	0.54%	6.26%
Grand Total	16.28%	0.18%	11.45%	5.90%	51.16%	6.98%	1.25%	0.54%	6.26%

% of Total Distinct count of Scs Student broken down by Ethnicity vs. Location. Color shows % of Total Distinct count of Scs Student. The marks are labeled by % of Total Distinct count of Scs Student. The data is filtered on Reason Description and Drop Date Year. The Reason Description filter keeps Cannot participate online. The Drop Date Year filter keeps 2020. The view is filtered on Location, which keeps CCC. Percents are based on each row of the table.

Figure 5: CCC: CO Drops Spring 2020

Gender does have a moderate skew, and to determine if there is truly a disproportionate impact, comparison can be made to the overall student gender composition. CCC female population is 60% (4CD Fingertip Facts, 2019), there does not appear to be a disproportionate impact among gender.

Location	Gender			% of Total Distinct cou..
	Female	Male	Unknown Gender	0.72% 55.10%
CCC	55.10%	44.19%	0.72%	
Grand Total	55.10%	44.19%	0.72%	

% of Total Distinct count of Scs Student broken down by Gender vs. Location. Color shows % of Total Distinct count of Scs Student. The marks are labeled by % of Total Distinct count of Scs Student. The data is filtered on Reason Description and Drop Date Year. The Reason Description filter keeps Cannot participate online. The Drop Date Year filter keeps 2020. The view is filtered on Location, which keeps CCC.

Figure 6: CCC CO Drops Gender: Spring 2020

In general, the volume of drops, both student-initiated and administrative/faculty initiated drops were significantly higher during the COVID-19 transition to the online learning environment (Figure 26). In the unique circumstances of Spring 2020, students were permitted to drop their courses until one week prior to the end of the Spring term. This is of important note for Figure 26, where the prior Spring term is used for comparison, and partially accounts for the difference in student drops beyond the more traditional deadline.
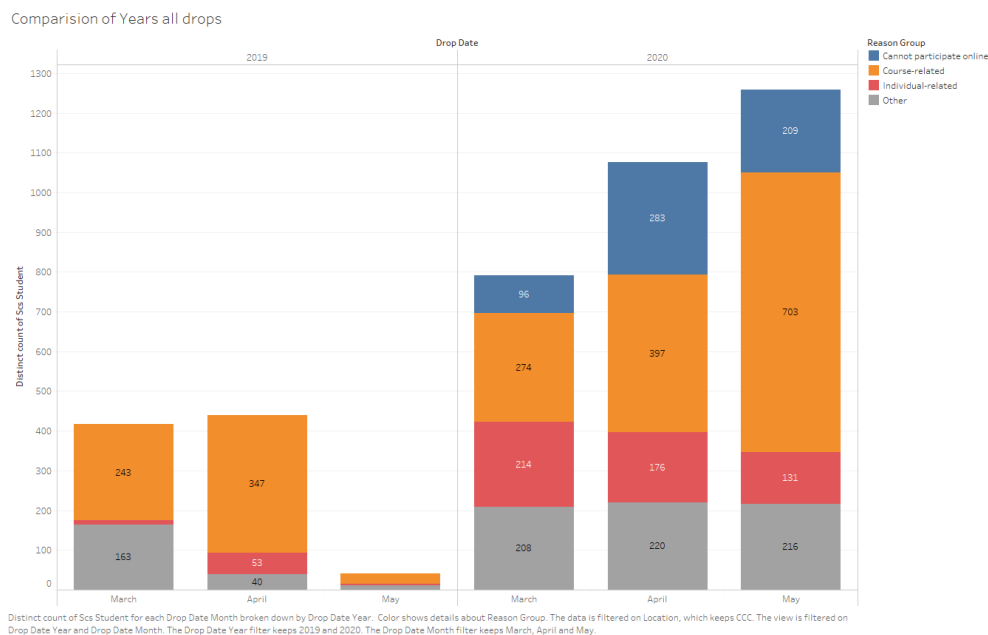
Figure 7: CCC: All Drops Comparison SP2019 and SP2020

Survey Results: Students with Confirmed Drops

The quantitative data above demonstrates that COVID 19 had a profound impact on Contra Costa College students. However, the data could not answer critical questions about the specifics of the student's lives that contributed to their inability to continue with online education. In particular, colleges needed to know what resources students needed, or

what about online education was not compatible with their lives – we needed to answer the question, is there something the colleges or the district could do to remove barriers or support students differently.

The survey was developed in partnership with the college Institutional Effectiveness departments, and borrowed normed questions that were used throughout the state and were developed and shared by the RP Group. The survey was comprised of eight (8) questions aimed to understand the student's current situation, and underlying reasons for their dropping of courses. The surveys were conducted by phone with a local college representative recording student responses. The survey collected quantitative and qualitative data elements. Qualitative data is presented as general themes aggregated to the district level. Participation in this survey was relatively low with 103 total students responding, representing roughly 12% of the total 857 student-initiated CO drops at Contra Costa College.

Stress was a prevalent theme in the quantitative and qualitative data. Student's reported higher levels of negative impacts from stress than in other categories such as general health, household finances and the household in general.
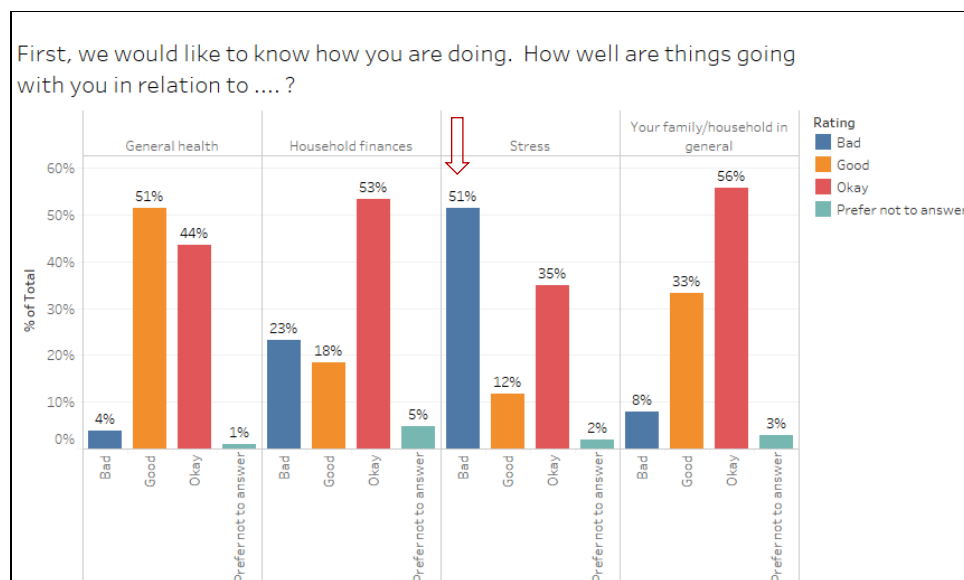
Figure 8: CCC: Drop Survey Q2

The qualitative analyses of the comments for this question also support that students are experiencing a high degree of stress, nine qualitative comments were provided by students eight of which are directly related to stress. Students specifically state they are in stressful situations. The sentiment of stress related often to household finances. The other mentions of stress included uncertainty about the future in general.

When asked if students were struggling to meet basic needs, the majority reported as having access to what they needed. However, the qualitative analyses of the comment data reveal high stress levels and future uncertainty with employment, 17 additional comments were provided. Of the qualitative responses 16 use words such as grief, panic attacks, working more hours, and "juggling" family responsibilities.
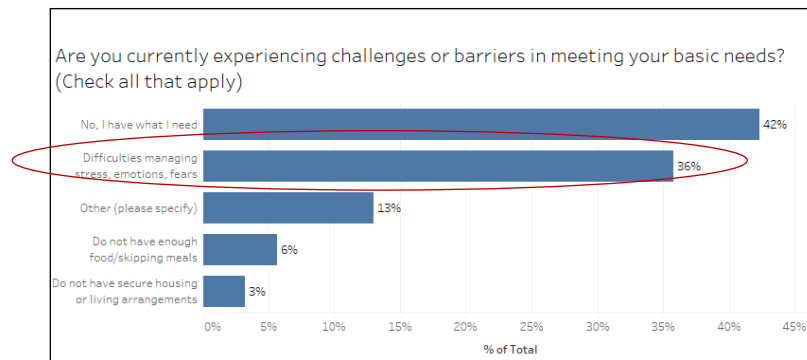

Figure 9: CCC: Q3: CO Drop Survey

Question four (4) asks students directly, what the underlying motivating factor to dropping courses was. The responses indicate a strong preference for in person learning formats. Additionally, and related to the preference for in person formats, were student comments about the why the online format did not appeal to them.   Students provided an additional 45 comments, and themes from those included:

- Faculty related concerns, increasing the workload, lack of availability or response from faculty, lack of familiarity with the online system.
- Home environment was not conducive for learning; lacking space to study in the home, stress of the circumstances, changes in employment and working hours, and young children at home.
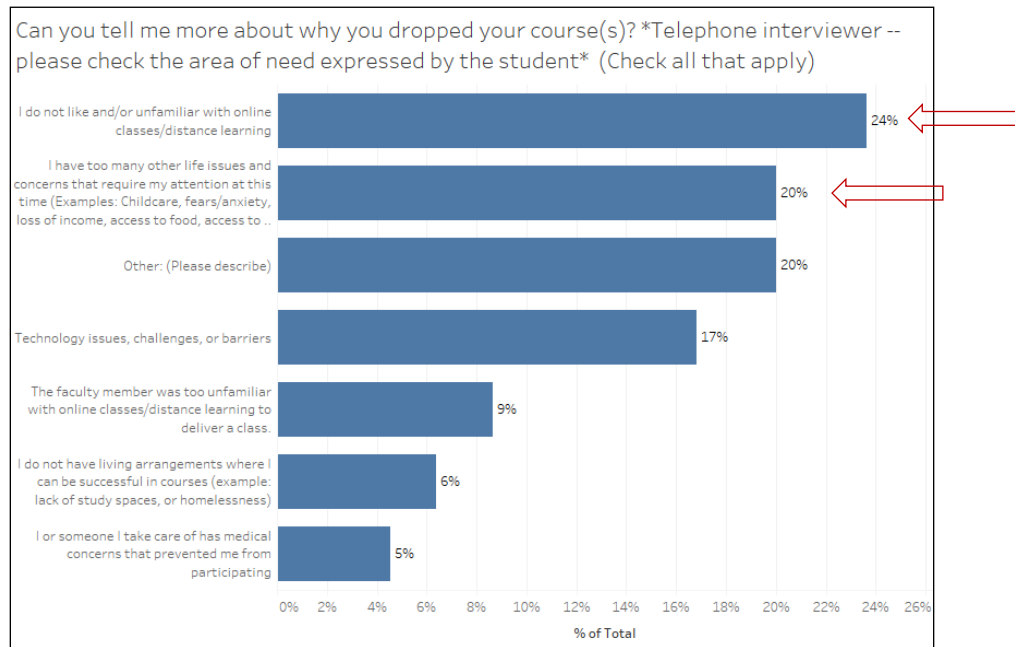
Figure 10: CCC Q4 CO Drop Survey

Question five (5) focused in to discover specific technology related barriers to student's participation in the online course format. The majority (42%) of the responses indicated technology was not the primary barrier. However, compared against the qualitative data, the technology needs expressed were for laptops, printer, and access to high speed internet, which does align with the quantitative responses.
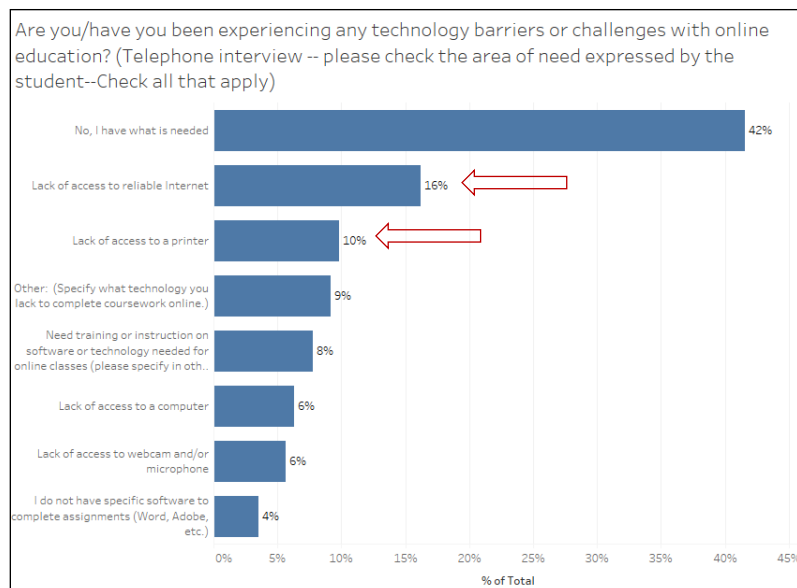

Figure 11: CCC: Q5: CO Drop Survey

In addition to technology barriers, students were asked what challenges they experienced in relation to the transition to online learning. Student's indicated that they struggled to access academic support resources, such a tutoring or peer learning, or faculty support outside the classroom; and experienced difficulties coordinating communication with their
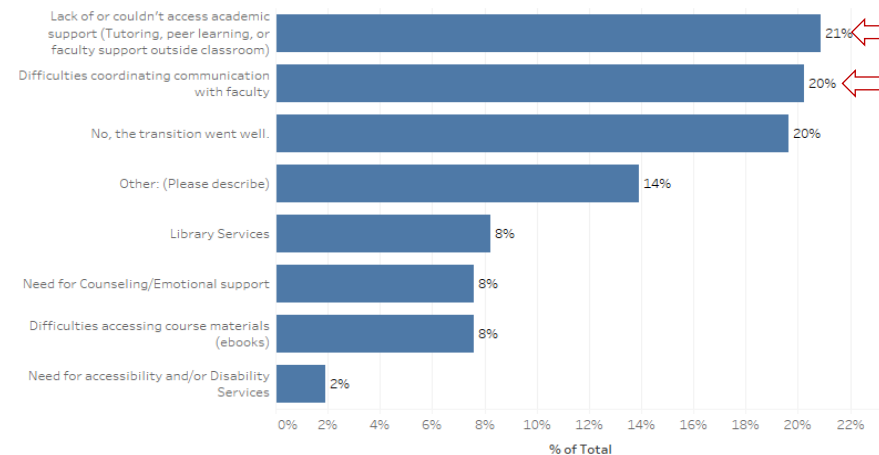
faculty member. This was supported by the qualitative themes as well, where students provided additional comments regarding increased workload, challenges reaching out or hearing back from faculty, or being unclear on how they were expected to complete course requirements. Students that selected "other" provided comments about difficulties and the need for services, such as childcare, library, and access to additional financial resources.

Figure 12: CCC: Q6: CO Drop Survey

The last two questions of the survey were student response to the following questions:

1. Was there anything the college cold have done to help you remain in your classes?
2. Is there anything else you want to share with us regarding why you dropped your courses?

The qualitative analyses for these questions provided the following themes:

1. Faculty or course content/requirements related concerns, many indicated an increase in work, and difficulties with communication.
2. Nonacademic reasons were also frequently provided: stress, childcare, and work (both lack of employment, and increases in work).
3. Among these students a prevalent response included a strong preference for in person learning formats.

Student Internal Survey Resource Needs

The student resource survey focused on learning what students need to support their success during the Summer and possibly Fall terms if online learning was continued. This survey was available to all students; 51 students from Contra Costa College responded to the survey. Unfortunately, the low response rate makes it difficult to determine the real and perceived needs of students entering into future terms that may be entirely online. However, in comparison to the district aggregated data and the data from the sister colleges, the responses do align.

The survey consisted of 16 questions, two questions are not included in the analyses that follows. Question one asked student to self-select their primary campus, which enables the research team to disaggregate the data by campus location and share results with each college specific to their student needs. The final question asked for students to voluntarily provide their student ID in the case a specific need could be met by the local campus.

The first question asked students if they felt they were receiving sufficient information from the college, 67% responded positively, with 33% indicating they were not well informed.
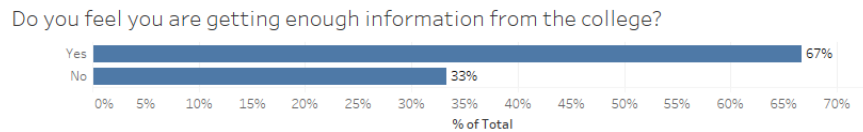
Do you feel you are getting enough information from the college?

| Yes | 67% |
| No | 33% |

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70%
% of Total

Figure 13: CCC: Q2: Resource Needs Survey

To ensure that colleges were reaching students, we asked where students prefer to get information. Student email, Insite, and text messages were the three top methods students prefer to receive information.

What method do you prefer to get your information? (Check all that apply)

Text messages	26%
Insite	25%
Student email	24%
Personal email	14%
Phone calls	5%
Social media	3%
College webpage	3%

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% 26% 28%
% of Total
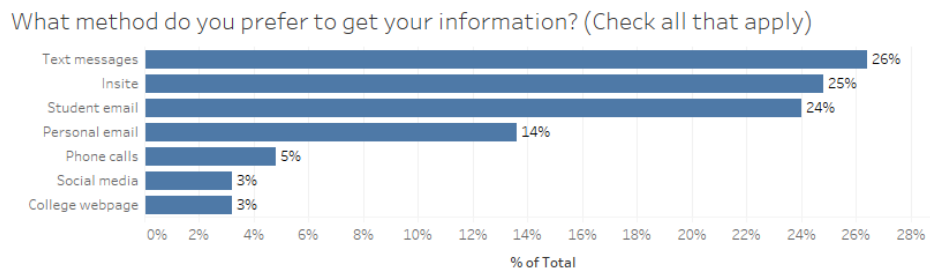
Figure 14: CCC: Q3: Resource Needs Survey

In line with the Student Drop Survey it was important to get a sense of how students were doing overall. The survey asked students to respond with Good, Bad, Okay, and prefer not to answer to how they are doing in general, stress, finances, and general health. Similar to the previously discussed survey, stress was/is significantly impacting them.

Ranking the following from bad to good. How well are things going with you in relation to … ?

	General health	Household finances	Stress	Your family/household in general
Bad	0%	30%	50%	20%
Good	62%	18%	2%	41%
Okay	36%	50%	46%	35%
Prefer not to answer	2%	2%	2%	4%

Rating: Bad, Good, Okay, Prefer not to answer
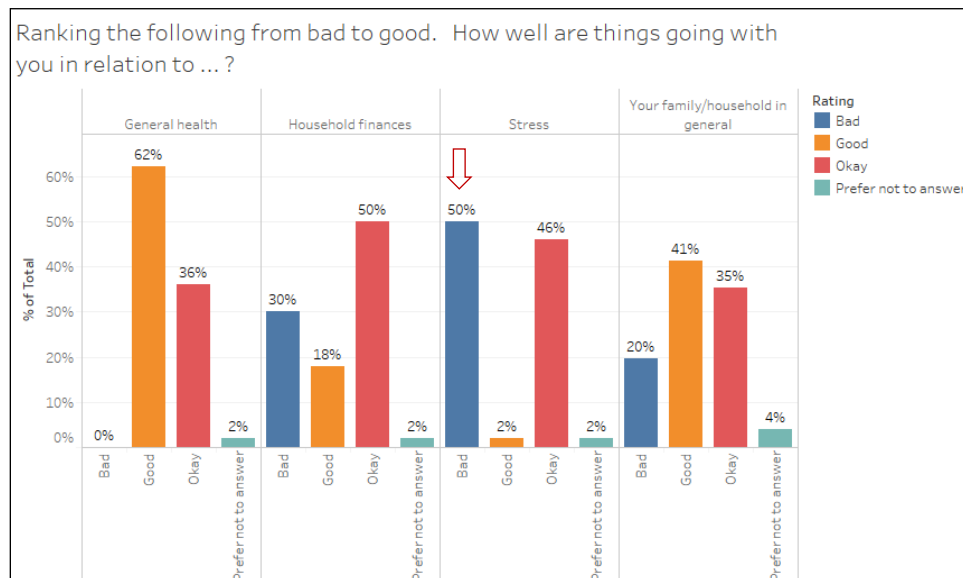
Figure 15; CCC: Q4: Resource Needs Survey

Understanding that there would be multiple areas in which stress, health, and finances could be negatively impacting student's lives, additional information was gathered about specific barriers students were encountering. Loss of income

was the most prevalent in the quantitative results. In the qualitative data, general stress, anxiety about the future were the most common responses.
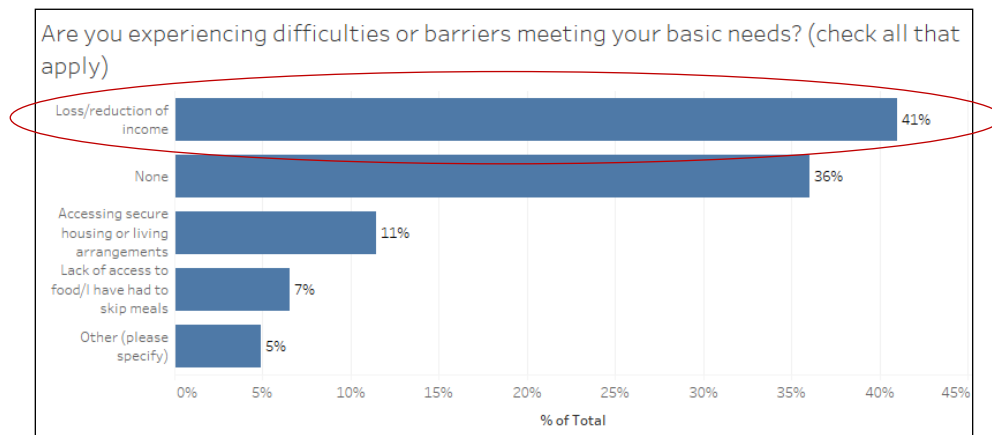

Figure 16: CCC; Q5: Resource Needs Survey

While developing this survey, we hypothesized that this could have been a student's/or a faculty member's first experience with distance education. In light of that, we wanted to discover key areas in which local experts could support both students and faculty members in developing their distance education skills. Student's generally felt that many courses did not transition well into the distance education format. No other clear themes on barriers emerged; however, student provided generally positive perceptions that faculty were supportive, and helpful. The qualitative results expanded on this, comments about yoga, ceramics, math, and lab courses were the predominate subjects mentioned by students that did not transition well, and clarified the mixed reaction to "Instructors described their expectations for online courses" indicating that they experienced an increased workload, or lacked access to office hours or other forms of academic support.
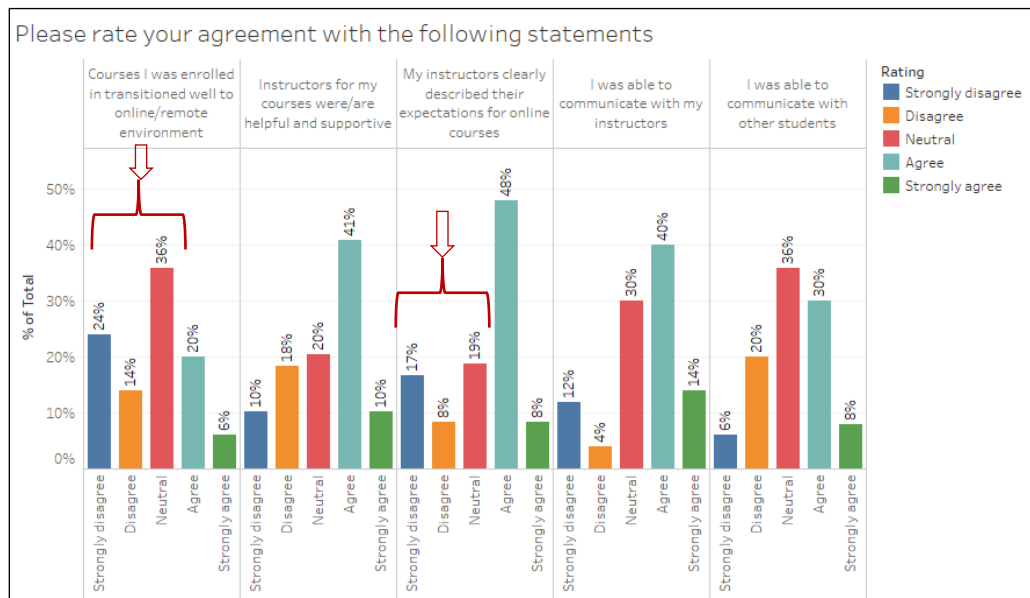
Figure 17: CCC: Q6: Resource Needs Survey

Question 7 and 8 were qualitative questions

- What online course activities best helped you learn skills/information about the subject/topic?
- Is there anything that did not work well in the transition to online learning?

The qualitative responses indicated that canvas and zoom were helpful tools to support the transition to an online learning platform. Feedback regarding use of Youtube.com, TED talks, and other online education tools was mixed – some students expressed feeling that those resources contributed to the feeling of support for success, others described these tools as forcing students to learn unguided on their own.

Not all barriers for student success were academic issues, many barriers students were facing were socio-economic, the number of distractions in homes or lack of effective study space, and general stress/psychological demands of a pandemic. The primary non-academic barrier reported by students was an inability to concentrate on school, and caring for other family members.
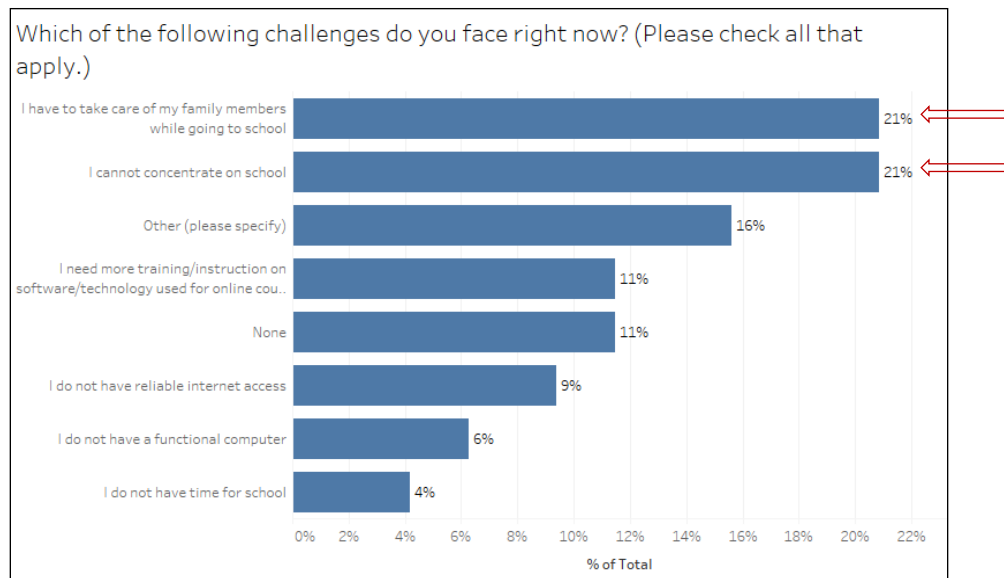
Figure 18: CCC: Q9: Resource Needs Survey

Students report they generally feel prepared to continue their education in a distance education format, this is further supported by the CCCCO/RP Student COVID Impact Survey, where 70% of students indicated they intended to enroll in at least one course during the Fall 2020 term.
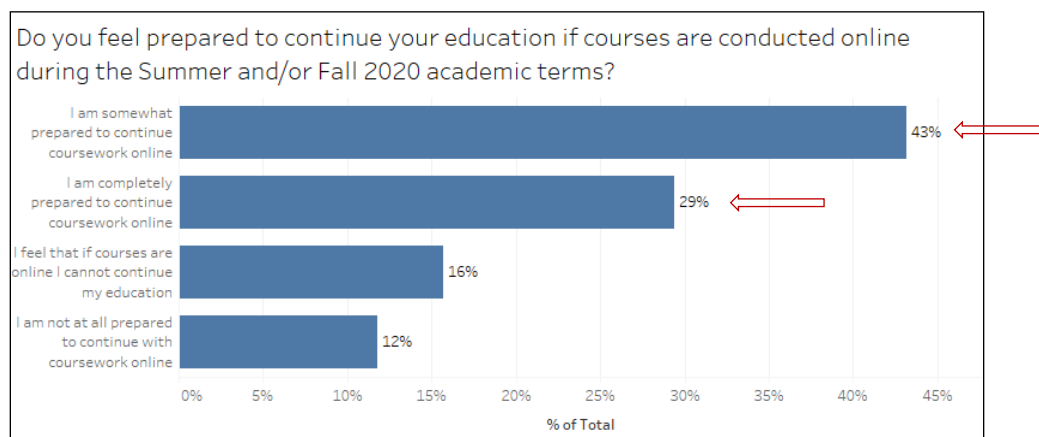
Figure 19: CCC: Q10: Resource Needs Survey

Question 11 is also a qualitative question:

- If you do not feel prepared for Summer and/or Fall terms, what can the college/district do to help you prepare?

There were a few comments that additional support for high speed internet access, and laptops were needed. However, most students indicated that the reasons for not being prepared was related to financial, employment, childcare, or other services that could not be provided by the college/district.

For services that are provided by the colleges/districts the following were services students identified as being essential support for continued distance education. Counseling and academic support were selected as significant service needs.
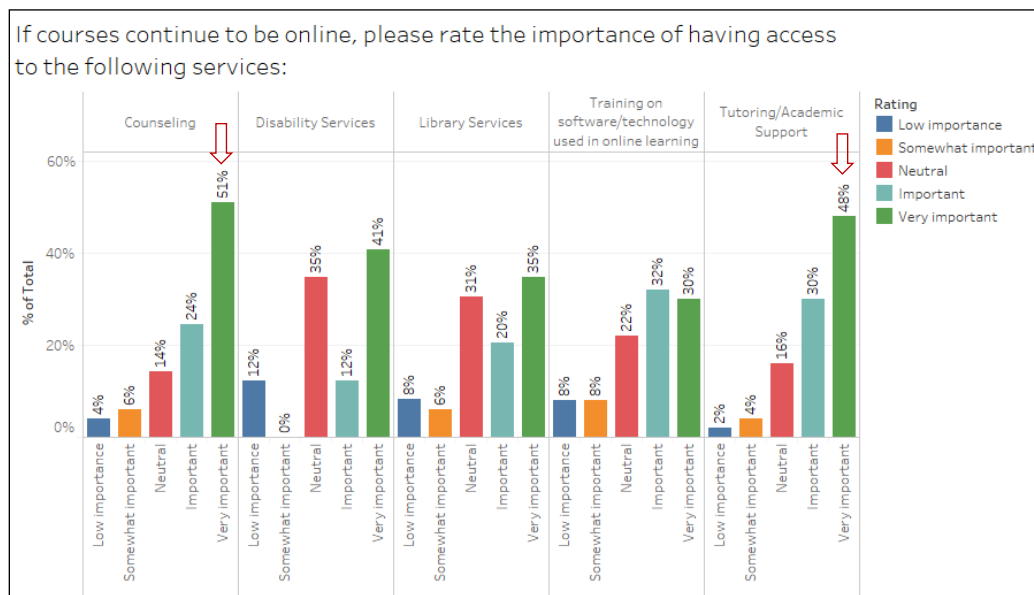
Figure 20: CCC: Q12: Resource Needs Survey

Question 13 concluded with an open-ended qualitative question:

- Is there anything else you want to share with us regarding your preparation and how we can support you for Summer/Fall 2020 terms?
    - Sentiments primarily reflected the student's understanding the district and colleges were limited in how to respond to the COVID pandemic. The other emergent themes included a strong preference for in person learning, and recommendations for increased distance education training for faculty and students.

Student CCCCO Survey

The survey was distributed to the student population near the conclusion of the Spring 2020 term. The survey data was collected by external tools and raw data has not been provided to colleges as of the data of this report. The survey was is comprised of 39 questions and included logic progression for specific domains (food and housing insecurity) to drill down for better understanding of the student's experiences and circumstances. A number of the questions have been excluded. Questions with less than 50 respondents, or less than 10% of the sample population were automatically

excluded, and questions that would not provide greater insight to how the pandemic impacted the student. Skipped questions will be noted along with a short explanation for the exclusion. Data that was excluded is viewable by following the link CCC CCCCO/RP Student COVID Impact Survey .

The response rate was about the same as the internal surveys, with 8% of the total student population for Spring 2020 participating in the survey.
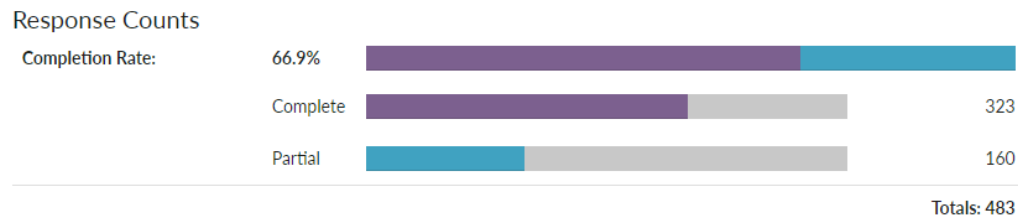
Response Counts

Completion Rate:	66.9%		
Complete			323
Partial			160
			Totals: 483

Figure 21: CCC: CCCCO/RP Student COVID Impact Survey

Question 1 is excluded. The first question of the survey asked for the student's consent to participate and if they are over the age of majority (18 years).   Only responses from consenting students over the age of 18 are included in this dataset.

Question 2 is excluded. Question 2 asks for the primary college name, 100% of the students indicated CCC as the college the primarily attend.

Question 3 is excluded. Question 3 asks students if they are enrolled at another post-secondary institution, community college or a four-year university/college. 86% of students indicated that they are only enrolled at CCC.

To fully assess the online transition, it was important to find out how many students had prior experience in the online course environment. While the majority of students had at least one online course previously, 36% indicated that this was their introduction to what online learning entails. The culture shock and rapid transition that was required during Spring 2020 may have left a significant number of students without prior experience with a negative or inaccurate impression of the online learning environment, which may explain the high frequency of student comments indicating a strong in person format in both this survey and the internal surveys conducted.
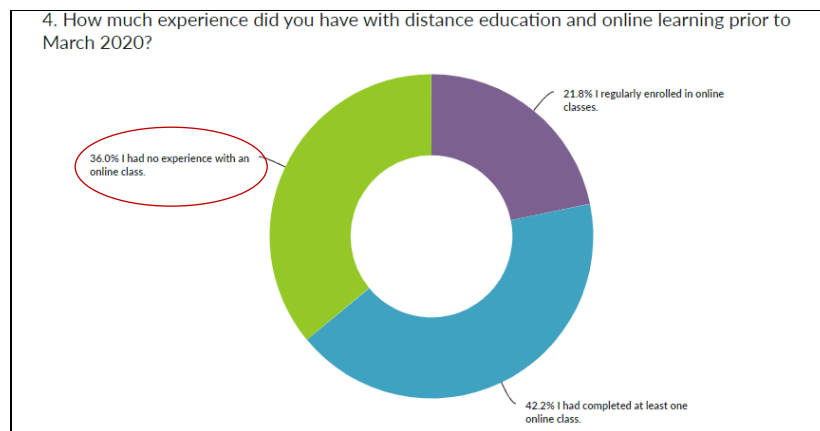
4. How much experience did you have with distance education and online learning prior to March 2020?

- 21.8% I regularly enrolled in online classes.
- 36.0% I had no experience with an online class.
- 42.2% I had completed at least one online class.

Figure 22: CCC: CCCCO/RP Student COVID Impact Survey

Stress and mental health related indicators also were prevalent in this survey. Students indicated that they were experiencing an inability to concentrate on school, increase in family obligations/responsibilities were the top challenges reported. These results are consistent with the results from the two internal surveys.
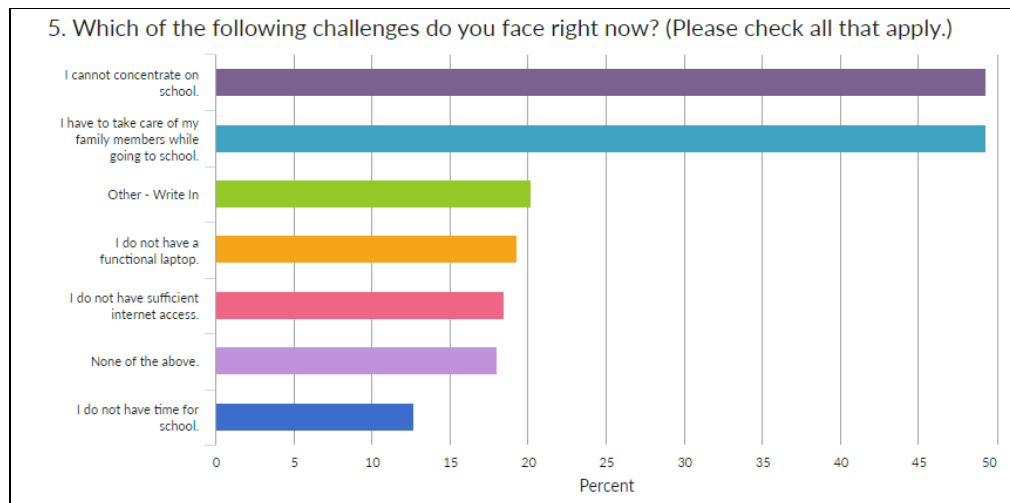

Figure 23: CCC: CCCCO/RP Student COVID Impact Survey

What is particularly interesting in this question, it mirrors the faculty perspective shared in the CCCCO/RP Employee COVID Impact Survey. Student's ranked "instructor discomfort or unfamiliarity…." as a significant barrier, compared to the faculty responses indicated that a "student's discomfort or unfamiliarity…" was a primary barrier for distance education. Both populations see the other as having significant problems due to a lack of familiarity with technological systems supporting distance education.
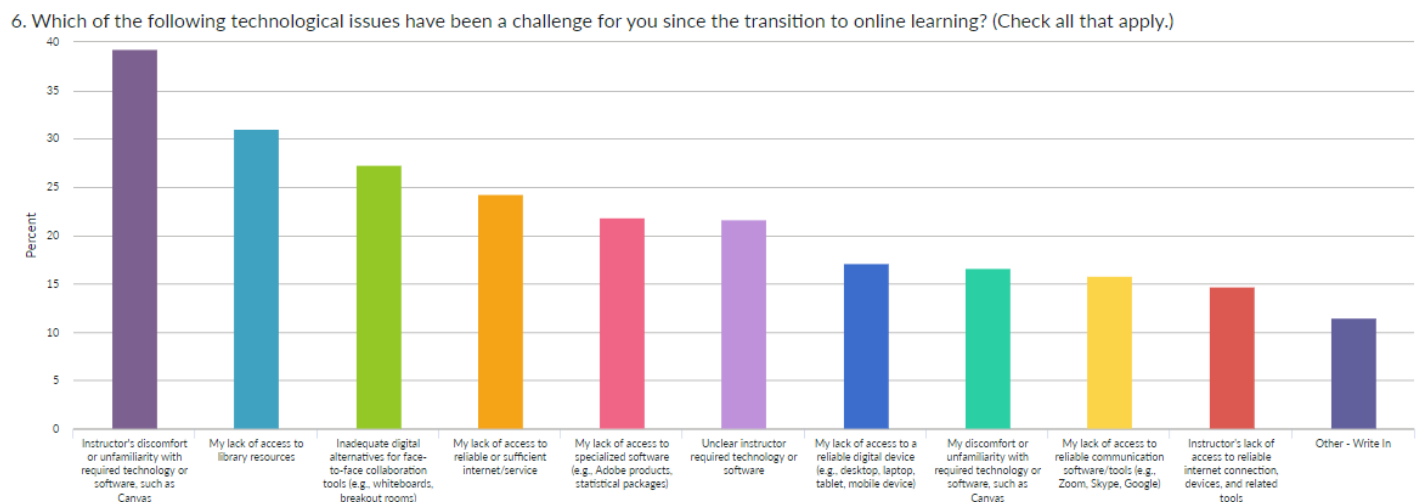
Figure 24: CCC: CCCCO/RP Student COVID Impact Survey

This survey aligns very well with the results produced by the internal surveys. Students reported that the home environment, inability to focus/concentrate, and the strong preference for in person learning were significant barriers to participating in the distance education format. The general sentiment expressed indicated that the most significant

barriers were not barriers that were related to academic services or the delivery of academic information, rather, that the socio-economic, living arrangements and increases in family responsibilities were problematic barriers.

7. Which of the following learning/educational issues have been a challenge for you since the transition to online learning? (Check all that apply.)

Value		Percent
Home environment harder to learn in (e.g., distractions or competition over technology)		60.9%
Difficulty focusing or paying attention to online instruction or activities		60.2%
Personal preference for face-to-face learning		53.4%
Difficulty learning online		47.1%
Feeling isolated in an online learning environment		43.1%
Lack of personal motivation/desire to complete coursework		42.6%
Lack of interaction/connection with other students		42.4%
Unclear or changing expectations around course/assignment requirements		41.4%
Personal conflicts with scheduled online classes or activities (e.g., live-streaming lectures or video conferencing at a set time)		36.1%
Course activities that haven't translated online well		33.8%
Course requirements that cannot be completed online (e.g., welding, clinicals, science labs)		31.8%
Lack of instructor availability/responsiveness		23.6%
Competing class meetings and schedules (e.g., two classes offering lecture or discussion at the same time)		17.5%
Lack of accessibility accommodations for classes (e.g., screen reader, notetaker)		11.0%
Other - Write In (click to view)		7.3%

Total Responses

399

Figure 25: CCC: CCCCO/RP Student COVID Impact Survey

Generally, students report feeling confident and comfortable with Canvas. This also aligns with student qualitative responses to the internal surveys, canvas and zoom were both identified as beneficial tools.
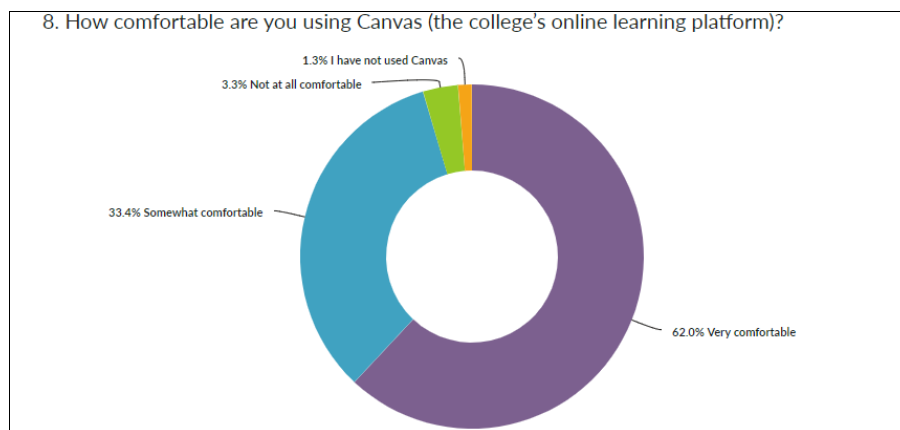

Figure 26: CCC: CCCCO/RP Student COVID Impact Survey

Students report struggles accessing academic counseling, library, financial aid, and tutoring/writing support during the transition to distance education. The results from this question also validate and support our internal findings, that

students feel that access to academic support services in total are critical to their success in the distance education environment.
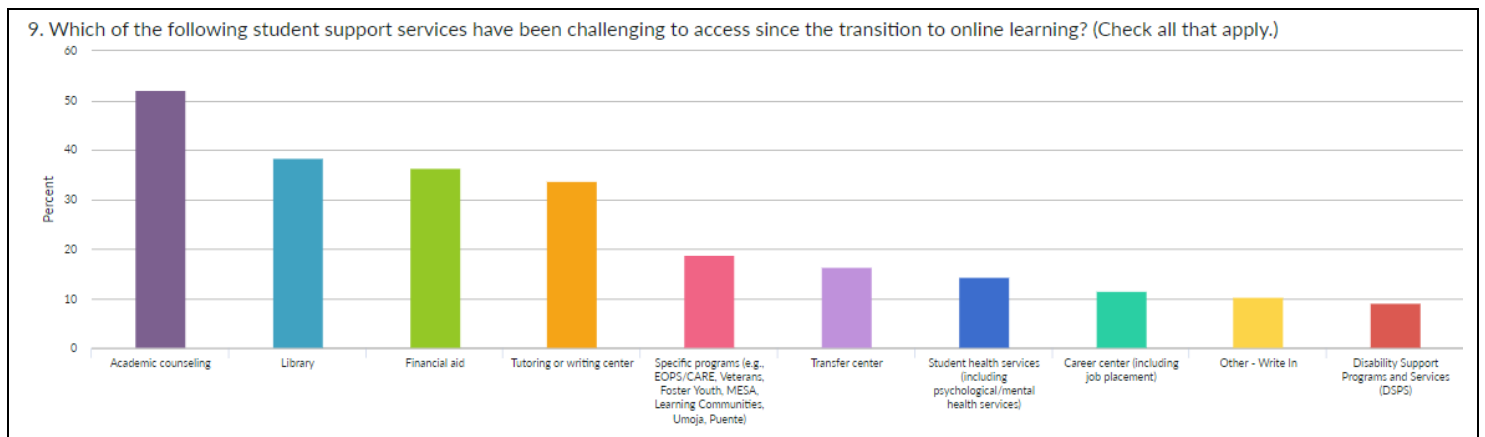

Figure 27: CCC: CCCCO/RP Student COVID impact Survey

The following question also provides a consistent view across all survey instruments, students strongly prefer a in person learning environment. It is important to consider; however, that many students had no prior experience with distance education, and the abrupt transition may have negatively colored the perspective of the distance education experience. In addition to the strong in person preferences, student living arrangements, inability to focus/concentrate, and feelings of isolation also were reported as significant challenges.

Figure 28: CCC: CCCCO/RP Student COVID Impact Survey

Question 11 asks the student to evaluate the level of empathy, compassion, and understanding from the college's staff and faculty. It is evident that students have a firm and true belief that they are of significant importance to the college and district community.

11. Please indicate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
My college has shown they care about me when making decisions in implementing changes due to the Covid-19 pandemic. Count	34	38	198	118	388
My instructors have shown care and concern for me as they transition their courses to an online platform in response to Covid-19. Count	29	38	171	149	387
My college has supported me in the transition to taking my classes online. Count	24	47	210	104	385
My college has communicated information effectively to me regarding changes due to the Covid-19 pandemic. Count	20	52	193	120	385
Totals Total Responses					388

Figure 29: CCC: CCCCO/RP Student COVID Impact Survey

Based on student self-reporting, the majority of students indicated they are not eligible for financial assistance programs, with the exception of emergency aid offered through the CARES act distributed among all students by their primary post-secondary school (Emergency aid fund at my college).

12. Due to Covid-19, have you applied for any of the following programs?

	Yes	No, I didn't know about it	No, I don't know how to apply	No, this option is not available to me or I am not eligible	Responses
Unemployment compensation/insurance Count Row %	88 25.4%	36 10.4%	29 8.4%	194 55.9%	347
SNAP (food stamps) Count Row %	53 15.5%	52 15.2%	26 7.6%	211 61.7%	342
Emergency aid fund at my college Count Row %	127 36.9%	70 20.3%	36 10.5%	111 32.3%	344
Emergency aid fund outside of my college Count Row %	26 7.7%	128 37.8%	63 18.6%	122 36.0%	339
Totals Total Responses					347

Figure 30: CCC: CCCCO/RP Student COVID Impact Survey

Questions 14 -16 are excluded due to <10% of total responses or are logic progression questions to determine if the financial assistance applied for was received. In all catagories of aid applied for, the majority of students reported receiving the benefit.

Questions 17 and 18 are interrelated and presented side by side in Figure 52 and 53. The two most common impacts to employment reported by students, were being laid off, or hours were reduced. A majority of students report having an overall decrease in household income as a result of the COVID-19 pandemic.
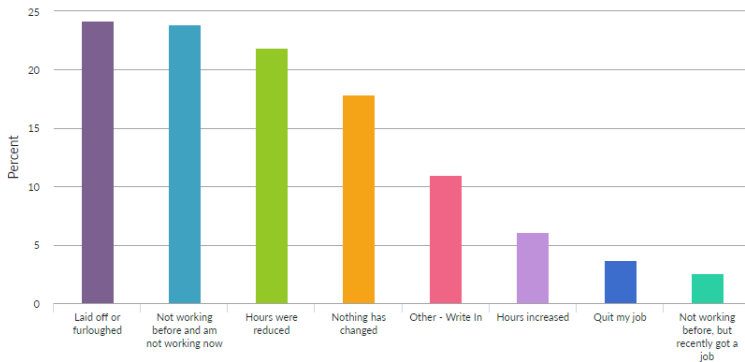
Figure 31: CCC: CCCCO/RP Student COVID Impact Survey
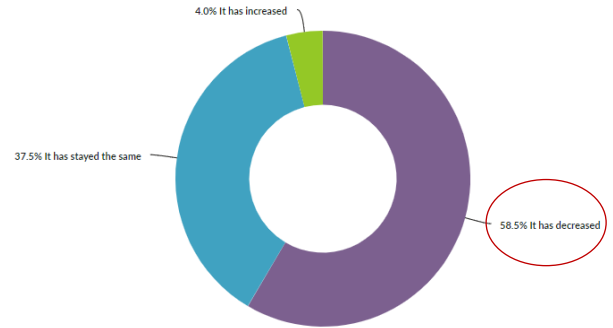
Figure 32: CCC: CCCCO/RP Student COVID Impact Survey

There is some internal inconsistency in determining just how much a student's household income was impacted, to address the most significant consequences of loss of income, housing and food insecurity, questions 19-25 attempt to understand the prevalence of these insecurities among the student population.

Questions 19-23 examine a student's food insecurity. Question 19 asks student how often student's meals were reduced, and question 20 asks if they skipped meals due to a lack of resources. This reveals that 28-35% of students that responded to the survey are food insecure.

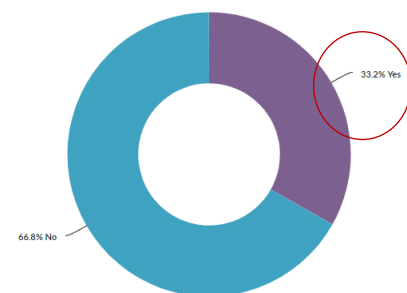*Figure 33: CCC: CCCCO/RP Student COVID Impact Survey*

Figure 34: CCC: CCCCO/RP Student COVID Impact Survey

Questions 21-23 seek to clarify the degree of food insecurity. Specifically, how often meals are skipped, reduced, and how often students went hungry. The data reveals that food insecurity is negatively impacting 25-35% of students represented by the survey. The level of food insecurity suggests that students are skipping at least one meal every day (Figure 56).

21. In the last 30 days, how often did this happen (you cut the size of your meals or skipped meals because there wasn't enough money for food)?
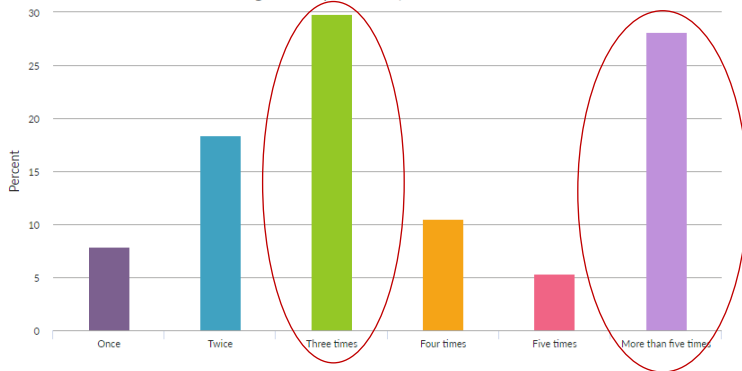

Figure 35: CCC: CCCCO/RP Student COVID Impact Survey

22. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?
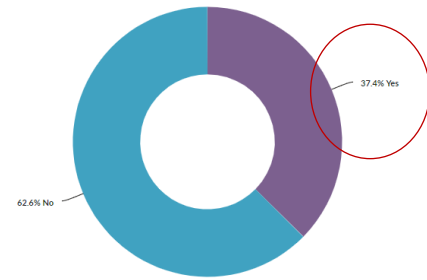

Figure 36: CCC: CCCCO/RP Student COVID Impact Survey

23. In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?
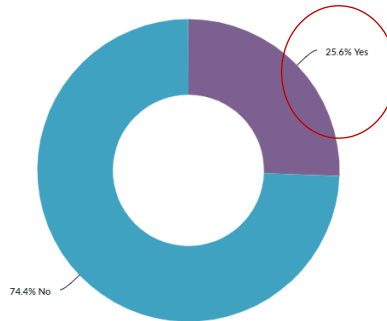

Figure 37: CCC: CCCCO/RP Student COVID Impact Survey

Questions 24-25 examine a student's housing insecurity. Question 24 asks students how permanent or temporary their current living arrangements are, and question 25 asks students to identify the type of temporary housing they are using. This reveals that 78% of students that indicated they are in temporary living arrangements are living with friends and family.

24. Please indicate the extent to which you agree with the following statements about where you are currently living:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Responses
The place where I am living is only temporary, even if I wanted to stay. Count	149	93	63	23	15	343
I feel confident about my ability to pay for this place so I can stay here next month. Count	23	34	103	116	68	344
I am safe where I am living. Count	11	8	33	132	164	348
I can study and engage in classes where I am living. Count	24	34	67	135	84	344
Totals Total Responses						348

Figure 38: CCC: CCCCO/RP Student COVID Impact Survey

25. Have you slept in any of the following places due to Covid-19? (Please select all that apply.)
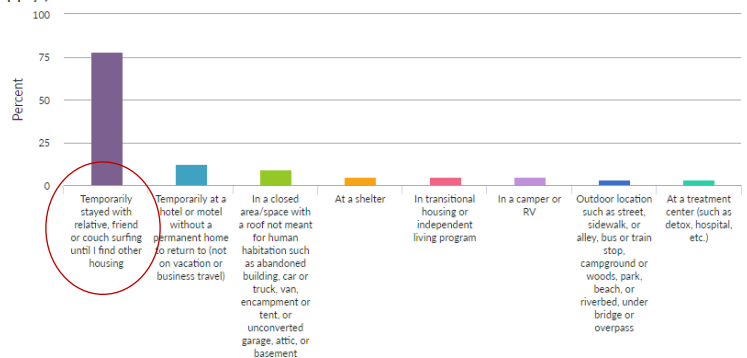

Figure 39: CCC: CCCCO/RP Student COVID Impact Survey

Students were asked to respond to a set of statements, these statements are similar to the questions found on forms to assess a person's level mental health status, specifically anxiety and/or depression. Of concern is 20-30% of responses

indicated that students are experiencing heightened anxiety from several days to nearly every day. These results mirror and align with the 4CD internal surveys, which also indicate that stress and anxiety are elevated across the student population. Critical to this will be our community's ability to respond effectively to these increased levels of mental health concerns.

26. In the last week, how often have you been bothered by any of the following problems?	Not at all	Several days	Over half of the days	Nearly every day	Responses
Feeling nervous, anxious, or on edge Count Row %	75 21.7%	131 38.0%	46 13.3%	93 27.0%	345
Not being able to stop or control worrying Count Row %	107 31.2%	124 36.2%	46 13.4%	66 19.2%	343
Worrying too much about different things Count Row %	69 20.1%	139 40.4%	51 14.8%	85 24.7%	344
Trouble relaxing Count Row %	90 26.1%	112 32.5%	54 15.7%	89 25.8%	345
Being so restless that it's hard to sit still Count Row %	153 44.6%	91 26.5%	37 10.8%	62 18.1%	343
Becoming easily annoyed or irritable Count Row %	91 26.5%	115 33.5%	57 16.6%	80 23.3%	343
Feeling afraid as if something awful might happen Count Row %	125 36.4%	108 31.5%	39 11.4%	71 20.7%	343
Totals Total Responses					345

Figure 40: CCC: CCCCO/RP Student COVID Impact Survey

Critical to planning for the scaling of services for students, is getting an understanding if students have an intent to return to school in the Fall 2020 term. The vast majority of the students responding to this survey indicated an intent to enroll in courses in the fall.
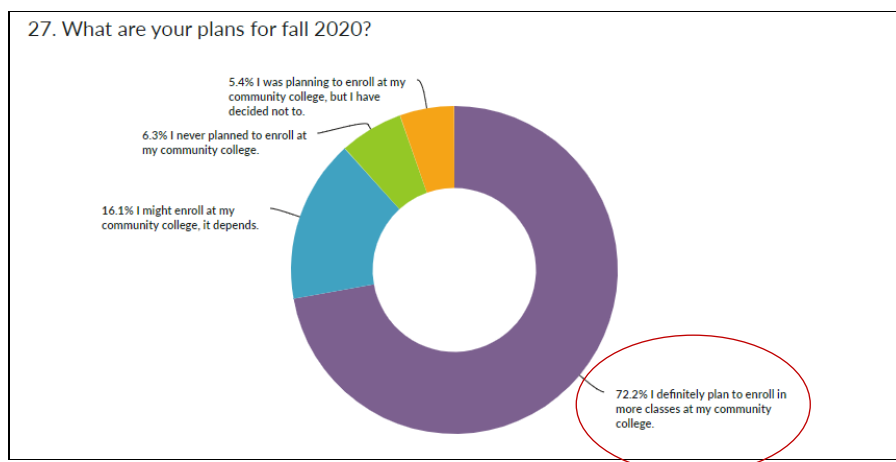

27. What are your plans for fall 2020?

5.4% I was planning to enroll at my community college, but I have decided not to.

6.3% I never planned to enroll at my community college.

16.1% I might enroll at my community college, it depends.

72.2% I definitely plan to enroll in more classes at my community college.

Figure 41: CCC: CCCCO/RP Student COVID Impact Survey

28. What factors are causing you to consider not enrolling in more classes? (Check all that apply.)

Value		Percent	Responses
I do not want to have to enroll in online classes		41.8%	38
Too many distractions at home		37.4%	34
I've graduated, transferred to a university, or finished my program of study		34.1%	31
I'm worried about risking exposure for myself and others to Covid-19 if I have to come to campus		24.2%	22
Difficulty managing work-life balance		23.1%	21
Family responsibilities		20.9%	19
Psychological/mental health concerns		19.8%	18
I need to prioritize work		15.4%	14
Increased job pressures and demands		14.3%	13
Inadequate computer/internet access		12.1%	11
Childcare/dependents responsibilities		9.9%	9
Physical health concerns		8.8%	8
Other - Write In (click to view)		8.8%	8
I just do not want to take any more classes right now		7.7%	7
I can no longer afford to attend		7.7%	7
None of the above		5.5%	5

Total Responses

91

To understand the decision process, understanding the factors students are weighing helps the college remove barriers to participation, and encourage students to stay on path. Enrolling in online learning is the single most significant factor, students that were forced into distance education abruptly with no prior distance education experience may not have a true picture of what distance education learning can offer them. Homes were suddenly transformed into college and k-12 classrooms, and multigenerational living; most families were unprepared for these unprecedented circumstances and most homes are not generally designed with work from home functionality much less school from home or multigenerational living arrangements.

Figure 42: CCC: CCCCO/RP Student COVID Impact Survey

Knowing anecdotally students have been expressing a strong in person learning preference, with the unpredictability of a pandemic, colleges needed to know how they can enhance the distance education model to better accommodate the in person preference. Students expressed that a hybrid of asynchronous and synchronous modalities was preferred. Students expressed needing the flexibility of watching recorded lectures and having the opportunity to participate in the live lecture when life and home circumstances allow.

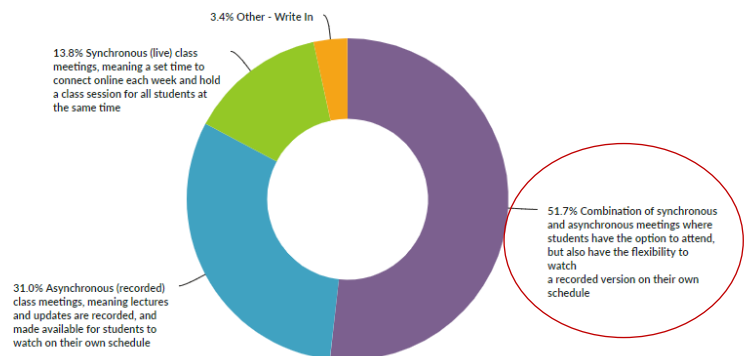29. If courses remain online in fall 2020, how would you prefer they be offered:

3.4% Other - Write In

13.8% Synchronous (live) class meetings, meaning a set time to connect online each week and hold a class session for all students at the same time

51.7% Combination of synchronous and asynchronous meetings where students have the option to attend, but also have the flexibility to watch a recorded version on their own schedule

31.0% Asynchronous (recorded) class meetings, meaning lectures and updates are recorded, and made available for students to watch on their own schedule

Figure 43: CCC: CCCCO/RP Student COVID Impact Survey

Student preferences for a hybrid is affirmed with question 30. A combined ~70% indicated that they will re-enroll for online and hybrid courses, only 25% of students indicated that they would only be willing to re-enroll if courses are mostly in person.

30. Given my current understanding of how safe it is, I am most likely to re-enroll at the college if:
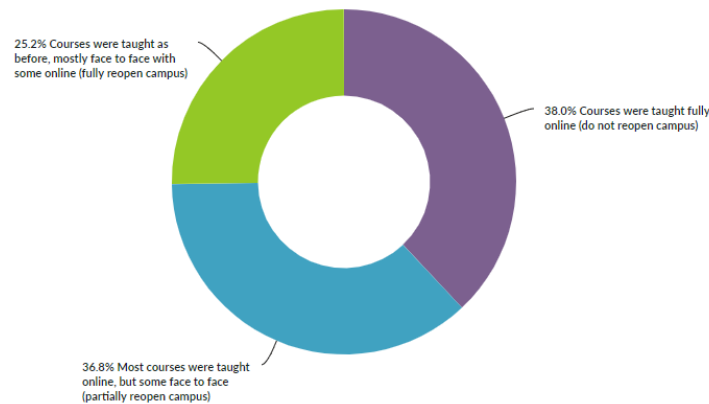
25.2% Courses were taught as before, mostly face to face with some online (fully reopen campus)

38.0% Courses were taught fully online (do not reopen campus)

36.8% Most courses were taught online, but some face to face (partially reopen campus)

Figure 44: CCC: CCCCO/RP Student COVID Impact Survey

Questions 31 – 33 are excluded. These questions are open ended qualitative responses, and require detailed qualitative analysis. The CCCCO and RP group have indicated they will be providing a descriptive report to include qualitative response analysis, the estimated date of release has not been provided as of the writing of this report.

Questions 34- 39 are demographic information about the survey participants. Included here are race/ethnicity, gender, and age. Additional demographic information is available, and accessible through the report link provided at the beginning of this section.

The composition of the sample population is Hispanic, female, and students ages 18-24. Note these are independent attributes, not combined demographic attributes.
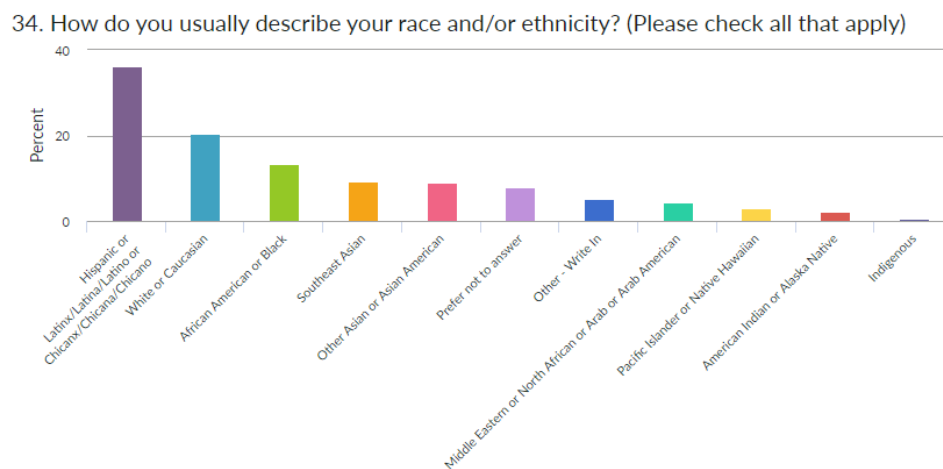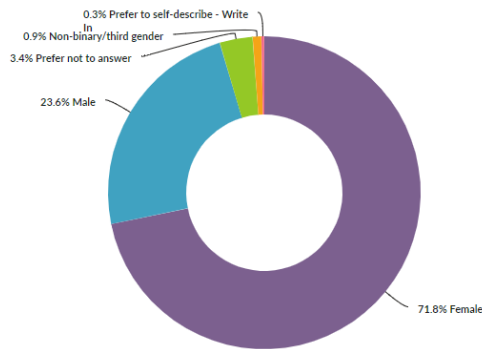

34. How do you usually describe your race and/or ethnicity? (Please check all that apply)

Figure 45: CCC: CCCCO/RP Student COVID Impact Survey

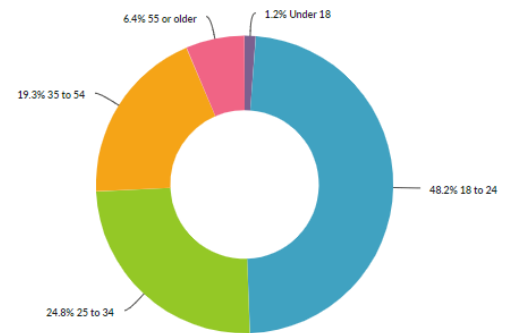35. What is your gender?

38. How old are you?

Figure 46: CCC: CCCCO/RP Student COVID Impact Survey

Figure 47: CCC: CCCCO/RP Student COVID Impact Survey

Employee CCCCO Survey

The survey was distributed to the college population near the conclusion of the Spring 2020 term. The survey data was collected by external tools and raw data has not been provided to colleges as of the data of this report. The survey was is comprised of 49 questions and included logic progression for specific domains (food and housing insecurity) to drill down for better understanding of the employee's experiences and circumstances. A number of the questions have been excluded. Questions with less than 50 respondents, or less than 10% of the sample population were automatically excluded, and questions that would not provide greater insight to how the pandemic impacted the employee. Skipped questions will be noted along with a short explanation for the exclusion. Data that was excluded is viewable by following the link CCC CCCCO/RP Employee COVID Impact Survey.

The response rate was about the same as the internal surveys, with 14% of the total employee population (EEO Diversity Report, table 1b for total number of employees at CCC) for Spring 2020 participating in the survey.
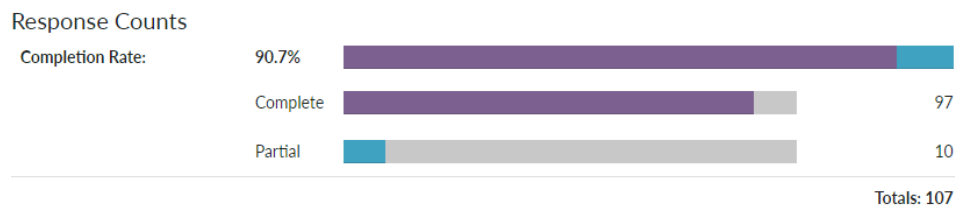

Figure 48 CCC: CCCCO/RP Employee COVID Impact Survey

Questions 1-5 are excluded. They are not directly measuring the impact of COVID on our employees, but establishing consent to participating in the survey and the work pattern of employees (i.e working at multiple colleges or districts). Question 6, while related to work specifically, grounds the survey in demonstrating a stratified response rate among all employee classifications.

What is your primary job classification?

Job Classification	Number of Records	% of Total Number of..
Administration/Manage..	6	6%
Classified Professional	41	38%
Faculty	60	56%
Grand Total	107	100%

Figure 49: CCC CCCCO/RP Employee COVID Impact Survey

Question 7 is excluded, again unrelated to COVID impacts, and asks for more detail on work.

Questions 8-11 are faculty focused, and not specific to the impacts of COVID. These questions ask faculty members which courses are primarily taught, adjunct vs. full time, general area of teaching, and primary division.

Question 12 is particularly illuminating, 51% of the faculty responses indicated that they had no prior experience teaching online. This aligns with the student impression, where they expressed feelings that faculty were not prepared to transition or were very unfamiliar with the distance education tools or pedagogy. Colleges throughout the state responded to the unfamiliarity of online teaching by hosting training sessions, and providing instructional support through mentorship and other direct support forms. It is understood that this effort will continue through the summer and fall flex weeks at each college throughout the 4CD district.

How much experience have you had teaching online prior to March 2020?

Q12	Number of Records	% of Total Number..
I had no experience teaching online.	30	51%
I have taught at least one online course.	15	25%
I frequently taught online classes.	14	24%
Grand Total	59	100%

Figure 50 CCC CCCCO/RP Employee COVID Impact survey

Similar to faculty; staff and administration, mostly are working exclusively from home and few had any prior experience with remote offsite work. The sudden transition, without prior experience similarly has contributed to anxiety, stress, and forced employees into an unknown working circumstances, the return of adult children to homes, and homes not only became the primary work environment, but also become homeschools for K-12 and college classrooms.

Are you currently working remotely?

Q13	Number of Records	% of Total Number of Records along Q13
No, I am not working remotely.	6	6%
Yes, but I am working remotely and onsite.	17	16%
Yes, I am working entirely remotely.	84	79%
Grand Total	107	100%

Figure 51 CCC CCCCO/RP Employee COVID Impact Survey

How much experience did you have working remotely before March 2020?

Q15	Number of Records	% of Total Number ..
None	25	57%
A little	15	34%
A lot	4	9%
Grand Total	44	100%

Figure 52 CCC CCCCO/RP Employee COVID Impact Survey

Question 16 and 17 are particularly revealing, in particular when compared to the Student COVID Impact Survey for the same/similar question. Employees see that students are unfamiliar with the online/remote education tools, services, and pedagogy as a technological challenge to distance education, and students responded that faculty members are unfamiliar with the same environment as a significant challenge to distance education (Student CCCCO Survey). Given that both populations self-reported having limited or no prior experience with distance education or working from home, it is likely that for both populations the relative inexperience compounded the difficulties and challenges.

Which of the following technological issues have been a challenge for you since the transition to distance education?
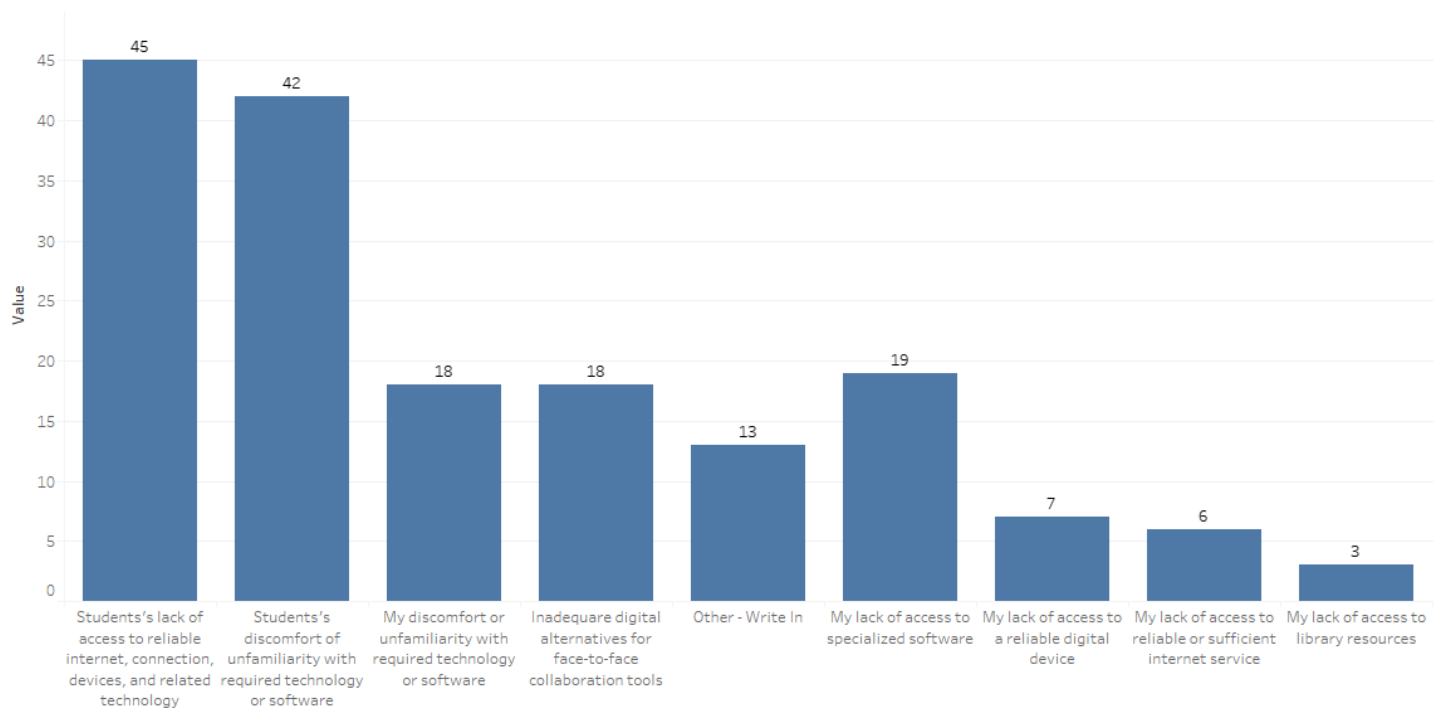
Figure 53 CCC CCCCO/RP Employee COVID Impact Survey

From your experiences and observations as an instructor, how would you say your students have adapted to distance education?

Q17	Number of Records	% of Total Number of Records along Q17
Students seem to be struggling somewhat with adapting to distance education.	20	36%
Students seem to be adapting reasonably well to distance education.	17	31%
Students seem to be struggling a great deal with adapting to distance education.	17	31%
Students seem to be adapting extremely well to distance education.	1	2%
Grand Total	55	100%

Figure 54 CCC CCCCO/RP Employee COVID Impact Survey

Faculty and staff were asked to identify the key areas where they experienced challenges to transitioning courses to a distance education format. Faculty and staff align with the student preference for in person learning environments. Additionally, they identify that student engagement has declined, their ability to create a sense of community among students in courses, and that course lessons and activities did not translate well into a distance education format as significant barriers.

Which of the following have been challenging for you in adapting your course design and/or other assignments to distance education?
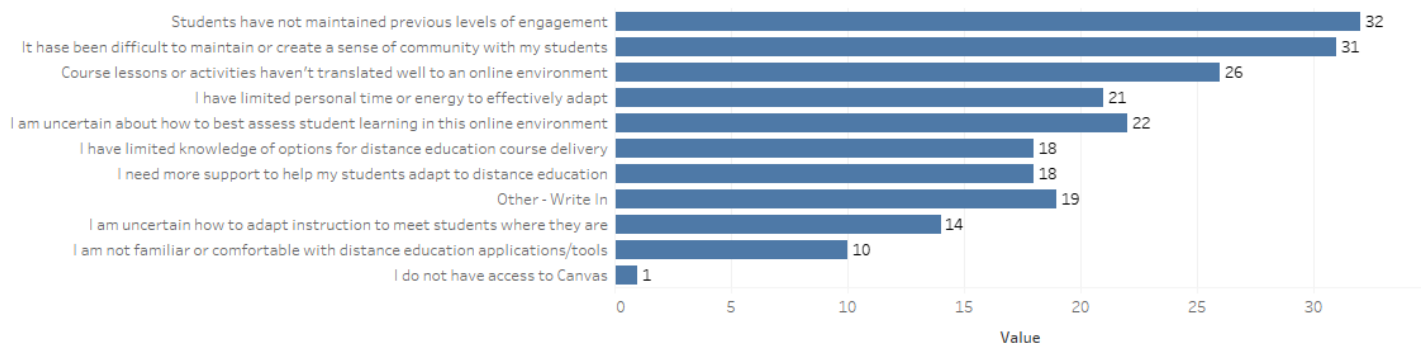
Figure 55 CCC CCCCO/RP Employee COVID Impact Survey

Faculty and staff that identified as providing direct student support also indicated that student engagement declined. This is an area for exploration. Faculty and staff indicating a decline in engagement, and students asking for more support or an inability to access support. It appears that students are desiring to be engaged at previously seen levels but have encountered an unidentified communication barrier. A recommendation would be to examine the delivery process for services: is it well known how to reach services remotely, did the process change, is there a new technology that is relatively unknown, are a few of the questions this researcher had in viewing and comparing the data.

Which of the following have been challenging for you in adapting your support and services to students in an online environment?
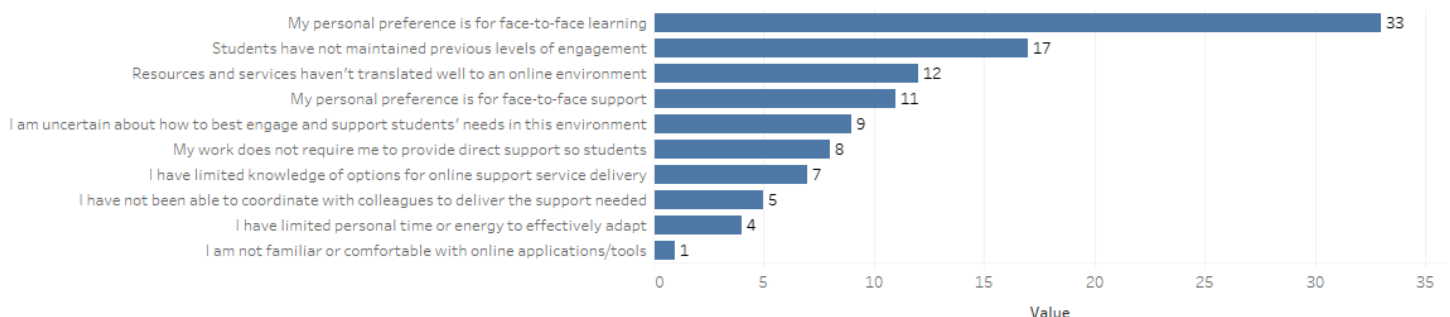
Figure 56 CCC CCCCO/RP Employee COVID Impact Survey
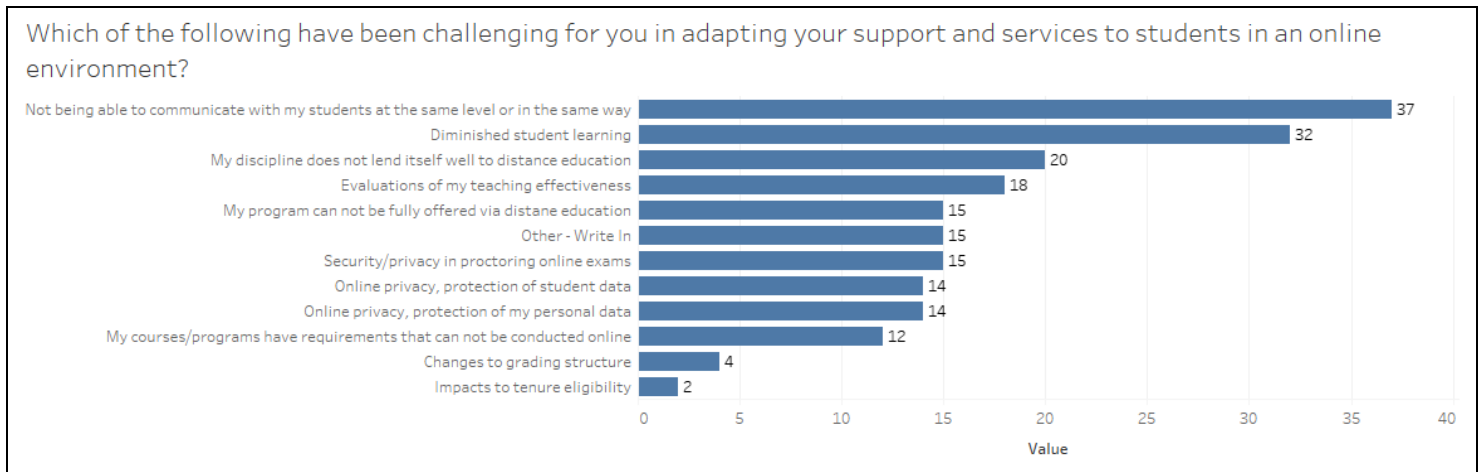
Figure 57 CCC CCCCO/RP Employee Impact Survey

Faculty report feeling very comfortable with Canvas, which illuminates that the difficulties experienced in transitioning courses, or engaging with students possibly unrelated to the Canvas platform. Faculty may not be familiar or unaware of all the Canvas communication tools or the intricacies of Canvas.

Figure 58 CCC CCCCO/RP Employee COVID Impact Survey

Faculty and students agree on preferences for delivery of future courses. Faculty indicated that a hybrid or live lecture model would be their preference for future terms.

If you were to teach a distance education course in Fall 2020, how would you most prefer for that class to be offered?

Q22	Number of Records	% of Total Number of Records along Q22
Asynchronous (recorded) class meetings, meaning lectures and updates are recorded, and made available for students to watch on their own schedule	18	33%
Combination of synchronous and asynchronous meetings where students have the option to attend, but also have the flexibility to watch a recorded version on their own schedule	17	31%
Synchronous (live) class meetings, meaning a set time to connect online each week and hold a class session for all students at the same time	13	24%
Other - Write In	7	13%

Figure 59: CCC CCCCO/RP Employee COVID Impact Survey

Faculty and staff reported a high need for additional technological support (software access, communication tools, and computers).
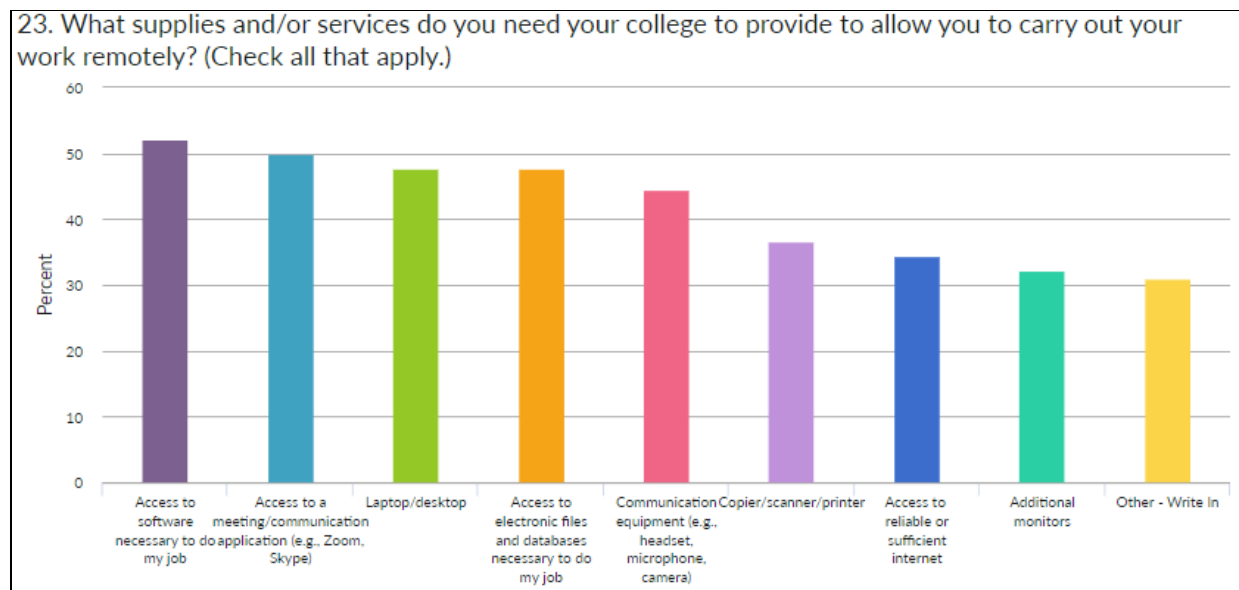
Figure 60 CCC CCCCO/RP Employee COVID Impact Survey

Similar to students, faculty and staff struggle to access reliable high-speed internet. Access to reliable internet services and a steady bandwidth is critical for carrying out distance education. Without reliable access remote live lectures are difficult if not impossible, uploading pre-recorded video may or may not work without corrupting the file, and intermittent access to essential files layers frustration on to an already difficult and stressful situation.
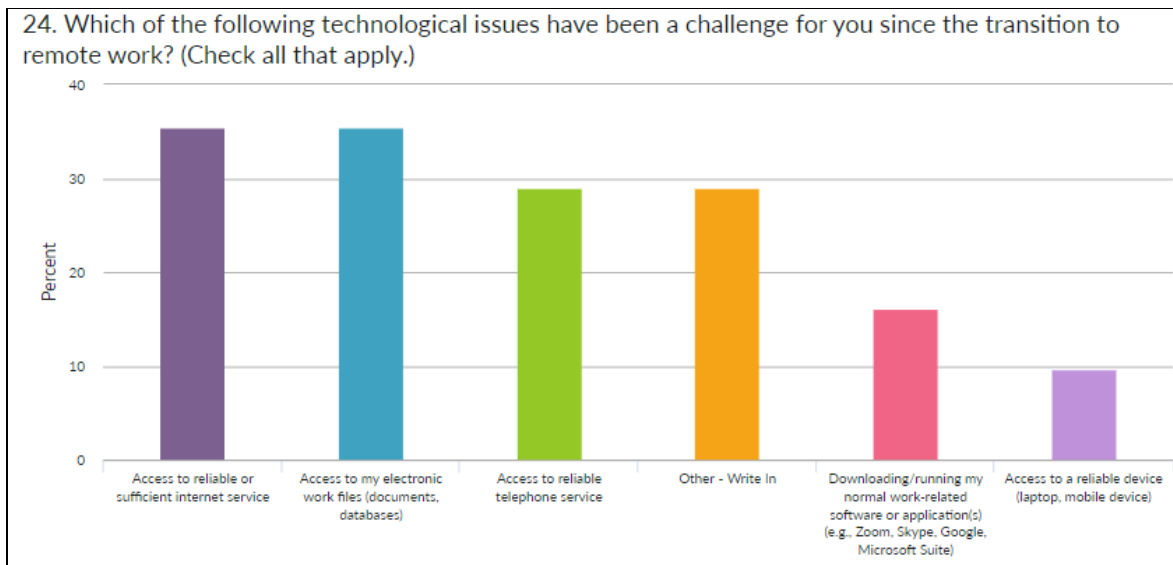
Figure 61 CCC CCCCO/RP Employee COVID Impact Survey

Similar to students work schedule and workload flexibility is at the top of the list of what employees and students are needing during the unprecedented times of COVID-19. Comments provided in response to this question included consideration of the demands on employee's; homes accommodating school aged children learning environment, and other family members also working from home.

Communication is also crucial to ensuring that anxiety of the unknown is not a consistent distraction to focusing on work. Providing regular updates on future work sites and schedules, when possible provide at least short term (semester to semester) definitive plans allowing for employees to organize one area of their lives.
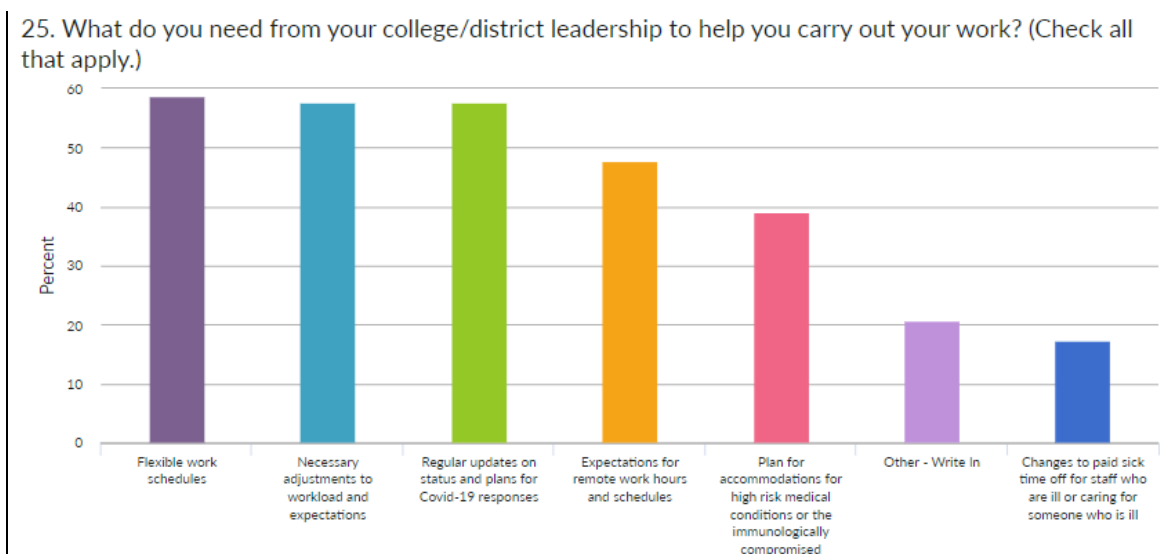
Figure 62 CCC CCCCO/RP Employee COVID Impact Survey

While employees ask for more communication about key topics such as return to onsite work updates and updates on legislation, shut-downs, transitions, and resources for students, employees agree that the District and Colleges covey a

sincere sense of appreciation and understanding. That appreciation and understanding is reflected in the decisions made by the District and Colleges.

26. Please indicate your level of agreement with each of the following statements about your college/district.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Responses
My college/district has shown they care about employees like me when making decisions in implementing changes due to the Covid-19 pandemic. Count Row %	3 3.0%	9 9.0%	21 21.0%	43 43.0%	24 24.0%	100
My college/district has supported me in the transition to working remotely. Count Row %	2 2.0%	9 9.2%	22 22.4%	34 34.7%	31 31.6%	98
My college/district has communicated information effectively to me regarding changes due to the Covid-19 pandemic. Count Row %	3 3.0%	15 15.0%	15 15.0%	46 46.0%	21 21.0%	100
Totals Total Responses						100

Figure 63 CCC CCCCO/RP Employee COVID Impact Survey

To determine if there is an increased need among employees to address concerns with food and housing insecurity, employees were asked to respond whether they have applied for social assistance programs. The majority of employees responded that they are not eligible to receive those benefits. However, not being eligible for benefits does not completely translate into a lack of need. Additional follow up questions were asked to further explore this issue.

27. Due to the Covid-19 pandemic, have you applied for any of the following programs?

	Yes	No, I didn't know about it	No, I don't know how to apply	No, this option is not available to me or I am not eligible	Responses
Unemployment compensation/insurance Count Row %	10 10.1%	5 5.1%	9 9.1%	75 75.8%	99
SNAP (food stamps) Count Row %	1 1.0%	6 6.2%	5 5.2%	85 87.6%	97
Emergency aid fund at my college Count Row %	0 0.0%	20 20.6%	4 4.1%	73 75.3%	97
Emergency aid fund outside of my college Count Row %	3 3.1%	18 18.8%	4 4.2%	71 74.0%	96
Totals Total Responses					99

Figure 64 CCC CCCCO/RP Employee COVID Impact Survey

Questions 28, 29, 30, and 31 are excluded; each question has fewer than 10 responses.

32. In the last 30 days, were the following situations never true, sometimes true, or often true for you?

	Never true	Sometimes true	Often true	Responses
The food that I bought didn't last and I didn't have money to get more. Count Row %	87 86.1%	9 8.9%	5 5.0%	101
I couldn't afford to eat a balanced meal. Count Row %	88 88.0%	5 5.0%	7 7.0%	100
Totals Total Responses				101

Figure 65 CCC CCCCO/RP Employee COVID Impact Survey

Question 33, 34, 35, 36 were excluded as food insecurity was not a prevalent concern among the employee sample population. The logical progression questions about food insecurity included less than 15 responses. Noting that food insecurity at any rate is cause for concern, the focus in this report is on significant unifying themes about the COVID impacts. It is recommended that food insecurity resources be shared also among the employee population.

37. Please indicate the extent to which you agree with the following statements about where you are currently living:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Responses
The place where I am living is only temporary, even if I wanted to stay. Count Row %	66 66.0%	18 18.0%	7 7.0%	1 1.0%	8 8.0%	100
I feel confident about my ability to pay for this place so I can stay here next month. Count Row %	8 8.0%	6 6.0%	15 15.0%	23 23.0%	48 48.0%	100
I am safe where I am living. Count Row %	4 4.0%	3 3.0%	5 5.0%	30 30.0%	58 58.0%	100
I can effectively work remotely from where I am living. Count Row %	7 6.9%	12 11.9%	16 15.8%	27 26.7%	39 38.6%	101
Totals Total Responses						101

Figure 66 CCC CCCCO/RP Employee COVID Impact Survey

Question 38 is excluded having less than 10 total responses. Housing insecurity was not a prevalent concern among the employee sample population. The logical progression questions about food insecurity included less than 10 responses. Noting that housing insecurity at any rate is cause for concern, the focus in this report is on significant unifying themes about the COVID impacts. It is recommended that housing insecurity resources be shared also among the employee population.

Similar to students, employees are experiencing a high degree of stress and anxiety. While the graphic below has darker shading in the column response "Not at all", when adding up the percentages and totals from "Several days" to "Nearly every day" those responses represent the majority, with 70% responding that they are experiencing anxiety/stress feelings more often than not.

39. In the last week, how often have you been bothered by any of the following problems?

	Not at all	Several days	Over half of the days	Nearly every day	Responses
Feeling nervous, anxious, or on edge					
Count	28	33	14	22	97
Row %	28.9%	34.0%	14.4%	22.7%	
Not being able to stop or control worrying					
Count	39	32	13	14	98
Row %	39.8%	32.7%	13.3%	14.3%	
Worrying too much about different things					
Count	30	36	15	18	99
Row %	30.3%	36.4%	15.2%	18.2%	
Trouble relaxing					
Count	25	36	16	20	97
Row %	25.8%	37.1%	16.5%	20.6%	
Being so restless that it's hard to sit still					
Count	45	28	14	11	98
Row %	45.9%	28.6%	14.3%	11.2%	
Becoming easily annoyed or irritable					
Count	29	40	15	14	98
Row %	29.6%	40.8%	15.3%	14.3%	
Feeling afraid as if something awful might happen					
Count	38	35	11	15	99
Row %	38.4%	35.4%	11.1%	15.2%	
Totals					
Total Responses					99

Figure 67 CCC CCCCO/RP Employee COVID Impact Survey

Understanding what employees are worried about, what are the underlying causes for feeling anxious from several to nearly every day, can assist in finding ways for the District and College to assist in reducing the overall strain of the pandemic experiences. The three areas of greatest worry are: health and well-being of friends and family, what the future holds for the college, and the health and wellbeing of students.
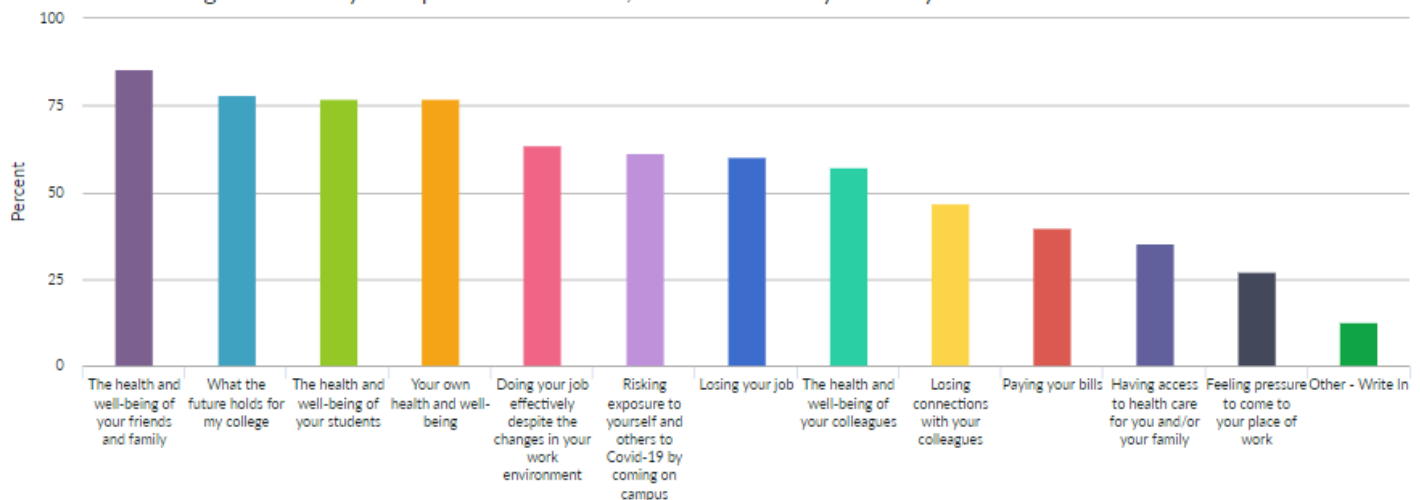

Figure 68 CCC CCCCO/RP Employee COVID Impact Survey

Of course, not feeling successful in a work environment can create a great deal of personal consternation and add to the stress of the overall situation. With an economy in recession, joblessness increasing, and uncertain state budgets,

employee anxiety about keeping up with work demands and maintaining a high level of work performance creates a sense of heightened stress and worry about becoming one of the many newly unemployed persons.

41. What factors are negatively influencing your ability to be successful working in the current environment? (Check all that apply)

Value		Percent	Responses
Family responsibilities		39.8%	39
Increased job pressures and demands		38.8%	38
Difficulty managing work-life balance		34.7%	34
Too many distractions at home		34.7%	34
Lack of proper workspace		33.7%	33
Feeling too isolated in this current work environment		31.6%	31
Physical health concerns		30.6%	30
Psychological/Mental health concerns		30.6%	30
Inability to collaborate effectively with colleagues		27.6%	27
Financial problems		25.5%	25
Unclear work expectations		25.5%	25
Childcare/dependents responsibilities		24.5%	24
Concerns with supervising/being supervised		17.3%	17
None of the above		12.2%	12
Other - Write In (click to view)		12.2%	12

Total Responses

98

Figure 69 CCC CCCCO/RP Employee COVID Impact Survey

Questions 42 – 44 are excluded. These questions are open ended qualitative responses, and require detailed qualitative analysis. The CCCCO and RP group have indicated they will be providing a descriptive report to include qualitative response analysis, the estimated date of release has not been provided as of the writing of this report.

Questions 45- 49 are demographic information about the survey participants. Included here are race/ethnicity, gender, and age. Additional demographic information is available, and accessible through the report link provided at the beginning of this section.

45. How do you usually describe your race and/or ethnicity? (Check all that apply.)
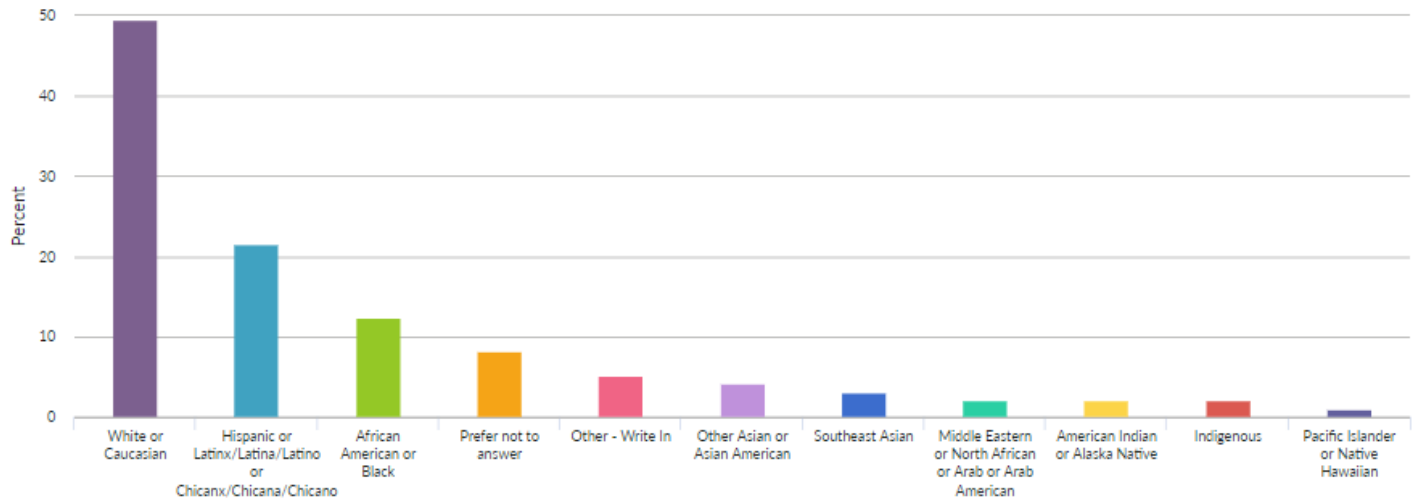

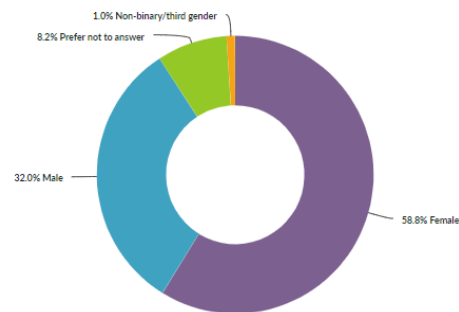*Figure 70 CCC CCCCO/RP Employee COVID Impact Survey*

46. What is your gender?

Figure 71 CCC CCCCO/RP Employee COVID Impact Survey
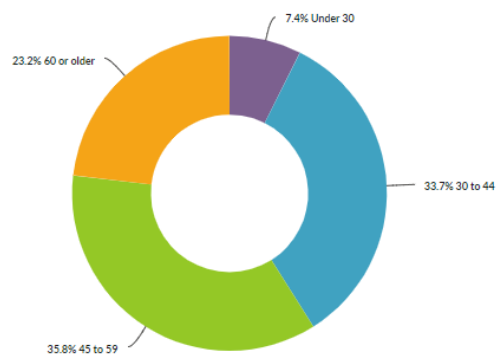
49. How old are you?

Figure 72 CCC CCCCO/RP Employee COVID Impact Survey

Conclusion

There is a high degree of uniformity among all the survey tools. Employees and students alike are experiencing stress and anxiety about the future, and are assessing their ability to meet pre COVID-19 performance expectations. The community at large has indicated a need for reassuring messages that address their concerns about flexibility in work and school performance expectations.

In preparation for conducting future terms through distance education and work from home models, mental health, food, and housing will likely be significant challenges across all segments of the population. As a district, keeping a close eye on the national agenda and programs will be critical in our ability to respond to change and provide information about resources that will likely be in demand. These specific insecurities will be significantly impacted by Congress' ability to pass a new stimulus relief bill, and whether funds will be made available to individuals and states.