Student, Faculty, and Administrator Perspectives on Impactful Digital Learning in the Community College

Achieving the Dream

DREAM, February 2022

Cengage

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The Research

The Northcentral Technical College Story
The ATD Perspective

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The Research: Partners

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Survey Goals and Targeted Respondents

Goals

- **To understand the impact on the COVID-19 pandemic on two-year institutions**
- **To understand what changes can be expected to continue**

Respondents

- **Community College Administrators, Faculty, and Students**
- **Nationally representative for geography and type of institution**

Survey Sample 2 Year:

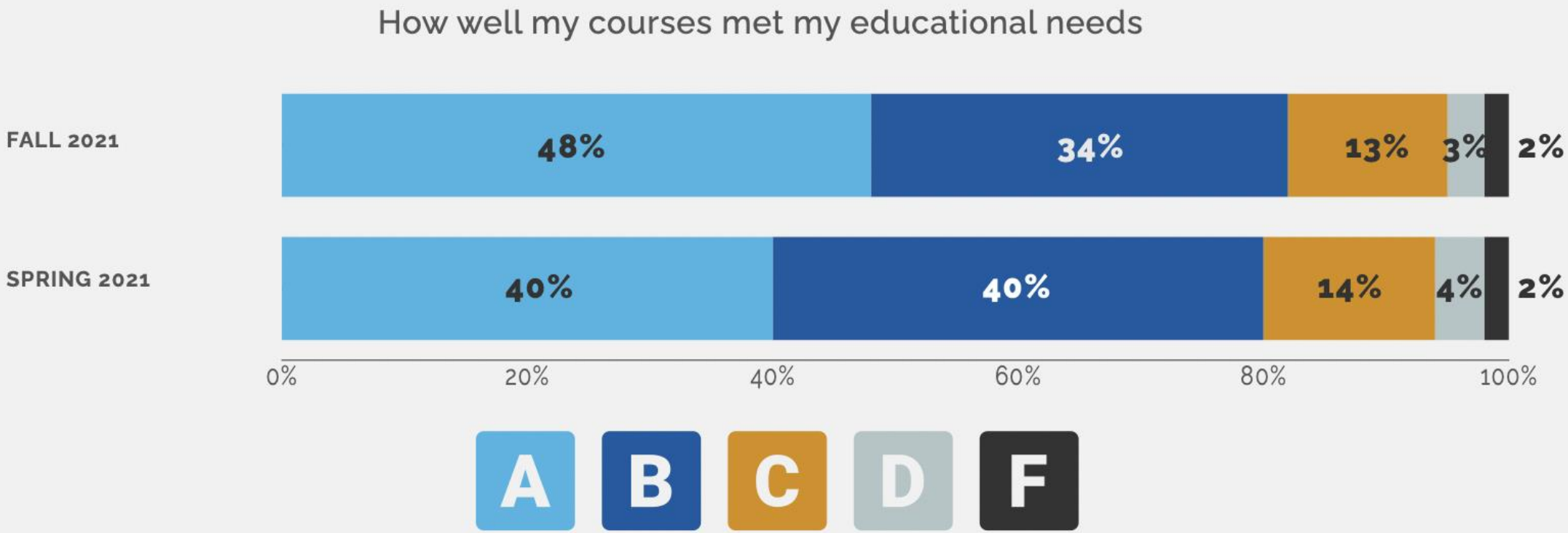
1,279
STUDENTS RESPONDENTS

575
FACULTY RESPONDENTS

245
ADMINISTRATOR RESPONDENTS

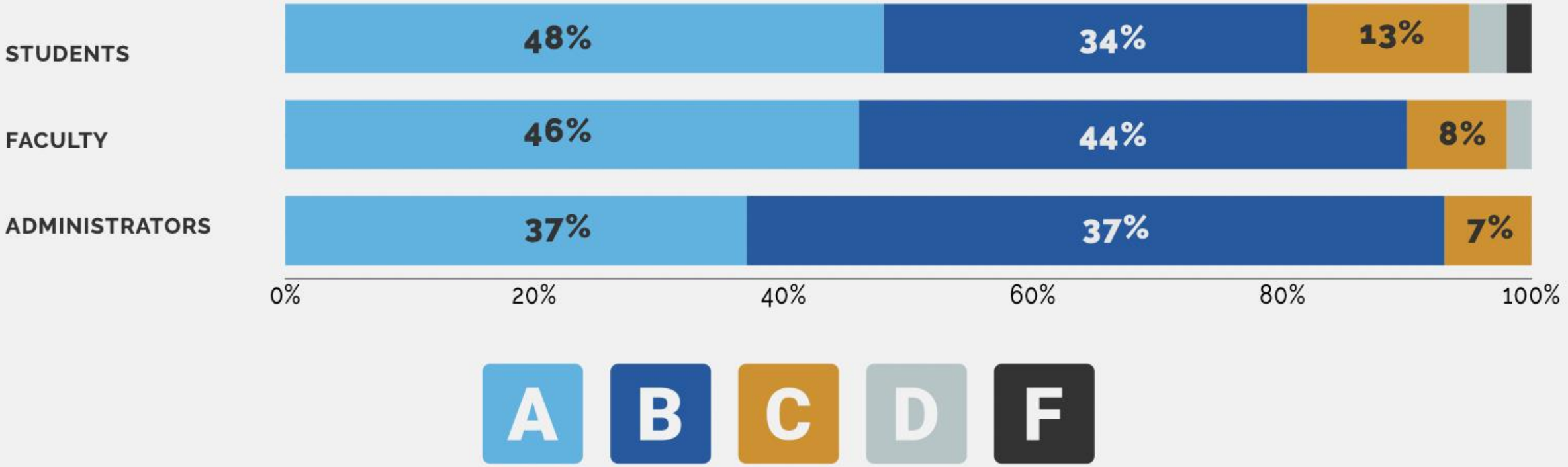
Two-year students grading for their Fall 2021 educational experiences were positive and improved over Spring 2021.

Nearly one-half of all students gave an "A" grade to how well their Fall 2021 courses are meeting their educational needs.



Students give more "A's", but also more failing grades than faculty or administrators.

Fall 2021: How courses meet students' educational needs.



What are the barriers for students?

Stress remains the single most pressing issue for two-year students.

Fall 2021: Students reporting that issues caused "A great deal" of a problem for them

50%
FEELINGS OF STRESS

33%
LEVEL OF MOTIVATION

31%
FINANCIAL ISSUES

29%
FAMILY OR HEALTH ISSUES

24%
WORK ISSUES

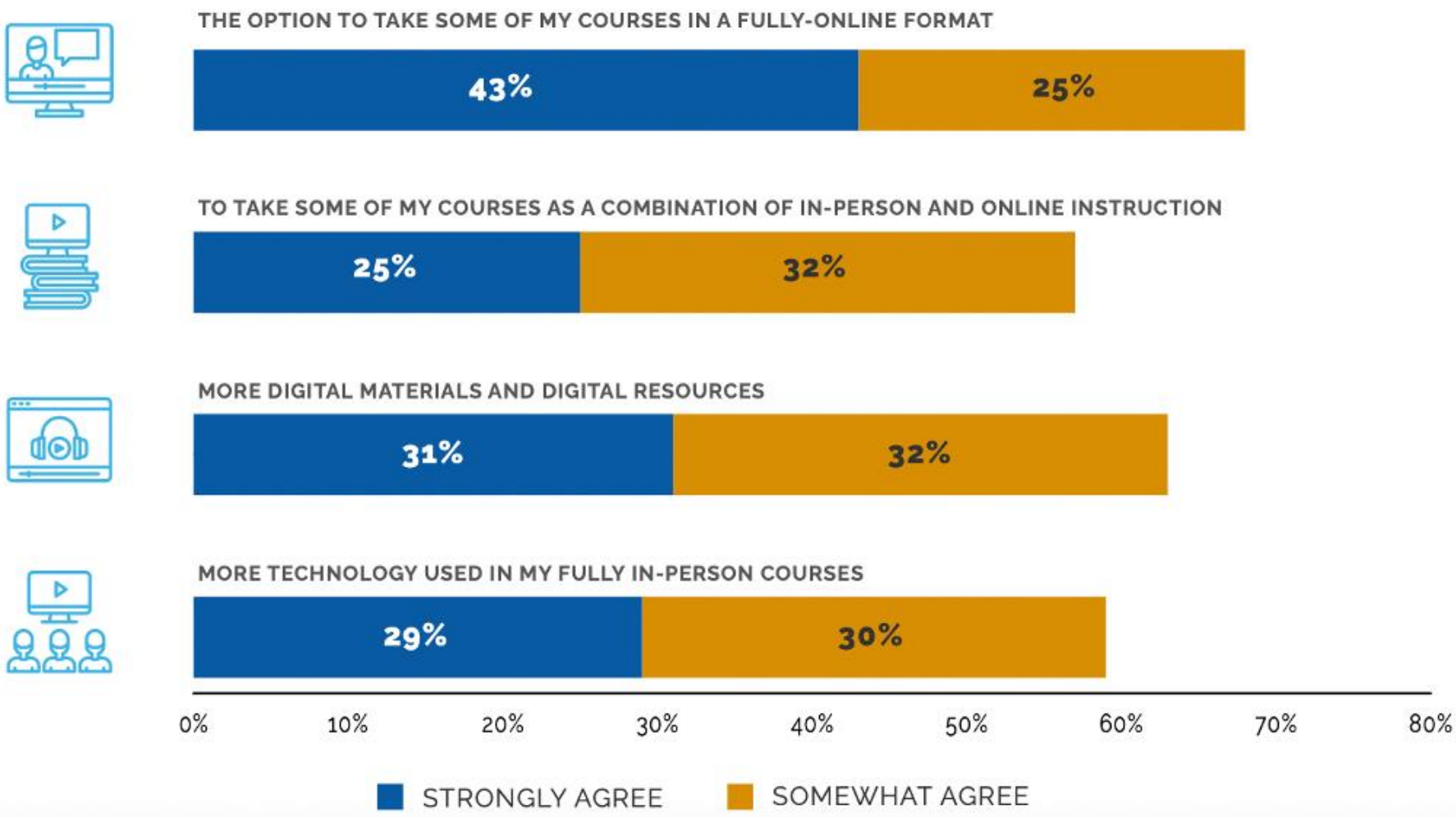
16%
TECHNOLOGY ISSUES

14%
LACK OF SUPPORT FOR NON-ACADEMIC AREAS

11%
LACK OF ACADEMIC SUPPORT

Students prefer to keep fully online courses post-pandemic.

Student: What are your preferences for your post-pandemic academic experience?



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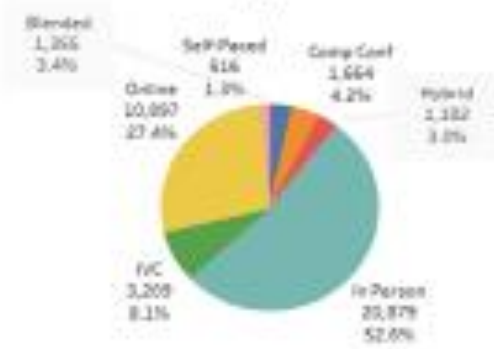
Northcentral TECHNICAL COLLEGE

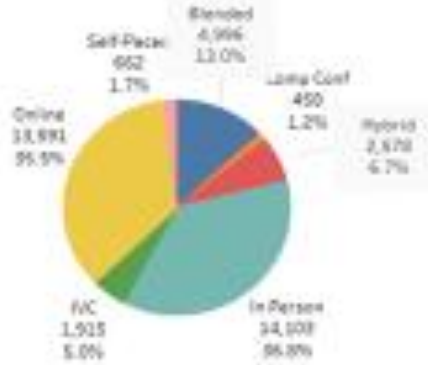
18-19-20-21 Mode Comp by enroll

Mode Comp by enroll 2018

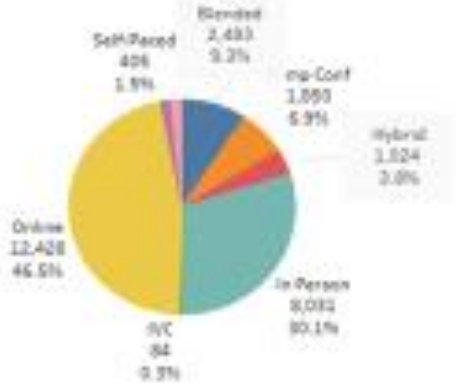
Mode Comp by enroll 2019



Mode Comp by enroll 2020



Mode Comp by enroll 2021



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We serve students in all 50 states.

For more information, visit:
www.ntc.edu/virtualcollege

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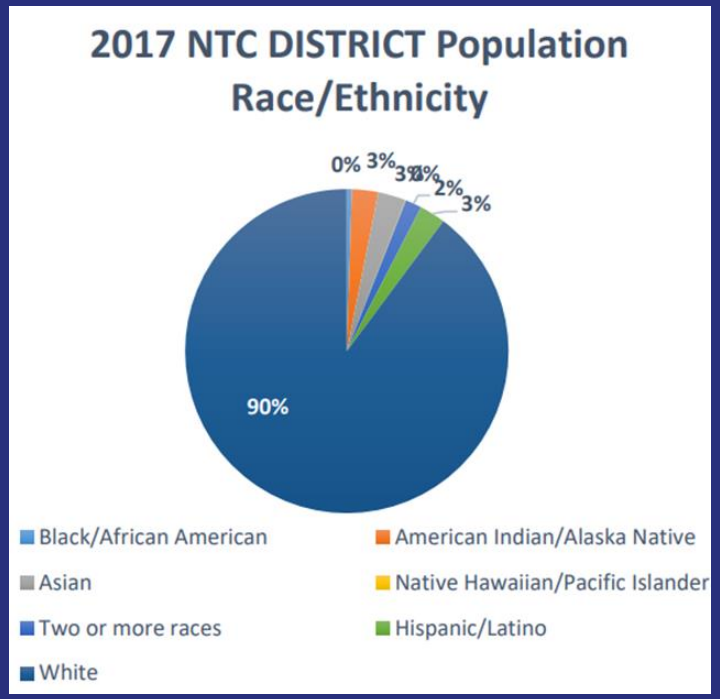
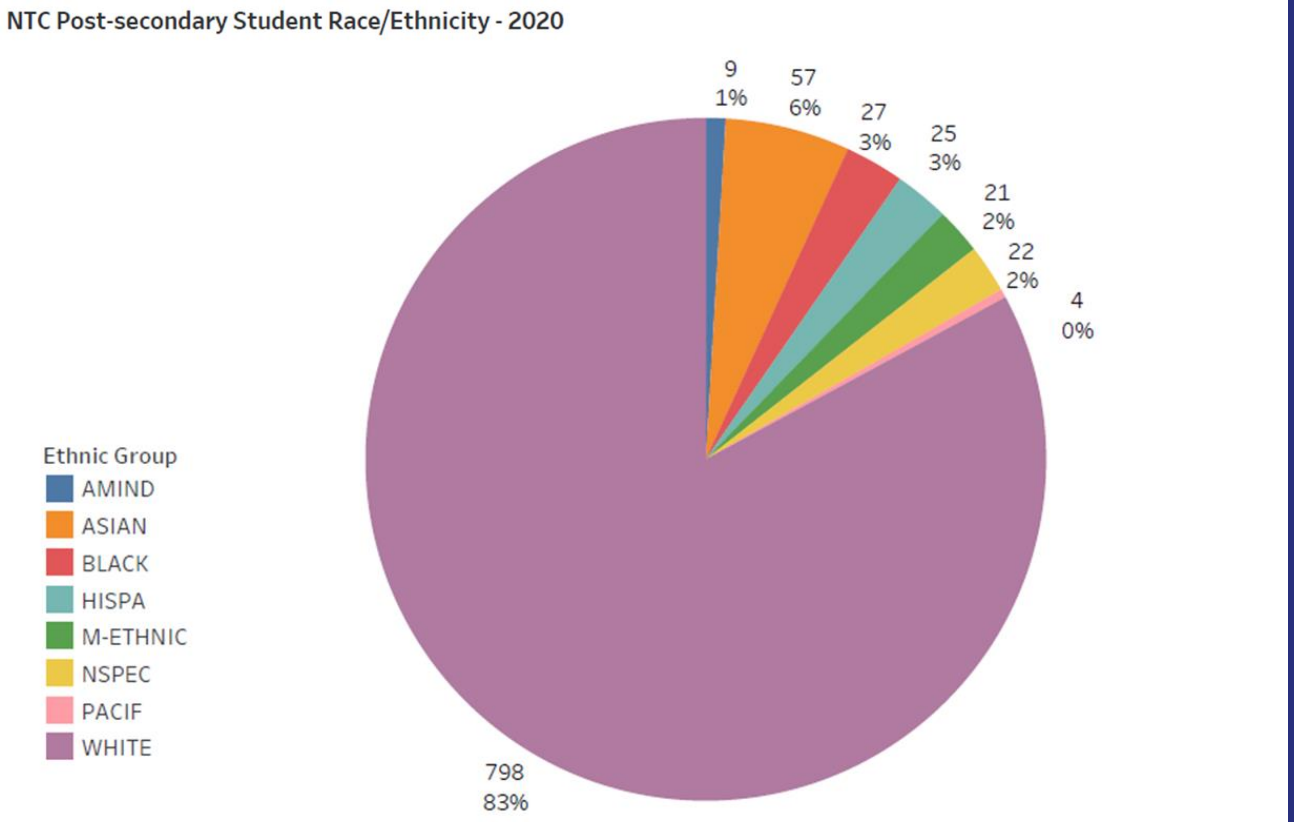
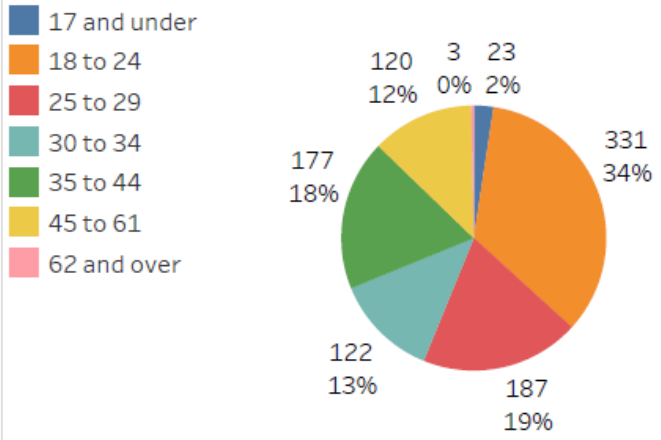




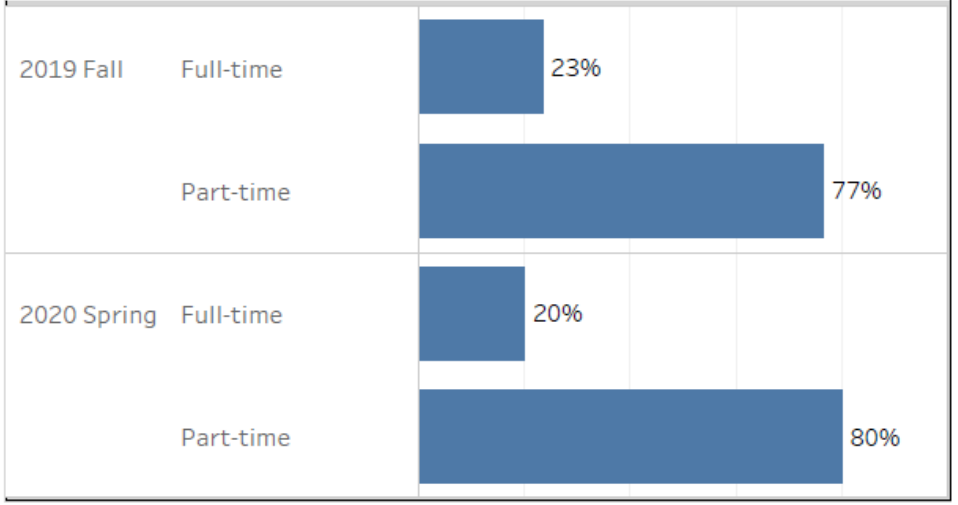
Northcentral TECHNICAL COLLEGE

Age Groups

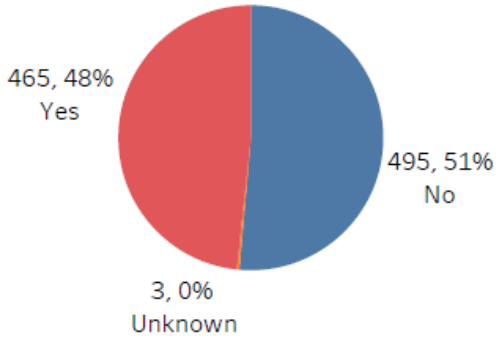


Enrollment Intensity - Full-time/Part-time students

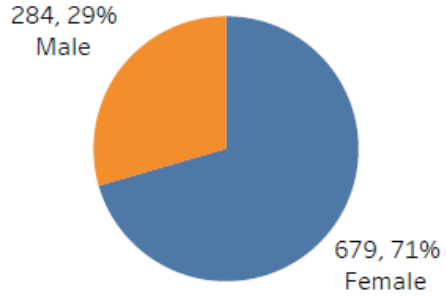
Full-time = 12 or more credits taken in a semester



Economically Disadvantaged



Gender



Special thanks to Dr. Ruanda Garth-McCullough, Director of Program Development at Achieving the Dream, and Susan Adams, Associate Director of Teaching and Learning at Achieving the Dream, for their outstanding coaching!!!

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Northcentral Technical College Diversity, Equity, Inclusion and Access Curriculum Rubric

Based on the Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA][1].

	Incomplete	Aligned	Additional Exemplary Elements
Technology	Course structure and activities do not yet mitigate digital divide and technology access issues.	Course structure and activities mitigate digital divide and technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.	Technologies are used in ways that amplify student voices and foster an inclusive course community.
Diversity, Inclusion and Representation	Communications, images and representations are homogenous or stereotypical and do not demonstrate that diversity is valued.	Communications, images and representations reflect broad diversity, demonstrating that students' identities, backgrounds and cultures are valued.	Students analyze how diversity improves learning in classrooms, workplaces and communities.
Human Bias and Context	Human biases are not yet addressed, and connection between the course content and student lives is unclear.	Human biases are identified, with clear connections drawn between the course content and students' own lives.	Students discuss human biases and connect the course content to their own and others' identities, backgrounds and cultures.
Connection and Belonging	Communications and activities do not yet foster care and connection among students, or with the instructor.	Communications and activities foster care and connection among students, and with the instructor.	Students connect with other class participants, college or community members, and/or professionals in the field.

[1] Peralta Community College District. (2020). Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA]. Retrieved from https://web.peralta.edu/de/peralta-online-equity-initiative/equity/

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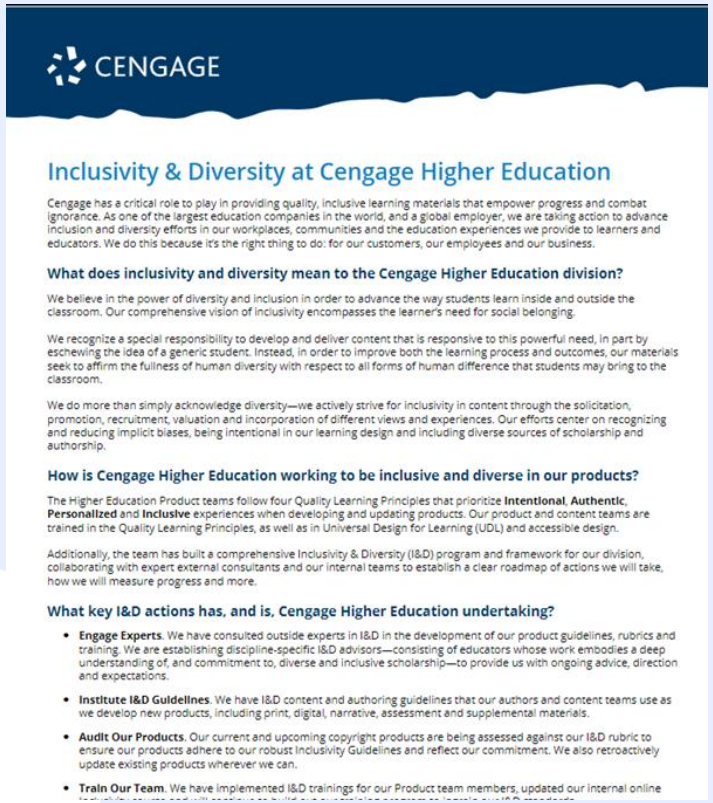
Take a simple step! Commit to partners and vendors that are serious about diverse, equitable, inclusive and accessible online learning environments.



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Inclusivity & Diversity at Cengage Higher Education

Cengage has a critical role to play in providing quality, inclusive learning materials that empower progress and combat ignorance. As one of the largest education companies in the world, and a global employer, we are taking action to advance inclusion and diversity efforts in our workplaces, communities and the education experiences we provide to learners and educators. We do this because it's the right thing to do: for our customers, our employees and our business.

What does inclusivity and diversity mean to the Cengage Higher Education division?

We believe in the power of diversity and inclusion in order to advance the way students learn inside and outside the classroom. Our comprehensive vision of inclusivity encompasses the learner's need for social belonging.

We recognize a special responsibility to develop and deliver content that is responsive to this powerful need, in part by eschewing the idea of a generic student. Instead, in order to improve both the learning process and outcomes, our materials seek to affirm the fullness of human diversity with respect to all forms of human difference that students may bring to the classroom.

We do more than simply acknowledge diversity—we actively strive for inclusivity in content through the solicitation, promotion, recruitment, valuation and incorporation of different views and experiences. Our efforts center on recognizing and reducing implicit biases, being intentional in our learning design and including diverse sources of scholarship and authorship.

How is Cengage Higher Education working to be inclusive and diverse in our products?

The Higher Education Product teams follow four Quality Learning Principles that prioritize **Intentional**, **Authentic**, **Personalized** and **Inclusive** experiences when developing and updating products. Our product and content teams are trained in the Quality Learning Principles, as well as in Universal Design for Learning (UDL) and accessible design.

Additionally, the team has built a comprehensive Inclusivity & Diversity (I&D) program and framework for our division, collaborating with expert external consultants and our internal teams to establish a clear roadmap of actions we will take, how we will measure progress and more.

What key I&D actions has, and is, Cengage Higher Education undertaking?

- **Engage Experts**. We have consulted outside experts in I&D in the development of our product guidelines, rubrics and training. We are establishing discipline-specific I&D advisors—consisting of educators whose work embodies a deep understanding of, and commitment to, diverse and inclusive scholarship—to provide us with ongoing advice, direction and expectations.
- **Institute I&D Guidelines**. We have I&D content and authoring guidelines that our authors and content teams use as we develop new products, including print, digital, narrative, assessment and supplemental materials.
- **Audit Our Products**. Our current and upcoming copyright products are being assessed against our I&D rubric to ensure our products adhere to our robust Inclusivity Guidelines and reflect our commitment. We also retroactively update existing products wherever we can.
- **Train Our Team**. We have implemented I&D trainings for our Product team members, updated our internal online

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Educators and Students

We do more than simply acknowledge diversity—we actively strive for inclusivity in content through the solicitation, promotion, recruitment, valuation and incorporation of different views and experiences. Our efforts center on:

Recognizing and addressing implicit bias in our products

Being intentional in our learning design and content creation

Ensuring our content reflects diverse sources of scholarship, research and authorship

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Implications for ATD Colleges

- **Professional Development geared toward online and hybrid courses**
- **Implementing support for students who are primarily off campus**
- **Using data to monitor equity gaps in online courses**

Through our new Center for Teaching and Learning, we have focused PD efforts on online course quality and sharing discussions … Faculty and students … have learned how to create engaging online classrooms.

Dependence on virtual communication has awakened a new element of creativity for reaching out to students from recruitment, to counseling, to student activities. The virtual solutions developed during the pandemic have, in many cases, democratized and even expanded participation.

Our management team has embraced their role in increased equity by working with individual faculty members on disaggregated data and helping them to analyze and make positive use of their findings

Thank you!