



Fresno City College

THE IMPACT OF SHIFTING TO DISTANCE EDUCATION



Number of Respondents

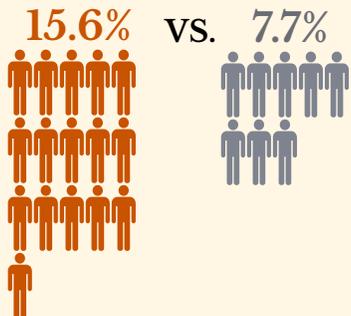


In the midst of the response to the COVID-19 pandemic, FCC distributed a questionnaire to students (3/25 - 4/3). This page summarizes **comparison findings** in which men of color faced greater access and experience barriers compared to their male peer counterparts. *See the full report for more details.*

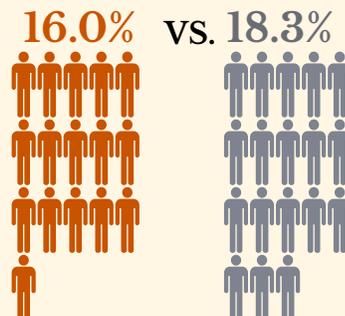
Access



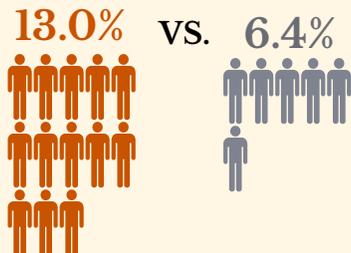
Lack of Access to Reliable High-speed Internet



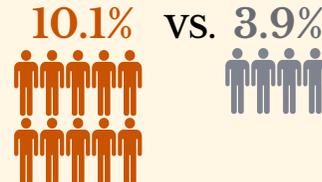
Uncomfortable Using CANVAS to Participate in Discussions



Basic Cell Phone or a Smartphone Used to Access Remote Coursework



Lack of Unlimited Access to a Computer or a Similar Device



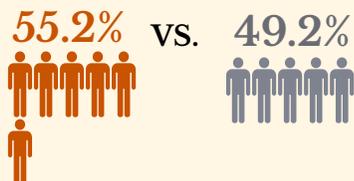
Experience



= 10%

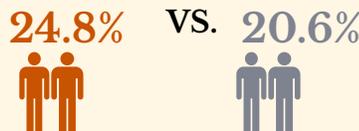


Have Never Taken a Class through Distance Education (Online or Hybrid)



Issues Accessing More than One Resource

- Health/Medical Care/Mental Health
- Food
- Internet Access
- Psychological Care and Counseling
- Computer/Similar Device





This page summarizes **comparison findings** in which women of color experienced greater impact compared to their female peer counterparts. See the full report for more details.

Number of Respondents
Women of Color 1,831
Female Peer Counterparts 698

Impact

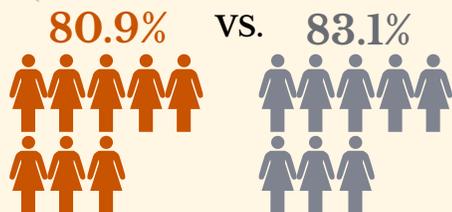


 =10%

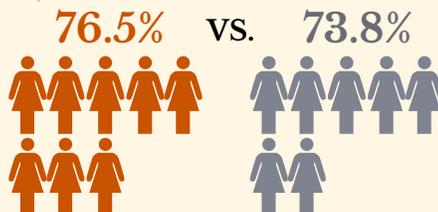
Students' ability to participate in distance education has been affected by:



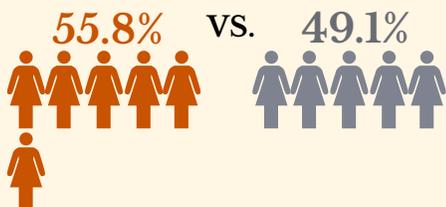
Mental health concern
(i.e. depression, anxiety)



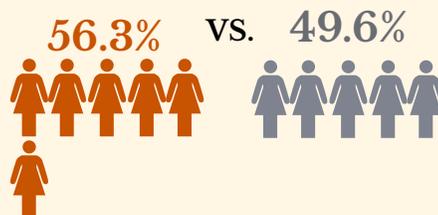
Increase in workload



Care for a dependent



Lack of access to healthcare



Loss of a job



Childcare support



This page summarizes **disaggregated findings** in which men of color faced greater access and experience barriers compared to their male peer counterparts.
 See the full report for more details.

782
Men of Color

644
Hispanic or Latinx

58
Hmong

47
Black or African-American

14
Laotian

12
Cambodian

*Excluded groups where N<10:
American Indian/Alaskan Native
Vietnamese*

311
Peer-Counterparts

215
White/non-Hispanic

48
Asian-American/Chinese/Korean/Indian Subcontinent/Japanese/Other Asian

30
Multi-ethnicity

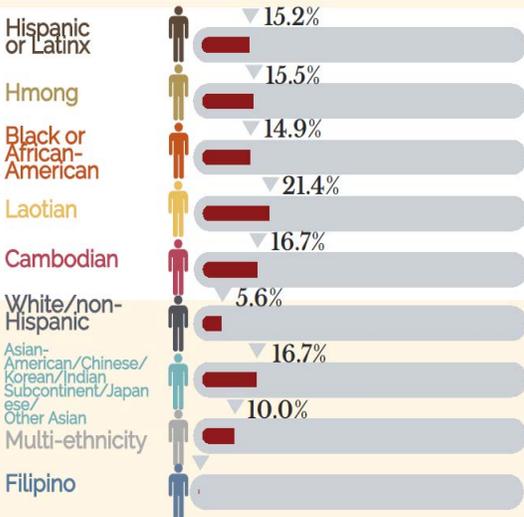
14
Filipino

*Excluded groups where N<10:
Pacific Islander*

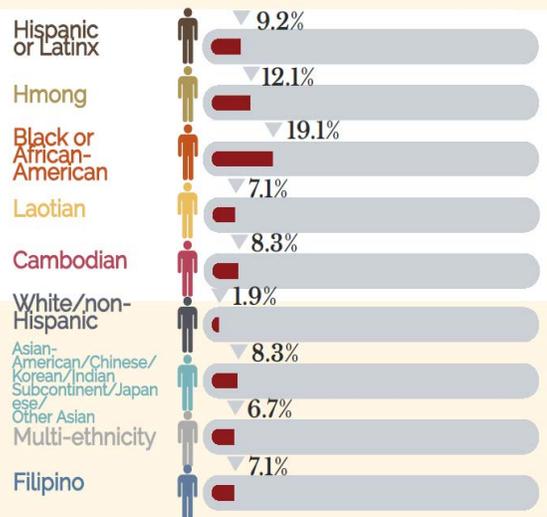
Access



Lack of Access to Reliable High-speed Internet



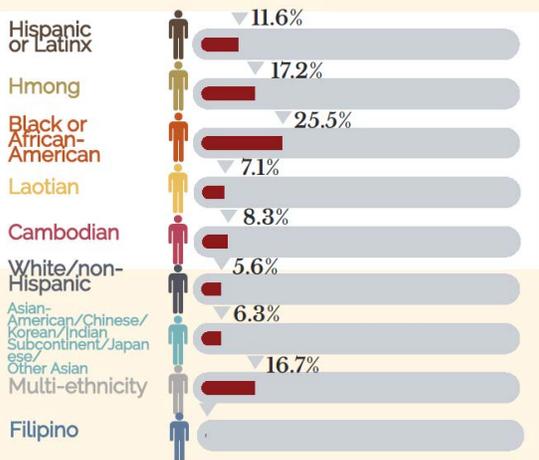
Lack of Unlimited Access to a Computer or a Similar Device



Access cont-d

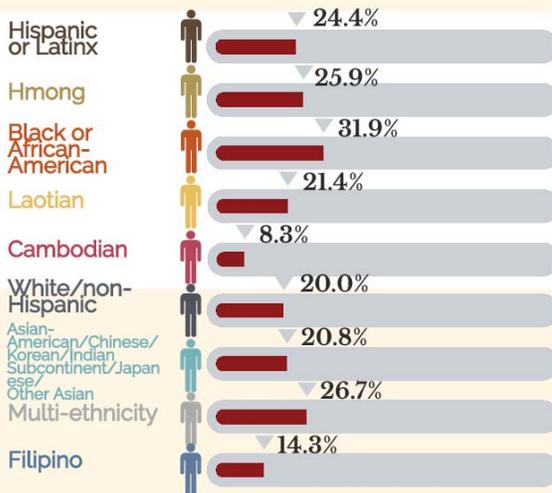


Basic Cell Phone or a Smartphone Used to Access Remote Coursework



Issues Accessing More Than One Resource

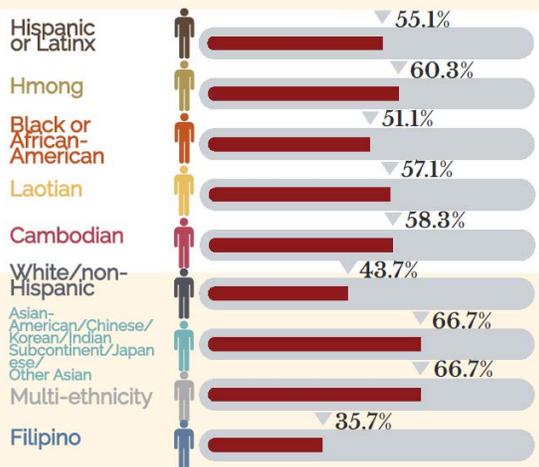
*Health/Medical Care/Mental Health
Food
Internet Access
Psychological Care and Counselor
Computer/Similar Device*



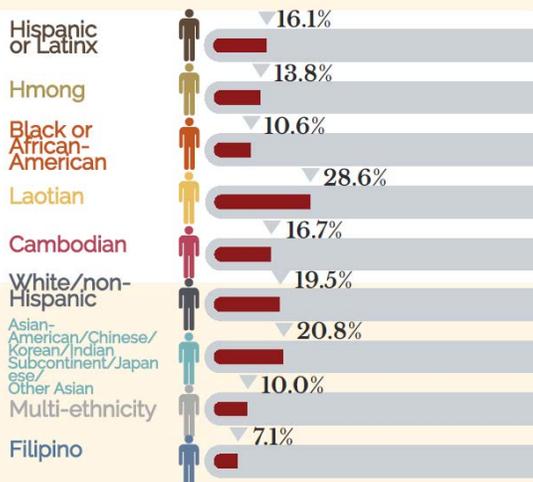
Experience



Have Never Taken a Class through Distance Education (Online or Hybrid)



Uncomfortable Using CANVAS to Participate in Discussions



This page summarizes **disaggregated findings** in which women of color experienced greater impact compared to their female peer counterparts. See the full report for more details.

1,831
Women of Color



1,504
Hispanic or Latinx



165
Hmong



100
Black or African-American



23
Laotian



14
American Indian/Alaskan Native



13
Cambodian



12
Vietnamese

698
Female Peer-Counterparts



490
White/non-Hispanic



107
Asian-American/Chinese/Korean/Indian Subcontinent/Japanese/Other Asian



80
Multi-ethnicity



14
Filipino

Excluded groups where N<10: Pacific Islander

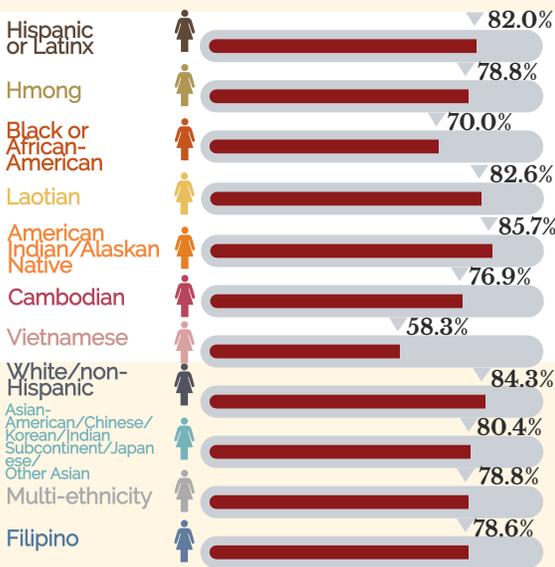
Impact



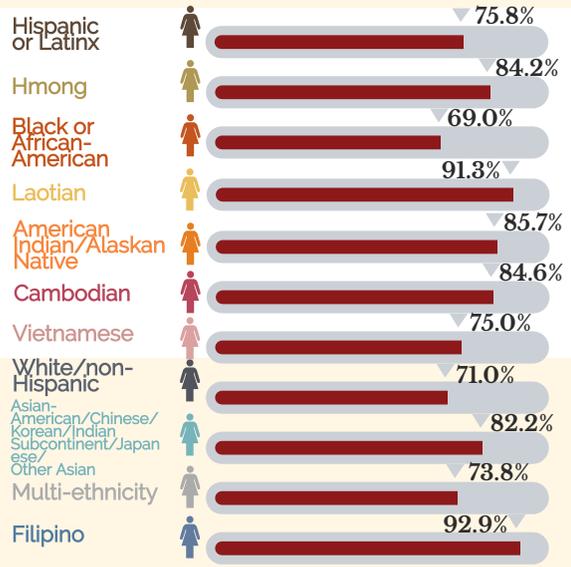
Students' ability to participate in distance education has been affected by:



Mental health concern (i.e. depression, anxiety)



Increase in workload



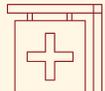
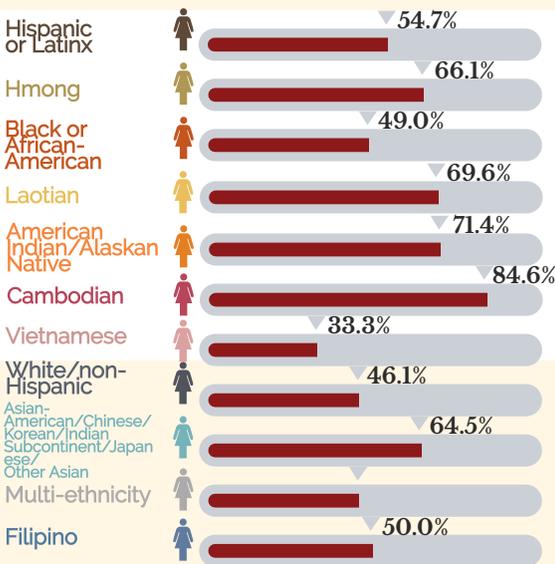
Impact cont-d



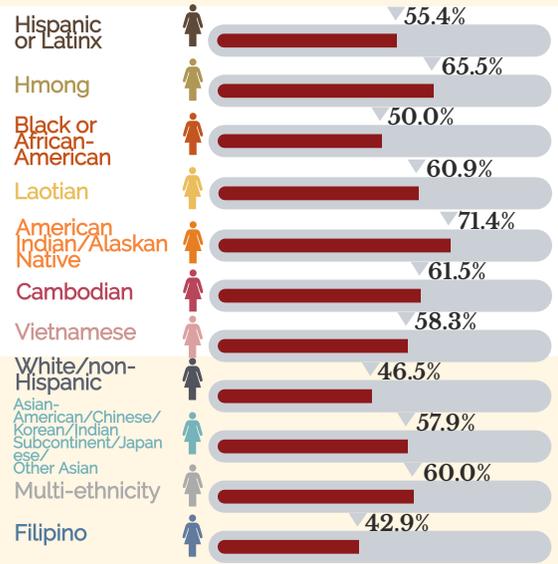
Students' ability to participate in distance education has been affected by:



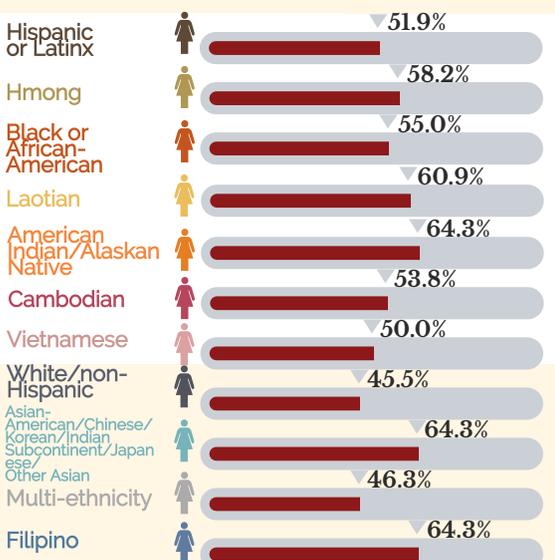
Care for a dependent



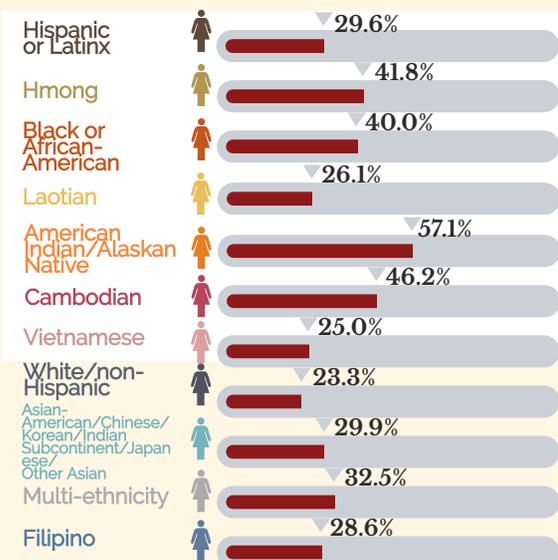
Lack of access to healthcare



Loss of a job



Childcare support





This page summarizes the **aggregated responses** of the 3,703 students who participated. See the full report for more details.

3,703
Number of Questionnaire Respondents

Access



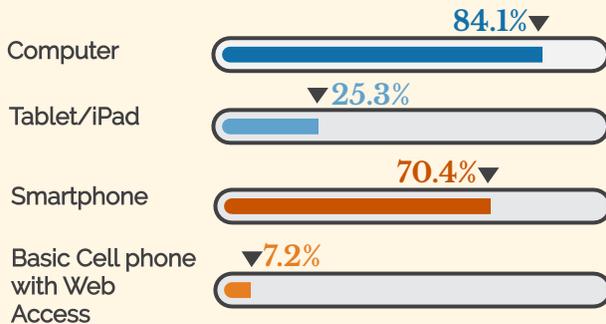
Internet Access Location



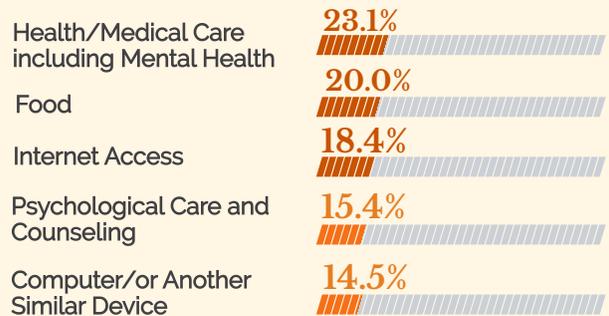
Computer Access



Devices Used to Access Remote Coursework



Resources Students Had Issues Accessing

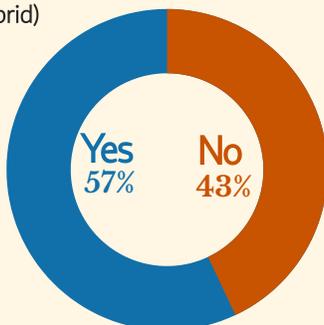


Experience

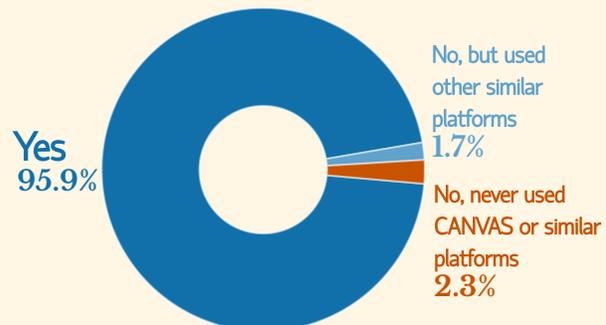


Distance Education Experience

(online or Hybrid)



CANVAS Experience



Experience (cont.)

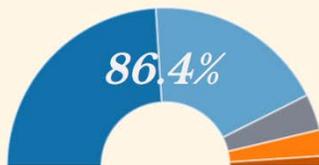


I am comfortable using CANVAS to:

Navigate the course contents



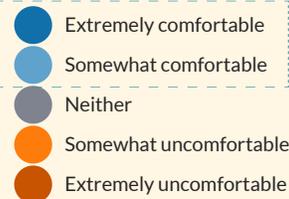
View assignments



Participate in discussions



Submit assignments



Impact



Students' ability to participate in remote education has been affected by:

Mental health concern
(i.e. depression, anxiety)



*# of students
2,282

Increase in workload



2,278

Care for a dependent



1,482

Loss of a job



1,434

Lack of access to
healthcare



1,372

Change in childcare
support



839

*Students impacted: A great deal, A lot, and A moderate amount

FCC Communication



Students Accessed COVID-19-related Changes From FCC Using:



FCC Email

91%



FCC Facebook

8%



FCC Instagram

7%



FCC Website

40%



Other

8%



FCC Twitter

3%