Evaluate Sessions and Win!

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Housekeeping

• We will be using Slido #492986 today (app.sli.do)
  ➢ Go to https://tinyurl.com/6axt8aa7
  Or scan the QR code:

• Discussion via Zoom & Slido Ideas

• Remember! to evaluate this session at the end
Did COVID-19 exacerbate inequities?
Course outcomes, on average and when considering students’ prior online experience

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Alyse Hachey, University of Texas at El Paso
Motivation

• Spring 2020 rapid shift to online with no preparation
  ➢ NYC and CUNY students were hard hit early on

• Extent pandemic term conditions impacted resiliency of different college student groups
  ➢ Possible reasons/implications of results in course outcomes
Theoretical Lens

Resilience

• “A phenomenon or process reflecting relatively positive adaptation despite experiences of significant adversity or trauma” (Luthar, 2006, pg. 6)

Resilience as relative

• Extent course outcomes improved, stayed the same, or worsened during online pandemic term
Data

- **CUNY system**: 2- and 4-year colleges
  - All courses from fall 2019 or spring 2020
    - 1,564,548 course records taken by 260,784 unique students
  - Courses classified by instructional mode
    - **fully-online** vs. **traditional** (i.e., “not fully-online”)

- **Students classified as**:
  - **Traditional-mode** (*no* fully online courses *either* term)
  - **Dual-mode** (*≥ 1* online & *1* traditional *each* term)

Successful Course Completion = C- or Better
Method

- Multi-level linear probability models *(Stata mixed)*
  - Level 1: Individual course record
  - Level 2: Student
  - Level 3: College

- Separate results for 2- and 4-year colleges
- Controls: Age, GPA, 1\textsuperscript{st} semester status, income
Slido Questions:

- Who had better course outcomes in Fall 2019, 2-year college students or 4-year college students?
- Who had better course outcomes in Spring 2020, 2-year college students or 4-year college students?
- Did 2-year college students have same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020)?
- Did 4-year college students have same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020)?
Pandemic trends two- versus four-year colleges

- 2-year students significantly *lower* course outcomes *both* terms
- 2-year students significantly *worse* during pandemic term
- 4-year students significantly *better* during pandemic term
- Full models with controls= reduced differences but still same patterns/still significant

*Figure 1.* Mean successful course completion rates, by student, 2-vs-4-year colleges (error bars represent 95% confidence interval)
Results 1 – Discussion

- Higher success rates during pandemic term for 4-year college students unexpected
• **Slido Questions:**
  - 2-year students: who had better course outcomes in Fall 2019, men or women?
  - 2-year students: who had better course outcomes in Spring 2020, men or women?
  - 2-year female students: same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020)?
  - 2-year male students: same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020)?
• **Slido Questions:**

  - 4-year students: who had better course outcomes in Fall 2019, men or women?
  - 4-year students: who had better course outcomes in Spring 2020, men or women?
  - 4-year female students: same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020)?
  - 4-year male students: same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020)?
Patterns by gender and term

- Women = significantly more resilient (i.e., successful course outcomes) at both types of institutions
- 2-year women about same; 2-year men did significantly worse in pandemic term
- 4-year men and women both did significantly better in pandemic term;
- Significantly different patterns observed 2-year vs. 4-year

**Figure 2.** Mean successful course completion rates, by student, broken down by term and gender
Interactive Questions 3

• **Slido Questions:**
  
  ➤ 2-year students: who had better course outcomes in Fall 2019, Black, Asian, White or Hispanic students?
  
  ➤ 2-year students: who had better course outcomes in Spring 2020, Black, Asian, White or Hispanic students?
  
  ➤ 2-year students: same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020) by each race/ethnicity group? [Black; Asian; White; Hispanic]
Interactive Questions 3

- **Slido Questions:**
  - 4-year students: who had better course outcomes in Fall 2019, Black, Asian, White or Hispanic students?
  - 4-year students: who had better course outcomes in Spring 2020, Black, Asian, White or Hispanic students?
  - 4-year students: same/better/worse course outcomes when comparing pre-pandemic (Fall 2019) to pandemic term (Spring 2020) by each race/ethnicity group? [Black; Asian; White; Hispanic]
Patterns by race/ethnicity and term

• 2-year= Asian students the same & all others significantly worse during pandemic term
• 2-year= Hispanic students dropped significantly more than Black or White Students (partially explained by control variables)
• 2-year- Asian/White gap closed; Asian & Black/Hispanic gap widen significantly during pandemic term
• 4-year = all students had better outcomes during pandemic term; Asian students had steepest increase; Black students steeper increase than White or Hispanic students
• All patterns persisted after controls added

Figure 3. Mean successful course completion rates, by student, broken down by term and race/ethnicity
Results 3 – Discussion

• Women did better during pandemic term (both institutions)
• 2-year men did significantly worse during pandemic term
• 2-year Hispanic Students did worse during pandemic term
• 4-year students (all race/ethnicities) did better during pandemic term
Students classified as:

- **Traditional-mode** (no fully online courses *either* term)
- **Dual-mode** (≥ 1 online & 1 traditional *each* term)
• **Slido Questions:**

  - Did the gap between traditional-mode men and women stay the same/increase/decrease in the pandemic term (Spring 2020) compared to Pre-Pandemic term (Fall 2019)?
  - Did the gap between dual-mode men and women stay the same/increase/decrease in the pandemic term (Spring 2020) compared to Pre-Pandemic term (Fall 2019)?
  - Were traditional-mode students more/less/same resilient (i.e., successful in courses) by race/ethnicity in the pandemic term (Spring 2020) compared to Pre-Pandemic term (Fall 2019)?
  - Were dual-mode students more/less/same resilient (i.e., successful in courses) by race/ethnicity in the pandemic term (Spring 2020) compared to Pre-Pandemic term (Fall 2019)?
Results 4

Course outcomes:

- by term (FA vs. Pandemic SP)
- by dual vs. traditional mode student
- by 2-year or 4-year student
- by gender or race/ethnicity
Voluntary online enrollment, course outcomes + Gender or Race/Ethnicity

- Both institution type = gap in course outcomes between traditional-mode men and women significantly increased during pandemic term.

- But, no significant interaction between term and gender for dual-mode students → dual mode = protective for men in pandemic term.

- Traditional-mode students = significant difference in resilience (i.e., successful course outcomes) by race/ethnicity; less significant/no difference for dual-mode students.
Voluntary online enrollment, course outcomes + Gender or Race/Ethnicity

- 2 & 4-year Dual Mode Students = strong resilience of Black students; Black-White gap *shrunk* during pandemic (vs. same for Traditional Mode) & Black-Asian gap stayed same (vs. grew for Traditional students)

- 4-year Dual Mode Students = strong resilience of Hispanic students; Asian-Hispanic and White-Hispanic student outcomes gap *decreased* significantly (vs. increased gap for 4-year traditional mode)
OVERALL PATTERNS INDICATE:

• Pandemic conditions overall (and switch to fully online in particular) likely contributed to *increased gaps* in successful course outcomes by *race/ethnicity for traditional-mode students* but had the opposite effect, contributing to *decreased gaps* in successful course outcomes by race/ethnicity for *dual-mode students*
Limitations

• CUNY population, while large and diverse, is not nationally representative:
  ➢ Caution applying results to rural students
  ➢ Caution applying results to less diverse institutions
  ➢ Results should not be interpreted as causal
Overall Discussion

• So, what does all this tell us about online course taking... during COVID-19 and perhaps, beyond?

Thoughts from the “Ideas” section on Slido #492986

https://tinyurl.com/6axt8aa7
Results Suggest:

- Certain skills, traits, or other student characteristics that are more common among students who voluntarily enrolled in fully-online courses prior to the pandemic may lead to more equitable patterns of resilience across gender and racial ethnic groups—at least in the face of conditions similar to the COVID-19 pandemic.
Conclusions and Implications

Results Suggest:

- Findings indicate caution about forcing students into a course medium.
  - Do not overgeneralize which courses are “good” or “bad” for all students.
- Patterns suggest it may be better to ensure students can take courses in the mode they feel is best.
- Be mindful of how offerings might force students into a mode that they would otherwise not choose.
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