

Learning from Changes in Course Modality Through the COVID-19 Pandemic to Practice Servingness

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TAOS

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UNM-Taos Overview



Branch campus of
The University of
New Mexico

2-Year, Public, Rural

Headcount: 1,280

SCH: 6,640

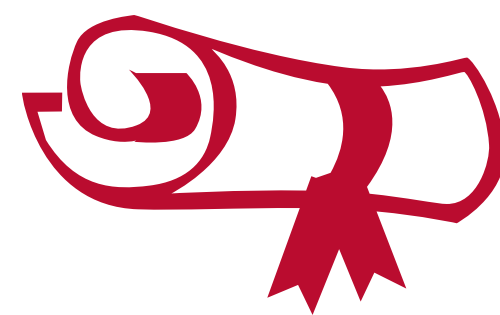
UNM-Taos F21 Demographics

Female



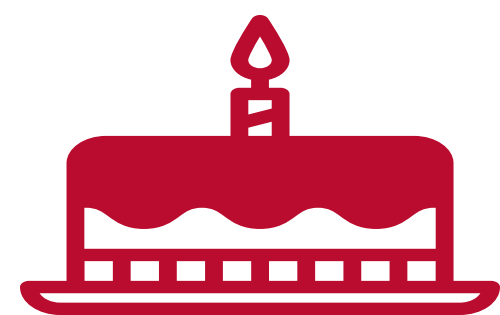
66%

Degree-seeking



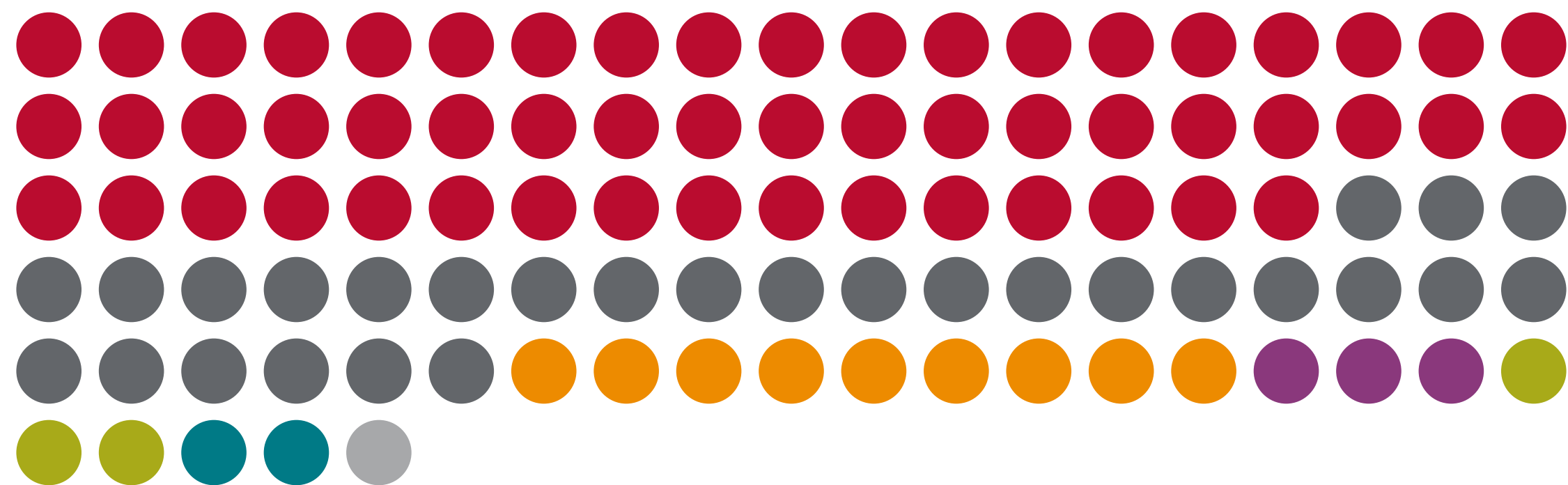
64%

Avg. Age



27

Headcount by Race and Ethnicity



- Hispanic (53.52%)
- White (27.89%)
- American Indian (8.59%)
- Unknown (3.28%)
- Two or More Races (2.58%)
- Asian (1.72%)
- Non-Resident Alien (0.94%)
- Black or Afro-American (1.41%)
- Native Hawaiian (0.08%)

VISITING STUDENTS

43%

HOME* STUDENTS

Concurrent

47%



Degree-seeking

40%

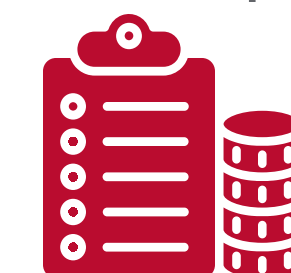


Non-degree

13%

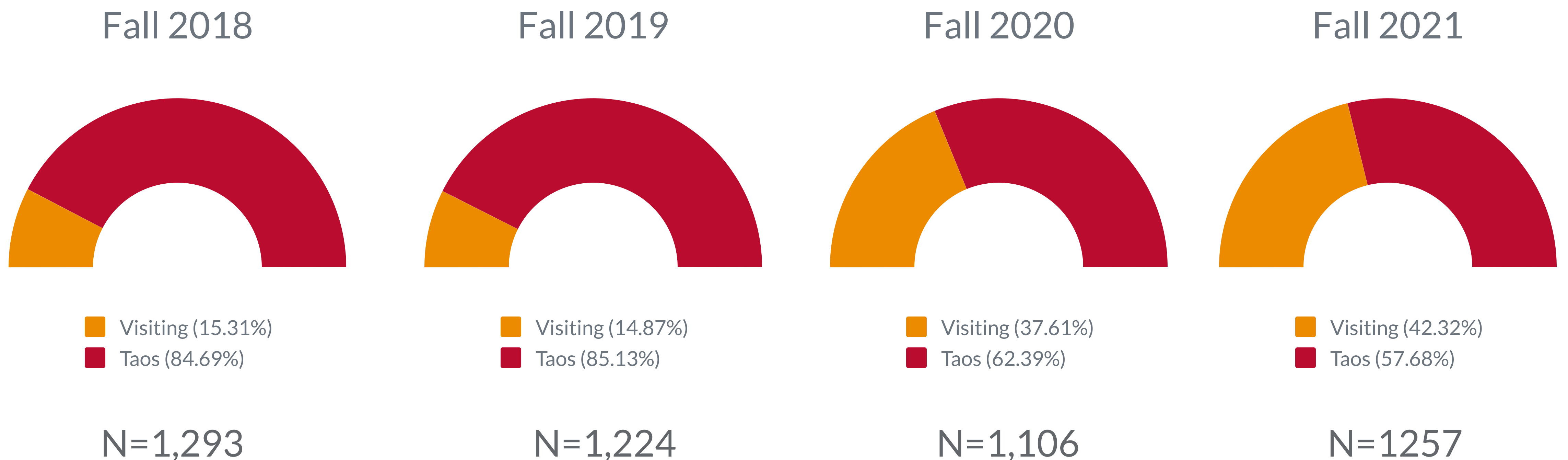


PELL Eligible



58%

Pandemic Impact in Student Population Composition

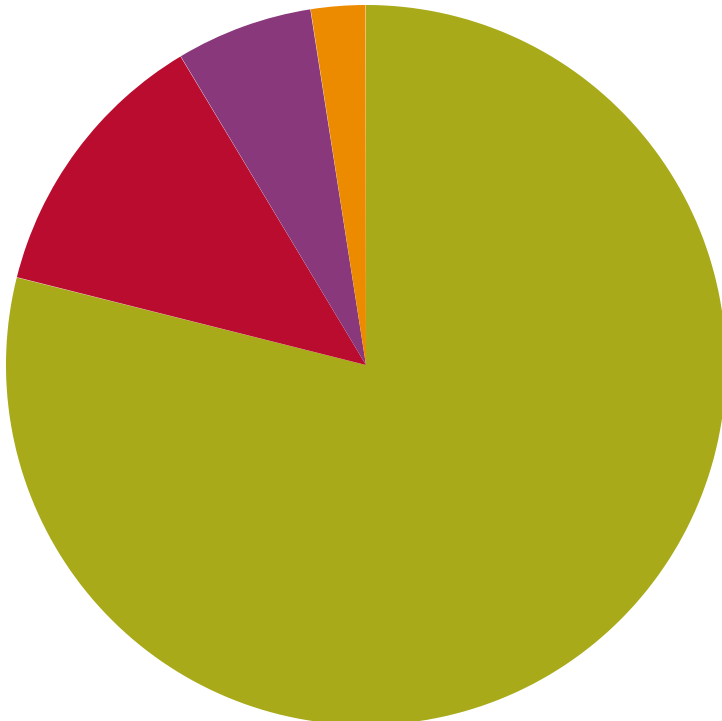


- Pivot to "emergency remote teaching" during the pandemic
- Greater online offerings resulted in a shift in the student population

Enrollment by Instruction Delivery

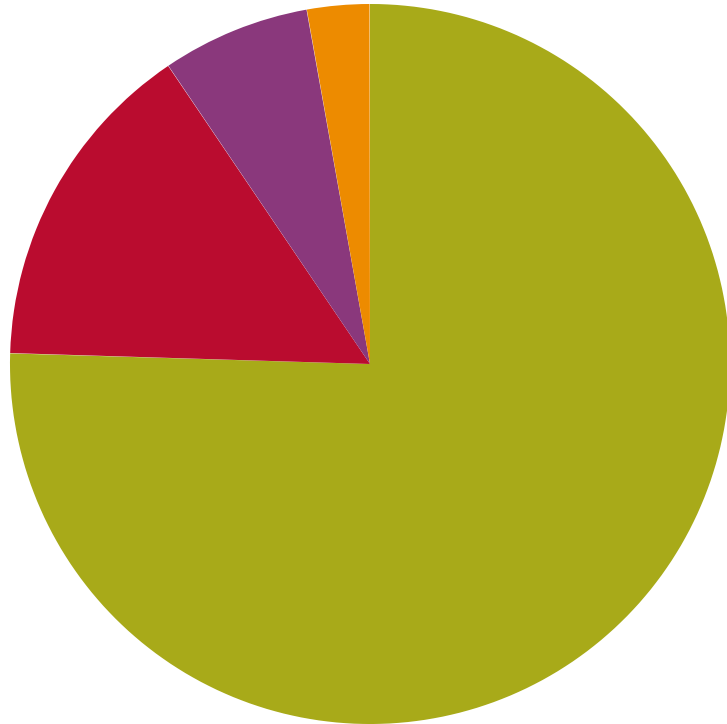
Pandemic Pivoting

Fall 2018



- F2F/Web-enhanced (78.92%)
- Online (12.48%)
- Hybrid (6.13%)
- Open Learning (2.46%)

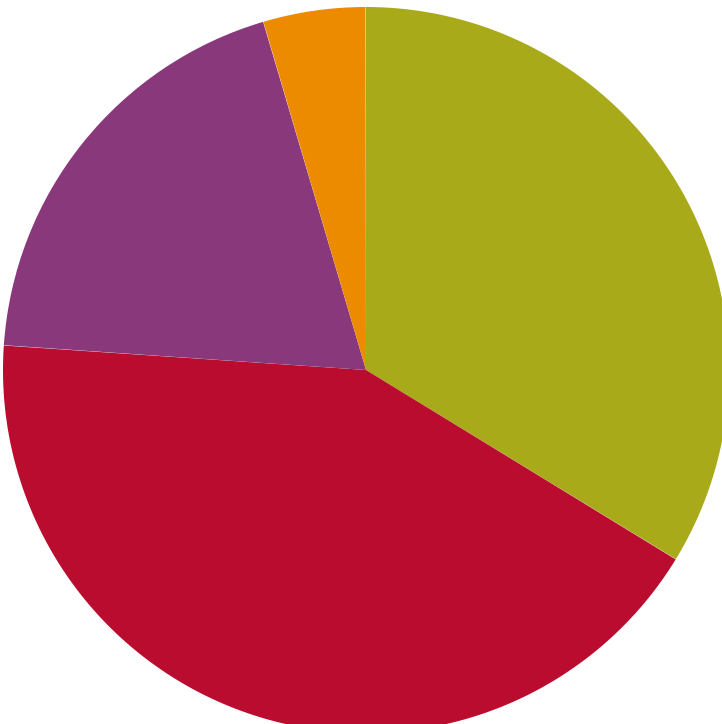
Fall 2019



- F2F/Web-enhanced (75.48%)
- Online (15.06%)
- Hybrid (6.66%)
- Open Learning (2.8%)

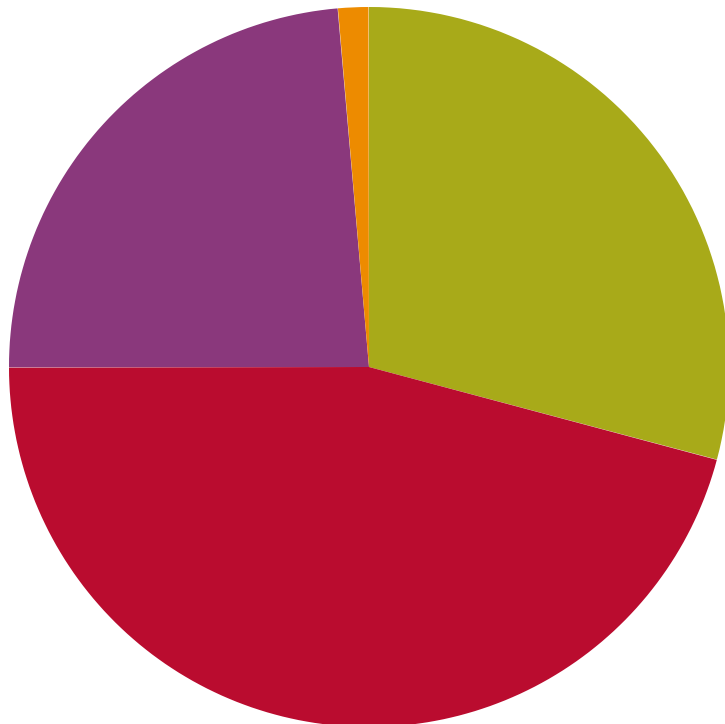
Unit=Seats

Fall 2020



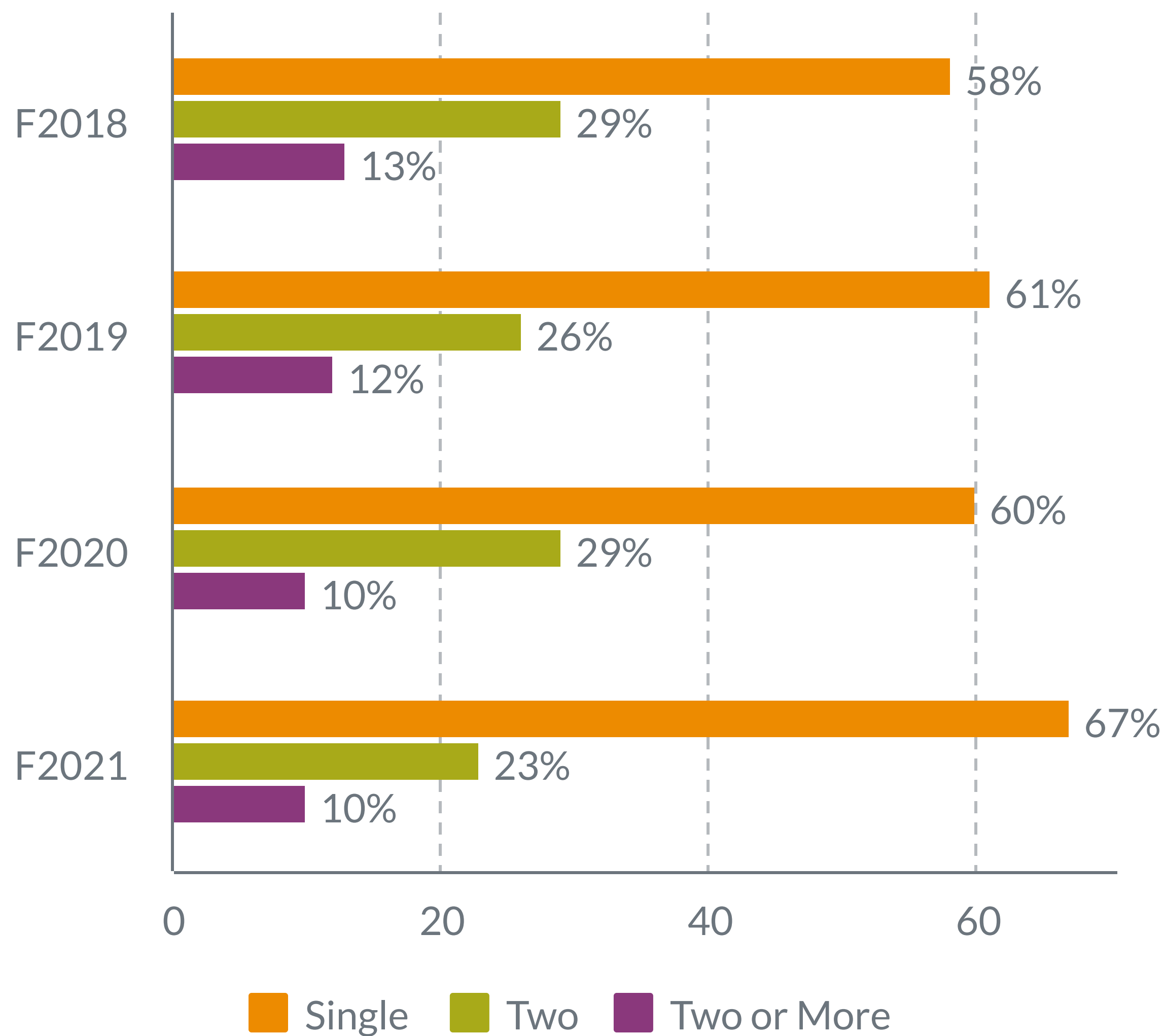
- F2F/Web-enhanced (33.73%)
- Online (42.35%)
- Hybrid (19.37%)
- Open Learning (4.55%)

Fall 2021



- F2F/Web-enhanced (29.16%)
- Online (45.83%)
- Hybrid (23.63%)
- Open Learning (1.38%)

Home Student Headcount per Instructional Method



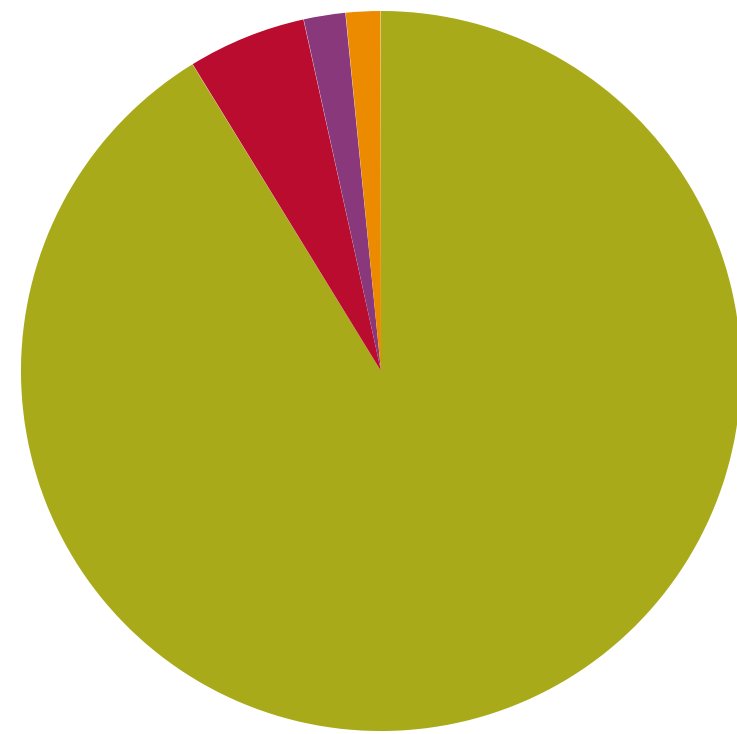
Highlights

- Most students do not diversify their course schedule by instructional method.
- Most of our students only enroll for one or two courses per term, in part explaining the mono-method phenomenon. (F21 Mean Load=6 SCH)
- Share of mono-method enrollment increased during in F21.

Single Instruction Method Distribution

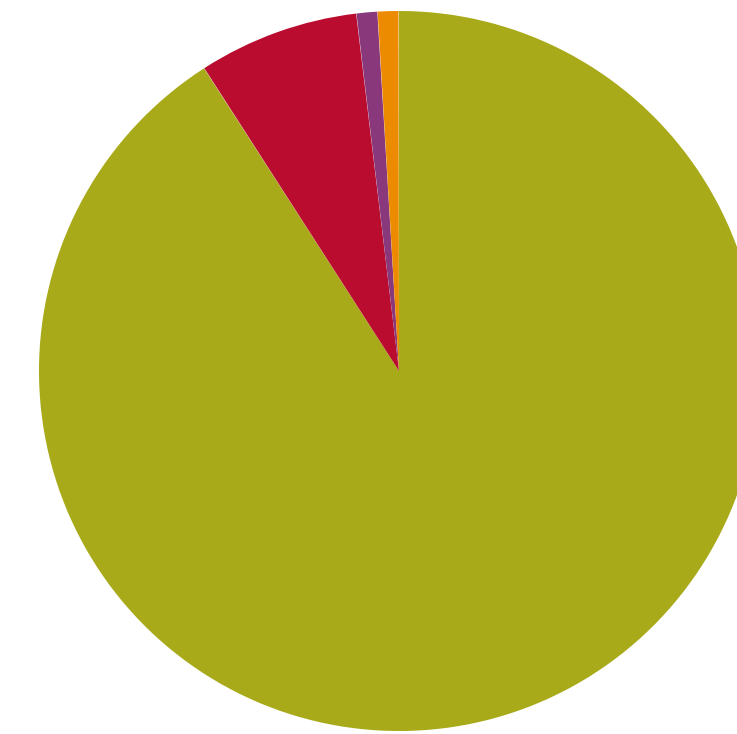
By Year

Fall 2018



- F2F/Web-enhanced (91.24%)
- Online (5.32%)
- Hybrid (1.88%)
- Open Learning (1.56%)

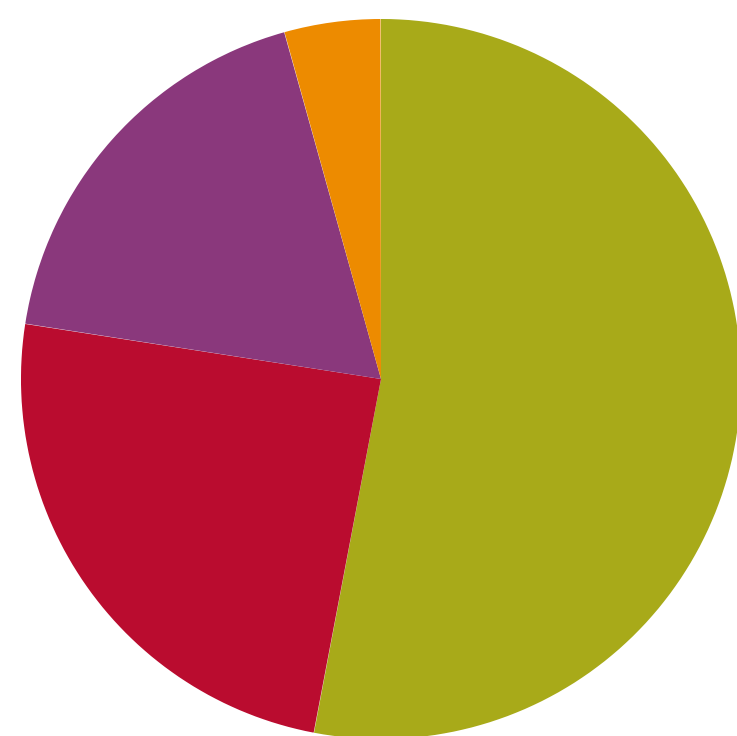
Fall 2019



- F2F/Web-enhanced (90.91%)
- Online (7.21%)
- Hybrid (0.94%)
- Open Learning (0.94%)

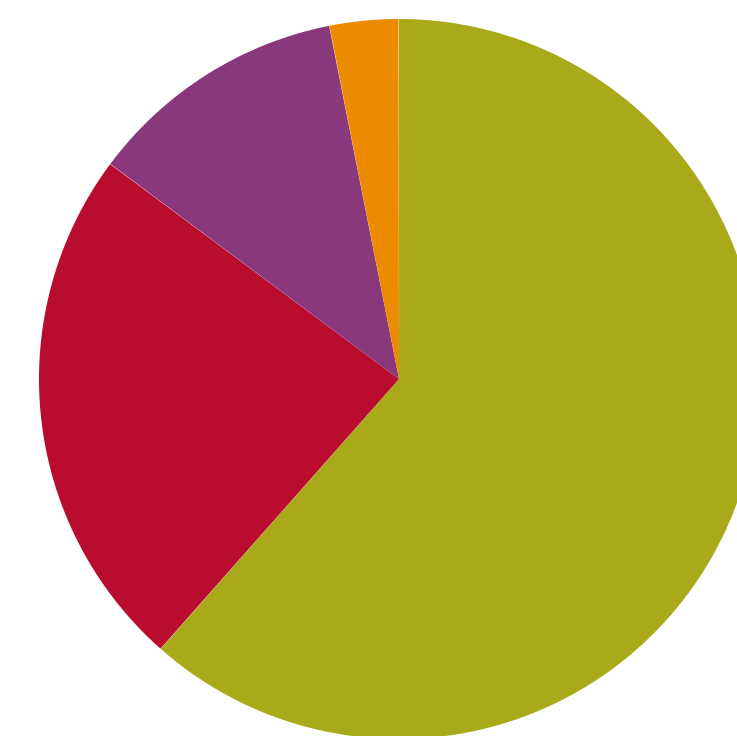
Unit=Headcount

Fall 2020



- F2F/Web-enhanced (53%)
- Online (24.46%)
- Hybrid (18.23%)
- Open Learning (4.32%)

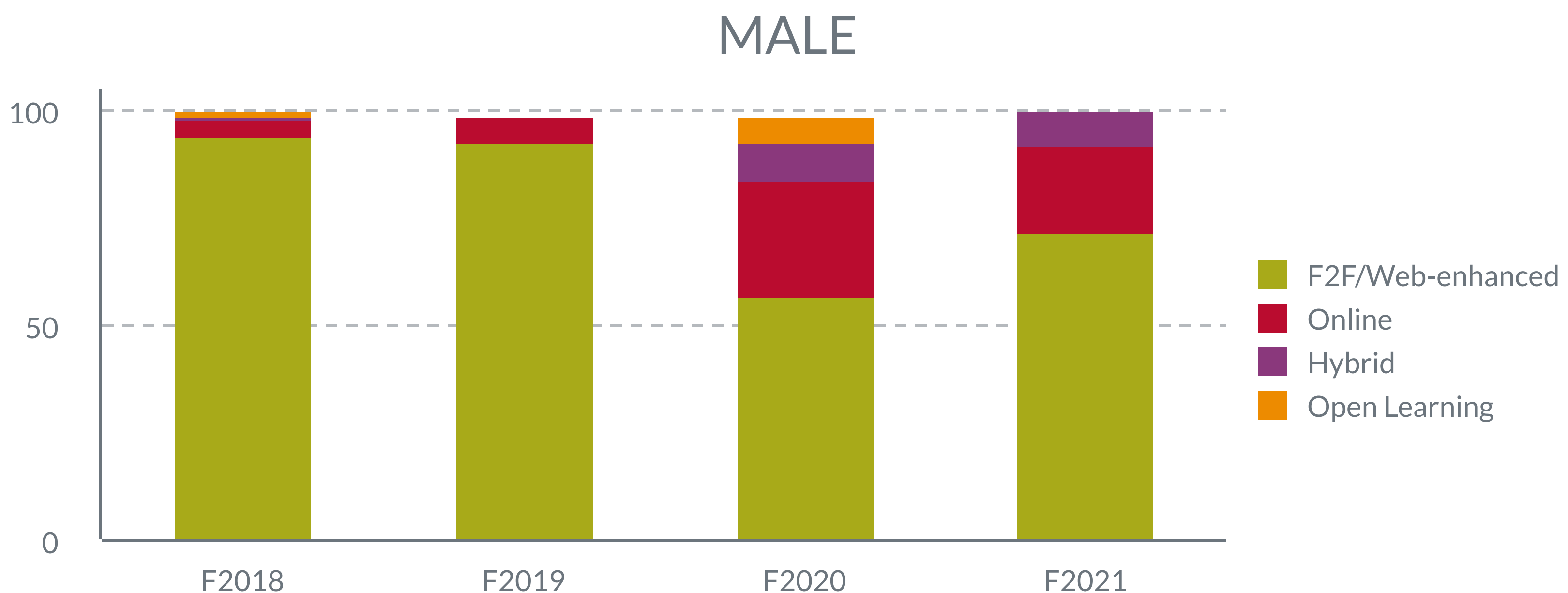
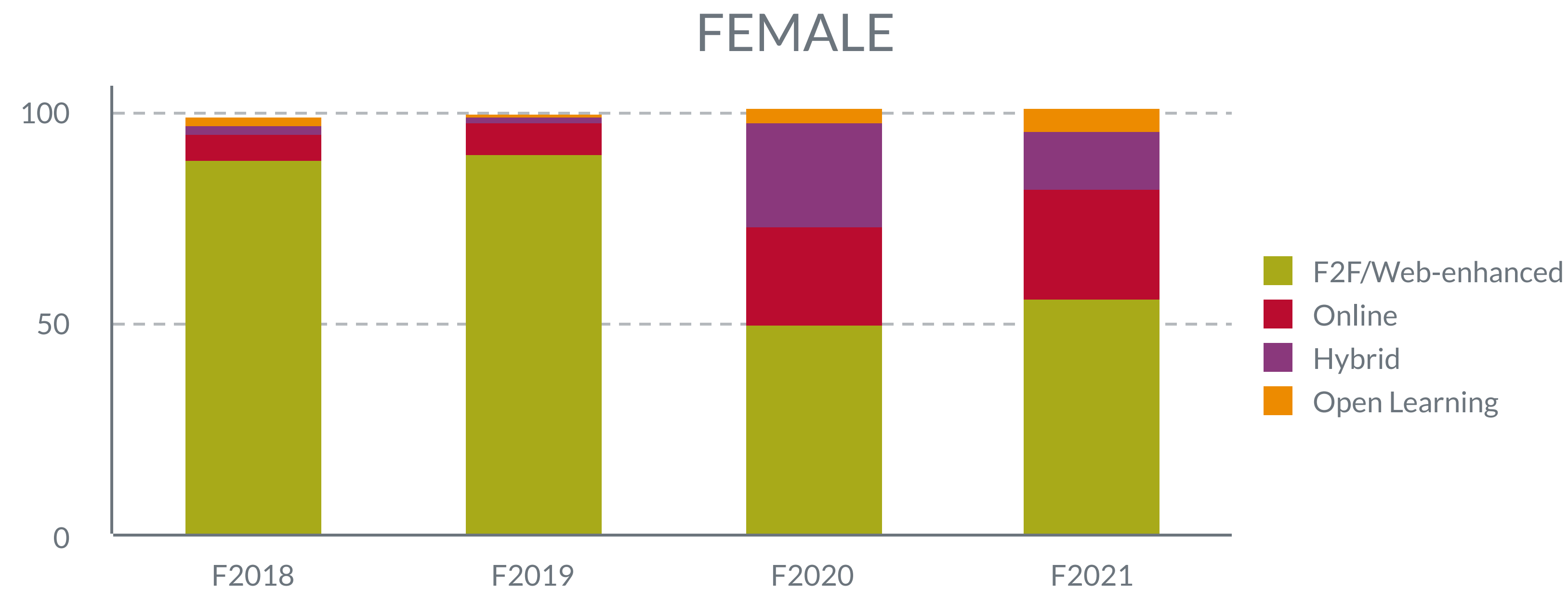
Fall 2021



- F2F/Web-enhanced (61.52%)
- Online (23.66%)
- Hybrid (11.73%)
- Open Learning (3.09%)

Single Instruction Method Distribution

By Gender



Unit=Headcount

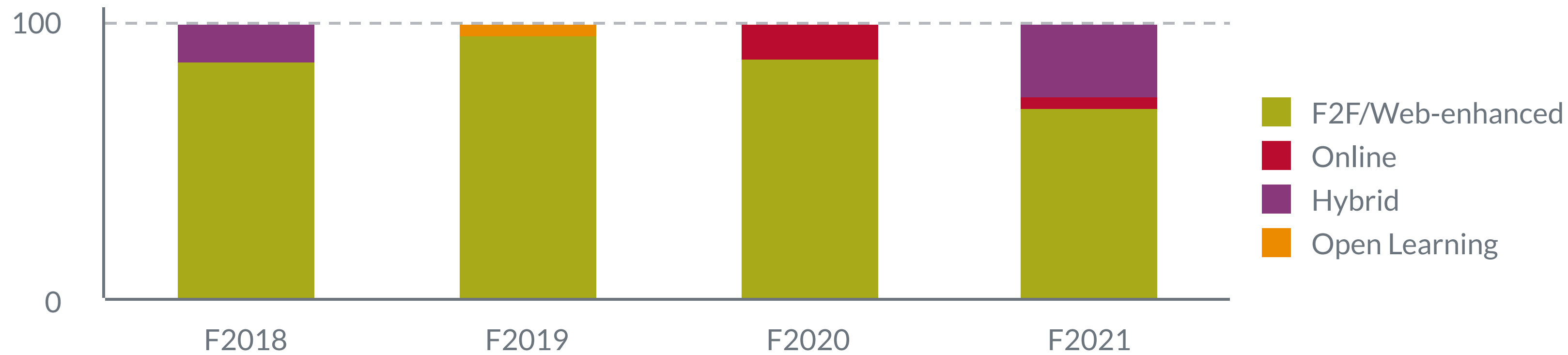
Highlights

- Females were over-represented in courses with flexible modalities. This was exacerbated during the pandemic.
- After re-opening males are over-represented in F2F and shift away from online and hybrid.
- In F21, among the students who enrolled in online courses, 70% are female and 30% are male; for hybrid, the distribution is 75% female and 25% male.

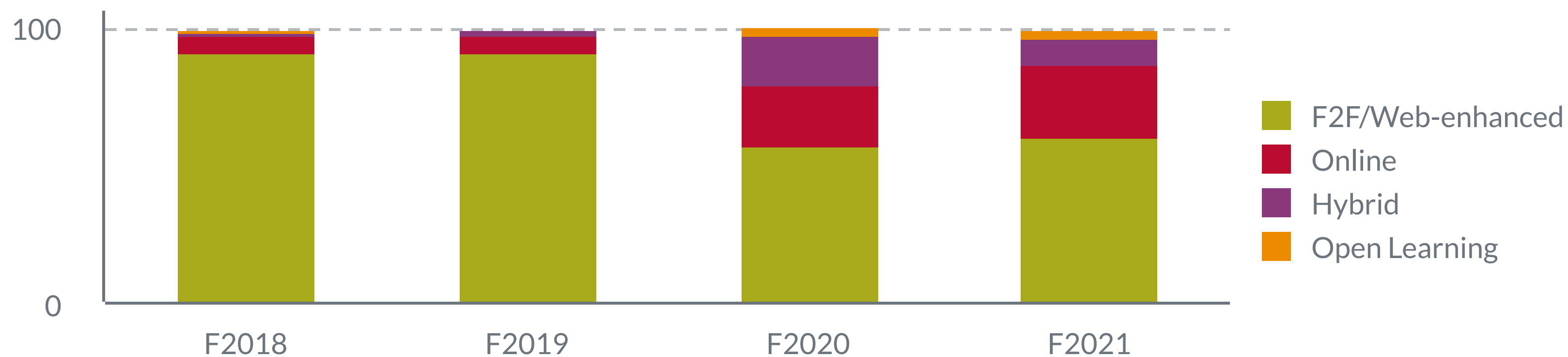
Single Instruction Method Distribution

By Ethnicity/Race

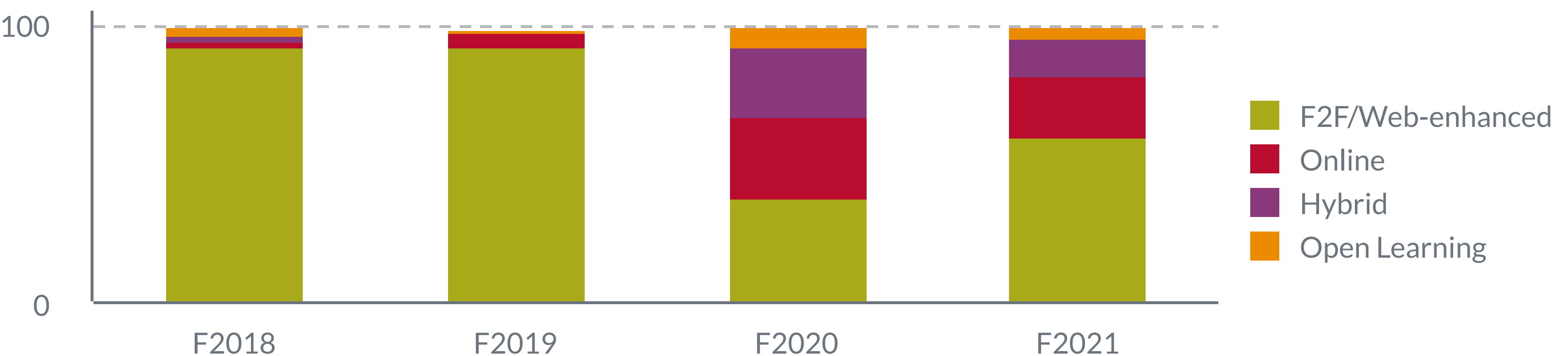
NATIVE AMERICAN



HISPANIC



WHITE



Highlights

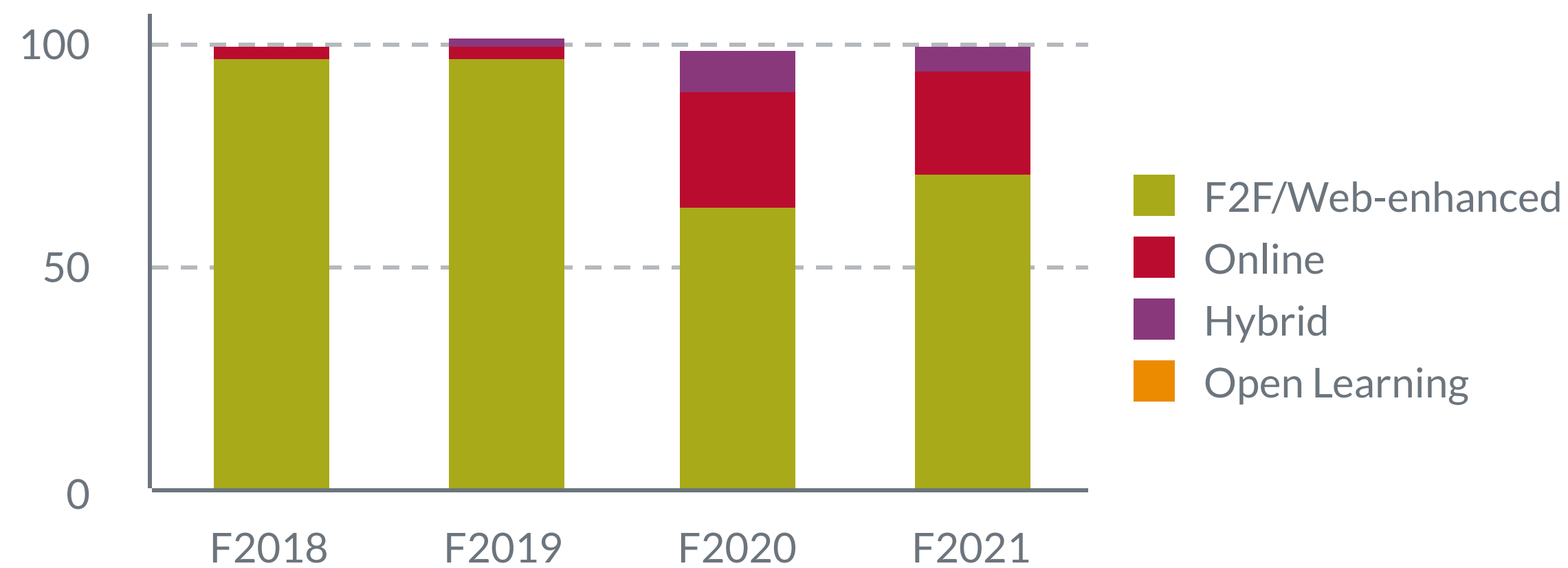
- Low enrollment in online courses among Native American Students.
- Hispanic students are overrepresented in F2F course enrollment.
- White students are overrepresented in online and hybrid courses

Unit=Headcount

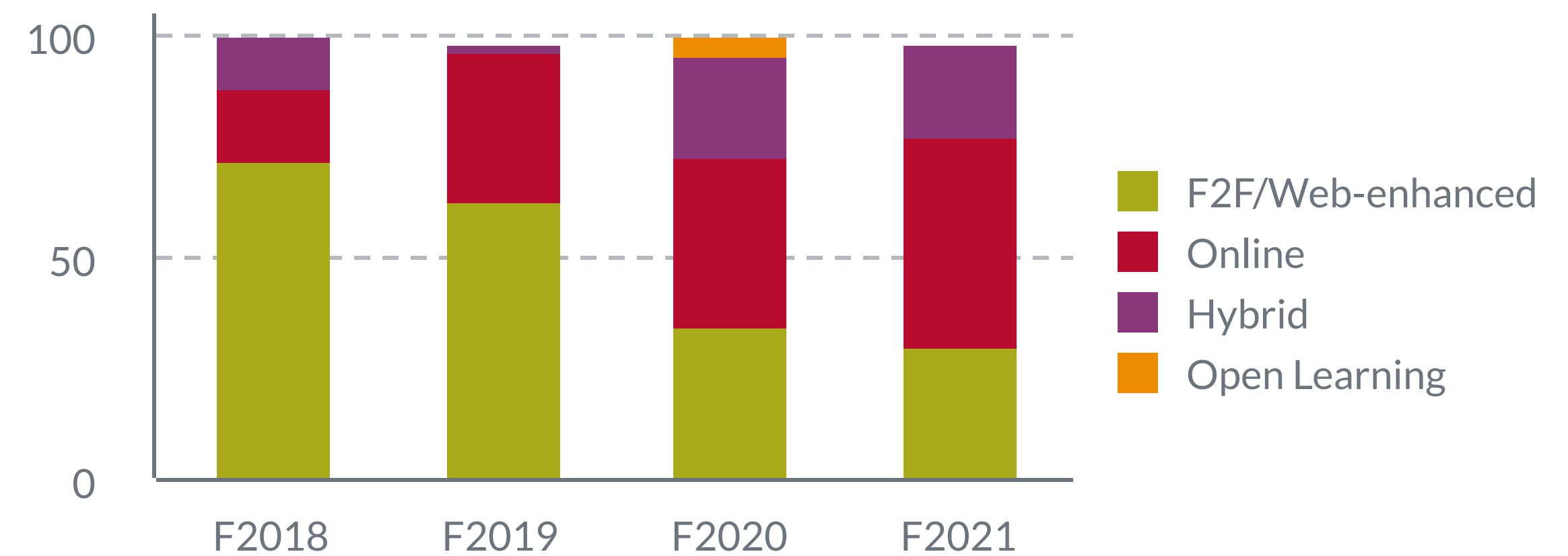
Single Instruction Method Distribution

By Age Group

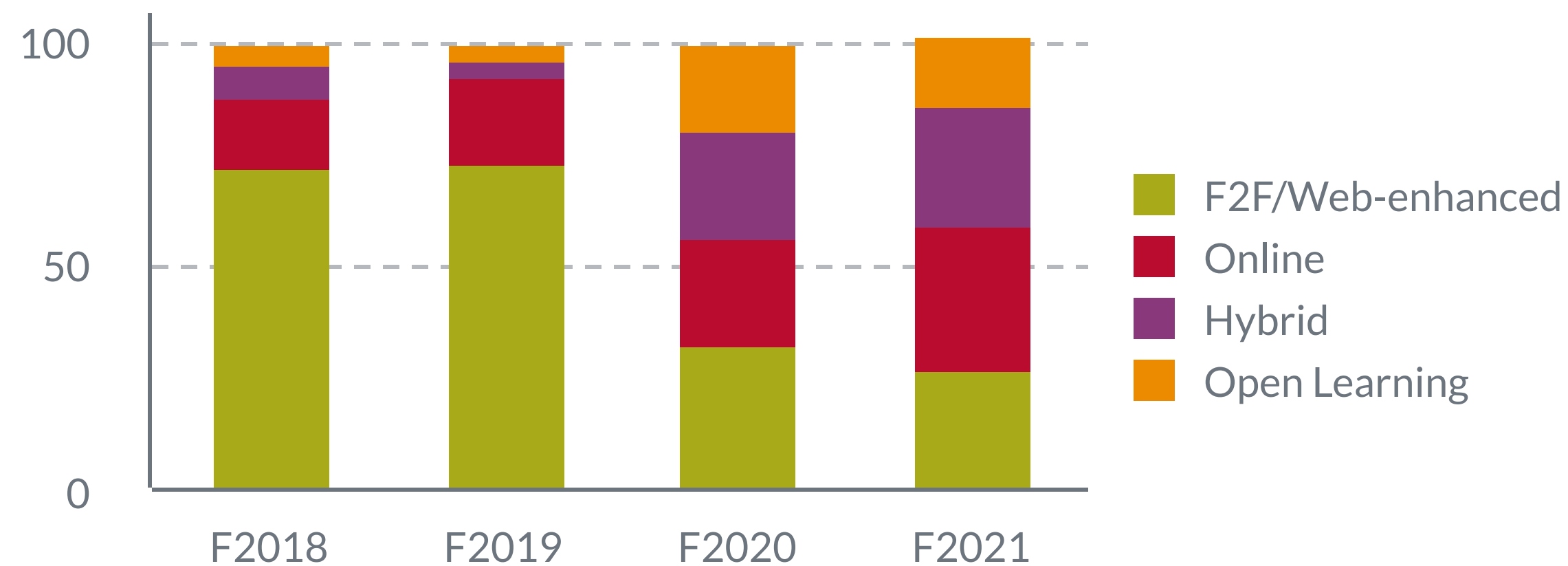
18 YRS AND YOUNGER



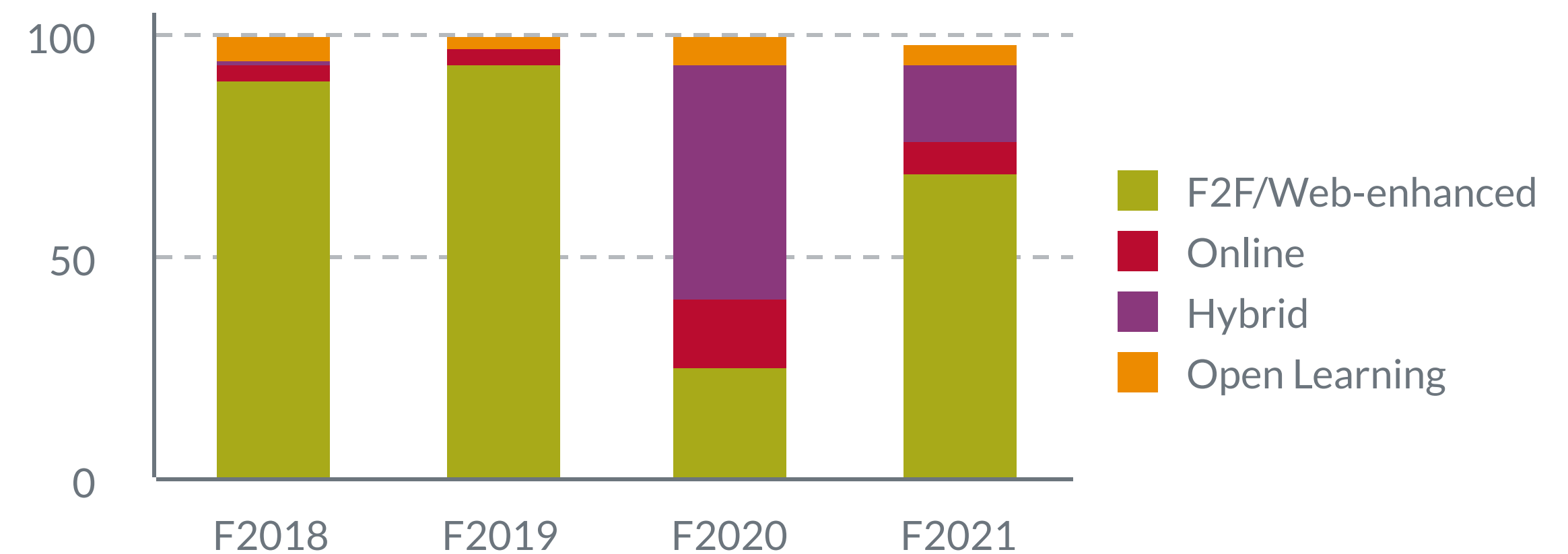
19 TO 24 YEARS OLD



25 TO 49 YEARS OLD



50 YEARS AND OLDER



Unit=Headcount

Highlights

- Online and hybrid course enrollment is more common among young and middle-age adults with increasing shares over the last four years.
- Youngest and oldest students returned to F2F in F21, but the return was strongest among the oldest students.

Students in their own words F20

"I appreciate all the school has done for us during this time. With the friendly emails and updates and the questionnaires. These are trying times and I can't imagine being at any other school or living anywhere else through all of this. I'm proud to be a Lobo and live in New Mexico!"

"It's hard to allocate time at home to do my school work with the kids also home. I have been able to get away and do Zoom in peace. Finding study time has been hard... Overall not being on campus has made me a worse student. I am passing classes and absorbing some material, but I am speeding thru to get only the info I need to pass the class. I feel I am retaining less knowledge than the first part of the semester.

"It has been so hard to focus while dealing with the stress of losing my job and being far away from my family. Also dealing with a family member existing health problems during this time has been a tragedy that takes my focus away from classes. I share a studio apartment with my partner which makes it so hard to find personal space for school."

"...I feel that UNM-Taos has really stepped up in providing services, communication about services available and updates on Covid19. My professors have been amazing with regards to lectures, office hours and straight up support..."

Students in their own words F21

"Due to being immune-compromised like most of my family members, I am still slightly nervous about returning to campus. I am fully vaccinated but am a little worried about potentially catching something and bringing it home to my family. I am also slightly overwhelmed with work and personal circumstances, so I am very happy UNM-Taos offers courses online. I hope they will continue in the future."

"I feel very disconnected from campus life because so many of my classes have been online. I'll have completed my program entirely during COVID & my experience of campus has been minimal."

"I love it [returning to campus] but I also love how classes are hybrid and you only have to come once a week and the work is online. It works with my schedule very well because I know on a specific day I have class and can't make any plans."

"Everyone is always so nice and willing to help."

"UNM-Taos always makes me feel like part of a family. Online courses have made it easier to achieve my goals."

"All my professors work as a team to support me!"

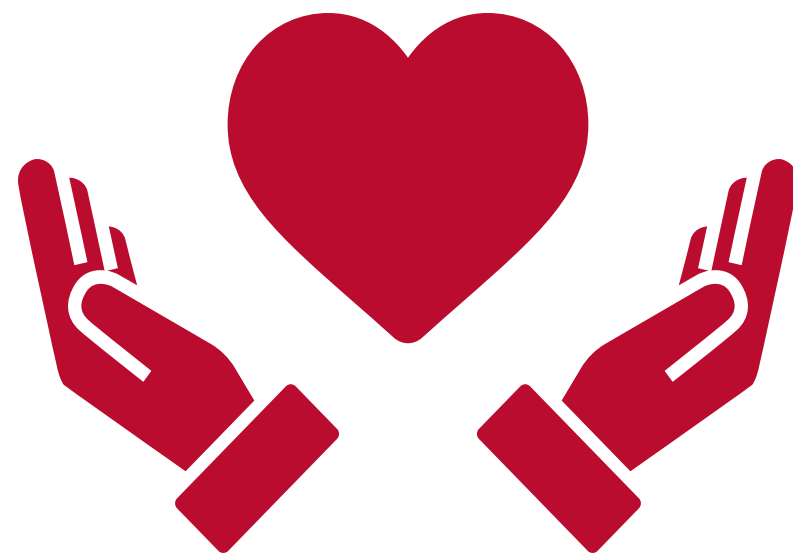
"What I like best about UNM-Taos is having the opportunity to attend a university close to home. This is the reason me and my spouse moved from Colorado back to Taos Pueblo."

"Need homework support. Working full time and being a single mom has made it somewhat difficult to find time to complete homework on time especially since we all had COVID and I was still trying to do all the things I normally do."

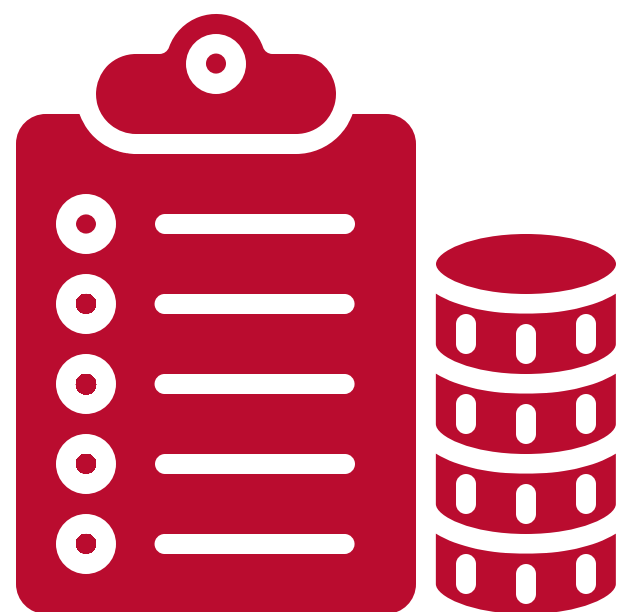
Serving Students

comprehensive supports
&
all student services available online/remotely and in-person

Student Resource Navigator



Financial Aid



Admissions



Tutoring



In context: National survey

“Hispanic students reported a greater number of challenges to their continued course participation after instruction went online.”



family
responsibilities



finding a
quiet space



feeling physically or
emotionally unwell



more likely to have
internet connectivity
problems

more hardware or
software issues



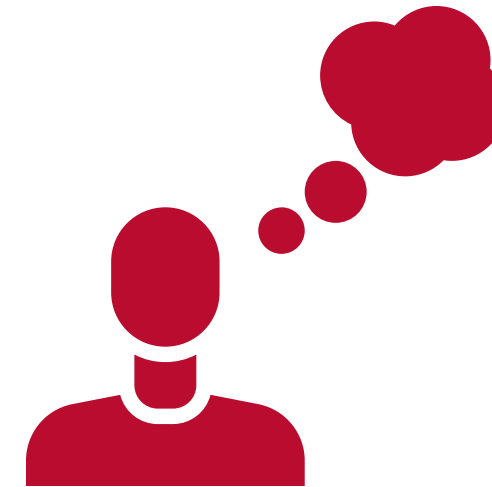
In context: National survey

Practices contributing to more effective online teaching and learning

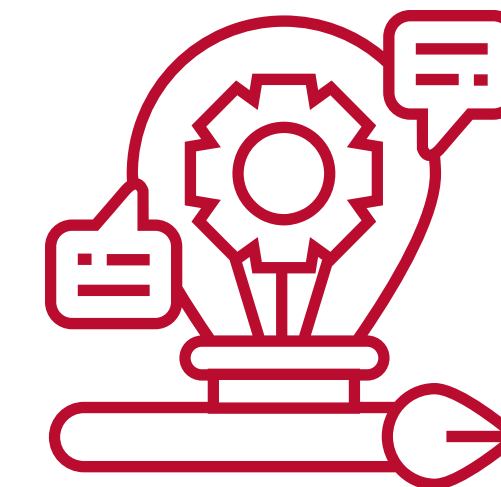
Personal messages



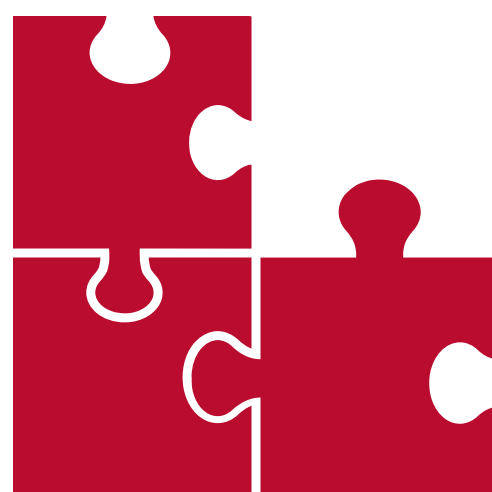
Reflection



Using real-world examples



Breaking up class activities into shorter pieces



Frequent assessments



Group work outside course meetings

Live question/discussion sessions

Breakout groups

Discussion

1

ONGOING PANDEMIC

The ongoing pandemic and structural social changes will continue to challenge educators and administrators. Flexibility, empathy, and frequent communication with students and active listening are crucial.

2

EQUITY IMPLICATIONS

There are measurable differences in course instructional method-choice across demographic characteristics (gender, ethnicity, age group). This analysis did not evaluate student academic outcomes. Further research needs to identify potential outcome differences among different student populations.

3

ESTABLISHING A NEW "NORMAL"

Flexible structures

Instructional modality fluidity and hybrids

Instructional delivery improvement informed by students' diversity