

Wake Tech COVID-19 Research Study Key Findings

The sudden onset of COVID-19 in March 2020 led to rapid transitions to virtual platforms.

How we responded:



Quickly scaled up online service delivery



Expanded hours of virtual services



Distributed laptops



Provided grocery gift cards



Created one-stop Answer Center



Offered course flexibility



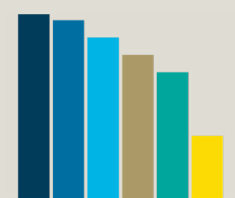
Enhanced online instructional practices



Expanded financial support

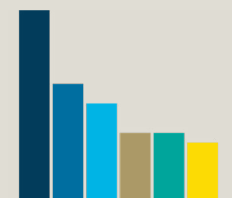
Biggest barriers STUDENTS faced in succeeding in their courses

PERSONAL



- 32% Work obligations
- 31% None
- 28% Personal / family health issues
- 25% Financial cost
- 22% Learning course content
- 11% Internet connectivity issues

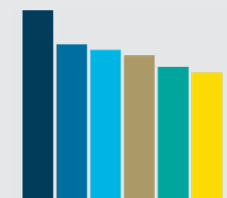
INSTITUTIONAL



- 39% None
- 24% Changing from seated to online courses
- 20% Being able to take the courses in the modalities I learn best
- 14% Getting what I need from my courses and instructors so I can do well
- 14% Feeling I am part of the college community
- 12% Course requirements or policies that are inflexible

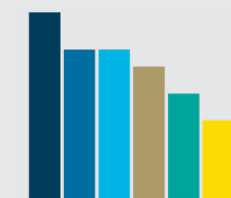
Biggest barriers FACULTY faced in teaching their courses

PERSONAL



- 34% Personal / family health issues
- 28% Work obligations
- 27% Using technology needed for courses
- 26% Accessing technology needed for courses
- 24% Other
- 23% None

INSTITUTIONAL



- 56% Getting compensated adequately
- 45% Communication about COVID-19 policies/procedures
- 45% Changing from seated to online instruction
- 40% Being able to teach courses in the modalities I teach best
- 32% Feeling I am part of the college community
- 24% Being flexible with course requirements or policies

Effect after one year:



Students felt supported.



Performance rebounded & equity gaps narrowed.



Course enrollment remained consistent overall.



Performance improved, particularly for Black males and Black Pell recipients.



Results are associated with dramatic changes in instruction and services put into effect at the same time to minimize the impact of COVID-19.