

Background

- COVID-19 disrupted functioning of academic institutions, student experience (Bashir et al., 2021)
- Initially, a “crisis” response
 - Unprecedented responsibility on faculty/staff to pivot quickly (Coyne et al., 2020)
- Some changes have remained, post-pandemic
 - Flex, hybrid, merged, online teaching and advising

Gaps in Literature

- “Pandemic experiences” (i.e., in a global crisis) may be different than post-pandemic experiences. In particular:
 - Students’ feelings of online, flex, and merged teaching modalities in 2023
 - No longer crisis response
 - Student outcomes linked to these perceptions (academic and psychosocial)

Literature Review

Institutional Pandemic Responses

- Across U.S., disparities in location and socioeconomic diversity, leading to institutional plans emphasizing flexibility and adaptability (Slavin & Storey, 2020)
- Implementation of remote learning was not uniform, intensified inequalities (Coyne et al., 2020):
 - Inconsistent access to learning
 - Learning loss
 - Spread of COVID-19 to at-risk populations
 - Lack of readiness for campuses to pivot, including not doing much remote learning/having a digital culture (Ndibalmea, 2022)
- Similar issues found globally (e.g, UK and Italy; Girelli et al., 2020; Australia: Eacott et al., 2020; Barbados and Canada: Marshall et al., 2020)
- More pervasive use of Online and Campus model (Petronzi & Petronzi, 2020) – expanded remote and face-to-face options following best practices

Pandemic Impacts on Students

- During the pandemic:
 - Increased Generalized Anxiety Disorder (GAD) and Depression (Nikčević et al, 2021)
 - Decreased well-being (Briguglio, Caruana, & Debono, 2021)
 - Increased digital addiction and sleep disturbance (Yaman Aktaş, Karabulut, & Arslan, 2022)
 - Endangerment of Academic Interest (Svensson et al, (2022)
 - Lower enrollment, linked to mental health decline (Rondon, 2022)
 - Decreased retention (Delbanco, 2022)

Proposed Study

- Using lens of social perception:
 - What is the relationship between student perceptions of post-pandemic teaching options (especially flex and hybrid) and student outcomes?
 - How does this compare to mid-pandemic student outcomes?

Proposed Methods

- In fall 2023, survey SUNY Canton Students:
 - Perceptions of teaching modalities, using ISTE standards (see Morgan, 2020)
 - Self-reported outcomes:
 - GPA, drop/fail/withdraw, academic interest
 - Well-being
 - Satisfaction
 - Conduct regression analysis