

How To Do Systematic Review: Community College Response to the Covid-19 Pandemic World

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This research was conducted as part of the Center for Educational and Instructional Technology (CEITR) 2022 Research Labs led by Dr. Mansureh Kebritchi and Dr. Stella Smith.



Introduction

- The Covid-19 pandemic disrupted educational systems during March 2020.
- A look at community colleges through the literature was a goal of the systematic literature review.
- This systematic literature review for community colleges during the Covid-19 pandemic included articles on learning, enrollment, budget, and access. Budget was later removed due to lack of peer-reviewed articles.



Rationale

- Dates of the literature included searches of January 1, 2021-September 30, 2021, when community colleges either continued online, opened their doors, or continued in a hybrid mode of instruction using both designs.
- Intent was to explore and understand how community colleges responded to the Covid-19 emergency by identifying, reading, and critiquing peer-reviewed articles.



Research Questions

RQ1. How have community colleges responded to issues about learning (or scholarship) since the Pandemic 2020?

RQ2. How have community colleges responded to issues about enrollment since the Pandemic 2020?

RQ3. How have community colleges responded to issues about access (or equity) since the Pandemic 2020?



Method

- A systematic literature review (SLR), based on the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) 2020 research design model, was conducted by a team of four researchers from the University of Phoenix CEITR.
- SLR's are a trending and challenging approach to literature reviews in that more in-depth evaluation of the *quality* of the articles is required than in some other types of reviews. In an SLR, articles are typically studied both for content and for the quality of the research reported in the article.
- Databases and search engines searched included: EBSCOHost, JSTOR, ResearchGate, Google Scholar, ProQuest, and ERIC.
- Keywords and phrases searched included variations of community college(s), combined with subjects in three RQs (learning, enrollment, or access), and the COVID-19 pandemic.



Method (continued)

Inclusion criteria included:

- Peer-reviewed data on community college(s), the subjects in three RQs, and post-Covid pandemic between January 1, 2021, and September 30, 2022.

Exclusion criteria included:

- Non-peer-reviewed data, universities not specifically called community colleges, subjects not in the three RQ, colleges outside the United States, and articles not meeting the timeframe.

(Note: Budget was to be one of the RQs. After initial searches and articles were read, budget was dropped from the RQs since the data was incomplete and articles were not peer-reviewed.)

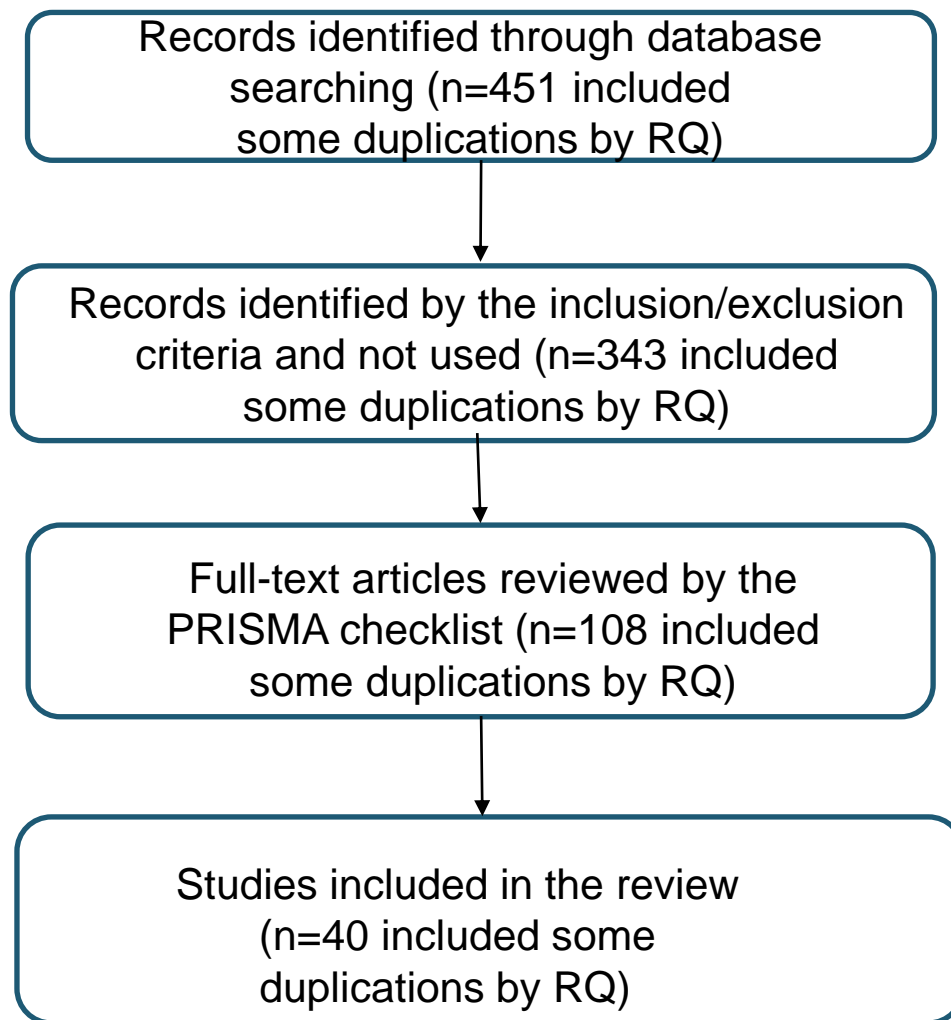


Method (continued)

- Resources returned from the searches were rated against the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) 2020 checklist (British Medical Journal, 2021).
- Goal was to use only articles that met inclusion/exclusion requirements. The short time frame limited the articles found.
- The flow chart on the following slide shows the numbers of articles in each of the PRISMA flow chart categories: identification, screening, eligibility, and included.
- SLRs include additional tables that report specifics of studies written about in the articles. (research design, number of participants, quality of literature review, assessment of bias, etc.) See Table on Slide 10.



Method (continued)





Method (continued)

RQ3. How have community colleges responded to issues about access (or equity) since the Pandemic 2020?

Author(s)	Method & Design	Bias Assessment
Bamicky, & Duran (2022)	Qualitative/Focus Groups of Secondary Data	Data Uses 15 CC in Texas
Cuellar, & Gandara (2021)	Qualitative/Multiple Case Study	Uses multiple cases
Felix, et al. (2021)	Qualitative/Interviews	Gathered CA mission statements before interviews
Fleener (2021)	Quantitative/Social Inquiry	Uses another's data to overcome bias
Hart, et al. (2021)	Quantitative/Survey & Correlation	Uses CA CC faculty data
Lebens (2022)	Mixed Methods/Survey Content Analysis	Mixed methods overcome single-design use
Leo (2021)	Qualitative/Ethnographic	Used observation & interviews of students
Meza, et al. (2022)	Qualitative/Interviews & Content Analysis	Uses RQs, document analysis, semi-structured
Molock, & Parcham (2021)	Quantitative/Survey	Defines population & sample in detail
Schrenk, et al. (2021)	Qualitative/Lit Reflective Inquiry	Addresses limitations & lit selected
Sublett, & Taylor (2021)	Quantitative/Content Analysis	Uses National Center for Ed Statistics (NCES) data
Whatley & Fisher (2022)	Mixed Methods/Survey & Interviews	Addresses limitations in detail
Wilson, et al. (2021)	Quantitative/ Survey	Talks directions & control of three CC COVID budgets



Discussion: Learning

- Availability of technology for students (Brock & Diwa, 2021)
- Remedial Classes (Brock & Diwa, 2021)
- Hands-on classes transferred to virtual learning (Brock & Diwa, 2021; Mazur et al., 2021)
- Teacher/student workload (Day, et al., 2021; Mazur et al., 2021)
- Student perspectives (Prokes & Housel, 2021)
- Teacher perspectives (Deutschman et al., 2021)



Discussion: Enrollment

- Community College Enrollment Prior to March 2020 (Adams, 2021; Wood, 2021).
- Enrollment Expectations in 2019 (Sprehe, 2021).
- Enrollment After the Onset of COVID-19 (Sutton, 2021).
- Racial and Ethnic Groups most impacted by Enrollment Declines (Brock & Diwa, 2021).
- Steps taken to address Enrollment Decline (Adams, 2021; D'Amico et al., 2022; Wood, 2021).



Discussion: Access

- Funding helps (Hart et al., 2021; Sublett & Taylor, 2021; Wilson et al., 2021).
- IT/STEM technology/equipment (Lebens, 2022).
- Online instruction (Schrenk et al., 2021).
- Underrepresented racial minorities (URM) (Cuellar & Gandara, 2021; Fleener, 2021; Molock & Parchem, 2021).
- Rewriting the mission statement and other documents (Cuellar & Gandara, 2021; Felix et al., 2021).
- Immigrant population (Leo, 2021; Whatley & Fischer, 2022).
- Careerist/jobs instruction (Meza et al., 2021).
- Presidents use data, core values, and lived experiences (Burmicky & Duran, 2022).



Limitations

- Community colleges vary from state to state and are difficult to analyze as a unit.
- Dates of the searches, less than two years, limits the number of articles found.
- The future for community colleges is ever-changing and difficult to predict.
- Demographics play a role.



Emerging Findings

After the Covid-19 pandemic, community colleges must confront:

- Reduced enrollment.
- Speed of enrollment, need-based funding, and curricular design.
- Improved access to the internet, computers, and equipment.
- Online skills courses and bachelor degree programs.
- Need-based emphasis: support for food, childcare, living facilities, and equality aspects.



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Questions at End of Session.