INSTRUCTURE

CANVAS

THE STATE OF STUDENT SUCCESS & ENGAGEMENT

In Higher Education

2022 YEAR-OVER-YEAR GLOBAL RESEARCH STUDY & TRENDS

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KEY:

APAC = Asia Pacific

NORAM = North America

LATAM = Latin America

EMEA = Europe, Middle East, Africa

GLOBAL TRENDS & INSIGHTS

THE GREAT RESET: GLOBAL HIGHER EDUCATION'S NEW DIRECTIVE

The experiences of the past few years have shaken loose many of higher education's conceptual mainstays about the future makeup of the student body, what a campus should look like, and what students need to succeed.

This research seeks to shed light on the path ahead for higher education's new directive.

It's a directive that has rapidly evolved as the urgency of the pandemic-induced shift to online learning has subsided and the lessons of the past three years are carrying us into the future. In this new reality, students are more focused on return on investment in their education. They are demanding more convenience and flexibility, and are aware of the need and value of services that support their physical and mental well-being as drivers for their academic—and lifelong—success.

The following trends encapsulate the past twelve months with additional data and observations from the past three years of year-over-year research of the global higher education space. Our continued aim has focused on understanding the state of student success and the key drivers in student engagement.

23
COUNTRIES

7,572
STUDENTS, ADMINISTRATORS & FACULTY

We are pleased to share results from our global 2022 study, the State of Student Success and Engagement in Higher Education. We worked with Hanover Research to field a survey in 23 countries, asking 7,572 current students, administrators, and faculty from 2-year, 4-year, public, and private higher education institutions to define measurements of student success and identify factors for engagement.

The Results

Across all regions, we found that students, faculty, and administrators believe career readiness, skill competency, and student educational goals are three of the most important factors for measuring student success. While the two top factors remain similar from 2021, the importance of student educational goals has supplanted holistic well-being as the third most important factor.

Worldwide in 2022, the top contributors to student success include the quality of the faculty, as well as the availability of engaging content, hands-on instruction, and technology.

Meanwhile, socioeconomic factors including access to the internet, learning resources, and technological devices continue to be barriers to student success and engagement, as does psychological well-being. Offering educational technology resources and professional development for educators in technology training are seen as the top ways to help address student success struggles. While institutions are recognizing the importance of supporting student mental health, this is still seen as an area of opportunity for institutions.

As we've collectively responded to the educational and personal needs of students since COVID-19 entered our lives in 2020, higher education is indelibly altered. Students, faculty, and administrators are much more inclined to opt for online courses, digital materials, and open education resources than in the past. The convenience and flexibility offered with online or hybrid courses is changing the way students live and learn.

IN RESPONSE TO THESE FINDINGS, THE FOLLOWING QUESTIONS REMAIN TOP OF MIND:

- **How can students stay engaged and successful throughout their educational experience and graduate prepared for the modern workforce?**
- **How can faculty continuously leverage technology to transform pedagogy to be more engaging, innovative, and inclusive?**
- **How can institutions reset and commit to new directives with solutions that better address student and campus goals?**

It is critical for higher education institutions to understand and prepare for what students believe they need to be successful and engaged. In this report, we offer a detailed look into the research, our overall perceptions of what it means, and considerations for institutions as they plan for 2022 and beyond.

We hope you'll find valuable insights from these year-over-year findings as we experience the great reset in global higher education and address educations' new directives together.

Six Key Trends

Our study revealed that the six key trends students, administrators, and faculty around the world identified as most important to student success and engagement in 2022 are:

01 STUDENTS ARE DEMANDING CONVENIENCE AND FLEXIBILITY.

Learners now expect a higher standard of online course design as part of any teaching and learning experience and want options between in-person, online, or hybrid courses.

02 CAREER READINESS IS OF PARAMOUNT IMPORTANCE.

Preparing students for a career path after graduation, whether they are traditional students, part-time students, or mid-career, is still the primary concern of students, faculty, and administrators. However, administrators and students agree that this is the area where institutions struggle most.

03 COMPETENCY-BASED AND SKILLS-BASED LEARNING IS IN GROWING DEMAND.

There will always be learners that seek to pursue the traditional degree-learning programs. However, other groups of students are looking to complete skills-based learning that allow them to enter the workforce quickly or enable career progression opportunities in a cost-effective and efficient way.

04 TECH-ENHANCED PEDAGOGY IS CRITICAL FOR STUDENT ENGAGEMENT.

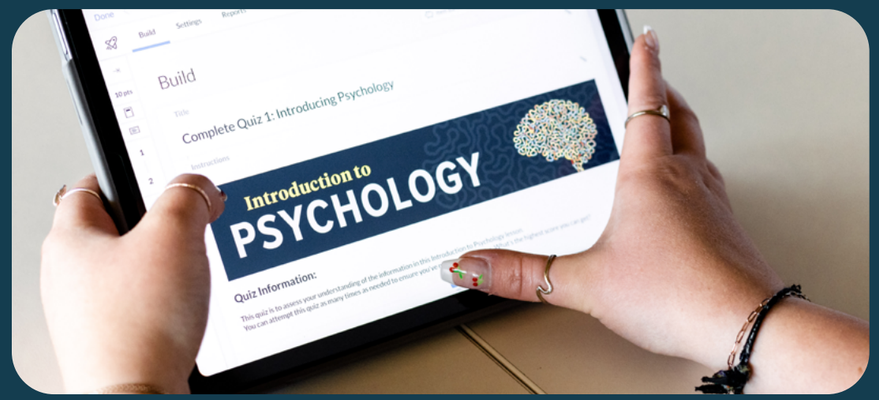
Student success today requires the availability of technology resources, as well as engaging content and instruction from technology-proficient faculty.

05 THE DIGITAL DIVIDE, OR GAP BETWEEN THOSE WITH AND THOSE WITHOUT THE INTERNET, DIRECTLY IMPACTS STUDENT SUCCESS.

Internet connectivity continues to be one of the most basic needs of learners across the globe. Institutions are responding to students' needs, including focusing on bridging the digital divide in a variety of ways.

06 THE PSYCHOLOGICAL WELL-BEING OF STUDENTS IS AT THE FOREFRONT OF THE CONVERSATION ON STUDENT SUCCESS.

Building a culture of care is more important than ever. This is especially true in the wake of the pandemic, which necessitated periods of isolation and changed both the nature of the collegiate experience and the sense of community fostered on campus. The framework of the college experience continues to evolve; fortunately, institutions are responding to an increased focus and desire for mental health care as an integral part of the higher education support system.



STUDENT SUCCESS & ENGAGEMENT

Defining Student Success

2020

Work/Career Readiness	78%
Student Educational Goals	76%
Holistic Development	75%

2021

Work/Career Readiness	84%
Skill Competency	81%
Holistic Development	80%

2022

Work/Career Readiness	82%
Skill Competency	81%
Student Educational Goals	79%

Respondents predict that work-career readiness (71%), skill competency (69%), and skill diversity (68%) will continue to become more important in the coming year, with LATAM (81%) respondents placing significantly greater importance on skill competency compared to respondents in other regions.

Further, administrators (56%) are significantly more likely to believe student retention rates will be more important moving forward than students (42%).

The Digital Divide

Socioeconomic factors impact all areas of the student experience. In 2022, 84% of respondents reported that household income has a moderate or major impact on student engagement, significantly higher than last year (79%).

PREPARING STUDENTS FOR THE WORLD OF WORK

Respondents across all regions define student success as career readiness, skill competency, and student educational goals. Administrators (87%) place significantly higher importance on skill competency than students (81%).

From 2021 to 2022, however, the percentage of respondents who listed career readiness as a primary indicator of student success fell by 2%. Those indicating work readiness as important say being prepared for employment is the mark of a student who has succeeded.

Additionally, student educational goals replaced holistic development as the third most important factor in defining student success, with student educational goals rising by 3%. Also, from 2021 to 2022, holistic development fell to the fifth most important identified factor in defining student success, highlighting higher education's evolving role in a person's lifelong learning journey.

The rise of student educational goals can be attributed to the increase in non-traditional students and the increase in individual paths to education student by student. To that end, increased evidence of skill-based learning exists in that nearly half of institutions offer non-degree programs to supplement traditional two-year to four-year offerings. Additionally, 68% of respondents say having definable skills is more important than course titles or a degree.

> **[Student success factors are] academic assistance, being in a welcoming environment, and feeling comfortable with who they are, developing their skills, and being exposed to diversity.**
>
> **– US, STUDENT**

> **I define student success, long term, by students that have jobs in their field after graduation.**
>
> **– US, ADMIN**

Defining and Supporting Student Success

Overall, 2022 respondents were almost just as likely as 2021 respondents and significantly more likely than 2020 respondents to agree that student success is much more than grades or marks (2022: 79% vs. 2021: 80% vs. 2020: 75%) and that technology helps make life more organized (2022: 75% vs. 2021: 74% vs. 2020: 69%).

When asked, "Which of the following do you believe will become more or less important to measuring student success in the next 12 months?" Work/career readiness (2022: 71% vs. 2021: 71% vs. 2020: 66%), skill competency (2022: 69% vs. 2021: 69% vs. 2020: N/A), skill diversity (2022: 69% vs. 2021:69% vs 2020: N/A), and holistic development (2022: 66% vs. 2021: 67% vs. 2020: 60%) were the factors noted most often. The data shows that offering skills-based learning programs and recognizing the increased demand for a positive ROI for higher education are the cornerstones for the great reset of global higher education.

We continue to see the shift in the overall student identity as it relates to success. While grades remain important—especially to students—administrators, faculty, and students are defining success more holistically and adjusting campus support to match that definition of success and to show the value of a degree.

Across all regions, student academic support (52%), grants for financially disadvantaged students (46%), educational technology resources (39%), general well-being resources and internship/externship placement (36%), laptops/tablets for student use (35%), career development services (34%), and student healthcare options (34%) are methods for supporting students.

Different regions around the world rely on culturally appropriate academic resources. NORAM institutions (44%) are significantly more likely to provide general wellbeing resources, while LATAM institutions utilize grants (56%).

> A student who has a full understanding of the learning area. Who achieves specific learning goals in the topic and can demonstrate a comprehensive personal understanding in assessment and within real life examples.
>
> **– APAC, STUDENT**

> I define student success by the level of mastery of the course material and placement after graduating.
>
> **– NORAM, ADMIN**

> Learning not only about the subjects taught in school, but also learning about life, responsibility, life in society.
>
> **– LATAM, STUDENT**

> Finding the right subjects to study, feeling comfortable with the requirements and achieving good grades within the degree and socializing with fellow students.
>
> **– EMEA, ADMIN**

Our Perspective

In previous reports, we forecasted that skills-based learning would be more prominent in the future, and in 2022, we saw that come to light. With student success continuing to be defined by career readiness, skills-based learning initiatives can help students demonstrate definable competency to potential employers and show mastery of skills—sometimes in place of a traditional degree.

Today's learners are eager to pursue education via non-traditional 2- or 4-year programs and increasingly turn to YouTube, certificate programs, internships, bootcamps, and apprenticeships[1] in their pursuit of employable skills, which is important to note as institutions consider how they will meet changing student demand.

Additionally, the focus on holistic well-being continues to play an important role in student success and engagement; the strides made during the pandemic to recognize the importance of where students are coming from, their mental well-being, available support systems, and personal development alongside their career goals, should be carried forward and expanded on.

CONSIDERATIONS:

- ✓ **Prioritize outcomes-based education to ensure students graduate with the skills necessary to get a job in their desired field of study and succeed.**
- ✓ **Evolve education programs to accommodate student demand for certificates, bootcamps, and other skills-based methods of preparing for careers or upskilling. Offering micro-certificates or badges in specialty areas, for example, is one way to move forward.**
- ✓ **Continue to support student academic success through a variety of methods including career development services, internship placements, and educational technology resources to bridge socioeconomic gaps and support all students.**
- ✓ **A robust job market and ongoing worker shortages will continue to make it easier for students to step into careers at a rapid pace. Partnerships with various industries or businesses can help bridge the gap, while supporting the continued value of a higher education degree.**

[1] **"1 in 3 recent high schools grads skipping college because it was 'a waste of money,"** Intelligent, August 24, 2022.

TEACHING RELEVANT, SHARABLE SKILLS IN A CHANGING WORLD

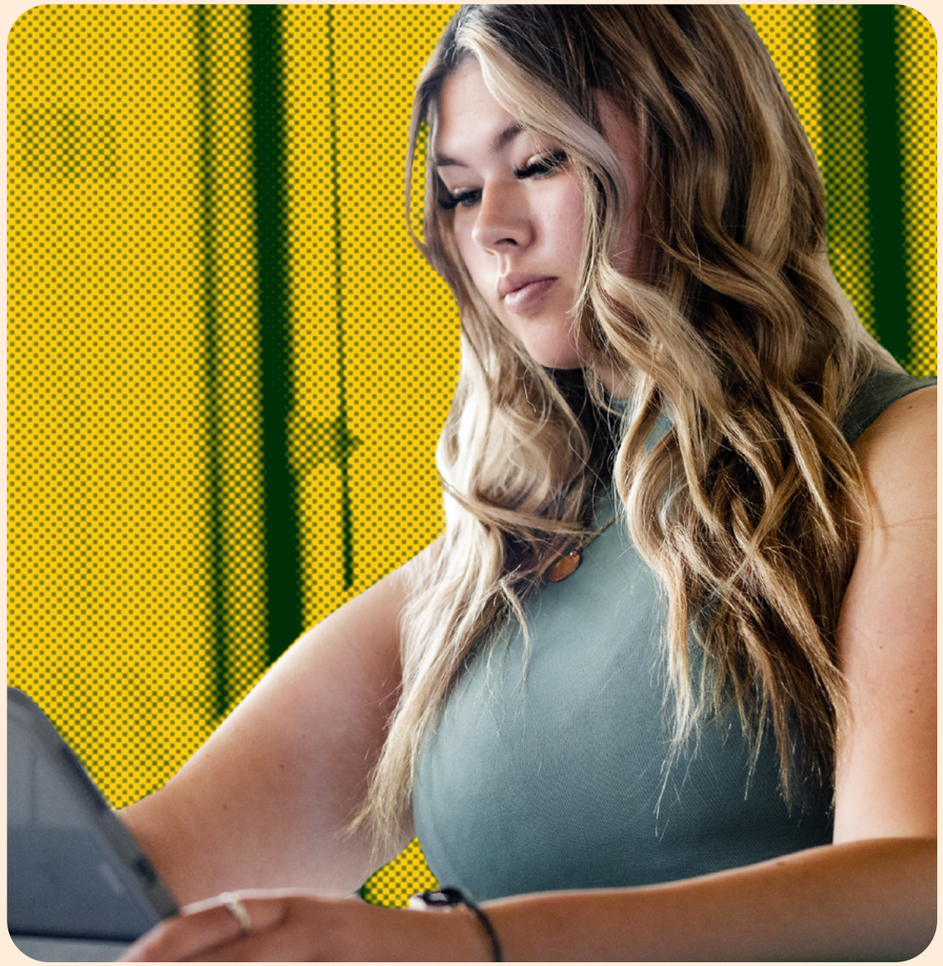
Administrators and students across NORAM, LATAM, and APAC primarily define student success by their level of preparedness for their career after schooling. In EMEA, skill competency ranked slightly higher than career readiness.

Despite this high ranking, 32% of students and 29% of administrators globally say that career readiness is the area most needing improvement. This is markedly lower than in 2021, and roughly in line with 2020.

When comparing regions, LATAM (41%) and APAC (36%) respondents are significantly more likely to believe their institution struggles with work/career readiness than NORAM (27%) and EMEA (23%) respondents. All regions list career readiness as becoming more important in the next 12 months, as they did in previous years.

However, students are still less likely than administrators to cite the availability of career development services (33% vs. 36%) on campus, perhaps indicating an information gap. Further, the awareness and/or availability of career development services appears to be waning from 2022 to 2021, when 38% of students and 42% of administrators cited that these resources were used by their institution to support student success struggles.

The region with the highest internship/externship placement services is APAC at 42%, with other regions averaging 36%; though here too, those numbers were slightly lower than in 2021 (45% and 38% respectively).



Providing evidence of academic achievement over time through digital credentialing can help institutions validate competencies, drive engagement, improve completion, and increase enrollment across the gamut of learning opportunities – for part-time, full-time, and even lifelong learners.

Our Perspective

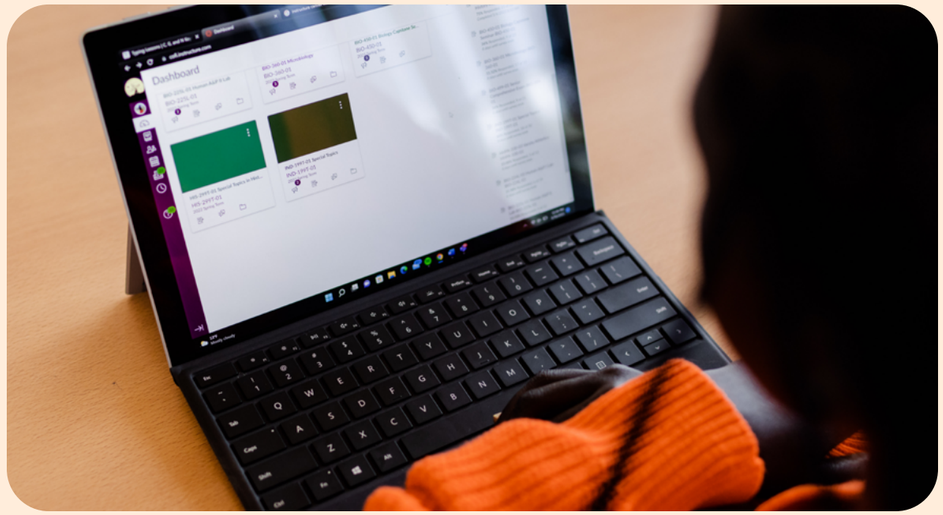
Skills-based learning is at the forefront of the pursuit to help students achieve their educational goals. Since students are largely focused on their readiness to enter the workforce, they'll benefit from institutions that offer them opportunities to define realistic, determinable career aspirations and a practical plan for achieving their goals.

Given this focus, mechanisms that support students' ability to record and share their confirmed skills with faculty and future employees will grow in importance. Providing evidence of academic achievement over time through digital credentialing can help institutions validate competencies, drive engagement, improve completion, and increase enrollment across the gamut of learning opportunities – for part-time, full-time, and even lifelong learners.

Additionally, continued efforts to connect with businesses and community partners as well as alumni can provide students with opportunity to work collaboratively and develop skills needed for today's workplace. Faculty can also leverage online badging and certificates to assess student learning while helping students showcase their skills through completed projects.

CONSIDERATIONS:

- ✓ **Provide digital credentialing and badging to advance skills-based education and hiring while giving students more agency over their education and career paths.**
- ✓ **Elevate student success and empower students with the ability to build marketable skills portfolios that demonstrate real-world competencies.**
- ✓ **Align curriculum with workforce outcomes and offer opportunities for students to showcase skill sets.**
- ✓ **Connect students with alumni and potential employers through virtual networking, internships/ externships, mentorship programs, and strategic partnerships.**



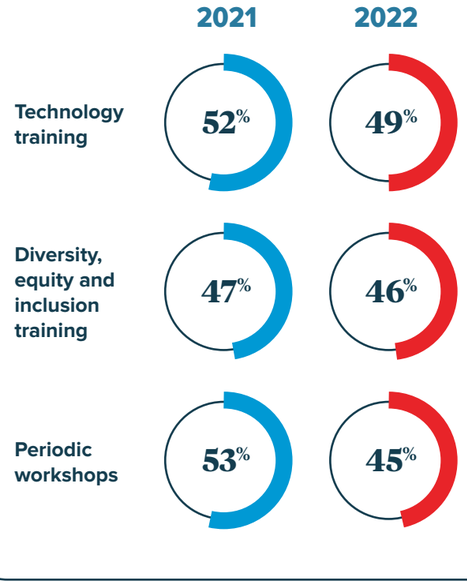
REPLACING LECTURES WITH ACTIVE TECH-ENHANCED LEARNING

Students and administrators alike feel student success is driven by academic factors such as the quality of faculty (90%), engaging content/instruction (90%), available technology (88%), and hands-on instruction (88%).

With continued emphasis from respondents on the quality of faculty each year in our State of Higher Education reports, we're interested in learning how instructor professional development evolves over time. We learned that institutions worldwide primarily provide educators with technology training (2022: 49% vs 2021: 52%), diversity, equity and inclusion training (2022: 46% vs 2021: 47%), and periodic workshops (2022: 45% vs. 2021: 53%), although less so this year than in 2021.

Like our 2021 findings, NORAM faculty (60%) are most likely to have access to professional development opportunities for new technology training. In 2022, LATAM faculty are the most likely to have access to periodic workshops (62%) and APAC faculty (56%) are most likely to have access to research funding.

Institutions worldwide primarily provide educators with:



Our Perspective

As higher education evolves away from the lecture hall model, tech-enhanced learning whether delivered in class or online will be paramount in meeting students' needs.

Mobile apps, two-way video technology, and discussion forums can be used to create interactive learning experiences through in-person or virtual formats. Finding ways to utilize technology to emulate, replace, or enhance personal interactions is critical to institutional, student, and faculty success. After all, while technology is a critical facilitator, it is teachers who empower students toward success.

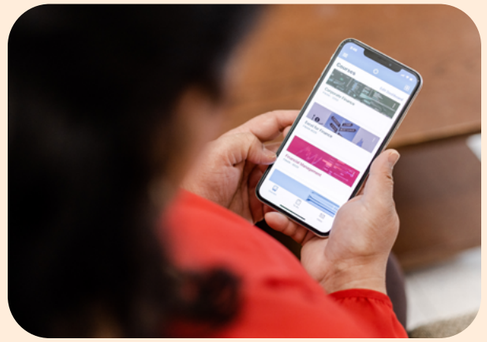
MOVING FORWARD, THIS STUDY SUGGESTS HIGHER EDUCATION INSTITUTIONS SHOULD BE ASKING THEMSELVES THE FOLLOWING QUESTIONS:

- ? Are faculty properly supported to deliver online learning?
- ? Are they properly trained?
- ? Is the necessary technology available to deliver quality online courses at scale?

CONSIDERATIONS:

- ✓ Raised on or accustomed to apps and on-demand media, students can access almost anything, merely by clicking a link. Institutions should provide digital services that keep up with students' desire for convenience through mobile apps, centralized services, and flexible advising opportunities.
- ✓ Tech-enhanced learning helps to eliminate the barriers to education imposed by space and time. Students no longer have to meet in the same place at the same time to learn together from an instructor or meet with an advisor. By offering flexible online tutoring, coaching, mentorship, and advising hours, all students can benefit from faculty coaching without having to enter campus.
- ✓ Provide a comprehensive tech suite that supports student success coupled with faculty training sessions to give educators everything they need to effectively incorporate technology into their teaching.
- ✓ Utilize online discussions no matter the course type. Discussions can take many forms, from discussion boards to video chat. The value of the online discussion is that even those students who are shy and timid can find the time to express their views, and more in-depth dialogue between students can occur.

The intentional use of technology will continue to propel pedagogy into the next generation.



REDEFINING STUDENT ENGAGEMENT: ENABLE & SUPPORT LEARNING OPTIONS FROM ANYWHERE

According to students in 2022, the most impactful engagement strategies involve hands-on instruction (51%) and experience-based learning (48%), similar to previous years, where hands-on instruction (2021: 53% and 2020: 47%) and experience-based learning (2021: 53% and 46%) also led the list.

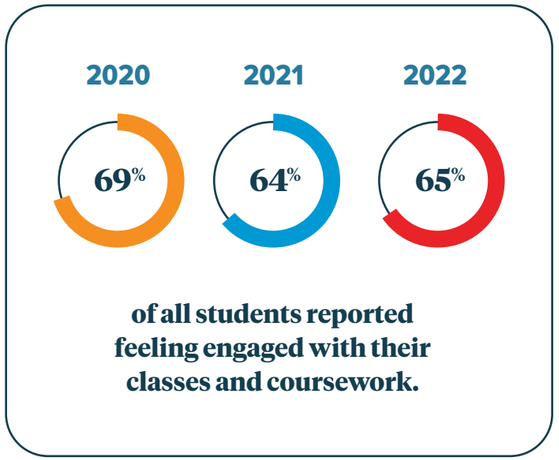
Respondents also cite methods like interactive instruction, in-person instruction, smaller class sizes, project-based learning, personalized instruction, individual learning goals, and a mix of online and in-person learning, as factors that increase student engagement.

Significantly more than administrators (39%), students (43%) believe immediate feedback increases engagement.

APAC institutions are significantly more likely to find a blended mix of online and in-person learning (44%) more impactful on student engagement than other regions.

The use of a learning management system (LMS) increases two-way communication and student engagement, regardless of the course delivery type. Three-quarters of respondents believe their LMS positively impacts student engagement in classes and lectures (75%), significantly more so at APAC institutions (84%). Administrators (84%) are significantly more likely to find learning management systems positively impactful than students (73%).

LMSs are used for a multitude of purposes, most often for homework/assignments (79%), material sharing (78%), and tests/quizzes (78%). LATAM institutions (70%) are significantly more likely to use learning management systems for conducting classes than other regions.



of all students reported feeling engaged with their classes and coursework.

75% **of students say technology helps make their life more organized.**

Additionally, administrators are significantly more likely to use their LMS for communication (83%) than students (74%).

Our Perspective

Our findings make it clear that institutions should be adapting to meet learners where they are - both literally and figuratively, as happy students are more engaged students, and engaged students are successful students.

More than ever, students demand convenient and flexible learning options. And increasingly, convenience and flexibility are perhaps even more important than the pedigree of a diploma.

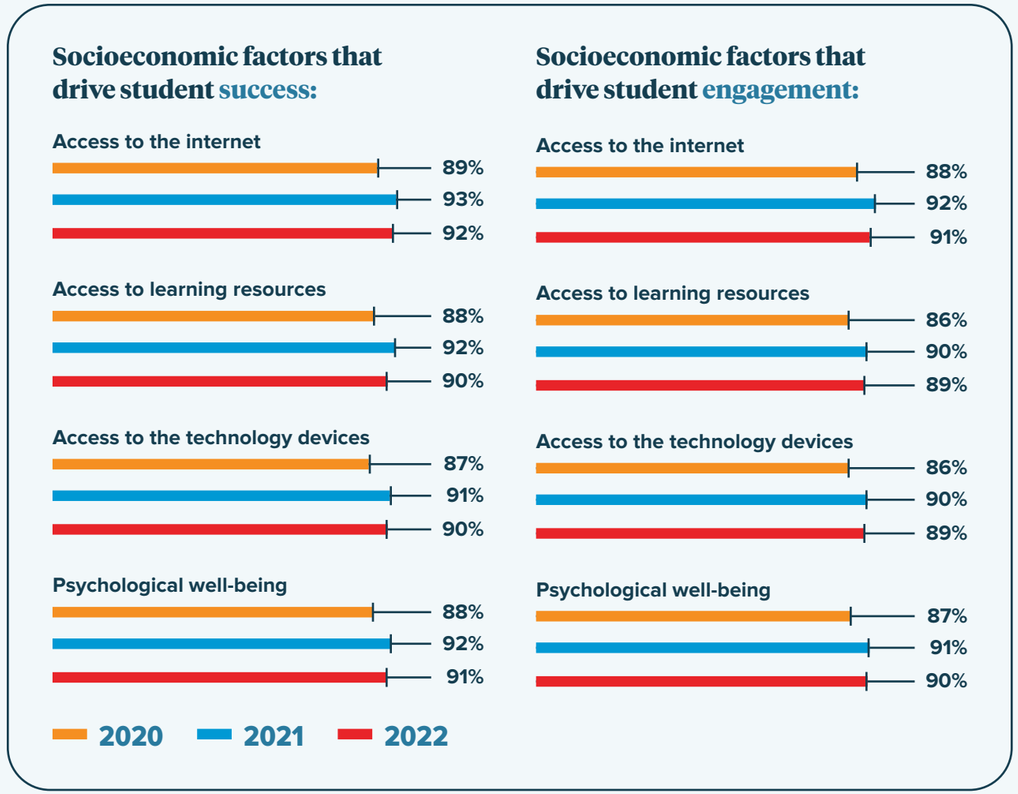
Choice is the future — and technology enhances all forms of learning, whether online, hybrid, or in-person. It makes sense then, that giving students options to choose where and how they learn gives them power over their trajectory.

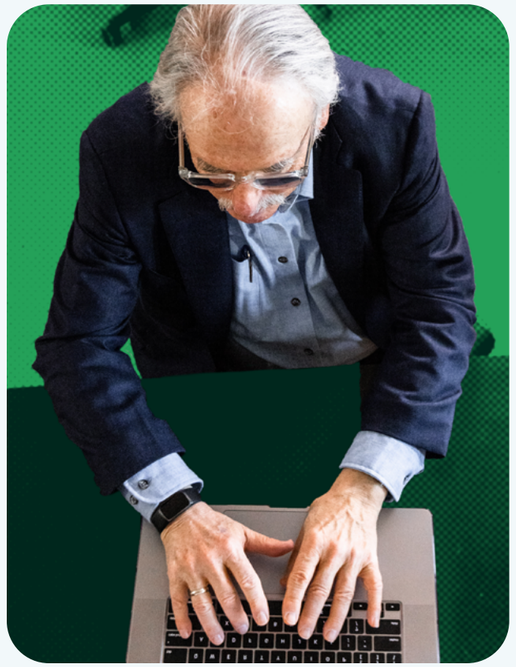
Ultimately, our study shows that students are interested in personalized, engaging instruction in both virtual and in-person learning environments. We anticipate that emerging technologies such as virtual reality, immersive tools, and interactive video will continue to open up new adaptive learning channels and mechanisms for student engagement. Combining these capabilities with collaboration tools that provide instant feedback, peer comments, and formative feedback loops creates further opportunities for increased engagement.

CONSIDERATIONS:

- ✓ **Measure the balance of available courses and continue to expand online offerings to meet diverse needs.**
- ✓ **Provide immersive learning experiences through interactive video, mobile apps, or other technology resources that are inclusive to all students and learning styles.**
- ✓ **Leverage technology to focus on two-way communication, peer-to-peer collaboration, and immediate feedback for students.**
- ✓ **Gamify badges and certificates. Offer badges as rewards for achieving proficiencies to encourage continued student engagement.**
- ✓ **Utilize LMS capabilities to increase student engagement and deliver dynamic learning experiences.**

SOCIOECONOMIC FACTORS





When prompted, respondents also identify family dynamics as another socioeconomic factor that influences student success. Especially outside of the US, those who take care of families and work simultaneously have shared they now have the opportunity to access learning via online or hybrid courses in the post-COVID* world.

EQUITY AND ACCESS FOR ALL LEARNERS

Similar to perceptions of student success, socioeconomic factors greatly impact student engagement. From 2020-2022, the top four socioeconomic factors impacting student success and engagement increased in importance, with psychological well-being taking over learning resources for the second spot under student success. We see again that access to the internet, learning resources, and technology devices remain paramount for bridging the digital divide and offering equitable paths to success for all learners.

In an open-ended question seeking additional factors that influence student success, respondents named:

- Access to mental health resources
- Safety in the home
- Learning disabilities
- Exposure to crime and/or violence
- Access to quality health care
- Transportation options
- Access to outside academic support
- Physical disabilities
- Access to mentorship
- Access to outdoor spaces/nature
- Number of parents at home during childhood

In response to student needs, half of institutions address student struggles through academic support (52%). Additional methods or resources include: providing educational technology resources (39%), providing general well-being resources (36%), providing internship placement (36%), offering laptops for student use (35%), offering student health care options and career development services (34%), and free or low-cost transportation options (30%).

60% of NORAM institutions report providing student academic support

56% of LATAM institutions report utilizing grants for financially disadvantaged students

> **[Student success requires the] ability to complete work at your own pace. One of the hardest learning environments as a student is when you're being forced to rush work. I think less standardized testing and more focus on personal skill development would really benefit students too.**
>
> **– UNITED KINGDOM, STUDENT**

> **Poverty and having to work jobs while also going to school affects students extremely and there should be either more assistance to students or less of a monetary barrier to attending college.**
>
> **– US, STUDENT**

Respondents from LATAM are significantly more likely than other regions to identify the impact of access to the internet (94%), technological devices (92%), and learning resources (92%) on student success.

Our Perspective

Heightened awareness of what keeps students from succeeding and attention to removing those barriers as students pursue an education is key[2] for meeting students where they are.

As institutions continue to move forward within the great reset, providing access to tools that support student engagement and success is crucial. Addressing the barriers to success, including access to the internet and digital tools is necessary in the pursuit of equity and access for all learners. Financially-based support programs, such as grants, scholarships, paid internships, and low-cost housing and transportation, can be implemented to make headway against inequity. Further, providing more flexibility around academic support, access to technology for student use, self-paced learning, and even extracurricular opportunities are important ways to impact student engagement.

Continued focus on overall mental and physical well-being through programs that identify and target individual student wellness should be the norm, and the increase in attention on these factors during the pandemic should be seen as an ongoing strategy to help institutions increase their impact.

[1] **"Barriers and facilitators to the retention and participation of socially, economically and culturally disadvantaged university students. An international systemic review,"** International Journal of Educational Research, Volume 113, 2022, 101968.

CONSIDERATIONS:

- ✓ **Allow students to engage on their terms according to their learning styles, e.g., asynchronous video, transcripts, online quizzes, and downloadable resources.**
- ✓ **Consider all student group communities and their unique needs – traditional, non-traditional, full-time, part-time, first generation, English language learners, international students, etc.**
- ✓ **Offer virtual mentorship, counseling, or advising services so that all students can participate no matter where they learn from, removing the need to commute to school.**
- ✓ **Partner with local technology companies and nonprofits to offer internet and digital resource access to students who need it most.**

> Our institution takes mental health very seriously and constantly keeps themselves in touch with the students to know about their current health status.
>
> – AUSTRALIA, STUDENT

> Other things that would motivate student participation is the encouragement of mental health studies in each and every program at the college.
>
> – CANADA, STUDENT

PSYCHOLOGICAL WELL-BEING AND STUDENT SUCCESS ARE INTERTWINED

Institutions across the globe are grappling with supporting student (and faculty) mental health as the pandemic enters its sixth semester. Institutions are motivating student engagement through support/counseling, study groups, and social activities.

When asked what institutions are doing to support student and faculty mental health, respondents said:

52%	IN-PERSON OR VIRTUAL COUNSELING
45%	CAMPUS WELL-BEING EVENTS
33%	MENTORSHIP PROGRAMS
27%	STAFF TRAINING
25%	MENTAL HEALTH APPS
2%	OTHER
13%	NONE OF THE ABOVE

Similar to last year, students from self-identified lower-income homes see the value of technology in supporting engagement and are almost as likely (72% vs. 76%) to believe their institution's learning management system has positively impacted their classroom engagement, yet they still find it difficult to stay engaged in online and remote learning at a higher rate.

54%

APAC respondents (54%) are significantly more likely to think that their institution is doing well to address student mental health issues.

56%

ADMINISTRATORS

42%

STUDENTS

Globally, administrators are significantly more likely to believe that their institution is doing well to address mental health issues (56%) compared to students (42%).

Our Perspective

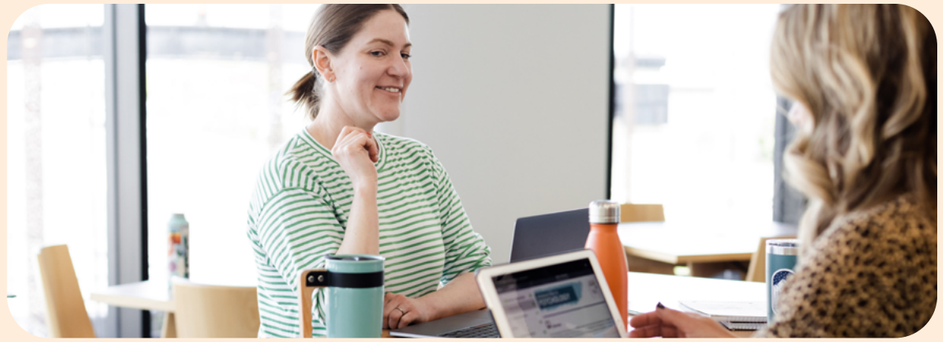
Mental health continues to be a top concern for higher education.

That's no surprise given that student mental health impacts retention and student success as a whole. And students right now are dealing with the emotional, behavioral, cognitive, and interpersonal ramifications of unprecedented and challenging events throughout the pandemic, adding to challenges they may already have been facing. The way institutions do business must now shift, the way we provide services has to shift, and the conversation about what those demands mean for the types of services higher education has to be ready to provide must remain at the forefront.

Organizations that are able to implement a 'culture of care' focusing on supporting each and every student will help position themselves and their students and faculty for optimal well-being.

CONSIDERATIONS:

- ✓ **Institutions can proactively share mental health information with students during orientation to increase awareness of what supports are available. Integrating mental health support into the student experience helps to create a cohesive support system for students, where disparate services puts the onus on students to discover resources.**
- ✓ **Engage student alumni in mentorship opportunities, alumni panels, short videos, or other innovative avenues to help struggling students feel less isolated.**
- ✓ **Normalize mental health checkups and awareness by offering free mental health screenings with information regarding additional resources and supports, as needed.**
- ✓ **Offer free self-help courses online or partner with a mental wellness app to support students.**



POST-COVID* PERCEPTIONS

POST-PANDEMIC ATTITUDES TOWARD ONLINE LEARNING, DIGITAL MATERIALS, AND OPEN EDUCATION RESOURCES

While COVID-19 continues to impact communities worldwide, our collective understanding of the disease continues to grow, leading to the development and prevalence of treatment options. COVID-19 response has become increasingly manageable. That factor has led many countries and industries to move into a post-pandemic state. Higher education is aligned with this approach, and in the fall of 2022, many students returned to campus to engage in traditional university life, including in-person education, housing, and social activities[3]. Still, there is a marked shift in what they desire in their learning experience.

As a result, we evolved our questions related to learning in the pandemic. Interestingly, here's where we perhaps see most keenly how the pandemic response has created shifts in how students and faculty prefer their courses to be taught. A growing number of students and faculty want to take fully online courses or a mix of online and in-person courses. They also want to see more technology and digital resources used as part of the teaching and learning experience.

72%

LATAM students (72%) are significantly more likely than other regions to want to take some courses in a fully online format.

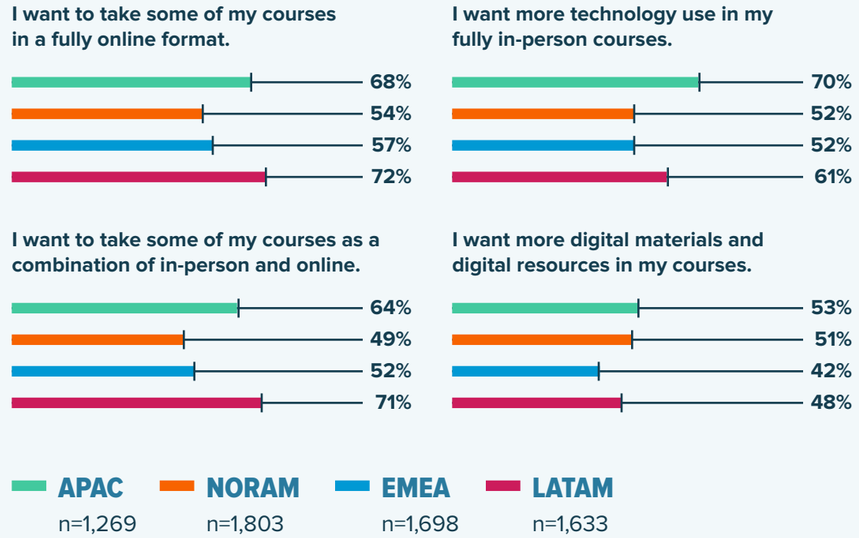
70%

APAC students (70%) are significantly more likely to want more technology used in in-person courses.

49%

NORAM respondents (49%) are significantly less likely to want to take courses as a combination of in-person and online.

Based on our 2022 results, two-thirds of students want to take some courses fully online after the pandemic.



[3] **"Students returning to campus want the 'university experience' missed during COVID-19,"** The Conversation, August 2, 2022.

87% LATAM faculty (87%) are significantly more likely to want to teach some courses in a fully online format.

40% EMEA faculty (40%) are significantly less likely to want more technology used in fully in-person courses.

Additionally, since the pandemic, respondents have a more positive attitude towards using digital materials and open education resources. Today, respondents are more likely to have a positive opinion of using digital materials (69%); open education resources (65%); courses that combine in-person and online instruction (61%); online learning (59%); and online exam proctoring (51%).

LATAM respondents (78%) are significantly more likely to have a positive opinion of digital resources.

APAC respondents (78%) and LATAM respondents (77%) are significantly more likely to have a positive opinion of open education resources.

Globally, admins (72%) are significantly more likely to have a more positive opinion towards online learning compared to students (56%).

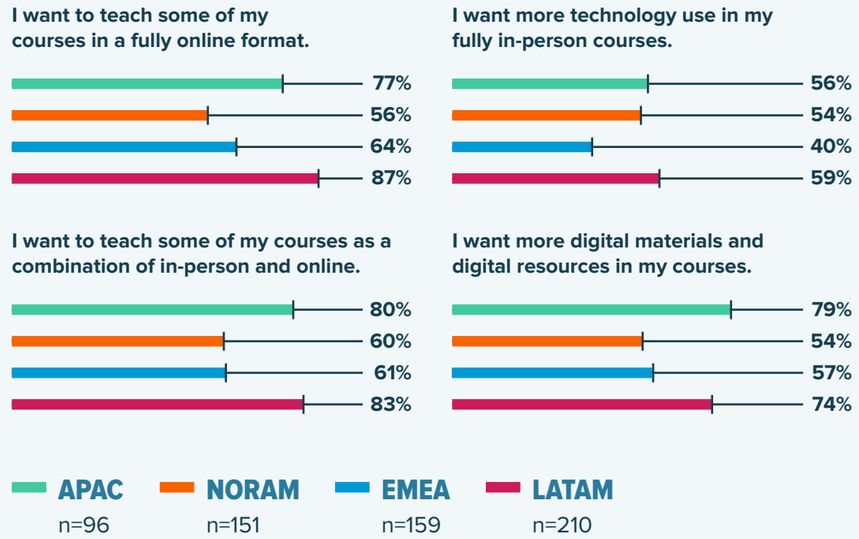
Online Classes

Overall, roughly two-thirds of students and faculty would like to take or teach an online or hybrid class post-pandemic.

APAC students (68%) are significantly more likely than students from other regions to want to take classes online and APAC (68%) and LATAM (63%) students are significantly more likely to want to take hybrid classes.

APAC (81%) and LATAM (78%) faculty are significantly more likely to want to want teach classes online post-pandemic compared to NORAM (57%) and EMEA (62%), and APAC (82%) and LATAM (77%) faculty are significantly more likely to want to want teach hybrid classes post-pandemic compared to NORAM (57%) and EMEA (62%).

Based on our 2022 findings, three-quarters of faculty want to teach some courses either fully online or a combination of in-person and online.



Navigating the shift in learning preferences while managing students' physical return to campus requires special attention to both.

Our Perspective

While online learning was already prevalent and increasing in popularity prior to the pandemic, institutions are experiencing a fundamental and seismic shift in the perception and acceptance of widespread online education.

Institutional resilience now depends on having a strong tech stack to support the ability to provide increased opinions with online and hybrid learning for both faculty and students. This strong tech stack requires purposeful training for educators through formal training, peer-to-peer support and mentorship, and engagement in online communities, such as the Canvas Community.

This focus on intentional tech will not only help students in their pursuit of traditional degrees and their overall engagement, but also position them for today's modern workforce by augmenting digital literacy and increasing skill sets.

The ability to scale up and down in online, hybrid, and in-class capabilities appears to be the way forward for student, faculty, and institution success.

CONSIDERATIONS:

- ✓ **Faculty training for online teaching pedagogy is more important than ever. Provide professional development for educators that focuses on technology training, which includes methods to engage students virtually to foster a supportive and inclusive digital environment.**
- ✓ **Continue to champion the benefits and flexibility of asynchronous, on-demand courses that fit non-traditional students' lifestyles and encourage students to take ownership of their learning.**
- ✓ **Evaluate the gains achieved during the shift to online learning during the pandemic and strive to keep them in place, building upon those successes. Navigating the shift in learning preferences while managing students' physical return to campus requires special attention to both.**
- ✓ **Engage faculty champions who can help bring other educators along in the move to online teaching and learning, sharing resources and best practices to encourage peer engagement.**

IN CLOSING

Institutions have continued moving forward, harnessing the opportunities stemming from forced digital transformation and increasing empathetic understanding amongst faculty and students. As technology and society evolve, so will the definition of student success. Higher education can adapt to this new reality, and institutions that keep these evolving trends in mind will better attract, retain, and engage students in the years ahead.

This is just a glimpse of the findings from our study. Throughout the year, we'll be reporting on more specific results including countries and regions, institution types, and student types. If you'd like to receive research updates or have any questions on this report, we invite you to contact us at studentsuccess@instructure.com.

For institutions to thrive in the current challenging and changing environment, they must become intentionally innovative, while improving the student experience. It is often purposeful technology that will facilitate that innovation.

APPENDIX

Research Methodology

We developed the State of Student Success and Engagement in Higher Education survey in coordination with Hanover Research. The survey was designed to understand how higher education students and administrators define student success and engagement and how that varies around the globe year over year.

The survey was fielded in July 2022 and was cleaned and analyzed by Hanover Research. After fielding and data cleaning, the study consisted of 7,572 qualified, completed responses. The data was then cut into crosstabs by region, country, and role, along with various additional subsegments, such as socioeconomic status. We performed statistical significance testing across segments with a 95% confidence level using a Z-Test with p = less than 0.05 and a margin of error +/- 1% for the overall sample size. For any questions regarding the underlying methodology or data, please contact us at studentsuccess@instructure.com.

About Hanover Research

Founded in 2003, Hanover Research is a global research and analytics firm that delivers market intelligence through a unique, fixed-fee model to more than 1,000 clients. Headquartered in Arlington, Virginia, Hanover has been named a Top 50 Market Research Firm by the American Marketing Association every year since 2015. To learn more about Hanover Research, visit www.hanoverresearch.com.

*We recognize that the COVID-19 pandemic has not been eradicated and is still impacting lives across the globe. We use the term “post-pandemic” and “post-COVID” to describe the state of the higher education industry in taking lessons learned during the past three years and moving into the future with intention.

Respondent Characteristics

PRE COVID-19 CLASSES (N=6,403)	
On-campus	69%
Hybrid (mix of on-campus and online)	19%
Online	12%

MAJOR/DEGREE PROGRAM (N=6,403)	
Business	16%
Engineering and Technology	19%
Liberal Arts	13%
Medical and Life Sciences	24%
Visual and Performance Arts	5%
Other	19%
Prefer not to respond	4%

HOUSEHOLD STRUCTURE (N=6,403)	
Two parents in home	63%
One parent in home	66%
No parents in home/Raised by guardian	67%
Other	24%
Prefer not to respond	4%

FAMILY EDUCATION HISTORY (N=6,403)	
First in family to attend college/university	31%
Siblings attended before me, but parents did not attend	21%
Parents attended before me, but grandparents did not attend	28%
Parents and grandparents attended college or university before me	15%
Other	1%
Prefer not to respond	4%

NUMBER OF STUDENTS (N=7,572)	
Less than 1,000	9%
1,000 to 4,999	18%
5,000 to 9,999	13%
10,000 to 14,999	11%
15,000 to 19,999	7%
20,000 to 24,999	6%
25,000 or more	16%
I don’t know/Prefer not to respond	22%

NUMBER OF EMPLOYEES (N=7,572)	
0 to 249	20%
250 to 499	18%
500 to 999	12%
1,000 to 4,999	11%
5,000 to 19,999	6%
20,000 or more	3%
I don’t know/Prefer not to respond	30%

JOB ROLE (N=1,169)	
Academic staff	29%
Administrator	18%
Faculty member	53%

YEARS OF EXPERIENCE (N=1,169)	
0 to 1 years	5%
2 to 5 years	28%
6 to 10 years	28%
11 to 15 years	17%
16 to 20 years	10%
21 years or more	13%

AGE (N=7,572)	
18 to 24	69%
25 to 34	18%
35 and older	13%

GENDER (N=7,572)	
Male	31%
Female	67%
Other	1%
Prefer not to say	1%

EMPLOYMENT (N=7,572)	
Employed full-time	12%
Employed part-time	3%
Student	85%

EDUCATION INSTITUTE TYPE (N=7,572)	
Private, 2-year college or university	5%
Private, 4-year college or university	14%
Public, 2-year college or university	17%
Public, 4-year college or university	44%
University	19%

INSTITUTE LOCATION (N=7,572)	
Urban area	62%
Suburban area	25%
Rural area	10%
Prefer not to say	3%

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Instructure is an education technology company dedicated to helping everyone learn together. We amplify the power of teaching and elevate the learning process, leading to improved student outcomes. We strive to make learning more personal and student success more equitable by delivering solutions to support, enrich, and connect every aspect of teaching and learning. In addition to Canvas LMS, Instructure offers the assessment tools and quality content educators need to implement a successful assessment program that drives learning forward. Today, Instructure supports more than **30 million educators and learners** at more than **6,000 organizations** around the world.

Learn more at instructure.com/higher-education.