

ABSTRACT

The study presented examines the effects of virtual learning in Communication Science and Disorders students' academic performance, measured by their grade point average (GPA), and virtual learning experience during and after the COVID-19 pandemic (2019-2021). The issues students faced during the virtual learning experience included transitioning to virtual learning, different professors' virtual learning strategies, and financial burdens when it came to technology cost/access. The question being proposed is whether virtual learning has affected the academic performance of CSDO students across the United States due to the obstacles stated. Factors that were included in this study were their academic performance measured by the results of their GPA (grade point average) during the years of 2019-2020 and after, classification, and access to technology. The study has gathered answers from a survey presented to participants that were CSDO students either in an undergraduate or graduate program during the years, above the age of 18, and attended school virtually during the COVID-19 pandemic and in person classes after. The results shown present that virtual learning presented struggles but did not affect the academic performance overall from the participants studied. The purpose of the study being presented is to show the impact of COVID-19 on CSDO (Communication Science and Disorders) college students' academic performance and experience.

INTRODUCTION

This study presents the CSDO discipline in the United States concentrating on the years of 2019-2021, one of the most impacted years of education in the United States, due to a pandemic. The study presents a more accurate representation and present an insight of how virtual learning has affected the academic performance of college students, specifically CSDO majors, across the states. The research question of whether virtual learning has affected the academic performance of CSDO students across the United States in the years of 2019-2021 should be answered to give insight and a more accurate representation to students who feel have been affected and have a better understanding of the decline/increase of their academic performance/experience during the time being studied due to educators virtual learning strategies, lack of technology access due to financial burdens, and the immediate transition to virtual learning.

METHODS

A mixed methods approach was administered in this study. A mixed methods study consists of both quantitative and qualitative data. The qualitative data that was collected in this study was collected using an open-ended question survey pertaining to the students experience on virtual learning. The quantitative data that was collected in this study was collected using a Likert scale gathering the participants ratings and grade point average of the participants before the pandemic and after the pandemic.

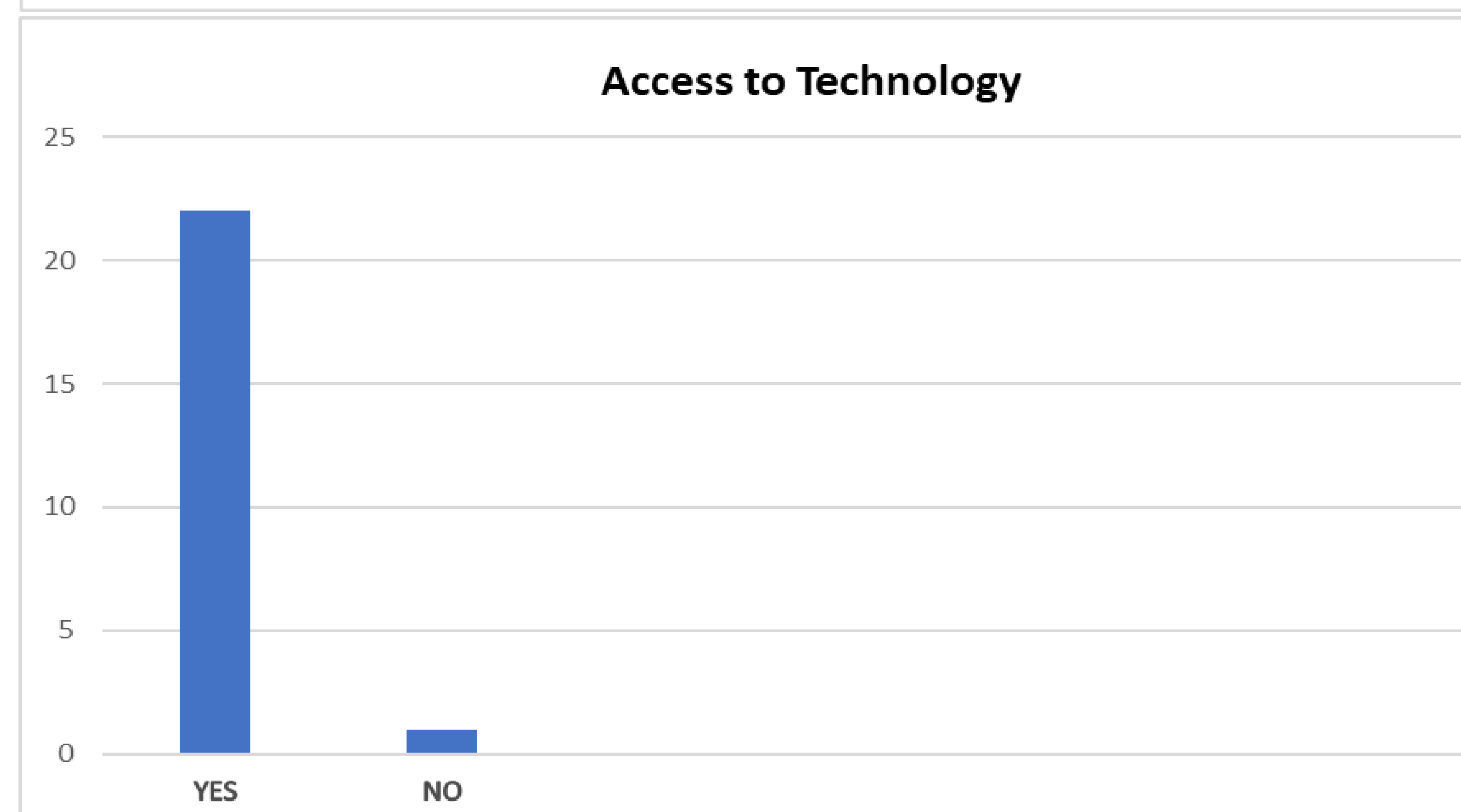
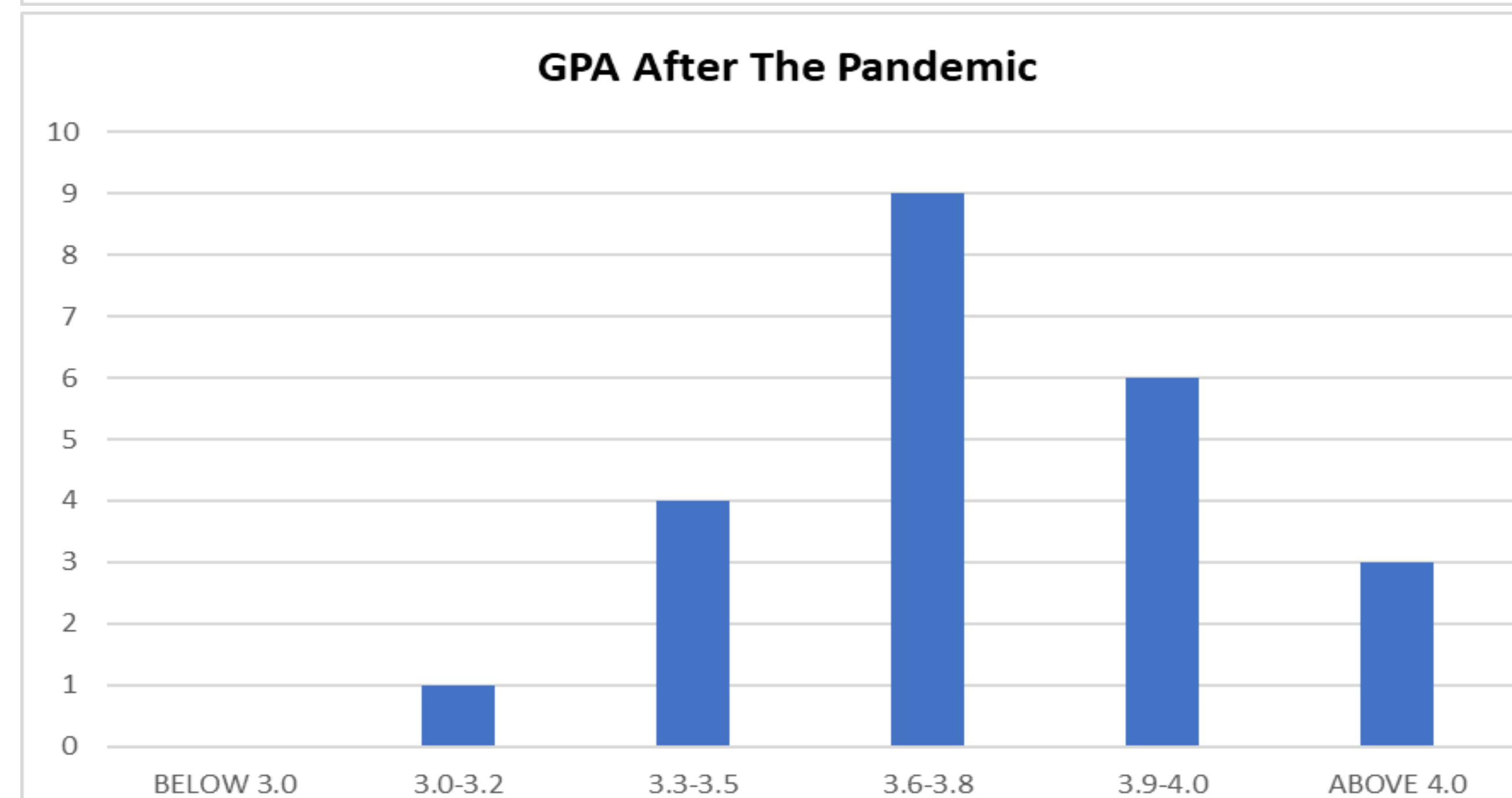
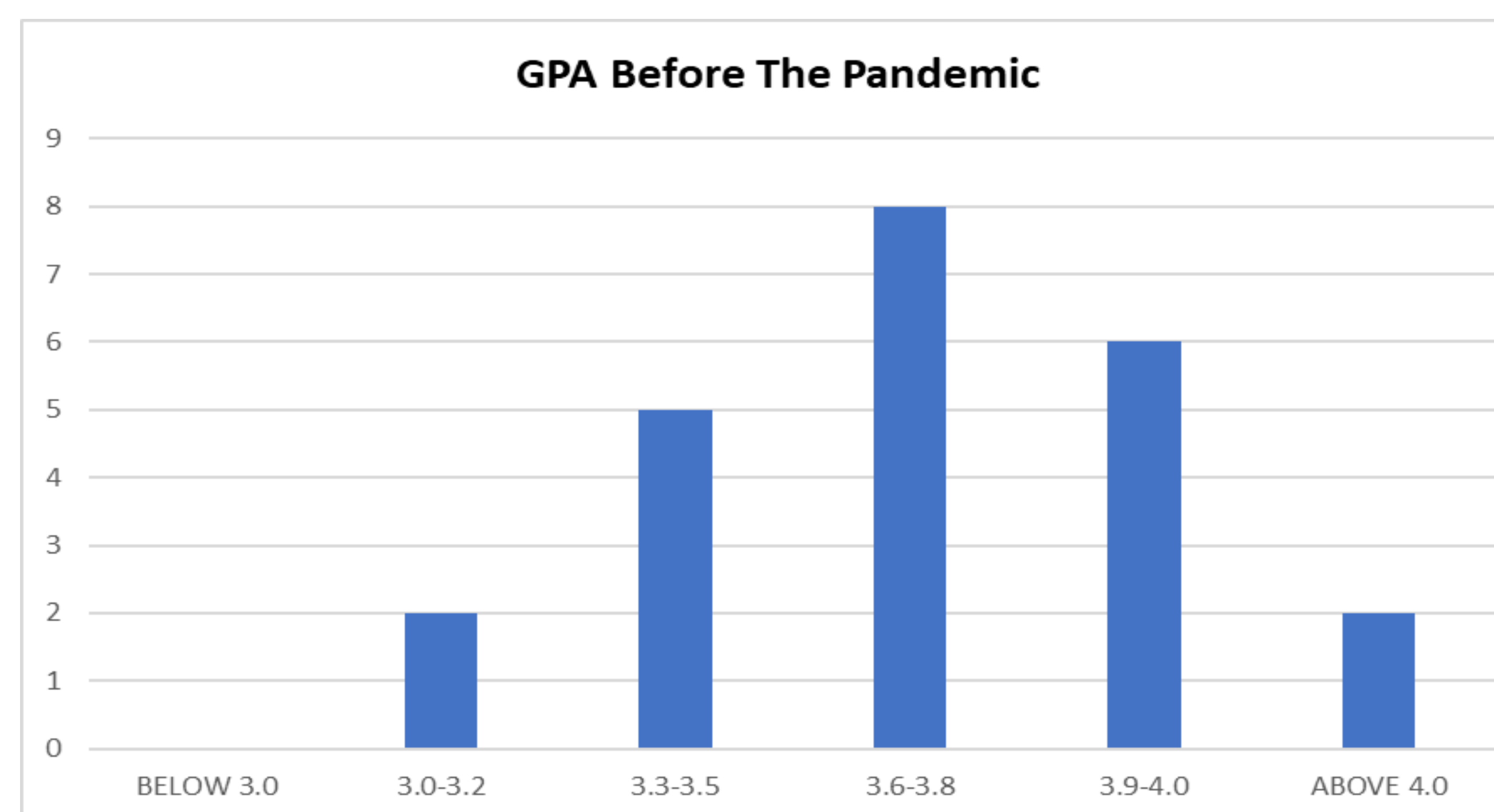
Methods cont.

PARTICIPANTS

A 19-question survey was distributed using multiple sites to target participants that potentially qualified. The participants who were involved in this study met the following qualifications: 1) was a CSDO student before and after the pandemic 2) Above the age of 18

RESULTS

Total Participants: 23



RESULTS Cont.

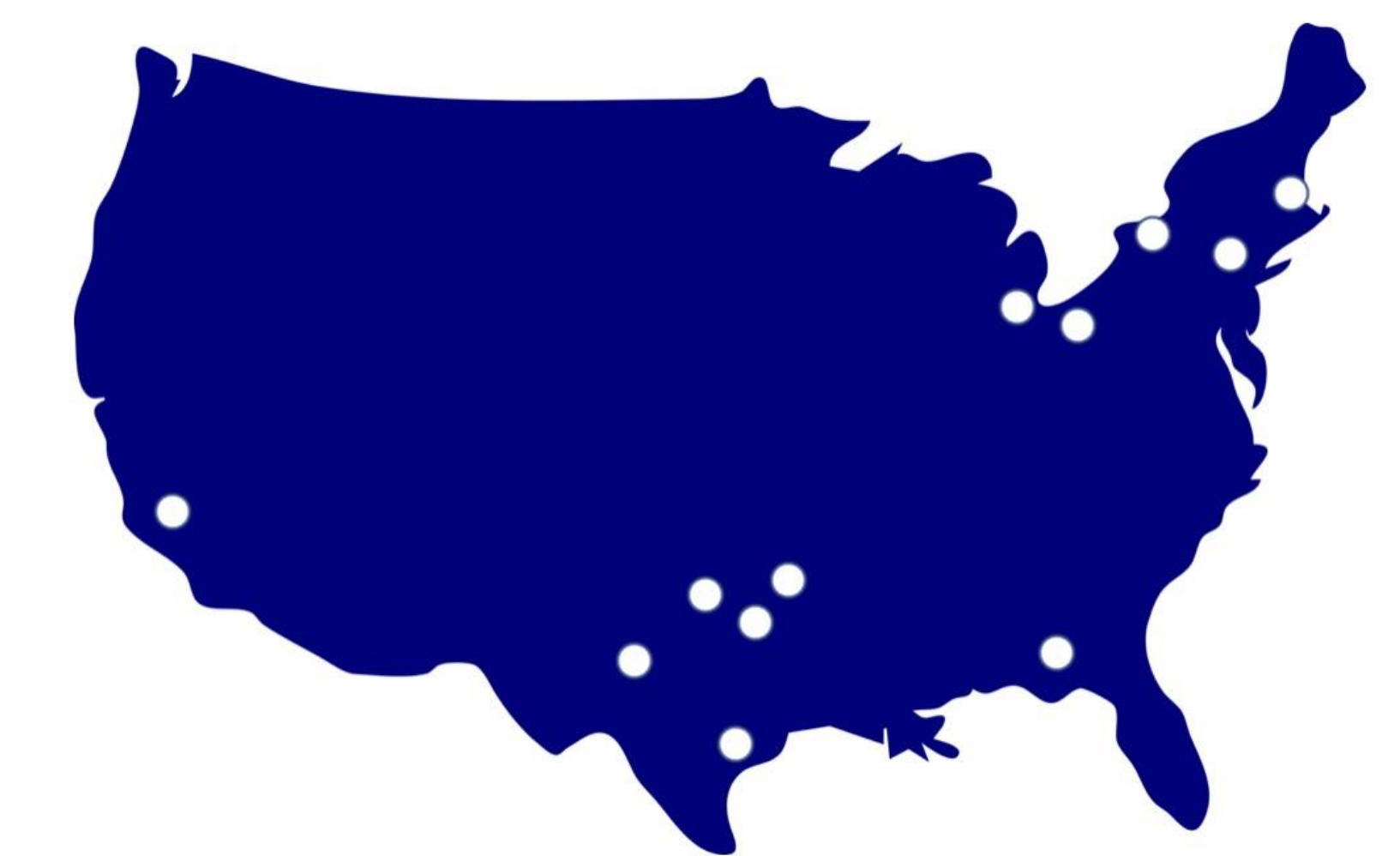
Quotes From Participants:

"Throughout virtual learning, I don't think the professor I had were really ready for this transition to be made. It was extremely difficult to get through the semester. My online classes were on your own which made more difficult because of all the distractions, not putting enough effort, and the lack of interacts with classmates and the professor."

"As someone with test anxiety, it was nice to take the test alone in a comfortable place. I feel like my grades went up for that reason. There wasn't much of a financial burden on me, since most of my classes were online, I could stay at home instead of commuting 45 minutes to the school every day."

"I personally struggled with the switch to all online courses. I feel as though I missed out on a lot of great hands-on learning opportunities."

Location of Participants



Georgia, Rochester, California, Massachusetts, Kansas, Wisconsin, New Jersey, Texas, Ohio, and Florida

CONCLUSIONS

The study consisted of 1 Junior, 8 Seniors, and 17 Graduate Students. All students had access to technology, except for 1. In conclusion, this study attempts to view and understand the impact that COVID-19 has brought upon College CSDO students in the United States. Data shown and provided presents that there was no large significance in the grade point averages when they were impacted by the immediate transition to virtual learning.

REFERENCES

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