

Faculty Online Transition Survey Results Spring 2020

Key Findings

The following survey summary encompasses faculty responses to survey questions with multiple choice options (pages 3 to 11). All open ended responses as well as other (specify) responses are available in the Institutional Research folder on the shared drive.

Faculty

- 96 faculty teaching courses in spring 2020 completed the survey.
- 80% of the faculty respondents were full time faculty and 20% were adjunct faculty.
- 41% of the faculty respondents had never taught online classes before spring 2020.

Online Communication Options

- Faculty integrated a number of ways of communicating with their students through their online courses. The most common include the following:
 - 72% used group emails
 - 67% used Canvas announcements
 - 62% used Canvas discussions
 - 61% recorded videos
 - 40% used Zoom conferencing
 - 32% used Recorded audios
- Many faculty have used the following features or approaches in the past to communicate with their students.
 - 67% have previously used group emails and Canvas announcements.
 - 62% have previously used Canvas discussions.
 - However, the use of recorded videos, Zoom, and recorded audios has dramatically increased this semester.
 - Only 31% have used recorded videos in the past and 61% of faculty reported using recorded videos this semester. Almost twice as many faculty are using recorded videos now than they have in the past.
 - Only 2% of faculty have used Zoom in the past and 40% used it during spring 2020.
 - The use of recorded audios has increased from 24% in the past to 32% in spring 2020.

New Technology to Adapt

- It appears that several new technologies or resources currently being used by faculty are proving to be very useful for online courses. Faculty would like to continue using the following resources:
 - 65% would like to continue to use Zoom in the future,
 - 34% would like to see the extended help desk hours continue,
 - 28% would like to continue to use Open Educational Resources,
 - 27% would like to continue to use Canvas conferencing,

- 26% would like to continue to use Respondus Lock Down Browser and Monitor, and
- 24% would like to continue to use closed caption assistance.

Technical Issues

- Like students, faculty experienced various technical issues. The most common technical issues encountered by faculty included:
 - 78% reported student discomfort or lack of familiarity with required technologies,
 - 40% reported access to reliable internet service as an issue,
 - 38% reported a lack of adequate digital replacements for face-to-face collaboration tools as an issue,
 - 37% reported their own discomfort or lack of familiarity with required technologies as an issue, and
 - 30% reported adequate access to the virtual machine (VM) as an issue.

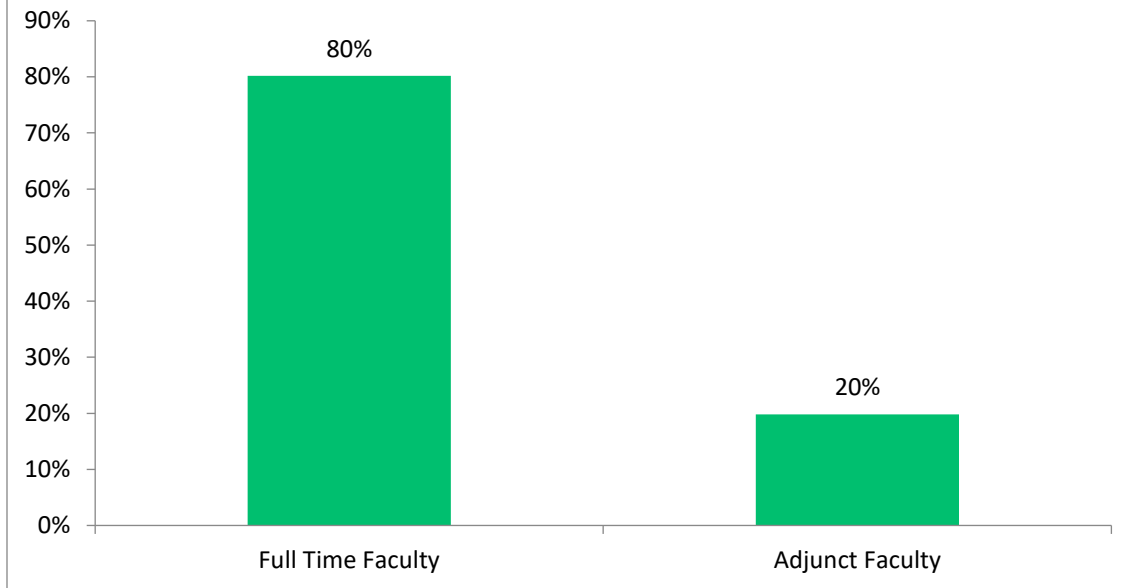
Perception of Student Adjustment

- 73% of faculty indicated they believed about 20% of their students were struggling a great deal adjusting to remote learning.
- 15% believed 40% of their students were struggling a great deal adjusting to remote learning.
- 60% of faculty reported they believed about 20% of their students were somewhat struggling with their adjustment to remote learning.
- 25% of faculty believed 40% of students are somewhat struggling with the adjustment.
- Only 27% of faculty indicated they believed about 20% of their students seem to be adapting reasonably well.
- 24% reported 40% of their students seemed to be adapting reasonably well.
- 55% of faculty implied they believed about 20% of their students seem to be adjusting extremely well.
- 27% of faculty believed that 80% of their students seem to be adjusting extremely well.

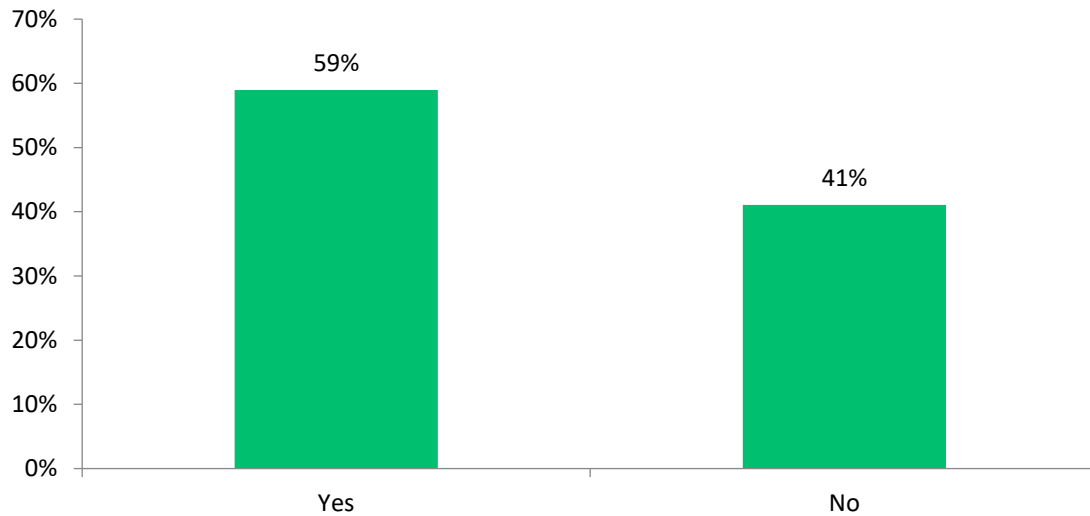
Challenges and Concerns

- Faculty faced a number of challenges adapting their face-to-face courses into an online format. The most common challenges they experienced include:
 - 58% reported they have a personal preference for face-to-face learning.
 - 57% struggled with student response and availability.
 - 43% struggled with translating course lessons or activities into an online environment.
 - 27% struggled with their limited knowledge of options for online course delivery.
 - 26% struggled with their lack of familiarity or comfort with online application and tools.
- Faculty also shared their biggest concerns with the transition to remote learning including:
 - 75% are concerned about diminished student learning.
 - 38% are concerned about security and privacy for online exams.
 - 37% are concerned about not being able to communicate with their students.
 - 22% are concerned about the impact on accredited board exams.

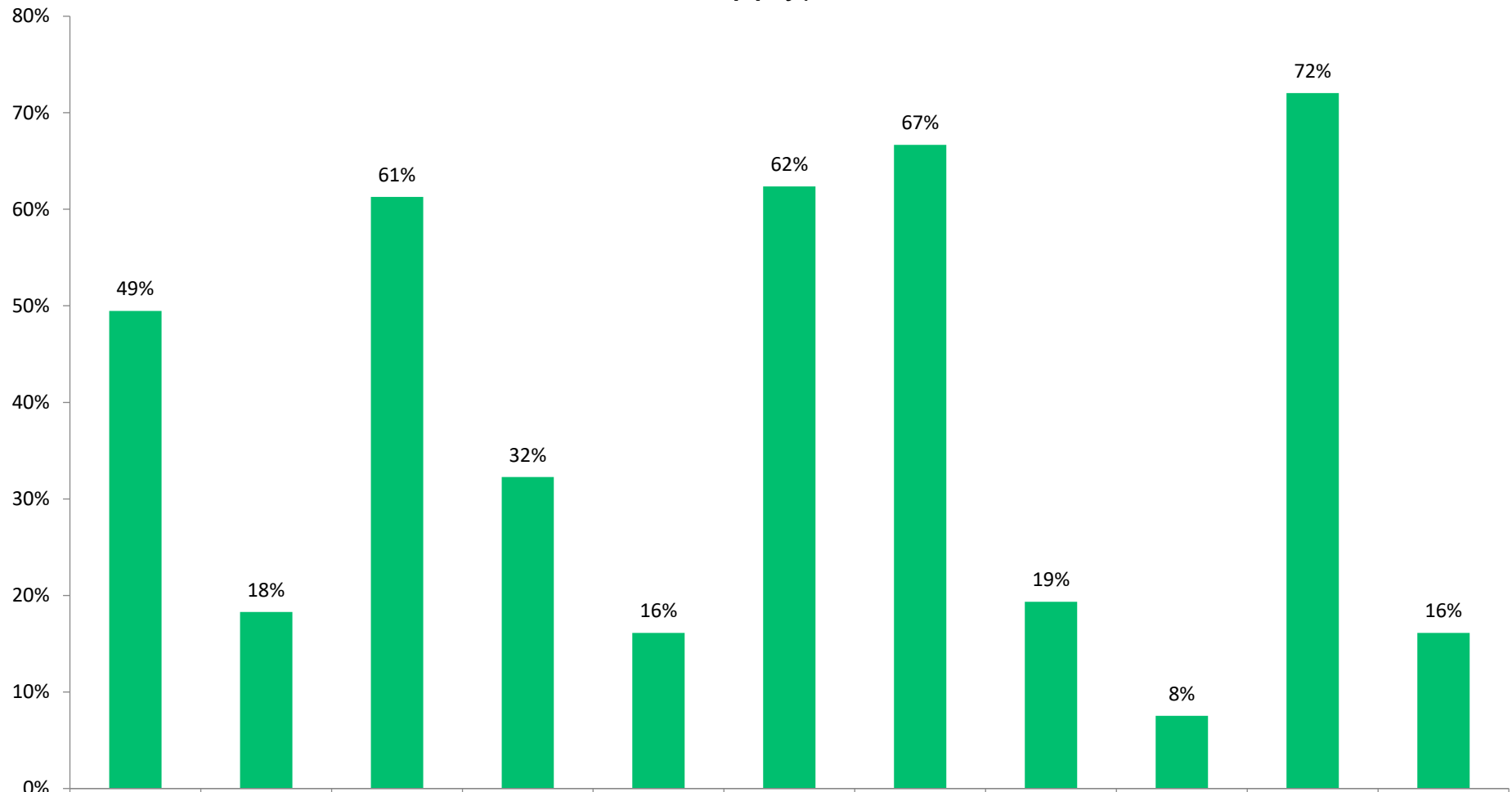
What is your employment status?



Have you taught online classes before spring 2020?

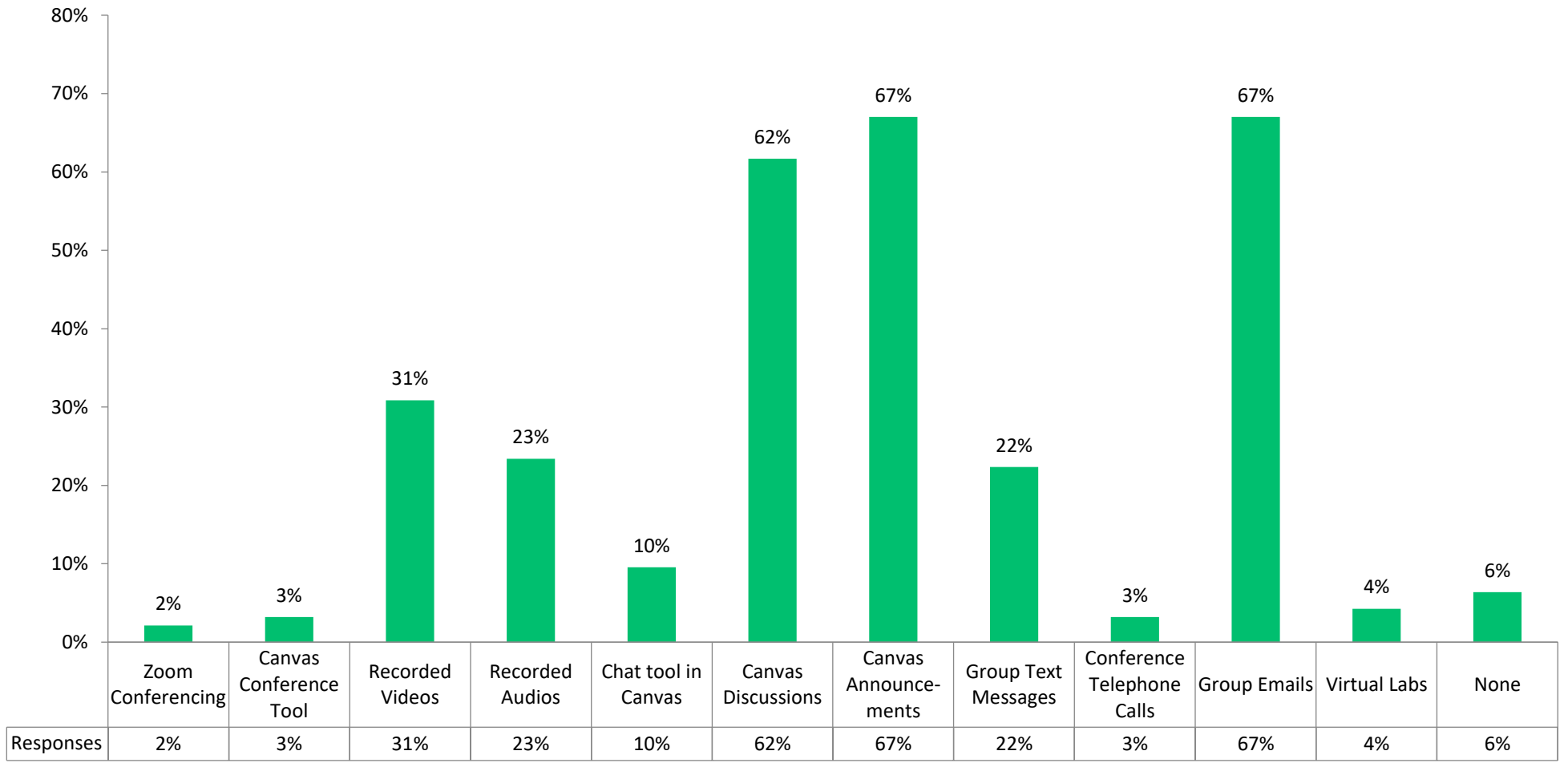


Which of the following communication options have you integrated into the classes you migrated online after midterm spring 2020? (check all that apply)

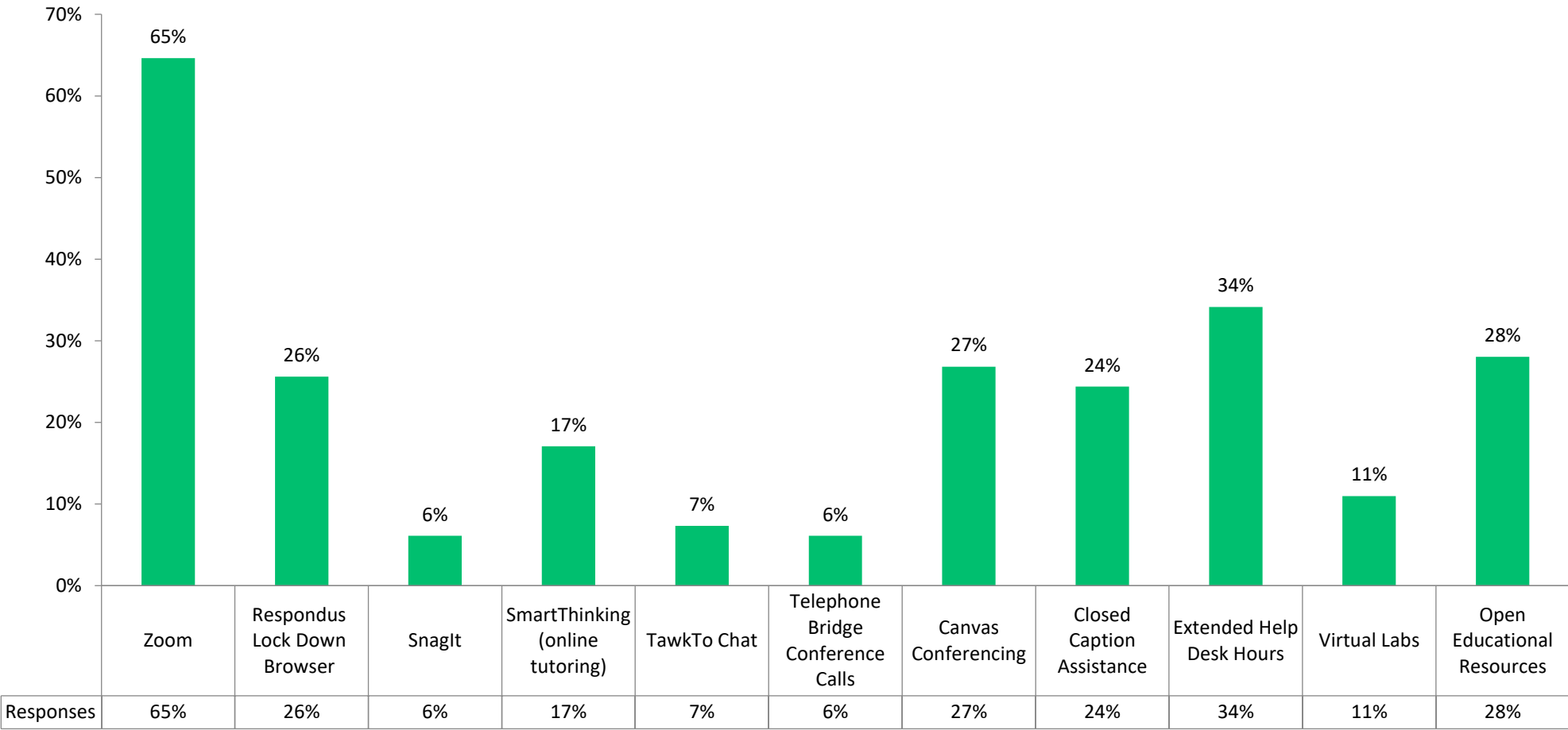


	Zoom Conferencing	Canvas Conference Tool	Recorded Videos	Recorded Audios	Chat tool in Canvas	Canvas Discussions	Canvas Announcements	Group Text Messages	Conference Telephone Calls	Group Emails	Virtual Labs
Responses	49%	18%	61%	32%	16%	62%	67%	19%	8%	72%	16%

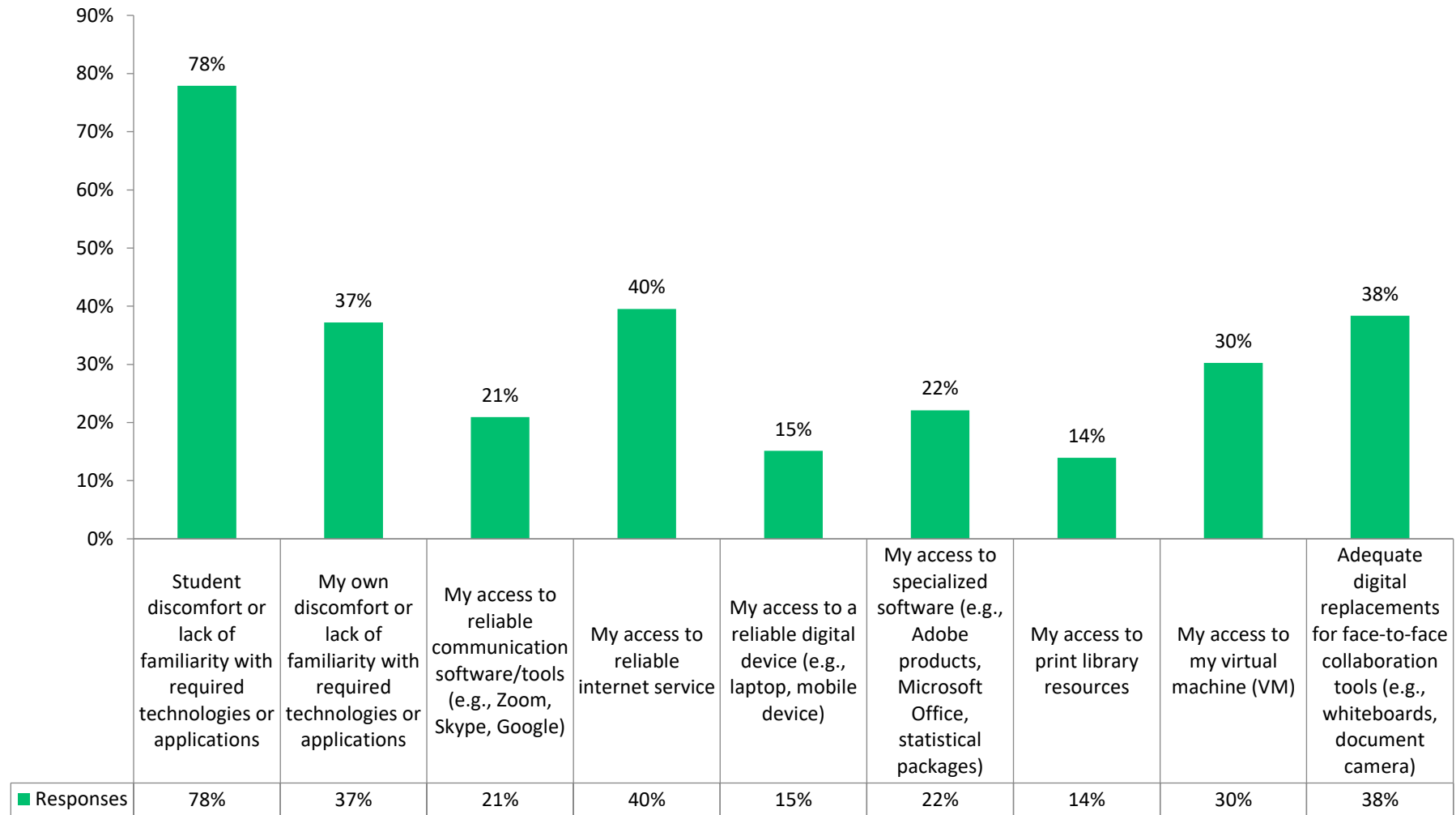
Which of the following communication options have you used previously in your courses? (check all that apply)



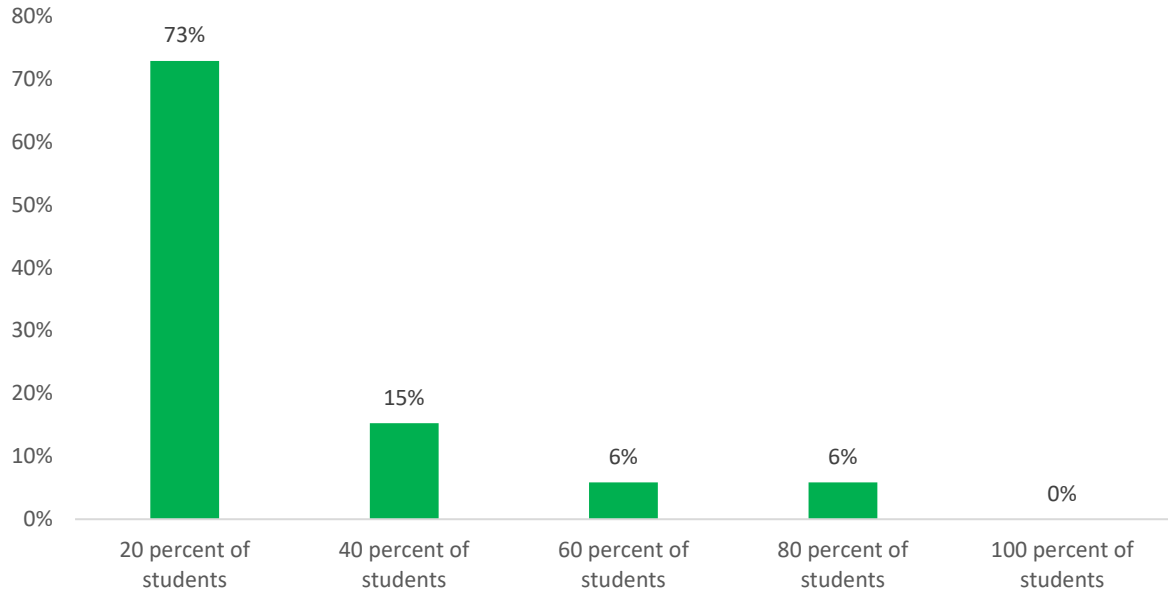
What new technologies/services used this semester for the transition to all online courses would you like to continue to use? (check all that apply)



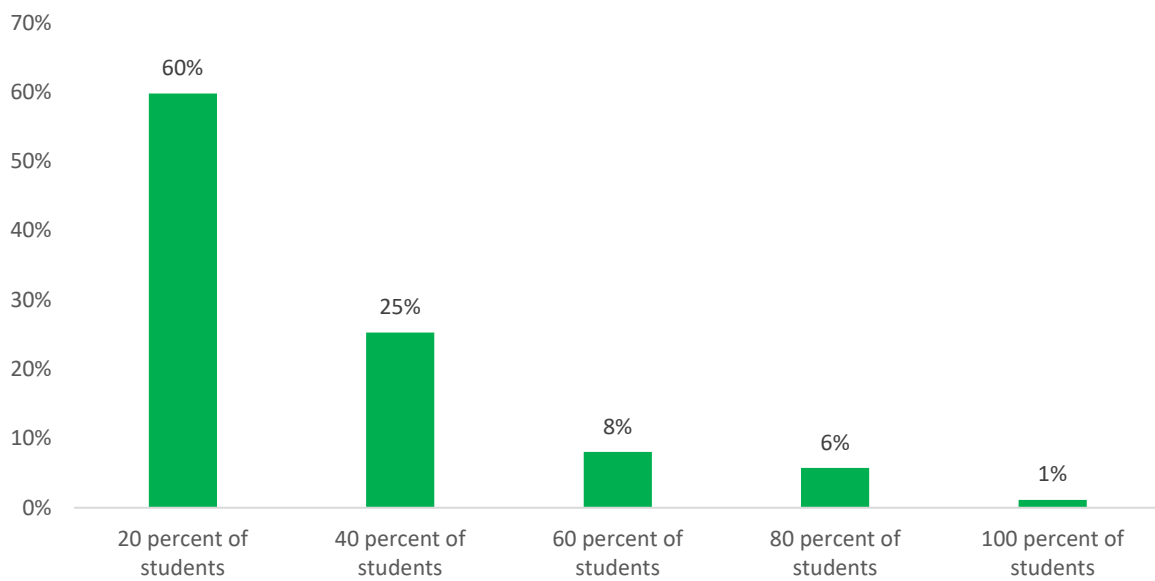
Which of the following technological issues have been a challenge for you since the transition to remote learning? (Check all that apply.)



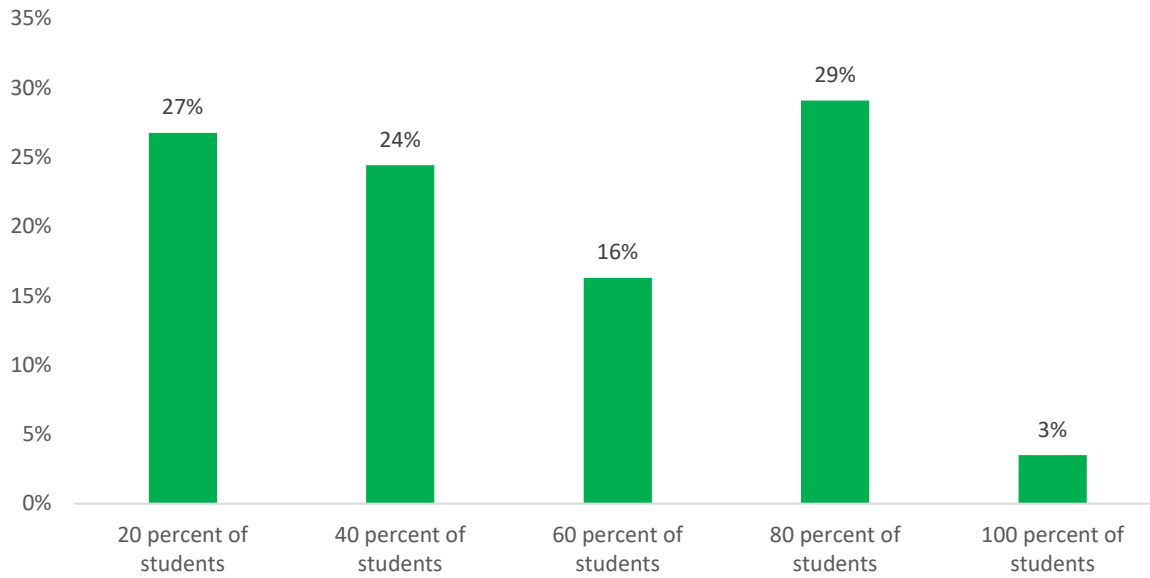
What percentage of your students seem to be struggling a great deal with adapting to remote learning?



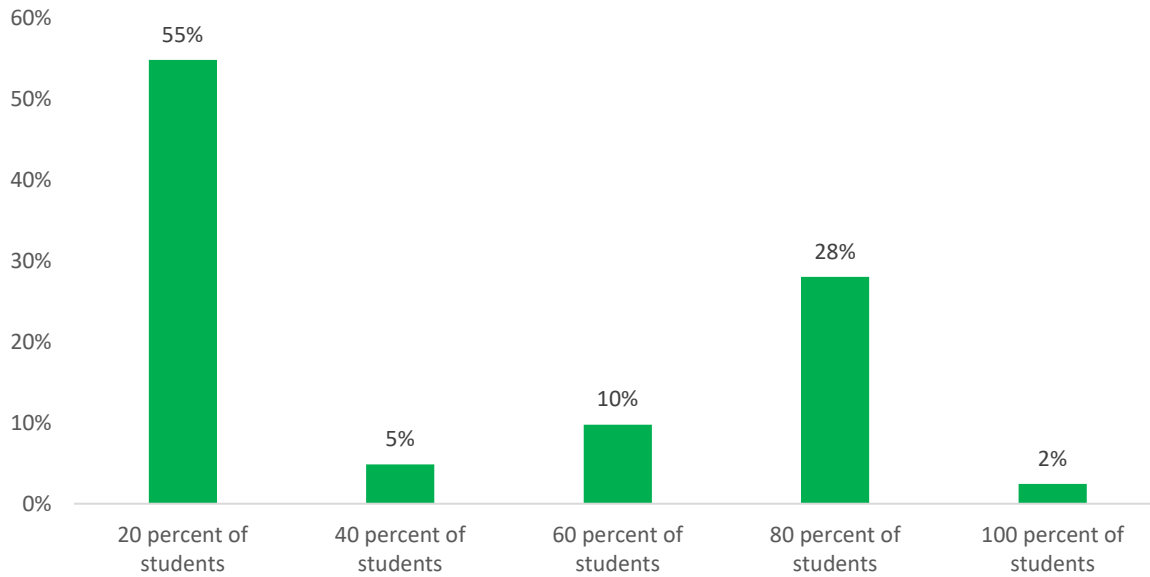
What percentage of your students seem to be struggling somewhat with adapting to remote learning?



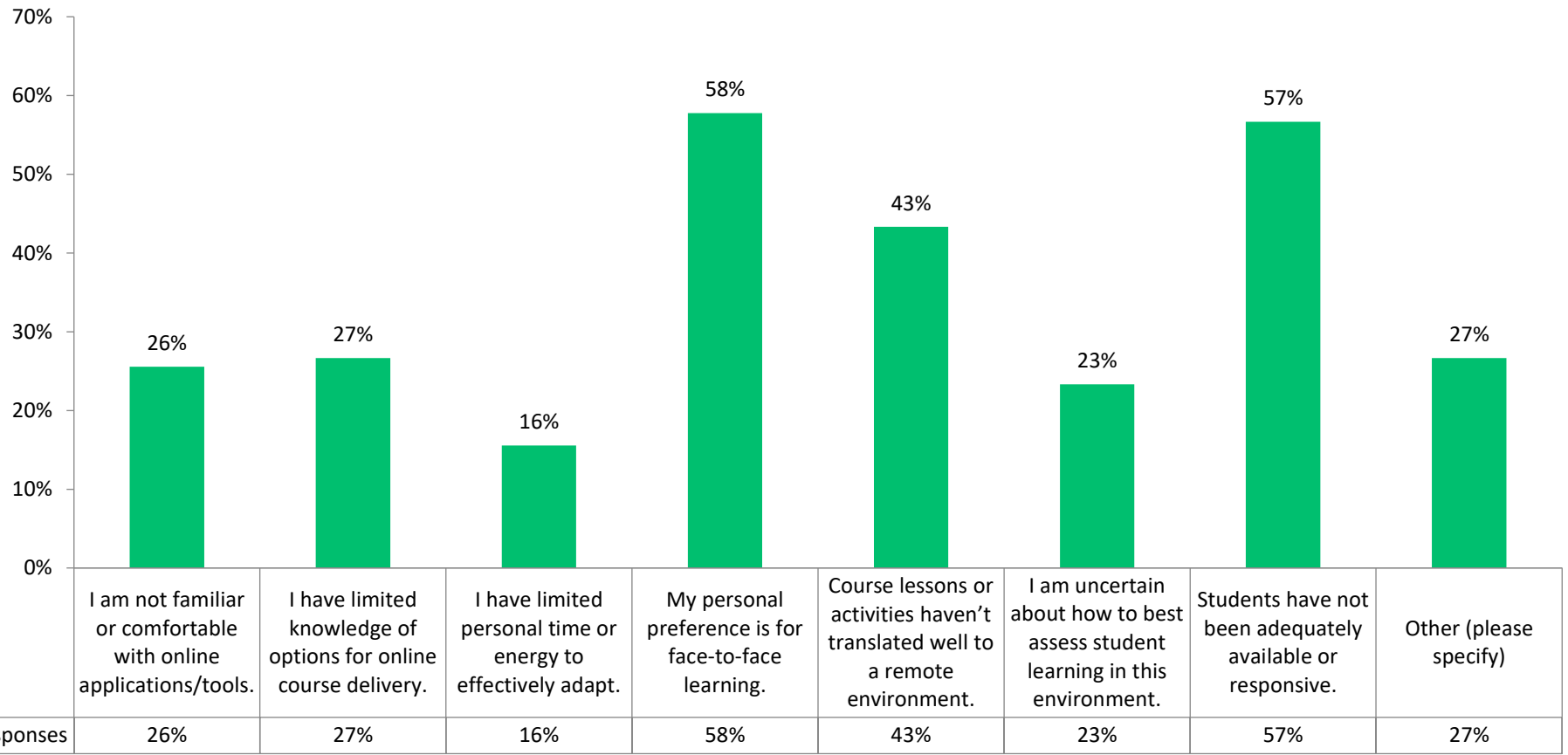
What percentage of your students seem to be adapting reasonably well to remote learning?



What percentage of your students seem to be adapting extremely well to remote learning?



Which of the following challenges have you experienced when adapting course design and/or assignments to remote learning?
(Check all that apply.)



What are your biggest concerns with the transition to remote learning so far? (Check all that apply.)

