**Surveys for Faculty and Students about Spring 2020 Conversion to Emergency Remote instruction**

The purpose of the survey is to determine:

1. the experiences of students and faculty during the Spring 2020 period of emergency remote instruction
2. the needs of faculty in order for them to teach effectively online or teach technologically enhanced courses
3. what KCC can do as an institution to support faculty and students (e.g., laptop and other technical devices, software, services, etc.)
4. ways that faculty make students more comfortable and enjoy online learning
5. ways new students can be supported in online courses, (and use these efforts to attract online learners to KCC)
6. ways in which we can identify equity issues arising from Spring 2020

**Faculty Survey**

1. Prior to spring 2020 (check all that apply):

* I taught a fully online course
* I taught a hybrid course
* I taught a face-to-face course

1. In developing my course during conversion to remote instruction prompted by the outbreak of COVID-19, I did the following (check all that apply):
   1. I posted the materials I had already developed on Blackboard
   2. I redesigned my course
   3. I delivered all the content during synchronous sessions
   4. I built each unit week by week
2. What helped you prepare for the conversion to remote instruction? (check all that apply)

* Attended trainings about Blackboard
* Watched videos online about Blackboard or/and other tools
* Discussed with colleagues
* Other

1. Please complete the follow information as it best applies to you regarding “vocal” communication.

Did not use Used & met instructional needs Used & did not meet instructional needs.

* + BlackBoard collaborate
  + Zoom
  + Webex
  + MS Teams
  + Google Voice
  + Google classroom
  + YouTube
  1. Other

1. Please complete the follow information as it best applies to you regarding written communication.

Did not use Used & met instructional needs Used & did not meet instructional needs.

* + Kcc email
  + Microsoft Word, Excel
  + Google docs
  + Dropbox
  + Screencast-o-matic or some screen capture or webcam software
  + Facebook
  + Other

1. Did you conduct synchronous sessions (all students must be present at the same time) with your students to deliver content during the spring 2020 semester? Yes No

6a. If yes, how frequently did your instructor conduct synchronous (all students must be present at the same time) sessions?

* As frequently as my in-person class schedule and at the same time
* As frequently as my in-person class schedule but at a different time
* Less frequently than my in-person class meeting times
* Optional sessions
* NA

6b. If no, how did you communicate with students? \_\_\_

**//Similar to student survey //**

1. Instructor presence is a major factor affecting student success in online classes. How did you maintain your instructor presence and feel connected with your students in a similar way to an in-person course? (Check all that apply)

\_\_\_ Announcements

\_\_\_ Emails

\_\_\_ Written feedback provided in discussion forums

\_\_\_ Written feedback provided in assignments, exams, papers

\_\_\_ Audio or video feedback on assignments, exams, progress, check ins

\_\_\_ Google Docs collaboration with Professor synchronously

\_\_\_ Phone call to discuss work

\_\_\_ Virtual video conference where I could talk and ask questions to the professor

\_\_\_ Recorded lectures so I could hear or/and see the professor

\_\_\_ Other

1. Did you use Blackboard? Yes No

8a. If yes, which Blackboard tools did you did you use most often? [Click top 5]

* + Announcements
  + Email
  + Discussion board
  + Assignments
  + Tests
  + Bb Collaborate
  + Grade center
  + Rubrics
  + Turnitin
  + Groups
  + Yuja

9b. If no, which was the alternative used?

**//Similar to student survey // Should we delete? Would this be confusing?**

1. What technology was not available to you that you think could have been beneficial to your remote instruction

* A device (Desktop, laptop, tablet)
* Software (computer programs)
* Connectivity (internet or WiFi)
* Other (please specify)

**//Similar to student survey //**

1. How manageable did you students find the courses converted to remote instruction during Spring 2020?

* Easy to manage
* Manageable
* Very difficult to manage

1. Do you feel that your pedagogical instruction in the converted remote teaching ensured that the learning objectives were met? Yes No
   1. If yes, please share your recommendations.
   2. If no, what would you do differently next time around to help students meet these outcomes more effectively?

**//Q 11, 12, 13 are identical to student survey //**

1. What type of online courses did you like the most? [maybe rephrase it for faculty survey – this is identical language to student survey]
   * Asynchronous (these courses do not require students to log in to their virtual classroom at a specified time
   * Synchronous (these courses resemble traditional on-campus college classes in that students must be (virtually) present at the same time)
   * Some blend of both
   * Other
2. What else should we know about your Spring 2020 online learning experience that we didn't ask you about in this survey? (challenges, unexpected benefits, recommendations, sharing your experience)? \_\_\_\_\_
3. What aspects (modalities, activities, resources, supports, course design) from this online learning experience would you like to see carried over into future semesters? \_\_\_\_\_