**Faculty Survey Report Spring 2020**

*Introduction*

*Purpose*

The faculty survey was designed by the Data and Technology FIG with support from Dr. Rick Fox and Dr. Chris Calienes from the Office of Institutional Effectiveness. The survey was designed to measure the Spring 2020 distance learning faculty experience using qualitative and quantitative questions. The results of the survey can help inform the college of faculty challenges and needs as the college continues with distance learning and expands online learning in Fall 2020*.* Additionally, theresults mightprovide considerations for future semesters more generally. This survey collected faculty perceptions of and experiences with Emergency Remote Instruction (ERI) during Spring 2020. However, online teaching and learning usually entail advanced knowledge of format, time for preparation, and students who self-select for online courses. Therefore, the lessons learned from this particular survey may need to be adapted if they are to apply to future planned online teaching and learning.

*Sample*

The survey was forwarded in mid-June through KCC e-mail to all part-time and full-time faculty. A total of 198 faculty members responded, although not all 198 responded to every question. Among respondents, 31% (60 out of 195) identified as non-white; and 57% (112 out of 195) as female, which is fairly representative of KCC’s faculty demographics.

*Findings*

*Quantitative Responses*

The first notable finding that sets the foundation for the upcoming analyses reveals that about 39% (75) of the respondents for question 4 reported that they had taught an online and/or a hybrid course before Spring 2020 (hereinafter referred to as “online experienced”). While there was no difference among white and non-white faculty, females (45%) reported a relatively higher rate of online experience compared to males (27%).

When asked about their courses during emergency remote instruction (ERI) in Spring 2020 (question 6), 62% of survey participants (122 out of 196) reported to have gradually developed their course(s) throughout the Spring 2020 semester, and 72% of participants (141 out of 196) reported to have redesigned their course(s), regardless of whether they had prior online experience or not. Regarding Fall 2020 (question 15), faculty were asked what changes they would make to their courses in the future. While a majority of faculty will be making adjustments to their courses for Fall 2020, more of those without online experience prior to Spring 2020 (71%; 84 out of 118) will be making significant changes compared to the faculty who had prior online experience (50%; 37 out of 74).

When asked about what helped themprepare for the conversion to remote instruction (question 7), 83% of faculty (163 out of 195) reported that KCeL trainings and/or related discussions with colleagues were helpful. Departmental supports (48%) and videos/tutorials related to Blackboard (57%) were also considered helpful tools.

Concurrently, faculty reported using the following tools that met their instructional needs: KCC email (157; 84%), Blackboard Collaborate (98; 71%), and Zoom (82; 95%). Conversely, 29% (41 out of 139) of faculty who used Blackboard Collaborate noted that it “did not meet instructional needs” compared to 5% (4 out of 86) who used Zoom and noted that it “did not meet instructional needs.”

When asked about the frequency of synchronous sessions (question 9), 34% (67) of faculty reported conducting synchronous sessions at the same time and as frequently as their in-person class schedule. Meanwhile, 44% (88) reported teaching asynchronously; some with an optional synchronous component. The highest rate of synchronous instruction was reported by faculty without prior online experience (39% compared to 21%).

When asked which tools helped to maintain instructor online presence (question 10), email, announcements, discussions, video conferences, and recorded lectures were reported to be effective in maintaining instructor presence, with email being reported by 94% of participants. 69% (52 out of 75) and 75% (56 out of 75) of faculty with prior online experience reported Discussion Forums and Virtual Videos, respectively, helped enhance instructor presence compared to 45% (54 out of 119) and 49% (58 out of 119) of the faculty without prior experience. Faculty without prior experience relied heavily on emails (95%) and announcements (87%).

When asked (question 16) how faculty felt when the college shifted to distance learning, 21% (41) reported to have felt completely unprepared. Most (35) of these respondents did not have any online experience. Out of these 41, only 2 reported to still feel completely unprepared (question 17).

When asked about perceived confidence levels at the end of Spring 2020 (question 17), 78% of faculty (154) indicated that they feel confident or better about [their] ability to adapt to online courses in the future. 20% of faculty indicated that they feel somewhat better. We disaggregated by teaching load (credit hours) as well, to see if teaching load correlated with faculty’s perceived confidence level. The data show that more faculty teaching 13+ credits 94% (32 out of 34) feel confident or better about the ability to adapt to online teaching, compared to 75% (121 out of 62) of faculty teaching 0 to 12 credits.

Furthermore, faculty with prior online experience seem to have more preference for asynchronous instruction. When asked about their frequency of synchronous sessions during Spring 2020 (question 9), 45% of faculty (34 out of 75) with prior online experience reported to have conducted synchronous sessions compared to 61% (72 out of 119) of faculty without prior online experience.

When asked (question 14) what type of online course would best promote [their] course outcomes, 36% (27 out of 75) of faculty with prior online experience chose asynchronous compared to 21% (25 out of 119) of faculty without prior online experience. Overall, all respondents seem to value some blend of synchronous and asynchronous learning, whereby 59% (115) chose a blend of both synchronous and asynchronous.

*Qualitative Responses*

Question 18 asked faculty “What activities, resources, and/or supports do you think would help you prepare to teach in future online courses?” After categorizing faculty responses, the following are most frequently reported as helpful in their future online courses:

* + 41% (55 out of 133) cited support and training provided by KCeL and/or some type of certification.
	+ 14% (19 out of 133) cited the use of zoom.
	+ 14% (19 out of 133) cited Blackboard support.

Question 19 asked “What were three challenges you experienced this semester?” After categorizing faculty responses, the following are most frequently reported challenges:

* 33% (55 out of 167) cited contacting students.
* 32% (53 out of 167) cited maintaining student engagement.
* 31% (52 out of 167) cited faculty time spent on: a) adapting course material to online format; b) managing the online course; and/or c) professional development.

Q20 asked “If we remain online for the Fall 2020 semester, how might you modify your course?” After categorizing faculty responses, the following are the most frequently reported comments:

* 51% (74 out of 144) would adjust course design.
* 29% (42 out of 144) would teach with more tech.
* 22% (32 out of 144) would increase student engagement.
* 21% (30 out of 144) would use more Blackboard tools.

*Discussion*

The quantitative and qualitative survey responses show that, although less than 40% of faculty previously taught an online or hybrid course and had felt that they were unprepared when the college shifted to ERI in Spring 2020, by the end of that same semester 98% of the faculty felt better prepared or confident that they can adapt to future online teaching. A significant majority of faculty reported that KCeL trainings or related discussions with colleagues were helpful during the shift to ERI. In the qualitative analysis, the main change that faculty reported for the future is adjustments to their course design and the most frequently cited support to help them prepare for the future online courses was training and support from KCeL and other professional development.

While most faculty relied on emails to communicate with students, those who had taught an online or hybrid course relied more heavily on Discussion Forums and Virtual Videos to create an instructor presence and reported a greater preference to teach asynchronously compared to faculty without prior experience. Overall, the majority of respondents seem to value some blend of synchronous and asynchronous learning. While there were differences in confidence, preference in teaching mode, and Blackboard tools used based on prior online experience, it would be interesting to observe faculty’s experience and decisions in Fall 2020 when the online experience gap has decreased significantly.