**Faculty Survey**

**Move question 1-2 at the end. Update Q2 (additional options)**

Q1 Please report your race/ethnicity

Q2. What is your gender?

* Female
* Male
* Non-binary
* Prefer to self-describe

**Delete Q3**

Q3 What is your department/discipline? (optional)

**Q4 – Delete? OR - Do we want to still keep it to see whether faculty evolved differently during this one year based on prior experience? See question 14B for alternative way of asking preference in teaching modality.**

Q4. 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

Q5 How many credits did you teach in Spring 2020?

Q6 In developing my courses \_\_\_\_\_\_\_\_\_ ~~for emergency remote instruction during Spring 2020~~: (check all that apply)

* 1. I post~~ed~~ the materials I had already developed on Blackboard
	2. I review my course and make changes to material and/or organization before I launch it every time ~~redesigned my course~~
	3. I deliver~~ed~~ all the content during synchronous sessions
	4. I build each unit week by week

**Revisit options for Q7**

Q7 What helps you to prepare for the conversion to remote instruction? (check all that apply)

* Attended KCeL trainings about Blackboard
* Attended KCTL Faculty Interest Groups
* Attended departmental trainings specific to my discipline
* Watched videos online about Blackboard and/or other tools
* Took advantage of departmental supports and resources
* Discussed with colleagues
* Other (please specify)

Q8 What has been your experience using the following tools to communicate with your students ~~in Spring 2020~~?

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

* + BlackBoard collaborate
	+ KCC Email
	+ Zoom
	+ ~~Webex~~
	+ Google Docs
	+ Dropbox
	+ MS Teams

Q9 How frequently did **[do]** you conduct synchronous 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

9b. If no, how did you communicate with students? \_\_\_

Q10 Instructor presence is a major factor impacting student success in online classes. Which of the following helped you maintain your instructor presence and feel connected with your students? (check all that apply)

* Announcements
* Emails
* Discussion forums
* Assignments, papers, tests
* Google docs
* Phone calls
* Virtual video conference
* Recorded lectures
* Audio/video feedback
* Other (please specify)

# [Students were asked: During Fall 2020, what made you feel connected to your professors in a similar way to an in-person course? (check all that apply) – same options available]

Q11 Did you use Blackboard? Yes No

IF YES

Q12 Which Blackboard tools did you did you use most often? [Check all that apply]

* + Announcements
	+ Email
	+ Discussion board
	+ Assignments
	+ Tests
	+ Bb Collaborate
	+ Grade center
	+ Rubrics
	+ Turnitin
	+ Groups
	+ Yuja
	+ Others (please specify)

Q13 Which alternative to Blackboard did you use?

Q14 What type of online courses would best promote your course outcomes?

* Asynchronous
* Synchronous
* Blend of both synchronous and asynchronous

**ADD [and replace Q4 that asked for prior experience with teaching modality. Now we ask their preference.]**

 14.B What type of teaching modalities would best promote your course outcomes?

* **Online course (**Students do not meet with the instructor and each other in-person on campus for the entire semester)
* **Hybrid** (**Some of the class** meetings are in face-to-face format; the rest of the coursework is conducted online)
* **Face-to-face (**All class meetings are in face-to-face format on campus**)**

Q15 If you teach the same Spring 2021 courses again during Fall 2021 in an online modality, which of the following would best describe the changes you would make?

* I would not make any changes
* I would make minor changes to the current course design
* I would make some changes to the current course design
* I would make major changes or redesign the course completely
* Other (please specify)

**Q16 – 17 need rephrasing or be deleted.**

Q16 Which best describes how you felt when we shifted to distance learning?

* I felt completely unprepared to adapt to emergency remote learning
* I felt somewhat prepared to adapt to emergency remote learning
* I felt confident that I could adapt to emergency remote learning

Q17 Now that we are approaching the end of the Spring 2020 semester, how do you feel about your ability to adapt your courses to an online format?

* I still feel completely unprepared to adapt to online teaching and learning
* I feel somewhat better prepared to adapt to online teaching and learning
* I feel confident that I can adapt to online teaching and learning
* I have learned a lot this semester about online teaching and learning and feel better about my ability to adapt my courses

Q18 What activities, resources, and/or supports do you think would help you prepare to teach in future online courses?

Q19 What were three challenges you experienced this semester?

Q20 If we remain online for the Fall 2021 semester, how might you modify your course?

**Prior language – helping with e-consent.**

**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