Summary of Key Findings

Response Rate:
A total of 133 of 400[1] faculty responded to the survey for a response rate of 33.3% – a good response rate. The following list provides a high-level summary of the results of the survey.

Key Findings:
- A third of the faculty respondents (33.6%) have had serious issues adapting to online-only classes this semester (Spring 2020, Q1). The primary issues have been:
  1. Internet access/speed (15.9%)
  2. Technical difficulties with online teaching tools such as Canvas and Zoom (13.6%)
  3. Inadequate amount of preparation time (11.4%)
- Almost 2/3 of faculty (64.5%) have faced significant challenges this semester (Q2g). The primary issues have been:
  1. Technical difficulties with online teaching tools such as Canvas and Zoom (25.0%)
  2. Inadequate amount of preparation time (18.1%)
  3. Student disengagement (9.7%)
  4. Communication issues (9.7%)
  5. Developing/teaching lab classes (8.3%)
- 46.9% of faculty find it more difficult to communicate with students (Q7), since the switch to online-only classes, while 12.5% have found it easier.
- A large majority of faculty have received adequate technical support to effectively apply online course development tools in Canvas (84.3%, Q2a) and have received advice or insights from faculty/colleges at Hartnell (89.7%, Q2e).
- The top 3 issues of online instruction that faculty would like support are (Q9):
  1. Ensuring that students understand what it takes to succeed online (57.6%)
  2. Creating activities that encourage students to interact with course content (55.9%)
  3. Structuring learning activities that foster student-student interactions (54.8%)
- 39.4% of respondents are teaching course(s) with a lab component (Q8b). Overall, teaching lab component online has been challenging for most programs, and the challenge has been greater for some programs than others. Faculty have modified lab class instructional method and materials. Most faculty has changed from hands-on labs to using a lot of videos for demonstration, provided students with simulation assignments, and turned to vendors for virtual labs.
- Almost all faculty responded to the survey have used multiple forms of communication (Q3) as a means to ensure student continue to engage course materials/content and to facilitate student-to-faculty communication. Emails, email reminders, discussion forums/meetings through Zoom and Canvas, instant messaging, live chats, phone calls, announcements through Canvas, online live streaming classes, and explanatory screencast videos are some of the examples of communication formats mentioned in the responses. Respondents also mentioned 'online office hours and make themselves available' as another way to keep student engaged.

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[1] 419 invitations were sent by email; 6 were bounced back and 3 opted out.

- Almost all faculty responded to the survey have used multiple forms of discussions in different ways to facilitate student-to-student communication (Q4). 'Breakout rooms in Zoom' for group discussion has been one of the most popular methods for managing discussion. Credits are sometimes given to students to encourage more participation in group discussion.
- 3 most emerging supports faculty have done to adjust course assessment methods/instruments as we switch to online-only classes are (Q6):
  1. Flexible deadline/flexibility (14.3%)
  2. Subjective assessment (12.1%)
  3. Providing fewer assignment/lowering testing rigor (7.7%)