

**Skyline College Faculty Survey on
Transition to Remote Instruction
During Covid-19 Pandemic**



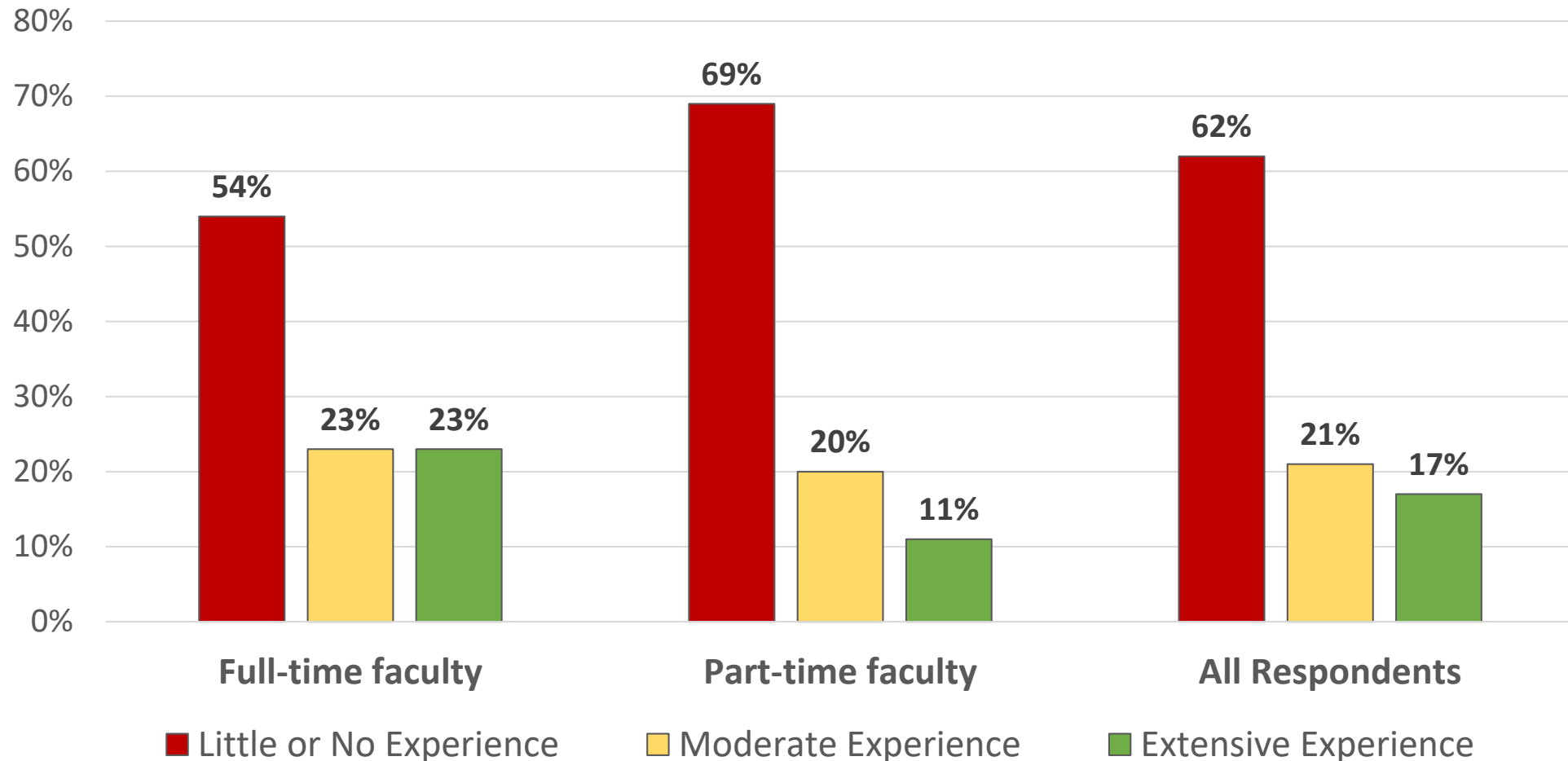
Faculty Survey Conducted April 24–May 3, 2020

- Survey link sent to all full-time and part-time faculty members with a Skyline College teaching assignment in Spring 2020 (N=320)
- 139 Skyline College faculty members responded to the survey, for a 43% response rate
- Nearly 50/50 full-time (68) & part-time (70) faculty representation

Division (Respondents could choose more than one division)	Full-time	Part-time	Total
Science / Mathematics / Technology (SMT)	14	25	39
Social Science / Creative Arts (SSCA)	19	15	34
Language Arts	15	13	28
Business, Education, & Professional Programs (BEPP)	14	12	26
Kinesiology / Athletics / Dance (KAD)	5	3	8
Academic Support & Learning Technologies (ASLT)	4	2	6
Counseling	3	3	6
Strategic Partnerships & Workforce Development (SPWD)	1	1	2
Global Learning Program & Services (GLPS)	1	0	1

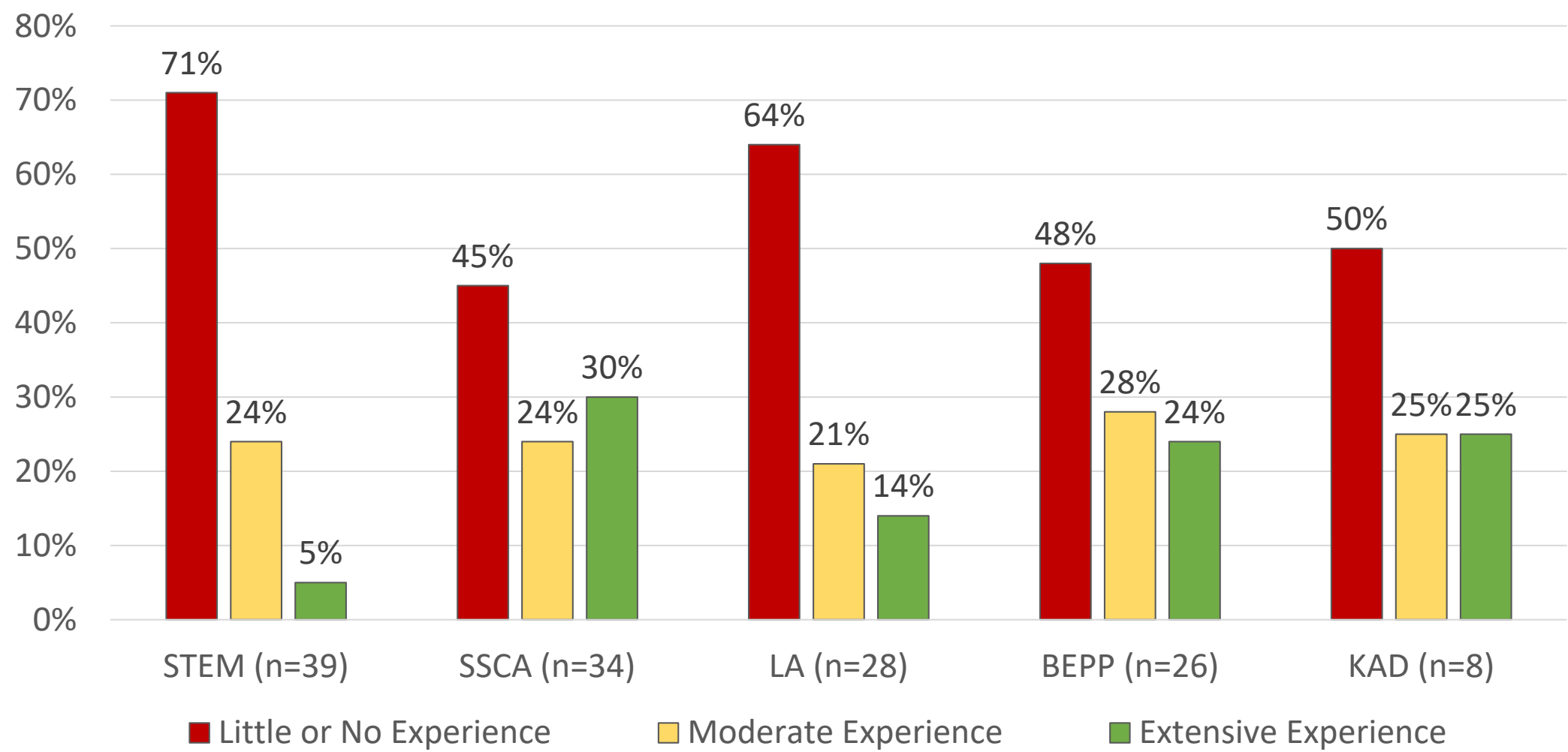
62% of faculty report having had “little or no experience” teaching fully online courses prior to March 16

Level of Experience with Fully Online Courses Prior to March 16, 2020



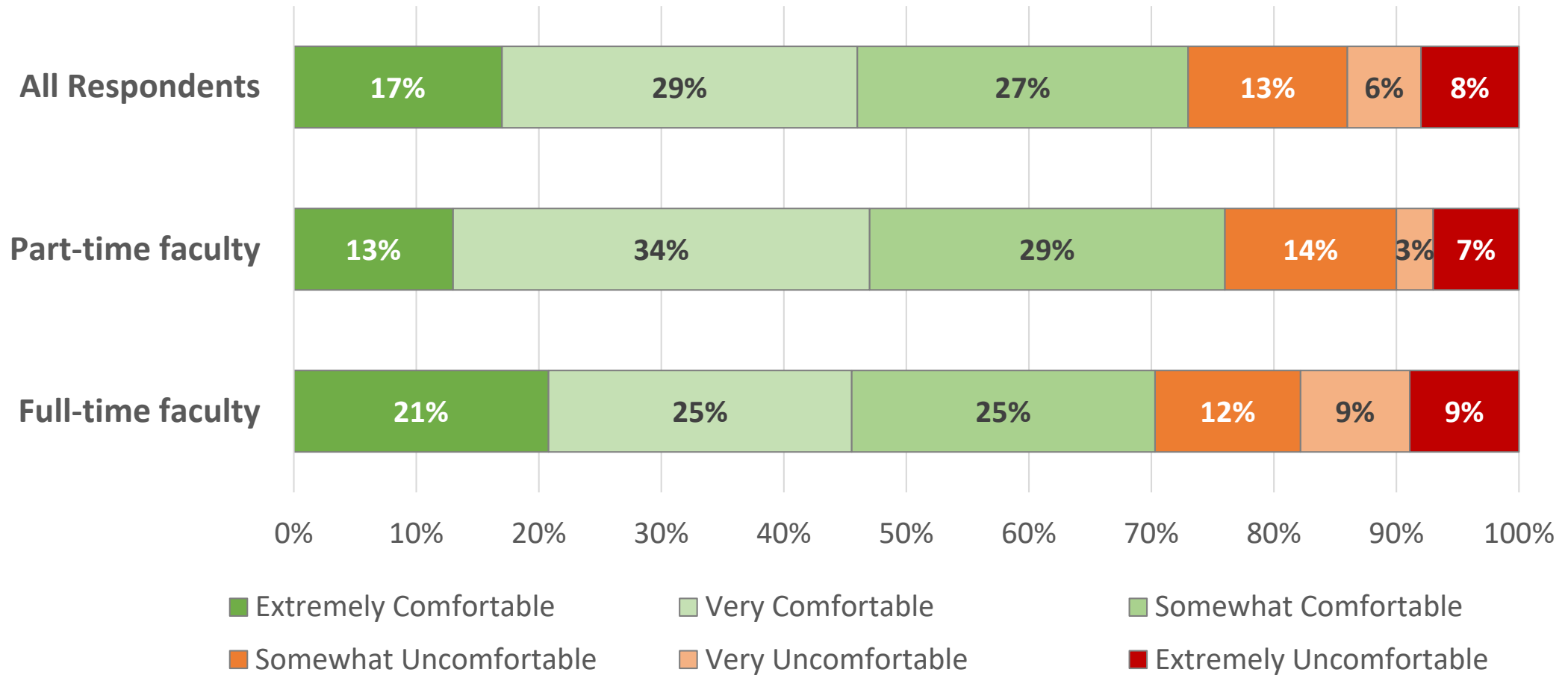
SSCA faculty reported having the most online teaching experience prior to March 16, and STEM faculty the least

Level of Experience with Fully Online Courses Prior to March 16, 2020

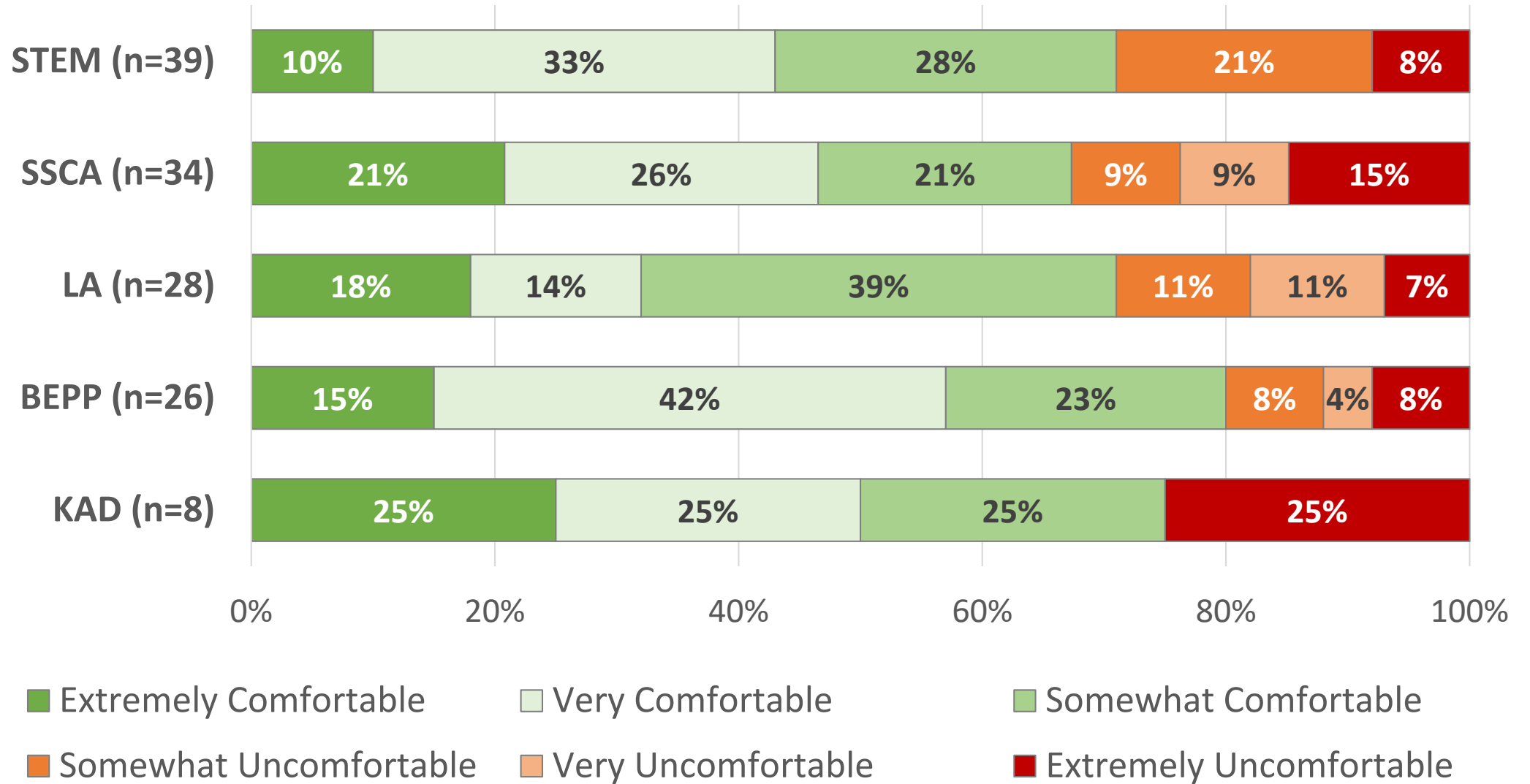


More than 70% of faculty report being “somewhat” to “extremely” comfortable with remote instruction

Level of Comfort with Remote Instruction

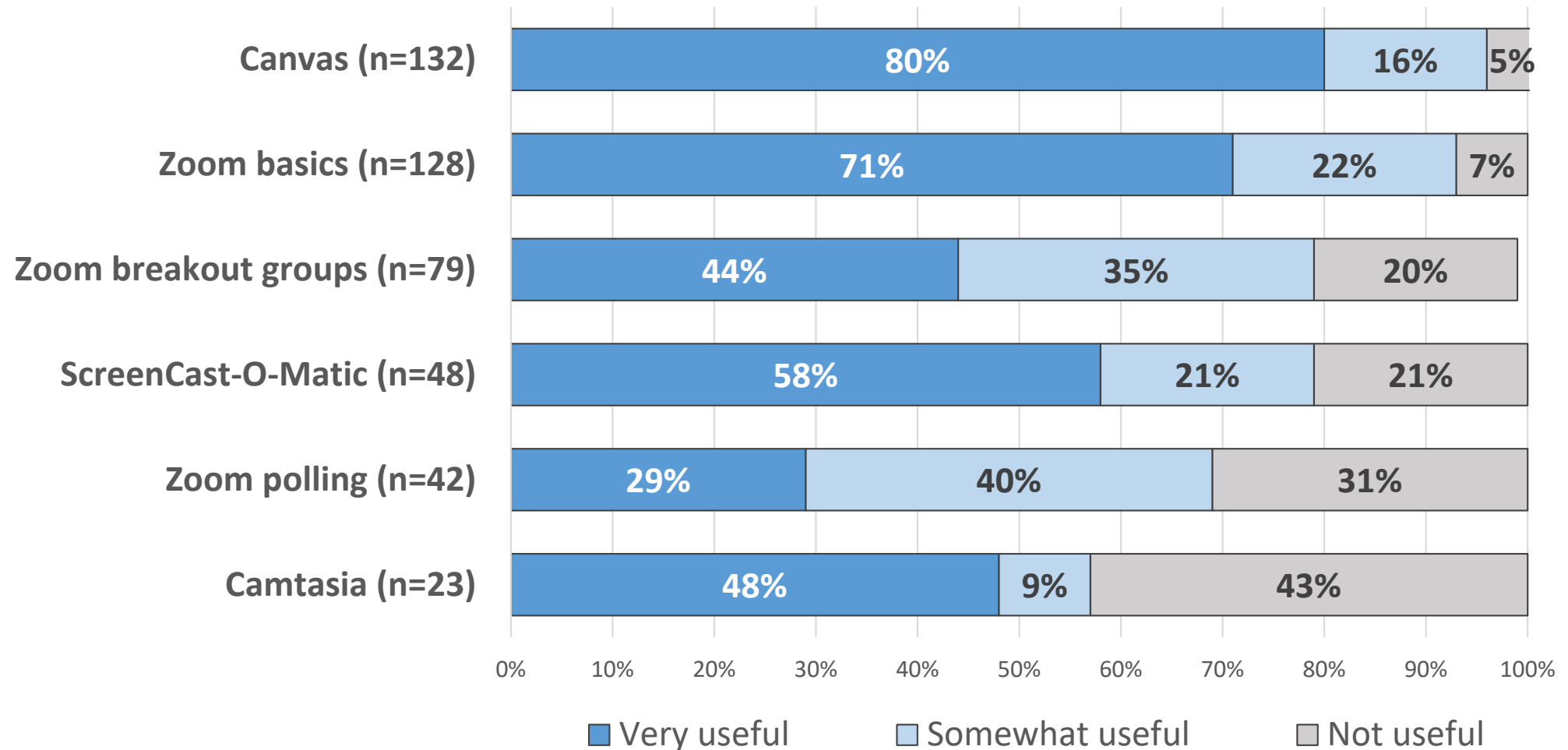


Level of Comfort with Remote Instruction



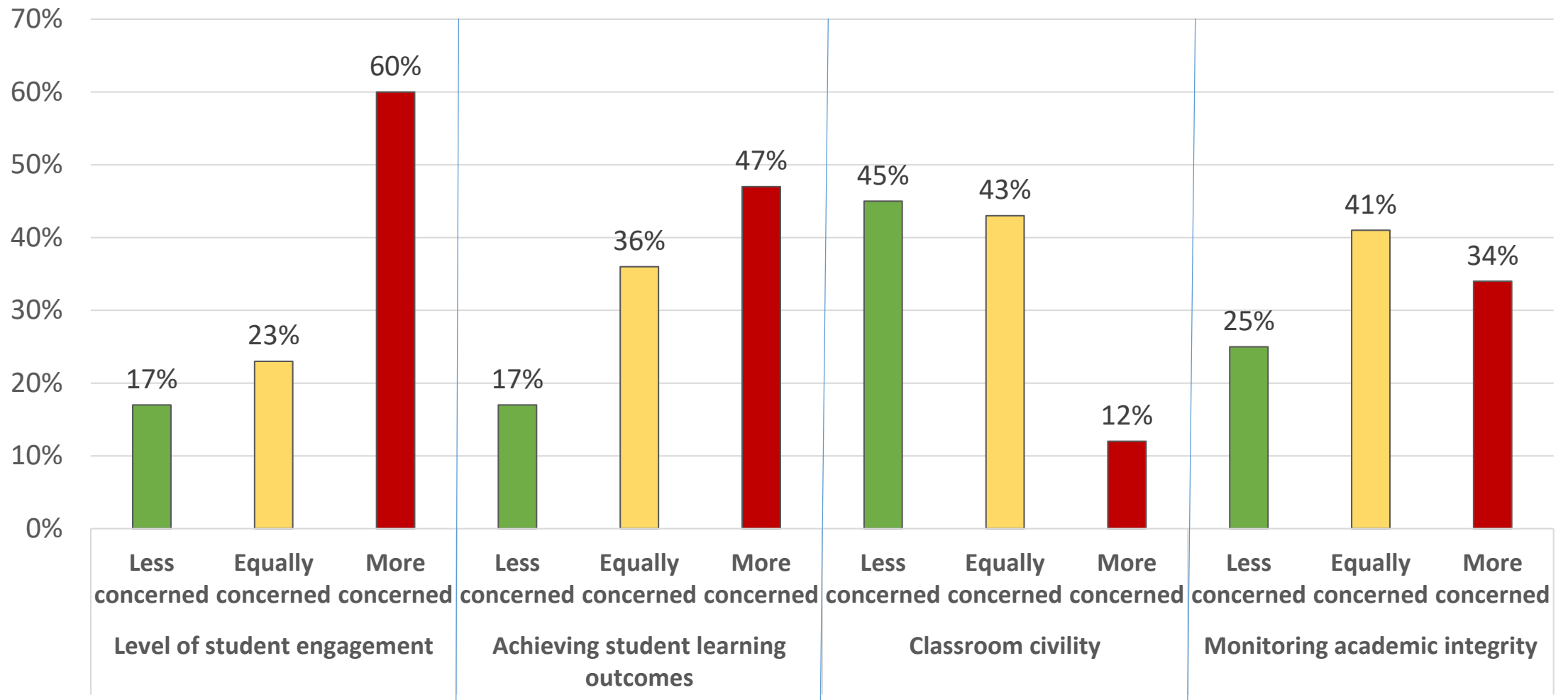
Nearly all respondents are using Canvas and Zoom, and the vast majority find these tools very useful.

Q. How useful have you found the following tools for enhancing your remote instruction this semester?

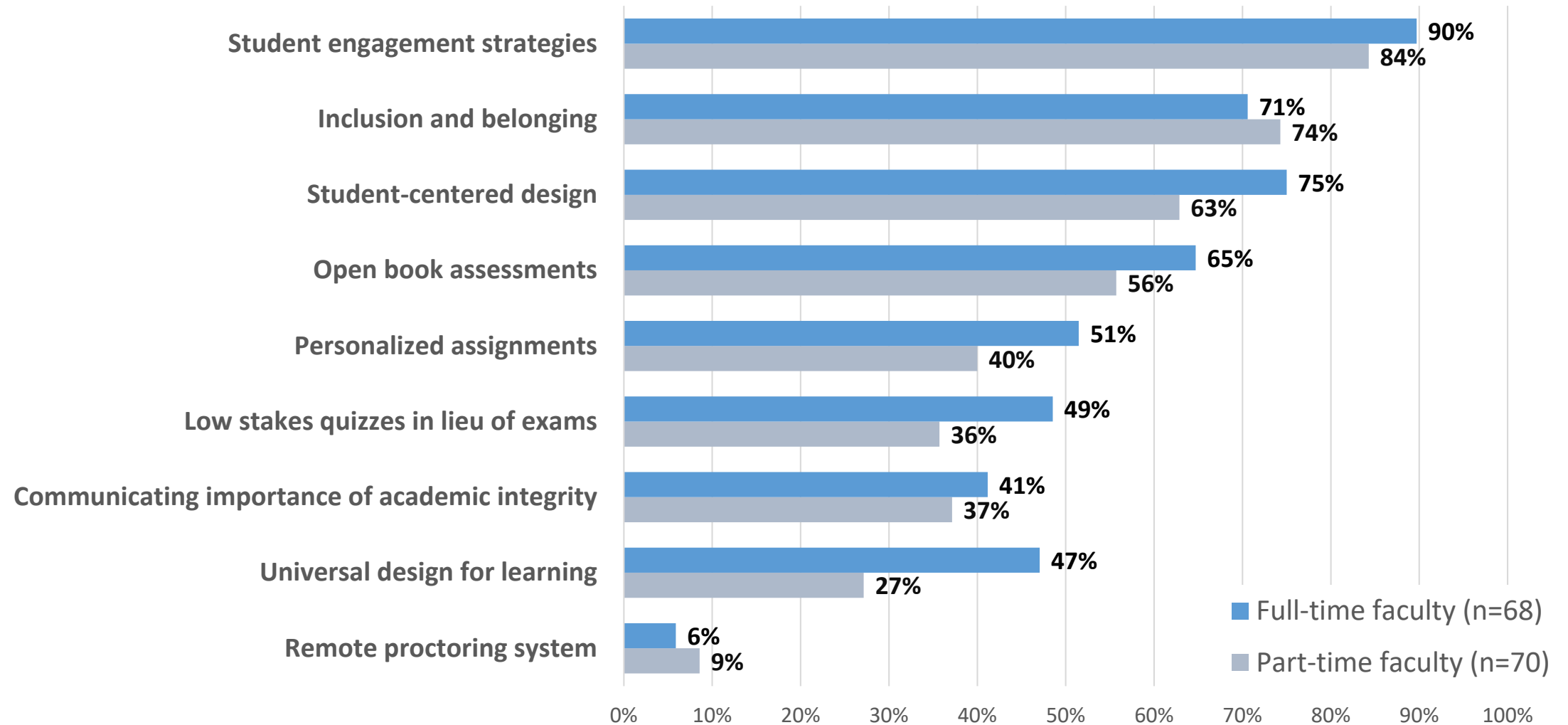


Faculty members report increased concern with student engagement and achieving student learning outcomes

Change in Level of Concern Since Move to Remote Instruction



Faculty are applying a variety of strategies to remote instruction; Few are using remote proctoring systems



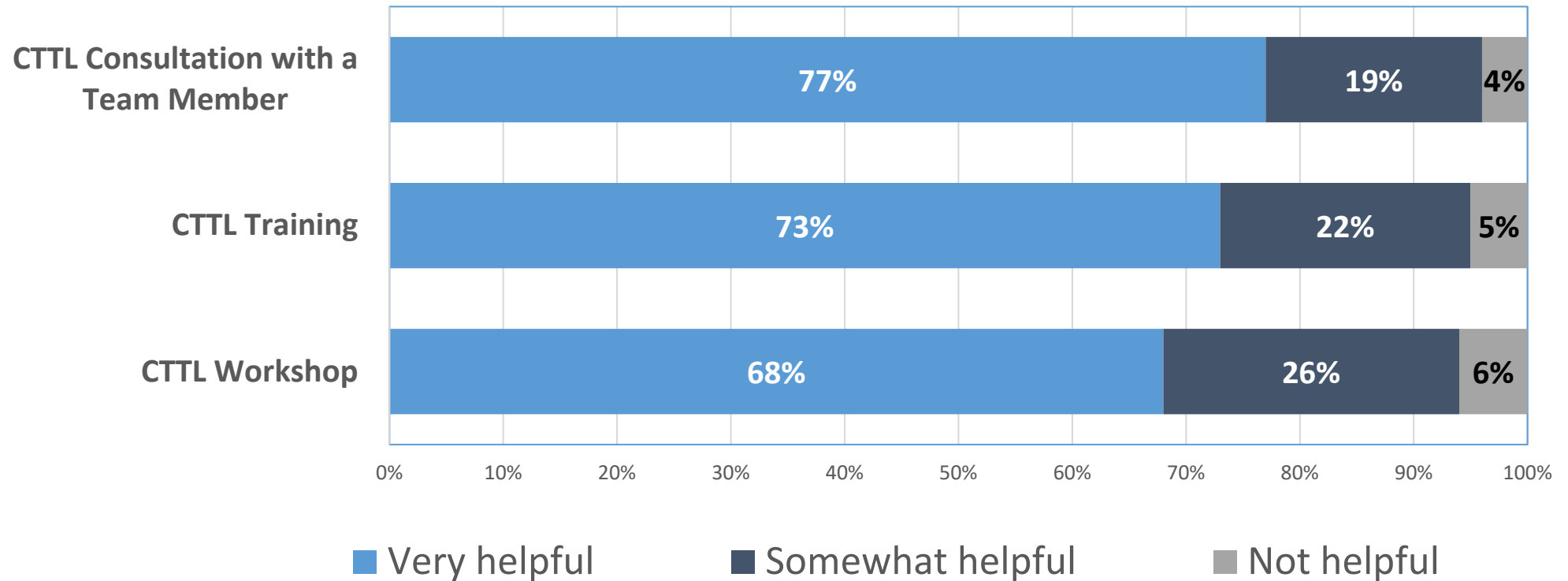
CTTL Support for Remote Instruction

% Who have used CTTL Resources for Remote Instruction

	STEM (n=39)	SSCA (n=34)	LA (n=28)	BEPP (n=26)	KAD (n=8)	Full-time faculty	Part-time faculty
CTTL Workshop	49%	55%	59%	88%	87%	63%	63%
CTTL Training	58%	67%	65%	88%	86%	72%	66%
CTTL Consultation	59%	71%	80%	69%	87%	75%	61%

CTTL Support is Highly Valued

Q. How helpful have you found the resources available through Skyline College's Center for Transformative Teaching and Learning (CTTL) to support your remote instruction?



Rank	Themes in 3 Open-Ended Questions re Concerns, PD Needs, and General Comments	Mentions	% of Respondents
1	Students struggling/doing more poorly in online environment/needing support	35	25%
2	Lack of sufficient preparation for training to teach online/desire for additional training	31	22%
3	Faculty workload concerns/time constraints/compensation	25	18%
4	General stress with transition to remote instruction	23	17%
5	Student Engagement (Students do work, but not engaged during online sessions)	18	13%
6	MIA Students - Lower class attendance	16	12%
7	Challenge transitioning to Canvas	16	12%
8	Labs/Studio/Kinesiology - Concern	16	12%
9	Student access to technology	15	11%
10	Concern re own discomfort/ learning curve with distance educ software or tools	15	11%
11	Praise of College or District or CTTL	15	11%
12	Technology glitches/ Doesn't work as expected/Faculty technology concerns	14	10%
13	Concerns about Exams/Course Assessments (e.g. proctoring online, format, etc.)	13	9%
14	Student stress/anxiety/pressures	12	9%
15	Student-Faculty communications	11	8%
16	Pedagogical Concerns	11	8%
17	Equity concerns	7	5%
18	Uncertainty re policies/lack of information	5	4%
19	Desire to return to face to face classroom	5	4%
20	Unresponsive administration/leadership-related concerns	5	4%
21	Negative Canvas experience	4	3%
22	Ergonomic Concerns	3	2%