Learning from the Faculty and Student Surveys of Spring 2020: Insights for Remote and Online Teaching

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Upcoming Presentations

Panel Discussion on Lessons Learned from Spring 2020

Friday, May 22 11-12
11:00 AM

As spring semester concludes and we begin to head toward a summer semester of remote teaching, faculty are beginning to take stock of their circumstances.

Zoom link: https://zoom.us/j/5879148598
Meeting ID: 587 914 8598
UM COVID-19 Experience Surveys

**Purpose:** Collaborative effort to understand better student and faculty experiences during the Spring 2020 semester disrupted by the COVID-19 pandemic.

**Use of Results:** Provide programs, workshops, and services to meet the needs of a remote learning environment during the COVID-19 pandemic.

**Campus Partners:** Survey Steering Group, Keep Teaching Group, Division of Diversity and Community Engagement, Division of Student Affairs, and Graduate School

**Timeline:**

- April 8-22 survey development and approval
- April 23 surveys launched
- May 7 student survey closed
- May 12 faculty survey closed

**Student Respondents**

733 students answered at least one question

523 (81%) UG, 106 (17%) GR/PR and 14 (2%) Other (e.g., unclassified)

**Faculty Respondents**

273 faculty answered at least one question

Item analyses and custom reports are available upon request from the Survey Steering Group via the Data Inquiry Form on the IREP website: [https://irep.olemiss.edu/data-inquiry-form/](https://irep.olemiss.edu/data-inquiry-form/)
Teaching and Learning Findings

F = faculty survey item
S = student survey item

- Faculty believe students learned enough to progress to the next course. (F)
  - Agree: 71.0
  - Neutral: 19.0
  - Disagree: 10.0

- I am performing up to my full academic potential. (S)
  - Agree: 31.3
  - Neutral: 8.3
  - Disagree: 60.4
Teaching and Learning Findings

I held optional synchronous communication sessions (e.g., office hours) with students.

- Often: 23.3%
- Occasionally: 11.7%
- Infrequently: 22.6%
- Never: 42.5%

I held mandatory synchronous communication sessions (e.g., live lectures) with students.

- Often: 55.3%
- Occasionally: 8.3%
- Infrequently: 11.7%
- Never: 24.8%
Teaching and Learning Findings

Communication is Key

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Often</th>
<th>Occasionally</th>
<th>Infrequently</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received direct communication from my instructors</td>
<td>48.2</td>
<td>36.9</td>
<td>13.0</td>
<td>1.0</td>
</tr>
<tr>
<td>S: Student</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I initiated direct communication with my students</td>
<td>73.5</td>
<td>20.9</td>
<td>2.6</td>
<td>2.6</td>
</tr>
</tbody>
</table>

F = faculty survey item  
S = student survey item
Teaching and Learning Findings

Faculty adjustments to courses for remote teaching

- I changed my course workload: 44.5% increased, 39.3% kept the same, 16.2% decreased
- I changed my course assessments: 37.1% increased, 55.0% kept the same, 7.9% decreased
- I changed my course grading schema: 25.7% increased, 56.7% kept the same, 17.6% decreased
Teaching and Learning Findings

My remote learning course workload required more time than my face-to-face classroom.

Undergraduate:
- Strongly disagree: 4.8
- Somewhat disagree: 10.6
- Neither agree nor disagree: 9.2
- Somewhat agree: 24.4
- Strongly agree: 51.0

Graduate/Professional:
- Strongly disagree: 11.5
- Somewhat disagree: 10.6
- Neither agree nor disagree: 20.2
- Somewhat agree: 23.1
- Strongly agree: 34.6
Assignments and exams in my remote learning course increased my workload from my original expectations.

- Undergraduate:
  - Strongly disagree: 4.2
  - Somewhat disagree: 11.0
  - Neither agree nor disagree: 12.5
  - Somewhat agree: 24.0
  - Strongly agree: 48.3

- Graduate/Professional:
  - Strongly disagree: 13.3
  - Somewhat disagree: 13.3
  - Neither agree nor disagree: 21.0
  - Somewhat agree: 16.2
  - Strongly agree: 36.2
How will you change your approach to teaching remotely if you must do so in Fall 2020?

- Customize my course content/develop my own course content: 12
- Include more synchronous sessions: 9
- Decrease synchronous sessions: 4
- Change my assessments: 3
- Be more flexible with due dates: 2
Support during the crisis between faculty, students, and the institution

F = faculty survey item
S = student survey item
Support during the crisis between faculty, students, and the institution

I feel supported by the University of Mississippi: (S)

Strongly disagree: 23.9%
Somewhat disagree: 36.8%
Neither agree nor disagree: 13.3%
Somewhat agree: 28.8%
Strongly agree: 15.2%

I feel supported by the University of Mississippi: (F)

Strongly disagree: 35.9%
Somewhat disagree: 37.5%
Neither agree nor disagree: 19.5%
Somewhat agree: 14.0%
Strongly agree: 7.5%

I feel valued by senior administration (e.g. Chancellor, Vice Chancellor, Dean): (S)

Strongly disagree: 19.5%
Somewhat disagree: 36.1%
Neither agree nor disagree: 14.8%
Somewhat agree: 22.9%
Strongly agree: 8.5%

I feel valued by senior administration (e.g. Chancellor, Vice Chancellor, Dean): (F)

Strongly disagree: 12.0%
Somewhat disagree: 31.0%
Neither agree nor disagree: 12.0%
Somewhat agree: 8.9%
Strongly agree: 8.9%

I feel supported by University Information Technology: (S)

Strongly disagree: 24.3%
Somewhat disagree: 43.3%
Neither agree nor disagree: 10.7%
Somewhat agree: 6.5%
Strongly agree: 5.9%

I feel supported by University Information Technology: (F)

Strongly disagree: 46.0%
Somewhat disagree: 33.8%
Neither agree nor disagree: 12.9%
Somewhat agree: 1.5%
Strongly agree: 1.5%

F = faculty survey item  S = student survey item
Challenges Faculty Faced

- Moving course content:
  - Agree: 22.9
  - Neutral: 50.6
  - Disagree: 25.5

- Managing assessments:
  - Agree: 22.1
  - Neutral: 47.5
  - Disagree: 30.3

- Student obstacles:
  - Agree: 31.1
  - Neutral: 52.1
  - Disagree: 16.8

- Time demands:
  - Agree: 22.9
  - Neutral: 45.4
  - Disagree: 31.7

- Isolation and distraction:
  - Agree: 31.1
  - Neutral: 40.4
  - Disagree: 28.5

I was successful in remote teaching:
- Agree: 68.9
- Neutral: 17.3
- Disagree: 13.8
Open responses from faculty

What can UM do better to support you?

- More training: 18
- Instructional design support: 17
- Better proctoring solutions: 17
- Get me better equipment/subscriptions: 16
- Technology support for students: 11
- Pay for me to get better home internet: 9
- Pay us to develop/revise courses: 7
- Just in time resources: 5
- Improve Blackboard: 4
- Faculty to faculty examples/support: 4
- Train students to learn online: 2
- Let us work from our offices: 2

What faculty development sessions would you like from Keep Teaching?

- Student engagement/motivation: 30
- Best practices for online teaching: 21
- Specific technologies: 18
- Creating alternative assessments: 15
- Blackboard and Zoom training: 14
- Proctoring: 11
- Accommodating student technology constraints: 6
- Video creation/editing: 6
- Faculty to faculty sessions: 5
- Equity in online teaching
- Content resources for teaching online
What was the most challenging part of the transition to remote learning for students?
Technology Findings

Faculty responses to question regarding conducting their classes from home.

- **Hardware**
  - Significant challenge: 7.9%
  - Challenging: 23.7%
  - Not a challenge: 68.4%

- **Software**
  - Significant challenge: 8.1%
  - Challenging: 54.1%
  - Not a challenge: 37.8%

- **Internet Access**
  - Significant challenge: 8.2%
  - Challenging: 25.0%
  - Not a challenge: 66.8%
Technology Findings

Technology platforms used by faculty in remote teaching

- Blackboard: 57%
- Zoom: 51%
- Google Hangouts/Meet: 12%
- Proctorio: 10%
- EdPuzzle: 6%
Questions and Discussion.