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

https://olemiss.zoom.us/j/96555743021
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

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

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

- I held optional synchronous communication sessions (e.g., office hours) with students.
  - Often: 42.5%
  - Occasionally: 22.6%
  - Infrequently: 11.7%
  - Never: 23.3%

- I held mandatory synchronous communication sessions (e.g., live lectures) with students.
  - Often: 24.8%
  - Occasionally: 11.7%
  - Infrequently: 8.3%
  - Never: 55.3%
Teaching and Learning Findings

Communication is Key

- F = faculty survey item
- S = student survey item

1. I received direct communication from my instructors. (S)
   - Often: 48.2%
   - Occasionally: 36.9%
   - Infrequently: 13.0%
   - Never: 1.0%

2. I initiated direct communication with my students. (F)
   - Often: 73.5%
   - Occasionally: 20.9%
   - Infrequently: 2.6%
   - Never: 3.0%

3. I initiated direct communication with my instructors. (S)
   - Often: 30.0%
   - Occasionally: 42.9%
   - Infrequently: 20.4%
   - Never: 6.7%

4. I received direct communication from my students. (F)
   - Often: 38.6%
   - Occasionally: 45.3%
   - Infrequently: 13.5%
   - Never: 2.6%
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
Teaching and Learning Findings

Will you change your approach to teaching remotely this fall?

- Yes 62%
- No 24%
- Maybe 14%

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: 7.5%
  - Somewhat disagree: 4.4%
  - Neither agree nor disagree: 4.4%
  - Somewhat agree: 14.0%
  - Strongly agree: 23.9%
- I feel supported by the University of Mississippi. (F)
  - Strongly disagree: 19.5%
  - Somewhat disagree: 7.4%
  - Neither agree nor disagree: 12.0%
  - Somewhat agree: 28.8%
  - Strongly agree: 35.9%
- I feel valued by senior administration (e.g., Chancellor, Vice Chancellor, Dean). (S)
  - Strongly disagree: 13.2%
  - Somewhat disagree: 14.8%
  - Neither agree nor disagree: 13.3%
  - Somewhat agree: 36.1%
  - Strongly agree: 23.8%
- I feel valued by senior administration (e.g., Chancellor, Vice Chancellor, Dean). (F)
  - Strongly disagree: 4.4%
  - Somewhat disagree: 8.5%
  - Neither agree nor disagree: 22.9%
  - Somewhat agree: 31.0%
  - Strongly agree: 28.8%
- I feel supported by University Information Technology. (S)
  - Strongly disagree: 6.5%
  - Somewhat disagree: 10.7%
  - Neither agree nor disagree: 43.3%
  - Somewhat agree: 24.3%
  - Strongly agree: 15.2%
- I feel supported by University Information Technology. (F)
  - Strongly disagree: 5.9%
  - Somewhat disagree: 12.9%
  - Neither agree nor disagree: 33.8%
  - Somewhat agree: 46.0%
  - Strongly agree: 1.5%

F = faculty survey item  S = student survey item
I was successful in remote teaching

Challenges Faculty Faced

- Moving course content: 25.5% (Significant challenge), 30.3% (Challenging), 47.5% (Not a challenge)
- Managing assessments: 16.8% (Significant challenge), 52.1% (Challenging), 31.1% (Not a challenge)
- Student obstacles: 31.7% (Significant challenge), 45.4% (Challenging), 22.9% (Not a challenge)
- Time demands: 31.1% (Significant challenge), 40.4% (Challenging), 28.5% (Not a challenge)
- Isolation and distraction: 28.5% (Significant challenge), 40.4% (Challenging), 31.1% (Not a challenge)
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?
Faculty responses to question regarding conducting their classes from home.

- **Hardware**: 68.4% significant challenge, 23.7% challenging, 7.9% not a challenge
- **Software**: 57.8% significant challenge, 34.1% challenging, 8.1% not a challenge
- **Internet Access**: 66.8% significant challenge, 25.0% challenging, 8.2% not a challenge
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.