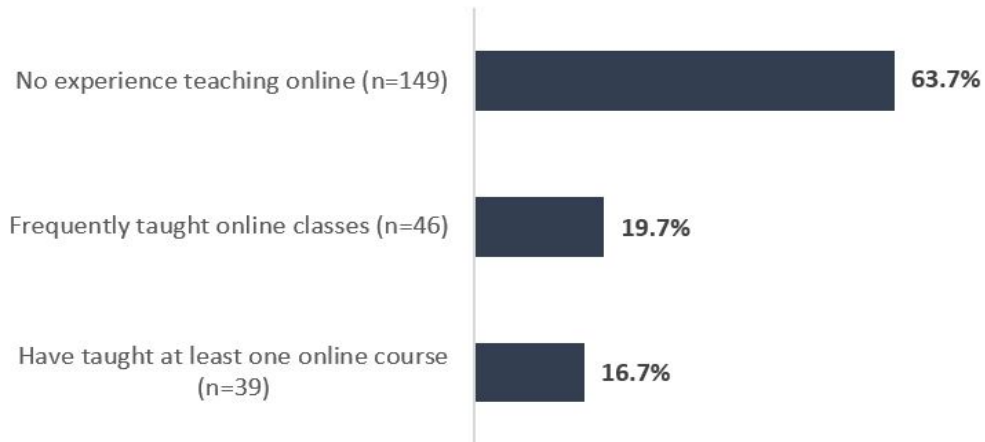# COVID-19 Instructor Impact Survey Results

The California Community Colleges conducted an employee survey to capture the impact of the COVID-19 pandemic on the work experiences of community college employees across our system. At Antelope Valley College, a total of 236 instructors responded to the survey between May 28-June 17, 2020. This document highlights the various challenges instructors are facing.

ANTELOPE VALLEY COLLEGE

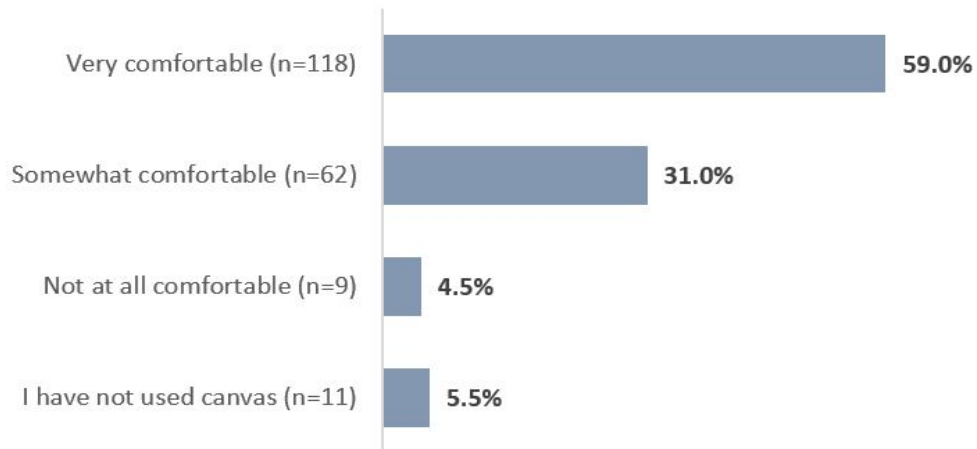Institutional Effectiveness, Research, and Planning

Experience Teaching

Instructors were asked questions relating to teaching online prior to the COVID-19 pandemic and whether they had experience using Canvas.

When asked, **"How much experience have you had teaching online prior to March 2020?"** Faculty responded with the following:

(Q=12, N=234)

No experience teaching online (n=149)	63.7%
Frequently taught online classes (n=46)	19.7%
Have taught at least one online course (n=39)	16.7%

Instructors were asked, **"How comfortable are you using Canvas?"** They responded with the following:

(Q=21, N=200)

Very comfortable (n=118)	59.0%
Somewhat comfortable (n=62)	31.0%
Not at all comfortable (n=9)	4.5%
I have not used canvas (n=11)	5.5%

Concerns About Transitioning Online ━━━━━

"What are the biggest concerns with the transition to distance education?"
Presented are the top 5 concerns as they transitioned to distance education:

60.2% found **not being able to communicate with students** at the same level or in the same way challenging   (n=118)

"I have been unable to contact several students because they don't respond to e-mails and their phone numbers on file with the college are disconnected or incorrect."

58.7% were concerned about **diminished student learning.**

(n=115)

"Disparity in student access ."

"Exacerbating inequalities ."

29.5% said they were concerned about **security/ privacy in proctoring online exams.**   (n=58)

"Unable to utilize Proctorio because students do not have the correct devices to use Proctorio."

26.5% said that their **discipline does not lend itself well to distance education**   (n=52)

"I cannot work because I am not allowed into the theater because of the campus closure."

"Biology and Microbiology labs cannot be done online. Difficult to adapt labs to online work."

20.4% were **concerned about evaluations of their teaching effectiveness**   (n=40)

"Suspend flex, evaluations, program review, and other bureaucratic work (let us focus on teaching)."

"Lower expectations about non-classroom responsibilities such as self-evaluations, attendance reporting, fpd, etc."

Student Observations

Instructors were asked, "From your experiences and observations as an instructor, how would you say your students have adapted to distance education?" Instructors identified the following: *(Q17; N=205)*

10.2%
of instructors

said students **seem to be adapting extremely well** to distance education.

(n=76)

34.6%
of instructors

said students **seem to be adapting reasonably well** to distance education.

(n=71)

37.1%
of instructors

said students **seem to be struggling somewhat** with adapting to distance education.

(n=37)

18.0%
of instructors

said students **seem to be struggling a great deal** with adapting to distance education.

(n=21)

Extremely well , 10%	Reasonably well, 35%	Struggling somewhat, 37%	Struggling a great deal, 18%

Technological Challenges

When asked, "Which of the following technological issues have been a challenge for you since the transition to distance education" Presented are the top 5 technological challenges instructors experienced: *(Q16; N=205)*

71.2% said **students' lack of access to reliable internet connection, devices**, and other related tools   *(n=146)*

"Students not getting access to computer software, remote login to software is a problem."

"Few AVC students have access to regular, reliable, high-speed wifi which is crucial for engaging with the school in a remote fashion."

59.5% found **students discomfort or unfamiliarity with required technology** or software was challenging   *(n=122)*

"Many students need support with skills and technology to be successful online."

29.8% said their **own discomfort or unfamiliarity with required technology and software** was challenging.   *(n=61)*

"If we are required to use a certain program I would need training..."

22.0% said there were **inadequate digital alternatives for face-to-face** collaboration tools   *(n=45)*

"my course needs to be taught face to face - it is a laboratory dance class.I need to make sure students do not get injured doing something incorrectly. It is physical."

"course has a hands on lab where students accessed equipment and lab that is only at the school campus."

16.6% **lacked access to specialized software** (e.g. Adobe products, statisical packages).   *(n=34)*

"One of my courses uses proprietary software that I couldn't adapt to Canvas. I had to recreate all my exams. This has taken me days."

Challenges Adapting to Online Work ────────

Instructors identified challenges adapting to an online teaching environment in the write-in portion. A few themes emerged in their responses:

Additional out-of-pocket expenses

"I had to spend over $1,000 to buy a laptop that had a camera so I could do Zoom meetings, and I had to pay for Zoom. None of this will ever be reimbursed. Fortunately, I have the financial resources to pay for this, but not all adjuncts would."

"Reliance on personal resources for printing, digital meetings with students, and phone calls."

"We didn't have a computer with a working camera, so I had to spend $975 for a new laptop and software to be able to teach classes on Zoom. Ouch!"

Knowledge and equipment to meet ADA compliance

"Knowledge of ADA compliant media and software knowledge to add said media to LMS."

"ADA accessibility for presentations."

"I am a little worried about accommodating OSD students."

Saw decreased student engagement

"Students do not want to engage."

"Only 50% of students have been participating."

"Older students' struggle to engage with technology in the online/remote arena."

Challenges with Course Design

When asked, "Which of the following have been challenging for you in adapting your course design and/or other assignments to distance education?" Presented are the top 5 challenges in adapting your course design and/or other assignments:

55.6% said students have **not maintained previous levels of engagement**. (n=110)

"I can't even CONTACT some of my students. They don't respond to e-mails, and their phone numbers on file aren't working."

54.5% prefer **face-to-face** learning. (n=108)

"My teaching style is very interactive- asking questions and having students think through concepts aloud...this doesn't translate well as many don't have microphones on their older computers, etc...and typing to chat is nowhere near the same."

37.4% said it has been **difficult to maintain or create a sense of community** with students. (n=74)

"Hard to gauge when students don't understand; hard to have the social conversations to see what else in their life might be impacting their involvement in school."

33.3% thought **course lessons or activities haven't translated well** to an online environment. (n=66)

"Welding requires hands-on."

"Biology and Microbiology labs cannot be done online. Difficult to adapt labs to online work."

24.2% need **more support to help students adapt** to distance education. (n=48)
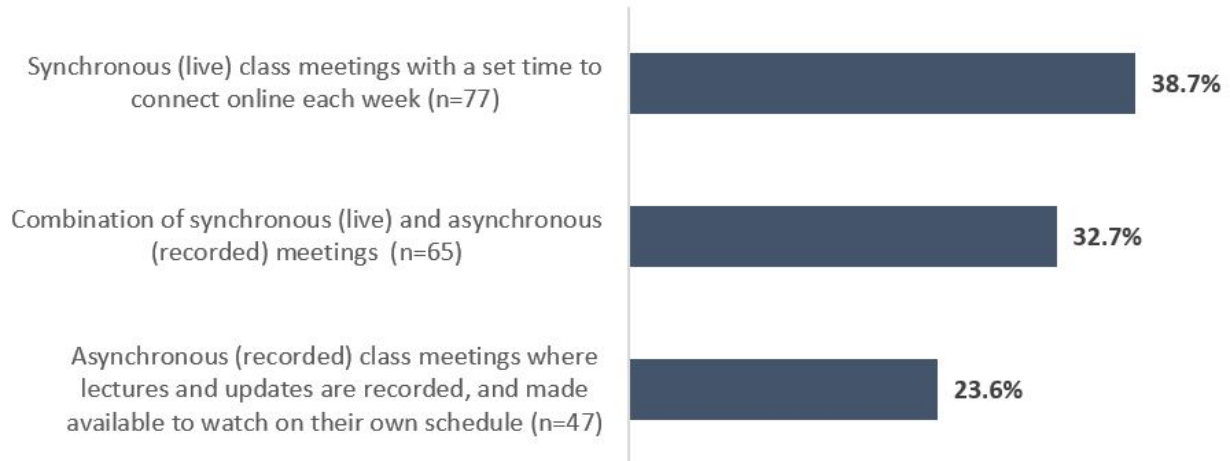
"Not all students have access to a computer to participate synchronously. They share resources with others at home in their family."

Distance Education Preferences

Instructors were asked about distance education course preferences for Fall 2020. Presented are their responses:

If you were to teach a distance education course in Fall 2020, how would you prefer for that class to be offered?

Synchronous (live) class meetings with a set time to connect online each week (n=77)	38.7%
Combination of synchronous (live) and asynchronous (recorded) meetings (n=65)	32.7%
Asynchronous (recorded) class meetings where lectures and updates are recorded, and made available to watch on their own schedule (n=47)	23.6%

Instructors were given the opportunity to write-in other preferences. Here are what a few had to say:

"Combination of both where students must attend some set times and the rest asynchronous."

"Hybrid, synchronous class meetings, face to face labs with limited students."

"Uploaded outlines on material and PowerPoint lectures with some recorded lectures as needed."

"Holding class sessions at a set time on canvas where the students are required to watch prerecorded quality videos of my lectures(I make all my own videos which is very labor intensive) and are able to interact in real time with me through the discussion board on canvas."

How Can AVC Support Our Instructors?

When asked, "If the Covid-19 pandemic continues to impact the workplace through fall 2020, what is the most critical thing the college could reasonably do to support you?" AVC instructors had the following suggestions on how AVC can support them in Fall 2020: (Q42)

- ✓ **Compensation for extended hours**

- ✓ **Access to equipment (i.e., whiteboard, camera, printers, scanners, computers, and phones)**

- ✓ **Flexibility in choosing between synchronous and asynchronous classes**

- ✓ **Training related to transitioning to distance education**

- ✓ **Improved communication about expectations and protocols**

What instructors are saying about how AVC can support:

"Compensate for extended office hours. Compensate for out of pocket expenses for technology. I would like every student to have equal access to distance learning..."

"Compensate the Adjuncts for the extra training and work that we are not currently being compensated for compared to full-time/tenure faculty."

"Access to specific equipment. Printers and scanners."

"1) professional development training 2) flexible work schedules - 3) conducting rigorous surveys to best respond to student needs, staff needs, faculty needs --- instead of a small collection of people telling us that they're not scared to come to campus every day and not wear a mask - not helpful or constructive."

"I would like online support and training available in one, organized location. I have received so many emails, etc about online training options, that I'm confused by them all. I need to know which trainings work best for my discipline and which are the most helpful. Also, I need my college to make decisions about modes of instruction MUCH SOONER than they have been doing."

"Be clearer with expectations. Everyone is doing things differently and there is no consistency. I would need specific equipment to be more effective with my courses."

Strategies That Work

Instructors were asked to share any innovations and/or strategies instructors have implemented to support students remotely during this time. A few common themes emerged in their responses:

(Q43)

- ☀ **Frequent (and open) communication through email and Canvas**

- ☀ **One-on-one Zoom office hours by appointment**

- ☀ **Increased time on exams and flexibility with grading**

- ☀ **Keep a consistent course schedule**

- ☀ **Refer students to necessary departments and services for support**

- ☀ **Encourage engagement by asking open-ended questions**

- ☀ **Show care and empathy towards students' experiences**

What are instructors saying about student support strategies:

"I hold online office hours for students through zoom, incorporate google drive apps when I can, offering flexibility to due dates."

"Multi-day assignment and test due dates. Many of my students have a hard time getting online due to being recently homeless."

"It is a little difficult to support students via phone/zoom only and not personally. Students have my phone/cell # which makes me a whole lot more accessible than just office hours."

"I sent out a survey to students when we first shifted to remote instruction since many students specifically wanted to take the face to face class due to limited internet access and/or computer,...I also have additional office hours via Zoom for students ...outside of the regular class times to better fit their changing schedules (many are essential workers and/or had kids to watch)."
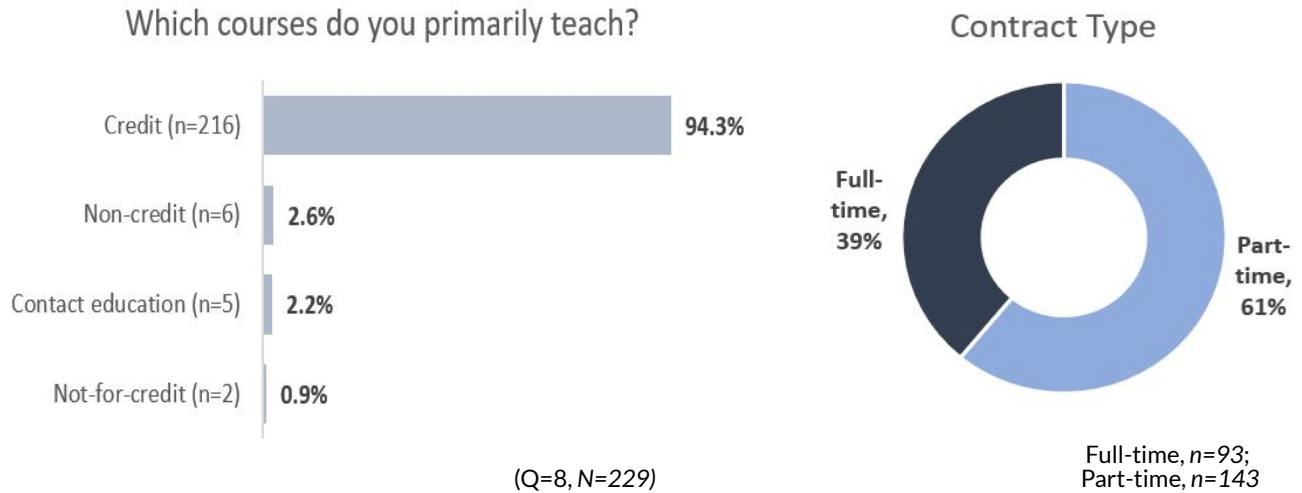
"I have made myself available anytime, as I always do via email. However, now my students can set up a Zoom one on one meeting with me by appointment outside of regular class hours...I have implemented iClicker into my lectures to get great feedback from students during the class."
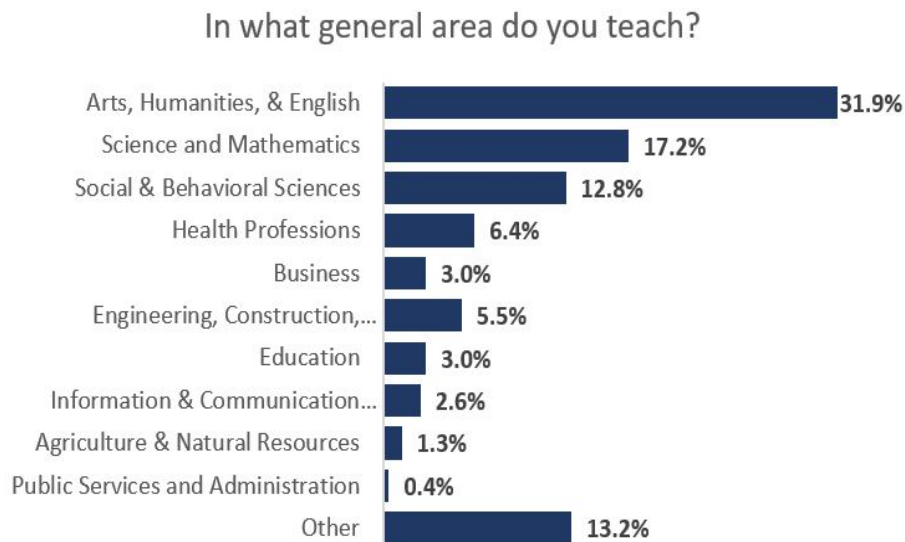
Survey Representation

Instructors asked about course type, employment status, and general area taught. Presented are their responses:

The majority of instructors who responded to the survey teach credit courses and are adjunct (or part-time).

Which courses do you primarily teach?

Credit (n=216)	94.3%
Non-credit (n=6)	2.6%
Contact education (n=5)	2.2%
Not-for-credit (n=2)	0.9%

(Q=8, N=229)

Contract Type

Full-time, 39%
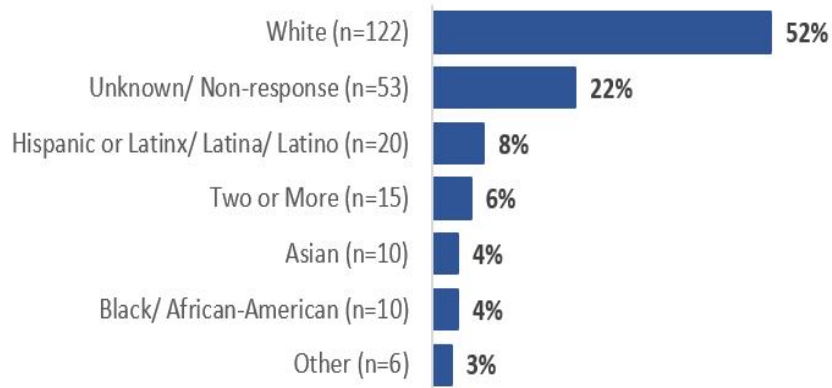
Part-time, 61%

Full-time, n=93;
Part-time, n=143

There was a range of teaching areas represented in the survey. However, a higher percentage is represented in the Arts, Humanities, & English than in other areas.
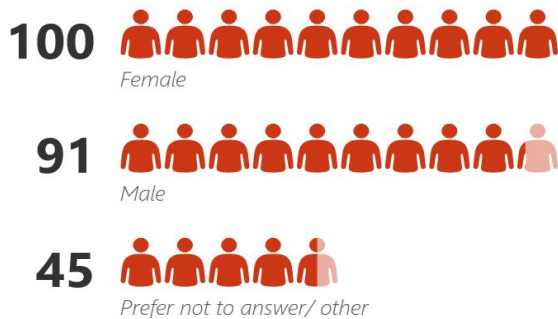
In what general area do you teach?

Arts, Humanities, & English	31.9%
Science and Mathematics	17.2%
Social & Behavioral Sciences	12.8%
Health Professions	6.4%
Business	3.0%
Engineering, Construction,…	5.5%
Education	3.0%
Information & Communication…	2.6%
Agriculture & Natural Resources	1.3%
Public Services and Administration	0.4%
Other	13.2%

(Q=10, N=235)

Respondent Demographics

Race/ Ethnicity

White (n=122)	52%
Unknown/ Non-response (n=53)	22%
Hispanic or Latinx/ Latina/ Latino (n=20)	8%
Two or More (n=15)	6%
Asian (n=10)	4%
Black/ African-American (n=10)	4%
Other (n=6)	3%

Gender

100 Female

91 Male

45 Prefer not to answer/ other

Age Groups

45 to 59 (n=82)	35%
60 or older (n=69)	29%
30 to 44 (n=47)	20%
Unknown (n=35)	15%
Under 30 (n=3)	1%
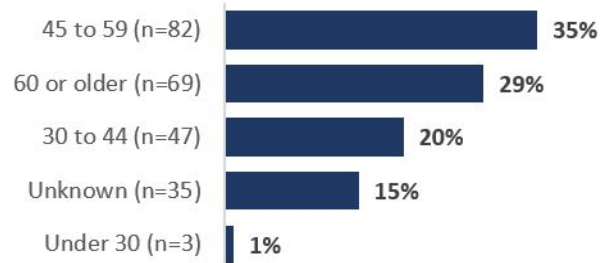
Are you a parent or guardian?

132 No

70 Yes

(Q=48)