TBR Faculty Survey, Spring 2020

Tennessee Board of Regents Quarterly Board Meeting
June 2020
TBR Faculty Survey, Spring 2020

- Survey of full-time and adjunct faculty at community colleges and TCATs during May 2020.

  **Included questions like:**
  - How did faculty adapt their courses as a result of COVID-19? What tools or methods were effective?
  - How did the shift to online/remote learning affect student engagement and learning?
  - What methods or tools did faculty use to overcome challenges, like students' lack of access to technology?
  - What training or resources would faculty find helpful if online/remote learning continues into the fall?

**About the Participants**

- **1,528** Number of Survey Responses
- **38%** of Full-Time Community College Faculty Participated
- **12%** of Adjunct Community College Faculty Participated
- **45%** of TCAT Faculty Participated
91% of faculty shifted at least one course online.

How did your spring 2020 teaching change because of COVID-19?

- My in-person courses shifted to an online or remote format. 84%
- Some courses moved online, and some were paused/suspended. 7%
- All of my courses were already online. 7%
- My in-person courses were paused or suspended. 2%
Some faculty had experience with online teaching.

How would you rate your experience with teaching online courses prior to spring 2020?

*Rated on a scale from zero to ten*

<table>
<thead>
<tr>
<th>Teaching in Technical Program</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College, Full-Time</td>
<td>6.0</td>
</tr>
<tr>
<td>Community College, Adjunct</td>
<td>4.6</td>
</tr>
<tr>
<td>TCAT Faculty</td>
<td>2.1</td>
</tr>
<tr>
<td>Teaching in Technical Program</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Note: Faculty in technical programs are identified based on responses to survey questions and include faculty for whom (a) the proportion of hands-on training in their courses exceeds theory-based instruction, (b) courses include a required lab component, and (c) courses include clinical/allied health care components.
Most students adjusted well to course changes.

From the Faculty

“In addition to being online, many of our students were laid off from work. We also had tornado and storm damage in our area, so power was out for many of us for a few days. Despite all of this, our students have done an amazing job of meeting all the requirements of the course.”
—Chattanooga State Faculty Member

“The bright spot was that students and faculty suddenly had more in common than ever before. I felt more connected to my students than ever before and focused on what was really important to them, rather than what was important to me. A lesson in empathy that I believe made me a better teacher.”
—Volunteer State Faculty Member

<table>
<thead>
<tr>
<th>High School</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Community College Faculty</td>
<td>6.3</td>
</tr>
<tr>
<td>All TCAT Faculty</td>
<td>6.3</td>
</tr>
<tr>
<td>Chattanooga State</td>
<td>6.5</td>
</tr>
<tr>
<td>Motlow State</td>
<td>7.4</td>
</tr>
<tr>
<td>Nashville State</td>
<td>6.3</td>
</tr>
<tr>
<td>Southwest Tennessee</td>
<td>6.1</td>
</tr>
</tbody>
</table>

How well have students adjusted to changes that were made to courses because of COVID-19? Rated on a scale from zero to ten.
Faculty adjusted assignments mid-semester, but grading standards remained high.

Did you make any changes to your grading practices because of COVID-19?

- Changed Assignment Deadlines: 66%
- Graded More Leniently: 36%
- Reweighted Assignment Grades: 23%
- Gave More "Incomplete" Grades: 14%

What types of changes did you make when your courses shifted online?

- Changed Assignments: 59%
- Adjusted Expectations about Amount of Work: 46%
- Dropped Assignments: 36%
- Adjusted Expectations about Quality of Work: 28%
- Dropped Readings: 9%
Many students remained engaged in coursework.

How engaged have your students been since the move to online learning? 
*Relative to their Level of Engagement Prior to COVID-19*

- Much less engaged: 14%
- Somewhat less engaged: 33%
- About as engaged as they were before: 36%
- Somewhat more engaged: 12%
- Much more engaged: 5%

From the Faculty

“Students seemed to enjoy being able to tackle the materials more independently. Many students indicated they enjoyed being able to work ahead. More students participated in online discussion boards than they typically participate in a physical class setting; so, there was greater engagement and exchanging of ideas. This was a very positive outcome!” — *Chattanooga State Faculty Member*

“Some students have adapted very well. Others have had significant issues with the discipline required for online learning. They are not regularly accessing the material, participating in lectures/discussions/reviews, etc. There has been a noticeable drop in class engagement.” — *TCAT Faculty Member*
Most faculty used a combination of teaching methods.

Which tools did you use after moving your courses online?

By College Type

- D2L Brightspace
  - Community College Faculty: 81%
  - TCAT Faculty: 43%

- Videoconferencing Tools
  - Community College Faculty: 58%
  - TCAT Faculty: 60%

- Email
  - Community College Faculty: 51%
  - TCAT Faculty: 56%

- Recorded Lectures
  - Community College Faculty: 51%
  - TCAT Faculty: 31%

- Video Lessons/YouTube
  - Community College Faculty: 31%
  - TCAT Faculty: 34%

- Online Simulations
  - Community College Faculty: 20%
  - TCAT Faculty: 38%

Note: Videoconferencing tools include platforms like Zoom and Microsoft Teams.
Faculty communicated frequently with students.

Since courses moved online because of COVID-19, how frequently have you communicated with your students?

- **Less than I would during a typical semester.**
  - Community College Faculty: 14%
  - TCAT Faculty: 41%

- **About as much as I would during a typical semester.**
  - Community College Faculty: 37%
  - TCAT Faculty: 36%

- **More than I would during a typical semester.**
  - Community College Faculty: 49%
  - TCAT Faculty: 23%
Faculty reported common challenges, but faculty with less online teaching experience reported more challenges with technology.

Note: The numbers next to each response represent the number of faculty who reported facing a specific challenge. Faculty with little prior online teaching experience are those who rated their prior experience as 0 to 3 on a 0-10 scale. Faculty with lots of prior online teaching experience are those who rated their prior experience as 8 to 10 on a 0-10 scale.
Some students lack access to reliable Internet service or computers.

In your experience, how many students have reliable access to the Internet or devices?

- Most students have access: 54% (All Faculty), 53% (Nashville State), 54% (Southwest Tennessee)
- Some students lack access: 35% (All Faculty), 37% (Nashville State), 48% (Southwest Tennessee)
- Many students lack access: 9% (All Faculty), 14% (Nashville State), 17% (Southwest Tennessee)

What were the most significant technology issues your students faced?

- Lack of Access to Reliable Internet Service: 62% (All Faculty), 54% (Nashville State), 62% (Southwest Tennessee)
- Lack of Access to Computers: 54% (All Faculty), 58% (Nashville State), 62% (Southwest Tennessee)
- Lack of Experience with Technology/Tools: 42% (All Faculty), 46% (Nashville State), 42% (Southwest Tennessee)
Faculty are interested in training and resources to help students succeed.

What training or resources would be helpful if online or remote learning continues in fall 2020?

- Materials to Share with Students about Succeeding Online: 413 (Community College, Full-Time), 197 (Community College, Part-Time), 190 (TCAT Faculty)
- Best Practices on How to Teach from Home: 312 (Community College, Full-Time), 140 (Community College, Part-Time), 144 (TCAT Faculty)
- Information on How to Support Online Students: 269 (Community College, Full-Time), 160 (Community College, Part-Time), 153 (TCAT Faculty)
- Assistance with Technology: 237 (Community College, Full-Time), 127 (Community College, Part-Time), 131 (TCAT Faculty)
- A Resource Toolkit about Online Teaching: 208 (Community College, Full-Time), 115 (Community College, Part-Time), 128 (TCAT Faculty)
A faculty survey dashboard shows the full survey results.

The dashboard allows you to filter the results by college and teaching subject.

The dashboard is available at: tbr.edu/policy-strategy/presentations-and-papers