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>Type</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.

How well have students adjusted to changes that were made to courses because of COVID-19?

*Rated on a scale from zero to ten*

<table>
<thead>
<tr>
<th>Institution</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>

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
Faculty adjusted assignments mid-semester, but grading standards remained high.

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%

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%
Many students remained engaged in coursework.

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

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%

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Percent of Faculty
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?

- **Community College Faculty**
  - Less than I would during a typical semester: 14%
  - About as much as I would during a typical semester: 37%
  - More than I would during a typical semester: 49%

- **TCAT Faculty**
  - Less than I would during a typical semester: 41%
  - About as much as I would during a typical semester: 36%
  - More than I would during a typical semester: 23%
Faculty reported common challenges, but faculty with less online teaching experience reported more challenges with technology.

Faculty with *little* prior online teaching experience reported:
- Adapting Courses for Online: 398
- Learning to Use Technology/Tools: 286
- Uncertainty about Assessing Student Learning: 273

Faculty with *lots* of prior online teaching experience reported:
- Helping Students Balance School/Home: 246
- Adapting Courses for Online: 186
- Balancing My Own Responsibilities at Work/Home: 179

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**
  - All Faculty: 54%
  - Nashville State: 53%
  - Southwest Tennessee: 35%

- **Some students lack access**
  - All Faculty: 37%
  - Nashville State: 34%
  - Southwest Tennessee: 48%

- **Many students lack access**
  - All Faculty: 9%
  - Nashville State: 14%
  - Southwest Tennessee: 17%

What were the most significant technology issues your students faced?

- **Lack of Access to Reliable Internet Service**
  - Percent of Faculty: 62%

- **Lack of Access to Computers**
  - Percent of Faculty: 54%

- **Lack of Experience with Technology/Tools**
  - Percent of Faculty: 42%
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
TBR Enrollment & Student Success Indicators

Tennessee Board of Regents Quarterly Board Meeting
June 2020
Preliminary Community College Award Trend

**Enrollment**
*Decrease in fall enrollment since 2009.*

- Total Enrollment
- Non-Secondary Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Non-Secondary Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>84,464</td>
<td>72,427</td>
</tr>
<tr>
<td>2010</td>
<td>89,378</td>
<td>74,009</td>
</tr>
<tr>
<td>2011</td>
<td>86,896</td>
<td>72,073</td>
</tr>
<tr>
<td>2012</td>
<td>82,536</td>
<td>72,024</td>
</tr>
<tr>
<td>2013</td>
<td>78,367</td>
<td>72,073</td>
</tr>
<tr>
<td>2014</td>
<td>74,056</td>
<td>72,073</td>
</tr>
<tr>
<td>2015</td>
<td>74,693</td>
<td>72,073</td>
</tr>
<tr>
<td>2016</td>
<td>72,073</td>
<td>72,073</td>
</tr>
<tr>
<td>2017</td>
<td>73,484</td>
<td>72,073</td>
</tr>
<tr>
<td>2018</td>
<td>72,427</td>
<td>72,073</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Awards**
*Significant increase in awards since 2010.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>9,699</td>
</tr>
<tr>
<td>2011</td>
<td>11,044</td>
</tr>
<tr>
<td>2012</td>
<td>12,514</td>
</tr>
<tr>
<td>2013</td>
<td>12,658</td>
</tr>
<tr>
<td>2014</td>
<td>12,762</td>
</tr>
<tr>
<td>2015</td>
<td>12,993</td>
</tr>
<tr>
<td>2016</td>
<td>13,643</td>
</tr>
<tr>
<td>2017</td>
<td>14,136</td>
</tr>
<tr>
<td>2018</td>
<td>15,240</td>
</tr>
<tr>
<td>2019</td>
<td>14,968</td>
</tr>
<tr>
<td>2020*</td>
<td>15,092</td>
</tr>
</tbody>
</table>

*2019-2020 awards are preliminary. Institutions anticipate awarding up to 400 additional awards.

Note: Community college awards include degrees and certificates for the academic year (preceding summer, fall, and spring).
Preliminary Community College Award Trend

Potentially adding up to 400 additional awards to final spring 2020 numbers would result in highest annual community college award total to date.

*2019-2020 awards are preliminary. Institutions anticipate awarding up to 400 additional awards.
Note: Community college awards include degrees and certificates for the academic year (preceding summer, fall, and spring).
TCAT Award Trend

*TCAT awards consistent from 2012 to 2019.*

Note: TCAT awards include certificates and diplomas for the academic year (fall, spring, and trailing summer).
## Grade Distribution Definitions

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>Students earning an A, B, or C in a graded course. Also includes students earning a passing mark in a Pass/Fail course.</td>
</tr>
<tr>
<td>Other Pass</td>
<td>Students earning a D in a graded course.</td>
</tr>
<tr>
<td>Fail</td>
<td>Students that completed a course with an F grade, either in a graded course or in a Pass/Fail course.</td>
</tr>
<tr>
<td>Attendance Failure</td>
<td>Students that earned a failing grade in a course due to lack of attendance, but had not formally withdrawn.</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Students that had formally withdrawn from the course by the official withdrawal date.</td>
</tr>
<tr>
<td>Incomplete</td>
<td>Students that have not received a grade for the course by the official end of the semester due to extenuating circumstances.</td>
</tr>
</tbody>
</table>
Overall, grade distributions remained steady in spring 2020 despite the spring transition to online.

**Spring 2020 Course Outcomes**

- **Success (A,B,C)**: 74% (Spring 2018), 74% (Spring 2019), 74% (Spring 2020)
- **Other Pass (D)**: 5% (Spring 2018), 5% (Spring 2019), 4% (Spring 2020)
- **Fail (F)**: 9% (Spring 2018), 9% (Spring 2019), 9% (Spring 2020)
- **Attendance Failure (FA)**: 5% (Spring 2018), 6% (Spring 2019), 6% (Spring 2020)
- **Withdrawal (W)**: 6% (Spring 2018), 6% (Spring 2019), 4% (Spring 2020)
- **Incomplete (I)**: 0.3% (Spring 2018), 0.3% (Spring 2019), 2.2% (Spring 2020)

**Note:** Success also includes a passing grade in pass/fail courses.

**Note:** Data includes all courses at all community colleges for the past three spring terms.
There are equity gaps in course success rates. Those gaps did not change significantly this spring.

Note: Success rate includes A, B, and C grades in graded courses, and also includes passing grades in pass/fail courses.

Note: Data includes all courses at all community colleges for the past three spring terms.
At community colleges, 20 percent of spring 2020 course enrollments were in top five courses.

<table>
<thead>
<tr>
<th>Course Enrollments</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition II</td>
<td>14,513</td>
</tr>
<tr>
<td>Statistics</td>
<td>9,615</td>
</tr>
<tr>
<td>General Psychology</td>
<td>7,915</td>
</tr>
<tr>
<td>Fundamentals of Communications</td>
<td>7,854</td>
</tr>
<tr>
<td>Composition I</td>
<td>7,613</td>
</tr>
</tbody>
</table>

Course Success Rates

- Composition II: Spring 2018 - 78%, Spring 2019 - 77%, Spring 2020 - 78%
- Statistics: Spring 2018 - 58%, Spring 2019 - 57%, Spring 2020 - 57%
- General Psychology: Spring 2018 - 75%, Spring 2019 - 75%, Spring 2020 - 75%
- Fundamentals of Communication: Spring 2018 - 75%, Spring 2019 - 75%, Spring 2020 - 72%
- Composition I: Spring 2018 - 61%, Spring 2019 - 60%, Spring 2020 - 55%

Note: Success rate includes A, B, and C grades in graded courses, and also includes passing grades in pass/fail courses.

Note: Data includes all courses at all community colleges for the past three spring terms.
The success rate in learning support courses decreased as a result of the transition to online this spring.

### Learning Support Course Enrollments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4,535</td>
</tr>
<tr>
<td>Writing</td>
<td>2,322</td>
</tr>
<tr>
<td>Reading</td>
<td>1,555</td>
</tr>
</tbody>
</table>

### Learning Support Course Success Rates

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2018</th>
<th>Spring 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>60%</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Writing</td>
<td>61%</td>
<td>58%</td>
<td>50%</td>
</tr>
<tr>
<td>Reading</td>
<td>62%</td>
<td>58%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Note: Success rate includes A, B, and C grades in graded courses, and also includes passing grades in pass/fail courses.

Note: Data includes all courses at all community colleges for the past three spring terms.
Early Spring 2020 Findings

The percentage of incomplete grades rose from 0.3 percent in spring 2019 to 2.2 percent in spring 2020. As institutions resolve incomplete grades, the grade distribution will alter slightly.

Overall, students that remained enrolled and completed their spring 2020 courses were as successful in coursework as students in prior spring terms despite the additional challenges presented.

While spring 2020 course success rates remained consistent overall, some courses did see declines, particularly learning support courses and several high enrollment courses aligned with learning support.

There are gaps in course success for students from different subpopulations. The gaps for students of different races or genders were not significantly altered in spring 2020 when compared to spring 2019. The gap for students receiving a Pell grant also did not change.

Course success rates for dual enrollment students dropped only one percentage point from spring 2019 to spring 2020. Compared to other students, dual enrollment students are highly successful in their courses.
Summer and Fall 2020 Enrollment

Summer 2020
Registrations as of June 12, 2020

<table>
<thead>
<tr>
<th>Headcount Type</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
<td>1.4%</td>
</tr>
<tr>
<td>Community College FTE</td>
<td>1.3%</td>
</tr>
<tr>
<td>TCAT Headcount</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Early Fall 2020 Indicators
As of June 12, 2020

Community college new student applications are currently at 55,925, which is 21% lower than the same time last year.

The total number of students registered for the fall at community colleges is also down at least 20% as compared to this time last year.

It is still too early to determine how TCAT registrations for the fall compare to last year.

Institutions are working through obstacles such as a lack of in-person meetings at high schools this spring and incomplete transcripts.

Note: Community college summer and fall application and registration data is self-reported by the institutions. TCAT summer data is collected from the shared Banner instance.

Note: Summer data includes registrations for all summer terms. Most schools offer multiple summer terms.