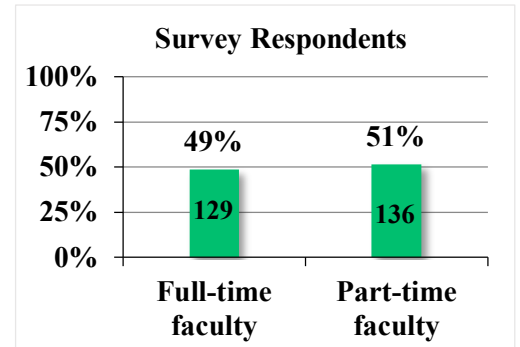


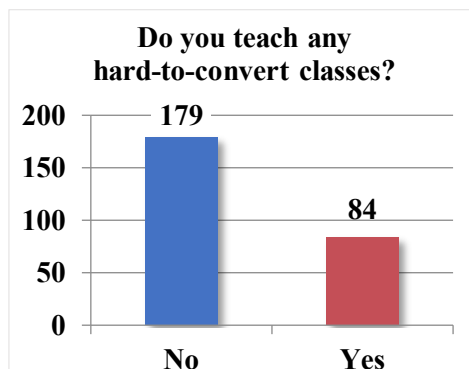
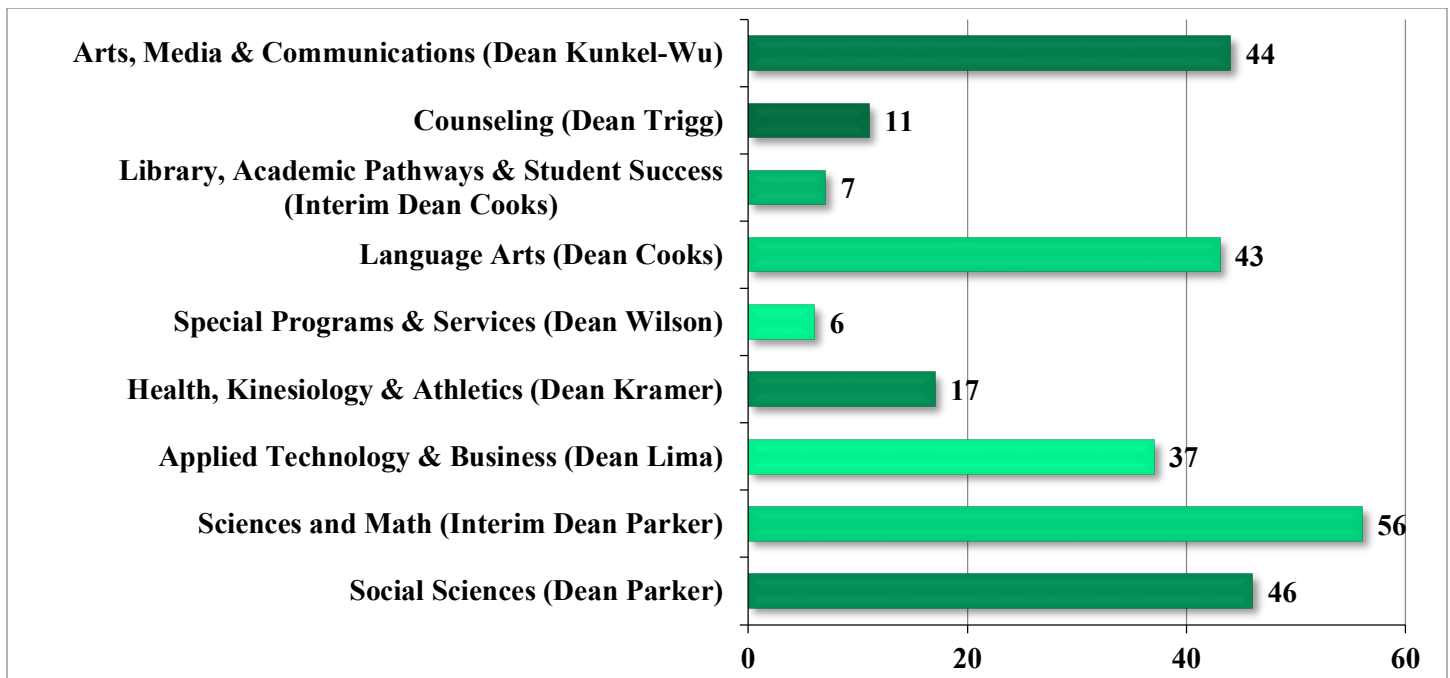
# Faculty Survey on Beliefs about Efficacy of Instructional Delivery Methods and Fall 2020 Planning

Following the Bay Area shelter-in-place order in March of 2020, almost all Chabot classes moved to an online format. The Chabot Faculty Survey was administered between May 7 and May 11, 2020 to assess faculty perspectives on the effectiveness of various instructional delivery methods (e.g., online, face-to-face, etc.) and faculty teaching desires for Fall 2020. Of the roughly 483 instructors at Chabot at the time of the survey\*, 267 (55%) took the survey. The respondents were roughly 50% full-time and 50% part-time faculty. Given that full-time faculty make up roughly 37% of Chabot's teaching force, that means that full-time faculty were over-represented in survey respondents.



## Respondents by Division

Faculty from across the divisions responded to the survey to share their insights:

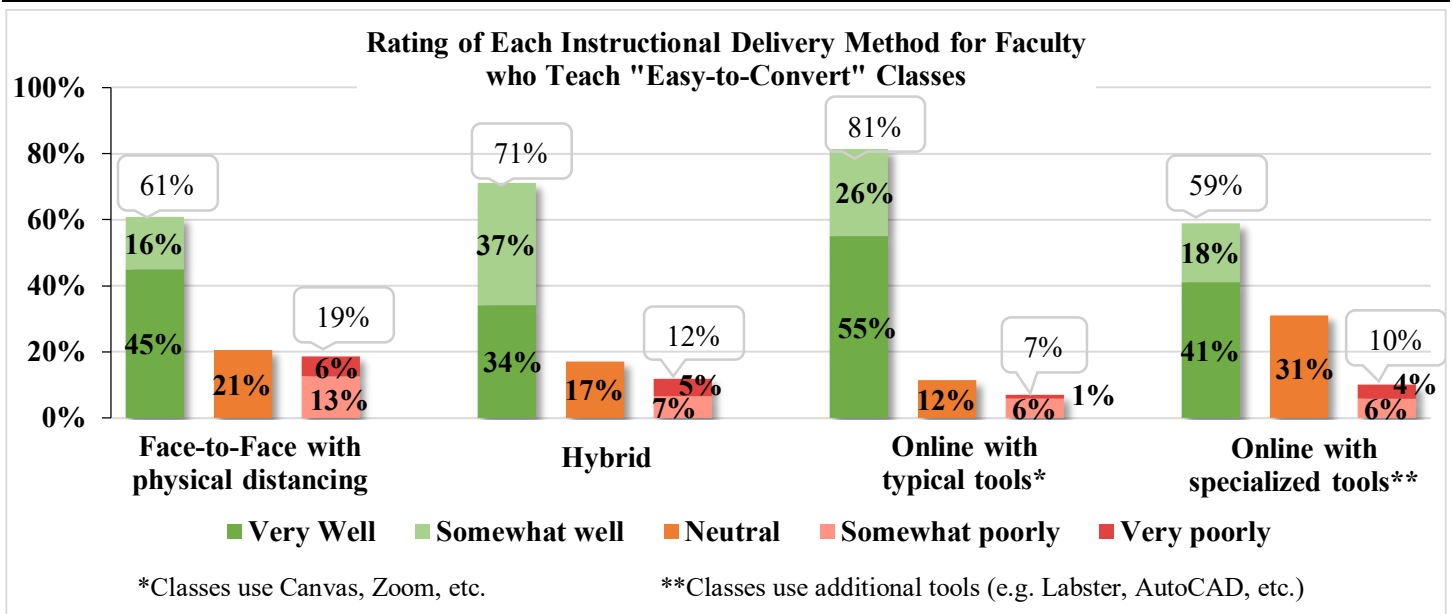


The majority of faculty respondents (179) teach classes that are readily convertible into online teaching formats (“easy-to-convert” classes). Eighty-four faculty members teach classes that need hands-on learning environments, such as use of technical machinery, specific lab environments, specialized software, or applied instruction (“hard-to-convert” classes).

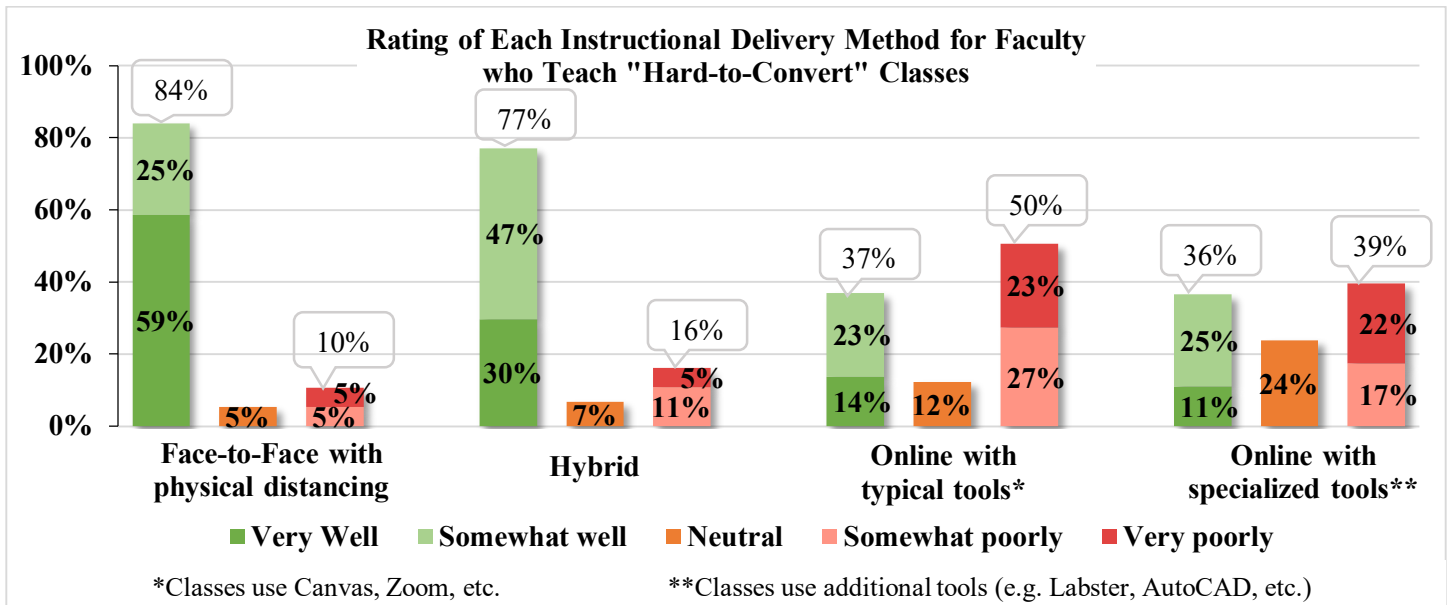
\*Total count of full-time and part-time faculty are based on Fall 2019 HR reports

# Faculty Survey on Beliefs about Efficacy of Instructional Delivery Methods and Fall 2020 Planning

## Ratings of Each Instructional Delivery Method by Chabot Faculty



Faculty members were asked **how well** they believe each instructional delivery method can facilitate student learning. For faculty members who teach “**easy-to-convert**” classes, online with typical tools (e.g., Canvas, Zoom, etc.) received the strongest rating; 81% believed this method would facilitate student learning well or very well. Hybrid was rated the second strongest, with 71% believing the method would facilitate student learning well or very well. Face-to-face with physical distancing came in third, at 61%.



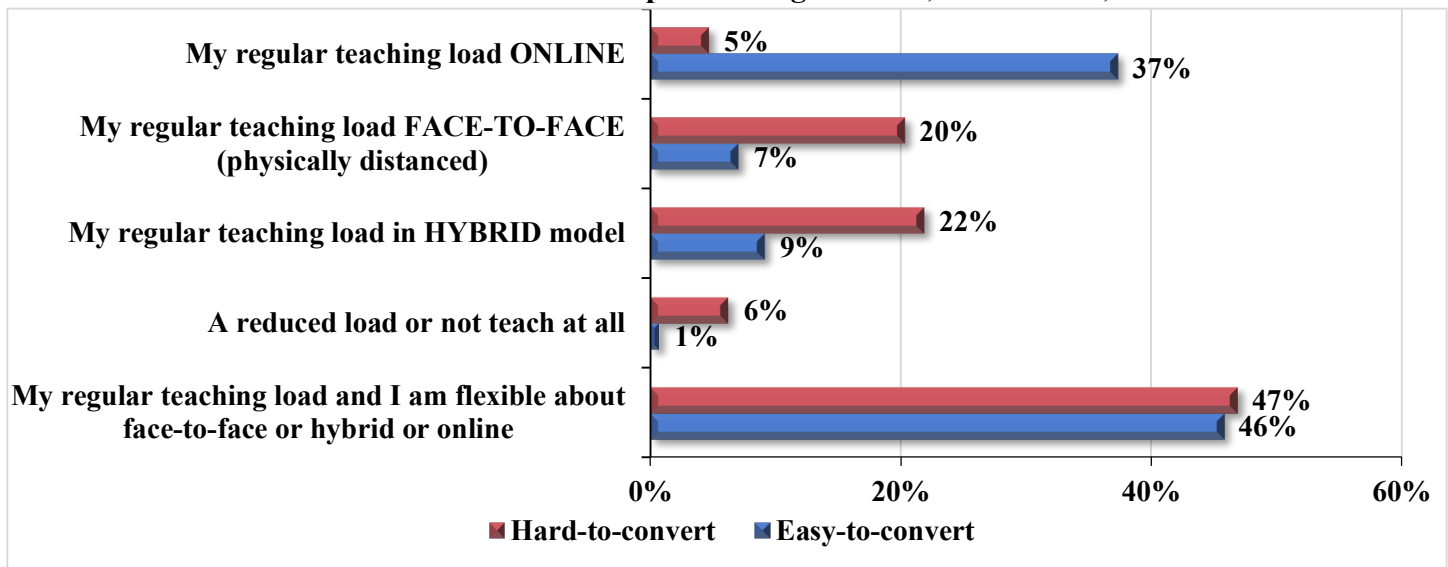
For faculty members who teach “**hard-to-convert**” classes, face-to-face with physical distancing received the strongest rating for facilitating student learning; 84% believed this method would work well or very well. Hybrid was rated the second strongest, with 77% believing the method would facilitate student learning well or very well. Faculty members of hard-to-convert classes rated online learning as much more challenging. Fifty

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percent rated teaching online with typical tools (e.g, Canvas, Zoom, etc.) as somewhat poor or very poor for student learning. Access to specialized online tools (e.g., Labster, AutoCAD, etc.) was a slight improvement with 39% rating this method as somewhat or very poor for student learning.

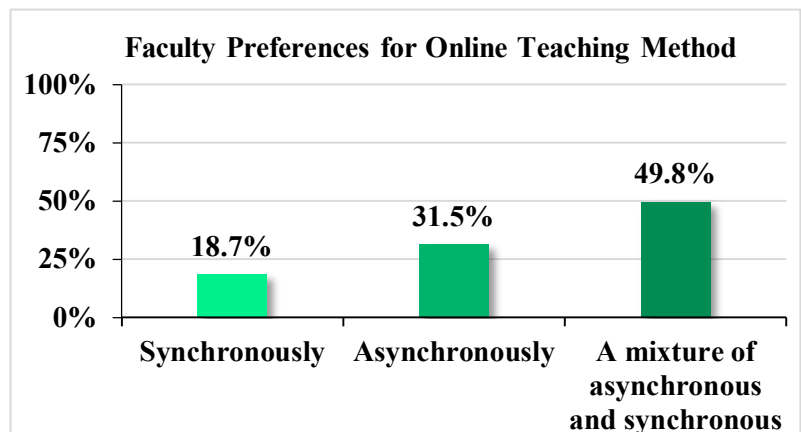
## Preferences for Fall 2020

**Assuming the state & local shelter-in-place order is removed or modified to permit face-to-face instruction AND Chabot is able to enact protective guidelines, in Fall 2020, I want to teach ...**



The most popular response for Fall 2020 teaching desires was teaching a regular course load in whatever instructional method—face-to-face (physically distanced), hybrid, or online—was needed. Forty-six percent of “easy-to-convert” and 47% of “hard-to-convert” faculty members chose this response. Faculty of easy and hard-to-convert classes differed in their preferences of each instructional delivery method. Thirty-seven percent of faculty members who teach “easy-to-convert” classes prefer ONLY online teaching (vs. 5% of hard-to-convert faculty respondents). Twenty percent of faculty members who teach “hard-to-convert” classes prefer ONLY face-to-face (physically distanced) teaching (vs. 7% for easy-to-convert). Preferences for hybrid ONLY teaching followed a similar pattern.

Faculty members who plan to teach online are interested in both synchronous and asynchronous instruction. Just under 50% of respondents want to use a mixture of the methods in their teaching this fall.



# Faculty Survey on Beliefs about Efficacy of Instructional Delivery Methods and Fall 2020 Planning

## Faculty Voices

The faculty survey included a number of open-ended questions. The number of responses per question varied widely, with anywhere from 145 to 218 faculty members responding, depending on the question.

**Question 1:**

Regardless of whether you or a colleague is teaching, please describe: what technology would be necessary to teach your subject/discipline in a fully ONLINE format?

- Many faculty members said that they need **Technological Equipment:**

Frequently Mentioned Responses:	Occasionally Mentioned Responses:
Computers, tablets, Internet hotspots, web cams, headsets and microphones, document cameras, scanners, and printers	Greenscreens, tripods, recording equipment, lab kits, DVD/VHS players, e-books, lights, projection equipment, loaner cameras, and styli

- Many faculty members said that they need **Online Platforms and Applications:**

Frequently Mentioned Responses:	Occasionally Mentioned Responses:
Canvas, Canvas Studio, Zoom, Whiteboard systems, Labster, Proctorio, and YouTube	Google apps, Connect, ELMO, Labz, Learning Management Systems, Loom, Online Compiler, Padlet, ConexED Classroom

- Some faculty members said that they need **Subject-Specific Software:**

Frequently Mentioned Responses:	Occasionally Mentioned Responses:
Pro Tools, Adobe PDF, Recording Software, Voice Thread, Ableton, Anatomy and Physiology Revealed, Editing Software, Excel, MATLAB, Music Software	ADA compliant software, Adobe Photoshop, MS Office, AutoCAD, Autodesk Inventor or Fusion 360, Garage Band, MATLAB, Nexis, Lexis, Westlaw's Paralegal Research Programs, Camtasia, Captivate, Hypothesis, Inventor, Loopback, Pronto, Quick Time Player, Revit and Rhino, Solidworks, Quick Books Desktop, and Drawing Programs

## Faculty Survey on Beliefs about Efficacy of Instructional Delivery Methods and Fall 2020 Planning

- Many faculty members also mentioned the **Technological Equipment Their Students Need:**

Frequently Mentioned Responses:	Occasionally Mentioned Responses:
Computers, tablets, Internet hotspots, web cams, headset and microphone, scanners and printers	Recording equipment, lab kits, cell phones, and charging cables

- Faculty members said their students need the same **Online Platforms and Applications and Software** that they mentioned they needed for themselves (listed on previous page).
- Also, some faculty members mentioned that their students need *basic computer skills* and *places without distraction to work*.

### **Question 2:**

Is there anything else you'd like to share?

- Thankful for Institutional Support:** Many faculty members shared their thanks for being asked for their opinions and for the support that has been provided during the switch to distance education:
  - “Thank you for providing this survey to all faculty. The information gathered is certainly helpful for college planning.”
  - “Thank you for this opportunity to voice opinions and share experience.”
  - “Thank you for all the support provided during Spring 2020!”
- Flexibility with regard to Teaching Methods:** Roughly one third of faculty members who answered this question are flexible with regard to the method of instruction they use (online, hybrid, or face-to-face).
  - “I am ready either way as it pertains to the best interest of the students.”
  - “I am flexible with whatever course is the safest but still impactful for the students.”
  - “I'm open to doing online or face-to-face tutoring - or a blend of both. I can explore different programs to make online tutoring more effective and offer training sessions on the technology.”
- Frequently Named Suggestions for Future Planning:**
  - Do what is the safest
  - Allow hybrid classes to take place
  - Reduce class size for social distancing and create guidance on PPE



## Faculty Survey on Beliefs about Efficacy of Instructional Delivery Methods and Fall 2020 Planning

- Return to face-to-face classes if the virus is gone before Fall 2020
- Rent equipment to students
- Provide professional development to faculty and staff

Other (less frequently named) suggestions include:

- Have training sessions for students on navigating Canvas and synchronous instruction
- Create an instructional and audio/video production space in labs
- Consider the special needs of ESL learners
- Improve the grading system in Canvas
- Provide options for proctored testing
- Pay faculty for time spent building online courses
- Install plexiglass barriers in classrooms prior to hybrid teaching
- Make sure all students have computers and cameras
- Provide faculty with opportunities to teach the same classes in Fall
- Provide in-person access to library and student services
- Provide access to the Anthropology Lab (Room 503)