Remote Work and Learning Experiences

For Students, Faculty and Staff

Office of Institutional Research and Assessment OIRA
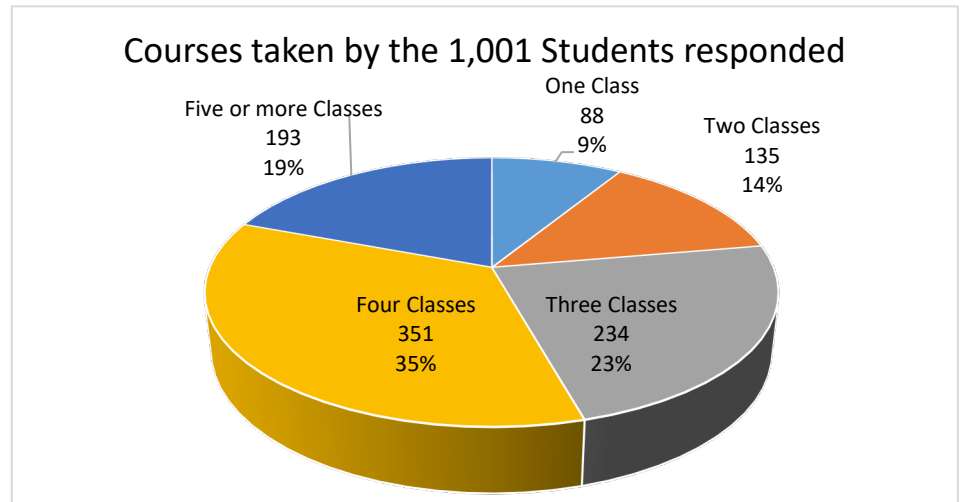
May 2020

Adopted from suggested EDUCAUSE Survey kit

Remote Leaning and Working Survey Results (Students, Faculty & Staff)

Below are summaries of the results of three surveys about student, faculty and staff experiences with distance learning and remote working. Detailed tables and comments are provided separately.
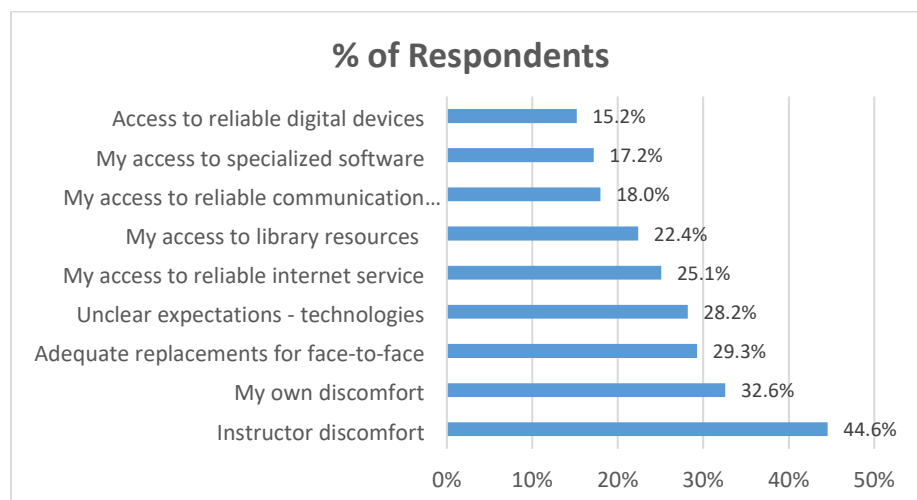
Results of the Students Distance Learning Survey

The number of respondents is 1,001, with a response rate of about 7%. Because of the low response rate the respondents might not be representative of all students and the results should be viewed with caution.

Courses taken by the 1,001 Students responded

- One Class 88 9%
- Two Classes 135 14%
- Three Classes 234 23%
- Four Classes 351 35%
- Five or more Classes 193 19%

Technology software and access challenges since the transition to remote learning

- The issues selected by the largest proportions of respondents were *Instructor discomfort or lack of familiarity with required technologies or applications* (45%), followed by *my own discomfort or lack of familiarity with required technologies or applications* (33%).
- About 30% also selected *adequate digital replacements for face-to-face collaboration tools* and *Unclear expectations around which technologies and applications I am required to use*
- Respondents could select all issues that applied, making 2,484 responses: 8% had no issues, a third had only one issue, while 22% selected two issues and 5% had selected five or more issues.

% of Respondents

Issue	%
Access to reliable digital devices	15.2%
My access to specialized software	17.2%
My access to reliable communication…	18.0%
My access to library resources	22.4%
My access to reliable internet service	25.1%
Unclear expectations - technologies	28.2%
Adequate replacements for face-to-face	29.3%
My own discomfort	32.6%
Instructor discomfort	44.6%

Number of Issues

- 2,484 responses
- No issue   8%
- One issue   32%
- Two issues   22%
- Three issues 15%
- Four issues   16%
- Five or more   5%

Learning/educational issues that have been a challenge since the transition to remote learning

- More than half of the students selected *difficulty focusing or paying attention to remote instruction or activities* (58%), *personal preference for face-to-face learning* (52%) and *unclear expectations around course/assignment requirements* (50%).
- More than 40% also selected *Personal motivation/desire to complete coursework* (48%) and *course lessons or activities that haven't translated well to a remote environment* (43%).
- Students had more learning/educational issues compared to the number of technological /access issues, with closes to 1000 more responses. Only 5% had no issues and 19% had just one issue, while 47% had 2- 4 issues and 30% selected at least five issues.
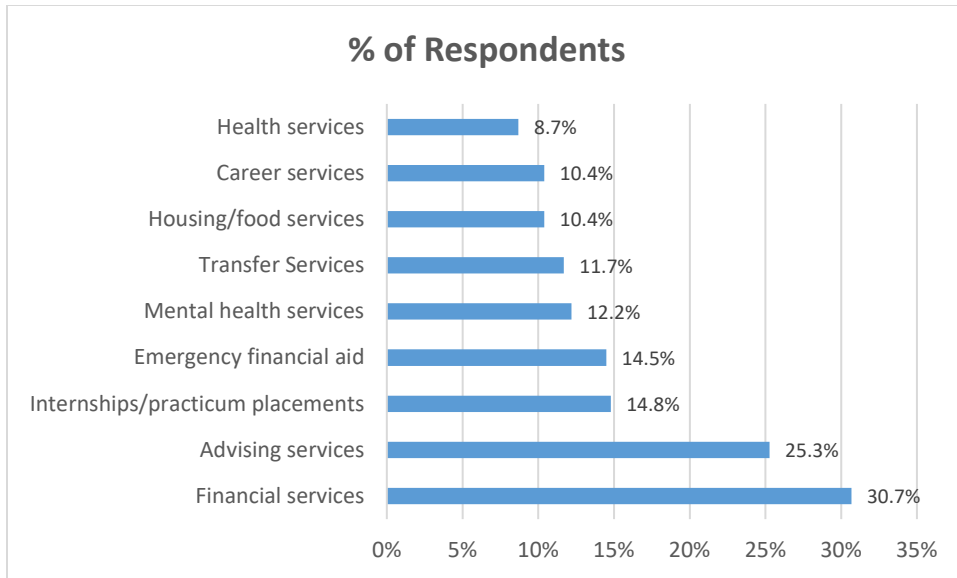
% of Respondents

Category	%
Competing class meetings and schedules	21.7%
Instructor availability/responsiveness	28.0%
Finding time to participate	28.7%
Course lessons haven't translated well	43.2%
Personal motivation	48.3%
Unclear expectations	50.3%
Personal preference for face-to-face	53.2%
Difficulty focusing or paying attention	58.1%
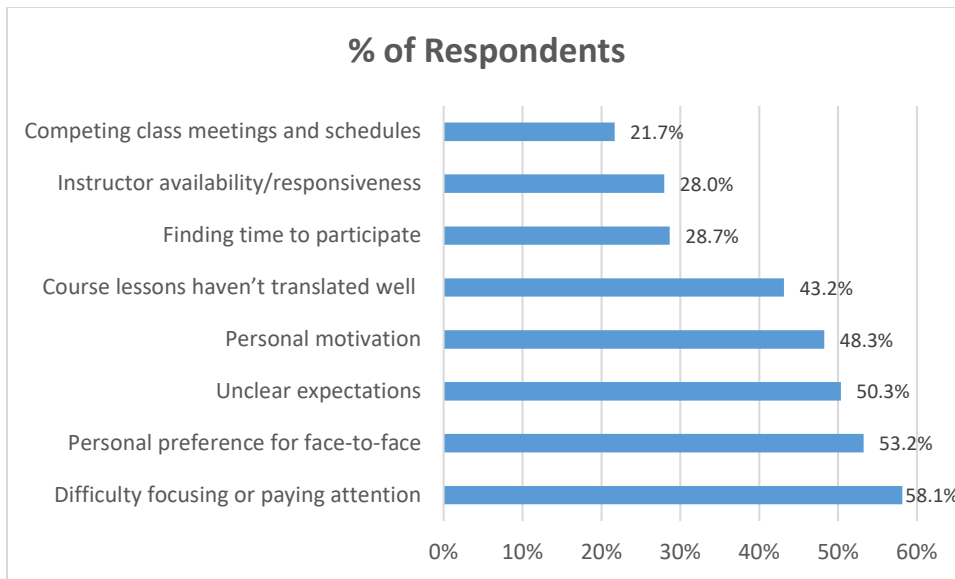
Number of educational Issues

- 3,402 responses
- No issue   5%
- One issue   19%
- Two issues   13%
- Three issues 17%
- Four issues   17%
- Five issues   13%
- six or more   17%

Student support services challenging to access since the transition to remote learning

- Many of the respondents did not find support services challenging to access. The highest proportions were for financial services (31%) and advising services (25%) and emergency financial aid (15%). Understandably, 15% indicated they also found internships or practicum placement challenging.
- More than third of the students had no issues with access to student support services, while about third had only one issue, and approximately a third more had two or more issues (35%).
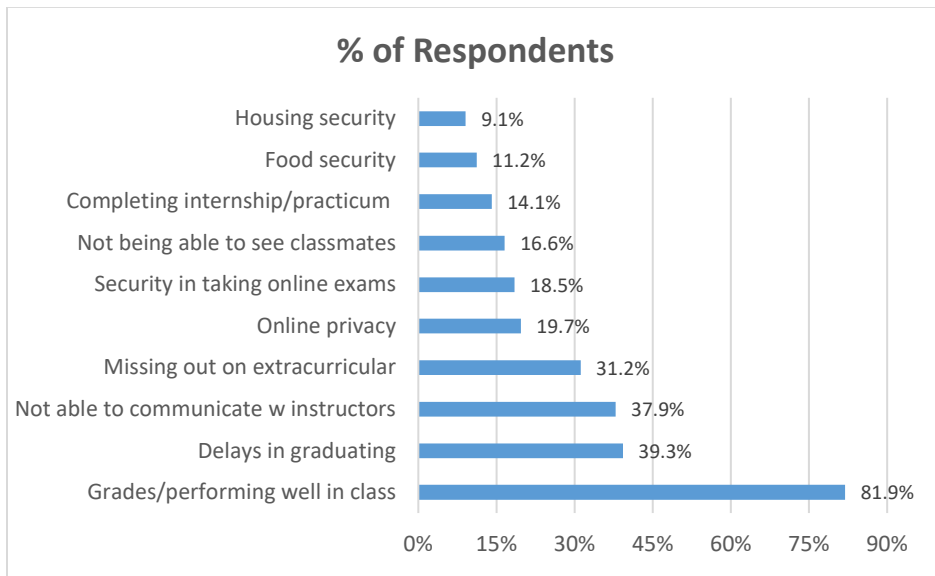
% of Respondents

Service	%
Health services	8.7%
Career services	10.4%
Housing/food services	10.4%
Transfer Services	11.7%
Mental health services	12.2%
Emergency financial aid	14.5%
Internships/practicum placements	14.8%
Advising services	25.3%
Financial services	30.7%

Biggest concerns with the transition to remote learning so far

- For the vast majority of the students, the biggest concern was *grades/performing well in class (82%).*
- At least 30% of the students were also concerned about *possible delays in graduating/completing my program* (39%), *not being able to communicate with instructors* (38%, and m*issing out on extracurricular/on-campus activities* (31%).
- Only 4% had no concerns, while about half had either one (25%) or two (23%) concerns.

% of Respondents

Concern	%
Housing security	9.1%
Food security	11.2%
Completing internship/practicum	14.1%
Not being able to see classmates	16.6%
Security in taking online exams	18.5%
Online privacy	19.7%
Missing out on extracurricular	31.2%
Not able to communicate w instructors	37.9%
Delays in graduating	39.3%
Grades/performing well in class	81.9%

Accessibility issues that have been challenging for you since the transition to remote learning

- Most students indicated they do not require accessibility accommodations (55%), while 45% indicated they had issues.
- The most important issue for students who require accommodations was time on test (71%).
- Other issues that were mentioned by at least 15% of the students who requires accessibility accommodations were test proctoring (24%), file conversion (19%), availability of live captioning on video conferencing (18%), access to assistive technology hardware (17%) and integrating captioning into Zoom (15%).

Issues by the number of courses

The number of issues for students with 1-2 courses were compared with those who took 3 or more courses:

Students with fewer courses reported fewer issues, especially with student support services where 45% of the students with fewer courses - compared to 32% of the students with three or more courses - reported no access challenges.

Results of the Faculty Distance Learning survey

The response rate based on 396 respondents is 47% - 65% for full-time faculty and 33% for part-time faculty. 58% of the respondents were full-time faculty and 42% part-time faculty. Below is the distribution of respondents by department:

Departments	Frequency	Percent
English	76	19.2%
Math, Engineering and Computer Science	65	16.4%
Natural Sciences	50	12.6%
Humanities	49	12.4%
Education & Language Acquisition	41	10.4%
Social Science	37	9.3%
Health Sciences	34	8.6%
Business & Technology	26	6.6%
Library	5	1.3%
Other*	13	3.3%
Total	**396**	**100.0%**

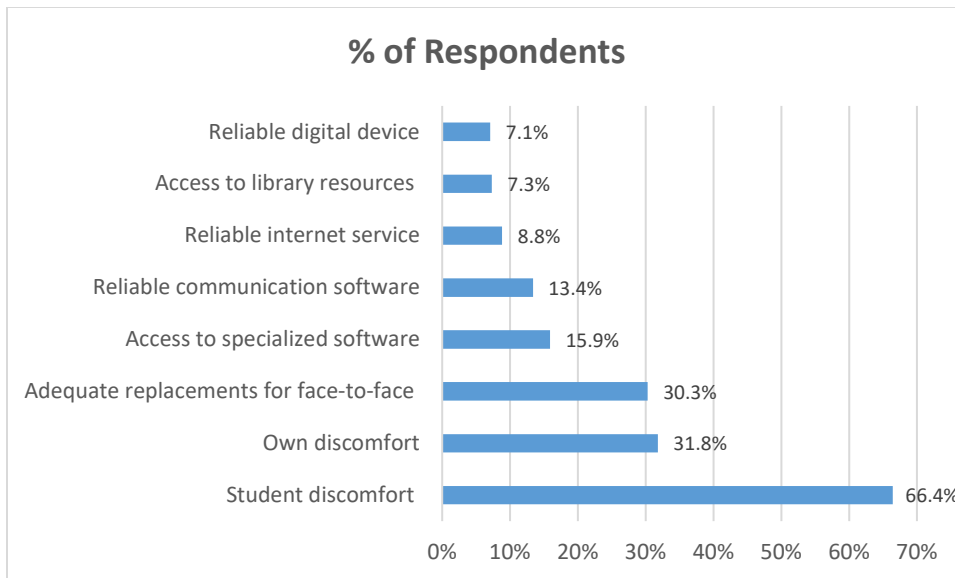* TELC, Consulting, Wagner, Academic Affairs

Number of courses Taught

- Most full-time faculty taught three courses (35%), with an additional 28% teaching two courses and 21% teaching four or more courses. Only 13% reported teaching one course.
- Most part-time faculty taught one (44%) or two (38%) courses.

	0	One	Two	Three	Four	5 or more
Full-time	3.9%	12.7%	27.5%	34.5%	15.3%	6.1%
Part-time	1.2%	43.7%	38.3%	15.0%	1.2%	0.6%
Total	2.8%	25.8%	32.1%	26.3%	9.3%	3.8%

Technology software and access challenges since the transition to remote learning

- The issues selected by the largest proportions of respondents were *student discomfort or lack of familiarity with required technologies or applications* (66%), followed by *my own discomfort or lack of familiarity with required technologies or applications* (32%) and *adequate digital replacements for face-to-face collaboration tools* (30%).
- Faculty also mentioned as challenges *access to specialized software (e.g., Adobe products, statistical packages)* (16%) and to *reliable communication software/tools (e.g., Zoom, Skype, Google)* (13%).
- Respondents could select all issues that applied, making 833 possible responses: 8% had no issues, a third had only one issue, while 24% selected two issues, and a third selected three or more issues.

% of Respondents

Category	%
Reliable digital device	7.1%
Access to library resources	7.3%
Reliable internet service	8.8%
Reliable communication software	13.4%
Access to specialized software	15.9%
Adequate replacements for face-to-face	30.3%
Own discomfort	31.8%
Student discomfort	66.4%

(x-axis: 0% 10% 20% 30% 40% 50% 60% 70%)

Number of Issues

- 833 responses
- No issue   8%
- One issue   34%
- Two issues   24%
- Three issues   17%
- Four issues   12%
- 5 or more   5%

From observations as an instructor, proportion of students adapting to remote learning
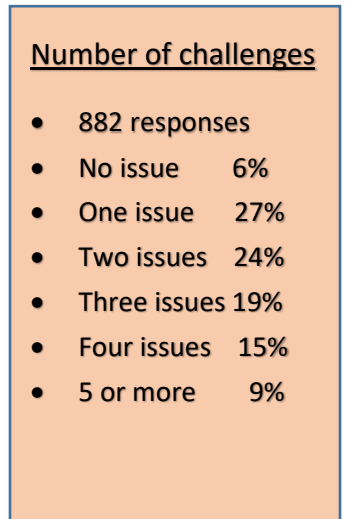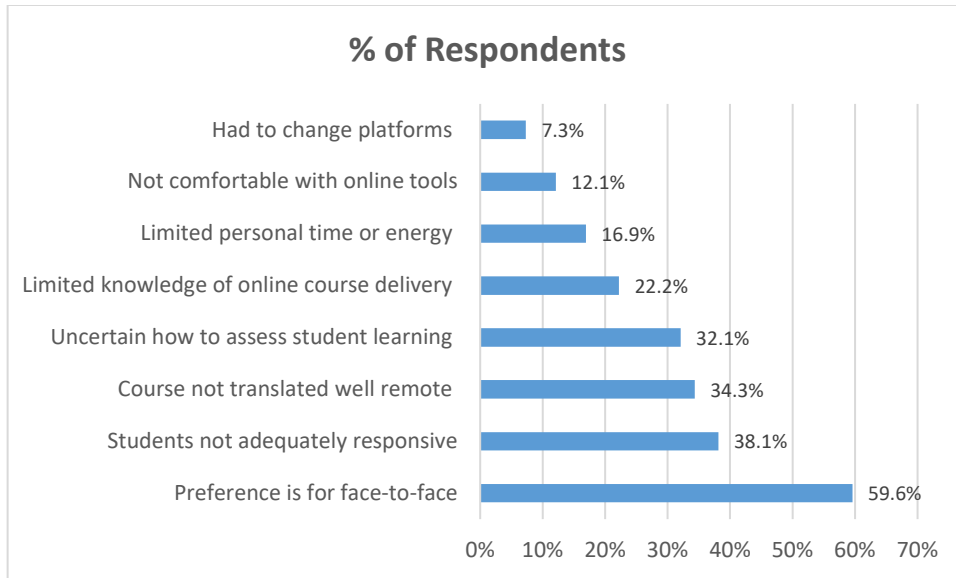
- Only 16% of the instructors indicated that over half of their students are struggling greatly with remote learning while 13% indicated they struggle moderately.
- On the other hand, 41% of the instructors indicated that over half of their students are adapting reasonably well and 30% believe that their students are adapting extremely well to remote learning.

More than 50%

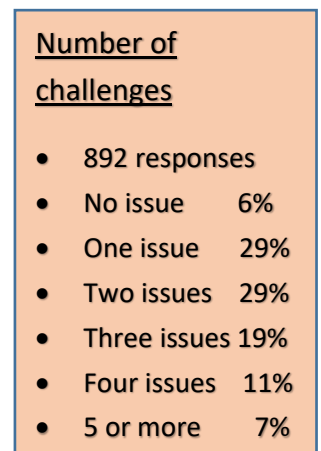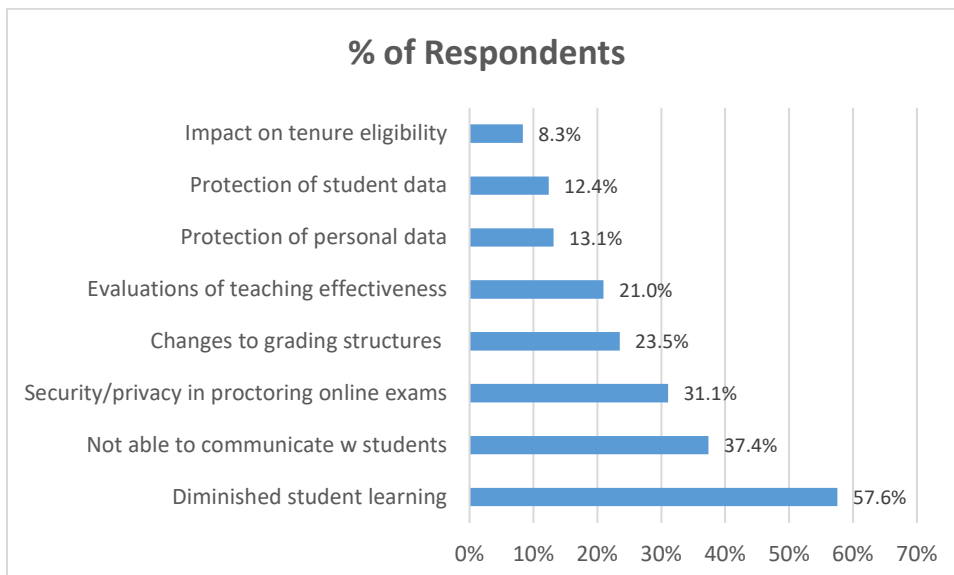|	
Struggling a great deal with adapting to remote learning	**16%**
Struggling somewhat with adapting to remote learning	**13%**
Seem to be adapting reasonably well to remote learning	**41%**
Seem to be adapting extremely well to remote learning	**30%**

Challenges in adapting course design and/or assignments to remote learning

- The challenge most frequently cited with respect to adapting the course design or assignment to remote learning mentioned was *my personal preference is for face-to-face learning* (59%)
- About a third of the faculty also indicated that *students have not been adequately available / responsive* (38%), *course lessons or activities haven't translated well to a remote environment* (34%) and that they are *uncertain about how to best assess student learning in this environment* (32%).
- Additionally, fifth of the faculty also indicated that they have *limited knowledge of online course delivery options.*
- Respondents could select more than one challenge, making 882 possible responses: while 6% had no issues, about half had one (27%) or two (24%) challenges while over 40% selected three challenges or more.

% of Respondents

Category	%
Had to change platforms	7.3%
Not comfortable with online tools	12.1%
Limited personal time or energy	16.9%
Limited knowledge of online course delivery	22.2%
Uncertain how to assess student learning	32.1%
Course not translated well remote	34.3%
Students not adequately responsive	38.1%
Preference is for face-to-face	59.6%

(Horizontal axis: 0% to 70%)

Number of challenges

- 882 responses
- No issue   6%
- One issue   27%
- Two issues   24%
- Three issues 19%
- Four issues   15%
- 5 or more   9%

Biggest concerns with the transition to remote learning so far

- Faculty biggest concern was *diminished student learning* (58%)
- About a third of the faculty were also concerned about *not being able to communicate with my students* (37%) and *security/privacy in proctoring online exams* (31%)
- About fifth of the faculty also expressed concern about *changes to grading structure* (24%) and evaluations of their teaching effectiveness (21%)
- Similarly to their responses to the other questions, 6% of the faculty appear to be confident about the transition to distance learning and did not select any of the concerns. Over half expressed one or two concerns (29% each) and more than a third had at least three concerns

% of Respondents

Category	%
Impact on tenure eligibility	8.3%
Protection of student data	12.4%
Protection of personal data	13.1%
Evaluations of teaching effectiveness	21.0%
Changes to grading structures	23.5%
Security/privacy in proctoring online exams	31.1%
Not able to communicate w students	37.4%
Diminished student learning	57.6%

(Horizontal axis: 0% to 70%)

Number of challenges

- 892 responses
- No issue   6%
- One issue   29%
- Two issues   29%
- Three issues 19%
- Four issues   11%
- 5 or more   7%

Full-time Compared to Part-time Faculty

Overall, the responses of full time and part-time faculty were similar - with a few notable exceptions where the differences between the two groups were at least 5 percentage points:

- *Technology software and access challenges since the transition to remote learning*
  - More of the part-time faculty indicated that had issues with *adequate digital replacements for face-to-face collaboration tools* (9 percentage points difference)

- *From observations as an instructor, proportion of students with the following experience adapting to remote learning*
  - More of the part-time faculty indicated that at least half of their students are adapting extremely well to remote learning (38% vs. 23%).

- *Challenges in adapting course design and/or assignments to remote learning*
  - More of the part-time faculty indicated that their *personal preference is for face-to-face learning* (10 percentage points difference)*.*
  - More of the full-time faculty indicated that they have *limited personal time or energy to effectively adapt* (+9%), *course lessons or activities haven't translated well to a remote environment* (+6%), and that they *are uncertain about how to best assess student learning in this environment* (+5%).

- *Biggest concerns with the transition to remote learning*
  - More of the part-time faculty compared to the full-time faculty were concerned about the evaluations of their teaching effectiveness (12 percentage points difference).
  - More of the part-time faculty were concerned about online privacy, protection of their personal data (+6%).
  - Not surprisingly, fewer part-time faculty were concerned about tenure.

- *Number of issues, challenges or concerns*
  - The figures for part-time and part-time faculty were similar.

Results of the Staff Distance Learning Survey

The response rate - based on the 605 respondents is 32% - 63% for full-time staff and 13% for [art-time staff. 74% of the respondents were full-time staff and 26% part-time staff. Below is the distribution of respondents by divisions:

Division	Frequency	Percent
Academic Affairs	182	30.1%
Student Affairs	192	31.7%
Administration	80	13.2%
Adult Continuing Education - ACE	74	12.2%
Information Technology	48	7.9%
Institutional Advancement	29	4.8%
Total	**605**	**100.0%**

Do you have all the supplies or services required in order to carry out your work remotely?

- The vast majority of the respondents indicated they have all the supplies or services required to work remotely (82%).

The table below provide the information for 18% of the staff who indicated they do not have all the supplies or services required:

- o A quarter indicated they require a desktop or laptop and do not have remote access to their work computer. An additional 21% indicated they need communication equipment.
- o "Other" supplies listed by several respondents were printer/scanner (n=8), a better or second monitor (n=4) and adequate office furniture (n=3).

	Total Respondents	
Supplies required to carry work remotely	**Frequency**	**Percent**
Laptop/desktop	26	24.5%
Remote access to your work computer	27	25.5%
Communication equipment (headset, microphone, camera)	22	20.8%
Access to a meeting/communication application (e.g., Zoom, Skype)	13	12.3%
Access to internet/hotspot	11	10.4%
Other	32	30.2%
Total	**106**	**100.0%**

Technical or scheduling challenges you have experienced working remotely

- The challenge mentioned most frequently by staff members was *necessary adjustments to work goals and timelines* (31%), followed by *downloading/running my normal work-related software or application(s)* (24%) and *expectations for remote work hours and schedules* (22%).
- Close to a fifth of the respondents were also concerned with *lack of familiarity or comfort with using remote technologies/applications* (19%) and *Access to reliable internet service* (18%).

- Over a quarter of the staff members did not select any of the technical or scheduling challenges listed, while a third experienced one issues and 42% more experienced two or more

% of Respondents

Category	Percentage
Reliable telephone service	5.6%
Flexible work schedules	14.5%
Reliable device	15.0%
Reliable internet service	18.0%
Familiarity with remote technologies	19.3%
Expectations for remote work hours	22.0%
Running work-related software	24.3%
Adjustments to work goals and timelines	30.7%
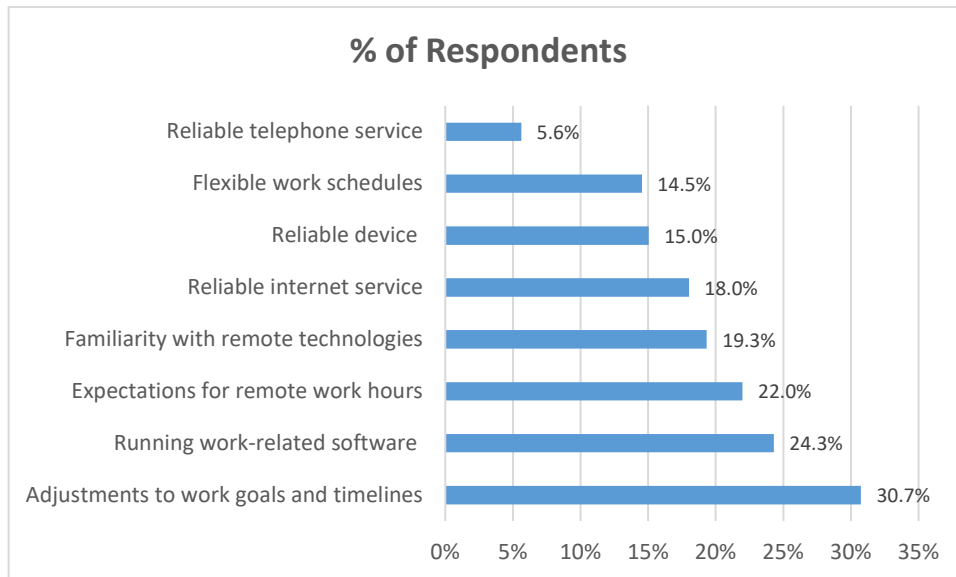
Number of challenges

- 981 responses
- No issue   26%
- One issue   32%
- Two issues   18%
- Three issues 12%
- 4 or more   12%

Maintain necessary connections with colleagues

- The vast majority of respondents (97%) indicated they had the necessary connections with Colleagues.
- Respondents who did not have the necessary connections mainly specified better technological access and tools. Several said they were not sure what could help.

Full-time Compared to Part-time staff

Overall, the responses of full time and part-time staff were similar, with a few notable exceptions where the differences between the two groups were at least 5 percent:

- Similar proportions of full-time and part-time staff indicated they have the supplies and services required for remote work (83% vs. 82%).
    - Considerably more of the full-time staff indicated they need remote access to their work computer (+16%).
    - More pf the part-time staff indicated they need *communication equipment (headset, microphone, camera)* (+9%), *access to a meeting/communication application (e.g., Zoom, Skype)* (+7%) and *access to the internet* (+5%)
- Responses regarding *the technical or scheduling challenges experienced working remotely* were similar for full-time and part-time staff, with a few slight differences:
    - More of the part-time staff did not have *access to a reliable device (laptop, mobile device)* (+7%), and *reliable internet services* (+5%).
    - More full-time staff had difficulties with *Downloading/running my normal work-related software or application(s)* (+5%).
- The vast majority of both full-time and part-time staff (97%) indicated they maintained the necessary connections with their colleagues.

Conclusion

Encouragingly most respondents in all three groups (around 85%) indicated that they have the access, software, hardware and tools they needed for remote learning and working. Most of the challenges they reported experiencing were about adaptation to the online tools and applications, adjustments of expectations for student, faculty and staff performances, and ways to evaluate student learning.

Students and faculty were both concerned about distance learning challenges: notably that courses haven't translated well to a remote environment (43% of the students and 34% of the faculty). Students were concerned about unclear expectations, and their biggest concern was their grades (83%) while most faculty were concerned about diminished student learning (58%) and were uncertain how to assess student learning in an online environment (32%). Both groups also expressed preference for face-to face communication and learning (52% of the students and 60% of the faculty).

Interestingly, students and faculty have different perception about which of them displays more discomfort or lack of familiarity with the required tools. More students selected instructors' discomfort than their own (45% vs. 33%), while faculty thought that considerable more students were uncomfortable with the technology than they were (66% vs. 32%).

Most students indicated that they could access support services, with the biggest challenges being financial service and advising (31% and 25%, respectively). This is supported by the staff responses with most indicating that they have adjusted well to the remote working environment and have the supplies and services they require.