

Distance Education Faculty Survey – Spring 2021

Executive Summary

373 faculty of 890 SAC and SCE faculty, **42%**, responded to our Spring 2021 survey. Survey responses were requested for the past academic year, Summer 2020 through Spring 2021 semesters. **Faculty preferred Online Self-Paced Training (64%)** to On-Campus face-to-face (17%) and Zoom (14%). **DE Support comments were decidedly positive with preference for DE Staff assistance via: Email (86.9%), Virtual/Online (Open Labs) (77.5%),** In-person labs (52.5%) and Phone (21.9%).

Teaching Assignment of respondents

- 72.4% teach at Santa Ana College
- 24.9% teach at the School of Continuing Education
 - 2.7% teach at Both SAC and SCE

Course Modality

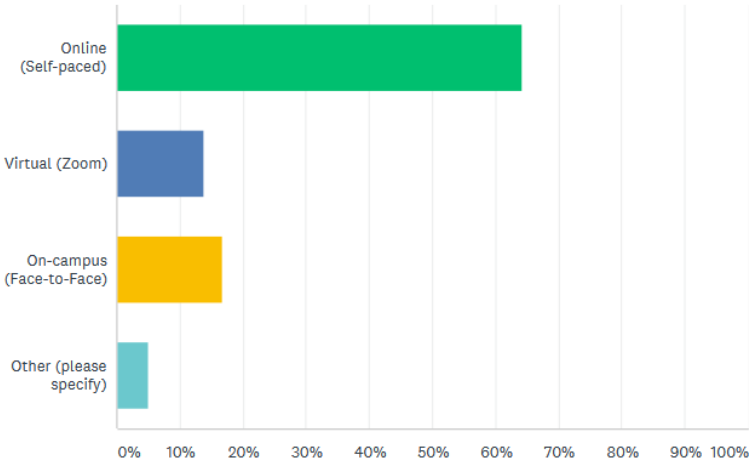
Faculty respondent selection of modality taught (select as many that apply)

Modality	Santa Ana College	School of Continuing Education	SAC & SCE
Online	54.4%	19.4%	45.3%
Hybrid	13.0%	16.1%	13.9%
Remote Instruction or Remote Blended	64.1%	82.8%	68.9%
On-Campus	11.9%	5.4%	10.7%

Faculty Training

- **Training Completion:** Accessibility, self-Paced (82%), Canvas Faculty Training, self-paced (81%), Remote Instruction Certificate (62%), Online Teaching Certificate, Facilitated (59%), Video Creation Training, self-paced (57%), Demonstrated Accessibility Training (course with document review (46%), SAC Virtual Conferencing Training, self-paced (36.9%), PD Week Canvas workshops (34%)
- **Training Preference:** Online, self-paced (64%), Virtual, zoom (14%), On-campus, face-to-face (17%)

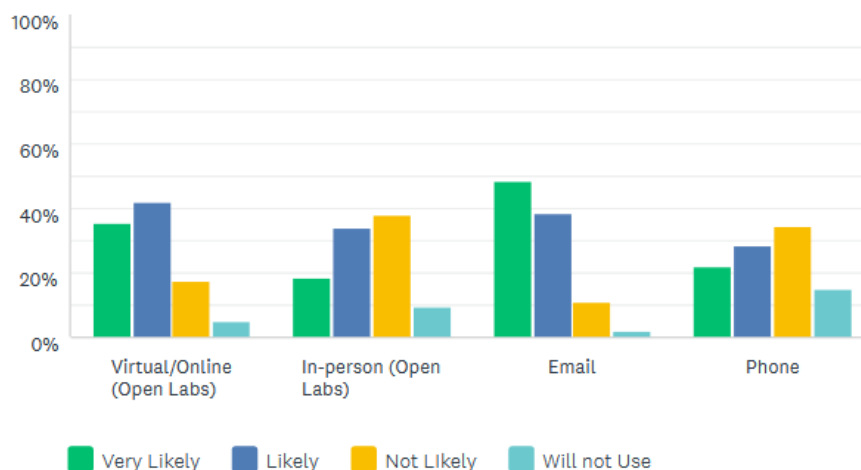
What type of training do you prefer?



DE Staff Assistance Method Preference

Faculty preferred DE Staff assistance using the following methods as **Very Likely and Likely: Email (86.9%), Virtual/Online (Open Labs) (77.5%),** In-person labs (52.5%) and Phone (21.9%).

How likely are you to use the following assistance methods from DE staff:



Instructional Designer

Faculty were asked, "How likely are you to use an Instructional Designer for:"

ID Skills	% Very Likely & Likely
Implementing needed technology tools	62.7%
Course Reorganization	52.4%
Assessment/Activity Suggestions	59.4%
SLO Alignment of course/unit/assessments	54.8%
Classroom to Online Course migration	54.2%
OEI Course Alignment	52.1%
Accessibility Questions and Assistance	64.2%

**Note: It is unlikely that the majority of faculty would have a working understanding of how the ID role could assist them in quality course design, for all modalities.*

Accessibility Assistance

Faculty were asked, "How likely are you to use accessibility assistance for:"

Accessibility Skills	% Very Likely & Likely
Documents (MS Word, PDF, PowerPoint, MS Excel, Google Docs)	90.1%
Media (Video and Audio captioning, image alternate text)	88.6%
Canvas Pages	87.5%

Representative Faculty Comments

- *Great job supporting all of us, especially throughout the last year! The staff is knowledgeable, friendly, and never gets annoyed with my random questions.*
- *The Open Labs have been a godsend. Thank you so, so much for all of the technical and emotional support. You all rock.*

Survey Facts/Findings

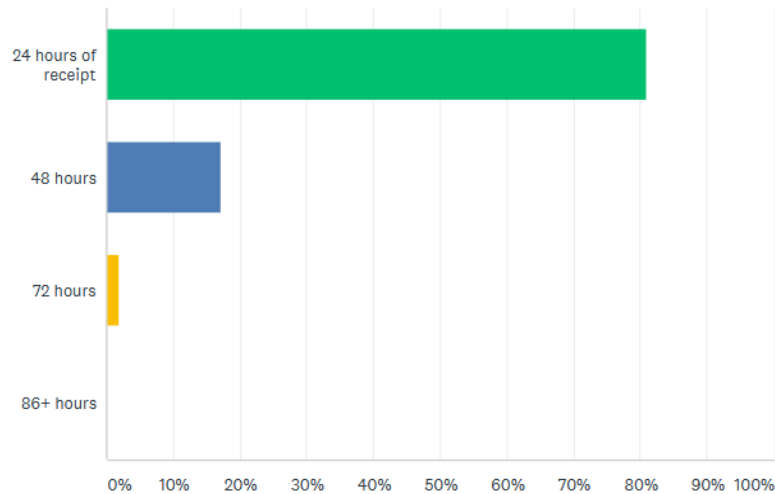
In addition to the executive summary information the following is provided for more detail and depth.

Communication

Question Response Time

81% of faculty responded that they respond to students within 24 hours.

I generally respond to student questions within:

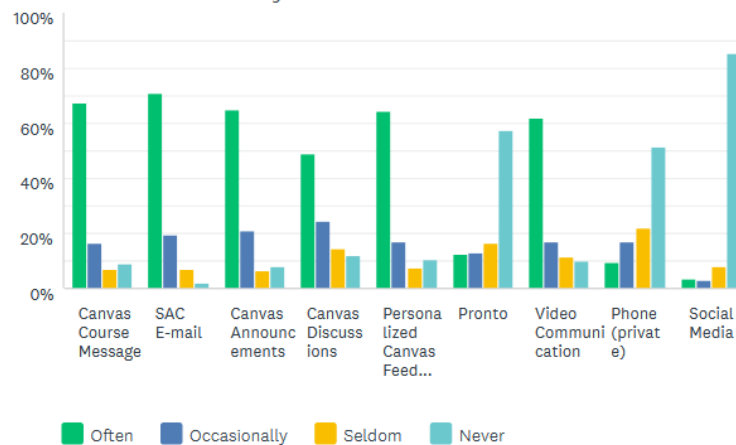


Recent Student Survey data showed student perception was: Within 24 Hours (Remote 64%, Online/Hybrid 68%), Within 48 Hours (28%, 25%) Within 72 Hours (6%, 5%)

Communication Methods Used

Faculty used SAC E-mail (71%), Canvas Course Messages (67%), Canvas Announcements (65%), Personalized Canvas Feedback (65%), Video Communication (62%), Canvas Discussions (49%), Pronto (13%), Phone (9%), Social Media (3%), Other comments (Remind, WhatsApp, Teams, Slack, Google Voice message/text, padlet, work email, text message)

Please indicate the frequency with which you use each of the following methods to communicate with your students.



Application Usage

Application	Frequently/Moderately/ A Little	Planning to Use
NameCoach	8.49%	13.11%
Proctorio	19.93%	8.17%
Pronto	40.45%	9.39%
Respondus	5.32%	8.97%
Screencast-o-matic (basic)	47.26%	7.07%
Screencast-o-matic (pro)	23.74%	10.37%
YouTube	80.82%	2.83%
3C Media	9.58%	9.25%
Otter.ai	7.35%	10.49%

Additional Instructional Technical Training Requests (representative)

- Many of the current applications were mentioned, with many mentions of **Pronto, NameCoach, 3C Media, Otter.ai and Screencast-o-matic.**
- I would love to learn how to **edit and caption videos** with ease. I feel it takes a lot of time.
- How to **create nice videos.** Not from the technical and practical perspectives; I already did that training. I would like to learn how to make the videos more effective.
- **accessibility** such as captioning, accessible documents (do's and dont's or lessons learned, etc.)
- i think you guys have approached training in a variety of ways and I have taken advantage of every opportunity when I can- **I have seen other colleges and we are doing much better**
- More on how to evaluate websites for accessibility
- Group projects in canvas
- **How to make *quality* videos,** how to set up online tutoring that isn't offered through NetTutor, ideas for activities that can be conducted through Zoom.
- Portfolios

Software Application Requests (representative)

- **A Scanner app.** Students use different app, trying to find a free one.It takes a learning curve for some how to use it. They all use it for submitting assignments
- Quizlet, Nearpod, Canva
- Canva
- CidiLabs
- Voicethread
- Camtasia for video interaction
- Kaltura – for videos that students can manipulate
- Finale Notation Software for the music dept ^_^
- Grammarly
- Screencast o matic pro for free...
- Go react or something similar to **Studio** for students. I would like for students to create presentations and record themselves and screens directly on Canvas and not have to go through outside channels.

Instructional Designer

An Instructional Designer assists faculty in utilizing technology tools for engaged learning, aligning course and unit SLO's, suggesting best practice methods of moving classroom course materials and assessments to the online modality and overall course preparation for all course modalities.

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Accessibility Assistance

All course materials must be accessible to students for possible visual, auditory, and physical impairments, as well as students with information processing differences. Course accessibility provides equitable access for all your students.

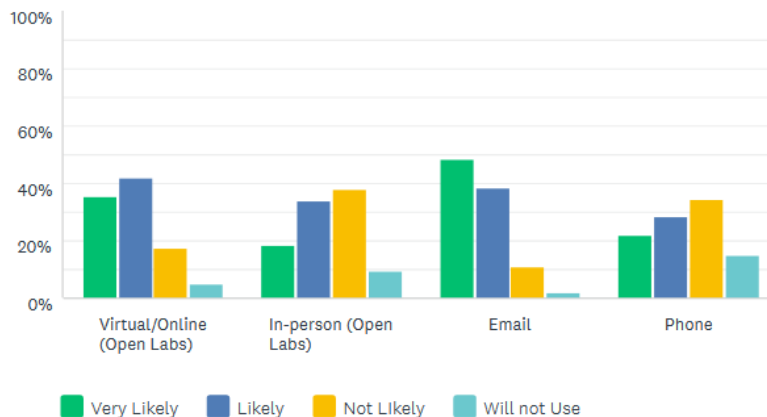
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Additional Comments regarding Distance Education (representative)

SAC Faculty representative comments

- *A huge thanks to SAC's DE staff for all the remote assistance and open labs provided throughout the remote instruction period. Our campus would have been in huge trouble without such support. Additional staffing support is needed for this department.*
- *Brilliant team! Always supportive and responsive!*
- *Great job supporting all of us, especially throughout the last year! The staff is knowledgeable, friendly, and never gets annoyed with my random questions. :)*
- *The Open Labs have been a godsend. Thank you so, so much for all of the technical and emotional support. You all rock.*
- *DE deserved to win an award this year. That's because we all know that they are understaffed and walking on water to make SAC online successful and popular. SAC needs to support DE with an "experienced" instructional designer. It would help faculty so much.*
- *Please hire another live person to help relieve Tammy and Jimmy.*