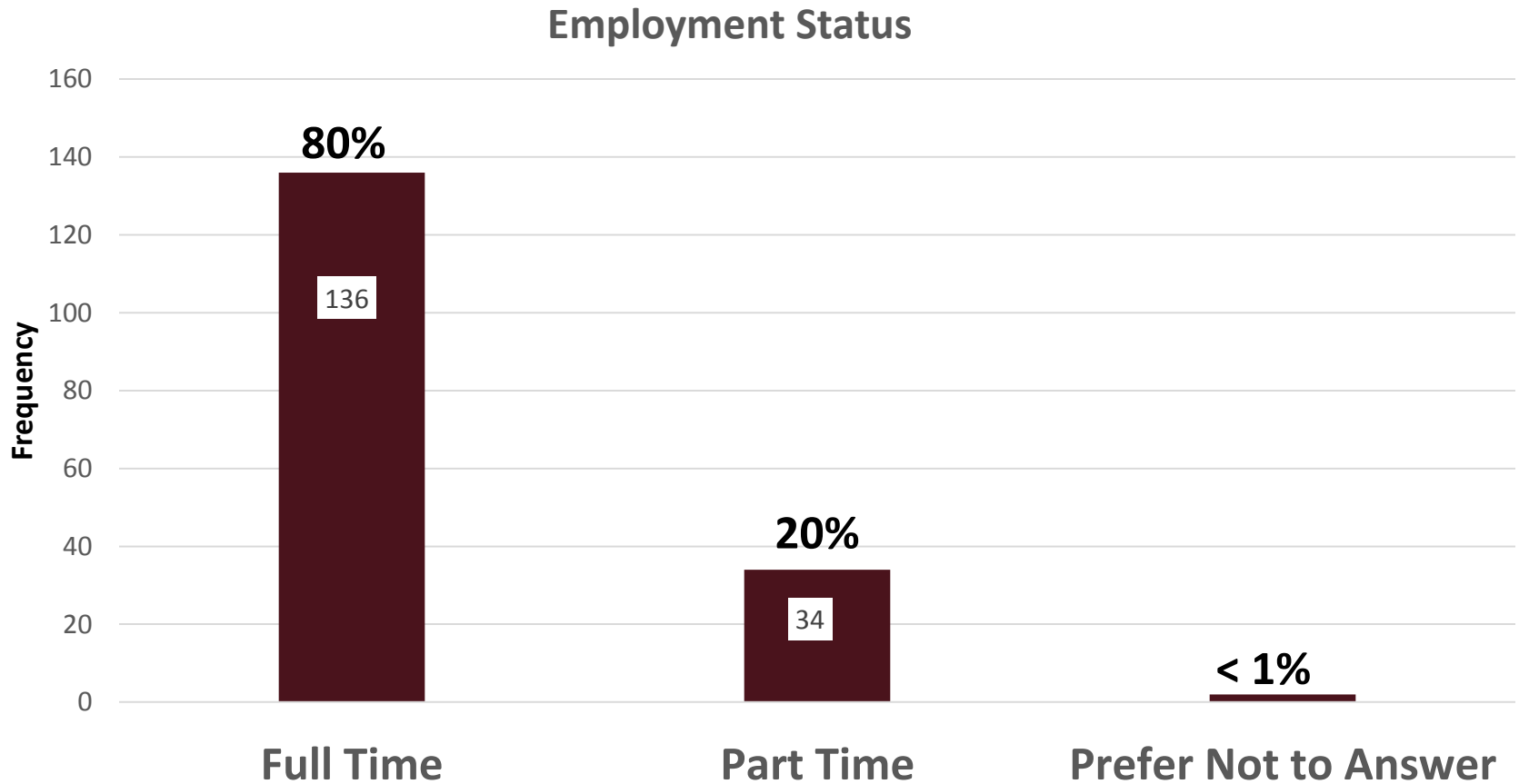


Academic Quality Committee Survey Results 2020-2021



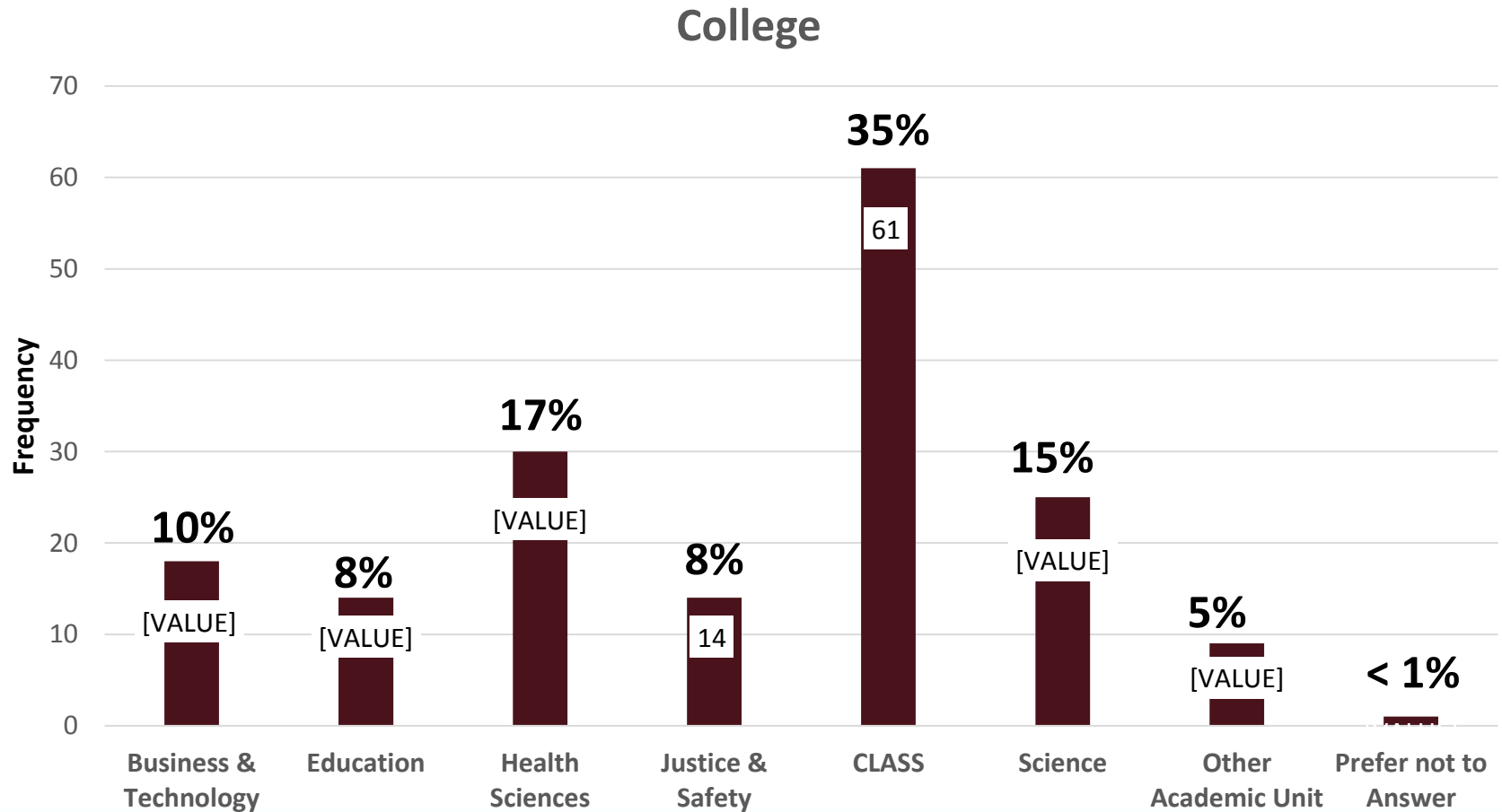
Faculty Employment Status

n = 72 Completed Surveys



Faculty College Status

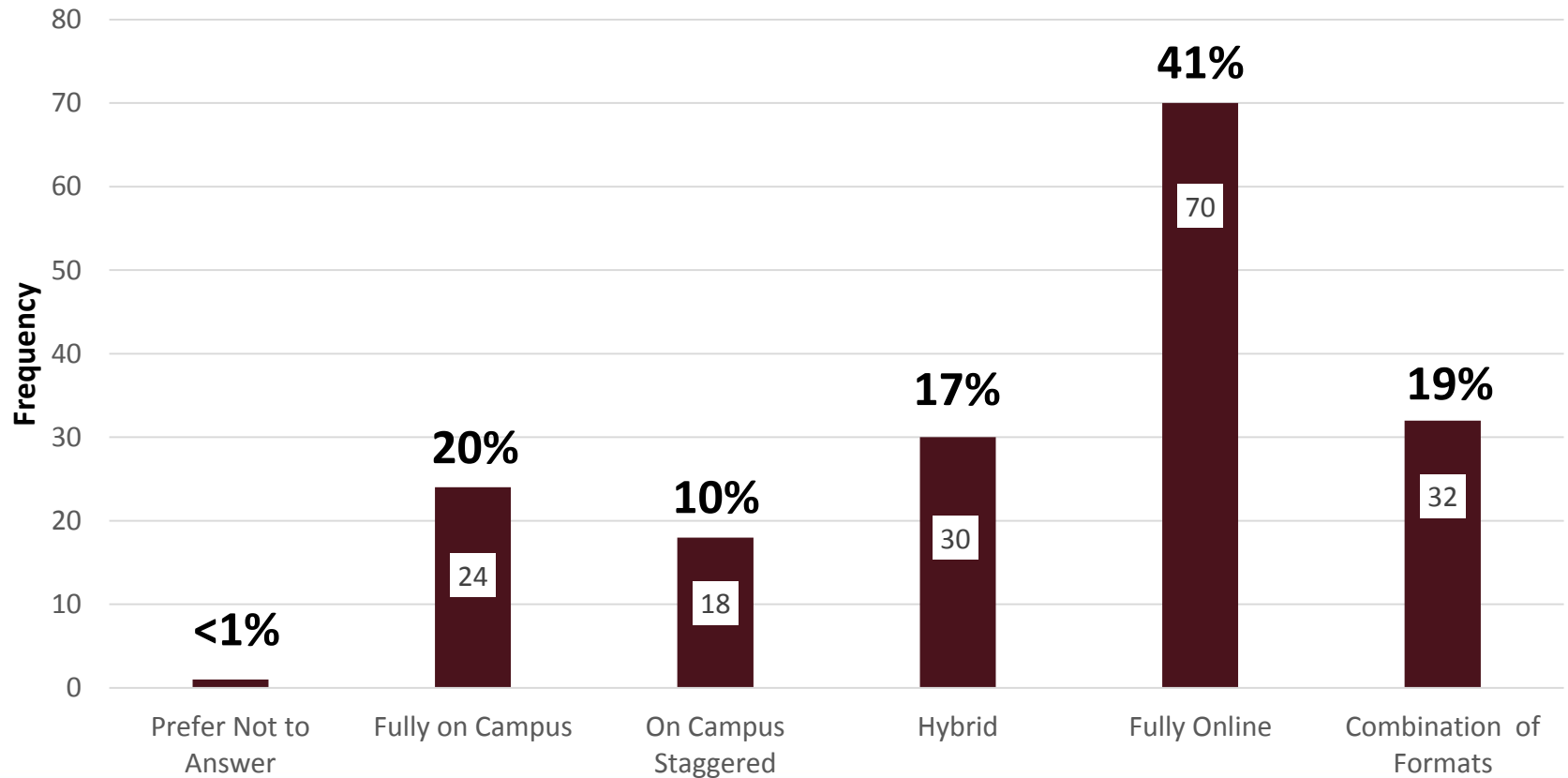
n = 172 Completed Surveys



Class Format Fall 2020

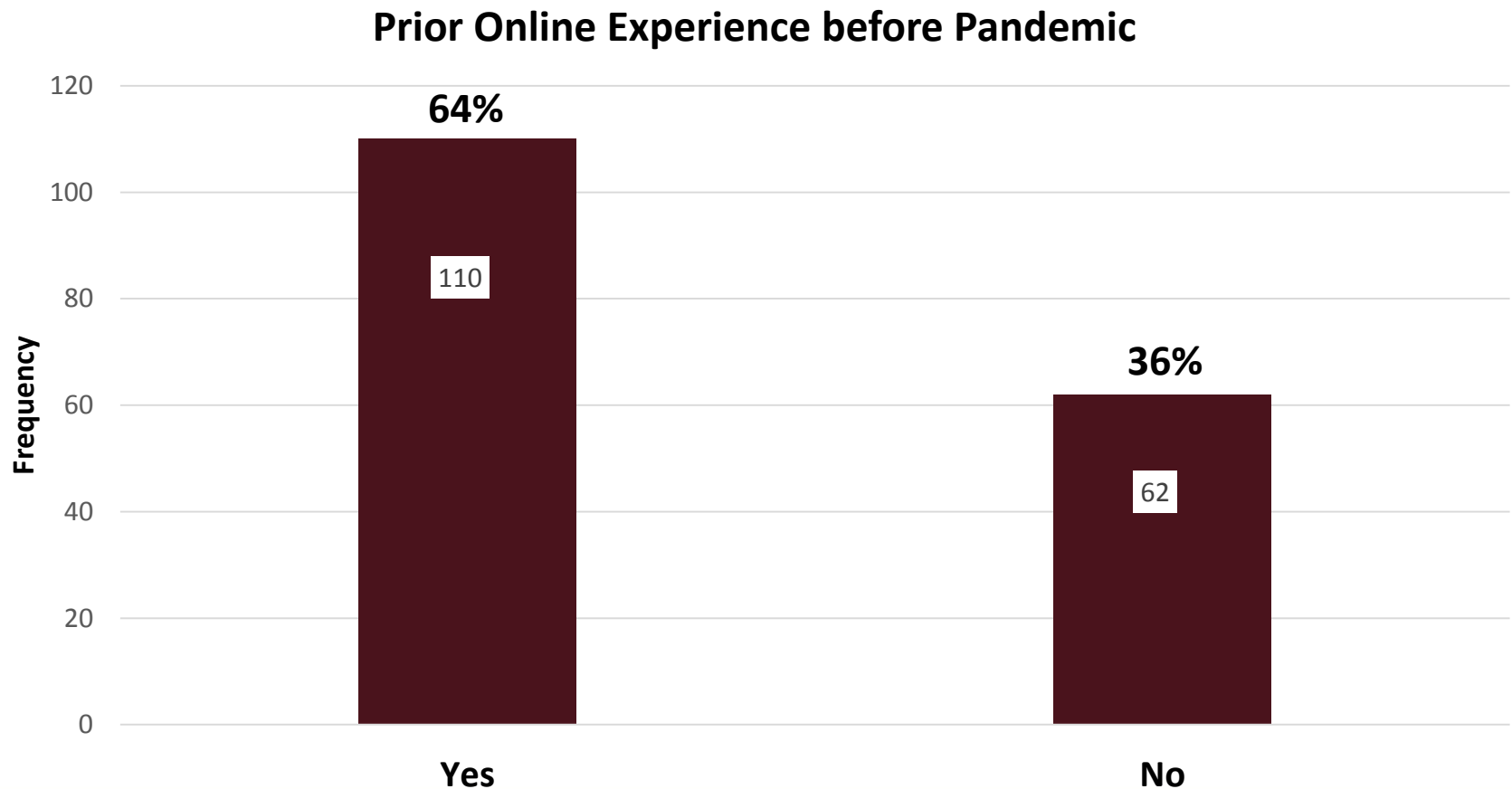
n = 172 Completed Surveys

Class Format Fall 2020



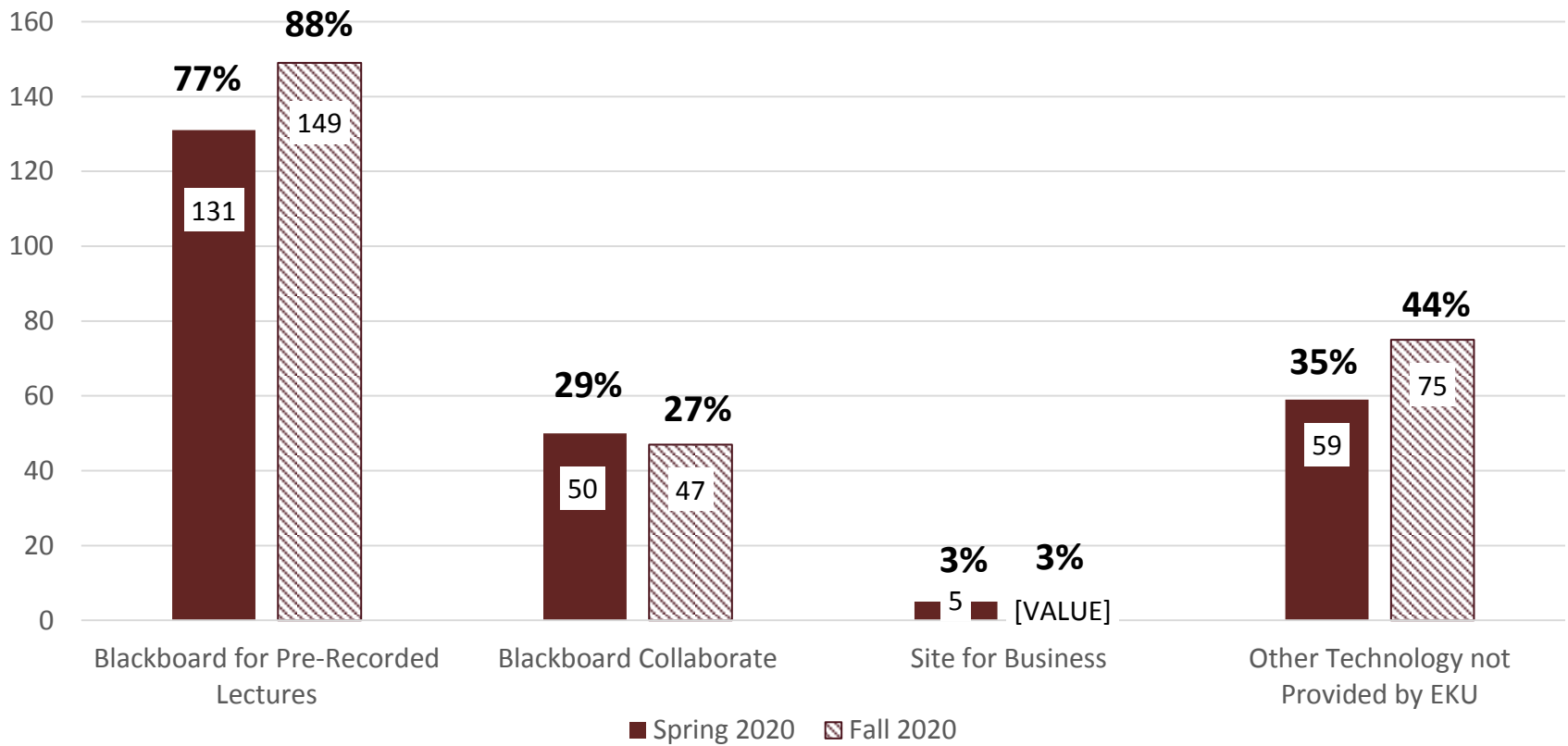
Prior Online Experience before Pandemic

n = 172 Completed Surveys



Technology Used Spring 2020 vs Fall 2020

Technology Used



Perceived Satisfaction with Technology Options at ECU

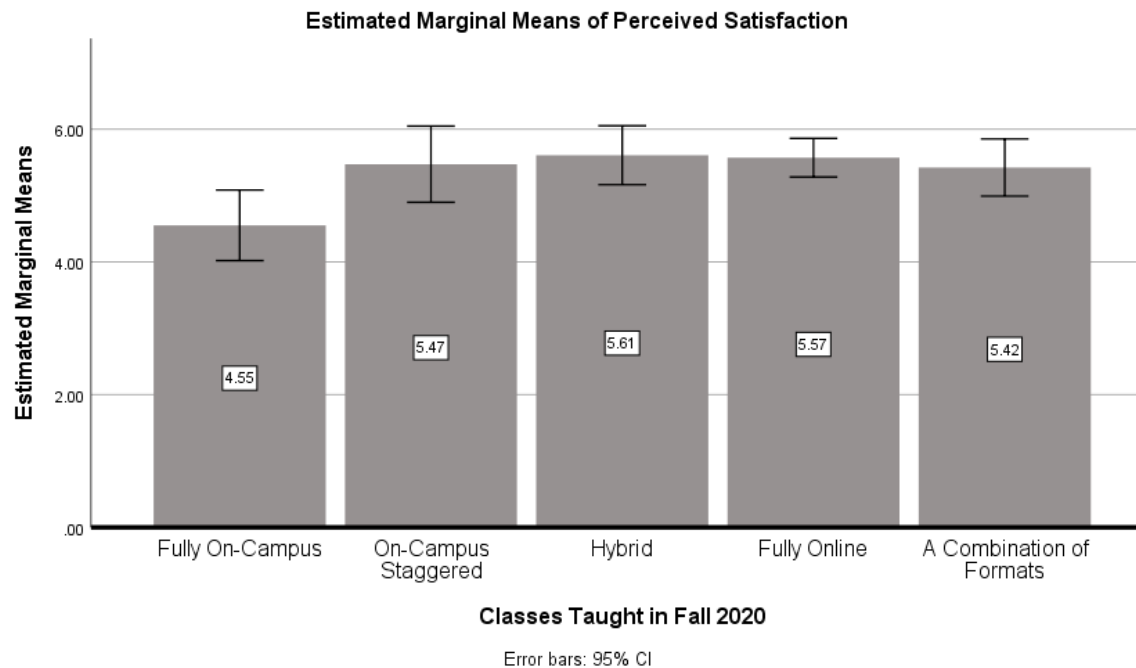
- 4-Items, 7-Point Scale (1: Strongly Disagree, 7:Strongly Agree; 1: Extremely Dissatisfied, 7: Extremely Satisfied)
 - I am satisfied with the technology options at ECU.
 - Overall, when teaching at ECU, I am pleased with the technology options.
 - Using the technology options at ECU is a satisfying experience.
 - My feeling toward the technology options at ECU can be described as:
- Alpha = .926 (Acceptable, since above .70).
- Mean = 5.42 (5 = Somewhat Agree)
- Standard Deviation = 1.26

Perceived Satisfaction with Technology Options at EKU: Previous Courses Taught

- Omnibus Test
- $F(1, 170) = 3.049, p = .02$

Key Results

Fully On-Campus instructors were **Significantly Less Satisfied** with the technology options at EKU than Hybrid and Fully Online instructors.



Challenging

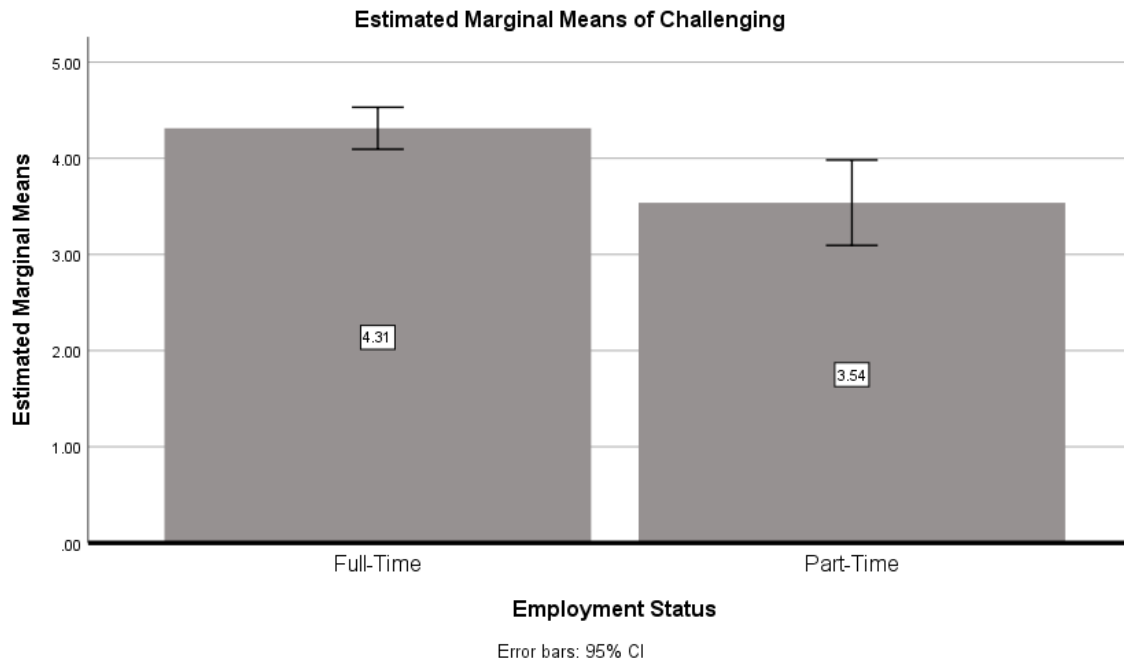
- 5-Items, 7-Point Scale (1: Strongly Disagree, 7: Strongly Agree)
 - It was challenging managing the class.
 - I had a lack of familiarity with online teaching technology.
 - I faced a lack of computer and technology resources at home.
 - There was difficulty getting students to attend and participate.
 - Replicating campus instruction in an online environment was difficult.
- Alpha = .751 (Acceptable, since above .70).
- Mean = 4.16
- Standard Deviation = 1.32

Challenging: Full-Time vs Part-Time

- Omnibus Test
- $F(1, 168) = 9.57, p < .01$

Key Results

Full-Time instructors found the semester to be **Significantly More Challenging** than **Part-Time** instructors.

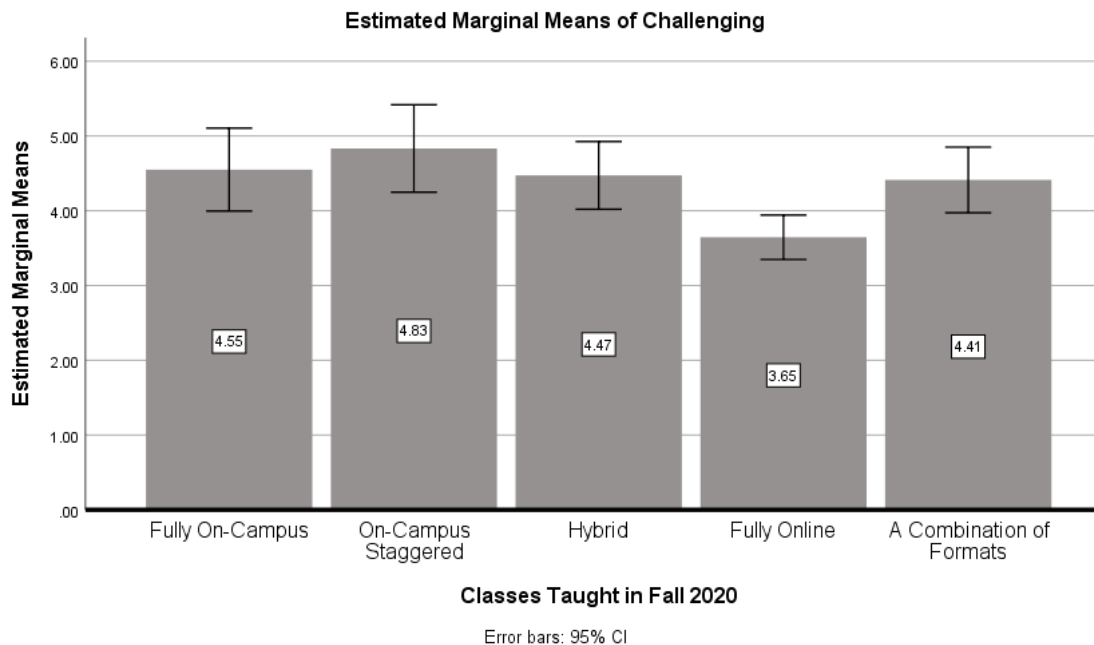


Challenging: Previous Courses Taught

- Omnibus Test
- $F(1, 170) = 5.50, p < .01$

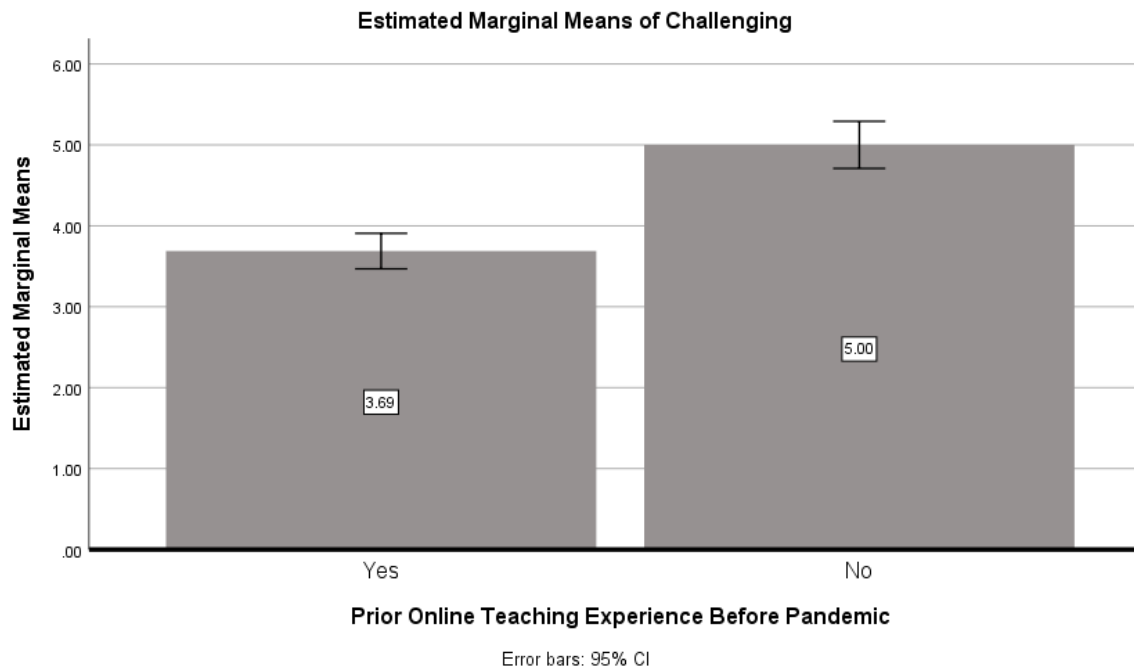
Key Results

Fully Online instructors found the semester to be **Significantly Less Challenging** than All Other instructors.



Challenging: Previous Taught Online

- Omnibus Test
- $F(1, 169) = 50.45, p < .01$



Key Results

Instructors **With Prior Online Teaching Experience** found the semester to be **Significantly Less Challenging** than instructors **Without Prior Online Teaching Experience**.

Familiarity with Blackboard

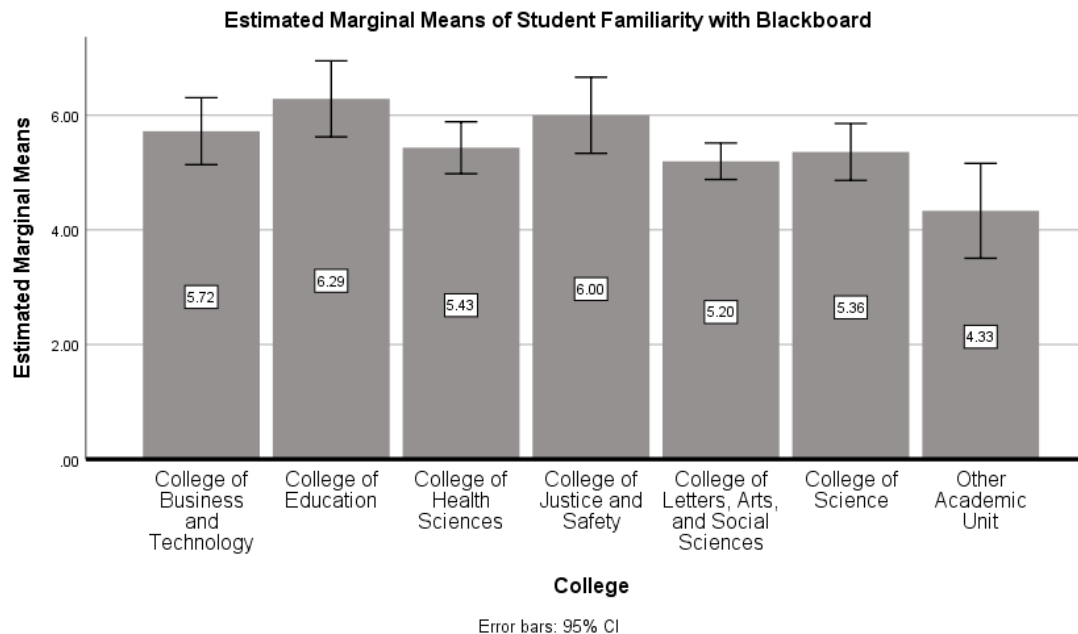
- Your Familiarity (m = 6.12)
- Student Familiarity (m= 5.41)
- Work Colleagues Familiarity (m = 5.79)
- Omnibus Test
 - F (1, 152) = 14.06, p < .01
- Significant Difference Between Each Group
 - Results: Overconfidence or Superior Skillset

Student Familiarity with Blackboard: Colleges

- Omnibus Test
- $F(1, 170) = 3.23, p = .01$

Key Results

Other Academic Unit instructors found Students to be **Significantly Less Familiar with Blackboard** than College of Education and College of Justice and Safety instructors.

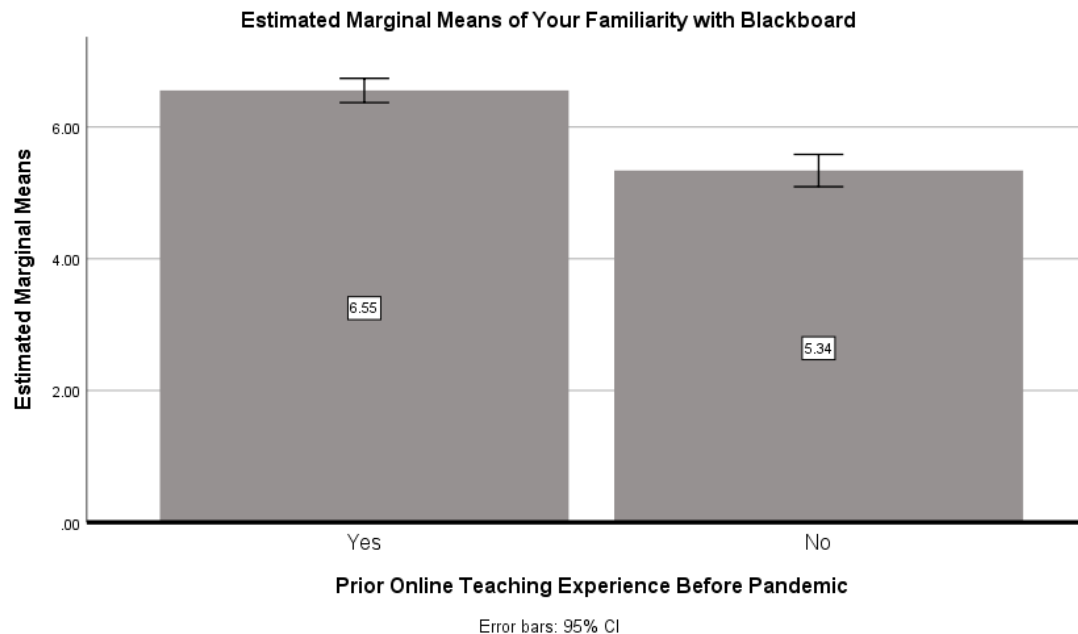


Your (Instructor) Familiarity with Blackboard: Prior Online Teaching Experience

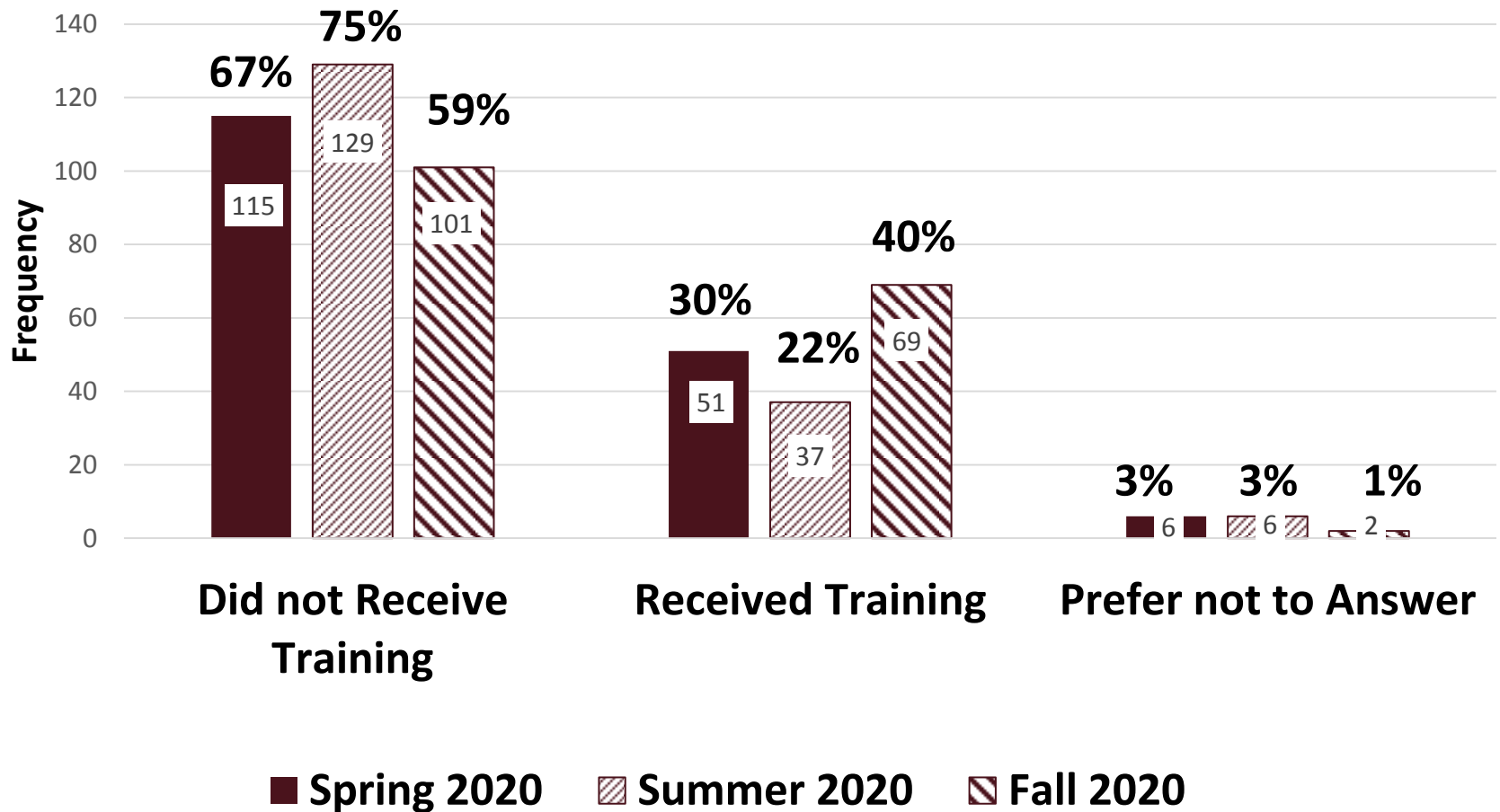
- Omnibus Test
- $F(1, 171) = 61.11, p < .01$

Key Results

Instructors with Prior Online Teaching Experience found **Themselves** to be **Significantly More Familiar with Blackboard** than instructors with **No Prior Online Teaching Experience**.



Professional Development R/T Online Instruction



Work-Family Conflict

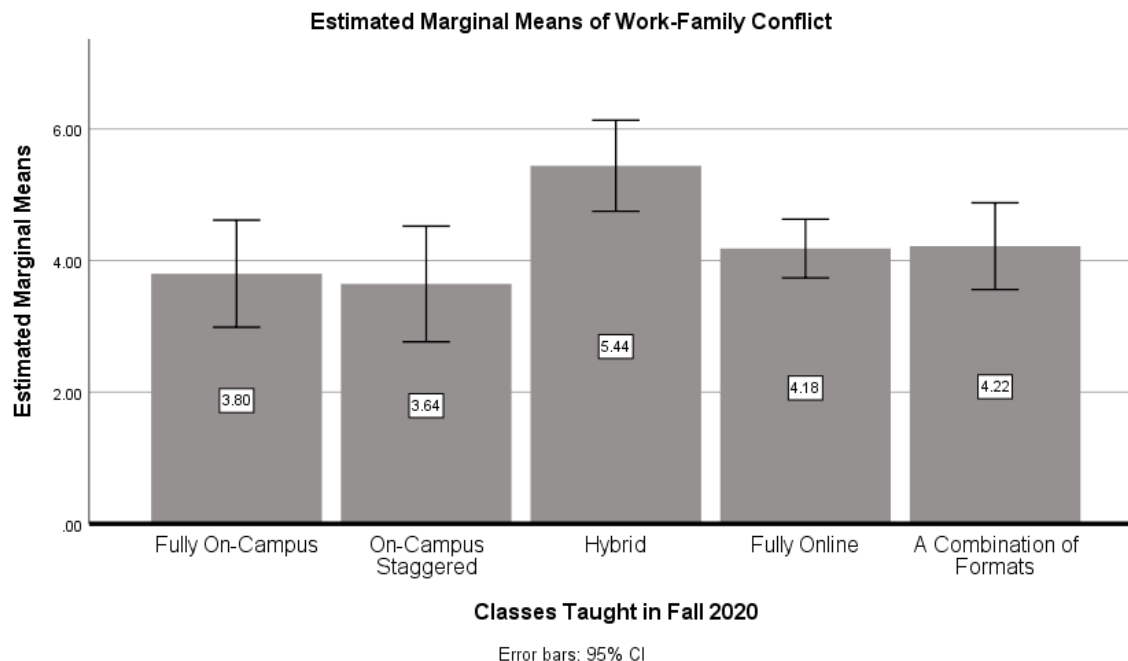
- 5-Items, 7-Point Scale (1: Strongly Disagree, 7: Strongly Agree)
 - The demands of my teaching interfere with my home and family life.
 - The amount of time my teaching takes up makes it difficult to fulfill family responsibilities.
 - Things I want to do at home do not get done because of the demands my teaching puts on me.
 - My teaching produces strain that makes it difficult to fulfill family duties.
 - Due to my teaching duties, I have to make changes to my plans for family activities.
- Alpha = .975 (Acceptable, since above .70).
- Mean = 4.30 (4 = Somewhat Agree)
- Standard Deviation = 1.94

Work-Family Conflict: Previous Teaching Experience

- Omnibus Test
- $F(1, 169) = 3.64, p = .01$

Key Results

Instructors with **Previous Experience Teaching Hybrid Courses** have **Significantly or Marginally More Work-Family Conflict** than instructors with **Any Other Previous Teaching Experience**.



Describe what worked well when teaching during the pandemic:

- **Technology/Resources**
- **65 faculty**
 - Zoom
 - Respondus
 - Discussion Board
 - Collaborate
 - Blackboard
 - YouTube

Describe what worked well when teaching during the pandemic:

- **Structure/Clear Expectations**
- **29 faculty**
 - Predictable schedule, maintaining a routine
 - Clear course organization and posting of deadlines and frequent check ins with students worked really well.
 - Clear expectations for student. Information in multiple locations and reminders.
 - A regular flow for each week

Describe what worked well when teaching during the pandemic:

- **Flexibility**
- **14 faculty**
 - Schedule
 - Deadlines
 - Method of instruction

Describe what worked well when teaching during the pandemic:

- **Support**
 - (for students & faculty)
- **7 faculty**
 - Support of faculty and others for students
 - Checking with students on the challenges they are having
 - NOEL Center and Faculty Teaching and Learning Center were great, the IT people were great, and they helped me out of many jams

Describe what did not work well when teaching during the pandemic

- **Student Engagement/Motivation**
- **54 faculty**
 - Students were not engaged at all
 - Students were too easily distracted and not accountable for their own work
 - Some students used the pandemic as a means to not participate or turn in work late
 - I would go through breakout rooms and ask questions and only a few would answer and sometimes I got completely ignored

Describe what did not work well when teaching during the pandemic

- **Student Attendance**
- **33 faculty**
 - As the semester went on and as COVID cases grew, less and less students were coming to the one day per week course
 - The looser attendance policy: I realize during a pandemic it was needed but in the 20 years of teaching the same courses, this was the first time I had so many absents
 - Students stopped coming to classes sometime around midterms when they realized ore became aware that there would be little or no penalty for missing class as long as they sent in a email stating that they didn't feel well and wouldn't be attending class

Describe what did not work well when teaching during the pandemic

- **Student Technology Access/Connectivity**
- **30 faculty**
 - Our students often lack secure internet access and/or access to reliable devices
 - Students' difficulties with their own technology or not having access to technology or software programs
 - I used Collaborate for video and recording. Many students were NEVER able to get their mics and video to work, so class participation was really restricted

Describe what did not work well when teaching during the pandemic

- **Students Overwhelmed/Unprepared for Online Instruction/Mental health**
- **25 faculty**
 - Freshman, especially those in R courses who are less prepared, are not a good population for online learning. The R course students are stressed and isolated like everyone else, but they also have higher incidence of major stressors in their lives and more academic struggles
 - The demands on me to manage the students' mental, social, and physical problems cause great strain
 - Another challenge is the overwhelming sense, confirmed by students, that they were suffering from depression and frequently conflicting and competing priorities. Many students were juggling caring for children while working both inside and outside the home

Describe what did not work well when teaching during the pandemic

- **Faculty Work/Life Balance**
- **15 faculty**
 - Adding to faculty workload when other faculty were out sick to cover their sections of courses
 - The ~40 % increase in students per faculty member/facilitator for online courses created an increased workload and time commitment
 - As faculty it appeared to be a 24/7 18 week job attending to the virtual content and communications. It was very fatiguing and contributed to "comfort food" with unhealthy weight gain and inactivity

Describe what did not work well when teaching during the pandemic

- **Student Academic Dishonesty**
- **9 faculty**
 - Students have resources during tests that make it almost impossible to have workable problems on tests without them copying online answers
 - It was clear that during Spring 2020, students were using outside sources to complete problems on timed exams. Academic honesty is a serious issue to consider with online instruction
 - Students seem to have been screenshotting tests and quizzes and sharing them among each other. Midterm and final test grades were suspiciously higher compared to other semesters

Academic Quality Committee 2020-2021

- Dr. James Blair, Assistant Professor, Dean College of Business & Technology
- Dr. Christopher Budano, Associate Dean, K12/Dir of Teaching, Model Laboratory School
- Dr. Ann Burns, Associate Professor, Education Leadership and Counselor Education
- Dr. Anne Cizmar, Associate Professor, Government
- Dr. Richard Crosby, Professor, Music
- Dr. Lisa Jones, Associate Professor, School of Nursing (AQC Chair)