# Institutional Effectiveness

# Analysis of the SRSU Online Instructional Survey:

# Students and Faculty

Prepared by

Deborah Derden, Director of Institutional Research

Jeanne Qvarnstrom, Assistant VP for Institutional Effectiveness

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# Executive Summary

The SRSU Online Instructional Survey was designed to assess the transition to online instruction on all campuses due to COVID-19.  It was recognized that this event was completely unexpected, and neither students nor faculty had any advanced time to prepare. Twenty-five percent of all students responded (577/2272), and forty-one percent of all faculty responded (73/176).  Overall, the tone of responses was constructive and appreciative of how the SRSU community faced the challenge together.

The survey was a mixed methods approach with quantitative and qualitative questions.  Results of the survey are presented in this document, and highlights are outlined here.

Students

- Students preferred face to face instruction.
- Students reported technology needs (i.e. computers, internet).
- Students reported dealing with stress associated with academics and the impact of the world-wide pandemic.
- Students reported that their learning decreased after the transition to online instruction.
- Students reported appreciation of their instructors' efforts to make the sudden transition to online.


Faculty

- Faculty stated that some courses are not conducive to online (i.e. ceramics).
- Faculty reported technology needs (i.e. computers, internet, and training with Blackboard).
- Faculty reported care and concern for their students.


Faculty and Students Combined

- Both faculty and students rated SRSU's handling of the transition as good.
- Both faculty and students recognized the importance of effective communication for a successful transition.

# Analysis of the SRSU Online Instructional Survey:

# Students and Faculty

**Introduction:**

Since the entire country was forced into shelter in place due to COVID-19, SRSU administration wanted to assess the impact of the sudden transition to online instruction on students and faculty.  The SRSU Online Instruction Survey for Students and Faculty was launched on April 20, 2020, and closed on April 30, 2020.  The survey was composed of questions from a Sam Houston measure, and the questions were reviewed and revised by SRSU deans, department chairs, and the Online Distance Education Committee.  A total of 73 faculty and 577 students, representing all four campuses, participated in the survey.

The survey involved the collection of both quantitative and qualitative data to explore the research question, *How did faculty and students experience the transition from a mixed instructional delivery to a totally online delivery due to the coronavirus closings?*  The mixed methods study provided a more complex approach to the question by combining both quantitative and qualitative research.  It is anticipated that by augmenting the disparate data, a more complete understanding of experiences with possible applications for the future may be achieved.

Section One presents the data and analysis for the student survey, and Section Two presents the data and analysis for the faculty survey.  Section Three presents the combined findings, conclusions, and recommendations.

# **Section One**

**Multiple Choice Responses from Students:**

Among the 577 students who responded to the survey, 111 reported that they were enrolled in online courses since the beginning of spring semester.  Those students did not complete the rest of the survey, because they had not experienced any transition.  Among the students who

did take the survey, however, their experiences with online instruction varied from no previous experience to multiple online class experiences.

This section will analyze eleven multiple choice questions and four related open-ended questions.

Question 1- I continued to learn in my courses after the sudden transition to online instruction.

Question 2- I continued to be engaged in my courses after the sudden transition to online instruction.

Question 3- I spent more time on my courses after the sudden transition to online instruction.

Students were asked to assess their learning, engagement and time on task in the online courses.  Their responses are reported in Table 1.

**Table 1.  Student Assessment of Their Online Instructional Experience**

| Question | Strongly Disagree | Disagree | Neither Disagree no Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. After the transition, I continued to learn in my courses. | 15.11% | 20.58% | 18.97% | 32.48% | 12.86% |
| 2. After the transition, I continued to be engaged in my courses. | 15.97% | 23.32% | 14.06% | 30.99% | 15.65% |
| 3. After the transition, I spent more time on my courses. | 22.12% | 26.60% | 19.87% | 14.42% | 16.99% |

Question 4- Which of the following tools did you use following the transition to online instruction?

Question 5- How helpful was each tool?

Student responses are presented in Table 2.

**Table 2.  Technology Tools Used in Online Instruction**

| Technology Tool | Percent of Students Reporting Usage |
| --- | --- |
| Zoom Conferencing | 37.38% |
| Blackboard  Collaborate | 46.53% |
| Google Hangout | 2.72% |
| Other | 13.37% |

For the category of "Other", students reported the use of email, blackboard without collaborate, google classroom, YouTube, phone, videos, and apps.  Students were asked to rate how helpful the instructional tools were for helping to promote communication.  Blackboard Collaborate was scored the highest with 28.95% of students rating it to be helpful "a great deal" and/or "a lot".   Zoom Conferencing came in a close second with 27.36% of students rating it to be helpful "a great deal" and/or "a lot".  The combined "Other" reported were rated by 9.66% of students to be helpful in promoting communication.  Two percent of the students reported Google Hangout to be helpful.

Question 6- What technical challenges did you face that most significantly affected your learning?

Student responses are reported in Table 3.

**Table 3.  Technical Challenges**

| Technical Challenge | Percentage of Students Reporting Challenge |
| --- | --- |
| Inconsistent access and/or unreliable internet | 27.29% |
| Inconsistent access to a computer | 11.48% |
| Discomfort with online instruction | 27.29% |
| Unfamiliar with Zoom meetings | 12.98% |
| Unfamiliar with Blackboard Collaborate meetings | 10.82% |
| Other | 10.15% |

For the category of "Other", students reported no access to printers, slow internet speed, and inability to use campus labs and library.

Question 7- How did faculty provide assistance to you during this time?

Student responses are reported in Table 4.

**Table 4.  Faculty Assistance for Students**

| Assistance | Percentage of Students Reporting Assistance Provided by Faculty |
|---|---|
| Responded to my emails and/or calls in a timely manner | 35.89% |
| Were sufficiently clear on any revisions to course requirements | 25.36% |
| Were flexible and understanding | 32.86% |
| Other | 5.89% |

For the category of "Other", students reported that some professors communicated very well, but others hardly ever responded to emails sent by students.

Question 8- How did you, as a student, handle the transition to online instruction?

Student responses are reported in Table 5.

**Table 5.  How Students Reported Handling the Transition to Online Instruction**

| Student Handling | Percentage of Students |
|---|---|
| Very well, no issues | 14.52% |
| Pretty good, just a few issues | 35.81% |
| Not well, some issues | 29.68% |
| Very poorly, lots of issues | 20% |

It is noted that 49.68% of students did report having some trouble with the transition to online instruction.

Question 9- How do you feel your instructor handled the transition to online instruction?

Student responses are reported in Table 6.

**Table 6.  How Students Felt Instructors Handled the Transition to Online Instruction**

| Instructor Handling | Percentage of Students |
|---|---|
| Very well, no issues | 32.80% |
| Pretty good, just a few issues | 49.52% |
| Not well, some issues | 14.15% |

| | |
|---|---|
| Very poorly, lots of issues | 3.54% |

It is noted that only 17.69% of students felt their instructors had more issues with the transition to online instruction.

Question 10- How do you feel Sul Ross State University handled the transition to online instruction?

Student responses are reported in Table 7.

**Table 7. How Students Felt Sul Ross State University Handled the Transition to Online Instruction**

| Sul Ross State University Handling | Percentage of Students |
|---|---|
| Very well, no issues | 32.69% |
| Pretty good, just a few issues | 47.25% |
| Not well, some issues | 15.53% |
| Very poorly, lots of issues | 4.53% |

It is noted that only 20.06% of students felt that SRSU handled the transition to online instruction "not well" or "very poorly".

Question 11- In general, how do you prefer your courses to be offered?

Student responses are reported in Table 8.

**Table 8. Students' Preference for Instructional Delivery**

| Delivery Mode | Percentage of Students |
|---|---|
| Face-to-face | 61.54% |
| Online | 5.54% |
| Mixed delivery | 10.26% |
| No preference | 2.56% |
| Depends on the course | 20.19% |

It is noted that a majority of students prefer face-to-face instructional delivery.

**Open-ended Responses from Students:**

The survey included four open-ended questions to allow students to expand upon their answers and provide additional information. Altogether, there were thirty-four pages of written comments provided by students. Two independent raters read all of the comments and coded common themes with clusters of similar comments. Some of the comments were applicable to multiple themes. The raters used Quirkos, a qualitative data analysis software, to sort, manage, and understand the text data.

Open-ended question #1 Please expand on your answer concerning your handling of the transition to online instruction.

Among 270 different comments provided, eight themes emerged, and they are listed in Table 9.

**Table 9.  Themes Identified on How Students Handled the Transition**

| Theme | Total Coded Responses |
|---|---|
| Prefer Face to Face | 80 |
| Stress Issues | 48 |
| Technology Issues (i.e. computers, internet) | 45 |
| Problems with Professors | 31 |
| Decrease in Personal Learning | 28 |
| Course Workload Increased | 16 |
| Favorable Comments Regarding Professors | 13 |
| Like Online | 9 |

Open-ended question #2- Please expand upon your answer concerning your instructor's handling of the transition to online instruction.

Among 175 different comments reported, four themes emerged, and they are listed in Table 10.

**Table 10.  Themes Identified on How Students Felt Instructors Handled the Transition**

| Theme | Total Coded Responses |
|---|---|
| Transition Bad | 76 |
| Transition Good | 44 |
| Favorable Comments Regarding Professors | 42 |
| Course Workload Increased | 13 |

Although students' comments described the transition as "bad", many did acknowledge that the circumstances (due to COVID-19) were mostly beyond anyone's control.

Open-ended question #3- Please expand upon your answer concerning Sul Ross State University's handling of the transition to online instruction.

Among 116 different comments reported, three themes emerged, and they are listed in Table 11.

**Table 11. Themes Identified on How Students Felt Sul Ross State University Handled the Transition**

| Theme | Total Coded Responses |
|---|---|
| Transition Was Bad | 53 |
| Transition Was Good | 46 |
| Technology Issues (i.e. computer, internet) | 18 |

Although students' comments described the transition as "bad", they were not critical of the efforts that were made.

Open-ended question #4- Please indicate any additional comments you would like to add to your responses to this survey.

Among 61 different comments reported, seven themes emerged, and they are listed in Table 12.

**Table 12.  Themes Identified in Students' Additional Comments**

| Theme | Total Coded Responses |
|---|---|
| Prefer Face to Face | 26 |
| Decrease in Personal Learning | 12 |
| Stress Issues | 8 |
| Problems with Professors | 5 |
| Technology Issues (i.e. computer, internet) | 4 |
| Prefer Online | 4 |
| Course Workload Increased | 2 |

**Conclusions from the mixed methods study:**

The qualitative data support the quantitative data in several areas.

- Preference for Face to Face Instruction.  61.54% of students favored face-to face for the multiple choice question, and the theme, *Prefer Face to Face,* was the most coded in two of the four open-ended questions.  In the remaining two open-ended questions, *Transition Was Bad* was the most coded*,* and in many comments, it was linked to issues with online instruction.
- Learning.  On the multiple choice question, 39.29% of students strongly disagreed or disagreed that they continued to learn.  In two of the open-ended questions, the theme, *Learning*, was identified.  Students stated that they perceived a decrease in their learning when they transitioned to online instruction.
- Students Struggled with Transition.  On the multiple choice question, 49.68% of students reported they transitioned "very poorly" and/or "not well".  Throughout the open response questions, numerous themes emerged to shed light on the students' struggles.  The themes of *Stress, Technology Issues, Problems with Professors, Increased Course Workload*, and *Decreases in Learning* were repeated in the four questions.
- Technology Issues. On the multiple choice questions, 27.29% of students reported problems with inconsistent access and/or unreliable internet, and 11.48% reported

inconsistent access to a computer. *Technology Issues* was a common theme in the qualitative analysis, too.

**Students' own voices demonstrate these four top issues:**

Face to face:  "If there is only online in the fall, I won't return."

Learning:  "I feel like I don't learn absolutely anything in an online class.  Being face to face actually helps with not only learning but it helps with being better in socializing."

Students Struggled with Transition:   "More has occurred for families during this time than just a transition from in person to online classes.  Many people have lost their jobs, their income, and their livelihood due to this virus.  It has caused turmoil throughout our state and, likely, for every student that attend SRSU.  Even the classes that we take solely online become exponentially more difficult when you are stressed about where your child's next meal will come from."

"The whole quarantine situation has got me really depressed and unmotivated to do anything. Before spring break I used to look forward to going to classes and seeing friends and professors. I would wake up early, make breakfast and be eager to learn.  I would spend my time wisely. Now, I don't get out of bed until late afternoon, and wait until late at night at last minute to do anything. It really sucks for me."

Technology Issues:  "The problem is there, with no internet at home, two babies and no job and day care, it got pretty bad for me to be able to make the assignments on time."

# Section Two

**Multiple Choice Responses from Instructors:**

Among the 73 who responded to the survey, only 10 reported that they were delivering all of their courses online since the beginning of spring semester. However, experiences with teaching online education did vary with some faculty who have never taught online courses. The Faculty Survey featured nine multiple choice questions and four related open-ended questions. Results for each of those questions will be presented and analyzed.

Question 1- I continued to learn in my courses after the sudden transition to online instruction.

Question 2- I continued to be engaged in my courses after the sudden transition to online instruction.

Question 3- I spent more time on my courses after the sudden transition to online instruction.

Students were asked to assess their learning, engagement and time on task in the online courses. Their responses are reported in Table 13.

**Table 13. Faculty Assessment of Students' Online Instructional Experience**

| Question | Strongly Disagree | Disagree | Neither Disagree no Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. I feel my students continued to learn in this course after the transition. | 1.79% | 12.50% | 17.86% | 55.36% | 12.50% |
| 2. I feel my students continued to be engaged in this course after the transition. | 8.93% | 23.21% | 23.21% | 32.14% | 12.50% |
| 3. I feel my students spent more time on | 14.29% | 48.21% | 26.79% | 5.36% | 5.36% |

| this course after the transition. | | | | |
|---|---|---|---|---|
| | | | | |

Question 4-Did you have access to technology needed to effectively teach online?

Faculty responses are in Table 14.

**Table 14. Access to Technology Needed to Teach Effectively Online**

| Technology | Yes, I Had Access | No, I Didn't Have Access | Not Needed |
|---|---|---|---|
| Laptop | 84.21% | 8.77% | 7.02% |
| Tablet | 25.45% | 30.91% | 43.64% |
| Camera for Video | 71.93% | 14.04% | 14.04% |
| Microphone | 82.14% | 8.93% | 8.93% |

Question 5- Which of the following teaching tools did you use following the transition to online instruction?

Question 6- How helpful was each tool?

Faculty responses are in Table 15.

**Table 15. Teaching Tools Used in Online Instruction**

| Teaching Tool | Faculty Percentages |
|---|---|
| Zoom | 28.57% |
| Blackboard Collaborate | 26.67% |
| Google Hangout | 1.90% |
| YouTube | 26.67% |
| Other | 16.19% |

Faculty reported "Other" to include email, skype, Microsoft Stream, Globalyceum, Proctorio, Hawkes (developmental math), videos, Study Spanish.com, JoVE Science Videos. Faculty reported zoom to be helpful (37.50% "great deal" and/or "a lot"). Faculty reported Blackboard Collaborate to be helpful (32.72%). Additional ratings included Google Hangout (3.77%) and Other (26.41%).

Question 7-What technical challenges did your students face?

Student responses are reported in Table 16.

**Table 16. Technical Challenges Facing Students**

| Technical Challenge | Percentage of Students Reporting Challenge |
|---|---|
| Inconsistent access and/or unreliable internet | 30.94% |
| Inconsistent access to a computer | 22.30% |
| Discomfort with online instruction | 23.74% |
| Unfamiliar with Zoom meetings | 8.63% |
| Unfamiliar with Blackboard Collaborate meetings | 8.63% |
| Other | 5.76% |

For the category of "Other", faculty listed students' work schedules, inappropriate work spaces at their homes, and failure to check emails and Blackboard.

Question 8- From what sources did you obtain support for teaching following the transition to online instruction?

Faculty responses are in Table 17.

**Table 17. Sources for Support**

| Support | Faculty Percentage |
|---|---|
| Office of Information Technology | 21.54% |
| SRSU Blackboard Administrator | 23.08% |
| SRSU Library | 7.69% |
| Sam Houston State University Webinars | 13.85% |
| Colleagues | 25.38% |
| Other | 8.46% |

Faculty reported "Other" to include YouTube, Zoom, textbook publishers, the whole ceramic and glass community.

Question 9-How did you, as an instructor, handle the transition to online delivery?

Faculty responses are reported in Table 18.

**Table 18. How Instructors Felt They Handled the Transition to Online Instruction**

| Instructor Handling | Percentage of Students |
|---|---|
| Very well, no issues | 19.64% |
| Pretty good, just a few issues | 62.50% |

| | |
|---|---|
| Not well, some issues | 12.50% |
| Very poorly, lots of issues | 5.36% |

<u>Question 10- How did you feel Sul Ross State University handled the transition to online delivery?</u>

Instructors' responses are reported in Table 19.

**Table 19. How Faculty Felt Sul Ross State University Handled the Transition to Online Instruction**

| Sul Ross State University Handling | Percentage of Faculty |
|---|---|
| Very well, no issues | 23.21% |
| Pretty good, just a few issues | 58.93% |
| Not well, some issues | 16.07% |
| Very poorly, lots of issues | 1.79% |

**Open-ended Responses from Faculty:**

The survey included four open-ended questions to allow faculty to expand upon their answers and provide additional information. Altogether, there were fourteen pages of written comments provided by faculty. Two independent raters read all of the comments and coded common themes with clusters of similar comments. Some of the comments were applicable to multiple themes. The raters used Quirkos, a qualitative data analysis software, to sort, manage, and understand the text data.

<u>Open Ended Question #1-Please expand upon your answer concerning your handling of the transition to online delivery.</u>

Among 28 different comments provided, six themes emerged, and they are listed in Table 20.

**Table 20. How Instructors Handled the Transition**

| Theme | Total Coded Responses |
|---|---|
| Technology Issues for faculty | 9 |
| Some courses not conducive to online | 5 |
| Missing students (i.e. stopped participating) | 5 |
| Technology Issues for students | 5 |
| Prefer Face to Face | 2 |
| Benefits of Blackboard  Administrator and Sam Houston | 2 |

Open Ended Question #2- Please expand upon your answer concerning Sul Ross State University's handling of the transition to online delivery.

Among 31 different comments reported, five themes emerged, and they are listed in Table 21.

**Table 21. Themes Identified on How Instructors Felt Sul Ross State University Handled the Transition**

| Theme | Total Coded Responses |
|---|---|
| Technology Issues for Faculty | 9 |
| OIT Good Support | 8 |
| Technology Issues for Students | 6 |
| More communication needed | 6 |
| Benefits of Sam Houston | 2 |

Open-ended question #3- What was the biggest challenge you faced in teaching your courses following the transition to online instruction.

Among 48 comments, seven themes were identified. Table 22 reflects the comments.

**Table 22. Themes Identified for Instructor Challenges**

| Theme | Total Coded Responses |
|---|---|
| Technology Issues for Students | 10 |
| Students dropped out | 10 |
| Some courses not conducive to online | 8 |
| Instructors felt loss of direct contact with students | 8 |
| Technology Issues for Faculty | 8 |
| Increased faculty workload due to transition | 3 |
| Faculty lacked technology training | 1 |

Open-ended question #4- Please indicate any additional comments you would like to add to your responses to this survey.

Among 19 comments, five themes were identified. Table 23 reflects the comments.

**Table 23. Themes Identified in Additional Comments**

| Theme | Total Coded Responses |
|---|---|
| Technology issues (i.e. computers, internet) | 7 |
| Some courses not conducive to online | 4 |
| Prefer face to face | 4 |

| Benefits of Blackboard Administrator | 2 |
| Prefer online | 1 |

## Conclusions from the mixed methods study

The qualitative data support the quantitative data in several areas.

- <u>Preference for Face to Face Instruction</u>. A repeated theme in the open-ended responses from faculty was the concern that certain courses (i.e. ceramics) do not adapt easily to online instruction.
- <u>Learning</u>. On the open-ended responses, faculty repeatedly expressed concerns about "missing students" who were no longer participating in online instruction and learning.
- <u>Students Struggled with Transition</u>. On the multiple choice question, 30.94% of faculty reported students having problems with inconsistent access and/or reliable internet. Throughout the open response questions, numerous themes emerged to shed light on the students' struggles. The themes of *Technology Issues and Missing Students* were repeated in the four questions.
- <u>Technology Issues</u>. On the multiple choice questions, 22.30% of faculty reported students having problems with inconsistent access to computers. The themes of *Technology Issues for Students* and *Technology Issues for Instructors* were reported by faculty in several of the open-ended questions.

**Instructors' own voices demonstrate these four top issues:**

<u>Preference for Face to Face Instruction</u>: "I hope this ends very soon. Missed my classes."

"I am hoping we return to teaching face to face in the traditional classroom."

"My class was a studio art class, Darkroom Photography. That had to be completely abandoned."

<u>Learning:</u> "Having students respond to communication."

<u>Students Struggled with Transition</u>: "Keeping my students, who were not strong face-to-face students, interested with online instruction."

"Not knowing if the students had the resources to continue to work."

<u>Technology Issues</u>: "I do not have knowledge of technology."

"I have not really kept up with technology or pedagogy for online delivery, so I really felt I was at a disadvantage."

# Section Three

It must be recognized that the pandemic was nothing that could have been anticipated by anyone. However, the survey participants' responses do indicate that they felt the university community did unite to address the challenge.

A review of the quantitative and qualitative data for both the student responses and the faculty responses reveal some positive findings.

- Overall, faculty and student agreed that Sul Ross State University handled the transition well. 79.94% of students rated the transition as "very well" to "pretty good". 82.14% of faculty rated the transition as "very well" to "pretty good". Open-ended responses resonated with the conclusion: "I think SRSU did a great job overall with the transition."
- Overall, faculty and students agreed that the faculty handled the transition well. 82.32% of students rated the instructors' transition as "very well" to "pretty good". 82.14% of faculty rated their transition as 'very well" to "pretty good". It is evident that effective communication was essential for a smooth transition. Some students named faculty who were extremely helpful during the transition.

It is evident, however, that there were some negative issues with the transition.

- Instruction suffered. 35.69% of the students "disagreed strongly" or "disagreed" with the statement, "After the transition, I continued to learn in my courses." One student commented, "I am not learning nothing. I'm a person who learns things in person. And I'm failing because of that." Faculty also reported that students "went missing" (15 comments), and stopped participating in class assignments and activities.
- Technology issues for students and faculty alike. Students posted 49 comments, and faculty posted 55 comments with many relating to technology equipment needs.

**Recommendations:**

- Maintain face to face instruction as the primary delivery mode, since it is favored by a majority of students and supported by many faculty, too.

- Explore the technology equipment needs of students and faculty.

- Explore the online training needs of faculty.

- Distinguish between courses that are better delivered face to face or online.

- Recognize the importance of communication for a smooth transition during unexpected events.

- Engage in advanced planning to be prepared in case of unanticipated events.  For example, faculty could provide a brief overview of blackboard in all face-to-face courses at the start of the semester in the event a transition would need to be made later.

# APPENDIX

SRSU Online Instruction Survey:  Faculty


SRSU Online Instruction Survey:  Students

# SRSU Online Instruction Survey; Faculty

Q1 SRSU has designed a survey to help us understand how instructors and students adapted to the change to remote instruction in response to the COVID-19 pandemic. Throughout this survey, the term "transition" refers to the period of online instruction that occurred after the extended spring break. As a faculty member, your thoughts and opinions are of vital importance to the University. We ask that you provide your honest feedback, so that SRSU can continue to grow, learn, and provide the highest quality educational experiences for its students. We thank you for your participation in this survey.

Q2 Before spring break, how did you deliver your courses?

○ All face to face

○ All online

○ All teleconference

○ Mixed delivery

Q3 Were all your classes online before spring break, therefore causing you to experience no changes in instructional delivery after spring break?

○ Yes

○ No

*(*At this point, if the respondent answered "yes" the survey would then be ended because the responded had not experienced any changes in instructional delivery following spring break.)*

Q4 Please share your feedback.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| I feel my students continued to learn in this course after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I feel my students did not continue to learn in this course after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I feel my students continued to be engaged in this course after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I feel my students did not continue to be engaged in this course after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I feel my students spent more time on this course after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |

| I feel my students spent less time on this course after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
|---|---|---|---|---|---|

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Q15 Did you have access to technology needed to effectively teach online?

|  | Yes | No | Not Needed |
|---|---|---|---|
| Laptop | ○ | ○ | ○ |
| Tablet | ○ | ○ | ○ |
| Camera for video | ○ | ○ | ○ |
| Microphone | ○ | ○ | ○ |

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Q16 Was there any technology not listed in the previous question that you would have liked to have had access to that you feel would have enabled you to teach more effectively online?

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Q5 Which of the following teaching tools did you use following the transition to online instruction?  Check all that apply:

☐ Zoom

☐ Blackboard Collaborate

☐ Google Hangout

☐ YouTube

☐ Other _____

Q6 How helpful was each tool?

| | A great deal | A lot | A moderate amount | A little | None at all | Didn't use |
|---|---|---|---|---|---|---|
| Zoom; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Zoom; How helpful for your teaching? | ○ | ○ | ○ | ○ | ○ | ○ |
| Blackboard Collaborate; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Blackboard Collaborate; How helpful for your teaching? | ○ | ○ | ○ | ○ | ○ | ○ |
| Google Hangout; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Google Hangout; How helpful for your teaching? | ○ | ○ | ○ | ○ | ○ | ○ |
| Other; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Other; How helpful for your teaching? | ○ | ○ | ○ | ○ | ○ | ○ |

Q7 What technical challenges did your students face? Check all that apply:

☐ Inconsistent access and/or unreliable internet

☐ Inconsistent access to a computer

☐ Discomfort with online instruction

☐ Unfamiliar with Zoom meetings

☐ Unfamiliar with Blackboard Collaborate meetings

☐ Other _____

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Q8 What was the biggest challenge you faced in teaching your courses following the transition to online instruction?

_____

_____

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_____

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Q9 From what sources did you obtain support for teaching following the transition to online instruction? Check all that apply:

☐ Office of Information Technology

☐ SRSU Blackboard Administrator

☐ SRSU Library

☐ Sam Houston State University Webinars

☐ Colleagues

☐ Other _____

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Q10 How did you, as an instructor, handle the transition to online delivery?

○ Very well, no issues

○ Pretty good, just a few issues

○ Not well, some issues

○ Very poorly, lots of issues

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Q11 Please expand upon your answer to the previous question concerning your handling of the transition to online delivery.

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Q12 How do you feel Sul Ross State University handled the transition to online delivery?

○ Very well, no issues

○ Pretty good, just a few issues

○ Not well, some issues

○ Very poorly, lots of issues

Q13 Please expand upon your answer to the previous question concerning Sul Ross State University's handling of the transition to online delivery.

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Q14 Please indicate any additional comments you would like to add to your responses to this survey.

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# SRSU Online Instruction Survey; Students

Q1 SRSU has designed a survey to help us understand how you and your instructors adapted to instructional delivery changes in response to the COVID-19 pandemic.     Throughout this survey, the term "transition" refers to the period of online instruction that occurred after the extended spring break.     As a student, your thoughts and opinions are important to the University. We ask that you provide your honest feedback, so that SRSU can continue to grow, learn, and provide the highest quality educational experiences for its students.  We thank you for your participation in this survey.

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Q2 Before spring break, how were your courses delivered?

○ All Face to face

○ All Online

○ All Teleconferencing

○ Mixed Delivery

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Q3 Did all your courses use online or teleconferencing instruction before spring break, therefore causing you to experience no changes in instructional delivery after spring break?

○ Yes

○ No

*(\*At this point, if the respondent answered "yes" the survey would then be ended because the responded had not experienced any changes in instructional delivery following spring break.)*

Q4 Please provide feedback.

| | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I continued to learn in my courses after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I did not continue to learn in my courses after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I continued to be engaged in my courses after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I did not continue to be engaged in my courses after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |
| I spent more time on my courses after the sudden transition to online instruction, | ○ | ○ | ○ | ○ | ○ |
| I spent less time on  courses after the sudden transition to online instruction. | ○ | ○ | ○ | ○ | ○ |

Q5 Which of the following tools did you use following the transition to online instruction? Check all that apply:

☐ Zoom

☐ Blackboard Collaborate

☐ Google Hangout

☐ Other _____

Q6 How helpful was each tool?

| | A great deal | A lot | A moderate amount | A little | None at all | Didn't use |
|---|---|---|---|---|---|---|
| Zoom; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Zoom; How helpful was it for your learning? | ○ | ○ | ○ | ○ | ○ | ○ |
| Blackboard Collaborate; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Blackboard Collaborate; How helpful was it for your learning? | ○ | ○ | ○ | ○ | ○ | ○ |
| Google Hangout; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Google Hangout; How helpful was it for your learning? | ○ | ○ | ○ | ○ | ○ | ○ |
| Other; How helpful was it for communication? | ○ | ○ | ○ | ○ | ○ | ○ |
| Other; How helpful was it for your learning? | ○ | ○ | ○ | ○ | ○ | ○ |

Q7 What technical challenges did you face that most significantly affected your learning? Check all that apply:

☐ Inconsistent access and/or unreliable internet

☐ Inconsistent access to a computer

☐ Discomfort with online instruction

☐ Unfamiliar with Zoom meetings

☐ Unfamiliar with Blackboard Collaborate meetings

☐ Other _____

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Q8 How did faculty provide assistance to you during this time? Check all that apply:

☐ Responded to my emails and/or calls in a timely manner

☐ Were sufficiently clear on any revisions to course requirements

☐ Were flexible and understanding

☐ Other _____

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Q12 How did you, as a student, handle the transition to online instruction?

○ Very well, no issues

○ Pretty good, just a few issues

○ Not well, some issues

○ Very poorly, lots of issues

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Q13 Please expand upon your answer to the previous question concerning your handling of the transition to online instruction.

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Q14 How do you feel your instructor handled the transition to online instruction?

○ Very well, no issues

○ Pretty good, just a few issues

○ Not well, some issues

○ Very poorly, lots of issues

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Q15 Please expand upon your answer to the previous question concerning your instructor's handling of the transition to online instruction.

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Q16 How do you feel Sul Ross State University handled the transition to online instruction?

○ Very well, no issues

○ Pretty good, just a few issues

○ Not well, some issues

○ Very poorly, lots of issues

Q19 Please expand upon your answer to the previous question concerning Sul Ross State University's handling of the transition to online instruction.

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Q20 In general, how do you prefer your courses to be offered?

○ Face-to-face

○ Online

○ Mixed Delivery

○ Teleconference

○ Depends on the course

○ No preference

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Q18 Please indicate any additional comments you would like to add to your responses to this survey.