

COVID-19 Faculty Survey: Online Teaching Experiences and Challenges Experienced Related to the COVID-19 Pandemic

Spring 2020

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Executive Summary

In response to the ongoing COVID-19 pandemic and Mt. San Antonio College's (Mt. SAC) move to a remote learning experience, the Office of Research and Institutional Effectiveness (RIE) and the Office of Instruction began planning a series of surveys to gather relevant feedback from the campus community including students, faculty, and staff.

The second phase of this research was the creation and distribution of the *COVID-19 Faculty Survey*. The survey invitation was delivered to the Mt. SAC email accounts of both full-time and part-time faculty beginning on May 16, 2020, and the survey was closed on June 23, 2020. A total of 1,433 faculty were emailed the survey and 273 (19.1%) completed it.

Some highlights from an analysis of the results include:

Technology and Accessibility Issues

Faculty respondents indicated that a discomfort or lack of familiarity with required technologies or applications (48.5%) and adequate digital replacement for face-to-face collaboration tools (46.2%) were the two most common technological issues they faced in the transition. For respondents, integrating accessibility, particularly captioning lectures and videos, required significant time, and many required additional support and clearer guidelines.

Teaching Experience

A majority of respondents who were teaching at least one in-person course (62.2%) indicated that their personal preference for face-to-face teaching was a challenge in their transition, and about 48% indicated that their course lessons or activities did not translate well to a remote environment. On top of these challenges, majorities of respondents indicated that they required much more or somewhat more time to complete various aspects of their job.

Student Learning Issues

About half of faculty respondents (52.7%) indicated that their students were struggling somewhat or a great deal with adapting to remote learning. About 79% of faculty respondents indicated that their students had issues accessing reliable internet service and 72.9% indicated that they had students who had trouble accessing a reliable digital device.

Managing Workload and Personal Responsibilities

About 54% of respondents indicated that balancing teaching responsibilities with their home life had been a challenge in adapting to remote teaching. In open ended comments, the most common home life issue mentioned was childcare.

Student Resources

Faculty were asked questions regarding the resources made available to students in the face of the COVID-19 pandemic and the move to remote learning. Awareness of these resources was high, but the percentage of respondents who were able to provide information directly to their students about each these programs was between 12% - 32%.

Support from the College

In open-ended comments faculty indicated that consistent and clear messaging about policies and procedures, and additional trainings on creating engaging online environments were some of the best ways to support faculty during this time. Most faculty noted that what has gone best during this time, has been the support and engagement from their students, their colleagues, other college staff, and administrators at the college.

Introduction

In response to the ongoing COVID-19 pandemic and Mt. San Antonio College's (Mt. SAC) move to a remote learning experience, the Office of Research and Institutional Effectiveness (RIE) and the Office of Instruction began planning a series of surveys to gather relevant feedback from the campus community. The intent of the surveys were to provide a space for community feedback about the college's response to the crisis and identify additional resources or policies that would need to be implemented.

The first phase of this research was the creation and distribution of the *COVID-19 Student Survey*. Discussions throughout April 2020, which included input from Academic Senate, Instruction and Student Services leadership, influenced questions and areas of focus for the faculty survey. Additionally, as other researchers across the country were working to address the same issue, the Mt. SAC team drew from several other entities to identify additional survey questions. These entities included the Hope Center, the Research and Planning (RP) Group, the Higher Education Data Sharing Consortium (HED), EDUCAUSE, and the Community College Equity Assessment Lab (CCEAL), among others.

After information about the technical aspects of the survey, and a brief overview of the respondents, the responses to questions in the faculty survey are organized by topic or theme in this report. The first section contains responses related to technology needs, including access to hardware and software, and issues around accessibility. This is followed by sections on course design and student learning in the remote environment, sections related to workload and personal health, a section on the resources available to students, and then resources faculty need from the college. The report ends with a summary of what faculty felt went well during the latter part of the Spring 2020 term.

Methodology

The faculty survey consisted of 44 items, including multiple choice and open-ended questions. The survey, built in the Qualtrics environment, included functionality that allowed the researchers to display certain questions based on participant responses to previous questions. Additionally, faculty were not required to answer any question. Therefore, not all faculty answered all 44 items.

The survey invitation was delivered to the Mt. SAC email accounts of both full-time and part-time faculty beginning on May 16, 2020, and the survey was closed on June 23, 2020. A total of 1,433 faculty were emailed the survey and 273 (19.1%) completed it. Given the population size the current survey has a margin of error of plus or minus 5%. This error rate is used to generalize to the total population with a 95% confidence interval. For example, if one response option was endorsed by 60% of the sample, this margin of error suggests that the population endorsement would be between 55% and 65%.

Analysis

Analysis of the survey included both quantitative analysis on valid responses and qualitative analysis on all open-ended questions. For the quantitative questions, all missing responses were removed and only valid responses were included in the final “N” or sample for that question; because of this, the “N” for each question may vary. For all open-ended questions or response options, the content of each response was reviewed, summarized, and organized by common over-arching themes. This analysis can often result in one open-ended response containing multiple themes.

Limitations

The most relevant limitation with online surveys is respondents’ access to technology to complete the survey. Faculty who were unable to access reliable internet and/or their Mt. SAC email accounts, would have been less likely to respond to the survey.

Respondent Characteristics

The survey included questions about respondents’ full-time status for the term, and their course delivery modes. About 50% of respondents to the survey self-identified as full-time faculty, and 48.7% as part-time (Table 1). About 79.1% of respondents were teaching only face-to-face classes during the term, and only 2.6% were teaching exclusively online classes (Table 2). Information about respondents’ previous online experience is available in Appendix A.

Table 1. Spring 2020 Status

Spring 2020 Status	Count	Percent
Full-time	135	49.5%
Part-time	133	48.7%
Other (please specify)	5	1.8%
Total	273	100%

Table 2. Spring 2020 Class Delivery Mode

Delivery Modes	Count	Percent
Only face-to-face	216	79.1%
Face to face and online	44	16.1%
Only online	7	2.6%
Other	6	2.2%
Total	273	100%

Technology Challenges During Transition

Faculty who responded that they were teaching at least one face-to-face course during the term (Table 2), were asked a series of questions related to technology and accessibility issues they or their students may have encountered once these courses transitioned to a remote learning environment.

About 49% of faculty indicated that their discomfort or lack of familiarity with required technologies or applications was a barrier in their transition (Table 3). About 46% of respondents had difficulty finding adequate digital replacements for face-to-face collaboration tools.

The major issues faculty identified for their students were the ability to access and navigate the course content effectively. Specifically, 78.9% of respondents indicated that their students struggled with accessing reliable internet service, and 72.9% indicated that students struggled to access a reliable digital device. About 78% of respondents felt that students' showed discomfort or a lack of familiarity with required technologies or applications.

Table 3. Technological Issues for Faculty/Students

Technological Issues for Faculty/Students (N =266)	Faculty	Students
Access to a reliable digital device (e.g., laptop, mobile device)	12.0%	72.9%
Access to library resources	6.0%	19.9%
Access to other computer hardware (e.g. Printers, Scanners)	29.3%	53.4%
Access to reliable communication software/tools (e.g., Zoom, Skype, Google)	15.4%	56.4%
Access to reliable internet/service	17.7%	78.9%
Access to specialized software (e.g., Adobe products, statistical packages)	27.8%	41.4%
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	46.2%	35.7%
Adequate knowledge to effectively navigate Canvas	30.8%	59.0%
Discomfort or lack of familiarity with required technologies or applications	48.5%	78.2%
Other (please specify)	10.9%	10.2%

Faculty were given the option to select "other (please specify)" and specify their issues. A review of the open-ended comments indicated that the most common themes were related to issues with equipment; purchasing, using and setting them up (Table 4). In these comments, respondents indicated that they were required to purchase webcams, monitors, printers, scanners and upgraded WiFi service.

Table 4. Other Technological Issues for Faculty/Students

Themes	Count - 17
Equipment (purchasing)	3
Equipment (using/support)	3
Workload/health	3
Unrelated	3
Accessibility	2
Replacing face-to-face tools	2
Equipment (setting up/installing)	1

Faculty were then asked specifically about any accessibility issues they or their students encountered in the transition. About 44% of respondents indicated that they needed access to a note taker, and 40.6% needed access to American Sign Language (ASL) interpreters (Table 5). About 25% of respondents indicated that their students ran into issues regarding the availability of closed captioning tools.

Table 5. Accessibility Issues for Faculty/Students

Accessibility Issues for Faculty/Students (N =266)	Faculty	Students
Access to a note taker	43.6%	18.8%
Access to American Sign Language (ASL) interpreters	40.6%	11.3%
Access to assistive technology hardware or software	8.6%	4.5%
Accessibility of Canvas	36.1%	9.8%
Accessible tutoring	6.8%	15.4%
Availability of closed captioning tools	5.6%	24.8%
Availability of live captioning on video conferencing	7.1%	19.9%
Digital material in alternate formats, such as text enlargements, screen reader	27.8%	10.9%
Extra time on tests/quizzes	12.0%	13.5%
Integrating captioning into Zoom	11.7%	10.5%
Other (please specify)	11.3%	13.5%
Test proctoring	3.8%	3.8%

Those who selected “other (please specify)” were given the opportunity to specify their issue. Six themes were identified in these comments, with the most common among them being accessibility issues with software (Table 6). This included accessibility issues with Canvas, Labster and YouTube. Faculty were struggling to incorporate captioning into these products, both because of the required technical knowledge needed to include them, and the amount of time they required. Comments related to hardware issues related to students’ lack of access to webcams, printers, and scanners. In the comments, many faculty indicated that integrating accessibility functions in their courses took a significant amount of time.

Table 6. Other Accessibility Issues

Other Themes	Count - 15
Theme 1. Software Accessibility Issues	4
Theme 2. Lack of Hardware	3
Theme 3. Information/Training Required	3
Theme 4. Captioning Issues	2
Theme 5. Personal Obligations/Barriers	2
Theme 6. Workload	1

Course Design During Transition

The following section includes questions related to how well faculty were able to redesign their courses to a remote learning environment. Faculty who were teaching at least one face-to-face course during the spring term (Table 2), were asked how prepared they were to transition these classes to a remote environment. About 58% of respondents indicated that they were very well or somewhat prepared to transition, while 40.8% were somewhat unprepared or not at all prepared (Table 7).

Table 7. Prepared to Transition Face-to-Face Courses to Remote Environment

Preparedness Level	Count	Percent
Very well prepared	43	16.2%
Somewhat prepared	110	41.5%
Somewhat unprepared	50	18.9%
Not at all prepared	58	21.9%
Not applicable	4	1.5%
Total	265	100%

The most common concern related to the transition was diminished student learning, which was selected by 71.1% of respondents (Table 8). Respondents also indicated that they were concerned with not being able to communicate with students (41.4%), and security and privacy related to proctoring online exams.

Table 8. Concerns with Transition to Remote Learning Environment

Answer	Percent (N =256)
Diminished student learning	71.1%
Not being able to communicate with my students	41.4%
Security/privacy in proctoring online exams	38.3%
Evaluations (informal or formal) of my teaching effectiveness	31.6%
Other (please specify)	24.2%
Online privacy, protection of my personal data	20.3%
Online privacy, protection of student data	19.5%
Changes to grading structures (e.g., pass/fail, credit/no-credit)	19.1%
Impacts to tenure eligibility	7.4%

Of those who selected “other (please specify)”, the most common theme found in those response was related to student learning issues (Table 9). In particular, faculty indicated concern with students becoming disconnected from their courses and the college due to a preference for face-to-face learning, increased demands at home, and a lack of access to sufficient technology. As one respondent noted:

“When we are measuring learning this semester, we’re measuring many other things: time, socioeconomic level, childcare situation, course load, and even colleagues who have refused to accommodate students in the new paradigm.”

Respondents expressed concern with the effects the move will have on their support for students, the quality of the content provided, and their overall workload:

“I spend an extra hour daily answering email to address students’ needs. On top of that, grading online materials and technical issues have consumed all my time. I haven’t gotten a day off since we went online. My weekends are my work days as well.”

“Not being on campus or able to support students with questions or concerns outside of class, not being able to support student struggles with technology- Canvas crashing, Labster freezing, uploads not working, test images not loading.... it goes on and on.”

“I am concerned that Emergency Online Teaching will discourage students from our previously strong standard Distance Learning classes, which were pedagogically oriented and research-informed. The emergency transitions might mislead students to believe they don’t like DL courses, when in fact our previous DL courses were popular and strong.”

Table 9. Other Concerns with Transition to Remote Learning Environment

Theme 1. Student Learning Issues	Count - 32
Students Disengaging	20
Lack of Accessibility Support	5
Equipment Needs	4
Student Personal/Life Issues Interfering	2
Lack of Internet Access	1
Theme 2. Teaching Issues	Count - 21
Online Teaching Quality	9
Adaptability of Face-to-face Activities	5
Workload	4
Cheating	2
Lack of Support	1
Theme 3. Job Security	Count - 5
Theme 4. Mental Health	Count - 4

Faculty were then asked to identify the challenges they faced once they began adapting in-person course design and/or assignments to the remote environment. About 62% of respondents indicated that their personal preference for face-to-face learning was a challenge in adapting to the remote environment (Table 10). About 54% indicated that balancing teaching responsibilities with their home life was a challenge, and 47.2% indicated that their course lessons or activities did not translate well to the remote environment.

Table 10. Challenges to Adapting Course Design to Remote Environment

Challenges	Percent (N =254)
My personal preference is for face-to-face learning.	62.2%
Balancing teaching responsibilities with home life.	53.9%
Course lessons or activities haven't translated well to a remote environment.	47.2%
I am uncertain about how to best assess student learning in this environment.	40.9%
I have limited personal time or energy to effectively adapt.	36.2%
I have limited knowledge of options for online course delivery.	33.5%
I don't know how to convert F2F learning activities for online learning.	29.5%
I am not familiar or comfortable with online applications/tools.	26.0%
Other (please specify)	22.4%

The major themes identified in the responses for those who selected “other (please specify)”, while similar to options in Table 11, provided an opportunity for faculty to expand on their challenges. In comments faculty described how difficult it was to manage the extra workload

required to transition their courses, the issues with childcare they faced, and the difficulty in providing the same quality of instruction:

“Converting a 16 week face-to-face to DL when I have taught it only as an 8-week DL made things complicated. Everything is being redone in some way, even for classes that I have taught DL before.”

“Child care and schooling. I don't have it. How can I manage the increased workload associated with conversion to online, my child's schooling, my child's care, and everything else. I guess that all goes under balancing teaching responsibilities with home life, but I want you to know how serious of a problem it is. I CAN'T DO IT ALL!”

“Not enough acknowledgement has been made of instructors and students who are suddenly put in the position to fully homeschool small children for 8 hours a day and then teach/take a full load or courses. There has been no webinars on this topic, no support/assist tips, to support groups that I have been aware of, nothing that would indicate an understanding of the complexities this particular subject matter has impacted our community.”

“Adapting labs to online is really tough. Teaching online has added about 20 hours a week to my work load.”

“Finding a way to replicate solving math problems on a whiteboard was extremely challenging. Using a mouse to write with a cursor is not effective.”

“The time it takes to make everything accessible is a major challenge. It would help to have extra assistance or compensation for time to meet accessibility requirements.”

Table 11. Other Challenges to Adapting Course Design to Remote Environment

Theme 1. Increased Responsibilities	Count - 19
Increased Teaching Workload	15
Lack of Childcare	3
Mental Health	1
Theme 2. Quality of Teaching/Lessons	Count - 17
Lack of Face-to-Face Equipment	7
Quality/Effectiveness of Assessments	6
Quality/Effectiveness of Adapted Face-to-Face Lessons	4
Theme 3. Students' Issues	Count - 13
Decreased Student Engagement	6
Decreased Student Learning	5
Lack of Student Support	1
Students' Lack of Technology	1
Theme 4. Technology	Count - 5
Lack of Accessibility Tools	2
Issues with Connectivity	1
Lack of Sufficient Hardware	1
Lack of Sufficient Tech Support	1
Theme 5. Inadequate Support from College	Count - 3

Faculty were then asked to evaluate their level of satisfaction with various aspects of the courses they transitioned. Respondents indicated higher levels of satisfaction with course materials (75.7%), and the level of rigor of their courses (67.4%) (Table 12). On the other hand, respondents indicated lower levels of satisfaction to items related to student engagement. This included only 37.6% of respondents satisfied with the level of interaction among their students, 37.1% satisfaction with their students' responsiveness to online learning, and 34.4% satisfaction with their students' availability.

Table 12. Satisfaction with Aspects of Transitioned Courses

	Very/Somewhat Satisfied	Neither	Very/Somewhat Dissatisfied
The course materials being utilized (N =273)	75.7%	12.9%	11.4%
The level of rigor of your courses (N =271)	67.4%	15.5%	17.1%
The level of communication with your students (N =272)	53.0%	15.0%	32.0%
The supplemental online support offered to students by Mt. SAC (N =269)	52.2%	27.9%	19.8%
The level of interaction among students in your classes (N =272)	37.6%	10.6%	51.7%
Your students' responsiveness to online learning (N =270)	37.1%	23.6%	39.4%
Your students' availability (N =269)	34.4%	33.2%	32.4%

Faculty were asked in a separate question about the frequency of their office hours; about 49% of respondents indicated they held office hours as frequently as before the transition, and 31.7% indicated they held them more frequently (N =261).

Finally, faculty were asked if they had been able to integrate any Equity-minded teaching practices into their transitioned courses. A review of the open-ended responses indicated that many faculty had integrated various activities to engage with students directly, either in the course itself, or by reaching out to students individually outside of the virtual classroom (Table 13). Other common strategies included flexibility with deadlines and engaging in culturally diverse and relevant discussions.

Table 13. Equity Minded Teaching Strategies Used

Equity Minded Teaching Strategies	Count - 52
Theme 1. Direct student engagement	24
Theme 2. Flexibility	9
Theme 3. Diverse/cultural discussions/examples	6
Theme 4. Accessibility	5
Theme 5. Availability and responsiveness	3
Theme 6. Equitized syllabus/rubrics	3
Theme 7. Highlighting student support resources	2

Student Learning in Remote Environment

Following questions on course design, the survey focused on how students were interacting and learning in the remote environment. The first question in this section provided a list of common learning issues, and asked faculty to identify the learning issues they had seen their students struggle with since the transition. About 73% of respondents felt that students' personal preference for face-to-face learning was a learning issue they encountered (Table 14). This was followed by students' inability to complete course assignments in a timely matter (69.8%) and students' personal motivation and/or desire to complete coursework (64.6%).

Table 14. Student Learning Issues Since Transition

Issues	Percent (N =268)
Personal preference for face-to-face learning	72.8%
Completing course assignments in a timely manner	69.8%
Personal motivation/desire to complete coursework	64.6%
Difficulty focusing or paying attention to remote instruction or activities	54.9%
Finding time to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	46.6%
Expectations around course/assignment requirements	46.3%
Course lessons or activities that haven't translated well to a remote environment	45.1%
Competing class meetings and schedules	25.7%
Other (please specify)	17.5%

Of the data provide by those who selected "other (please specify)", eight themes were identified (Table 15). The most common themes found included comments from faculty who felt that students were unprepared for online learning, and comments related to the increase in non-school related responsibilities.

Some comments provided included the following:

"The pandemic was disruptive to some of my students in various ways. Some had to begin working. Some had family members that contracted COVID-19 and were placed on a ventilator. Some had to stop working because they did not want to bring the virus home to elderly relatives."

"Time management due to child care and trying to find work. Lack of familiarity with study strategies, which I teach and model in the classroom. Insufficient reading proficiency; online learning involves more reading than [face-to-face]"

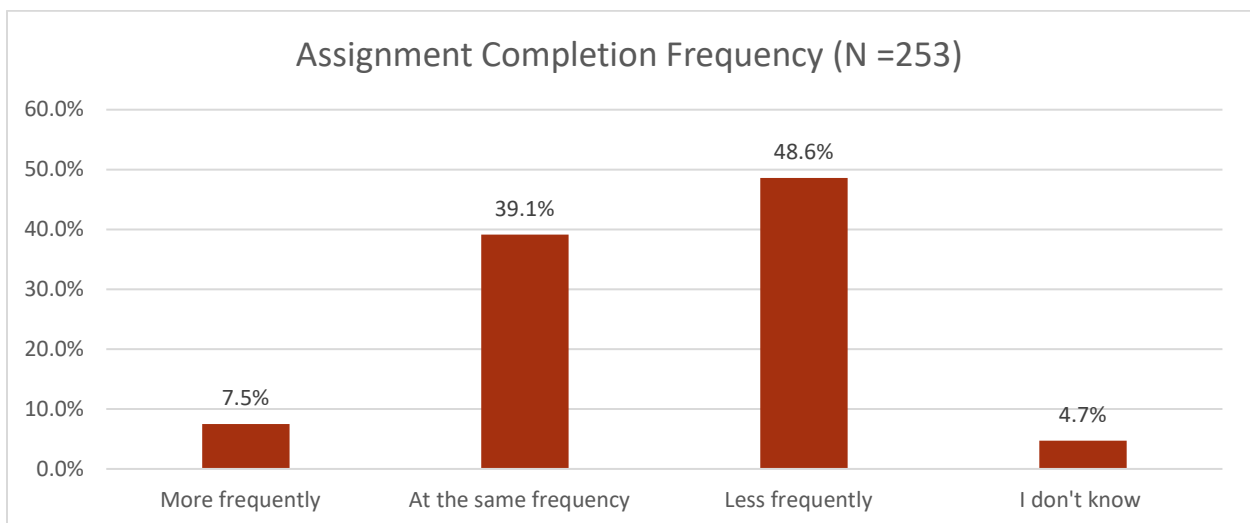
"My students thrive in shared community. My classes are over 3 hours long [face-to-face]. The hardest transition is being unable to be with other students for feedback and community. Nothing to really be done about this because it is the nature of my class."

Table 15. Other Student Learning Issues

Other Student Learning Issues	Count - 43
Theme 1. Students Unprepared for Online Learning	12
Theme 2. Increase in Non-School Related Responsibilities	11
Theme 3. Issues with Technology	7
Theme 4. Mental Health Issues	4
Theme 5. Financial Constraints	3
Theme 6. Students Disconnected/Disappear	3
Theme 7. Mt SAC Support/Messaging is Lacking	2
Theme 8. Inadequate/Unavailable Replacements for Face to Face Equipment	1

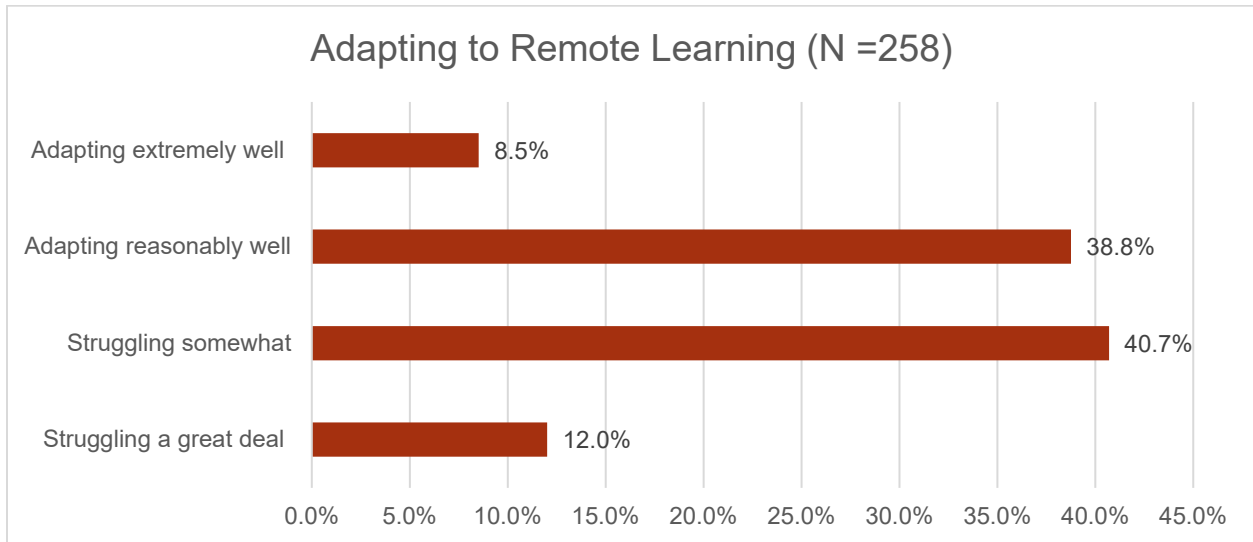
Faculty were then asked how frequently were their students completing their assignments following the changes to the learning experience as a result of the COVID-19 pandemic. About 49% of respondents indicated that students were completing assignments less frequently than before COVID-19 (Figure 1). Conversely, about 47% indicated that students were completing assignments as frequently (39.1%) or more frequently (7.5%) than before the transition.

Figure 1. Change in Frequency of Assignment Completion Since Transition



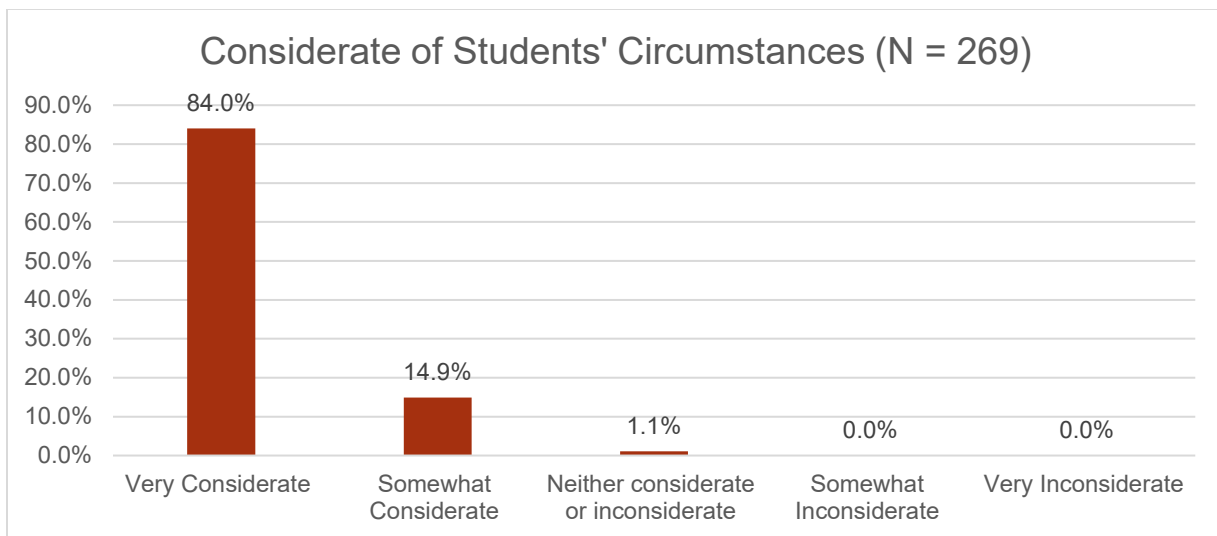
Faculty were asked to evaluate, based on their experiences and observations, how well their students were adapting to learning in a remote environment. About 47% of respondents indicated that students were adapting extremely well (8.5%) or reasonably well (38.8%) (Figure 2). Conversely, about 53% indicated students were struggling somewhat (40.7%) or a great deal (12.0%).

Figure 2. How Well Students Are Adapting to Remote Learning



Finally, faculty were asked to evaluate how considerate they were being of students' circumstances during this time period. About 99% of faculty indicated that they were either very considerate (84.0%) or somewhat considerate (14.9%) of students' circumstances (Figure 3).

Figure 3. How Considerate Faculty Are of Students' Circumstances



Workload

After sections focusing on the virtual classroom and student learning, the survey shifted to how well faculty were managing their workloads in the face of the COVID-19 pandemic and the shift to remote teaching.

The first question in this section prompted faculty to evaluate how well they were able to keep a regular schedule in order to complete course preparation, teaching, grading, and communication with students in a timely manner. Respondents indicated that keeping a regular schedule had not been an issue, as 48.7% marked extremely well or very well, and only 9.7% of respondents marked not well at all (Table 16).

Table 16. Ability to Maintain Regular Schedule to Complete Teaching Duties

Ability to Maintain Regular Schedule	Count	Percent
Extremely well	64	23.8%
Very well	67	24.9%
Moderately well	87	32.3%
Slightly well	25	9.3%
Not well at all	26	9.7%
Total	269	100%

Faculty were then asked to further evaluate their workload by assessing whether common tasks were taking more or less time to complete in the remote environment. In this aspect, respondents indicated that for most of the tasks listed, they were required to spend more time in order to complete them (Table 17). Most commonly, respondents indicated they were spending more time tailoring instruction (82.4%), preparing lectures (76.6%), preparing assignments (75.4%), and monitoring student progress (60.1%). About half of the respondents, 49.4%, indicated that exams and testing were taking more time, and about 41% indicated office hours were taking more time.

Table 17. Time Required To Complete Teaching Tasks Since Transition

Task	More	Same	Less
Tailoring instruction (N =261)	82.4%	16.5%	1.1%
Lecture preparation (N =265)	76.6%	21.1%	2.3%
Preparing assignments (N =264)	75.4%	23.5%	1.1%
Monitoring student progress (N =263)	60.1%	34.2%	5.7%
Assessing student learning (N =264)	58.0%	35.2%	6.8%
Grading (N =264)	54.2%	39.0%	6.8%
Delivering lectures (N =262)	53.8%	34.7%	11.5%
Exams and testing (N =259)	49.4%	44.4%	6.2%
Office hours (N =261)	41.4%	52.5%	6.1%

In order to evaluate the pressure faculty were under to complete all their work responsibilities, respondents were given five statements and asked to identify how often they reflected their feelings since the college began responding to COVID-19.

About 91% of respondents indicated that they often or sometimes had too many things to do (Table 18). About 85% often or sometimes felt under pressure from deadlines, and a similar number often or sometimes felt they were in a hurry. Faculty indicated that they were less likely to feel that they were not on top of things (67.5%) or that they could not overcome the difficulties that were piling up (56.3%).

Table 18. Feelings Related to Workload/Responsibilities

	Often	Sometimes	Neutral	Never
Had too many things to do (N =254)	70.7%	20.4%	5.9%	3.0%
Felt under pressure from deadlines (N =245)	64.1%	20.4%	9.3%	6.3%
Felt you were in a hurry (N =242)	63.7%	20.7%	10.4%	5.2%
Had too many worries (N =235)	49.4%	21.0%	13.3%	16.2%
Felt that you were not on top of things (N =236)	45.4%	22.1%	12.9%	19.6%
Felt difficulties were piling up so high that you could not overcome them (N =224)	41.1%	15.2%	17.0%	26.7%

Personal Health

Similar to the previous section on workload issues, the following section focuses on questions related to faculty's personal experiences, and how various issues were affecting their ability to teach.

Faculty were given a list of common issues many have faced during the COVID-19 pandemic, and asked to identify which ones were affecting their ability to teach effectively. From the list provided (Table 19), about half of the respondents indicated that social isolation (51.6%) and mental health (51.0%) were issues that were affecting their ability to teach. About 36% selected the "other (please specify)" option.

Table 19. Issues Affecting Ability to Teach

Issues Affecting Ability to Teach	Percent (N =192)
Social isolation	51.6%
Mental health	51.0%
Other (please specify)	35.9%
Physical health	32.3%
Personal safety	22.9%
Financial impacts	21.9%
Employment status	19.8%
Food shortages	6.3%
Housing instability	5.2%

The “other (please specify)” responses provided were evaluated and grouped into four major themes (Table 20). The most common of which was “Responsibilities at home”, which included childcare. As many respondents noted, school and daycare closures meant that children were required to stay home. This created a burden for parents who had to balance their work duties with their children’s needs.

The other common overarching themes related to the additional work required to transition to online teaching, managing and worrying about their health, and a few comments indicating a lack of support from the college.

One respondent summarized most of these themes in their response:

“I’ve felt stressed, overwhelmed, anxious, at times depressed, in need of more physical exercise which has been on hold because I’ve spent so much time on the computer. I’ve neglected my personal life to try to meet the needs of my students, classes. I don’t feel it’s been balanced at all. The demands of transitioning abruptly was harsh. I was determined to recreate an uplifting learning environment because that is what I strive to do in person. Doing so online abruptly was challenging because I had to prep while teaching in a new mode.”

Table 20. Other Issues Affecting Ability to Teach

Theme 1. Responsibilities at Home	Count - 27
Lack of Childcare	22
Other Personal Responsibilities	5
Theme 2. Transitioning to Online Teaching	Count - 22
Workload	10
Technology	8
Adapting Face to Face Tools/Labs	3
Accessibility	1
Theme 3. Managing Health	Count - 6
Mental Health	4
Physical Health	2
Theme 4. Mt. SAC Response	Count - 4
Lack of Senior Leadership Support	3
Lack of Job Security	1

Expanding on issues that affected teaching during the term, faculty were asked to evaluate how often they worried about issues caused by the COVID-19 pandemic. About two-thirds of respondents indicated that they worried often about the health and well-being of their friends, family and students (Table 21). About 52% of respondents indicated that they worried often about Mt. SAC’s future, and about 48% worried often about doing their job effectively despite all the changes in their work environment.

In a separate question, faculty were asked to evaluate how much they were worried about the spread of COVID-19, and about 97% ($N = 268$) of respondents indicated that they worried at least a little about its spread.

Table 21. Frequency of Worries Related to COVID-19

	Often	Neutral	Never
The health and well-being of your friends and family (N =273)	67.4%	6.6%	4.8%
The health and well-being of your students (N =272)	63.2%	7.0%	3.3%
What the future holds for Mt. SAC (N =271)	52.0%	10.3%	8.1%
Doing your job effectively despite the changes in your work environment (N =272)	47.4%	6.6%	15.4%
Your health and well-being (N =270)	45.6%	12.6%	8.1%
A family member losing their job (N =270)	35.9%	20.7%	21.1%
Losing your job (N =270)	31.9%	15.2%	32.2%
The health and well-being of your colleagues (N =272)	30.9%	17.3%	11.4%
Having access to health care for you and/or your family (N =271)	28.8%	18.8%	33.9%
Paying your bills (N =270)	23.7%	15.6%	36.3%
Losing connections with your colleagues at Mt. SAC (N =273)	23.1%	20.1%	26.4%
Feeling pressure to come to your place of work (N =271)	13.3%	19.2%	57.2%

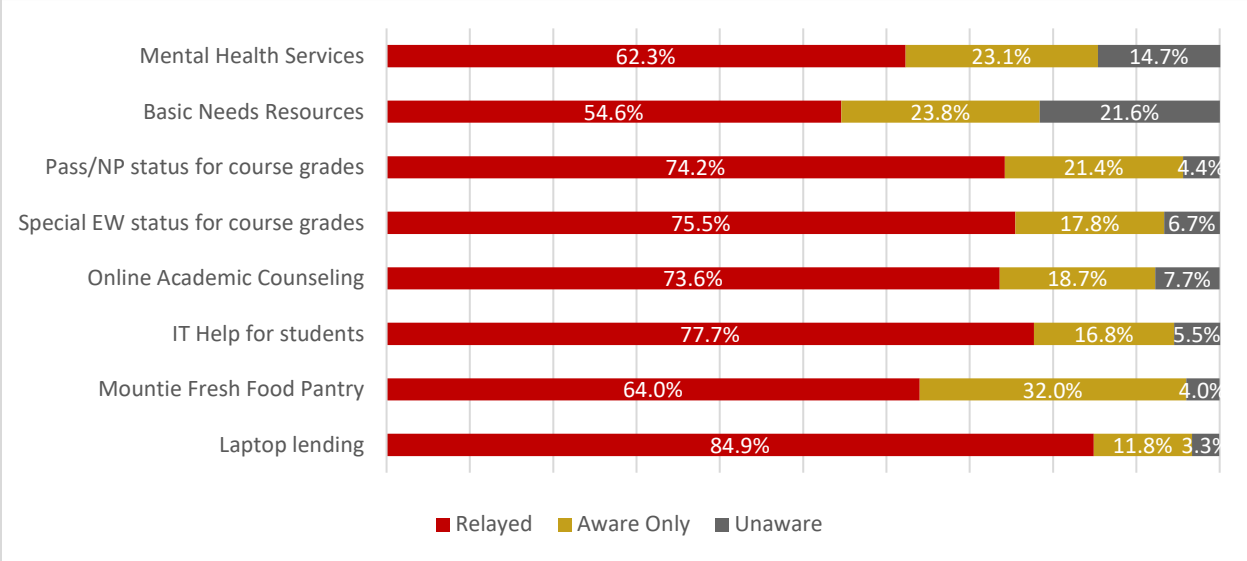
Student Resources

In response to the pandemic and changes to teaching and learning, the college began messaging students about programs and policies that would support students during this time. Faculty were given a series of questions related to some of these resources, in order to evaluate their awareness, and whether they were able to share these resources to their students.

Figure 4 on the next page contains the different resources evaluated, and the percentage of faculty who indicated that they were either aware of the resource, relayed information about the resources to their students, or were unaware. About 85% of respondents relayed information about the Laptop Lending program, which provided students with laptops to complete their online courses, with another 12% aware of the program. Between 73%-78% of faculty relayed information about IT Help, Excused Withdrawal (EW) and Pass/No Pass course grading options, and online academic counseling. Conversely, only 54.6% of respondents relayed information about the college's Mountie Fresh Basic Needs Resources, which provides food resources, housing referrals and case management support to students.

In separate questions, a large majority of respondents indicated that they were comfortable sharing information about these resources with their students, and were satisfied with how the college was messaging students about them. Appendix B contains the data tables with the results.

Figure 4. Faculty Awareness of COVID-19 Student Resources



In an open-ended question faculty were asked for suggestions they have about how Mt. SAC could better support their students' remote learning needs during the COVID-19 pandemic.

From the 117 responses submitted for this question (excluding those who marked none or N/A), five over-arching themes were identified, including 11 subcategories within those themes (Table 22). The most common suggestions revolved around technology, in particular the need to provide students hardware and software, offer training, and address issues with accessibility.

Some comments related to this theme include the following:

"We need more laptops for lending out. Maybe students can come in to computer labs - with physical distancing and testing of students daily."

"Far too many of my students are working from phones, which are not adequate for real online learning. They could benefit from loaned tablets or something like that. Also, some of them don't have Wi-Fi at home, so Wi-Fi hotspots. And for the kids working on phones, some help with data plans. That's a LOT to do... but our kids are so under-privileged."

The second most common theme revolved around communication, specifically the need to improve the quality of the campus-wide announcements, and targeting communication directly to students who disconnected or left the college.

Some respondents provided explanations about these suggestions:

"Whether through more staff or better information, I truly believe Mt.SAC must spend more time taking the onus of getting students on board with online instruction out of the hands of overworked faculty. We can change pedagogy, we can work overtime to make sure their instructional needs are taken care of, but we can't be tasked with keeping them "in the fold," so to speak."

“Maybe have routine check-ins with those students faculty tagged as not responding and making the instructor aware of whether the student has been reached.”

“More individualized contact - many students rely on the in-person interactions of our campus, and those are just missing. Maybe offer the chance to form small affinity groups that meet regularly?”

The third theme included comments that addressed the need to provide additional academic support for students specific to the current environment, including training on online learning, online tutoring, and the possibility of providing some in-person support.

Some representative comments within this theme include the following:

“Students need some support and training in terms of managing their own time and holding themselves accountable in this new remote learning time period. This semester, obviously, many students were forced into online classes without deliberately signing up for them, but even moving forward, students need some training as to how to handle the remote learning environment so they feel more confident about it.”

“If one of the labs, maybe in the LTC could be re-opened when things are able to be, for students who are appropriately masked and distanced to come study. So many of our students have no good place or time at home where they can do work.”

Table 22. Suggestions for Supporting Student Learning

Technology	Count - 48
Provide Hardware (Laptops, Printers/Scanners, MiFi, etc.)	30
Training	11
Provide software	4
Address accessibility	3
Communication	Count - 35
Improve campus-wide announcements	25
Contact disconnected students directly	10
Student Support	Count - 33
Increase resources available	18
Provide in-person support when possible	9
Increase tutoring	3
Faculty flexibility	2
Address childcare	1
Faculty Training	Count - 4
Other/Unrelated	Count - 10

Mt. SAC Response

Faculty were asked to evaluate their level of agreement with a series of statements related to the way Mt. SAC responded to the crisis, including the ways in which they have communicated information to faculty.

Faculty showed the strongest levels of agreement, (67.9%), to the statement regarding knowing who to contact if they have questions about changes in response to COVID-19 (Table 23). About 59% of respondents agreed with that senior leadership at the college has done a good job protecting faculty from its health consequences, and a similar amount agreed that they have done a good job helping faculty adapt to the changes at the institution.

Table 23. Leadership Response

Statements	Strongly/ Somewhat Agree	Neither	Strongly/ Somewhat Disagree
I know who to contact if I have questions about changes in response to the COVID-19 situation (N =271)	67.9%	11.1%	21.0%
Overall, senior leadership at Mt. SAC has done a good job protecting faculty from the negative health consequences of COVID-19 (N =272)	58.5%	13.2%	28.3%
Overall, senior leadership at Mt. SAC had done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19 (N =272)	58.1%	14.3%	27.6%
Overall, senior leadership at Mt. SAC has shown care and concern for faculty as they respond to the spread of COVID-19 (N =271)	54.2%	17.7%	28.0%
Overall, senior leadership at Mt. SAC has helped faculty understand the priorities and direction in their work given changes at the institutions brought on by the spread of COVID-19 (N =271)	51.3%	17.7%	31.0%

Future Professional Development Topics

In an open-ended question, faculty were asked what additional topics they thought should be covered in future faculty trainings related to transitioning courses to an online environment. There were 92 comments collected, including 24 that did not address the question. The 68 comments that addressed the question were analyzed and 86 topics were organized into the ten themes in Table 24.

The most common theme identified included training topics related to online student engagement; how to engage students who do not typically learn online, how to create community in the online environment, and how to effectively evaluate student learning in this modality.

Specifically, some representative examples from faculty include:

“There needs to be more trainings on pedagogy: how people learn, how to structure effective learning sequences. It doesn't help to port ineffective classes online, try to capitalize on this situation to improve teaching in general.”

“How to engage students that lack motivation to complete an online course/ how to help students that claim online courses "aren't their strong suit"”

“Training on how to create interactive or engaging class activities and assignments in an online format. Students request group work, but then have difficulty collaborating due to schedules and other responsibilities. It's difficult to assess each student's contribution.”

“Equity in student assessment (all I know to do is give more time in Canvas assessments - I don't know how to adapt the technology to do ANYTHING else)”

“For those of us who have never taught online, guidance as to how much time should be spent doing live lectures, how much time for assignment grading, how much time for personal help etc. so that we can manage it all in the allotted 3 hours per class. Suggestions and tips would have been extremely helpful.”

The second most common theme or topic identified related to integrating accessibility tools. Some faculty respondents had questions or issues adding captioning to videos or lectures, and were unsure of the easiest methods, the best tools, or the minimum requirements.

For example, one respondent explained:

“Give clear directives with regard to captioning (live-streaming and class materials) - what is acceptable under the pandemic and what resources available to meet the requirements. Does Mt. SAC have the manpower and resources to process our captioning requests when the college requests faculty to prepare materials?”

Other common topics/themes that emerged from the comments included suggestions to help faculty manage the increased workload and the effects it has had on their personal and mental health, how to do effective online assessments, and technical topics such as navigating Canvas, integrating online software, and video editing.

Table 24. Topics for Future Professional Development Workshops

Topics/Themes	Count - 86
Online Student Engagement and Best Practices	28
Integrating Accessibility Tools	14
Personal/Mental Health Tips and Tools	12
Effective Online Assessments	10
Navigating Canvas	9
Equity in Online Environments	5
Online Software (Non-Canvas)	3
Video Editing	2
Online Labs	2
Information about Student Support Resources	1

What Support is Still Needed and What Has Gone the Best

The final questions in the survey were open ended prompts asking faculty to provide suggestions about what the college could do to better to support their remote teaching needs, and what, in general, has gone the best during this time.

In regards to the types of support faculty still need, 109 responses that addressed the question were analyzed and grouped into themes (Table 25). The most common theme that emerged from the comments were suggestions regarding communications from the college to the community. Faculty indicated that they appreciated clear and consistent messaging on policies and procedures.

For example, some respondents explained:

“Waiting on my department to clarify policies and deadlines has been frustrating at times. Inevitably there have been mixed messages on policies and procedures, and there has been some miscommunication about this as well.”

“More clarity on the changes to deadlines such as drop with full refund, dates such as “last day of instruction”. On the latter I could not find on the academic calendar or anywhere else the actual “last day of instruction”. It would be extremely helpful to have a consolidated single place where information could be found, e.g. various emails from the academic senate, faculty association, and office of instruction.”

Other respondents indicated that they would appreciate communication about the future of the college, including budget issues, and the effects on adjunct faculty positions.

One respondent explained:

“I would like to say though that a lot of our concerns as professors could be better addressed from senior administration letting us know what the thought process is regarding future budgeting. Even if they don't know anything for certain at this point, that information would be helpful, too.”

The second most common theme included suggestions regarding trainings. While respondents echoed comments found in the training section of the survey, some provided more specific suggestions about their delivery:

“Shorter trainings. The training sessions offered on the Faculty Center for Learning Technology are ridiculously long. I can't sit and watch a video that's 3 hours long. Condense it. Break it down into bite-size chunks.”

“Many of the POD classes are taught with the assumption of functional knowledge of Canvas and that is not always true. Need to work from more basic to advanced information.”

“I need to know system minimums for students to take courses online. I've learned that Canvas works best in Chrome. Images will not load in tests unless you're in Chrome. But to use some of my external software, it is best in Firefox, and OK in Chrome. Nothing is well supported in Safari. etc. And some students have space limitations, data limitations, slow load times, etc. I really did not know any of this until starting.”

“I wish it were possible to have more one-on-one interaction with faculty experienced in the art of online teaching. I would like someone to [take] the TIME to look at my Canvas presence and usage and suggest solutions to all the things that I must be doing incorrectly.”

“Accept training/certification from other schools for becoming DE certified. I have spent a LOT of time doing certifications for more than 1 community college. Duplicating efforts.”

Following suggestions for providing technology and supplies to faculty, the fourth most common theme regarded suggestions that the college address workload issues.

“I'm just overwhelmed with the amount of work I have. It's like starting all over again. I teach at another school, too, to make ends meet so I am teaching 7 classes between the two schools. Usually this is not so much a problem because I have the prep done for them however, I had to create videos for each of my lectures that I can usually give off the top of my head. I had to plan the implementation of so many in class activities to the new online format. I've had to deal with students with their tech issues. I am trying to make sure that my students feel they are still getting the best education possible but I am working 8 - 14 hour days to do it and that includes Saturday's and/or Sunday's. This is not sustainable”

“Yes, my mental health has taken a serious hit, but I don't need a recorded Zoom training to help me manage. I NEED child care, and a way to manage my workload. I am a part time worker by choice. I wanted to work part time so that I can spend time with my daughter, who has special needs. But I'm now spending 40 hours a week on my classes (I'm only being paid for 6 LHE).”

“Mt. SAC can better support my needs by scaling my workload to manageable proportions.”

Table 25. Suggestions for Faculty Support

Faculty Support	Count of Themes
Frequent and Informative Communication	27
Online Teaching Training	28
Provide Technology (Software, Laptops, Printers, Scanners etc.)	21
Address Workload Issues	16
Increased Accessibility Support	10
Supportive/Communicative Leadership	5
Assessment Support	3
Childcare Support	2
Address Physical/Mental Health Issues	2
Maintain Course Offerings	1
Lab Support	1
Increased Tutoring	1

Finally, in regards to what has gone the best in these times, faculty provided 148 responses that addressed the question. From those responses, 11 general themes were identified (Table 26). The most common themes that emerged from the comments were appreciations of the efforts made by students, the opportunities faculty had to engage with them, and appreciations for the efforts of other faculty and staff at the college.

Some notable comments include:

“Students and faculty have shown remarkable versatility and adaptation in the crisis. Our Manufacturing students have cooperated and formed a COVID response team that has made over 350 3d printed face shields to be used in local hospitals.”

“Seeing Equity programs create opportunities for online community building for students. Seeing the campus ramp up support such as the Food Pantry, Sodexo meals, laptop and MiFi loans. It’s strange to feel separated by self-isolation and so connected by technology. It’s very touching to Zoom with folks from home and see a little glimpse of their home spaces, to see people’s kids and pets and partners on Zoom. In a way it makes me feel more connected to folks than before.”

“I’ve been teaching at Mt. SAC for 23 years and I believe that this semester might have been my best. Many students have communicated to me that they really appreciated the time I invested creating online lessons, lectures, discussions, quizzes and assignments, my flexibility and understanding, and commitment to their success.”

“The age of the “coddling of college students” is over as today’s student seem to be more resilient in the face of adversity and more open to hear new ideas and exchange opinions.”

“I’ve connected more with my colleagues both personally and professionally than ever before, and learned more about online teaching through our collaboration than I would’ve ever guessed 3 months ago.”

“The sense of comradery at every level as we pulled together to support our students. I am in awe of my colleagues in IT, Health Services, Counseling, ACCESS, the Equity Center, and the Library, and grateful to the deans, VPs, Senate, FA and President for their expressions and actions of support.”

“Connecting with so many more folks from across campus through zoom meetings. I’ve had the opportunity to get to know more people than ever before and I hope we can build on this for future collaborations. Our department meetings are now often attended by adjunct faculty which rarely happened before. We should continue to offer zoom attendance even after returning back to campus.”

“My peers in the English department have really reached out to each other, supported, nurtured, and helped each other. We check in with each other on social media platforms, too. It’s a truly great department and I am very proud to be part of it. We have shared out knowledge with each other. Those of us who have always navigated online have helped those who haven’t. I added other professors to my sites so that they could observe at their leisure.”

There were 21 references to how administrators have helped faculty during this time. Some examples include the following:

“The constant communication from department chairs and other administrators and support staff has been excellent. Any questions I’ve had were promptly answered, and group emails have allowed us to share practices and ideas. This could have been a disaster, but I am beyond impressed that in a matter of a few days, our entire face-to-face campus (and the tens of thousands who work and attend here) transitioned almost seamlessly to online learning. I’m grateful to be employed and working and still finding ways to make it enjoyable for my students.”

“My supervisors... have done their best to be supportive. They respond quickly to emails and try to update us on changes when those occur.”

Respondents also described their appreciation for the experience and subsequent professional growth that emerged from teaching online. Many respondents explained how the ability to work remotely allowed them to stay healthy, connect and support their family, and even saved them hours in commuting. Finally, some faculty indicated appreciation for the technology and trainings that they have received from the college during this time.

Table 26. What Has Gone Best

Themes	Count - 178
Students/Engagement with Faculty + Staff	47
Administration support	45
Online Learning	21
Personal growth/benefits	17
Trainings Available	17
Technology	10
Job Security	4
Mt. SAC Resources	3
Nothing Has Gone Well	5
Other/Unrelated	8
	2

Opportunities for Improvement

A review of the data collected from the *Covid-19 Faculty Survey* indicated that many faculty were struggling with their workload and teaching in an online environment. These experiences were compounded by students struggling with similar issues.

These results present the following opportunities for Mt. SAC as it continues to support faculty and students during the COVID-19 pandemic and the move to a mostly remote learning environment:

Opportunity #1: Support faculty in creating engaging online learning environments

Many faculty respondents preferred face-to-face teaching, and indicated that participation and interaction in the virtual classroom was lacking. As such, providing faculty with tools and training to provide an engaging online environment that includes significant student-to-student interaction is key. Additionally, the increased personal demands on many faculty, particularly those with school-age children, mean that training options, technical support, and other duties may need to be offered outside of traditional business hours.

Opportunity #2: Provide faculty with increased support regarding specialized student resources and services during this crisis.

While vast majorities of faculty were aware of resources available to students, many were unable to spend time to communicate about them to their students. As the health and economic effects of the COVID-19 pandemic continue into the fall term, it will be important for the college to provide faculty, who are the only point-of-contact for many students, with easy to share information about resources available to students.

Opportunity #3: Provide guidance and support for creating accessible online learning environments.

Historically, a common issue with online learning has been the additional work required to create accessible online learning environments. Results from the survey indicated that many faculty struggled to use closed captioning in their lessons due to inexperience with accessibility software, unclear expectations and requirements, and a lack of sufficient time to adapt. Establishing best practices, guidelines, and continued technical support will be key in the subsequent terms.

Appendix A: Faculty Online Teaching Experience

Table A1. Respondents' Experience with Online Teaching

Previous Online Teaching Experience	Count	Percent
Yes	89	32.7%
No	183	67.3%
Total	272	100.0%

Table A2. Length of Online Teaching Experience

Online Teaching Experience	Count	Percent
Less than 2 years	32	36.0%
2 to 5 years	26	29.2%
6 to 10 years	13	14.6%
More than 10 years	18	20.2%
Total	89	100.0%

Table A3. Previous Canvas Experience

Previous Canvas Experience	Count	Percent
Yes	115	62.8%
No	68	37.2%
Total	183	100.0%

Appendix B: Student Resources Additional Questions

Table B1. Comfort With Sharing Information About Student COVID-19 Resources

Answer	Count	Percent
Extremely comfortable	192	72.2%
Somewhat comfortable	40	15.0%
Neither comfortable nor uncomfortable	24	9.0%
Somewhat uncomfortable	8	3.0%
Extremely uncomfortable	2	0.8%
Total	266	100%

Table B2. Satisfaction With College's Messaging About Student COVID-19 Resources

Answer	Count	Percent
Extremely satisfied	124	45.6%
Somewhat satisfied	89	32.7%
Neither satisfied nor dissatisfied	41	15.1%
Somewhat dissatisfied	13	4.8%
Extremely dissatisfied	5	1.8%
Total	272	100%

Appendix C: Connection With College

In order to assess some of the effects of working remotely, the survey included questions related to how connected faculty felt to the college, and how often they were able to communicate with different members of the campus community.

About 82% of respondents indicated that they felt at least moderately connected to the college while the campus was closed (Table C1). About 10% indicated they felt only slightly connected, and 7.5% indicated they were not well connected.

Table C1. Connection to the College During Remote Teaching

Answer	Count	Percent
Extremely connected	57	21.4%
Very well connected	81	30.5%
Moderately connected	81	30.5%
Slightly connected	27	10.2%
Not well connected	20	7.5%
Total	266	100%

Faculty were also given a list of different types of college community members, and asked to evaluate how often they communicated with them during the week. A majority of faculty communicated either every day or 2-3 times a week with their students and other faculty (Table C2). Respondents indicated that they communicated less often with librarians, tutors and administrators.

Table C2. Communication with Other College Community Members

Question	Everyday	2-3 times a week	Once a week	Other
Other Faculty (N =270)	10.4%	29.3%	34.4%	25.9%
Students (N =268)	33.2%	46.3%	16.8%	3.7%
Counselors (N =232)	4.3%	5.6%	6.5%	83.6%
Administrators (N =245)	2.9%	9.8%	24.9%	62.4%
Librarians (N =231)	0.4%	1.7%	3.9%	93.9%
Tutors (N =230)	2.6%	7.4%	5.2%	84.8%
Other college staff (N =240)	4.2%	9.6%	26.3%	60.0%