



## Covid-19: Survey

In the last week of the Spring 2020 semester, UHCC administered a survey among faculty and students across all campuses about the transition to online teaching during the Covid-19.

### I. STUDENTS

174 students participated.

Quotes:

- “Be prepared for anything, the virus really showed that Honolulu Community College is prepared to continue the education of its students.”
- “My instructors adapted very well and provided great instruction. I experience no decrease in the level of instruction from my instructors.”

Since the Spring Break transition in classes, how **challenging** have the following factors been for you to continue your education?

- Collaborating with other students (64%, 111)
- Having space to study (57%, 100)
- Non-school issues, such as housing, food, childcare and healthcare (54%, 95)
- Communicating with instructors (46%, 80)
- Using library resources (44%, 77)
- Having reliable internet connection for schoolwork (40%, 69)
- Using tutoring services (39%, 68)
- Having access to computer, laptop, or tablet for schoolwork (25%, 43)
- Using Laulima (21%, 36)
- Accessing disabilities services (17%, 30)

Since Spring Break, how **difficult** has it been for you to access services from the college in each of the following areas?

- Academic advising services (31%, 54)
- Student activities (28%, 48)
- Financial aid services (26%, 45)
- Business office, e.g., payment counter (26%, 45)
- Career services (20%, 35)
- Internships, practicum placements or clinicals (19%, 33)
- Mental health services (15%, 27)

Please answer these questions for your courses that were converted to an online or remote teaching delivery mode after Spring Break. (**agree**)

- My instructors have used technology effectively to keep me engaged. (70%, 122)
- My instructors have been responsive and available to answer my questions. (79%, 137)
- I have been able to learn effectively despite the sudden transition to online learning. (52%, 90)
- This college has done a good job of helping me to continue my education despite the changes in instruction that have happened because of the COVID-19 pandemic. (70%, 122)



**What is the most important thing that the college could do to help you be successful in classes which are offered online or remotely?**

**Connect:**

- Create a sense of community among students
- “Check up on us from time to time”
- Be approachable and understanding
- Answer emails promptly
- Help

**NON-INSTRUCTIONAL:**

**Services:**

- Send constant updates (e.g., introductory message, tutor sessions, counseling sessions, credit/no credit switch)
- Coordinate emails (“I’m getting bombarded by the same email coming from different groups on campus”)
- Email one scholarship opportunity at a time (i.e., “it is always overwhelming searching for multiple at once all by yourself”)
- Organize workshops on library online resources, cybersecurity, computer skills
- Continue access to campus library and book materials
- Provide support (e.g., online tutoring for every class, F2F one-on-one tutoring, free online mental services)
- Expand childcare
- Map “a clear outline on what will happen moving forward, it will help students stay on track”

**Scheduling and grades:**

- Overwrite grades and no fail policy during pandemic
- More 5-week courses
- More night and online day classes for working individuals

**Supply:**

- Laptop rentals
- Tool rentals
- Free reliable Internet
- Internet connection locations
- Faculty with screen/stylus to draw online and better video capabilities

**INSTRUCTIONAL:**

**Online teaching:**

- Send constant reminders (e.g., upcoming due dates for assignments, upcoming class dates/times, Zoom id/password reminders, student progress)
- Use Lulima so everything in one place, well organized, and ahead of time, prior to class (e.g., calendar, announcements, notes, handouts, samples, links to videos and recorded sessions, up-to-date grade book, tests, quizzes)
- Use Zoom and same platforms across all classes, use all their features
- Find online labs for hands-on work



- Provide useful and consistent feedback
- Increase interaction (e.g., video calls, as students work on assignments, online office hours for immediate responses)
- Give more time
- Give more details on assignments
- “Instructors could write down what is plan on learning that day on a white board, so that we are prepared to understand what is to be expected to learn in that class period.”
- Allow moving freely throughout a quiz or exam like I would with paper.
- Being available via text messages

**What has been your biggest challenge during the disrupted portion of the semester?**

- Maintaining concentration, focus, motivation, engagement
- Finding a quiet space to study (“I used to study at library or stem center to push myself in quiet studying place, but I could not do that anymore”)
- Staying on a schedule (e.g., keeping a routine, keeping track of due dates, “it’s been very hard to have so much unstructured time,” “since two of my instructors didn’t require some kind of online meeting”)
- Navigating homeschooling and childcare
- Facing financial hardship (e.g., unemployment, food/house insecurity, losing student job and not qualify for unemployment)
- Balancing work and school
- Accessing the campus usual information and services (e.g., meeting with advisors, library research materials, Math Labs, Writing Center) (“The already confusing process was made even more so”)
- Dealing with health issues (e.g., combat wounds)
- Communicating with classmates
- Self-teaching computer skills
- Missing hands-on activities, chanting together, “face to face time that helps me to learn”
- Lacking technology, equipment, supplies (e.g., internet, bandwidth, mic, web camera fast computer, software, sewing machine, printer, class supplies and materials, sharing computer, trusting zoom)
- Staying informed and up to date with the courses
- Interacting with teacher and students (“I did like the classes that had zoom meetings since it was a way to get together”)
- Receiving no email answers from faculty or with delays
- Missing having the instructor available in real time



## **II. FACULTY**

65 faculty and lecturers participated from 32 out of 75 disciplines:

1. AEC
2. AJ
3. ART
4. ASAN
5. ASTR
6. BIOL
7. BLPR
8. CARP
9. CE
10. COSM
11. CSNT
12. ECED
13. ENG
14. FAMR
15. FIRE
16. FSHN
17. FT
18. HAW
19. HIST
20. HWST
21. ICS 101
22. MATH
23. OCN
24. OESM
25. PHIL
26. PHYL
27. PHYS
28. POLS
29. RAC
30. REL
31. SOC
32. SP

In their courses, they mainly employed (top rated, above 16%):

- Zoom (approx. 73%, 46)
- Laulima (approx. 71%, 45)
- Emails (33%)
- YouTube (approx. 25%, 16)
- Google Meet (17%)

But also:



**Communication:**

- Phone/text
- Recording (e.g., iPhone videos/audios, voice record apps)
- Facebook (e.g., groups, live)
- Virtual classroom workstations

**Online applications:**

- Homework (e.g., WebAssign)
- Interactive video lectures (e.g., Edpuzzle, Camtasia)
- Lab environments (e.g., Azure, Netlabs)
- Math activities (e.g., Demos)
- Notice boards (e.g., Padlet)
- Polls (e.g., Straw Poll)

**Online resources:**

- Podcast
- Publisher or industry websites

**Platforms:**

- Adobe
- PowerPoint
- Google (e.g., drive, doc)
- Document camera

The majority of the respondents (58%, 38) reported a decrease in student participation but also found that students achieved course learning outcomes at a similar (55%, 36) or better (11%, 7) rate than previous semesters.

**Challenges in successfully teach online include:**

- Communicating with students (55%, 36) --the highest ranked challenge for all campuses
- Providing proctored exams (46%, 30)
- Having access to technology for instruction (45%, 29)
- Using online communication tools, e.g., Zoom, Google Meet (43%, 28)
- Having reliable internet connection for instruction (40%, 24)
- Having a dedicated space to work (40%, 24)
- Non-work-related issues, such as housing, food, childcare and health (35%, 23)
- Collaborating with other instructors (34%, 22)
- Using Laulima and other online applications (28%, 18)
- Accessing library resources (20%, 13)

**Concerns for Fall 2020 include:**

- Personal concerns about health and safety (e.g., Coronavirus) (81%, 53)
- Students' preference for face-to-face (f2f) classes on campus (81%, 53)
- Students' academic readiness for Fall because of disrupted Spring 2020 term (78%, 51)
- Challenges of managing f2f class with social distancing requirement (77%, 50)
- My preference for face-to-face classes on campus (71%, 46)



- Challenges regarding online teaching (55%, 36)
- Family responsibilities (e.g., childcare, caregiver) (54%, 35)

They also add that they are concerned for students:

- Food
- Job security
- Mental health issues
- Adequate technology access, “while having to work and care for family members”
- Learning (“They do so much better when I can correct their work right in front of them and work with them until they can do the project well”).

They find that teaching online is especially challenging with regard to:

- Labs
- Research classes
- Hands-on experiences
- 3-hour synchronous classes (unrealistic to run)
- CTE
- ESL students
- Children
- Timed exams and proctored exams

They find a need for more:

**DE training on:**

- Virtual classroom workstation environment
- Videos: Developing, recording, editing, online posting (with examples)
- Lulima (“if maintained regularly is truly everything one needs to successfully deliver an academic college course”)
- Alternatives to Lulima (e.g., “A platform that allows students to upload responses as images, where I can also log in and grade those online without having to download a hundred files, grading them and then emailing them back to the student”)
- Google Drive
- YouTube
- Zoom
- Mathematical coding language
- Teaching Labs online
- Providing digital feedback to students

**Equipment purchases:**

- Computer and monitor with up-to-date software
- Swivel, gimbal stabilizer, tripod, clamp mount
- Touchscreen laptop/tablet
- Tablet with a stylus to write
- Tablet to do virtual board work
- Hardware- Server system that supports 20 student virtual workstations and VPN access system.



- Digital video camera designed for web use
- Required hardware
- Faster internet connection

**Software:**

- Respondus Lockdown Browser (students must have a working webcam)
- Annotate with Kami
- Autodesk
- Build a virtual house or design a kitchen

**Facilities:**

- Frequent facility cleaning
- Supplies of cleaning products, masks, gloves, face shield
- Ways to safely reopening our campus, children's center, stairs, elevators
- Access to my office and copier/workroom

**For students:**

- "Coronavirus safe" areas on campus for students to participate in online studies
- Internet hotspots for students
- Tutoring and soft skills (e.g., time management) for students
- Ways to prevent students from cheating
- Loaner laptops for students with limited resources
- Online workshops for students to succeed in online classes (I would be willing to give students extra credit to participate)
- Better communication tools (e.g., Live-streaming talks or follow up meetings) for MySuccess to contact students that fall behind.

**How likely would you be to participate in professional development for any of the following options over the summer?**

- Online tutorials on technical skills (72%, 47)
- Campus online professional development (PD) opportunities (72%, 47)
- Online tutorials on online pedagogy (69%, 45)
- Faculty peer mentoring for online course development (69%, 45)
- One-on-one technical training (65%, 42)
- Cross-campus discipline faculty work groups (57%, 37)
- One-on-one online pedagogy support (52%, 34)
- Weekly open office sessions with online experts (49%, 32)
- Specific hardware or software (please specify below) (49%, 32)
- National online PD opportunities of 2 weeks or more in specific topics (e.g., QM training) (35%, 23)

**Please select your faculty status:** Tenure (61%, 40) and lecturers.