**Recap of Employee Survey – Spring 2021**

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We had 245 respondents: 99 faculty, 47 adjunct faculty, 76 classified and 23 administrators.

**Question 1: Do you feel you had adequate technology and internet services to do your job? What else did you need?**

Many felt they needed and upgrade to their computer. They also overwhelmingly felt that the technology was beyond their means and added to their stress about the pandemic due to not using a laptop and zoom previously. Many needed to purchase a personal computer to replace an outdated system and surprisingly in these times of technology – access to the internet. Many requested a mifi-hotspot to do their work remotely. Many had internet issues with their providers. This was a common thread throughout the work from home experience. Some felt that the remote laptops provided were not as good as their desktop units and would have preferred a KCCD computer to take home. An additional monitor (in many cases was provided – by IT), printer king and paper would have helped them do their jobs more effectively. Faculty found the portable technology (document cameras) provided by IT were helpful. Quite a few faculty members had to take a class design course to learn most of the tools of working with Canvas. Overall, the BC staff and EDU classes were helpful.

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| --- | --- | --- | --- |
|  | Yes | No | Total |
| Full-time | 20 | 4 | 24 |
| Adjunct | 6 | 4 | 10 |
| Total | 26 | 8 | 34 |

Of faculty respondents:

**Question 2: Did you have adequate training to help you transition online? What could be done better?**

Those who had not used zoom effectively before, found themselves getting a crash course in how zoom works and how to best use it to teach and work from home. Depending on what version of office people were using – they needed assistance in getting to the current version. Many users lacked knowledge in using JAG and differentiating between the remote location and their laptop computer. This was especially a struggle early on with using zoom. Users would log into their campus desktop machine and join a zoom meeting only to realize they could not do that. They needed to join from their laptop or other device. The nicest compliment was that everyone assisted with grace and for that, the employee was grateful. Most noted that the transition was so swift and fast that even many students did not have time to catch up to the transition and many did not have internet service. Big shout outs to the IT team and Academic Technology teams – being AWESOME!

**Question 3: Many of the trainings were conducted via Zoom, would you be interested in that method as we return to campus?**

Early on, there were many glitches, zoom bombings (people interrupting meetings) and basic functionality misunderstandings with using the platform as a primary tool. Many difficulties noted were screen sharing when using just one monitor, logging in, finding all the different functions of zoom due to their own understanding of how it worked. Overall 97% of full-time, 100% of adjunct and most administrators will continue to use zoom once back to campus full-time.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Total Respondents  |
| Full-time | 18 | 6 | 24 |
| Adjunct | 7 | 3 | 10 |
| Classified  | 14 | 6 | 20 |
| Administrator  | 5 | 2 | 7 |
| Totals | 44 | 17 | 61 |
|  |  |  |  |

**Question 4: What technology and software would you like to continue to use for your work when the college re-opens?**

Zoom was the overwhelming response with over 78 respondents choosing it. Canvas, Kahoot, FlipGrid, TI Emulator and remote access were also most often selected. Appstream and many others were chosen. Various apps such as labster, CamScanner were also suggested.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Total Respondents  |
| Full-time | 21 | 3 | 24 |
| Adjunct | 6 | 4 | 10 |
| Classified  | 14 | 6 | 20 |
| Administrator  | 6 | 1 | 7 |
| Totals | 47 | 14 | 61 |

**Question 5: Did you have problems navigating through zoom? If your answer was “yes”, what were the problems?**

Most respondents had problems with screen sharing, breakout rooms, and other features of zoom. Zoom has come a very long way in the last twelve months as they’ve done updates responding to comments and questions. Some had issues assigning a translator, Captionist and others needed to learn how to use the background feature.

**If the answer was “no” what else did you need?**

A majority of the respondents referred to personal limitations such as internet speed, access or learning preferences. Hardware needs such as a second monitor, mi-fi/hotspot needs, printers, additional resources for teaching like document cameras, webcams and storage for videos/documents. Some requested additional software, music, CMS and better quiz and exam features. There was also a overwhelming reference to personal expenses. Most needed a more robust internet service, paper, printers.

**Question 6: What is the most positive experience of teaching/working remotely?**

Overall, Safety and Security were both key responses, not having to commute, spending more time with family and knowing that they were safe, eating better – healthier lunches. Also, highly rated was the flexibility for students and faculty. Being productive, not having to commute to a physical office were top remarks. Some felt that it improved their communication with their students. Many felt that there was a strong sense of equity, meeting students where they were. Having zoom office hours that met the needs of the students.

When asked if faculty were a consistent canvas-user prior to going to the work-fromhome environment – 83% of the respondents were full-time faculty who said yes, while 60% of adjunct faculty had not used it consistently.

When asked if faculty would continue to use Canvas post-Covid for classes, over 94% of full-time and adjunct faculty would continue to use Canvas after they return to campus.

**Question 7: What is your experience dealing with student technology issues?**

Respondents overall (82%) said they had no technology issues. A majority did say that internet speed/or not having internet was an issue. Students either didn’t have adequate technology at their disposal, or lack of knowledge on how to use canvas, finding quizzes, leaving their camera on during a zoom session, not seeing video during a session were the issues. Some faculty were technology challenged as well. Some students were using their phones to try to connect to classes/work and the screen size was not adequate. Perceived lack of communication as to who someone (faculty or student) would contact for assistance was reflected. Some students felt that the check out Chromebooks were not an effective option in some areas of study.

**Question 8: In your role on campus, what is your understanding of ADA Accessibility compliance?**

Overwhelmingly (76 respondents) said that they felt the most important part of compliance is ensuring accessibility of documents, including web content, instructional materials, video and audio must be captioned, colored text should be the right size and color, other resources as well. Range of awareness was apparent. Varying from lack of awareness to limited to an in-depth knowledge of services. Some say they still need training and others said they have not had anyone in their courses that have had to require any accommodations. Some answered that they simply do not know (14 respondents).

**Question 9: In what areas of ADA Accessibility could you use more training?**

Over half of the respondents are saying they could use any and all training provided. Most want closed captioning training, know more about laws and regulations, and where to refer students, faculty and staff for additional help.