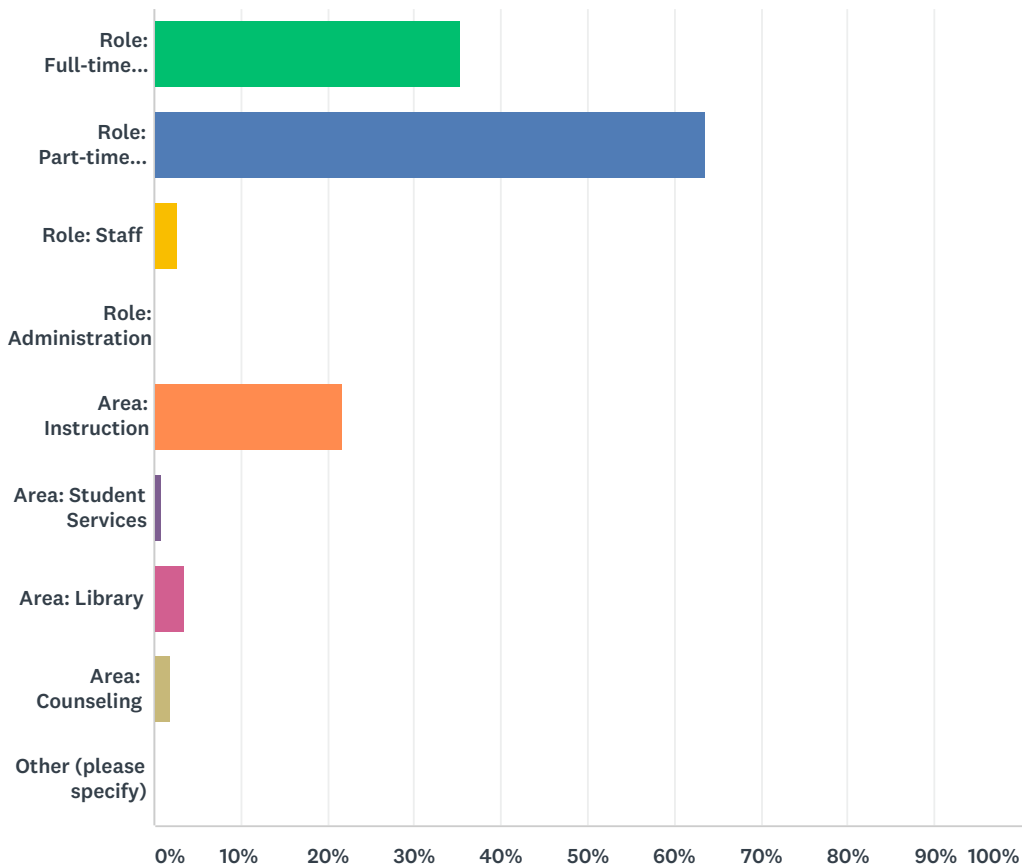


Q1 Please describe your role(s) and area(s) in the Peralta Community College District. (Please select all that apply.)

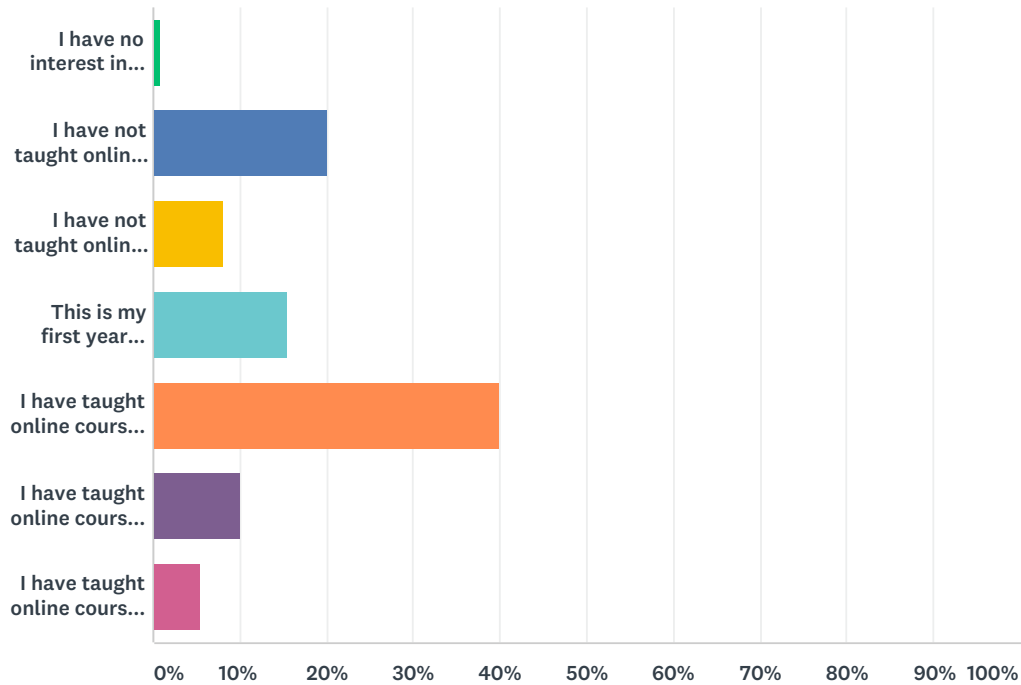
Answered: 110 Skipped: 0



ANSWER CHOICES	RESPONSES	
Role: Full-time faculty	35.45%	39
Role: Part-time faculty	63.64%	70
Role: Staff	2.73%	3
Role: Administration	0.00%	0
Area: Instruction	21.82%	24
Area: Student Services	0.91%	1
Area: Library	3.64%	4
Area: Counseling	1.82%	2
Other (please specify)	0.00%	0
Total Respondents: 110		

Q2 Please describe your experience in teaching online courses.

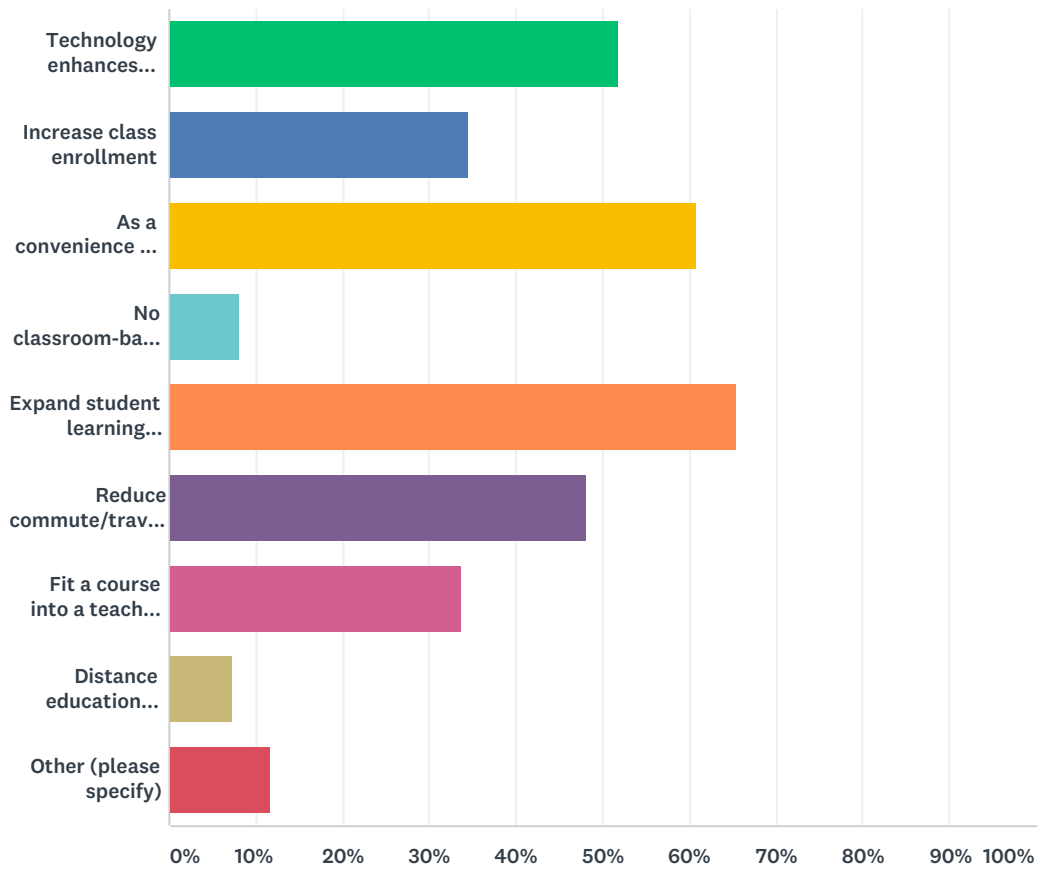
Answered: 110 Skipped: 0



ANSWER CHOICES	RESPONSES	
I have no interest in teaching online courses.	0.91%	1
I have not taught online courses yet, but I am interested in doing so.	20.00%	22
I have not taught online courses yet, but I will/plan to in the next year.	8.18%	9
This is my first year teaching online courses.	15.45%	17
I have taught online courses for 2 to 5 years.	40.00%	44
I have taught online courses for 6 to 10 years.	10.00%	11
I have taught online courses for over 10 years.	5.45%	6
TOTAL		110

Q3 What are the PRIMARY reasons you teach or want to teach an online class? (Please select all that apply.)

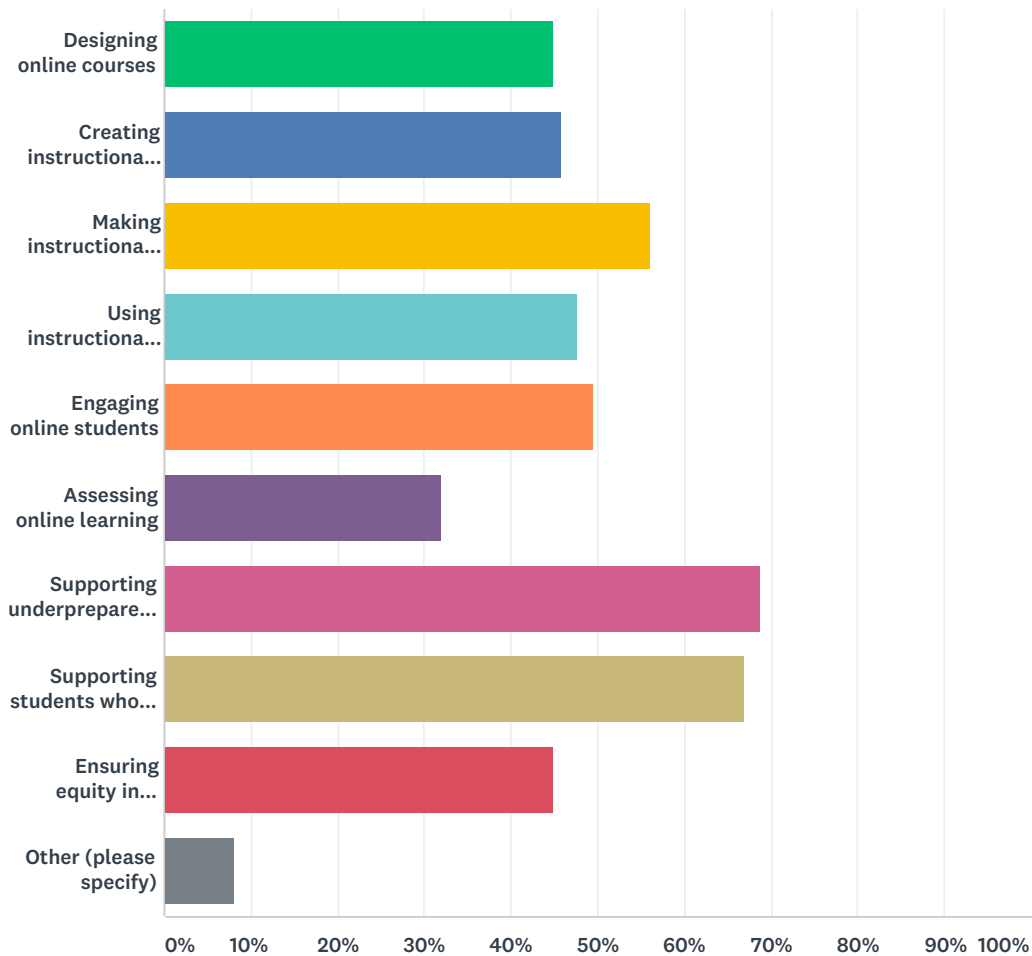
Answered: 110 Skipped: 0



ANSWER CHOICES	RESPONSES	
Technology enhances learning	51.82%	57
Increase class enrollment	34.55%	38
As a convenience to students	60.91%	67
No classroom-based teaching assignment was available	8.18%	9
Expand student learning opportunities	65.45%	72
Reduce commute/travel time	48.18%	53
Fit a course into a teaching schedule	33.64%	37
Distance education workload is easier than other teaching	7.27%	8
Other (please specify)	11.82%	13
Total Respondents: 110		

Q4 In which areas do you need or want pedagogical or teaching support? (Please select all that apply.)

Answered: 109 Skipped: 1

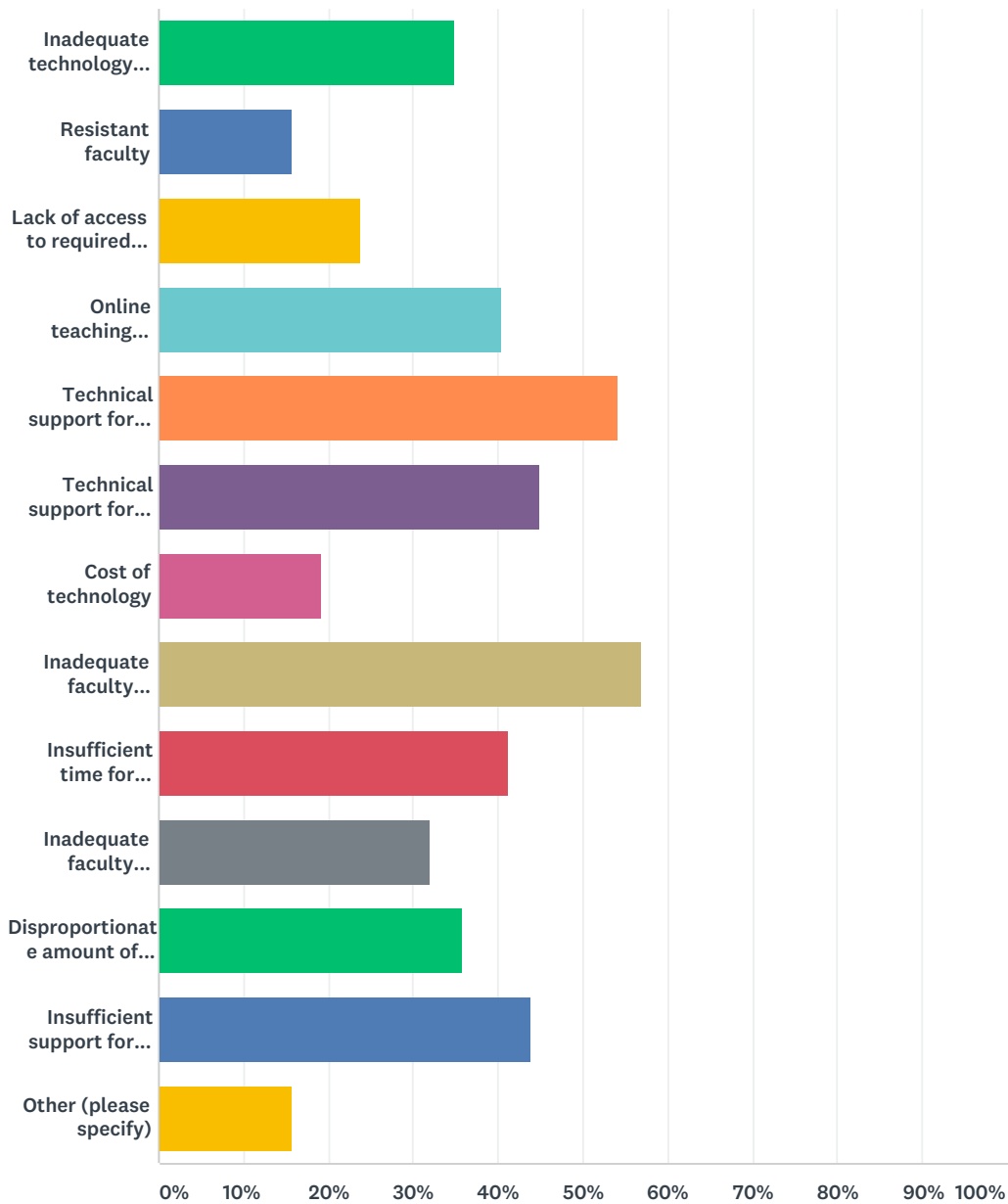


ANSWER CHOICES	RESPONSES	
Designing online courses	44.95%	49
Creating instructional materials	45.87%	50
Making instructional materials accessible (for students with disabilities)	55.96%	61
Using instructional materials from external sources (e.g., publisher materials, peer-created materials, open educational resources, open textbooks)	47.71%	52
Engaging online students	49.54%	54
Assessing online learning	32.11%	35
Supporting underprepared students	68.81%	75
Supporting students who are new to online learning	66.97%	73
Ensuring equity in online courses	44.95%	49
Other (please specify)	8.26%	9

Total Respondents: 109

Q5 Please identify the barriers to implementing effective distance education at Peralta CCD. (Please select all that apply.)

Answered: 109 Skipped: 1

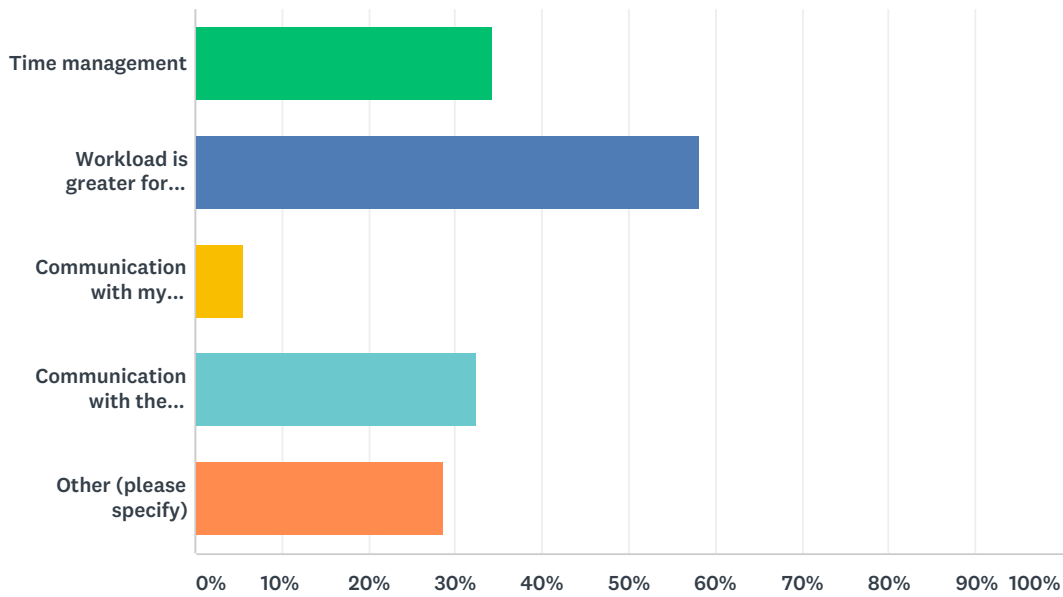


ANSWER CHOICES	RESPONSES	
Inadequate technology infrastructure	34.86%	38
Resistant faculty	15.60%	17
Lack of access to required technology/connectivity for faculty	23.85%	26
Online teaching readiness preparation for faculty	40.37%	44
Technical support for students	54.13%	59

Technical support for faculty	44.95%	49
Cost of technology	19.27%	21
Inadequate faculty compensation for development	56.88%	62
Insufficient time for development	41.28%	45
Inadequate faculty compensation for teaching	32.11%	35
Disproportionate amount of work compared to face-to-face	35.78%	39
Insufficient support for online students	44.04%	48
Other (please specify)	15.60%	17
Total Respondents: 109		

Q6 What are your biggest challenges related to teaching online? (Please select all that apply.)

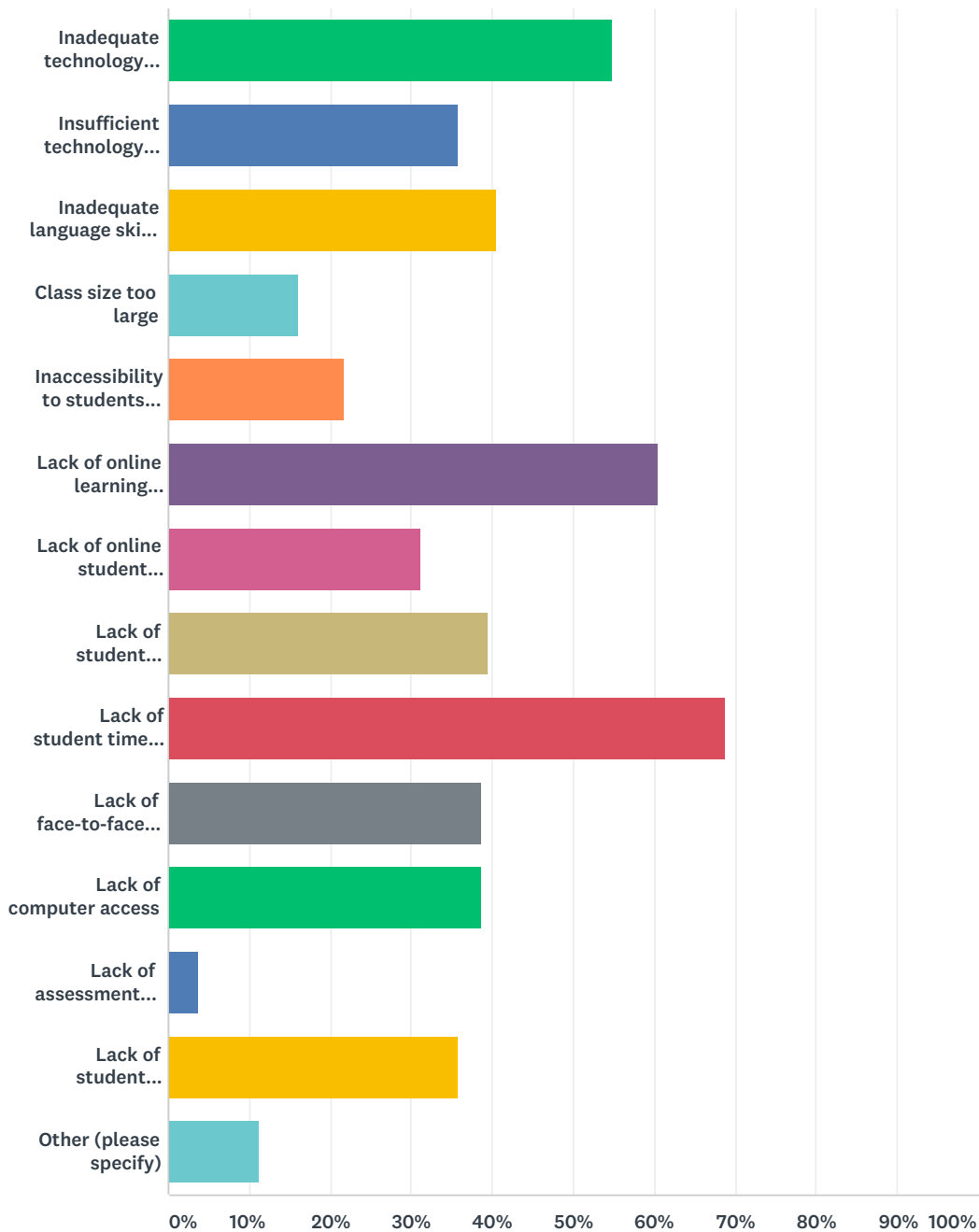
Answered: 105 Skipped: 5



ANSWER CHOICES	RESPONSES	
Time management	34.29%	36
Workload is greater for online courses	58.10%	61
Communication with my department	5.71%	6
Communication with the students	32.38%	34
Other (please specify)	28.57%	30
Total Respondents: 105		

Q7 Please identify any factors that are barriers to student success in your online class(es)? (Please select all that apply.)

Answered: 106 Skipped: 4

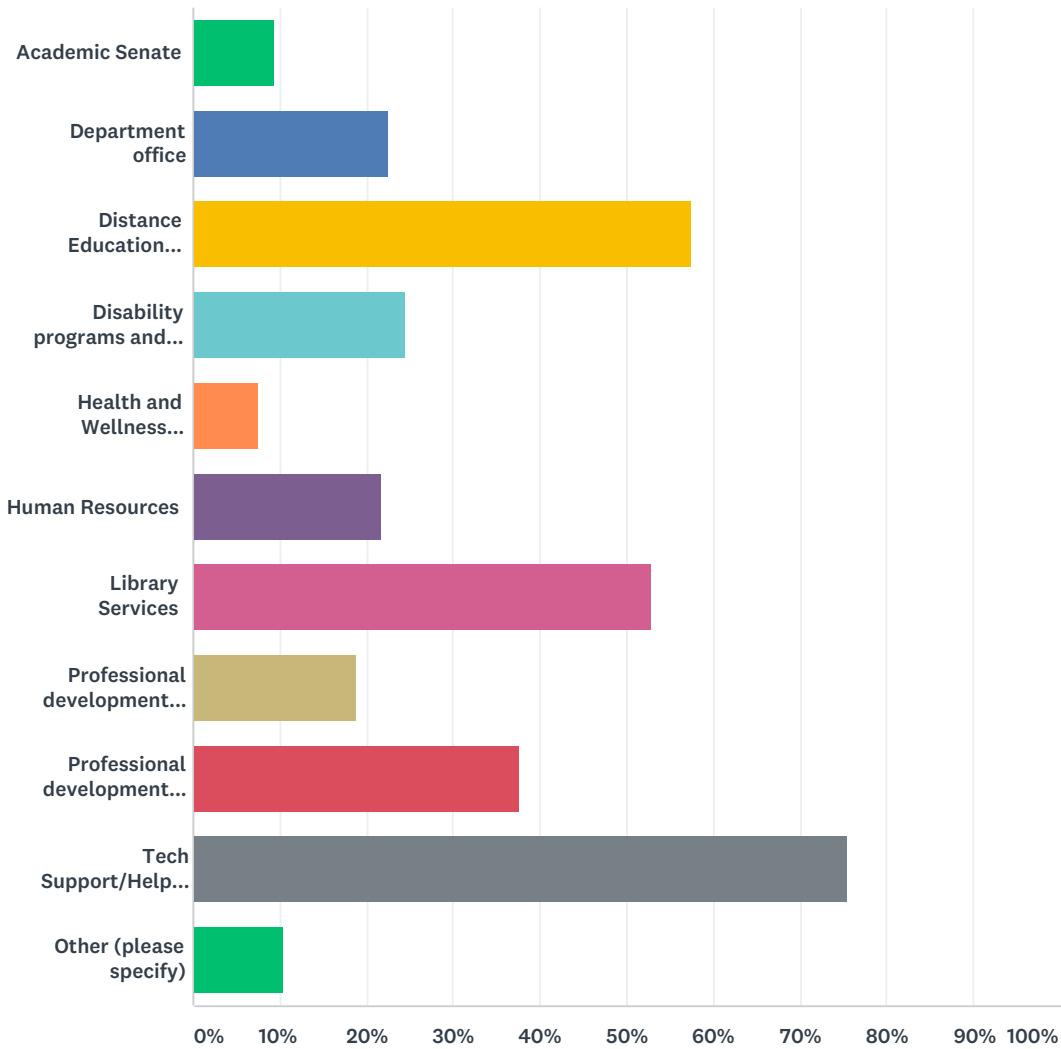


ANSWER CHOICES	RESPONSES
Inadequate technology skills	54.72% 58
Insufficient technology support	35.85% 38
Inadequate language skills (reading, writing)	40.57% 43
Class size too large	16.04% 17

Inaccessibility to students with disabilities	21.70%	23
Lack of online learning readiness preparation	60.38%	64
Lack of online student services	31.13%	33
Lack of student self-motivation	39.62%	42
Lack of student time management skills	68.87%	73
Lack of face-to-face interaction	38.68%	41
Lack of computer access	38.68%	41
Lack of assessment tools	3.77%	4
Lack of student orientation to the technologies	35.85%	38
Other (please specify)	11.32%	12
Total Respondents: 106		

Q8 Please identify any faculty services and/or resources that are available to you online and/or without having to visit a campus. (Please select all that apply.)

Answered: 106 Skipped: 4

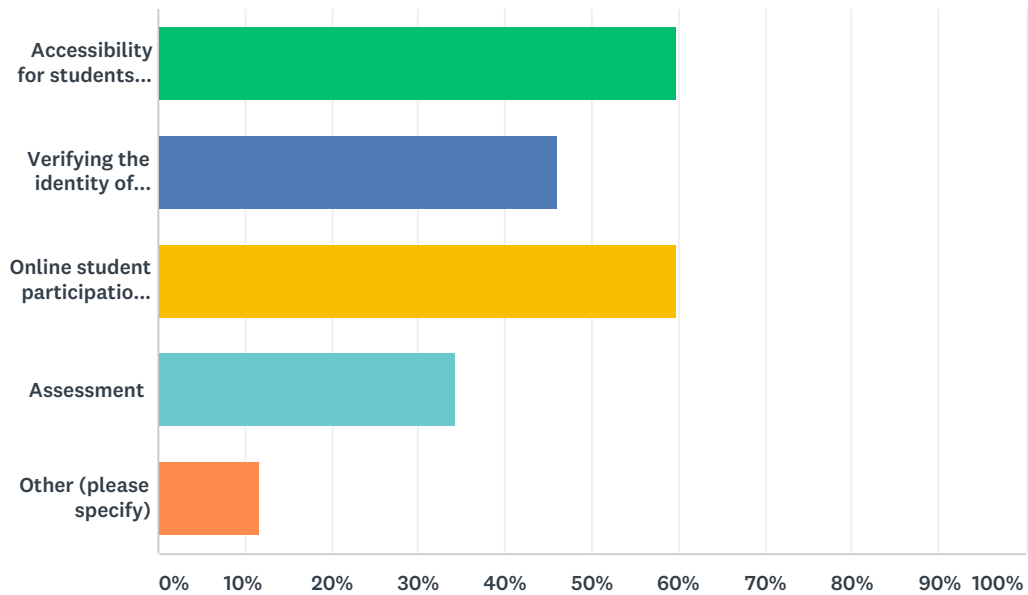


ANSWER CHOICES	RESPONSES	
Academic Senate	9.43%	10
Department office	22.64%	24
Distance Education Coordinator	57.55%	61
Disability programs and resources	24.53%	26
Health and Wellness Services	7.55%	8
Human Resources	21.70%	23
Library Services	52.83%	56
Professional development about teaching in general	18.87%	20

Professional development about teaching online	37.74%	40
Tech Support/Help desk	75.47%	80
Other (please specify)	10.38%	11
Total Respondents: 106		

Q9 In which areas do you need more information about or support implementing relevant policies? (Please select all that apply.)

Answered: 102 Skipped: 8



ANSWER CHOICES	RESPONSES	
Accessibility for students with disabilities	59.80%	61
Verifying the identity of online students	46.08%	47
Online student participation requirements	59.80%	61
Assessment	34.31%	35
Other (please specify)	11.76%	12
Total Respondents: 102		

Q10 Please tell us what types of training have been the MOST useful to you in developing and teaching your online course.

Answered: 88 Skipped: 22

Q11 Please tell us what types of training have been the LEAST useful to you in developing and teaching your online course.

Answered: 60 Skipped: 50

#	RESPONSES	DATE
1	n/a	5/29/2019 8:24 AM
2	Fortunately, there hasn't needed to be much training. Students seem more than satisfied with how classes have been designed.	5/28/2019 11:55 PM
3	online course development should not assume we have never taught: we teach. We need to know the specific techniques and policies for online, but not be told how to teach a class on a basic level.	5/28/2019 7:53 PM
4	peralta online courses about teaching online (they were too basic).	5/28/2019 8:52 AM
5	N/a	5/27/2019 12:55 PM
6	textbook company help	5/27/2019 11:59 AM
7	Can't think of any right now. Haven't seen enough to make an opinion	5/26/2019 9:32 PM
8	N/A - haven't taught online yet	5/25/2019 9:20 AM
9	Moodle classes. And where is the how to use Canvas grade app class? And most any BCC "training" on Faculty back to school days. Never enough of real how to infos and if you do offer it's usually too short to actually learn anything. Online teacher training would be might swell and save the environment as well.	5/24/2019 10:53 PM
10	n/a	5/24/2019 5:18 PM
11	there aren't many resources at peralta	5/24/2019 1:42 PM
12	NA	5/24/2019 11:18 AM
13	n/a	5/24/2019 11:01 AM
14	There is no training no support -	5/24/2019 10:46 AM
15	Anything that privileges technology teaching over other forms of teaching. We don't need cheerleaders, we need people willing to look realistically at the power and pitfalls of online teaching and help teachers be terrific within the constraints without adding any additional burden to teachers. And we need to compensate part-timers in a way that is not exploitive but motivating and respectful.	5/24/2019 8:15 AM
16	NA	5/24/2019 4:26 AM
17	N/A	5/23/2019 8:37 PM
18	Training in add-ons should be optional. I probably won't invest in programs that aren't available across a number of campuses where I teach.	5/23/2019 7:16 PM
19	Quickie show and tell presentations.	5/23/2019 7:07 PM
20	The actual online courses I had taken---although this is a combination of several factors, two biggest being: (1) lack of time on my part (need PD opportunities in smaller chunks), and (2) certain aspects of the course that I thought were not well designed (so ... became something I learned *not* to do).	5/23/2019 5:47 PM
21	Face to face orientation or courses; waste of time for PT or commuting faculty.	5/23/2019 4:28 PM
22	There is hardly any training for online teachers.	5/23/2019 3:01 PM
23	I will seek outside resources to assist with learning	5/23/2019 2:18 PM
24	Wonderful ideas that would be way too time consuming to be reasonable to actually use.	5/23/2019 12:32 PM

25	Ongoing support for distance education. I think the district should provide an online non-credit course for instructors to utilize throughout the semester so that faculty can engage with one another and offer support and feedback as you are teaching online . This option would provide a great way to keep faculty learning and and engaged as they are teaching online classes.	5/23/2019 12:17 PM
26	trying to communicate with anyone at my department pre-teaching online. a "one-shot" deal at Flex week.	5/23/2019 12:12 PM
27	Not sure	5/23/2019 11:32 AM
28	Overall the training received has been, and still remains, useful as a framework in designing an online class. What has been a bit disconcerting is dealing with students excuses for not completing a quiz or exam prior to the due dates.	5/23/2019 10:22 AM
29	None that I can think of.	5/23/2019 7:35 AM
30	N/a	5/23/2019 6:58 AM
31	na	5/23/2019 6:26 AM
32	None	5/22/2019 10:10 PM
33	Slow-paced and somewhat outdated course modules for designing course delivery	5/22/2019 9:29 PM
34	I have received no training teaching online, except Canvas training.	5/22/2019 9:07 PM
35	None yet.	5/22/2019 7:43 PM
36	training offered only once, no several sessions (not repeated ones)	5/22/2019 7:39 PM
37	?	5/22/2019 5:48 PM
38	n/a	5/22/2019 4:19 PM
39	N/A	5/22/2019 4:07 PM
40	N/A	5/22/2019 3:45 PM
41	As a part-time teacher, I'm reluctant to take a course about online teaching if I don't get credit or compensation. This is due to lack of free time (part-time teachers have to supplement income outside of Laney).	5/22/2019 3:33 PM
42	I found the accessibility/ compliance trainings overwhelming, to the point where it became easier to remove any self-produced multimedia materials vs. producing my own content.	5/22/2019 3:29 PM
43	N/A	5/22/2019 3:14 PM
44	info dumps/lists with links. training that assumes faculty deficit, imposes certain ways of doing things, or that positions online learning as superior to f2f learning (it annoys me and it's a turnoff)	5/22/2019 2:24 PM
45	Anything that consists of being lectured/instructed at passively in a one and done setting.	5/22/2019 2:09 PM
46	None	5/22/2019 1:09 PM
47	N/A	5/22/2019 12:59 PM
48	The Canvas training seminars that focused more on overall design and theory. We know a lot of this. We just needed instruction on how to use the Canvas system. I just used the Canvas website for clear, precise, step-by-step instructions on how to use the program. All this should come before the theory.	5/22/2019 12:57 PM
49	Online canvas classes.	5/22/2019 12:40 PM
50	NA	5/22/2019 12:19 PM
51	NA	5/22/2019 11:28 AM
52	Same as above	5/22/2019 9:59 AM
53	on-line instructions.	5/22/2019 6:14 AM
54	Trainings with several people and only one instructor/leader face-to-face. It's impossible to move lock-step through technology training as everyone comes with different skill sets.	5/21/2019 10:07 PM
55	I have only tried EDT 2 so far	5/21/2019 9:57 PM
56	Incredibly long, detailed, non customizable courses.	5/21/2019 8:55 PM

57	N/A	5/21/2019 8:31 PM
58	N/A	5/21/2019 8:30 PM
59	Lack of funding to attend conferences or tuition reimbursement to pay for courses.	5/21/2019 8:10 PM
60	n/a	5/21/2019 5:52 PM