TIME FOR CLASS
2020

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everywhere

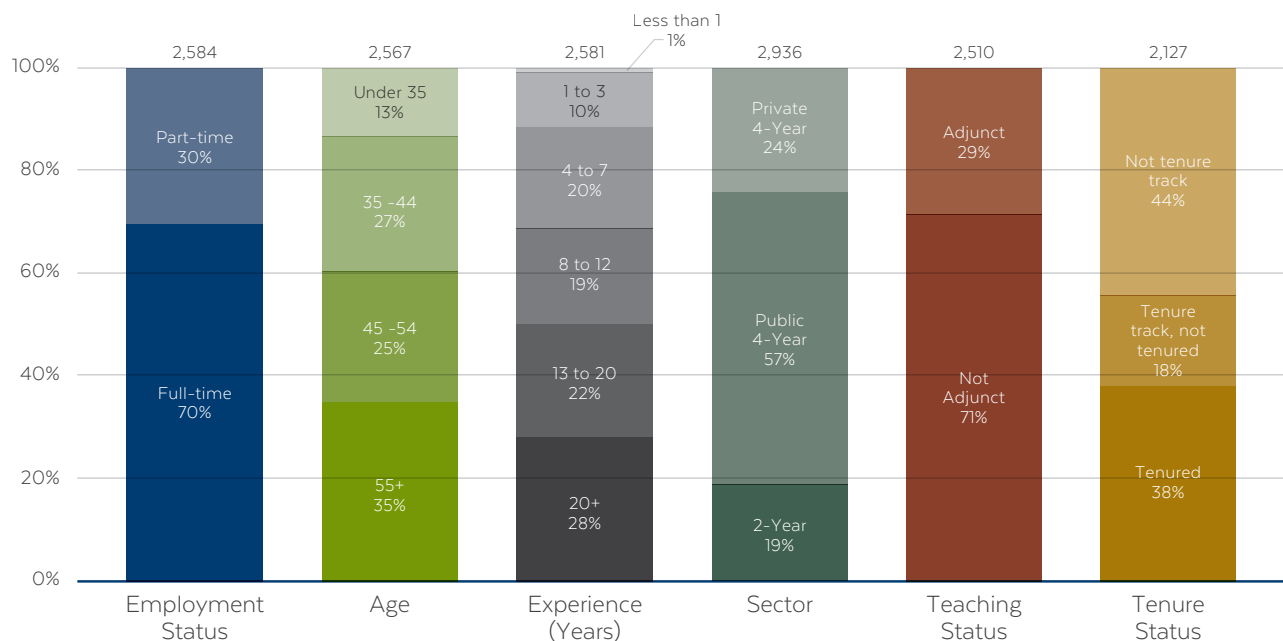Tyton PARTNERS

Bay View Analytics

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ABOUT THE *TIME FOR CLASS 2020* SURVEY

Time for Class (T4C) 2020 is a national, longitudinal survey of over 4,000 higher education faculty and administrators. This survey is designed to help higher education stakeholders gain an understanding of digital learning strategy, digital courseware, and other learning tools, with the ultimate aim of increasing affordability and accessibility for students. The survey targets a representative sample of respondents and has been weighted to reflect the broad range of institutions serving U.S. students, along with their unique needs. The T4C survey has been fielded since 2014 by Tyton Partners and Bay View Analytics with support from the Bill & Melinda Gates Foundation.
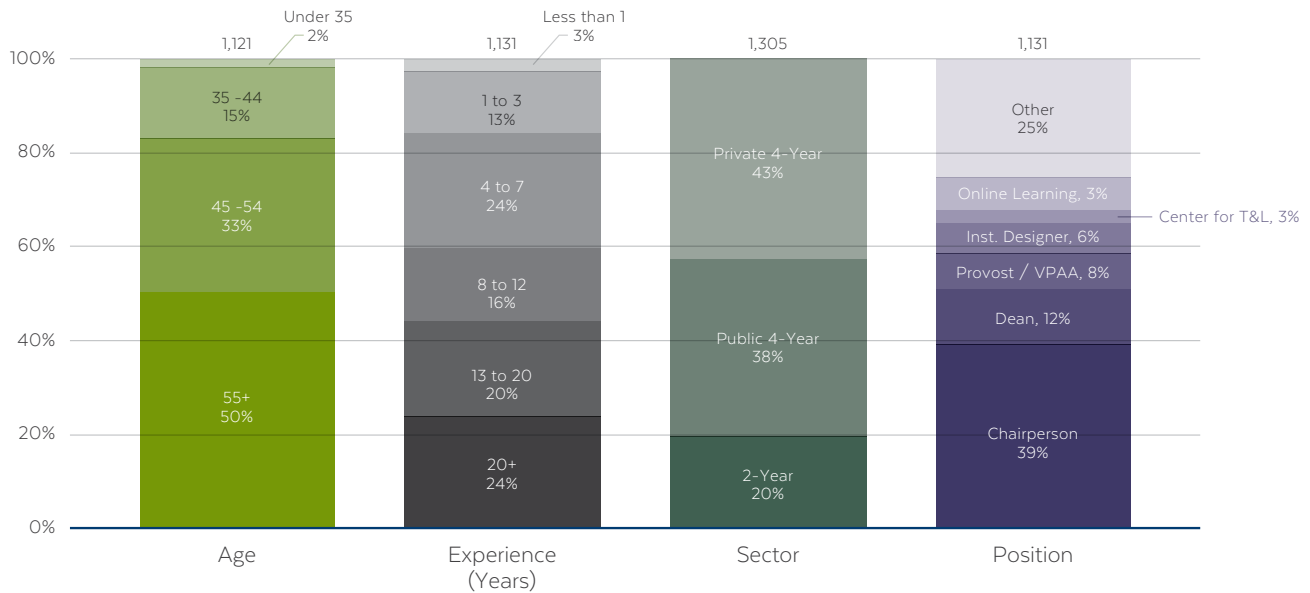
The collection of insights based on the *Time for Class 2020* data are individual pieces for public access and use. The briefs do not need to be read in a particular order, although they can be consumed as a set. The insights end with links to resources to support implementation.

Online surveys were distributed in January 2020 (before COVID-19) to administrators and faculty. Responses were collected from 1,305 administrators and 2,936 faculty members at 1,624 unique postsecondary institutions. Incentives of $10 were used to target specific populations and ensure a balanced final sample. Faculty and administrator respondents were weighted using institutitonal attributes compared to those in the federal Integrated Postsecondary Education Data System (IPEDS) data to best reflect the population of the United States higher education ecosystem. Because not all questions were presented to all respondents, response numbers vary by segment. Due to rounding, percentages may sum to slightly more or less than 100%.

OVERVIEW OF FACULTY SURVEY RESPONDENTS

OVERVIEW OF ADMINISTRATOR SURVEY RESPONDENTS

Age (1,121)
- Under 35: 2%
- 35–44: 15%
- 45–54: 33%
- 55+: 50%

Experience (Years) (1,131)
- Less than 1: 3%
- 1 to 3: 13%
- 4 to 7: 24%
- 8 to 12: 16%
- 13 to 20: 20%
- 20+: 24%

Sector (1,305)
- Private 4-Year: 43%
- Public 4-Year: 38%
- 2-Year: 20%

Position (1,131)
- Other: 25%
- Online Learning: 3%
- Center for T&L: 3%
- Inst. Designer: 6%
- Provost / VPAA: 8%
- Dean: 12%
- Chairperson: 39%

Responders and nonresponders were compared to create weights, where necessary, to ensure that the survey results reflected the characteristics of the sample population (as compared to the IPEDS universe of institutions). The responses were compared based on institution size and control (for-profit, private, or nonprofit) and whether the institution was part of a large system or not. These weights provided a small adjustment to the results, allowing for inferences to be made about the population of faculty and administrators at degree-granting institutions of higher education in the United States.

Based on the full response set, the 95% confidence interval is +/- 2.7% for questions asked of the full administrator sample, and +/- 1.8% for questions asked of the full faculty sample. Questions that were addressed to a smaller subset because of skip logic have wider confidence intervals. Generally, subgroups with samples smaller than 30 responses were discounted.

As is the case with all large-scale surveys, T4C has the potential for bias. It is possible that respondents willing to take a digital survey as opposed to a paper instrument could be biased towards digital technology. It is also possible that those willing to take the time to discuss their own experiences with digital learning tools did, by nature, have stronger opinions than those who chose not to participate.

# CREATING A SCALING STRATEGY FOR DIGITAL LEARNING AT YOUR INSTITUTION

Since 2016, *Time for Class* has assessed the degree to which higher education administrators across all institutional types report that digital learning is strategic to their goals. In addition, this national survey tracks the extent to which institutions are making progress towards achieving an ideal digital learning environment. The percentage gap between those institutions rating digital learning as strategic, set beside the percentage achieving ideal digital learning environments, can be seen as digital learning work left to do—or the strategy-to-execution gap.

TIME FOR CLASS 2020 FINDINGS

In *Time for Class 2020*, **Tyton Partners** has again found that the strategy-to-execution gap persists for 30% of institutions. Notably, this survey was fielded in January 2020, before COVID-19 transformed course delivery to some form of remote learning at nearly all higher education campuses. We would expect that this gap has only grown wider during this time, given that many more institutions that have not previously focused on digital learning are now rating digital learning as strategic and that their execution is just getting started.

ADMINISTRATOR EVALUATION OF DIGITAL LEARNING STRATEGY TO EXECUTION

My institution views digital learning as strategic for achieving our goals vs.
My institution is achieving an ideal digital learning environment, 2016–2020

AGREE   NEUTRAL   DISAGREE
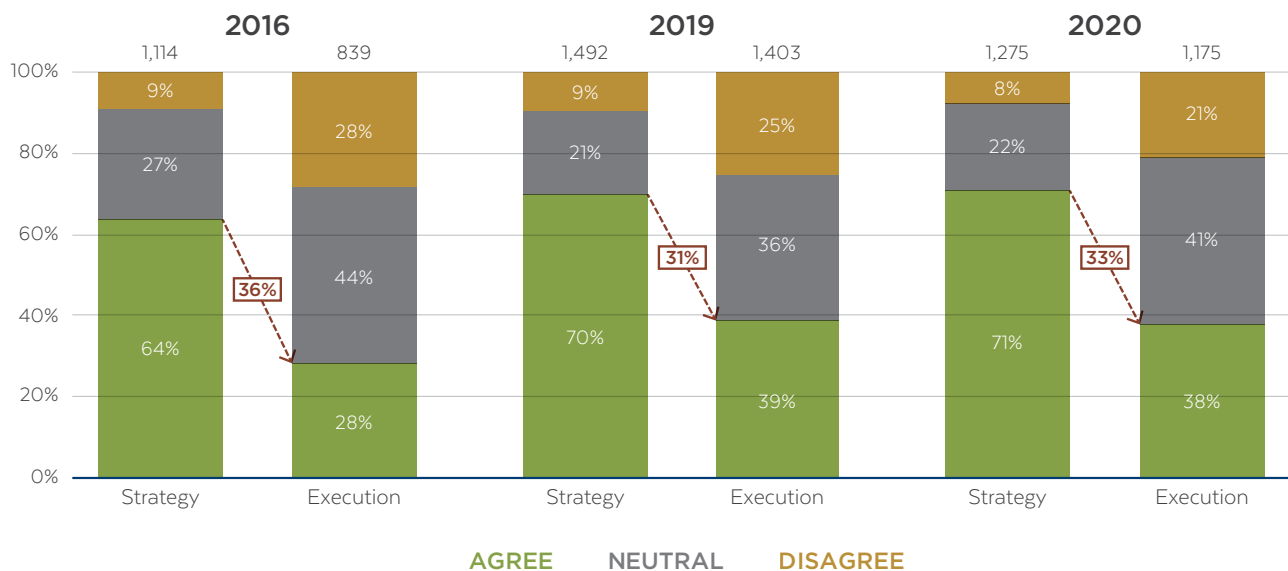
Notes: * 2016, 2019, and 2020 administrator survey question: "How would you rate your institution in the following categories related to the use of instructional technology to support teaching and learning, i.e., 'digital learning'?"

** Disagree: 0-33, Neutral: 34-66, Agree: 67-100

Closing this gap is important, as institutional progress towards an ideal environment results in positive outcomes in key areas, including faculty experimentation with new instructional tools and approaches, adoption of courseware and other digital tools, faculty satisfaction with digital learning solutions (as measured by Net Promoter Score), and faculty-reported perception of impact of digital tools on student outcomes.

So what can institutions do to bridge the strategy-to-execution gap? *Time for Class 2020* affirms many similar insights described in "**Bridging the Gap Between Digital Learning Strategy & Execution**" from *Time for Class 2019* and offers more detail on specific strategies undertaken by digital high performers[1] as measured by the percent of faculty or administrators reporting that their institution is achieving an ideal digital learning environment.

- Institutions that set clear, measurable, public objectives for digital learning are more likely to be high performers. Specifically, these objectives include:

  - Including digital learning as core or mentioned in the strategic plan (reported by administrators at **83% of high-performing vs. 30% of developing institutions**)

  - Developing budget and institutional policies that support digital learning initiatives (reported as a key barrier by faculty at only **20% of high-performing vs. 36% of developing institutions**)

  - Ensuring sufficient and ongoing hardware and software resources implemented effectively in support of teaching and learning (reported by **72% of faculty at high-performing vs. 22% of developing institutions**)

- High-performing institutions set aside sufficient technical resources and professional development for faculty at a higher rate than their peers. Specifically, they are:

  - Implementing professional development "effectively and at scale" (reported by **30% of administrators at high-performing vs. 11% of emerging institutions**)

  - Requiring professional development for digital learning (reported by **36% of faculty at high-performing vs. 20% of emerging institutions**)

  - Providing targeted and regular training and professional development opportunities to help teaching faculty and instructors improve content delivery and efficacy (reported by **74% of faculty at high-performing vs. 42% of emerging institutions**)

One known contributor to an ideal digital learning environment is scaled professional development. However, only 18% of administrators report that their institution has implemented digital learning professional development effectively and at scale making this a key area for focus at institutions seeking to scale digital learning efforts.

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1. Institutions whose respondents agree with the statement "My institution is achieving an ideal digital learning environment" are considered high-performing. Institutions whose respondents disagree are considered developing.

IMPLEMENTATION OF DIGITAL LEARNING PROFESSIONAL DEVELOPMENT AT MY INSTITUTION, 2019-2020 (ADMINISTRATOR RESPONDENTS)
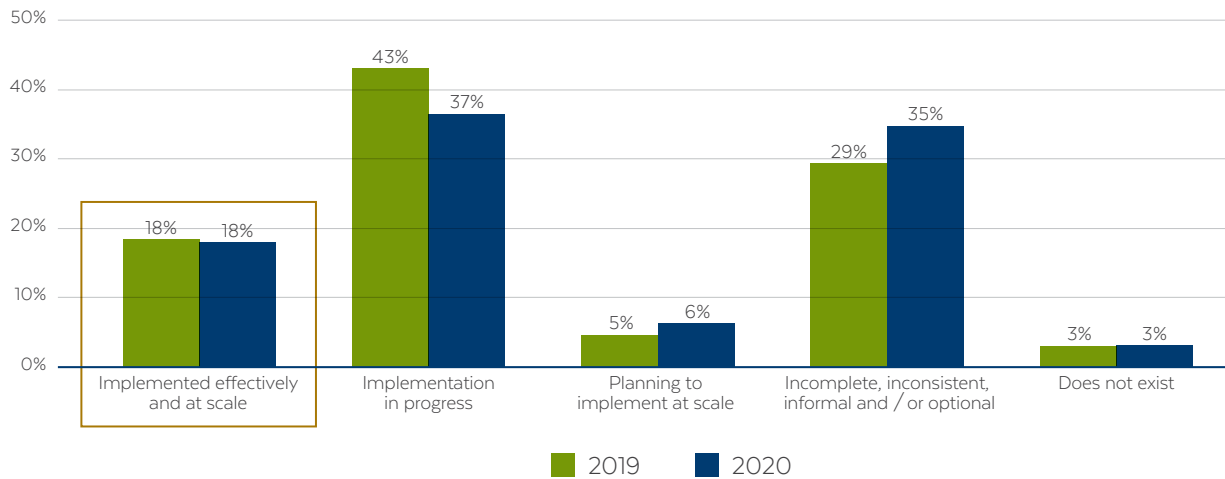
Notes: * 2019 and 2020 administrator survey question: "To what extent is digital learning professional development (PD) implemented at your institution?"

Implementing and scaling digital learning requires thoughtful planning, leadership, and resource allocation. Every Learner Everywhere and its partners have developed tools to support you in this work and can provide technical assistance in the creation of implementation and business plans for scaling digital learning at your institution.

RESEARCH IN ACTION

Every Learner Everywhere and its partners offer resources to support your immediate and longer-term professional development needs.

1. *The Faculty Playbook for Delivering High-Quality Instruction Online in Response to COVID-19* provides strategies to improve course design, teaching, and learning in online environments. With special attention to the needs of instructors teaching online for the first time, the guide offers strategies for getting started and continuous improvement.

2. The Every Learner Everywhere *resource library* is the home of the network's growing collection of adaptive implementation resources.

3. *Taking a Portfolio Approach to Managing Digital Learning Initiatives*, part of the 2019 Time for Class Toolkit, offers guidance for how to manage a diverse set of institutional initiatives.

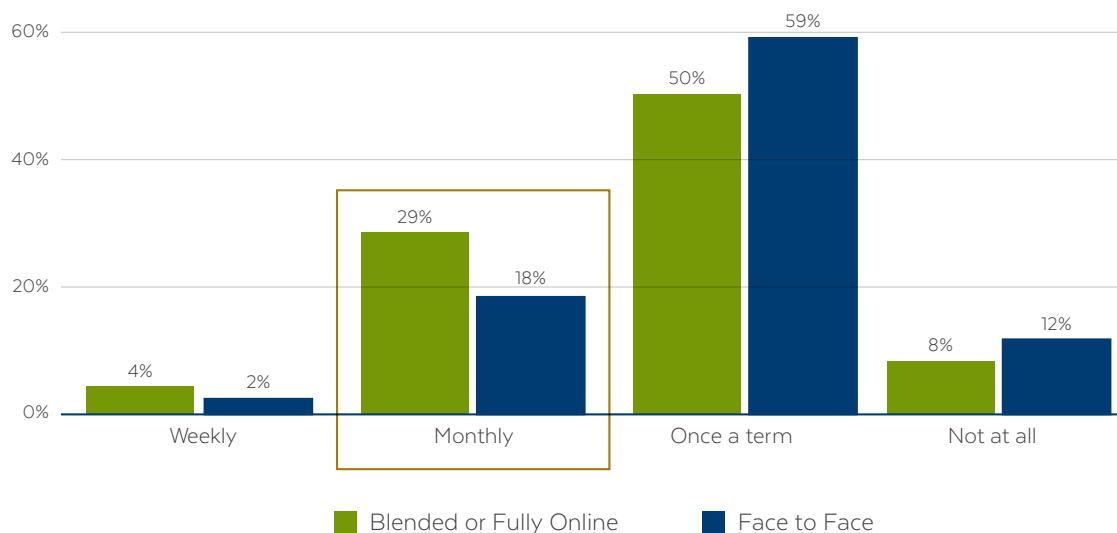# PROFESSIONAL DEVELOPMENT IS CRITICAL FOR FACULTY WHO TEACH ONLINE

Professional development for faculty is known to be a proven enabler of more effective teaching and better student outcomes (Condon et al. 2016). Across the board, our faculty surveys find that those who participate in professional development also report higher perceptions of student outcomes, Net Promoter Scores for digital tools, and positive sentiment about the progress their institution is making towards creating an ideal digital learning environment (Tyton Partners 2019).

TIME FOR CLASS 2020 FINDINGS

In *Time for Class 2020*, **Tyton Partners** evaluated participation in professional development for faculty in online, blended, and face-to-face formats. Faculty who teach either a fully online or a blended course (a course in which sufficient content is delivered online to create a reduction in the number of face-to-face class meetings) are more likely to participate in regular professional development (on a weekly or monthly basis) and to report that professional development is a key enabler of digital learning.

48% of faculty who teach blended and online courses believe professional development is a key enabler, compared to 43% of faculty who teach face-to-face.

FREQUENCY OF PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Bar chart showing frequency of participation in professional development. Y-axis from 0% to 60%.

Frequency	Blended or Fully Online	Face to Face
Weekly	4%	2%
Monthly	29%	18%
Once a term	50%	59%
Not at all	8%	12%

Notes: * 2020 faculty survey questions: (1) "In the last three years, how frequently have you participated in formal professional development?" (2) "What was the modality of the largest course in which you adopted courseware?"
N for Blended or Fully Online = 427, N for Face to Face = 651

Percentages may not sum to 100% because the question included an open-ended option where respondents filled in their frequency if it did not align with provided options.

In addition to participating in professional development more frequently, faculty who teach in a blended or online format are more likely to participate in almost all types of professional development related to digital learning. Most notably, almost half of faculty who teach blended or online courses participate in training for "curriculum and course redesign to develop new digital learning resources" and "training on incorporation of digital tools into existing pedagogies." Both topics are key to successfully implementing distance learning and indicate a thoughtful evaluation of the course to support a remote model.

PARTICIPATION IN TYPES OF DIGITAL LEARNING PROFESSIONAL DEVELOPMENT

	Blended or Fully Online	Face to face
Curriculum and course design to help me develop new digital learning resources for my course	52%	36%
Training on incorporation of digital learning tools into existing pedagogies	48%	39%
Training on new pedagogy for active learning	41%	42%
Training on using data from a digital learning tool	28%	22%
Training to evaluate quality implementation of a digital learning tool	28%	16%
Training on coaching and encouraging student use of a digital learning tool	23%	17%
Selection / advising regarding third-party digital learning tools	22%	15%

Notes: * 2020 faculty survey questions: (1) "Over the past three years, which of the following professional development topics and groups have you engaged with? Please select all that apply." (2) "What was the modality of the largest course in which you adopted courseware?" N for Blended or Fully Online = 427, N for Face to Face = 651

In response to the COVID pandemic, the U.S. higher education system rapidly transitioned face-to-face courses to remote and online learning. As such, the types of professional development that faculty who teach blended and online classes use at higher rates provides an important input into resource development at institutions. In the short term, institutions should offer faculty trainings on how to incorporate tools into their current and adapted courses and how to use data to inform learning and instruction in the immediate term. In the longer term—as faculty look towards future semesters and a world in which online learning is more commonly deployed—institutions should emphasize curriculum and course design that is responsive to the evolving needs of faculty.

RESEARCH IN ACTION

Every Learner Everywhere and its partners offer resources to you in the implementation of adaptive courseware.

1. *The Faculty Playbook for Delivering High-Quality Instruction Online in Response to COVID-19* provides strategies to improve course design, teaching, and learning in online environments. With special attention to the needs of instructors teaching online for the first time, the guide offers strategies for getting started and continuous improvement.

2. Every Learner Everywhere has developed a *redesigned model* for professional development based on the New Learning Compact framework

3. Online Learning Consortium offers *basic and advanced certificates* for online teaching

4. EDUCAUSE develops and curates *resources for teaching and learning online*

# EVOLVING FROM ACTIVE TO ADAPTIVE LEARNING USING COURSEWARE

Active learning, or teaching strategies that engage students in the process of learning through activities and/or class discussion as opposed to more passive, lecture-based approaches, has been established as an instructional strategy that improves student outcomes (Freeman et al. 2014, Ruiz-Primo et al. 2011). **Adaptive courseware**, with the right implementation, can help provide personalized learning experiences for all students by automating the delivery of relevant learning material to students who have achieved mastery, and remediation to those who have not. The use of adaptive learning techniques, particularly in large classes, can be a tool that enables active learning. However, the adoption of adaptive teaching practices lags active learning, despite an emerging research base that has shown that the implementation of adaptive courseware products in general education courses results in higher course completion and pass rates (Mojarad et al. 2018, SRI 2014, SRI 2018).

TIME FOR CLASS 2020 FINDINGS

In *Time for Class 2020*, *Tyton Partners* asked almost 3,000 faculty about their use of active learning techniques, and 85% of faculty said they engage in active learning techniques in the courses they teach. Courseware tools can be used to drive active learning at scale, especially in high-enrollment courses. 40% of faculty use courseware and just over 50% of those use it to enable active learning.

Many adaptive products are available, and adoption of adaptive products is high. Of the faculty who use a courseware product, 85% of those report using a product that has adaptive functionality. However, the actual implementation and use of adaptive features in courses is significantly lower, with only 46% of faculty courseware users reporting that they know their product is adaptive. When asked specifically about their use of features that adapt the presentation of content to student performance, only 20% report using adaptive features.

USE OF ADAPTIVE COURSEWARE PRODUCTS, AMONG COURSEWARE ADOPTERS
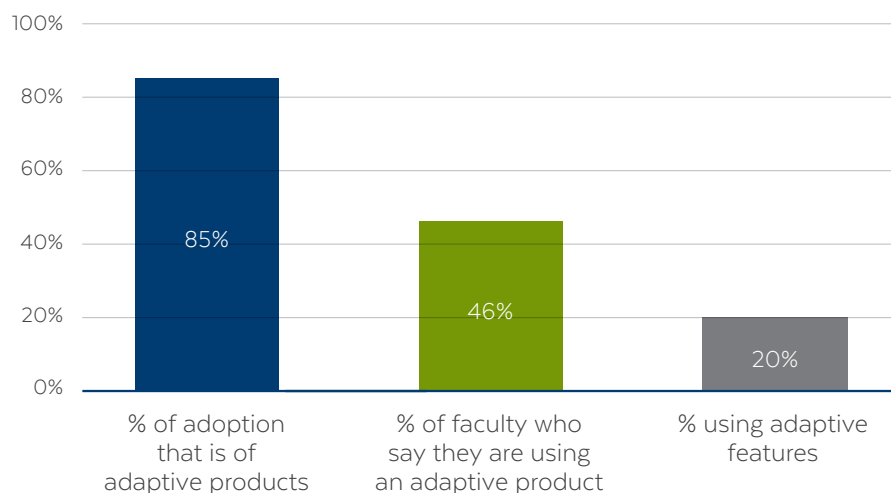
*Notes: * 2020 faculty survey questions: (1) "Please select all the courseware tools that you are using across the courses you teach."*
(2) "Is the courseware product you are using adaptive?" (3) "Please select the following courseware features that you use in your class. Select all that apply." N = 1,077

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Online surveys were distributed in January 2020 to administrators and faculty (before COVID-19).

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This lag in the usage of adaptive features can be attributed to several factors. The first is that changing instructional practice and teaching techniques is hard and requires significant support, yet only 18% of administrators report that professional development for digital learning initiatives is implemented at scale. Second, courseware is being used to address a myriad of instructional challenges, many of which are focused on active learning through engagement and practice. However, providing personalized learning experiences (Adaptivity) is only a priority for 26% of faculty.

CHALLENGES TO ADDRESS THROUGH ADOPTION OF COURSEWARE

Category	Challenge	Percentage
ENGAGEMENT	Increasing student engagement in class	30%
	Increasing student collaboration	12%
	Increasing student attendance	5%
ACCESS	Decreasing cost of instructional materials	14%
	Increasing student access to instructional materials	19%
CONTENT	Identifying high-quality instructional materials aligned with learning objectives	24%
	Customizing course materials	21%
PRACTICE	Providing enough practice for students	29%
	Preventing student cheating	9%
	Increasing assignment completion rates	9%
EFFICIENCY	Providing timely feedback for students	19%
	Efficiently grading materials	21%
ADAPTIVITY	Adjusting content / levels to learner needs	15%
	Providing remediation at points of need	11%
EQUITY	Reducing achievement gaps among student groups	10%

Notes: * 2020 faculty survey question: "Which instructional challenges did you primarily seek to address in your adoption of courseware? Please choose up to three." N = 1,351

More support and training are needed to enable faculty to use courseware to adjust content to learner needs and provide remediation in general education courses with opportunities for increasing student outcomes. It is also clear that a greater emphasis must be placed on educating the field about how the use of adaptive learning tools and techniques can improve student outcomes.

RESEARCH IN ACTION

Every Learner Everywhere and its partners offer resources to support your immediate and longer-term courseware implementation planning.

1. *Implementing Adaptive Courseware* – This toolkit, which contains resources from the *Association of Public and Land-grant Universities* and *Achieving the Dream*, offers an actionable overview of the process of selecting, implementing, and scaling adoption of an adaptive courseware solution.

2. *Understanding Adaptive Courseware* – The Time for Class 2019 Toolkit offers an overview of what adaptive courseware is and where it can have the greatest impact.

3. *Institutional efforts in practice* – *Portland State University*'s Office of Academic Innovation has created professional development resources that can serve as a model for institutions seeking to scale and experiment with active and adaptive learning.

CONTEXT AND IMPLEMENTATION MATTER IN THE USE OF COURSEWARE

Faculty-reported satisfaction with a courseware product is a critical input into an institution's digital learning strategy. Importantly, satisfaction is also correlated with the extent to which courseware is seen as having a positive impact on student learning outcomes, and rates of continued use. One common measure of satisfaction is the Net Promoter Score (NPS), which is evaluated by asking, "How likely are you to recommend this [product, service, or company] to a friend or colleague?" with 10 being "very likely" and 0 being "not at all likely."[1] In 2016, 2019, and 2020, the *Time for Class* survey evaluated faculty views of digital courseware using this measure to understand what practices have the potential to create the most positive experiences.

Our data shows that context and implementation matter, and these factors are notably more important than the digital courseware product or tool itself. Institutions can take key actions to ensure that courseware is being implemented in ways that create a better faculty experience as measured by NPS.

TIME FOR CLASS 2020 FINDINGS

ADOPTION APPROACH

The process through which faculty adopt a courseware product has a significant impact on their satisfaction. When looking to create a positive courseware experience for faculty, consider incorporating one or more of these factors:

Engage in course redesign: The process of redesigning or significantly modifying a course can lead to more thoughtful incorporation of courseware and therefore higher NPS

Involve faculty in decision-making: Faculty are more likely to report satisfaction with a courseware product if they were part of the decision-making process to adopt it. When a product is mandated at the department or institutional-level, faculty are less likely to be satisfied with it

Support teams with professional development: While all forms of professional development aide adoption of a tool, sessions focused on using the tool are more likely to maximize functionalities and improve experience

Consider the role that inclusive access plays on your campus: Faculty who adopt courseware via inclusive access report higher satisfaction. While we cannot point to a definitive cause and effect here, this may because the presence of institution-wide IA agreements implies a stronger digital infrastructure and support for digital courseware adoption

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1. Respondents who choose 9 or 10 are considered to be promoters of the product, those who select 7 or 8 are neutral, and those indicating 6 or below are considered to be detractors. The NPS is calculated by subtracting the percentage of respondents who are detractors (selecting 1–6) from the percentage who are promoters (selecting 9–10).

everylearner everywhere — Online surveys were distributed in January 2020 to administrators and faculty (before COVID-19).

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USAGE CONTEXT

While there is not clear data about a specific product generating higher satisfaction than another, product type and usage do play a key role in faculty satisfaction. Recommending adoption of products with these features and / or encouraging usage in these contexts can support faculty experiences:

200+ **Focus on high enrollment courses:** Faculty are most satisfied with their courseware product when they use it in a high enrollment (200+ student) course, which speaks to courseware's potential efficiency benefits

Focus on use of assessment tools: Focus on use of assessment tools: Courseware products that have summative assessment features significantly improve NPS, potentially because grading summative assessments was a challenge before.

Consider the benefits of courseware to drive active learning: Faculty who are also using active learning techniques (see *here* for more details) are more likely to report satisfaction with their courseware product

RESEARCH IN ACTION

To improve faculty experience with courseware solutions, it is important to be thoughtful about adoption approach and to provide sufficient support to faculty users. The courseware product itself is only a part of the equation; how courseware is adopted, the type of product used, and the context in which it is used all have an impact on the experience that faculty have when using courseware and other digital tools.

In order to ensure that the adoption of courseware is as effective as possible, ask faculty to consider the following questions:

- What are my goals for adopting courseware?

- What is the course or institutional context in which I am adopting courseware?

- Do I have sufficient time, support, and expertise in course redesign, pedagogy, and instructional design to be successful in implementation?

The following resources can help ensure that your courseware implementation is designed in a way that supports faculty and students:

- *A Guide for Implementing Adaptive Courseware: From Planning Through Scaling*
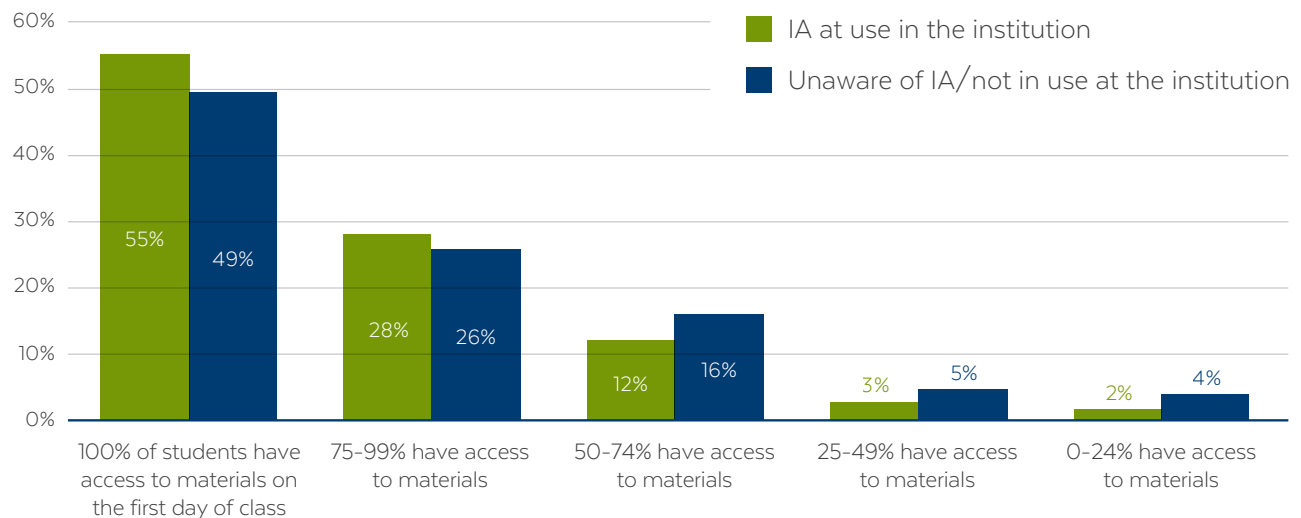
- *Time for Class 2019 Toolkit*

INCLUSIVE ACCESS IS ANTICIPATED TO GROW AND REQUIRES THOUGHTFUL IMPLEMENTATION

Over the past few years, the inclusive access (IA) model has offered students the promise of lower costs for and easier access to instructional materials. Established by agreements among universities, campus bookstores, distributors, and textbook publishers, IA allows institutions to sign up entire classes of students to automatically receive digital course materials at a discounted rate, rather than requiring students to buy materials on an individual basis.[1]

TIME FOR CLASS 2020 FINDINGS

In *Time for Class* 2020, 21% of faculty report that inclusive access is used at their institutions. A key selling point of the IA model is that students have all required course materials on the first day of class, and the content is as up to date as possible. This year's survey results suggest that the initiative is indeed helping to achieve these outcomes: faculty at institutions where IA is in place are slightly more likely (83% vs 75%) to report that 75% or more of their students have access to materials on the first day of class.

USE OF INCLUSIVE ACCESS AND CORRESPONDING STUDENT ACCESS TO INSTRUCTIONAL MATERIALS ON FIRST DAY OF CLASS

Legend:
- IA at use in the institution
- Unaware of IA/not in use at the institution

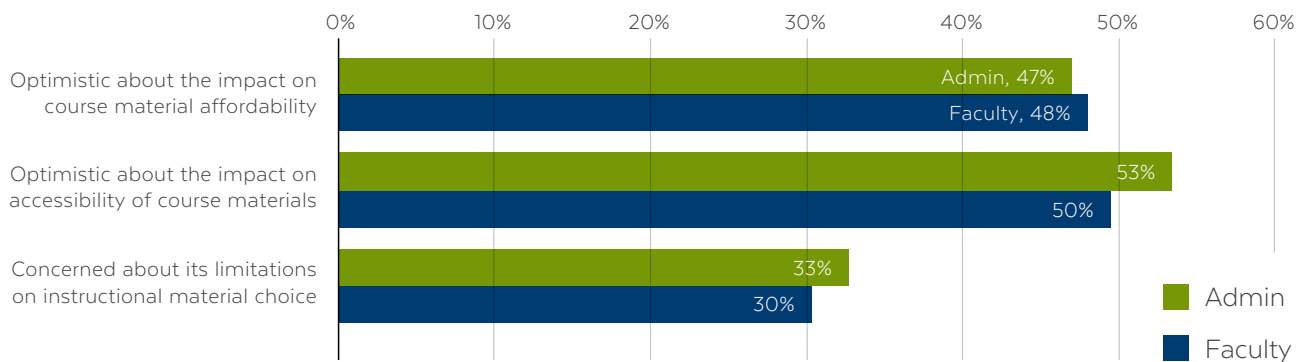|	100% of students have access to materials on the first day of class	75-99% have access to materials	50-74% have access to materials	25-49% have access to materials	0-24% have access to materials
IA at use	55%	28%	12%	3%	2%
Unaware of IA	49%	26%	16%	5%	4%

*Notes: * 2020 faculty survey questions: (1) "From the following list, please pick what best describes your awareness and institutional use of inclusive access."; (2) "Which statement best descries the access your students have to instructional materials on the first day of class?"; IA at use in the institution N = 570, Unaware of IA/ not in use at the institution N = 2,055*

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1.   Publishers may provide access either directly or through partnership with third-party organizations such as VitalSource, RedShelf, Verba, Follett, and Barnes & Noble.

Online surveys were distributed in January 2020 to administrators and faculty (before COVID-19).

One of the concerns about IA is its potential limits on faculty and student choice. However, faculty from institutions that participate in IA report positive sentiment and plan to continue using it. Of current faculty users, 73% are likely to maintain or increase use in the next three years, and only 7% of faculty (and 13% of administrators) report that they are dissatisfied with their use of IA.

Overall, both faculty and administrators report greater levels of optimism than pessimism about the IA model; however, the survey did not find overwhelming agreement that inclusive access can deliver on its broader initiatives. As shown below, around half of respondents are optimistic about IA's impact on course material accessibility and affordability; a third are concerned about its limitations on materials choice.

ATTITUDE TOWARD INCLUSIVE ACCESS

Optimistic about the impact on course material affordability	Admin, 47%; Faculty, 48%
Optimistic about the impact on accessibility of course materials	53%; 50%
Concerned about its limitations on instructional material choice	33%; 30%

Legend: Admin, Faculty

Notes: * 2020 survey question: "Which of the following statements do you agree with regarding the impact of Inclusive Access at your organization? Please select all that apply.", Administrator N=455, Faculty N = 864

IA has the potential to bring benefits to students in terms of access and affordability. However, these agreements are complex, and it is important to make sure they are designed in ways that maximize those benefits and minimize the potential negative impact on student and faculty access and choice.

RESEARCH IN ACTION

As you consider and evaluate IA at your institution, consider the following questions:

- What does historical purchasing data tell us about average student costs and the current benchmark so that sufficient discounts can be developed?
- Is my institution ensuring that faculty have options that enable instruction with their preferred texts?
- Do students have access to foundational content after their courses and access periods end?
- Can students access print content at a reasonable price point?
- How is student data shared and protected?

Reach out to *Every Learner Everywhere* to discuss support needed as you navigate IA options. In addition, the following resources provide additional questions to ask when evaluating and setting up IA agreements.

1. *OpenStax*, a provider of Open Educational Resources (and critic of IA), suggests that institutions ask themselves this *list of questions*.

2. *VitalSource*, a distributor that works with institutions to set up IA agreements, provides *tips for launching and managing the program*.

3. *U.S. PIRG*, a consumer advocacy group that has researched textbook affordability, has released a *series of recommended actions* for institutions adopting IA agreements that protect both faculty and students.
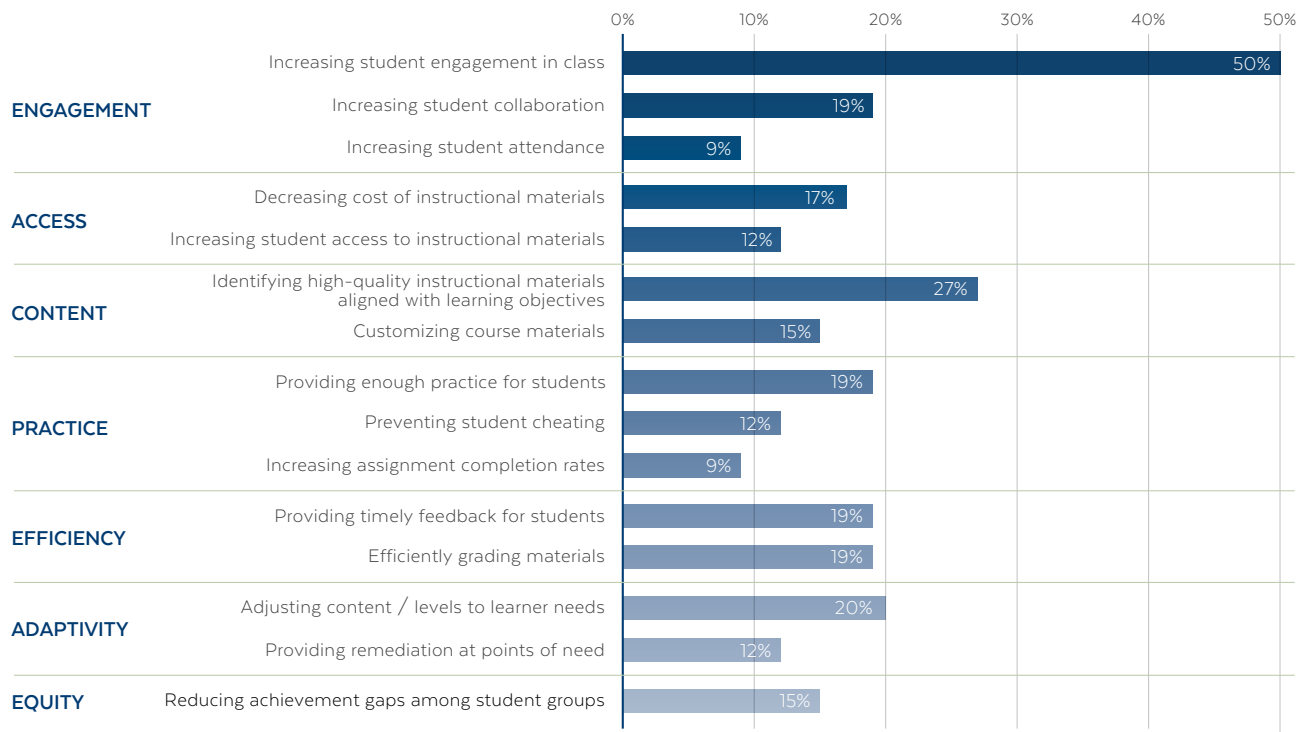
ADOPTION OF ACTIVE LEARNING PRACTICES CAN INCREASE STUDENT ENGAGEMENT

The COVID-19 crisis and its associated rapid transition to remote education amplified the importance of engaging students in their learning, especially in an online environment. Multitudes of student surveys launched in the midst of the pandemic found that students felt their remote education was less engaging and lower quality (Top Hat, 2020 and SimpsonScarborough, 2020), and *Digital Promise's Suddenly Online: A National Survey of Undergraduate Students* discovered that not only did students miss opportunities to interact with their peers and instructors, they also felt the loss of authentic, hands-on experiences. Engaging students in fall 2020 and beyond requires understanding the challenges faculty are facing and the practices in use.

TIME FOR CLASS 2020 FINDINGS

In *Time for Class 2020*, **Tyton Partners** asked almost 3,000 faculty about the top three instructional challenges they seek to solve in their classes. Far and away, the greatest challenges are those to do with engaging students in the classroom, whether online, hybrid, or face-to-face. Importantly, this survey was fielded before COVID-19, highlighting that faculty already prioritized increasing student engagement before remote instruction. The shift to remote teaching because of COVID-19 only amplified this challenge, as part one of our *Time for Class: COVID-19 Edition* reports.

TOP INSTRUCTIONAL CHALLENGES FACULTY SEEK TO SOLVE

Category	Challenge	%
ENGAGEMENT	Increasing student engagement in class	50%
	Increasing student collaboration	19%
	Increasing student attendance	9%
ACCESS	Decreasing cost of instructional materials	17%
	Increasing student access to instructional materials	12%
CONTENT	Identifying high-quality instructional materials aligned with learning objectives	27%
	Customizing course materials	15%
PRACTICE	Providing enough practice for students	19%
	Preventing student cheating	12%
	Increasing assignment completion rates	9%
EFFICIENCY	Providing timely feedback for students	19%
	Efficiently grading materials	19%
ADAPTIVITY	Adjusting content / levels to learner needs	20%
	Providing remediation at points of need	12%
EQUITY	Reducing achievement gaps among student groups	15%

*Notes: * 2020 faculty survey question: "Which instructional challenges are top priorities for you to solve in your courses? Please choose up to three." N = 2,856*

Online surveys were distributed in January 2020 to administrators and faculty (before COVID-19).

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However, there are active learning practices that faculty report as driving greater student engagement. Assignments where students meet and work in small groups online *(small group assignments)* and assignments having students express what they have learned and what they still need to learn *(student self-evaluation)* are associated with higher percentages of faculty reporting satisfaction with student engagement. Notably, both of these practices saw comparatively low usage by faculty who transitioned a course to remote learning in the spring 2020 term. These relatively easy-to-implement practices represent one practical method to help engage students in their learning.

INSTRUCTIONAL PRACTICES EMPLOYED BY FACULTY DURING REMOTE LEARNING
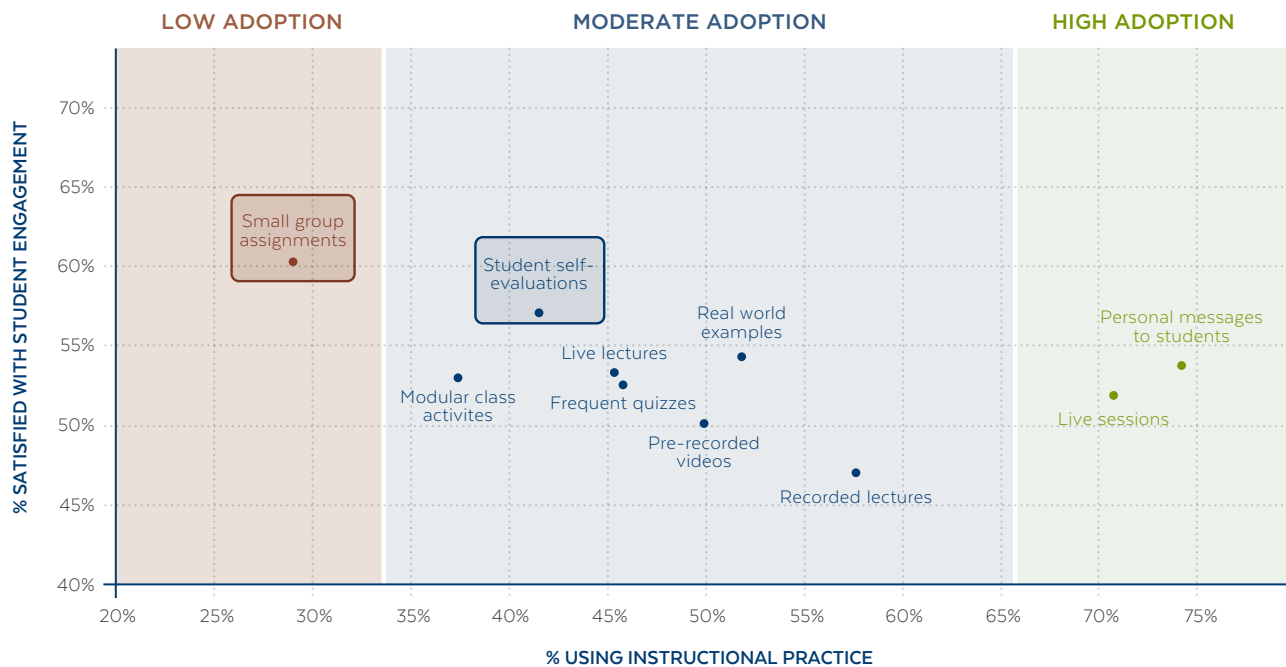
Notes: * X-axis survey question: "After you transitioned to remote learning, did your course include any of the following? Please select all that apply.", N = 4,782; Y-axis survey question: "How satisfied were you with the way your class turned out across the following dimensions after the transition to remote learning? [how well students were engaged in the class] N = 4,769

RESEARCH IN ACTION

Looking to help faculty at your institution increase engagement in online and hybrid environments? The following resources can help.

1. Every Learner Everywhere curated a *toolkit to increase student engagement* in remote learning environment

2. The Association of Public and Land-grant Universities published a playbook on *Delivering High-Quality Instruction Online in Response to COVID-19* with a section dedicated to Course Interaction

3. The Online Learning Consoritum developed *The Quality Course Teaching and Instructional Practice scorecard* to help faculty evaluate how they are creating an engaging classroom

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- **Dr. Jeff Seaman,** Co-director