



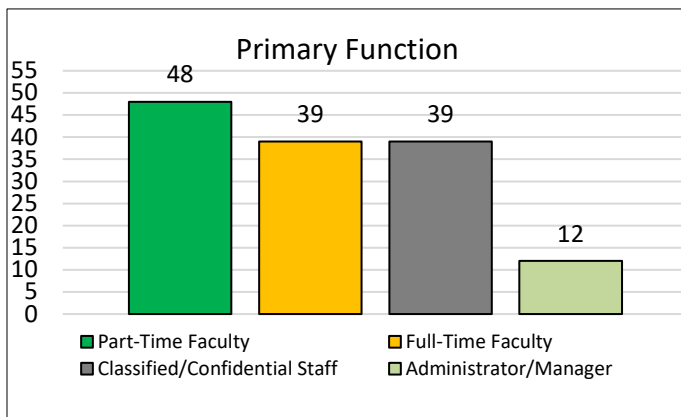
This report includes results stemming from the Faculty and Staff Needs Survey, disseminated in the Spring 2020 term. In response to the coronavirus pandemic, Crafton Hills College (CHC) transitioned to an exclusively online campus. Due to these significant changes, this online survey was developed to help CHC identify employee needs to provide faculty and staff support while transitioning to working remotely. The Office of Institutional Effectiveness, Research and Planning (OIERP) developed this online survey in collaboration with various campus stakeholders (e.g., administration and staff). The survey closed on April 17, 2020, so the findings reported herein are as of that date.

The survey was organized to collect information on faculty and staff technology and personal needs, training needs for online tools (i.e., Cranium Café and Zoom), impact of the pandemic on household employment, feedback on how to remain connected to the campus, and additional comments/concerns regarding overall needs. The survey also allowed respondents to provide their contact information (e.g., name, phone number, and email) if they wanted to receive information about additional employee resources. A total of 138 valid online surveys were received and analyzed. Based on the total number of employees in the Fall 2018 term (N=414<sup>[1]</sup>) and the number of employees who randomly participated in the survey, results can be generalized to the total employee population at a 95% confidence level and with a 6.82% margin of error.

**Employee Demographics**

Respondents’ were asked to indicate their primary employee function at CHC. Table I demonstrates respondents were most likely to be a part-time faculty member (n=48), followed by full-time faculty (n=39) and classified/confidential staff (n=39). Respondents were then asked to specify the particular area of the college they work in, 58% of respondents indicated they work in the instruction area.

**Graph 1. Self-Reported Employee Function**



**Table I. Self-Reported Employee Function**

Primary Function	#	%
Part-time Faculty	48	34.8
Classified or Confidential Staff	39	28.3
Full-time Faculty	39	28.3
Administrator/Manager	12	8.7
<b>Total</b>	<b>138</b>	<b>100.0</b>

**Table 2. Self-Reported Employee Work Area**

What Area of the college do you work in?	#	%
Instruction	78	57.8
Student Services	35	25.9
Other (please specify)	9	6.7
Administrative Services (i.e. Facilities, Technology, etc.)	7	5.2
President's Area	6	4.4
<b>Total</b>	<b>135</b>	<b>100.0</b>

**Table 2a. Work Area - Other Specified**

Other specified: (n=7)
Aquatics
Art Program
Campus Store
English Dept
Library
Police
Research

<sup>[1]</sup>Employee headcount is unduplicated by district (6/14/2019). Source: [CCCCO MIS Database for reporting period Fall Term 2018](#)

**Experience Working Remotely**

Next, respondents were asked to elaborate on their experience(s) while working remotely from home as it pertains to devices they are currently using, possible workload barriers and the technological challenges they are experiencing. Table 3 shows 48% of faculty and staff indicated they are utilizing a district issued device(s) while working remotely.

Table 3a provides a breakdown of employees' primary function among those indicating they were not using any district issued device(s); the majority (57%) of employees indicated being part-time faculty. Table 3b lists the primary function of employees reporting the use of a district-issued laptop, most of which were Classified/Confidential Staff (50%) or full-time faculty (28%). Table 4 demonstrates the two most utilized personal device(s) being used remotely are mobile phone (32%) and laptop (32%). Tables 3c and 4a illustrate the number of times an answer was provided; they do **not** illustrate the individual number of respondents' that provided the answer.

**Table 3. District Issued Device(s)**

District issued device(s) being used the most while working remotely (select all that apply)	#	%
None	75	52.1
Laptop	50	34.7
Tablet	8	5.6
Mobile Phone	5	3.5
Other (please specify)	4	2.8
Desktop Computer	2	1.4
<b>Total</b>	<b>144</b>	<b>100.0</b>

**Table 3a. Primary Function of Employees Not Using Any District Issued Device(s)**

Primary Function	#	%
Part-time Faculty	43	57.3
Full-time Faculty	21	28.0
Classified or Confidential Staff	9	12.0
Administrator/Manager	2	2.7
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Table 3b. Primary Function of Employees Using District Issued Laptop**

Primary Function	#	%
Classified or Confidential Staff	25	50.0
Full-time Faculty	14	28.0
Administrator/Manager	8	16.0
Part-time Faculty	3	6.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

**Table 3c. District Issued Device(s) – Other Specified**

Other specified:
Chrome book
District has not offered to supply any devices.
Laptop, not district issued but purchased with department funds for other purposes
Wacom drawing tablet

**Table 4. Personal Device(s) In Use**

Personal device(s) being used the most while working remotely (select all that apply)	#	%
Mobile Phone	89	32.4
Laptop	88	32.0
Desktop Computer	43	15.6
Tablet	36	13.1
Other (please specify)	16	5.8
None	3	1.1
<b>Total</b>	<b>275</b>	<b>100.0</b>

**Table 4a. Personal Device(s) - Other Specified**

Other specified:
Chair
Copier
Document camera
Drawing Tablet
Extra monitor, mouse and keyboard, calculator
Home Internet
Internet; mobile data
Mouse
My home printer
Printer (2)
Printer/scanner wifi
Scanner/Printer/double monitor

**Experience Working Remotely (Continued)**

Respondents were asked to indicate any barrier(s) they are encountering while working remotely that may prevent them from maintaining a normal workload. Table 5 demonstrates that 45 respondents (20%) are limited in their physical workspace at home, followed by 43 respondents (19%) who indicated there are no barriers to maintaining their normal workload. Respondents who selected “Other” were then asked to specify the barriers and challenges they are facing, as an open-ended question (see Table 5a).

**Table 5. Workload Barriers**

<b>Are there barriers that might prevent you from maintaining your normal workload while working from home? (select all that apply)</b>	<b>#</b>	<b>%</b>
My physical workspace at home is limited (i.e., lack of space, privacy, noise level)	45	20.1
There are <b>no</b> barriers to me maintaining my normal workload	43	19.2
I don't have access to the resources (i.e., materials, equipment, support services, etc.) I need	42	18.8
Connectivity at home is not the same speed or quality as at work	37	16.5
I have caregiver responsibilities (i.e., dependent children, parents) at home	27	12.1
Other (please specify)	19	8.5
I have difficulty collaborating with colleagues on work tasks	11	4.9
<b>Total</b>	<b>224</b>	<b>100.0</b>

There was a total of 18 open-ended comments provided by respondents who indicated experiencing other work barriers. Respondents were most likely to provide barriers regarding their equipment and setup, as one respondents stated, “Do not have the proper ergonomic setup at home, also difficult working with limited screen space and a single monitor and inability to print.”

**Table 5a. Workload Barriers – Open-ended responses to “Other, please specify”**

<b>Equipment and Setup (n=11)</b>
Do not have the proper ergonomic setup at home, also difficult working with limited screen space and a single monitor and inability to print
Dual screen and phone
Everyone is home for the same reasons needing the same things: space, time, privacy, internet access..
I have a very small laptop; it is difficult to read questions from my students during Zoom meeting.
I need of proper work chair
My class is [name] and is not easily done remotely
Need a desk and good chair
Need an Office chair
Office chair
Phones
Physical workspace at home lacks proper office ergonomics
<b>Access to Work Materials (n=3)</b>
Files located in desk drawer
Having access to important documents and files that are still in my CHC office.
Not having access to college source and other resources. So must look course descriptions via other college websites that limit catalog availability.
<b>Connection to Campus and Colleagues (n=2)</b>
I miss the face-to-face collaboration.
Management of Campus operations cannot be effectively done remotely
<b>Difficulties with Online Tools (n=1)</b>
When in Zoom, CraniumCafe or Skype meetings. Myself as are some participants are interrupted by incoming text, or pings
<b>Challenges Working from Home (n=1)</b>
My full-time job and family responsibilities have sky-rocketed and become more difficult reducing the time and energy I have for part-time teaching.

**Experience Working Remotely (Continued)**

Respondents were asked to specify difficulties they are experiencing with the technology resources they have available at home (i.e., moving from a two-monitor desktop computer to a small laptop) in completing all their work assignments. Table 6 demonstrates that 51 respondents (37%) are having a difficult time completing work assignments using the technology resources they have at home. Respondents who selected “Yes” were then asked to specify the difficulties they are facing, as an open-ended question (see Table 6a).

**Table 6. Using Technology Resources Remotely**

<b>Difficult to complete all work assignments using the technology resources at home (i.e., moving from a two-monitor desktop computer to a small laptop)</b>	<b>#</b>	<b>%</b>
No	86	62.8
Yes	51	37.2
<b>Total</b>	<b>137</b>	<b>100.0</b>

There was a total of 46 open-ended comments provided by respondents who indicated experiencing other work difficulties. Respondents were most likely to provide difficulties regarding their equipment and workspace setup, as one respondent stated, “It is extremely difficult going from using a 2-screen desk top computer to my laptop.”

**Table 6a. Open-ended Responses on Difficulties Experienced - Using Technology Resources Remotely**

<b>Difficulties with Equipment and Workspace Setup (n=26)</b>
A double monitor would make things easier. Phone service with students would be very helpful.
Change of workspace setup. No Home office
Definitely moving from a two monitor desktop to a small laptop with old eyes. People are slow to respond to email questions, delaying completion of tasks.
Having problems with my scanner; going through the ink with my printer; takes me a lot longer to get things done without a second monitor. Coming up with creative ways to get my work done, however, it takes longer.
I brought materials and tools from work, home to build sculpture stands but its been so cold in my garage that i haven't been able to do much i couldn't afford to heat the space, but I should be fine when it warms up, not much to complain about I'm pretty lucky and learning to adapt but i miss the beautiful smiles of our campus and the wonderful faculty and staff. Hope we figure this out soon
I have a small laptop with one screen and no printer and at work I had 2 large screens and access to a printer. One screen severely slows my working ability as I now have to write data/information necessary to complete a task when before I either used the 2nd screen or printed it. I also need my office chair as the chair I currently use is very uncomfortable.
I have no home office, workspace, or even a desk. My husband (an instructor at [institution name]) and I both use our kitchen island to do our work currently. We each have our own old 13-inch laptops (from 2013), when we really could use a large desktop computer screen. I already feel neck, back, eye strain from working on my laptop for hours each day.
I'm [working] without my two-monitor desktop, scanner, and supplies at work. All I have is an old desktop and an old iPad to use. It's taking longer than normal.
Interruptions. Everyone in my home and working or attending school from home at the same time. Private space
It is extremely difficult going from using a 2-screen desk top computer to my laptop. I am now moving from teaching 5 classes in the classroom to teaching 5 classes online. So I'm using my laptop at least 4 hours a day. Please don't think I'm complaining about the situation, I'm just answering your survey question.
It would be ideal to have two monitors, but I am able to complete my work with minor delays.
It would be nice to have a desktop computer with two screens when working with my classes.
Just spoiled and used to using two monitors. It's definitely more challenging on a laptop.
Lack of access to samples, physical interaction with students while they are working (zoom is not a substitute for this).

Table 6a continues on next page

Moving from a two-monitor desktop to a laptop
Moving from a two-monitor desktop computer to a small laptop, no phone access using personal cell phone
Moving from desktop to lap top and not having home office space to utilize
My desktop is the easiest to use for multitasking all of the responsibilities, but it is seriously out of date. The laptop given by the district works, but it is very small.
My husband is working from home in our office where the desktop is located. I only have access to my tablet during the day. The tablet has limited capabilities for the programs we are to be using.
My makeshift office is not adequate to function as I do in my college office, as I am using my own supplies, and purchasing office needs to function on a basic level.. my desk is literally a piece of wood on top of sawhorses:) general discomfort with chair and small space. Working at home is even more non-stop than arriving early and leaving late from work. Additionally, more work/meetings/emails all while teaching is all consuming and interferes with teaching. At the same time are all trying to remain safe, take care of our families, continue to take care of our students differently than within the college environment, knowing they have their own challenges, Working from home has been nonstop and very demanding.
Screen size on the laptop limits my ability to access, review, and copy over work; however, it does not stop the process just slows it down considerable. As long as people are patient and understanding this does not seem to be a significant issue.
Physical strains
The biggest is that my district laptop does not have a camera. It's very difficult to work with students face to face without a camera.
While I love the access from my laptop, I find that it slows me down, so I've been using my personal desktop computer primarily for email and web based applications and the laptop to access the shared drive folders and save documents from my email.
Work that requires moving between screens and projects. Multi-tasking. Interruptions during meetings. Lack of adequate on all the tools necessary to operate in the new environment.
Working at slower speed not having double monitor
<b>Difficulties with Internet and Phone (n=14)</b>
1. Unstable internet. Zoom as host is subject to freezing or voice drag. I can record on Canvas Studio, but upload failure rate is 90%. The simple clicks to connect Labster to Canvas haven't worked. 2. I've lost my e-mail notifications to my phone, probably my fault during some of the efforts to connect via Zoom. 3. My fault again but I occasionally realize a needed e-file is on my college pc hard drive, not on my thumb drive and I had intentions of going Cloud but hadn't. 4. I'm working from a corner of a 3-foot square dining table, in bad light, with family distractions. What I'm coming to realize is that this isn't just about enduring a crappy work environment. It is also an intrusion and disruption of my home space, which is where we ideally go to rest and renew our energies, balancing work and home. Mental and emotional stress grow, when work space and home space are no longer separated.
Connectivity to internet even with a hotspot
I am having a hard time connecting to the internet for zoom and large meetings. I do not think my internet connection is strong enough. I do not have a workspace. I am sitting at a dining room table on a wooden chair with dim lighting for long periods of time when I work from home.
Internet connection issues, defined workspace issues, limited workspace as in one monitor instead of two
Lack of reliable internet. I am used to having two large monitors at work and now have one small laptop screen. Don't have a dedicated office space.
No wi-fi
Not having a VPN makes it very hard to do half of my job.
Speed, ease of access
The internet at my residence can be very spotty and I have several older children also using it for school.
The laptop and my connection at home are very slow. Contacting vendors via cell phone and giving out my personal cell phone number to vendors is not something i normally do but have to now.

Table 6a continues on next page

The loss of two monitors, and the ergonomics of the office setup, i.e. office chair, desk, printer/scanner, etc. This has resulted in a significant decrease in productivity and efficiency.
The monitor on my lap top is very small. My desktop does not have audio and video so I can hear meetings but can not participate in meetings/training
Viewing limitations, space limitations for workspace, resources are limited in e-format. Printing and scanning capabilities are not equivalent.
We were not given a phone/software to call students
<b>Difficulties with Online Tools and Software Accessibility (n=5)</b>
Being able to review multiple programs at the same time that are needed within my area of evaluations. We reference websites multiple times per course/or evaluation. It can be done however it requires toggling back and forth between windows.
I can not use zoom. Computer too old.
I'm required to utilize multiple State, Federal and District websites, as well as databases in order to effectively perform my regular duties and responsibilities.
It is hard to convert everything online in such a limited time along with transitioning my children online and helping my students transition as well. Not enough hours in one day.
Teaching a lab online is [obscenity] impossible.
<b>Misc. Comments (n=1)</b>
Certain aspects of the measure CC Bond cannot be effectively done off site.

End of Table 6a

**Technical Experience**

Respondents were asked to select all the ways they are currently accessing the internet while working remotely. Based on their selection follow-up questions were asked. Table 7 demonstrates respondents are most likely to access the internet using their home internet (n=133), followed by mobile phone (n=34).

**Table 7. Modalities for Internet Access**

Modalities (select all that apply)	#	%
Home Internet	133	74.7
Mobile Phone	34	19.1
Hotspot	9	5.1
Other (please specify)	2	1.1
<b>Total</b>	<b>178</b>	<b>100.0</b>

**Table 7a. Internet Access-Other Specified**

<b>Other specified:</b>
Business Office Internet
The login into VPN for network access.

**Table 7b. Home Internet Selection – Concerns Pertaining to Data Caps**

Home Internet-Concerned about data caps	#	%
Yes	32	24.1
No	101	75.9
<b>Total</b>	<b>133</b>	<b>100.0</b>

**Table 7c. Home Internet Selection – Concerns Pertaining to Data Caps**

Home Internet-Concerned about data caps	#	%
Yes	32	24.1
No	101	75.9
<b>Total</b>	<b>133</b>	<b>100.0</b>

**Technical Experience (Continued)**

**Table 7d. Mobile Phone Selection - Concerns Pertaining to Running out of Data**

Mobile Phone - Concerned about running out of data	#	%
Yes	11	32.4
No	23	67.6
<b>Total</b>	<b>34</b>	<b>100.0</b>

**Table 7e. Hotspot Selection – Hotspot Type**

Type of Hotspot	#	%
Private Hotspot	6	66.7
District Issued Hotspot	3	33.3
Public Hotspot	0	0.0
<b>Total</b>	<b>9</b>	<b>100.0</b>

**Resources and Support Needed**

Lastly, respondents were asked to indicate additional resources and support needed as it pertains to technical support (i.e., remote technical support, district help desk, software access), online tool(s) training (i.e., electronic signature, Cranium Cafe) and personal support (i.e., mental/emotional health, food assistance, financial impact on household). Those employees who requested additional employee resources had an opportunity to provide their contact information for outreach purposes.

Table 8 demonstrates that 21% of respondents need CHC remote technical support and 20% of respondents need district help desk support services.

**Table 8. Technical Supported Requested**

Do you require any of the following technical support:	Yes		No		Total
	#	%	#	%	
CHC remote technical support	26	21.3	96	78.7	122
District help desk	24	19.5	99	80.5	123
Software access (i.e., Adobe Creative Cloud) (specify below)	21	17.6	98	82.4	119
Hardware access (specify below)	19	15.8	101	84.2	120
Internet access	19	15.0	108	85.0	127

Table 9 demonstrates that 25% of respondents need assistance in creating an electronic signature, followed by 19% who requested Cranium Café training.

**Table 9. Online Tools Training Request**

Are you having any difficulties or do you require training for the following online tool(s):	Yes		No		Total
	#	%	#	%	
Creating electronic signature	30	25.4	88	74.6	118
Cranium Cafe (online student support platform)	22	19.0	94	81.0	116
Google Hangouts	20	16.9	98	83.1	118
SARS	19	16.5	96	83.5	115
Google Docs	19	15.8	101	84.2	120
Microsoft One Drive	17	14.3	102	85.7	119
Zoom (video conferencing platform)	17	13.8	106	86.2	123
Colleague	16	13.4	103	86.6	119
Skype (video conferencing platform)	12	10.3	105	89.7	117
Canvas	12	9.8	111	90.2	123
Starfish	9	7.6	110	92.4	119
Other software programs (specify below)	6	6.7	84	93.3	90

**Resources and Support Needed (Continued)**

Respondents’ were asked to indicate the personal support they require. Respondents were most likely to indicate they need mental health services (n=10), followed by mortgage/rental assistance (n=3).

**Table 10. Personal Support Needs**

Personal Support Needs:	Yes		No		Total
	#	%	#	%	
Mental / emotional health services (i.e., feeling isolated, depressed, anxious etc.)	10	7.9	117	92.1	127
Mortgage/Rental assistance	3	2.3	125	97.7	128
Utilities assistance	2	1.6	126	98.4	128
Food assistance	0	0.0	127	100.0	127

Respondents’ were asked to indicate whether the coronavirus pandemic resulted in the reduction of employment or loss of employment for them and/or their household. Thirty-one percent of respondents (n=40) indicated that they and/or their households experienced reduced employment (e.g., loss in working hours). There were 21 respondents (17%) that indicated they and/or their households experienced loss of childcare.

**Table 11. Impact on Employee and Household**

Pandemic impact on employee and/or household	Yes		No		Total
	#	%	#	%	
Reduced employment (loss in hours)	40	30.8	90	69.2	130
Loss of Childcare	21	16.8	104	83.2	125
Lost employment (laid-off)	15	11.9	111	88.1	126

Respondents were then asked to specify how Crafton can help employees remain and feel connected to the campus, colleagues, and students, as an open-ended question (see Table 12). There was a total of 63 open-ended comments provided by respondents who indicated how the college can help them remain connected to the campus. Respondents were most likely to provide comments as to the overall communication, as one respondent stated, “Honestly, the Friday campus calls really help me to feel connected and understand what’s happening on the campus overall.”

**Table 12. Remaining Connected to Campus (e.g., campus, colleagues, and students)**

Communication/Meetings (n=22)
All campus meetings
Communication from the administration has been good during this period. I find it very helpful when folks sending emails with district wide or campus wide implications indicate that the students have already received the same email. I’m doing my best not to inundate my students with duplicates.
Continue the Friday weekly meetings.
Continue with the all campus zoom meetings so we still feel connected.
Continue with the Zoom updates and frequent email updates.
Continue Zoom meetings for updates and connections
Crafton has been doing great with communications.
Group Zooms are nice. I'm not sure what else we can do. Maybe we can each take a moment to reach out personally to someone, especially someone not quite in the spotlight and just say hi, how are you?

Table 12 continues on next page



Honestly, the Friday campus calls really help me to feel connected and understand what's happening on the campus overall. I enjoy seeing the familiar faces and the updates on how we have been able to continue supporting our students and their needs.
I appreciate the weekly staff Zoom meetings with my supervisor and I like that the President gives updates through Zoom too.
I think you are doing a good job with the emails and the all Crafton Zoom Meetings.
I've enjoyed the all-campus Zoom meetings.
Keep hosting the All Campus Meetings
Offer regular virtual meetings and/or opportunities to interact with colleagues on campus.
Perhaps all wide Zoom information/meetings on updates. Most importantly, better communication from my Dean and department chair. I've revived very little information from my department and NONE from my dean hear at CHC. It's quite a contrast to SBVC and other institutions!
Providing and publicizing services for my students, especially in adapting to the online environment.
Really appreciate the frequent updates on what is happening, future plans, etc.
So far all the Zoom meetings being presented and also by Dr. Horan have been awesome!
The all campus meetings are great so too is the happy hour
The all Campus meetings really help
The all campus meetings/updates are good. Zoom is a huge help for connecting with colleagues.
Zoom meetings
<b>Collaboration with Colleagues/ Other Departments (n=12)</b>
Allow us to have verbal conversations with deans and different departments sometimes it difficult to put in to words what we are trying to solve, so a directory through zoom so we can more casually speak to district or anybody that we need to do our jobs
I feel connected and I am not lacking the support of my colleagues.
I feel supported by Crafton Hills College, and I am very lucky to have the support of my coordinators. It is just a sudden change, and like everyone, I am just learning to adjust to these changes.
I feel too connected. Respect worker's time when off work, don't contact unless urgent.
I feel very supported through all of this! I am thankful for my department chairs and colleagues in the [name]department, as we all keep in close contact via text, call, email, and Zoom. Using Canvas, email, and Zoom with my students has proven crucial for staying close with them. And I value the constant communication about resources and training opportunities from the college itself.
I like that the meetings i normally attend have continued.
I like the all staff meetings
I like the campus zoom conferences and the weekly meeting we have with the [position name]
I would like to hear from other people from my department. It's hard not knowing what other people are doing or how they are doing things.
I'm still going into the [facility name], so I still feel connected.
More online meetings
Most helpful: the college president's positive support messages; multiple access points for support for faculty and students; positive messages from chair; informational email support from technical staff. Also helpful would be positive messaging from deans and reminders of other services on campus. For example, the [program name]messages to faculty and students has been very helpful. Thank you!
<b>Praise (n=11)</b>
CHC is doing the best it can during this time.
Crafton support has been amazing!!! I feel as if everyone in the tech department is amazingly patient, supportive, and knowledgeable.
Crafton's doing a great job.

Table 12 continues on next page

I feel with that there's quite a few people here at Crafton that are making themselves available every day for myself, my colleagues and the students. Crafton is doing an fantastic job with the sudden situation in making everyone feel connected. Thanks Crafton
I love happy hour hangouts.
I think Crafton is a great place to work and is doing and has done a great job with this transition.
I think Crafton is doing a good job.
I think that admin has done an amazing job so far! Just keep doing what you are doing.
I think the campus is doing a great job! (:
Keep doing the same, staff and admin are doing a fantastic job
You're doing a great job.
<b>Resources, Tools and Training Support (n=10)</b>
As a part time instructor, I have several colleges that I am trying to coordinate with. A little more lead time on when certain training is available would be nice, than 10 am the day of the training.
Be there when I have technical issues. Stay connected to my colleagues so I do not feel alone
Continual access to online platforms for us to meet i.e. cranium cafe and zoom.
Create training modules for Zoom. I would find this helpful than a confer zoom meeting.
Encourage and support the use of online tools and communication platforms.
I have enjoyed the online professional developments. I think that we need to do a better job at getting the links out to staff. Without seeing each other daily/weekly, you have to increase the virtual connections.
I have received the much-needed training on Canvas and Zoom, so now I am doing fine. Email updates from the President (Kevin, not Donald) are helpful.
Keep me employed and give me two classes or another form of employment to work with my one class
Let me teach my [class] at school. Or at the very least, let me pick up materials from school without having to get congressional clearance and a hazmat detail to escort me.
They are doing a good job now. I really don't have any issues with teaching online. I could just use some assistance setting up goreact since it apparently needs some special passwords that I don't have access to. I called Canvas but they couldn't help me with goreact so they helped me with an alternative fix that's working fine for now.
<b>Misc. Comments (n=8)</b>
Everything provided so far has been great for me cause I know how to connect with people outside of work. My worry is for those that don't reach out to their colleagues.
Figure out what protocol will allow faculty to come on campus to use our offices and other resources, as soon as public health rulings allow.
I am continuing to work on it.
I do not know.
I like to be at campus once in a while. It's difficult sometimes knowing we won't be back until August.
Social hangouts after hours with colleagues would be nice
Teaching [program name]right now is especially challenging because it is a visceral discipline. Although we are working on presenting some material online not everything that we do is made for streaming and certainly not for DE.
Zoom drinking games with colleagues!

End of Table 12

Finally, respondents were asked to detail additional concerns or comments regarding their overall needs while working remotely, as an open-ended question (see Table 13). There was a total of 43 open-ended comments provided by respondents who indicated additional concerns or comments regarding their overall needs. Respondents were most likely to provide difficulties regarding the difficulties of working remotely, as one respondent stated, “Getting my work done while home schooling 2 kids and having two other kids ages two and under is a big challenge. Overwhelming to say the least.”

**Table 13. Additional Comments and/or Concerns Regarding Their Overall Needs**

Additional Concerns (n=27)
Be aware that many of us are working well over full time now and be kind to us based upon that fact. Show wisdom before asking us to complete additional tasks and trainings. I think everyone is a little tired and free time is precious and rare.
Getting my work done while home schooling 2 kids and having two other kids ages two and under is a big challenge. Overwhelming to say the least.
Healthcare plan for part time faculty
HR & IT were pretty slow to respond when I was on campus now they are completely non-responsive.
I feel we need (at some point) to pivot our in house Canvas instruction away from the “nuts and bolts” of preparing the delivery platform, to bringing our staff onboard to best practices on how to best work in the distance education domain.
I had to purchase office equipment for my home.
I had used Canvas in my class but I did it in a limited way. I only posted assignments and I entered the grades in gradebook. I now I modules and students are able to upload their assignments. My issue is I now have two gradebooks and I know there has to be a way to link them together?
I hope Crafton offers mental health and wellness support to faculty and staff on campus.
I just need the adobe on the laptop i was issued to recognize my sign in
I just need to get on campus to pickup more needed materials.
I will reach out for support on the digital signature. Somehow I've ended up with 3 signatures and one has a password (I don't know/remember) and none of them worked on the last document I tried to sign because it was "read-only"? Not a major problem, but something I'll be following up on in between tasks.
I would love to get my office chair! Outside of that (and that is a minor thing), I am fine. If there are ways to support students/staff outside of monetary donations, please let me know.
In need of proper work chair
Additional Comments (n=16)
Doing the very best I can to make this transition good for my students and myself.
For the most part everything has been going okay, the technology support I have received has been amazing. Everyone has been so helpful. If I could get a second monitor that would help a lot. Thanks!
I am very appreciative of all of the resources being shared and training being offered. I think this is wonderful.
I am willing to do anything it takes to become more efficient and to make my monthly bills.
I feel with that there's quite a few people here at Crafton that are making themselves available every day for myself, my colleagues and the students. Crafton is doing an fantastic job with the sudden situation in making everyone feel connected. Thanks Crafton
I just miss the campus (people and wildlife) and want to be back doing my job.
I personally believe that the Administrative are doing a very good job in providing faculty training opportunities and are very flexible. The A&R staff are excellent in assisting my student regarding reinstatement into my class. Very happy with the constant availability of updating the campus.
I'm good.
I'm grateful for everything everyone has been doing. Thank you.
It's been nice hearing from people directly. It's usually an email of someone just saying hello or good job or need anything.
None at the moment, only because I've been getting the training elsewhere, not CHC.
None at this time.
Thank you 😊

Table 13 continues on next page

Thank you for your hard work during this uncertain time!
Thank you for your help.
Would like more information about anticipated return to normal schedule.
It would be great for the campus to endorse and train on a single chatting system for all employees.
It would be nice to have an internet hot-spot for when I am meeting with my classes or in an entire college meeting as well as a desk area with a good chair.
Maybe require less online or zoom meeting since my workload has doubled and is now slower/hindered which takes away from my focus of student services.
My internet is a bit spotty, but most of the time ok. Too many in our development on the internet at once and its part of our association package. needed a laptop but got one from CHC-thank you!
My situation is unique in that the [program of study] is still meeting for regular classes on campus except for the [class name] with me and my co-instructor. So we have to maintain their schedule and gathering on campus while we instruct them remotely. This situation does not lend itself to using any of the platforms we have been given. My request for possible solutions has not resulted in any viable options because of the unique circumstances. I'm struggling to provide quality instruction for the remainder of the semester.
My students are mostly technically savvy, but this isn't what they signed up for, and they are not sufficiently proactive to deal with problems as they arise. They seem shell-shocked.
Power user training for Zoom would be great
Resources I can connect students to for tech and other support. Reducing outside of teaching responsibility
Since I am required to now teach online and using only my personal devices that I pay for in full...I do believe the district should bear part of the brunt of these costs. Perhaps what we save in not using public physical locations can go towards the cost we incur in the online education process.
Something that would help our dept moving forward would perhaps be webcams, mics, and lights for our [program name] instructors to shoot nicer higher quality videos. (: Perhaps a nice video editing software too. Just thoughts for the future.
We need some type of e-learning software option (Articulate or Catpivate, CCC admin needs to support this for all instructional needs). Zoom meetings are great but it is going to get old really quick and we can overcome this by having e-learning software options which we can then follow up with Zoom conferences to reinforce, further explain, emphasize, etc. [Program name]also need clinical simulation software and training options to make up for what is being missed lost through students not attending clinics. We are talking about 120 hours of lost time in this semester alone, if this continues on through all of Summer, we are talking about another 180 hours of lost/missed clinical practice.
When we first began working remotely, I lacked updated hardware/software and was unable to complete a lot of my normal work projects. In order to be able to continue to do my job, I purchased the following: desktop computer, new laptop, printer. With those purchases I am now able to do most of my normal work.
Why haven't we been offered district provided laptops?
You want me to redo my entire course mid semester to be able to teach a really [obscurity] version of a [discipline] lab, then you need to pay me for the hours that takes.

End of Table 13

### Implications and Limitations

The findings are based upon almost one-third of all CHC employees, increasing our confidence that the reported findings are generalizable to the entire campus. The current efforts of the college to supply faculty and staff with additional equipment, including chairs, laptops, monitors, and hotspots are warranted by the need that the campus community has communicated.

Additionally, 72 respondents offered their contact information to receive additional support with their specific needs. That contact list has been provided to the appropriate campus departments for assistance with employee outreach efforts. In the meantime, an [ergonomics for working at home webinar recording](#) can be shared with employees who indicated in Table 5 that they don't have access to the resources (i.e., materials, equipment, support services, etc.) they need (n=42), who specified equipment and set up as workload barriers (n=11) in Table 5a, and who specified difficulties with equipment and workspace setup (n=26) in Table 6a.

Ultimately, the intent of this report is to provide support to Crafton employees in fulfilling their work responsibilities of helping students achieve their educational goals amidst this time of national emergency.

For questions, please contact Ruby Zuniga, Research Data Specialist, at [rzuniga@craftonhills.edu](mailto:rzuniga@craftonhills.edu).