

Distant Education Faculty Needs Survey – Fall 2025

In Fall 2025, the Distance Education Committee at Crafton Hills College conducted a faculty needs survey and received 40 valid responses from those who taught online, remote, or hybrid courses. The survey examined instructional formats, barriers to student success, engagement challenges, technology use, and professional development needs. The findings provide insight into current online teaching practices and areas for improvement. Participation was voluntary for both the survey and individual questions.

Faculty Background and Teaching Modalities

What is your faculty status?	#	%
Full-time	20	50.0
Part-time	20	50.0
Total	40	100.0

Which division do you primarily teach in?	#	%
Social, Information and Natural Sciences	19	48.7
Languages, Arts and Academic Support	10	25.6
Career Education and Human Development	3	7.7
Public Safety and Services	3	7.7
Counseling	2	5.1
Other (please specify)	2	5.1
Total	39	100.0

Which class formats have you taught in the past year? (Select all that apply)	#	%
ONLI-NE (100% online, no set meeting times - Asynchronous)	36	67.9
ZOOM-RMTE (100% online with set meeting times-Synchronous)	9	17.0
HYBRID (Some on campus meeting and with some combination of the above modalities)	8	15.1

How many years have you taught a class with an online component?	#	%
5+ years	21	53.8
3-5 years	12	30.8
0-2 years	6	15.4
Total	39	100.0

Instructional Confidence & Pedagogy

Which practices most contribute to the success of your online courses? (select all that apply)	#	%
Clear weekly structure in Canvas	36	33.0
Recorded video lectures	20	18.3
Discussion boards	19	17.4
Starfish alerts	14	12.8
Group work/collaboration	8	7.3
Other (please specify)	7	6.4
GoReact	5	4.6

Other (please specify):

- Announcements
- Check in emails and announcements
- Examples, hidden extra credit opportunities (like a scavenger hunt), fun and interactive discussions (video and written)
- Flexible due dates and authentic assessment
- Harmonize
- Pronto and announcements

What aspects of online teaching do you want to get better at? (select all that apply)	#	%
Ghost students (students who stop participating, or may be fraudulent)	23	18.0
Interaction among students	20	15.6
Student engagement	19	14.8
Course design/layout	17	13.3
Students not familiar with Canvas	12	9.4
Accessibility compliance	10	7.8
Technology barriers	8	6.3
Other (please specify)	8	6.3
Timely grading and feedback	4	3.1
Timely response to student communication	4	3.1
Assignment submission	3	2.3

Comment Highlight

- Training on Canvas upgrades and advanced features like SLO assessments.
- Better integration of AI tools and strategies to manage students responsibly.
- Methods to encourage student accountability in reading and engaging with course materials.
- Guidance needed on designing meaningful group work and AI-aware assignments.

Other (please specify): (n=7)
Canvas upgrades
Extant use of "AI" in my courses. This includes content generators like ChatGPT but I am also very concerned about student usage of programs like "Grammarly." How can students learn to communicate effectively as writers if they just have a robot rewrite everything for them? Not only that, whenever a student is pinned down by AI/plagiarism checkers like Turnitin.com they say "it is Grammarly" as if that is some kind of excuse that gets them a pass. Not only that, students do not understand that they have to evidence their assertions with specific citations based on the assigned source material. Why? Well, I had a former department chair tell me in a meeting that "we cannot expect students to evidence their assertions they way we were taught. We have to let them express their feelings." Unreal. I think we do not find a way to get a handle on this, and right soon, we are going to lose the entire academic project.
Group work (when made optional, everyone opts for independent)
How to get students to READ- read the syllabus, assignment prompts, module content or watch videos, module overview etc. there's a misconception among students that online means easier or less work - this needs to be addressed as a campus
Incorporating thoughtful assignments around AI
Time commitments for students signing up for an online class, before they sign up
Using the extra features of Canvas, app integration, etc. Would like to learn how to use SLO Outcome assessment features available on Canvas!

Would you participate in a course quality review (POCR) if support was available?	#	%
Yes	20	52.6
I need more information	16	42.1
No	2	5.3
Total	38	100.0

Note. Yes = 12 full-time, 8 part-time. Need more information = 4 full-time, 12 part-time.

Technology Tools & Classroom Integration

Which tools do you regularly use in your online courses? (select all that apply)	#	%
Canvas	36	29.8
Zoom	20	16.5
Starfish	18	14.9
Turnitin	14	11.6
Harmonize	9	7.4
Pronto	7	5.8
Other (please specify)	7	5.8
GoReact	5	4.1
PlayPosit (WeVideo)	3	2.5
Honorlock	2	1.7

Other (please specify):

- Canvas Studio
- Design Tools
- GitHub
- GoReact
- I have a Zoom link for office hours or appointments
- Kahoot
- My open math

What limits your use of technology, if any?	#	%
Lack of training	12	31.6
Lack of time	11	28.9
Other (please specify)	8	21.1
Student access barriers	4	10.5
Unreliable tool performance	3	7.9
Total	38	100.0

Other (please specify):

- I am well trained in basics but would love more training in Canvas studios and coding to make professional pages
- I do not feel I am limited.
- Lack of access to the same AI tools my students have access to
- Most of these "tools" seem like so many bells and whistles. You cannot trick students into learning. They need the fundamentals, especially reading and writing. They need to learn to think critically about diverse source of information.
- My own creativity
- We don't have access to paid AI tools

Which online tools or platforms do you most want additional training in? (select all that apply)	#	%
AI (teaching uses, plagiarism detection, ethics)	21	22.3
Game-based tools (Kahoot, Quizizz)	14	14.9
Canvas (new features, tips, tricks)	13	13.8
Canva (design for course materials)	12	12.8
Accessibility Tools	8	8.5
Turnitin updates	7	7.4
GoReact	7	7.4
Honorlock	4	4.3
Harmonize	4	4.3
PlayPosit (WeVideo)	3	3.2
Other (please specify)	1	1.1

Other (please specify):

- Access to pro AI tools like GPT5

Would you benefit from seeing examples of how other faculty use Canvas or online tools in their courses?	#	%
Yes	30	85.7
No	5	14.3
Total	35	100.0

How would you like these examples to be made available to you? (select all that apply)	#	%
Short video demonstrations	25	52.1
Live workshops or training sessions	19	39.6
Other (please specify)	4	8.3

Other (please specify):

- In-Service Workshops/Presentations
- Other institutions have sample canvas shelves available through easy Google searches. It would also be helpful to have the rest of the campus integrate with canvas, moving our department, division, and committee information into canvas shells to ensure that everyone becomes familiar with the platform.
- PDF with links to examples.
- Put in the commons (in addition to the above modalities)

Artificial Intelligence in Teaching

How do you view AI's impact on learning?	#	%
Neutral (depending on context)	27	77.1
Negative	5	14.3
Positive	3	8.6
Total	35	100.0

How do you use AI in your teaching? (select all that apply)	#	%
Detect possible cheating	15	24.6
Create teaching materials	14	23.0
Support administrative task	14	23.0
Boost student engagement in class	7	11.5
I don't use AI	7	11.5
Other (please specify):	4	6.6

Other (please specify):

- AI is here, so we discuss it and its limitations
- Assignments involving AI use
- I design assignments to enhance understanding of AI (because it is here and people are using it), but I could do more in online courses

Is the college's policy on AI clear to you?	#	%
No	27	77.1
Yes	8	22.9
Total	35	100.0

Would you participate in professional development on AI in teaching and learning if offered?	#	%
Yes	30	85.7
No	5	14.3
Total	35	100.0

Which topic would be most valuable? (select all that apply)	#	%
Teaching students to use AI responsibly	25	29.1
Ethics and equity in AI use	22	25.6
Detecting or managing AI-generated work	20	23.3
Assignment design with AI in mind	18	20.9
Other (please specify):	1	1.2

Other (please specify):

- AI bias and impact to creativity, accuracy, etc.

Training Preferences & Professional Credentials

How far in advance should online workshops be scheduled to best support your planning?	#	%
3–4 weeks	25	62.5
1–2 weeks	9	22.5
1–2 months	6	15.0

Which training formats work best for you? (Select all that apply)	#	%
Asynchronous modules (self-paced)	24	42.9
Synchronous workshops (live via Zoom)	19	33.9
Faculty brown bag or roundtable to share challenges and innovations	12	21.4
Other (please specify):	1	1.8

Other (please specify):

- I am adjunct English, before COVID [name] was really good about setting up Saturday trainings for us adjuncts to keep us connected. Maybe we could do that again.

Which PD topics would be most helpful? (select all that apply)	#	%
Technology integration (AI, apps, media tools)	24	27.3
Student engagement/regular and substantive interaction (RSI) strategies	22	25.0
Course design/layout ideas	21	23.9
Assessment and grading tools	13	14.8
Equity and accessibility in online teaching	6	6.8
Other (please specify):	2	2.3

Other (please specify):

- AI detection and resistant assignments
- My courses are already OEI certified.

Have you earned any digital badges or micro-credentials for online teaching?	#	%
Yes	29	82.9
No	6	17.1
Total	35	100.0

Would you be interested in earning a badge or micro-credential through professional development?	#	%
Yes	23	67.6
No	11	32.4
Total	34	100.0

Which badges or micro-credentials would be most useful? (select all that apply)	#	%
Regular and substantive interaction (RSI)	20	23.8
Canvas proficiency	20	23.8
AI integration	16	19.0
Accessibility	15	17.9
Equity-focused design	11	13.1
Other (please specify):	2	2.4

Other (please specify):

- Online Teaching Certifications

Student Success, Engagement & Support

What barriers do students face most often in your online courses? (Select all that apply)	#	%
Time management	34	35.4
Technology knowledge	20	20.8
Mental health/wellness	15	15.6
Lack of awareness of support services	11	11.5
Technology access	9	9.4
Other (please specify):	7	7.3

Other (please specify):

- Dedication
- Failing to respond to messages and/or take online courses seriously - again they seem to think the courses should be "easier" or "less work"
- I don't know. It seems like they have not been trained to think critically about much of anything. Most don't seem to want to read anything. I'm not sure what to do about this.
- Lack of involvement in the campus
- Procrastination
- Self-motivation
- Students try to complete work on the phone app

What strategies do you use to re-engage students? (select all that apply)	#	%
Direct email	35	33.3
Canvas announcements/messages	35	33.3
Starfish alerts	18	17.1
Other (please specify)	9	8.6
Phone/text outreach	8	7.6

Other (please specify):

- Canvas features "message students who..."
- Office hours (2)
- Pronto (2)
- Regarding opportunities for full credit. This encourages students to grow throughout the course and actively engage in feedback in the grade book
- Reminders through canvas gradebook, entering zeros in the gradebook usually is a wakeup call too
- The "Message Students Who" feature in Canvas

Do you encourage the Student Resources link in your Canvas course?	#	%
Yes	29	78.4
It's on my toolbar	6	16.2
No	2	5.4
Total	37	100.0

Can you tell us the reason for not promoting the link in your Canvas courses?

- I provide student resource links in my course syllabus
- I am not sure what it is

Has the number of ghost students (students who stop participating, or may be fraudulent) changed in your classes?	#	%
It's decreasing	17	45.9
It's about the same	15	40.5
It's increasing	3	8.1
Other (please explain):	2	5.4
Not occurring in my classes	0	0.0
Total	37	100.0

Other (please explain):

- This is my first semester at CHC so not sure
- Depends on the semester - spring I think I have more that disappear.

DE Resources Awareness

Are you aware of the District Distance Education (DE) Team and the support they provide (Canvas, Zoom, Pronto, PlayPosit, training, workshops)?	#	%
Yes, I'm aware and have used DE resources	23	67.6
Yes, I'm aware but have not used them	7	20.6
No, I was not aware of these resources	4	11.8
Total	34	100.0

Which of the following DE resources would you like more information about? (Select all that apply)	#	%
24/7 HelpDesk	16	28.6
SBCCD Faculty Resources course in Canvas	11	19.6
Distance Education Team contacts	8	14.3
Online certification process (CHC or SBVC)	7	12.5
Peer Online Course Review (POCR)	5	8.9
DE Newsletter	4	7.1
Other (please specify):	3	5.4
District DE Emails	2	3.6

Other (please specify):

- Instructors are being offered online classes when they are not certified in distant education. Seems to undermine the importance of completing the training process. Doesn't seem important to complete the training.
- We need access to the same AI tools our students have access to and use in DE courses
- We need more access to pro AI tools and resources here

Would you like a District Distance Education (DE) Team member follow up with you directly about resources, training, or support?	#	%
No	27	84.4
Yes	5	15.6

Note: Those who requested follow up were contacted by the District DE team.

Faculty-Reported Practices

- Sequential Module Requirements, clear module structure, 10 Best Practices for Student Success.
- Teaching students to design their own discussion questions, using techniques to "lure students back into the textbook."
- Video Discussions (via Harmonize), mixing video/written discussion formats, Pronto, Zoom lectures, Intro discussion.
- Flexible due dates, regrading for full credit, timely grading and quick response, personal outreach (emails/office hours).
- GoReact (for feedback/RSI), Harmonize, and the AI detection tool ZeroGPT.

What has worked especially well for your online teaching that you would be willing to share with your colleagues? (n=14)
A set of 10 Best Practices for Student Success, module structure.
An AI app called ZeroGPT
Enabling the requirements feature where students must move through modules in sequence to unlock assignments
Flexible due dates and regrading for full credit.
GoReact for Feedback and RSI
I use discussion boards and zoom lectures.
In my asynchronous courses, I use Harmonize for my discussions and require video discussions. I've been told it helps my students connect to one another and the material because they see/hear others instead of just reading a post.
Intro discussion, mixing up discussions (video one week then written the next), required interaction with their peers for assignments, consistent organization
Just get your grading done in a timely way. Response quickly and it would be great to have student phone numbers.
Reaching out to students personally.
Teaching students about levels of questioning and having them design their own discussion questions and then respond to other students' discussion questions.
Technique to lure students back into the textbook when participating in the discussions.
The feature where students must move through the module elements in sequence to access future module pages.
To communicate with students via emails or during the office hours.

Faculty Needs for Effective Online Teaching

- Access to integrated AI detection software and paid subscriptions to Pro LLMs (GPT, Claude, Gemini).
- Required workshops for students on basic online class functions and tech readiness.
- Better mechanisms for faculty collaboration, sharing ideas, and providing ready-to-use Canvas templates.
- Specific training on RSI compliance and features to track student engagement (e.g., viewing data for recorded lectures).
- Smaller classes and access to desired external tools not currently subscribed to (e.g., GradeScope).

What would most improve your ability to teach effectively online this year? (n=24)
An internal AI detector for written work. I use an external site called ZeroGPT but it requires I copy/paste every paper and feed it into the app to find out how much is AI generated. I only allow up to 29 before deductions are made. After 80 the student gets a zero on the assignment.
Collaborating with other faculty, sharing ideas, resources and tips/tricks. We don't have a good way of seeing and sharing what we are all doing in our classes.
Course design and student engagement
General Canvas templates I can "plug and play" with minor edits.
Having better tools or features to track whether students are actually watching the recorded lectures would greatly help me teach more effectively. I've noticed many students skip the videos entirely, which seems to hurt their understanding and overall performance.
How to address AI
How to detect AI and provide guidance to students for its proper use.
I feel like there should be some type of required workshop on basic online class functions for students so they can be successful. This would help me because I spend a lot of time helping students do basic things like submitting an assignment using GoReact (yes I have tutorials- they don't use them).
I need access to professional AI tools: More than one AI detection software (such as Copyleaks, Winston, and Turnitin), and I need access to professional LLMs (such as a subscription to a pro model for GPT, Claude, and/or Gemini). I also think that I could use other resources like access to request additional AI tools like N8N.
I think taking the 10-10-10 class has helped.
I would like to make the look and flow of my courses more interesting and fancy looking.
Increase student engagement and hold accountability for those that quickly fall behind.

Integrated AI/plagiarism detection
Learn How to record and upload videos directly into my canvas classes from canvas studio, get ideas on how to get students to engage each other beyond discussion boards.
Learning a few new tips and strategies and tools from Canvas
Learning about all the tools that are available to us, the external tools through Canvas, seeing demonstrations of how we can use them in our courses.
More direct or specific training on how to meet RSI requirements. Also, accessibility could be more direct or specific
Recertification in Canvas and Blackboard and Accessibility training.
Simplifying office hours. I tried Canvas integrated tools but students couldn't hear me.
Smaller classes. Got the raise but the increase with class size was a punitive act that hurts students.
student engagement ideas. How to minimize students ghosting the class.
Student readiness.
There are tools I love to use which Crafton Hills is not subscribed to, e.g. GradeScope
To be given more online classes. I haven't had an online course in over two years.

Suggestions for Improving Online Teaching

- Ensure certified instructors teach online to uphold training standards.
- Provide regular Canvas updates, best-practice course models, and improve mobile compatibility.
- Require orientation for online students, improve device access, and offer weekend computer lab availability.
- Increase intermediate-level workshops and offer more timely notifications.
- Standardized Canvas use across all faculty and support common ethical practices.
- Provide equitable access to pro AI tools and educate students on appropriate AI use.
- Encourage faculty working groups to share strategies for engagement and best practices.

What suggestions do you have for improving online teaching and learning at Crafton Hills College? (n=19)
As previously stated, faculty members who are not certified in online or distance education should not be assigned to teach online courses. When uncertified faculty are assigned these courses regardless, it may discourage others from completing the certification process, as it undermines the importance of meeting this requirement.
Canvas course Updates and Best models once each semester.
Common/shared ethics
Developing a faculty knowledge base
Encouraging more interactive, structured support for students, like required orientation modules on time management and online learning habits, could help reduce skipped lectures and improve overall success.
Give full and part-time instructors the same access to pro AI tools that many students already have.
Having at least monthly workshops/training opportunities that go beyond the very basics of Canvas (more intermediate level opportunities)
I have found that my students are primarily using mobile devices in place of computers to complete DE classes. While I am trying to be tolerant of younger generations work habits I am constantly dealing with issues caused buy this. a change in Canvas so that students could see error messages while on a phone would be helpful.
Keep up the good work!
Make sure all faculty, including non- online instructors use canvas. The students want this
More faculty working groups on how faculty get students to engage with one another and other best practices
My experience is mostly good. I'd like more notice about upcoming training.
Not sure.
Perhaps it would help if there was a Google form that students would have to complete prior to taking an online class that makes them aware of the specs for proper Canvas assimilation and online success. Students are now trying to go their classes on their Smart Phone and the platform is not designed to do that. Also, as a sidebar, I test on the weekends, and some students who do use their phones for the class, want to take their quizzes/exams at the college and use a computer for better accuracy etc. The college location where the computers are located is not open on the weekends so I end up having to extend the deadline for several each week so they can go in on Monday and take the exam. If we want to make accommodations for online students, there should be a place they can go on the weekends that has computer access to Canvas.
Same as above. Maybe we need a standard video with basic info all online students must watch before being allowed to enroll in online classes - maybe the week before? It could be set up like our HR trainings so it tracks of the student completed it. If they don't there must be a consequence - they can't start the class or something. There are specific areas it should focus on
Small number of students will work better for online language courses at Crafton Hills College.
Smaller classes. Also, more help for students getting access to computers.
There needs to be more of an effort to make students aware that using AI content generating platforms is unacceptable.
To offer relevant training.

Summary of Results

Instructional Confidence and Pedagogy

- Canvas structure, recorded lectures, discussions, and Starfish alerts were the most effective practices.
- Faculty wants support with ghost students, interaction, engagement, course design, and accessibility.
- Comments show a need for stronger Canvas training, AI-aware assignment strategies, and ways to increase student accountability.
- Interest in course quality review was strong. Twenty faculty said yes and sixteen said they needed more information.

Technology Tools and Classroom Integration

- Canvas, Zoom, Starfish, and Turnitin were the most used tools.
- Training and time were the main barriers to using additional tools.
- Faculty wants more guidance on AI tools, Canvas advanced features, game-based apps, and Canva for design.

Artificial Intelligence in Teaching

- Most faculty view AI as neutral and dependent on context.
- Common uses include detecting cheating, creating materials, and streamlining administrative tasks.
- Most felt the college's AI policy is unclear.
- Faculty wants PD on responsible AI use, ethics, AI-resistant assignment design, and detection strategies.

Training Preferences and Professional Credentials

- Faculty prefer asynchronous training and live workshops.
- Most want workshops scheduled 3 to 4 weeks in advance
- Key PD needs include AI and app integration, engagement and RSI, course design, and assessment tools.
- Interest in badges is highest for RSI and Canvas proficiency, followed by AI and accessibility.

Student Success, Engagement and Support

- Barriers include time management, technology skills, mental health, and low awareness of services.
- Email and Canvas messaging were the main re-engagement strategies.
- Most promote the Student Resources link.
- Faculty noted heavy student reliance on smartphones, which affects engagement and accuracy.

DE Resources Awareness

- Most faculty know about the District DE Team and have used its support.
- More information is requested on the Helpdesk, Canvas resource courses, certification, and POCR.
- Some expressed concern about online teaching without required certification.
- Several want access to pro-level AI tools.

Faculty-Reported Practices

- Sequential modules, flexible deadlines, timely grading, and personal outreach were widely used.
- Mixed-format and video discussions, along with student-generated questions, improved engagement.

Faculty Needs for Effective Online Teaching

- High need for integrated AI detectors and access to paid AI tools.
- Interest in shared templates and examples across faculty.
- Desire for tools that track student viewing of recorded lectures.
- Need for improved student readiness training for online learning.
- Requests for smaller class sizes and access to tools not currently subscribed to.

Suggestions for Improving Online Teaching

- Require online teaching certification for all instructors.
- Provide regular Canvas updates and model courses.
- Strengthen online orientation and device access for students.
- Offer more intermediate PD workshops with better advance notice.
- Improve Canvas mobile functionality.
- Expand access to AI tools and support consistent ethical practices.