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**Start of Block: Training History**

Q1 The following questions ask about your past experiences with professional development (both specific to teaching online and related to teaching in general).

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Q2 **Before** you completed the {Professional Development Course Name} course at {College Name}, had you received **formal professional development** in the following skills **in online courses**. Please mark all institutions at which you participated in each type of PD.

	At {College Name} (1)	Through @ONE (2)	With Other Provider (3)
Learner challenges in online courses (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing course content in online courses (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deadlines/pacing assignments in online courses (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-student interaction in online courses (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-instructor interaction in online courses (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing valid assessments in online courses (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility for students with disabilities in online courses (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personalizing student learning in online courses (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equitable instruction in online courses (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 **Before** you completed the {Professional Development Course Name} at {College Name}, had you received **formal professional development** in the following skills **in general (i.e., in a course not specific to online learning)**. Please choose mark all institutions at which you participated in each type of PD.

	At {College Name} (1)	Through @ONE (2)	With Other Provider (3)
Learner challenges in online courses (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing course content in online courses (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deadlines/pacing assignments in online courses (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-student interaction in online courses (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-instructor interaction in online courses (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing valid assessments in online courses (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility for students with disabilities in online courses (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personalizing student learning in online courses (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equitable instruction in online courses (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**End of Block: Training History**

**Start of Block: Course Management Practices**

Q20 {College Name} records indicate that you completed the {Professional Development Program Name} in \${e://Field/CompletionTerm}. Please consider the following questions for the **last** time that you taught the course **prior to starting the {Professional Development Program Name}** and the **first** time you taught the course **after completing the {Professional Development Program Name}**.

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Q17 Consider your {Fill in Course Name} course. When would you say you **first** used the following practices in online sections of this course? (Choose best answer for each row).

	Prior to starting {PD Program Name}(1)	After starting {PD Program Name}(2)	I do not do this (3)
Sending a welcome email to students prior to the start of the course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a course homepage with a brief video or photo of me and a clear “start here” cue (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including learning objectives for course assignments (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing explicit grading criteria (e.g., a rubric) for course assignments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying struggling students and proactively providing additional support (e.g., study tips, advice, encouragement, referrals to tutoring) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using brief, instructor-generated videos to introduce new content (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving voice or video feedback for students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Course Management Practices**

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**Start of Block: Student-Student Interaction Instructional Practices**

Q22 In this set of questions, we ask about your instructional practices in structuring student engagement with other students. We ask you to consider your instructional practices **prior** to participating in the {Professional Development Course Name} and **after** participation.

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Q23 Consider your {Instructor-specific target course} course. The last time you taught the course **prior** to participating in the {Professional Development Course Name} at {College Name}, to what extent would you say you provided the following opportunities for students? (Choose the best answer for each row).

	Never (1)	Once per semester (2)	Two to five times a semester (3)	Every other week (4)	Every week or nearly every week (5)
Provided collaborative work (e.g., group assignments, peer review) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had your students interact asynchronously with each other (e.g., Canvas/iLearn discussions, Flipgrid, VoiceThread, Google Docs, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had your students interact synchronously with each other (e.g., Zoom, Skype or video conferencing tools) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students share their struggles and successes with each other (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Consider your {Instructor-specific target course} course. The first time you taught the course **after completing** the {Professional Development Course Name} at {College Name}, to what extent would you say you provided the following opportunities for students? (Choose the best answer for each row).

	Never (1)	Once per semester (2)	Two to five times a semester (3)	Every other week (4)	Every week or nearly every week (5)
Provided collaborative work (e.g., group assignments, peer review) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had your students interact asynchronously with each other (e.g., Canvas/iLearn discussions, Flipgrid, VoiceThread, Google Docs, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had your students interact synchronously with each other (e.g., Zoom, Skype or video conferencing tools) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students share their struggles and successes with each other (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Student-Student Interaction Instructional Practices**

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**Start of Block: Student-Content Interaction Instructional Practices**

Q9 In this set of questions, we ask about changes in your instructional practices in structuring student engagement with course content. We ask you to consider your instructional practices **prior** to participating in the {Professional Development Course Name} and **after** participation.

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Q8 Consider your {Instructor-specific target course} course. **Prior** to participating in the {Professional Development Course Name} at {College Name}, to what extent would you say you provided the following opportunities for students? (Choose the best answer for each row).



	Never (1)	Once per semester (2)	Two to five times a semester (3)	Every other week (4)	Every week (or nearly every week) (5)
Provided formative assessments (e.g., quizzes, problem-sets, other assignments) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked students to reflect on their learning (e.g., on their personal learning goals, on their study strategies, on their progress) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided opportunities for students to take leadership in the learning process (e.g., teaching others, choosing topics of interest, guiding the direction of the coursework) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided lectures through video (e.g., videos of yourself solving problems/lecturing) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided lectures through audio (e.g., voice integrated within powerpoint slides, etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided lecture content through PowerPoint slides only (no accompanying videos or audio) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provided lecture content through text only (e.g., written lecture notes, pdf, etc., without accompanying videos or audio) (7)

Provided closed captions, writing alt-text and other tools to improve the accessibility of content (8)

Q10 Consider your {Instructor-specific target course} course. **After** participating in the {Professional Development Course Name} at {College Name}, to what extent would you say you provided the following opportunities for students? (Choose one answer for each row).

	Never (1)	Once per semester (2)	Two to five times a semester (3)	Every other week (4)	Every week (or nearly every week) (5)
Provided formative assessments (e.g. quizzes, problem-sets, other assignments) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked students to reflect on their learning (e.g., on their personal learning goals, on their study strategies, on their progress) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided opportunities for students to take leadership in the learning process (e.g., teaching others, choosing topics of interest, guiding the direction of the coursework) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided lectures through video (e.g., videos of yourself solving problems/lecturing) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided lectures through audio (e.g., voice integrated within powerpoint slides, etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided lecture content through PowerPoint slides only (no accompanying videos or audio) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provided lecture content through text only (e.g., written lecture notes, pdf, etc., without accompanying videos or audio) (7)

Provided closed captions, writing alt-text and other tools to improve the accessibility of content (8)

**End of Block: Student-Content Interaction Instructional Practices**

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**Start of Block: Comfort and Confidence in online teaching**

**Q18 Prior** to participating in the {Professional Development Course Name} at {College Name}, how would you have rated your confidence in using Canvas or other Learning Management Systems (LMS) to: (Choose one answer for each row).

	Not at all confident (1)	Slightly confident (2)	Moderately confident (3)	Very confident (4)	Extremely confident (5)
Build an online course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload course material (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create course assignments (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create quizzes and exams (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record student grades (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the individual needs of students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify individual students who could benefit from extra support (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design a welcoming environment for students (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 **After** participating in the {Professional Development Course Name} at {College Name}, how would you rate your confidence in using Canvas (or other LMSs) to: (Choose one answer for each row).

	Not at all confident (1)	Slightly confident (2)	Moderately confident (3)	Very confident (4)	Extremely confident (5)
Build an online course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload course material (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create course assignments (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create quizzes and exams (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record student grades (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the individual needs of my students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify individual students who could benefit from extra support (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design a welcoming environment for students (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Comfort and Confidence in online teaching**

**Start of Block: Prior History of Online Teaching**



Q4

In which institutions have you previously EVER taught online? Check all that apply.

- {College Name} (1)
- Other campus in {College's District Name} (2)
- Other campus in California Community College (CCC) system (3)
- Other colleges outside of the CCC system (4)
- Other schools (non colleges) outside of the CCC system (5)

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*Display This Question:*

*If In which institutions have you previously EVER taught online? Check all that apply. = {College Name}*

Q5 For roughly how many years have you taught at {College Name}? Choose the response that applies best, both overall teaching, and for online teaching specifically. Exclude any teaching done as a graduate teaching assistant.

- 1 (first year teaching) (1)
- 2-3 years (2)
- 4-5 (3)
- 6-10 (4)
- 10-15 (5)
- 16 or more (6)

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*Display This Question:*

*If In which institutions have you previously EVER taught online? Check all that apply. = {College Name}*

Q28 For roughly how many years have you taught **online** at {College Name}? Choose the response that applies best, both overall teaching, and for online teaching specifically. Exclude any teaching done as a graduate teaching assistant.

- 1 (first year teaching) (1)
- 2-3 years (2)
- 4-5 (3)
- 6-10 (4)
- 10-15 (5)
- 16 or more (6)

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*Display This Question:*

*If In which institutions have you previously EVER taught online? Check all that apply. = Other campus in {College Name}'s District*

*Or In which institutions have you previously EVER taught online? Check all that apply. = Other campus in California Community College (CCC) system*

Q29 For roughly how many years have you taught in community colleges (both online and in general)? Please consider your experience in ALL institutions (including {College Name}). Exclude any teaching done as a graduate teaching assistant. Choose the response that applies best.

- 1 (first year teaching) (1)
- 2-3 (2)
- 4-5 (3)
- 6-10 (4)
- 10-15 (5)
- 16 or more (6)



*Display This Question:*

*If In which institutions have you previously EVER taught online? Check all that apply. = Other campus in California Community College (CCC) system*

*Or In which institutions have you previously EVER taught online? Check all that apply. = Other campus in {College Name}'s District*

Q30 For roughly how many years have you taught **online** in community colleges? Please consider your experience in ALL institutions (including {College Name}). Exclude any teaching done as a graduate teaching assistant. Choose the response that applies best.

- 1 (first year teaching) (1)
- 2-3 (2)
- 4-5 (3)
- 6-10 (4)
- 10-15 (5)
- 16 or more (6)

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*Display This Question:*

*If In which institutions have you previously EVER taught online? Check all that apply. = Other colleges outside of the CCC system*

Q32 For roughly how many years have you taught in four-year colleges (both online and in general)? Please consider your experience in ALL institutions. Exclude any teaching done as a graduate teaching assistant. Choose the response that applies best.

- 1 (first year teaching) (1)
  - 2-3 (2)
  - 4-5 (3)
  - 6-10 (4)
  - 10-15 (5)
  - 16 or more (6)
- 

*Display This Question:*

*If In which institutions have you previously EVER taught online? Check all that apply. = Other colleges outside of the CCC system*

Q31 For roughly how many years have you taught **online** in four-year colleges? Please consider your experience in ALL institutions. Exclude any teaching done as a graduate teaching assistant. Choose the response that applies best.

- 1 (first year teaching) (1)
  - 2-3 (2)
  - 4-5 (3)
  - 6-10 (4)
  - 10-15 (5)
  - 16 or more (6)
-

Q25 Consider your {Instructor-specific target course} course. The **first time you taught the course online**, did you build the site for the course in Canvas (or the equivalent learning management system), or did you build off of another instructor's pre-existing course site that was shared with you?

- Built the course shell entirely myself (1)
- A pre-existing course was shared with me and I used that course site with little alteration (2)
- A pre-existing course was shared with me and I customized the course content substantially (3)
- I did not use a learning management system the first time I taught the course online (4)

**End of Block: Prior History of Online Teaching**

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**Start of Block: Background Info**

Q11 Which range below best describes your age?

- 22-25 (1)
  - 26-30 (2)
  - 31-45 (3)
  - 46-55 (4)
  - 56+ (5)
  - Prefer not to say (6)
-

Q12 What is your gender identity?

- Male (1)
  - Female (2)
  - Non-binary / third gender (3)
  - Prefer not to say (4)
- 

Q13 What is your racial/ethnic identity? Check all that apply.

- American Indian/Alaskan Native (1)
  - Asian (e.g., East Asian, Southeast Asian, South Asian) (2)
  - Black (e.g., African American, African, Caribbean) (3)
  - Latino/a (e.g., Mexican or Chicano, Puerto Rican, Central or South American) (4)
  - Middle Eastern (5)
  - Native Hawaiian/Pacific Islander (6)
  - White (7)
  - Other (8)
  - Prefer not to say (9)
-

Q14 What is your highest degree earned?

- Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.) (1)
- Doctoral degree (e.g., Ph.D., Ed.D.) (2)
- Master's degree (3)
- Bachelor's degree (4)
- Other (5)

**End of Block: Background Info**

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**Start of Block: Block 8**

Q25 We may conduct additional interviews to learn more about participants' experiences in the {Professional Development Program Name}. If you would be willing for us to contact you, please provide your contact information below. Providing your information does not obligate you to participate; it just allows us to contact you with information on the interview goals, processes, and associated compensation.

- Name (1) \_\_\_\_\_
- Email address (2) \_\_\_\_\_
- Phone number (3) \_\_\_\_\_

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Q27 As a token of gratitude for your participation in this study, you will receive a \$100 Amazon gift card. Please enter the email where you would like the card sent here:

- Email address (1) \_\_\_\_\_

**End of Survey**

Thank you so much for your time taking this survey. We will email you within four weeks with an Amazon gift card. If you have any further questions about the study, please contact Principal Investigator Cassandra Hart at cmdhart@ucdavis.edu.

**End of Block: Block 8**

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