

2017 SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

A STUDY BY INSIDE HIGHER ED AND GALLUP

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THE 2017 INSIDE HIGHER ED SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

A study by *Inside Higher Ed* and Gallup



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FOREWORD

Inside Higher Ed's sixth annual Survey of Faculty Attitudes on Technology aims to understand how professors and campus digital learning leaders view online learning and other aspects of academic technology.

Questions explored in the survey include:

- To what extent have faculty members taught online, face-to-face and hybrid courses?
- Are faculty members involved in the design of online courses they teach?
- Do instructors and digital learning leaders believe online courses can achieve learning outcomes equivalent to those of in-person courses?
- Has technology-enabled instruction fulfilled its promise of lowering pre-student cost without diminishing quality?
- How many faculty members consider themselves “early adopters” of new educational technologies?
- How have faculty members’ experiences with online teaching helped them improve their teaching skills in the classroom?
- In what ways do faculty members and digital learning leaders perceive their institution to be most supportive, and least supportive, of online learning?
- Do instructors and digital learning leaders think colleges should use online program management companies?
- Are online instructional materials compliant with the American with Disabilities Act (ADA)?
- What impact have college assessment and accountability efforts had on teaching and degree completion?
- How do faculty members use learning management system (LMS) software?
- How do professors evaluate and choose digital courseware offerings?
- Should faculty members assign more free open educational resources rather than relying on textbooks?
- What steps are instructors taking to combat plagiarism?

SNAPSHOT OF FINDINGS

- Forty-two percent of professors say they have taught an online course, and 36 percent have taught a blended or hybrid course. The proportion of faculty members who have taught an online course has increased from 30 percent to 42 percent since 2013. Roughly 9 in 10 say they were involved in the design of online or hybrid courses they teach.
- Slightly less than half of faculty members say they have received professional development to help design or revise an online or blended course. About one in four say they have worked with instructional designers to create or revise in-person or online courses.
- Faculty members divide about evenly as to whether online courses can achieve the same learning outcomes as in-person courses at any institution.
- Instructors who have taught online are more likely than those who have not to believe online instruction can achieve equivalent outcomes to in-person instruction.
- Faculty members overwhelmingly perceive online instruction to be less effective than in-person classes in interaction with students during class and in reaching at-risk students.
- More than three-quarters of digital learning administrators say online courses can achieve outcomes as good as in-person instruction generally and more than 9 in 10 say online courses at their own institution meet or exceed in-person courses learning outcomes.
- While digital learning leaders tend to agree that online education has succeeded in reducing per-student costs without hurting quality, faculty members tend to disagree.
- Seventy-one percent of digital learning leaders and 35 percent of faculty members consider themselves “early adopters” of new education technologies.
- More than 9 in 10 digital learning leaders and nearly two-thirds of faculty members support the increased use of technology in education.
- Seven in 10 faculty members who have taught an online course say the experience helped them develop pedagogical skills that improved their teaching, both online and in the classroom.
- Digital learning leaders view their institution’s support for online learning programs more favorably than faculty members do. Both groups believe their institution does a relatively good job in providing technical support for creating and teaching online courses, but not for rewarding teaching with technology in tenure and promotion decisions.
- Majorities of digital learning leaders (86 percent) and faculty members (58 percent) are at least somewhat confident the methods their institution uses to verify online students’ identity are effective. Institutions most commonly use log-ins with usernames and passwords for this purpose, but many also use live proctoring or remote proctoring via webcam.

SNAPSHOT OF FINDINGS (CONT.)

- Both faculty members and digital learning leaders favor a limited role for online program management companies. Slim majorities of both groups say colleges should develop and manage their own online programs and not use online program management companies. Most of the rest say online management companies should be hired to handle back-end functions, but colleges should retain control over course development and admissions.
- Faculty members overwhelmingly say the courses at their institution are ADA-compliant. Sixty-four percent say their college offers training on how to make their course materials ADA-compliant.
- More than 6 in 10 faculty members and digital learning leaders strongly agree or agree that all digital materials a college publishes online should be ADA-compliant.
- Faculty members are divided as to whether assessment efforts at their college have improved the quality of teaching and learning and increased degree completion rates. Digital learning leaders tend to believe teaching and degree completion rates are better because of assessment efforts.
- More faculty members strongly disagree or disagree than strongly agree or agree that they regularly receive data from assessment efforts that allow them to improve their teaching.
- One in three faculty members say they use digital courseware in their courses. Most report their college does not have a formal process to evaluate digital courseware, but slightly more than 6 in 10 professors say they are personally involved in deciding which courseware to use.
- Faculty members' primary source for learning about the effectiveness of digital courseware products is colleague recommendations.
- More than 9 in 10 faculty members and digital learning leaders say textbooks are priced too high. The vast majority of both groups also say that instructors should make price a significant consideration when assigning course readings and should assign more free open educational resources.
- Only about a quarter of faculty members believe undergraduates have a sufficient understanding of what plagiarism is. About half of professors, 48 percent, say they require undergraduate students to submit papers through plagiarism-detection software.
- Faculty members are more inclined to strongly disagree or disagree (46 percent) than to strongly agree or agree (27 percent) with recent concerns raised by some professors about plagiarism-detection software. Just 6 percent say they have altered their policies about the use of such software.



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METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*, with input this year from the Online Learning Consortium. The study's objective is to understand the views of faculty members and digital learning leaders -- those who oversee online education or instructional technology at their institutions.

Gallup sent invitations via email to 22,966 faculty members and 553 digital learning leaders, with regular reminders sent throughout the Aug. 22-Sept. 18, 2017, field period. Gallup collected 2,360 completed or partially completed web surveys from faculty members and 102 from digital learning leaders, yielding a 10 percent combined response rate.

Most faculty respondents (1,333) report they work full time for their institutions; 425 report they are employed part time. Among the faculty interviewed, 760 are tenured, 243 are tenure track but not tenured and 641 are nontenure track. Of the faculty members interviewed, 743 have taught an online course, and 1,510 have never done so. The sample of digital learning leaders was provided by the Online Learning Consortium.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman from *Inside Higher Ed*; Jill Buban of the Online Learning Consortium played a key contributing role. Specialty colleges, namely Bible colleges and seminaries with a Carnegie Classification of 24, and institutions with enrollment fewer than 500 students were excluded from the sample.

The survey is an attempted census of digital learning leaders and a random sample of faculty members across private nonprofit, public and for-profit institutions, including two-year and four-year colleges, using the most comprehensive sample information available. The margin of sampling error for the faculty sample is ± 3 percentage points.

Gallup statistically weighted the faculty data to correct for nonresponse, to ensure appropriate representation of instructors on a number of institutional characteristics, including institutional control (public or private/nonprofit), four-year or two-year degree offerings, student enrollment and geographical region. The obtained sample of professors was also similar to the national distribution of faculty members on age and gender. The obtained sample of digital learning leaders was similar to the entire sample of digital learning leaders on institutional control and four-year or two-year offerings. The obtained sample includes a modest weight for institutional control. The weighted sample results can be considered representative of the views of faculty and digital learning leaders at colleges nationwide.

The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding. "Don't know" and "Refused" responses are excluded from the results.

Also, in some tables, percentages for subgroups (such as full time or part time) may appear inconsistent with the total for the entire group (all faculty). That can occur because of missing responses on the survey items used to identify respondents as members of the subgroup.



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ONLINE TEACHING AND DESIGN EXPERIENCE

A majority of faculty members indicate they have not taught an online course for credit, but the proportion who have done so has grown steadily over time. Currently, 42 percent of faculty members report teaching an online course. A year ago, 39 percent reported teaching an online course, and in 2013, 30 percent did.

The vast majority of online instructors, 89 percent, say their courses are asynchronous, meaning students complete coursework and interact with the instructor and other students on their own schedules. Eleven percent say their courses are synchronous, an arrangement by which the instructor and students meet online at scheduled times for lecture and discussion.

Nearly all faculty members who have taught online courses, 91 percent, say they were involved in designing their online course.

As would be expected, nearly every faculty member (98 percent) has taught a face-to-face course.

Faculty experience with online learning is not limited to teaching. One in three faculty members say they have taken an online course for credit as a student, including 45 percent of nontenure track instructors and 19 percent of tenured professors. Nearly half of digital learning leaders, 49 percent, have taken an online course for credit.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
As you know, face-to-face courses have only in-person meetings. These courses may use a learning management system or host web pages for posting course information and assignments, but instruction is delivered entirely in person. Have you ever taught a face-to-face course? *							
% Yes	98	99	97	99	100	99	n/a
% No	2	1	3	1	0	1	n/a
As you know, an online course has virtually all of the course content delivered online via the web. There are typically no in-person meetings. Have you ever taught an online course for credit? *							
% Yes	42	45	40	42	47	45	n/a
% No	58	55	60	58	53	55	n/a
Are the online courses you teach (a) Synchronous, in which lectures and discussions occur at specific times and require instructors and students to be online at the same time, or (b) Asynchronous, in which students complete their coursework and interact with instructors and peers on their own schedules? **							
% Synchronous	11	10	15	8	11	10	n/a
% Asynchronous	89	90	85	92	89	90	n/a
Were you involved in designing online courses you taught? **							
% Yes	91	93	89	97	82	88	n/a
% No	9	7	11	3	18	12	n/a
Have you ever taken any online course as a student for credit?							
% Yes	33	30	39	19	37	45	49
% No	67	70	61	81	63	55	51

* Asked only of faculty members

** Asked only of those who taught an online course

ONLINE TEACHING AND DESIGN EXPERIENCE (CONT.)

Slightly more than one-third of faculty members, 36 percent, say they have taught a blended or hybrid course, one that combines in-person meetings and online course content. Most of those who have taught a blended course, 82 percent, say they have converted a face-to-face course to a blended course. Nine in 10 of these instructors say they were involved in the design of the blended course.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
As you may know, a blended or hybrid course has a significant amount of content delivered online, sometimes resulting in a reduction of the number of in-person meetings. Have you ever taught a blended or hybrid course? *							
% Yes	36	40	31	39	33	37	n/a
% No	64	60	69	61	67	63	n/a
Have you ever converted a face-to-face course to a blended or hybrid course? **							
% Yes	82	85	74	85	83	80	n/a
% No	18	15	26	15	17	20	n/a
Were you involved in designing the blended courses you taught? **							
% Yes	90	94	81	96	90	87	n/a
% No	10	6	19	4	10	13	n/a

* Asked only of faculty members

** Asked only of those who have taught a blended course (n=676)

Among faculty members who reported converting a face-to-face course to a blended course, 58 percent say they incorporated more active learning techniques in the new course. Sixty-four percent say lecture time decreased after converting the course from face-to-face to blended.

Thinking again about your experiences teaching or transforming a blended or hybrid course.							
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Did lecture time – including online lecture time – decrease when you converted from the face-to-face course to the blended or hybrid course? *							
% Yes	64	64	61	63	58	67	n/a
% No	36	36	39	37	42	33	n/a
Did you incorporate more active learning techniques after you converted from the face-to-face course to the blended or hybrid course? *							
% Yes	58	56	56	54	61	59	n/a
% No	42	44	44	46	39	41	n/a

* Asked only of those who have taught a blended course (n=675)

ONLINE TEACHING AND DESIGN EXPERIENCE (CONT.)

Many instructors, but still a minority of them, have sought outside help in designing face-to-face, online or blended courses. Faculty members are most likely to say they have received professional development about designing an online or blended course – 44 percent have, including 68 percent of those who have taught an online course.

Twenty-three percent of faculty members say they have worked with an instructional designer to create or revise a face-to-face course. A similar percentage, 25 percent, of faculty members say they have worked with a designer to create or revise an online or blended course, including 49 percent of instructors who have taught an online course.

Please indicate whether you have or have not done each of the following.							
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Worked with an instructional designer to create or revise an online or blended course *							
% Yes	25	28	23	29	23	26	n/a
% No	75	72	77	71	77	74	n/a
Worked with an instructional designer to create or revise a face-to-face course *							
% Yes	23	23	23	24	21	24	n/a
% No	77	77	77	76	79	76	n/a
Received professional development about designing an online or blended course *							
% Yes	44	48	42	46	52	44	n/a
% No	56	52	58	54	48	56	n/a

* Asked only of faculty members

ONLINE TEACHING AND DESIGN EXPERIENCE (CONT.)

Please indicate whether you have or have not done each of the following.

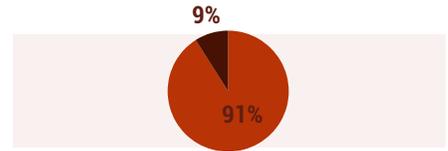
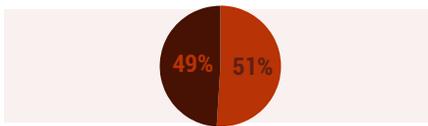
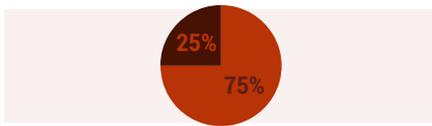
FACULTY MEMBERS

ALL

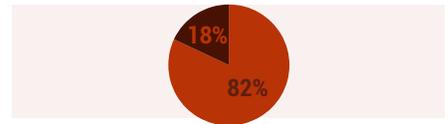
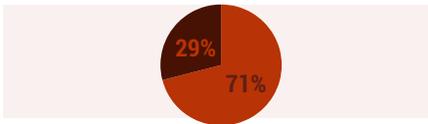
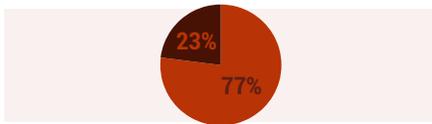
TAUGHT ONLINE COURSE

NEVER TAUGHT ONLINE COURSE

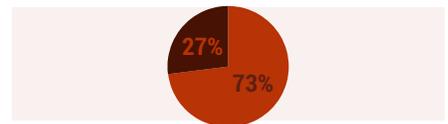
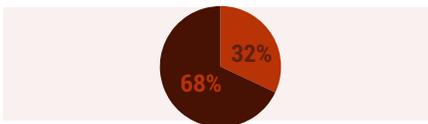
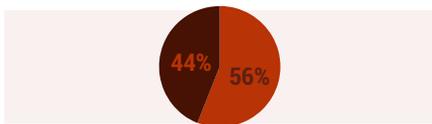
Worked with an instructional designer to create or revise an online or blended course



Worked with an instructional designer to create or revise a face-to-face course



Received professional development about designing an online or blended course



Yes

No



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ATTITUDES ABOUT ONLINE EDUCATION

Faculty members are somewhat skeptical about whether online courses can achieve student outcomes at least as good as those of face-to-face courses, while digital learning leaders are more positive about the potential of online courses.

Faculty members divide evenly between strongly agreeing or agreeing (33 percent) and strongly disagreeing or disagreeing (34 percent) that online courses can achieve the same or better outcomes as in-person courses at any institution. In contrast, most digital learning leaders believe online courses are at least as good as in-person courses – 78 percent agree, including 55 percent who strongly agree.

Both groups are more positive about the ability of online education at their own institution to match or exceed in-person instruction outcomes. Forty-two percent of faculty members strongly agree or agree (while 33 percent disagree or strongly disagree) and 92 percent of digital learning leaders strongly agree or agree online courses at their institution can achieve the same, or better, outcomes as face-to-face courses.

Faculty members are more inclined to disagree than to agree that online instruction is as good as in-person instruction in their department or discipline (36 percent strongly agree or agree, and 42 percent strongly disagree or disagree) and in the courses that they teach (37 percent strongly agree or agree, and 45 percent strongly disagree or disagree).

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
At any institution							
% 5 Strongly agree	11	11	14	9	10	16	55
% 4	22	20	25	21	17	26	23
% 3	33	32	34	30	38	33	14
% 2	22	23	18	25	23	17	4
% 1 Strongly disagree	12	14	9	16	13	8	3
At MY institution							
% 5 Strongly agree	15	15	16	13	9	20	77
% 4	27	25	35	26	22	33	15
% 3	25	23	27	21	33	23	6
% 2	21	22	13	24	21	15	2
% 1 Strongly disagree	12	14	9	16	15	9	0

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
In my department or discipline *							
% 5 Strongly agree	15	16	16	13	14	20	n/a
% 4	21	21	25	22	18	24	n/a
% 3	21	20	23	19	20	23	n/a
% 2	23	23	17	26	19	17	n/a
% 1 Strongly disagree	19	20	19	20	29	16	n/a
In the classes that I teach *							
% 5 Strongly agree	18	19	20	17	14	23	n/a
% 4	19	18	22	17	22	22	n/a
% 3	17	17	16	16	14	19	n/a
% 2	21	20	18	23	19	17	n/a
% 1 Strongly disagree	24	25	24	27	32	19	n/a

* Asked only of faculty members

Faculty members who have taught online courses are much likelier than those who have not done so to believe that such courses can achieve similar learning outcomes as in-person courses. As seen on the next page, 45 percent of those with online teaching experience strongly agree or agree online courses are at least as good as in-person instruction at any institution, compared with 24 percent of those who have never taught online.

The gaps between online and non-online instructors are larger with respect to learning outcomes at their own institution, in their department or discipline and in courses that they teach. The largest is a 50-point gap between faculty members with (65 percent) and without (15 percent) online teaching experience in whether online courses in the classes they teach are capable of achieving the same outcomes as in-person courses.

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
At any institution			
% 5 Strongly agree	11	19	6
% 4	22	26	18
% 3	33	32	33
% 2	22	16	27
% 1 Strongly disagree	12	7	15
At MY institution			
% 5 Strongly agree	15	26	7
% 4	27	35	21
% 3	25	22	27
% 2	21	13	27
% 1 Strongly disagree	12	4	18
In my department or discipline			
% 5 Strongly agree	15	29	5
% 4	21	31	14
% 3	21	21	21
% 2	23	14	30
% 1 Strongly disagree	19	6	30
In the classes that I teach			
% 5 Strongly agree	18	36	4
% 4	19	29	11
% 3	17	18	16
% 2	21	11	29
% 1 Strongly disagree	24	5	40

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

Delving into the topic of online education more deeply, the survey asked professors and digital learning administrators to say whether online courses are more effective, as effective or less effective than in-person instruction in each of several areas.

Majorities of faculty members perceive online courses as inferior to in-person courses in terms of interaction with students in class (86 percent), ability to reach at-risk students (79 percent), ability to answer student questions (61 percent), ability to rigorously engage students in course material (60 percent), ability to maintain academic integrity (60 percent), interaction with students outside of class (53 percent) and ability to deliver the necessary content to meet learning objectives (51 percent).

Faculty members tend to see online courses as at least as effective as in-person courses in grading and communicating about grades (66 percent), communicating with the college about logistical issues (59 percent) and their ability to reach exceptional students (47 percent).

Digital learning leaders are much more confident that online courses are as effective as in-person courses in accomplishing these goals. They are most positive about online courses' ability to communicate with students outside of class – 43 percent say online courses are more effective in this regard than in-person courses are, and 38 percent say online is just as effective. Forty-four percent believe online courses are more effective than in-person in grading and communicating about grades, while 52 percent say they are as effective.

In each of the other areas tested, a majority of digital learning leaders say online courses are at least as effective as in-person courses, ranging from 53 percent for reaching exceptional students to 74 percent for maintaining academic integrity.

Please indicate whether you think online courses for credit are generally more effective than, as effective as, or are generally less effective than most in-person courses in the following ways.							
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Ability to deliver the necessary content to meet learning objectives							
% More effective than in-person course	4	3	6	3	3	6	29
% As effective as in-person course	45	46	43	43	40	49	68
% Less effective than in-person course	51	50	51	53	57	46	3
Ability to answer student questions							
% More effective than in-person course	5	5	7	3	6	7	27
% As effective as in-person course	34	34	35	31	32	39	67
% Less effective than in-person course	61	61	58	65	62	53	6

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Interaction with students during class							
% More effective than in-person course	3	3	2	4	1	2	19
% As effective as in-person course	11	10	15	9	9	15	59
% Less effective than in-person course	86	86	84	87	90	83	23
Interaction with students outside of class							
% More effective than in-person course	12	13	13	11	15	15	43
% As effective as in-person course	35	34	36	32	30	37	38
% Less effective than in-person course	53	53	52	57	55	47	19
Grading and communicating about grading							
% More effective than in-person course	10	10	15	8	10	15	44
% As effective as in-person course	66	67	63	65	72	64	52
% Less effective than in-person course	24	23	22	27	18	21	3
Communication with the college about logistical and other issues							
% More effective than in-person course	8	9	7	6	10	9	26
% As effective as in-person course	59	58	62	53	61	64	62
% Less effective than in-person course	33	34	31	40	29	27	12
Ability to reach "at-risk" students							
% More effective than in-person course	5	6	3	5	5	6	20
% As effective as in-person course	16	15	18	13	15	19	54
% Less effective than in-person course	79	79	79	82	79	76	25
Ability to reach "exceptional" students							
% More effective than in-person course	9	11	9	9	12	12	37
% As effective as in-person course	47	45	50	43	40	51	53
% Less effective than in-person course	44	44	40	48	48	37	10
Ability to rigorously engage students in course material							
% More effective than in-person course	5	4	7	4	5	6	29
% As effective as in-person course	35	36	35	35	28	38	68
% Less effective than in-person course	60	60	58	61	67	56	3

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Ability to maintain academic integrity							
% More effective than in-person course	2	2	3	2	2	2	13
% As effective as in-person course	38	35	47	33	33	45	74
% Less effective than in-person course	60	63	50	65	65	53	13

Faculty members who have taught online courses and those who have not done so both overwhelmingly believe online education is inferior to in-person instruction in interactions in the classroom and in reaching at-risk students. They share broadly similar views that online courses are as effective as in-person courses in grading and communicating about grades and communicating with the college about logistical and other issues.

Where those with and without online teaching experience diverge most are in perceptions that online courses can deliver the necessary content to meet learning objectives, ability to reach exceptional students, and ability to maintain academic integrity.

In each of these areas, a majority of those who have taught online say online courses are just as effective as in-person courses. However, a majority of those who have not taught online say online courses are less effective. In addition, nearly half of faculty members with online teaching experience (49 percent) believe online courses are just as effective as in-person classes in rigorously engaging students in course material, but 75 percent of those who have not taught online believe in-person instruction is superior in this area.

Please indicate whether you think online courses for credit are generally more effective than, as effective as, or are generally less effective than most in-person courses in the following ways.

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Ability to deliver the necessary content to meet learning objectives			
% More effective than in-person course	4	6	2
% As effective as in-person course	45	57	35
% Less effective than in-person course	51	37	62
Ability to answer student questions			
% More effective than in-person course	5	9	2
% As effective as in-person course	34	44	26
% Less effective than in-person course	61	47	72

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Interaction with students during class			
% More effective than in-person course	3	5	1
% As effective as in-person course	11	17	7
% Less effective than in-person course	86	78	92
Interaction with students outside of class			
% More effective than in-person course	12	16	9
% As effective as in-person course	35	36	33
% Less effective than in-person course	53	48	58
Grading and communicating about grading			
% More effective than in-person course	10	14	7
% As effective as in-person course	66	72	61
% Less effective than in-person course	24	14	32
Communication with the college about logistical and other issues			
% More effective than in-person course	8	10	6
% As effective as in-person course	59	63	56
% Less effective than in-person course	33	27	39
Ability to reach "at-risk" students			
% More effective than in-person course	5	7	3
% As effective as in-person course	16	23	10
% Less effective than in-person course	79	70	87

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Ability to reach "exceptional" students			
% More effective than in-person course	9	15	5
% As effective as in-person course	47	59	37
% Less effective than in-person course	44	26	58
Ability to rigorously engage students in course material			
% More effective than in-person course	5	8	2
% As effective as in-person course	35	49	23
% Less effective than in-person course	60	43	75
Ability to maintain academic integrity			
% More effective than in-person course	2	4	<1
% As effective as in-person course	38	51	28
% Less effective than in-person course	60	45	71

Faculty members and digital learning leaders draw different conclusions about whether online education has lived up to claims it can reduce the cost of education without diminishing quality. Twenty-six percent of faculty members strongly agree or agree this is the case, while 51 percent of digital learning leaders strongly agree or agree, as seen on the following page.

The two groups also differ in their views of whether promoters of academic technology minimize the risks to quality. Seventy percent of professors strongly agree or agree they do, while 28 percent of digital learning administrators strongly agree or agree (43 percent strongly disagree or disagree).

There is more agreement between faculty members and digital learning leaders about whether promoters of educational technology exaggerate the potential financial benefits. Sixty-three percent of faculty members and 50 percent of digital learning leaders strongly agree or agree this is the case.

Among faculty subgroups, tenured faculty members tend to be the most negative about the trade-offs in quality and savings associated with online courses – 60 percent disagree that using digital tools can lower per-student costs without harming quality.

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

Some advocates for the use of technology-enabled instruction argue that using digital tools can lower the per-student cost of higher education without diminishing quality.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Using digital tools can lower the per-student cost of instruction without hurting quality							
% 5 Strongly agree	8	6	13	5	3	13	25
% 4	18	17	24	15	20	22	26
% 3	25	24	28	21	32	26	25
% 2	29	31	23	34	22	26	15
% 1 Strongly disagree	20	22	13	26	23	13	9
Administrators and vendors who promote the use of technology in delivering instruction exaggerate the potential financial benefits							
% 5 Strongly agree	30	33	21	40	29	21	19
% 4	33	33	30	32	32	32	31
% 3	24	22	29	20	24	27	25
% 2	10	8	16	6	12	15	17
% 1 Strongly disagree	3	3	4	2	4	5	9
Administrators and vendors who promote the use of technology in delivering instruction play down the risks to quality							
% 5 Strongly agree	36	40	29	47	37	28	6
% 4	34	33	35	31	30	38	22
% 3	18	16	22	13	21	20	29
% 2	9	8	9	7	9	9	25
% 1 Strongly disagree	3	3	6	2	3	5	18

Instructors with online teaching experience are modestly more positive than those who lack online teaching experience about whether technology-enabled instruction has fulfilled the promises its promoters make, but each group is more negative than positive over all. For example, 41 percent of faculty members who have taught online strongly disagree or disagree that using digital tools can lower costs without hurting quality; 33 percent strongly agree or agree. Those who have not taught online disagree rather than agree by a 56 percent to 20 percent margin.

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

Some advocates for the use of technology-enabled instruction argue that using digital tools can lower the per-student cost of higher education without diminishing quality.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Using digital tools can lower the per-student cost of instruction without hurting quality			
% 5 Strongly agree	8	13	4
% 4	18	20	16
% 3	25	26	25
% 2	29	28	30
% 1 Strongly disagree	20	13	26
Administrators and vendors who promote the use of technology in delivering instruction exaggerate the potential financial benefits			
% 5 Strongly agree	30	28	32
% 4	33	30	34
% 3	24	25	23
% 2	10	12	9
% 1 Strongly disagree	3	5	2
Administrators and vendors who promote the use of technology in delivering instruction play down the risks to quality			
% 5 Strongly agree	36	34	38
% 4	34	31	36
% 3	18	19	17
% 2	9	11	6
% 1 Strongly disagree	3	5	2

Asked to describe their own orientation to educational technologies, 71 percent of digital learning administrators and 35 percent of faculty members say they are early adopters of new technologies. A majority of professors, 55 percent, describe themselves as someone who typically adopts new technologies after seeing peers use it effectively. Just 10 percent say they are disinclined to use educational technologies.

Separately, 62 percent of faculty members and 97 percent of digital learning leaders rate themselves on the upper end (score of "4" or "5") on a five-point scale indicating their support of the increased use of educational technologies. Just 8 percent of faculty members and 1 percent of digital learning leaders rate themselves on the lower end of the scale (score of "1" or "2").

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Which of the following statements best describes you —?							
% An early adopter of new educational technologies	35	35	33	34	32	34	71
% Someone who typically adopts new technologies after seeing peers use them effectively	55	55	58	53	60	58	28
% Someone who is disinclined to use educational technologies	10	11	9	13	8	9	1
Please indicate your level of comfort with the increased use of educational technologies on the following five-point scale.							
% 5 / I fully support the increased use of educational technologies	29	28	34	25	28	34	80
% 4	33	35	28	33	40	31	17
% 3	30	28	33	32	24	29	2
% 2	6	6	4	8	5	5	1
% 1 / I do not support the increased use of educational technologies at all	2	2	1	2	3	1	0

Asked to evaluate reasons they support the increased use of educational technology, 68 percent of faculty members and 80 percent of digital learning administrators say they like to experiment with new instructional methods and tools. In addition, 66 percent of faculty members and 85 percent of digital learning leaders who support the increased use of technology cite prior success with educational technologies as a reason for supporting its increased use. Relatively few instructors (11 percent) or administrators (21 percent) supporters indicate their institution rewards people who adopt new technologies.

Among opponents of increased educational technology use, 71 percent of faculty members cite the impersonal nature of the methods as a reason for their opposition. Slightly less than half of faculty opponents cite instructors losing too much control of the course (48 percent) and too much corporate influence (46 percent) as reasons why they oppose increased technological use in college classrooms. Cost, quality and training are less frequently chosen as reasons behind opponents' resistance to increased use of educational technology.

These data appear on the following page.

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Please indicate which of the following are reasons why you support the increased use of educational technologies? Please select all that apply. *							
% I like experimenting with new instructional methods and tools	68	70	70	65	75	72	80
% I have had success with education technology in the past	66	68	60	65	71	68	85
% My institution provides adequate training on how to use new technologies	32	34	30	33	33	32	59
% My institution rewards people who adopt new technologies	11	14	8	15	18	8	21
% None of these	6	6	4	9	3	4	2
Please indicate which of the following are reasons why you do not support the increased use of educational technologies? Please select all that apply. **							
% Methods are too impersonal	71	72	70	65	n/a	84	n/a
% Faculty lose too much control over the course when they use technology	48	44	57	50	n/a	54	n/a
% Too much corporate influence	46	47	44	47	n/a	43	n/a
% The materials are too expensive	17	17	16	17	n/a	13	n/a
% My institution does not provide adequate training on how to use the technology	16	16	14	16	n/a	23	n/a
% Available technologies at my institution are poor quality	14	13	22	12	n/a	24	n/a
% None of these	14	15	13	20	n/a	2	n/a

* Asked only of those who support the increased use of technology (n=1,297)

** Asked only of those who do not support the increased use of technology (n=174)

n/a = Not reported due to small sample size

Online teaching experience appears to be a factor in whether faculty members describe themselves as early adopters of educational technology or support its increased use. Fifty percent of instructors who have taught an online course describe themselves as early adopters of educational technologies, more than double the 23 percent of those without online teaching experience. However, 63 percent of faculty members who have not taught online indicate they eventually adopt new technologies after seeing others use them.

Nearly three-quarters of professors with online teaching experience indicate they are supporters of the expanded use of educational technology, compared with 53 percent of those who have never taught an online course.

ATTITUDES ABOUT ONLINE EDUCATION (CONT.)

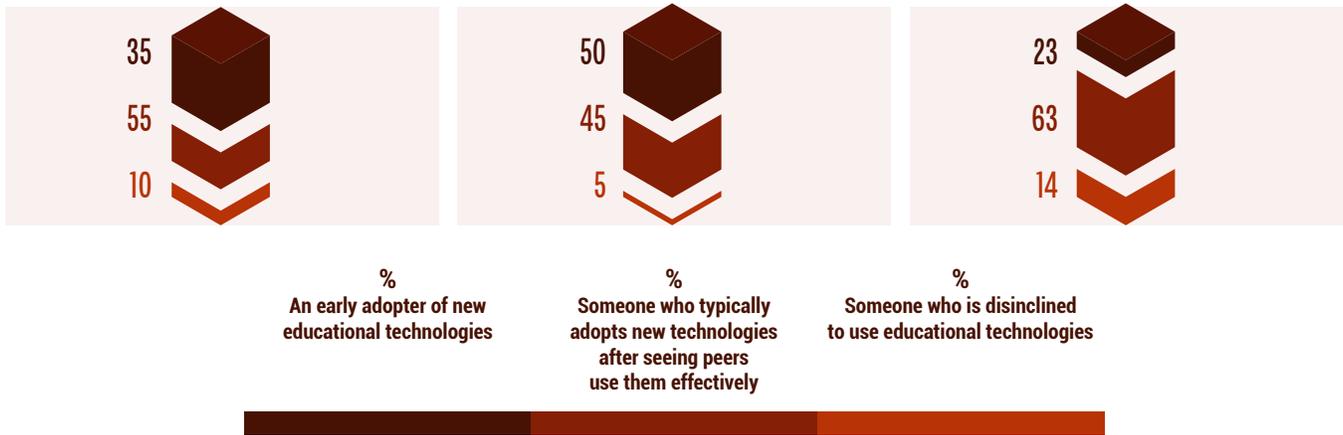
FACULTY MEMBERS

ALL

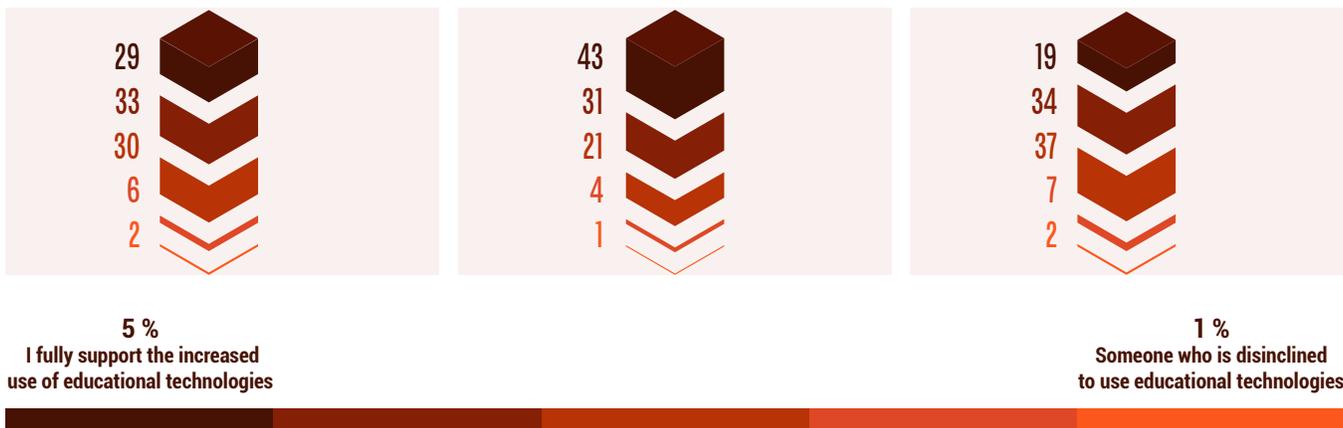
TAUGHT ONLINE COURSE

NEVER TAUGHT ONLINE COURSE

Which of the following statements best describes you – ?



Which of the following statements best describes you – ?





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EFFECTS OF ONLINE TEACHING

Most faculty members who have taught online courses, 71 percent, say the experience has helped them develop skills that have improved their teaching both online and in the classroom. Nontenure track (82 percent) and tenure track (79 percent) professors are more likely to say this than tenured professors (62 percent).

More than three-quarters (77 percent) of faculty members who say their online teaching experience has helped their instructional skills say it has helped them to think more critically about ways to engage students with content. Slightly fewer say they make better use of multimedia content (73 percent) or make better use of their institution's learning management system (70 percent). Just under half say their online teaching experience has helped them be more comfortable using techniques like active learning or project-based instruction (48 percent) or improved their communication with students outside of class (44 percent).

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Has your experience teaching online courses helped you develop pedagogical skills and practices that have improved your teaching, both online and in the classroom? *						
% Yes	71	70	78	62	79	82
% No	29	30	22	38	21	18
In which ways have your online teaching experiences helped you improve your teaching? Please select all that apply. **						
% You think more critically about ways to engage students with content.	77	78	76	76	79	76
% You make better use of multimedia content.	73	72	75	65	84	74
% You make better use of your institution's learning management system.	70	72	64	69	78	67
% You are more comfortable using techniques like active learning or project-based learning.	48	46	51	40	49	51
% You are better at out-of-class communication with students.	44	46	45	43	52	47
% None of these	1	1	0	2	0	< 1

* Asked only of faculty members who have taught an online course

** Asked only of faculty members whose online teaching experience has helped them develop their skills and practices (n=630)

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING

Digital learning leaders tend to look favorably at their institution's support and training for online learning, while faculty members' views are mixed. A majority of digital learning leaders strongly agree or agree their institution offers adequate technical support for teaching (81 percent) and creating (78 percent) online courses, compensates fairly for online instruction (74 percent) and for developing online courses (73 percent) and has policies that protect faculty members' intellectual property rights for digital work (67 percent).

Slightly less than half of digital learning leaders strongly agree or agree their institution provides monetary incentives for teaching online (47 percent) and appropriately rewards contributions made to digital pedagogy (44 percent). On only one item tested in the survey – rewarding online teaching in tenure and promotion decisions – do digital learning leaders express greater disagreement (43 percent) than agreement (24 percent).

Faculty members are most positive about the technical support their institution provides for creating and teaching online courses. On these two items, more faculty strongly agree or agree than strongly disagree or disagree that their institution supports online instruction in those ways.

Instructors are more likely to strongly disagree or disagree than to strongly agree or agree that their institution acknowledges time demands for online course workload, rewards teaching with technology in tenure and promotion decisions, compensates fairly for the development of an online course and provides monetary or other incentives for teaching online.

On the remaining items – compensates fairly for online instruction, having policies that protect intellectual property rights for digital work and appropriately rewards contributions made to digital pedagogy – faculty members are about equally as likely to agree as to disagree that the statement describes the situation at their institution.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about your institution's support for online learning.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Provides adequate technical support for teaching online courses							
% 5 Strongly agree	22	23	24	22	22	25	52
% 4	35	35	37	34	36	37	29
% 3	23	21	29	21	24	23	9
% 2	13	14	7	16	12	9	7
% 1 Strongly disagree	7	7	4	8	6	6	3

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Provides adequate technical support for creating an online course							
% 5 Strongly agree	21	21	22	19	25	24	54
% 4	33	33	33	36	32	33	24
% 3	26	23	29	23	23	24	11
% 2	13	12	13	12	10	13	6
% 1 Strongly disagree	8	10	3	10	10	6	5
Compensates fairly for online instruction							
% 5 Strongly agree	11	11	6	10	16	9	40
% 4	28	28	30	29	29	28	34
% 3	26	25	34	25	22	32	18
% 2	19	19	17	21	12	19	7
% 1 Strongly disagree	16	16	12	16	21	13	1
Has policies that protect faculty members' intellectual property rights for digital work							
% 5 Strongly agree	13	12	17	12	13	17	40
% 4	24	25	23	27	18	23	27
% 3	24	23	28	19	26	32	21
% 2	20	21	16	20	28	14	8
% 1 Strongly disagree	19	19	15	23	15	14	4
Appropriately rewards contributions made to digital pedagogy							
% 5 Strongly agree	8	9	7	8	8	8	17
% 4	24	23	29	22	27	26	27
% 3	34	35	30	35	35	32	28
% 2	20	17	24	20	15	20	25
% 1 Strongly disagree	14	16	9	15	15	14	3

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (CONT.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Acknowledges time demands for online courses for workload *							
% 5 Strongly agree	10	9	12	7	13	13	n/a
% 4	20	20	21	22	18	20	n/a
% 3	22	20	26	19	18	25	n/a
% 2	24	24	24	26	20	23	n/a
% 1 Strongly disagree	24	27	16	27	31	20	n/a
Rewards teaching with technology (in-person or online) in tenure and promotion decisions							
% 5 Strongly agree	7	6	7	6	9	7	10
% 4	20	21	17	25	18	13	14
% 3	32	33	32	31	33	33	32
% 2	22	20	27	20	15	24	35
% 1 Strongly disagree	19	20	18	18	25	23	8
Compensates fairly for the development of an online course							
% 5 Strongly agree	7	8	6	7	10	6	38
% 4	20	21	20	21	20	21	35
% 3	24	22	27	24	18	23	13
% 2	25	24	26	22	23	29	12
% 1 Strongly disagree	24	25	22	25	28	22	2
Provides monetary or other incentives for teaching online							
% 5 Strongly agree	6	6	3	7	4	5	19
% 4	14	14	14	17	17	10	28
% 3	21	21	22	18	17	25	32
% 2	25	25	29	28	23	25	15
% 1 Strongly disagree	34	35	32	31	38	35	6

* Asked only of faculty members

Faculty members' opinions about their institution's support for online learning are mostly similar among those who have taught online and those who have not. Instructors who have taught online are slightly more likely to strongly agree or agree their institution provides adequate technical support for creating and teaching online courses.

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (CONT.)

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about your institution's support for online learning.

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Provides adequate technical support for teaching online courses			
% 5 Strongly agree	22	29	15
% 4	35	33	38
% 3	23	23	23
% 2	13	10	16
% 1 Strongly disagree	7	5	8
Provides adequate technical support for creating an online course			
% 5 Strongly agree	21	27	14
% 4	33	30	36
% 3	26	24	27
% 2	13	11	14
% 1 Strongly disagree	8	7	8
Compensates fairly for online instruction			
% 5 Strongly agree	11	12	9
% 4	28	28	29
% 3	26	26	26
% 2	19	18	20
% 1 Strongly disagree	16	16	16
Appropriately rewards contributions made to digital pedagogy			
% 5 Strongly agree	8	8	9
% 4	24	27	22
% 3	34	29	39
% 2	20	20	19
% 1 Strongly disagree	14	16	11

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (CONT.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Has policies that protect faculty members' intellectual property rights for digital work			
% 5 Strongly agree	13	15	11
% 4	24	23	25
% 3	24	27	21
% 2	20	20	20
% 1 Strongly disagree	19	15	23
Rewards teaching with technology (in-person or online) in tenure and promotion decisions			
% 5 Strongly agree	7	7	7
% 4	20	19	20
% 3	32	30	35
% 2	22	21	22
% 1 Strongly disagree	19	23	16
Compensates fairly for the development of an online course			
% 5 Strongly agree	7	10	5
% 4	20	18	24
% 3	24	22	25
% 2	25	25	25
% 1 Strongly disagree	24	26	22
Acknowledges time demands for online courses for workload			
% 5 Strongly agree	10	12	7
% 4	20	17	25
% 3	22	21	23
% 2	24	26	22
% 1 Strongly disagree	24	24	24
Provides monetary or other incentives for teaching online			
% 5 Strongly agree	6	7	5
% 4	14	12	17
% 3	21	17	25
% 2	25	26	23
% 1 Strongly disagree	34	38	30

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (CONT.)

Institutions also facilitate online learning by having systems in place to verify that students taking online courses are who they say they are. The most common way institutions verify student identities, faculty members and digital learning leaders agree, is to have students log in with usernames and passwords – nearly all report their institution uses this method.

The next most common methods faculty and digital learning leaders mention are live proctoring and remote proctoring via webcam. Digital learning administrators are more likely than faculty members to say their institution uses each of these methods. Less common methods for verifying online students' identity are keystroke analysis, fingerprint identification and voice recognition.

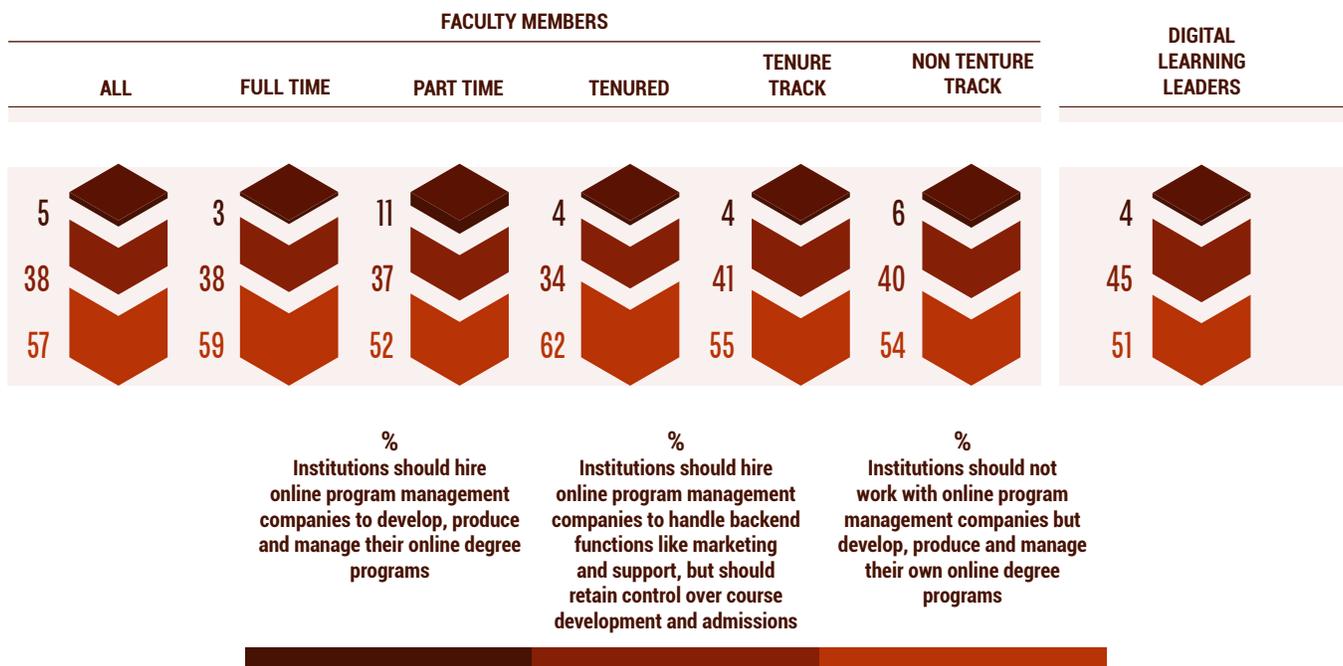
Digital learning leaders are much more confident than faculty members that the methods their institution uses effectively verify student identity – 86 percent of digital learning leaders say they are very (44 percent) or somewhat (42 percent) confident, compared with 58 percent of faculty members who are very (16 percent) or somewhat (42 percent) confident.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
In which of the following ways does your institution verify the identity of students taking online courses? You may select as many as apply.							
% Log-in with username and password	98	98	99	98	97	99	99
% Live proctoring	20	21	19	21	16	21	39
% Remote proctoring via webcam	14	16	11	15	14	13	53
% Keystroke analysis	2	2	3	2	< 1	3	11
% Fingerprint identification	< 1	< 1	1	< 1	0	< 1	0
% Voice recognition	< 1	< 1	1	< 1	< 1	< 1	2
% None of these	1	2	< 1	2	3	< 1	0
How confident are you that the methods your institution uses effectively verify online students' identities?							
% Very confident	16	13	23	13	15	17	44
% Somewhat confident	42	40	47	39	40	46	42
% Not too confident	25	26	20	25	30	23	10
% Not confident at all	17	20	10	23	15	15	4

ONLINE PROGRAM MANAGEMENT COMPANIES

Faculty members and digital learning leaders favor no role, or a limited role, for online program management companies (OPMs). Just 5 percent of faculty members and 4 percent of digital learning leaders say institutions should hire OPMs to develop, produce and manage their institution's online degree programs. About 4 in 10 faculty members and digital learning leaders say colleges should hire OPMs to handle back-end functions but that colleges should retain control over course development and admissions. The majority of professors (57 percent) and digital learning administrators (51 percent) say colleges should not work with OPMs.

In your opinion, what is the best approach for higher education institutions to take with online program management companies (OPMs) with respect to online degree programs?



ONLINE PROGRAM MANAGEMENT COMPANIES (CONT.)

Given their reluctance to have OPMs control online degree programs, it is not surprising that faculty members and digital learning leaders are not overly positive about the potential benefits of outsourcing online course tasks.

At best, 45 percent of faculty members and 54 percent of digital learning leaders say outsourcing some functions would benefit their college's workload. Roughly a third of each group believe their institution's finances could benefit from outsourcing online course development and management needs. Just 18 percent of faculty and 28 percent of digital learning leaders perceive outsourcing as a way to improve the quality of course offerings.

As you may know, some online program management companies provide "cafeteria-style" selection of products and services, dependent on an institution's needs.

Do you think outsourcing some of your institution's online course development or delivery needs could be beneficial to your institution in terms of – ?

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Institutional workload							
% Yes	45	44	45	40	54	43	54
% No	55	56	55	60	46	57	46
Institutional finances							
% Yes	31	28	40	28	29	37	37
% No	69	72	60	72	71	63	63
Quality of course offerings							
% Yes	18	14	27	14	16	20	28
% No	82	86	73	86	84	80	72

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires colleges and other public institutions to give people with disabilities the same access to those institutions as those without disabilities. The vast majority of faculty members, 93 percent, say courses at their institution are ADA-compliant.

Higher education offerings may present greater challenges in achieving ADA-compliance, particularly for those who are visually or hearing impaired. Sixty-four percent of instructors say their college provides training on how to make course materials ADA-compliant, including 67 percent of those at public institutions and 46 percent of those at private institutions.

About two-thirds of faculty members also say courses they teach include each of three elements to help those with disabilities participate fully: providing alternative text to visual elements, making links descriptive for those with visual disabilities and captioning video and transcribing audio. Those who have taught online courses are more likely than those who have not to say the courses they teach offer these enhancements.

As you may know, the Americans with Disabilities Act (ADA) requires that colleges afford the full educational experience to those with disabilities as fully as possible.*							
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
Are courses at your institution ADA-compliant?							
% Yes	93	92	95	90	92	95	n/a
% No	7	8	5	10	8	5	n/a
Do the courses you teach do each of the following?							
% Provide alternative text to visual elements	65	63	70	61	71	65	n/a
% Make links descriptive for people with visual disabilities	65	64	66	62	69	64	n/a
% Caption video and transcribe audio	63	61	64	58	69	62	n/a
Does your institution provide training on how to make course materials ADA-compliant?							
% Yes	64	63	69	59	66	69	n/a
% No	36	37	31	41	34	31	n/a

* Asked only of faculty members

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (CONT.)

As you may know, the Americans with Disabilities Act (ADA) requires that colleges afford the full educational experience to those with disabilities as fully as possible.*

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Are courses at your institution ADA-compliant?			
% Yes	93	89	95
% No	7	11	5
Do the courses you teach do each of the following?			
% Provide alternative text to visual elements	65	69	61
% Make links descriptive for people with visual disabilities	65	70	59
% Caption video and transcribe audio	63	68	57
Does your institution provide training on how to make course materials ADA-compliant?			
% Yes	64	61	67
% No	36	39	33

* Asked only of faculty members

An incident last year raised questions about how far ADA requirements should stretch at colleges. The University of California, Berkeley, was found in violation of the ADA because some online materials it intended for public use were not ADA-compliant. More than 6 in 10 faculty members (61 percent) and digital learning administrators (67 percent) strongly agree or agree that all digital materials posted by colleges, even those not for specific courses, should be ADA-compliant. Faculty who have taught online courses (66 percent) are somewhat more likely than those who have not (57 percent) to say all of a college's online materials should comply with the law.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (CONT.)

Last year, the U.S. Justice Department found the University of California, Berkeley, to be in violation of the Americans with Disabilities Act because it had online materials intended for use by the public that were not ADA-compliant. The university responded by removing the materials.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
All digital materials posted by a college, even those not for specific courses, should be ADA-compliant.							
% 5 Strongly agree	38	35	46	34	34	45	48
% 4	23	23	22	19	24	24	19
% 3	20	21	16	25	20	15	21
% 2	11	12	10	13	15	8	9
% 1 Strongly disagree	8	9	7	10	6	8	3

Last year, the U.S. Justice Department found the University of California, Berkeley, to be in violation of the Americans with Disabilities Act because it had online materials intended for use by the public that were not ADA-compliant. The university responded by removing the materials.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement.

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
All digital materials posted by a college, even those not for specific courses, should be ADA-compliant.			
% 5 Strongly agree	38	41	35
% 4	23	25	22
% 3	20	17	22
% 2	11	9	12
% 1 Strongly disagree	8	7	9

ASSESSMENT EFFORTS

Many colleges now rely on a variety of methods to assess how they are doing in fulfilling their educational missions. The survey asked faculty members and digital learning leaders how these methods are used at their institution.

Professors are fairly evenly divided as to whether assessment efforts have improved degree completion rates (37 percent strongly agree or agree, 35 percent strongly disagree or disagree) and the quality of teaching and learning at their college (36 percent strongly agree or agree, 33 percent strongly disagree or disagree). One reason instructors may not be overly positive about the impact assessment efforts have had on teaching is that they are more likely to strongly disagree or disagree (43 percent) than to strongly agree or agree (30 percent) that they regularly receive data gathered through assessment efforts that allow them to improve their teaching.

Faculty members are more upbeat about their role in the use of assessment tools and about campus-wide discussion about how to use them. Forty-seven percent of faculty members strongly agree or agree and 29 percent strongly disagree or disagree that faculty members at their institution play a meaningful role in planning for the use of these tools. Faculty members are more likely to strongly agree or agree (43 percent) than to strongly disagree or disagree (32 percent) that meaningful discussion about how to use the assessment tools takes place at their institution.

A majority of professors, 59 percent, strongly agree or agree that these assessment efforts seem primarily focused on pleasing outside groups, such as politicians or accreditors. Digital learning leaders generally do not concur, as 25 percent strongly agree or agree.

Digital learning leaders tend to be more positive than faculty members about assessment efforts more generally. Fifty-four percent of the administrators strongly agree or agree that the quality of teaching and learning has improved at their institution because of assessment efforts. Further, 43 percent strongly agree or agree (while 24 percent strongly disagree or disagree) that degree completion rates have increased.

Six in 10 digital learning leaders believe there is meaningful discussion at their college about how to use the information from assessment efforts and that faculty members play a meaningful role in planning for their use.

ASSESSMENT EFFORTS (CONT.)

Colleges use a variety of technology tools to assist with assessment and accountability efforts. These tools vary widely and include reports on the engagement and success of individual students, “early warning” systems, and the collection of data on cohorts of students (individual classes and institution-wide).

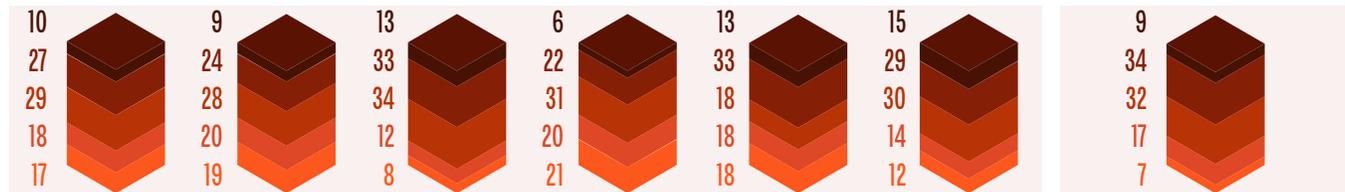
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track	
These assessment efforts seem primarily focused on satisfying outside groups such as accreditors or politicians.							
% 5 Strongly agree	30	33	19	37	36	20	12
% 4	29	28	34	29	23	33	13
% 3	21	19	28	17	22	25	33
% 2	12	12	11	11	11	13	25
% 1 Strongly disagree	7	7	8	6	9	8	17
Faculty members at my institution play a meaningful role in planning for the use of these assessment tools.							
% 5 Strongly agree	15	15	17	14	17	19	13
% 4	32	29	38	29	32	31	47
% 3	24	24	24	24	20	26	24
% 2	17	17	15	20	14	14	13
% 1 Strongly disagree	12	14	6	14	18	10	4
There is meaningful discussion at my college about how to use the assessment information.							
% 5 Strongly agree	15	15	15	13	16	19	26
% 4	28	26	36	28	26	27	34
% 3	25	23	29	23	19	28	25
% 2	19	21	13	20	26	16	10
% 1 Strongly disagree	13	15	8	16	12	10	5

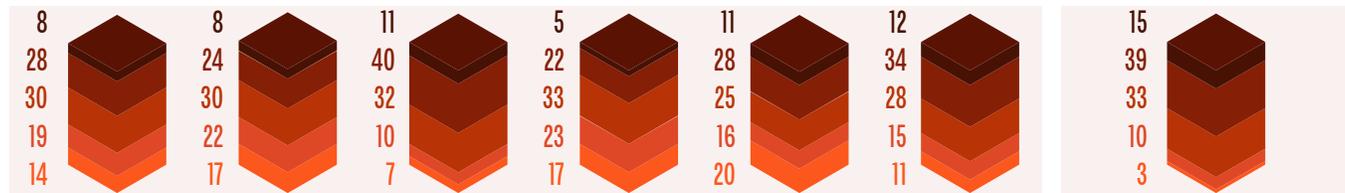
ASSESSMENT EFFORTS (CONT.)

FACULTY MEMBERS						DIGITAL LEARNING LEADERS
ALL	FULL TIME	PART TIME	TENURED	TENURE TRACK	NON TENURE TRACK	

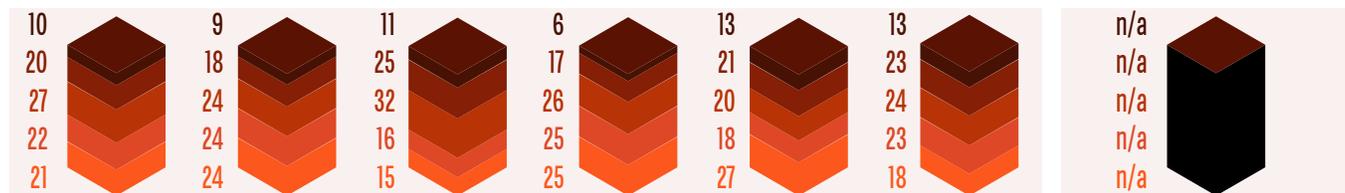
These assessments have helped increase degree completion rates at my institution.



These assessments have improved the quality of teaching and learning at my institution.



I regularly receive data from my college - gathered through these assessment efforts - that allow me to improve my teaching. *



5 %
Strongly agree

1 %
Strongly disagree

* Asked only of faculty members

FACULTY USE OF TECHNOLOGY

Professors widely use a learning management system, and the most common activities they use it for are sharing syllabus information with students (89 percent “always” or “usually” use it for this purpose), recording grades (76 percent), communicating with students (75 percent) and providing e-textbooks and related material (60 percent) .

Faculty members are less likely to use an LMS to track student attendance (39 percent), identify students who need extra help (39 percent) and integrate lecture capture (25 percent).

How often have you used your institution's learning management system (e.g., Blackboard, Moodle, Canvas, Desire2Learn, etc.) to engage in the following activities? *						
	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Share syllabus information with students						
% Always	81	83	78	78	90	84
% Usually	8	9	7	9	6	6
% Sometimes	6	4	11	6	2	6
% Never	4	4	4	6	3	3
Record grades						
% Always	66	65	68	57	75	72
% Usually	10	11	8	11	10	9
% Sometimes	10	10	10	12	8	9
% Never	14	13	14	20	7	10
Communicate with students						
% Always	51	50	55	49	50	57
% Usually	24	25	22	22	29	22
% Sometimes	18	19	15	20	16	16
% Never	7	7	8	9	5	6
Provide e-textbooks and related material						
% Always	38	38	36	37	36	40
% Usually	22	22	22	23	26	19
% Sometimes	27	26	27	25	27	27
% Never	14	14	15	16	10	14

FACULTY USE OF TECHNOLOGY (CONT.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Track student attendance						
% Always	30	27	39	24	30	36
% Usually	9	9	9	8	8	9
% Sometimes	24	25	21	24	31	23
% Never	37	40	31	44	31	33
Identify students who may need extra help						
% Always	22	20	30	17	24	29
% Usually	17	16	20	16	13	16
% Sometimes	33	35	27	32	36	32
% Never	28	29	23	35	26	22
Integrate lecture capture						
% Always	15	13	20	15	8	19
% Usually	10	9	11	10	9	8
% Sometimes	26	26	25	20	37	28
% Never	49	52	44	55	47	45

* Asked only of faculty members

Instructors with online teaching experience are more likely than those without such experience to say they always or usually use their institution's LMS for each of the seven activities asked about in the survey. The biggest differences in usage between the two groups is for recording grades (90 percent of instructors who have taught an online course always or usually use an LMS to record grades, compared with 66 percent who have never taught online), tracking student attendance (53 percent to 29 percent) and identifying students who need extra help (52 percent to 29 percent).

FACULTY USE OF TECHNOLOGY (CONT.)

How often have you used your institution's learning management system (e.g., Blackboard, Moodle, Canvas, Desire2Learn, etc.) to engage in the following activities?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Share syllabus information with students			
% Always	81	92	73
% Usually	8	5	11
% Sometimes	6	2	9
% Never	4	1	7
Record grades			
% Always	66	81	55
% Usually	10	9	11
% Sometimes	10	7	12
% Never	14	3	22
Communicate with students			
% Always	51	62	43
% Usually	24	24	24
% Sometimes	18	13	21
% Never	7	1	11
Provide e-textbooks and related material			
% Always	38	45	32
% Usually	22	23	21
% Sometimes	27	25	28
% Never	14	7	19
Track student attendance			
% Always	30	41	22
% Usually	9	12	7
% Sometimes	24	25	23
% Never	37	23	48

FACULTY USE OF TECHNOLOGY (CONT.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Identify students who may need extra help			
% Always	22	30	16
% Usually	17	22	13
% Sometimes	33	30	35
% Never	28	17	36
Integrate lecture capture			
% Always	15	19	12
% Usually	10	14	7
% Sometimes	26	30	23
% Never	49	37	58

One-third of faculty members, 34 percent, say they use digital courseware in their courses. Most of these, 70 percent, say their courses include courseware with adaptive or personalized learning tools or functionalities. Faculty members who use digital courseware are usually involved in the selection of that courseware – 62 percent say they are. However, most (72 percent) indicate their institution does not have a formalized process for evaluating digital courseware.

Half of faculty members using digital courseware say they interact directly with courseware vendors to select products for their courses. Fifty-two percent say discussion with vendors and 36 percent say vendor marketing tools are ways they learn about the effectiveness of various courseware options. Most commonly, professors who make use of digital courseware learn about products' effectiveness from recommendations from colleagues – 83 percent say they learn this way. Thirty-five percent say peer-reviewed academic publications provide information about courseware effectiveness for them, and 24 percent say third-party research does.

Digital courseware is software that delivers instructional content that can be customized to courses and adapted to work across different types of institutions and learning environments.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Do your courses use digital courseware? *						
% Yes	34	30	44	28	32	37
% No	66	70	56	72	68	63

FACULTY USE OF TECHNOLOGY (CONT.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Do your courses include courseware with adaptive or personalized learning tools or functionalities? **						
% Yes	70	67	75	68	57	75
% No	30	33	25	32	43	25
When creating an online or blended course, are you involved in the selection of digital courseware? **						
% Yes	62	73	42	80	60	49
% No	38	27	58	20	40	51
Does your institution have a formalized process to evaluate digital courseware? **						
% Yes	28	25	35	29	37	25
% No	72	75	65	71	63	75
Do you interact directly with digital courseware vendors to select products for your courses? **						
% Yes	50	56	36	57	42	46
% No	50	44	64	43	58	54
In what ways do you learn about the effectiveness of digital courseware? Select all that apply. **						
% Recommendations from colleagues	83	87	72	84	90	79
% Discussions with vendors	52	58	36	57	49	48
% Vendor websites and/or marketing materials	36	38	31	40	23	35
% Peer-reviewed academic publications	35	40	24	41	27	33
% Third-party research	24	25	21	24	11	26

* Asked only of faculty

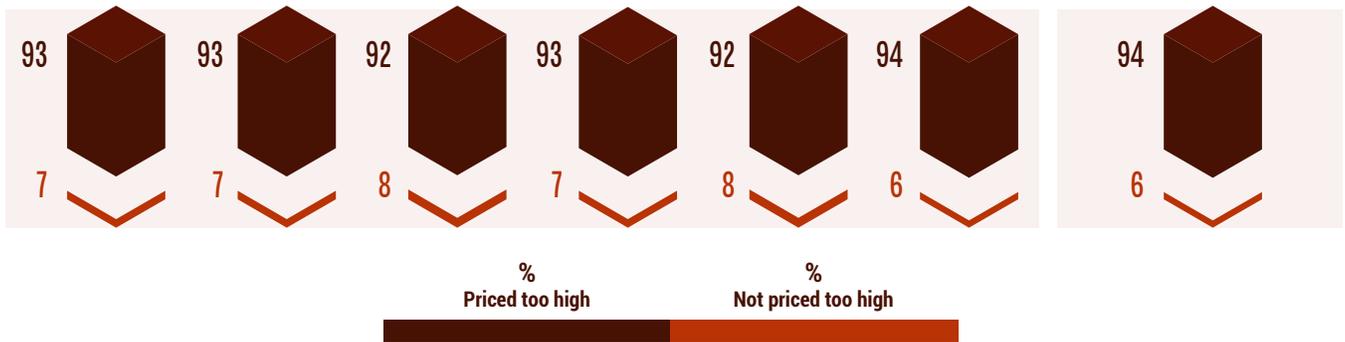
** Asked only of faculty who use digital courseware (n=388)

TEXTBOOKS

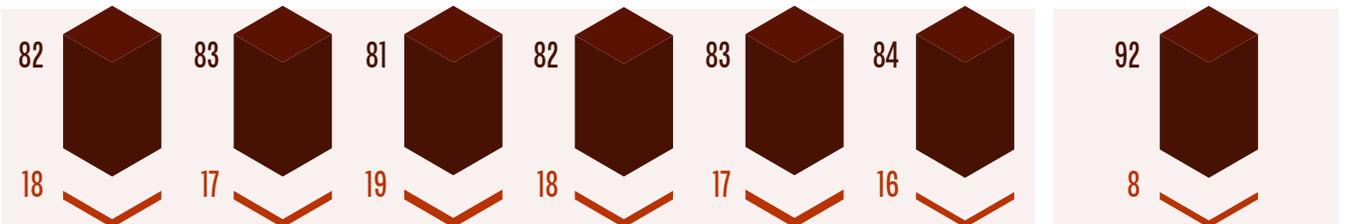
Faculty members and digital learning leaders are nearly unanimous in saying textbooks and other course materials are priced too high. In addition, they widely agree that faculty members should make price a significant concern when assigning course readings, with 82 percent of professors and 92 percent of digital learning administrators holding this view. At least 9 in 10 of each group say faculty members should assign more free open educational resources.

FACULTY MEMBERS						DIGITAL LEARNING LEADERS
ALL	FULL TIME	PART TIME	TENURED	TENURE TRACK	NON TENURE TRACK	

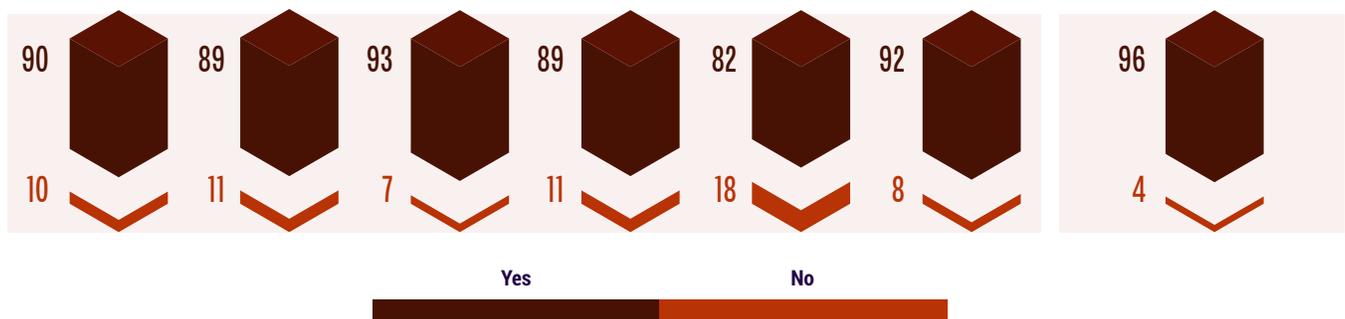
Thinking now about the cost of textbooks and other course materials, in your opinion, are course materials including textbooks priced too high, or not?



Should faculty members make price a significant concern when assigning course readings?



Should faculty members assign more free open educational resources?



PLAGIARISM

Plagiarism has long been an issue in higher education, and colleges may be increasingly vulnerable to it given technological advances that make sharing information easier. However, technology has also given colleges more ways to uncover plagiarism.

Most faculty members, 76 percent, do not think undergraduate students have a sufficient understanding of what plagiarism is. About half of faculty members, 48 percent, say they require undergraduate students to submit papers through plagiarism-detection software. Sixty-five percent believe plagiarism-detection software deters students from submitting plagiarized work.

Most faculty members say they receive reports of possible plagiarism through these detection services, including 15 percent who get such reports “frequently” and 49 percent who receive them “occasionally.”

Faculty members are not entirely confident that plagiarism detection software catches all plagiarism – 4 percent believe it detects all cases, while 55 percent say it finds most cases. The remainder say it catches some (37 percent) or not that many (5 percent) cases.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Do you think undergraduate students have a sufficient understanding of what plagiarism is? *						
% Yes	24	21	29	20	20	27
% No	76	79	71	80	80	73
Do you require undergraduate students to submit papers through plagiarism-detection software, or not? *						
% Yes	48	48	46	43	62	50
% No	52	52	54	57	38	50
Do you trust that the plagiarism-detection software you use detects – ? *						
% All cases of plagiarism	4	3	6	2	5	5
% Most cases of plagiarism	55	52	63	50	46	60
% Some cases of plagiarism	37	40	25	44	44	28
% Not that many cases of plagiarism	5	4	6	4	5	6
How often have you received reports of possible plagiarism through the detection services you use? *						
% Frequently	15	15	13	13	12	17
% Occasionally	49	50	50	48	44	53
% Rarely	24	25	23	25	39	18
% Never	12	11	14	15	5	12

PLAGIARISM (CONT.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Do you think plagiarism-detection software deters students from plagiarizing? *						
% Yes	65	63	71	63	60	67
% No	35	37	29	37	40	33

* Asked only of faculty

The use of plagiarism-detection software has been controversial, including concerns about how accurate it is and whether it creates a presumption that all work is plagiarized unless shown to be otherwise. This year, some scholars came out strongly against the use of plagiarism-detection software, arguing that the use of such tools gives these software companies the final word on whether something is original work or plagiarism and creates a culture where students are not taught about academic integrity.

Faculty members are more inclined to disagree than agree with these scholars' concerns — 27 percent strongly agree or agree, and 46 percent strongly disagree or disagree. Relatively few faculty members, 6 percent, say these criticisms of plagiarism-detection software have changed the way they use such tools.

In 2017, some scholars circulated a manifesto that called on instructors to stop using plagiarism-detection services, saying that their use had ceded too much control to companies, and removed incentives for professors to teach students about academic integrity.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure Track	Nontenure Track
Please use a five-point scale, where 5 means strongly agree and 1 means strongly disagree, to indicate your level of agreement with these scholars' concerns. *						
% 5 Strongly agree	10	10	12	12	10	9
% 4	17	15	22	17	16	17
% 3	27	26	28	25	25	29
% 2	26	27	24	27	23	25
% 1 Strongly disagree	20	22	14	19	25	20
Have these criticisms of plagiarism-detection software altered your policies on the use of such tools? *						
% Yes	6	5	9	7	7	4
% No	94	95	91	93	93	96

* Asked only of faculty

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	% Faculty Members	% Digital Learning Leaders
Under 30	2	1
30 to 39	16	10
40 to 49	22	31
50 to 59	29	30
60 to 69	23	23
70 and older	8	5

What is your gender?	% Faculty Members	% Digital Learning Leaders
Male	54	51
Female	46	49

How many years have you served as a faculty member at this institution? *	% Faculty Members
Less than 6 months	1
6 months to less than 3 years	13
3 years to less than 5 years	13
5 years to less than 10 years	21
10 years or more	53

* Asked only of faculty

What is your current tenure status? *	% Faculty Members
Tenured	47
Tenure track but not tenured	14
Nontenure track	39

* Asked only of faculty

Do you work part time or full time at your institution? *	% Faculty Members
Part time	26
Full time	74

* Asked only of faculty members

INSTITUTION AND PERSONAL DEMOGRAPHICS (CONT.)

Which of the following disciplines do you associate yourself with? *	% Faculty Members
Humanities	25
Social sciences	21
Engineering	4
Computer and information sciences	4
Physical sciences	8
Biological sciences	7
Professional schools	11
Another field	19

* Asked only of faculty members

What type of online courses and degree programs does your institution offer? Select all that apply. *	% Digital Learning Leaders
Some online courses (no complete online degree programs)	43
Online degree programs	92
Some blended or hybrid courses	78
Degree programs consisting of all blended or hybrid courses	48

* Asked only of digital learning leaders

Do you consider your institution to be a liberal arts institution?	% Faculty Members	% Digital Learning Leaders
Yes	55	43
No	45	57

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