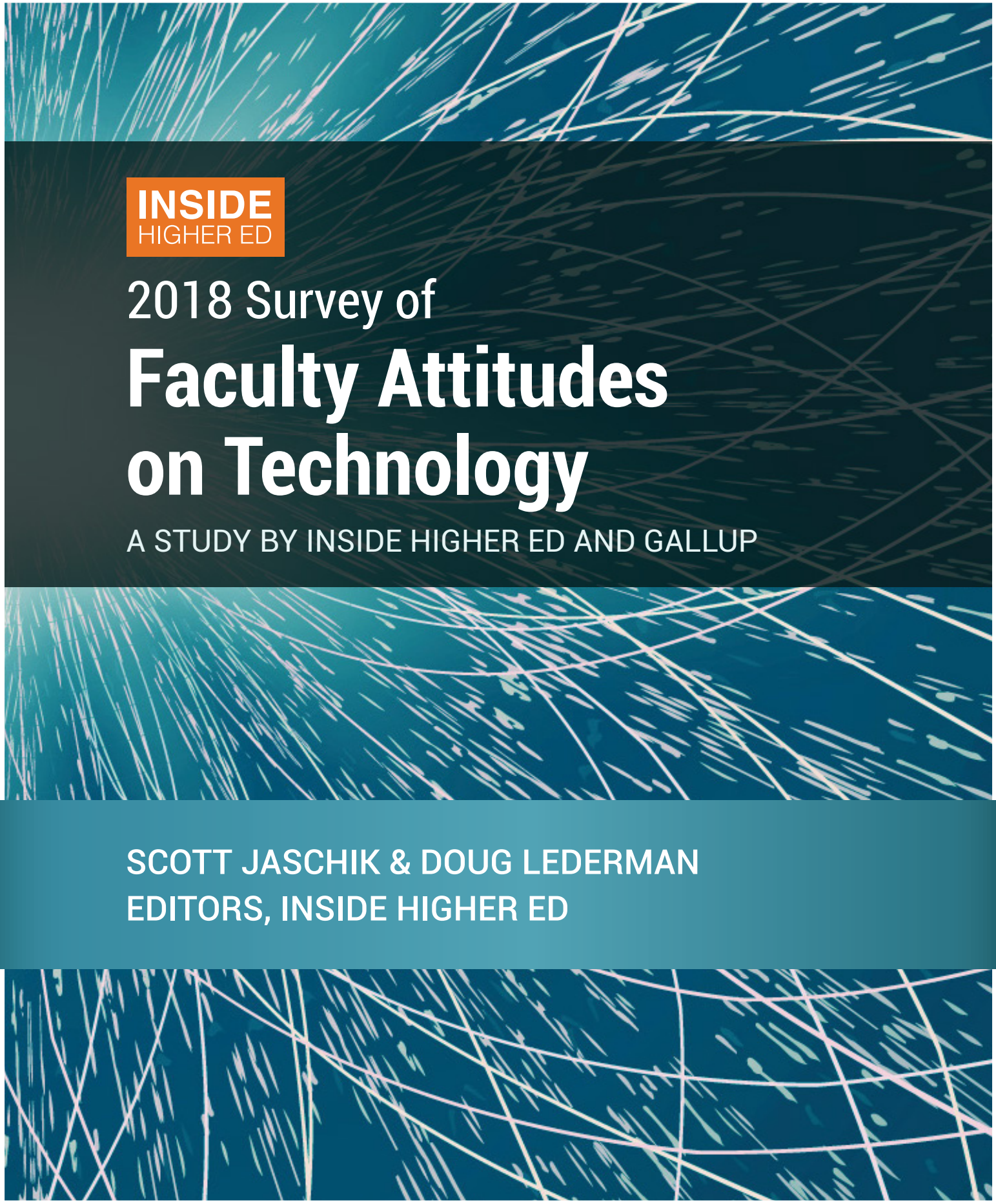

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, INSIDE HIGHER ED

Pearson

THE 2018 *INSIDE HIGHER ED* SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

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FOREWORD

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

Questions explored in the survey include:

- To what extent have faculty taught online, face-to-face and hybrid courses?
- Are faculty members involved in the design of online courses they teach?
- Do faculty members and digital learning leaders believe online courses can achieve learning outcomes that are equivalent to those of in-person courses?
- have faculty members' experiences with online teaching helped them improve their teaching skills in the classroom?
- What have been faculty members' experiences with instructional designers?
- What proportion of faculty members consider themselves "early adopters" of new educational technologies?
- How do professors use learning management systems?
- How concerned are faculty members about the cost of textbooks?
- What do faculty members think about inclusive access platforms being used at some colleges?
- How do instructors evaluate and choose digital courseware offerings?
- Has technology-enabled instruction fulfilled its promise of lowering per-student cost without diminishing quality?
- 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?
- What impact have college assessment and accountability efforts had on teaching and degree completion?
- Are online instructional materials compliant with the Americans with Disabilities Act (ADA)?

SNAPSHOT OF FINDINGS

- The proportion of faculty members who have taught online courses continues to increase. Currently, 44 percent report having taught an online course, up from 30 percent in 2013. Meanwhile, 38 percent have taught a hybrid or blended course that has elements of face-to-face and online teaching.
- The vast majority of instructors who have taught online courses, 89 percent, say they have been involved in the design of those courses.
- A minority of faculty members have used an instructional designer to help create or revise an online or blended course (25 percent) or to create or revise a face-to-face course (22 percent).
- Professors who have worked with instructional designers have had good experiences with them: 93 percent say their experience was positive, and 37 percent say it was very positive. At least 7 in 10 say the instructional designers improved the quality of their courses, helped them to understand the available technology and how to integrate it into their classes, and helped them in areas in which they personally lacked expertise.
- More than 7 in 10 faculty members who have taught online courses say the experience has taught them skills that have improved their teaching. Most commonly, they say their online teaching has caused them to think more critically about how to engage students with course content and to make better use of multimedia content.
- Seventy-three percent of digital learning leaders and 33 percent of faculty members describe themselves as "early adopters" of new educational technologies. Most of the rest of both groups say they adopt new technologies after seeing peers use them effectively.
- Three-quarters of faculty members, and nearly all digital learning leaders, say they fully or somewhat support the expanded use of educational technologies. They primarily cite three factors for their support — their own enjoyment of trying new technologies, past success using educational technology, and a belief that students learn better when engaged with effective technology tools.
- Since 2013, increasing numbers of faculty members report they "always" use their institution's learning management system (LMS) to share syllabus information (now 85 percent), record grades (70 percent), provide e-textbooks and other course materials (42 percent) and track student attendance (32 percent).
- One in three faculty members say they use digital courseware offerings. While 63 percent of these instructors are involved in selecting software when creating an online course, about half directly interact with the software vendors and 26 percent say their institution has a formal process for evaluating digital courseware.
- Digital learning leaders believe far more than faculty members do that online courses can achieve learning outcomes that are equivalent to in-person courses at higher education institutions. Instructors with online experience, however, are more likely to agree than disagree that online courses are equivalent to in-person courses at their institution, in their department or discipline and in the courses they teach.
- Faculty members tend to believe in-person instruction is more effective than online teaching at meeting a variety of course objectives, with the exceptions of grading and communicating about grading and communicating with the college about technical or other issues. On these, they perceive online and in-person methods to be equally effective.

SNAPSHOT OF FINDINGS (cont.)

- Faculty members, including those with online teaching experience, are more likely to disagree than to agree that using digital educational tools can lower per-student cost of instruction without hurting quality. Half of digital learning leaders agree that digital tools can lower costs without harming quality; 21 percent disagree.
- Majorities of faculty members (65 percent) and digital learning leaders (51 percent) agree that administrators and vendors who promote the use of technology in education exaggerate the potential financial benefits. Respondents in both groups also believe that advocates of technology do not fully appreciate the up-front costs needed to develop quality digital learning tools.
- Digital learning leaders tend to hold a positive view of their institution's support for online learning programs. Faculty members are more skeptical, only believing their institution provides adequate technical support for creating and teaching online courses. Both groups are disinclined to believe their college rewards teaching with technology in tenure and promotion decisions.
- Just over half of faculty members (56 percent) say they are very or somewhat confident in the methods their institution uses to verify the identity of online students. Nearly 9 in 10 digital learning leaders, 89 percent, are confident. `
- Both faculty members and digital learning leaders tend to favor a limited role for online program management companies in higher education. Roughly 6 in 10 say these companies should be hired by institutions to help colleges in areas in which they lack in-house expertise. Relatively few faculty members, and no digital learning leaders, believe colleges should hire online program management companies to handle all aspects of online programs at higher education institutions.
- Faculty members and digital learning leaders widely believe that textbooks cost too much (83 percent and 92 percent, respectively) and that colleges should embrace the use of free open educational resources (70 percent and 89 percent, respectively). But a majority of instructors reject the idea that the need to save students money justifies the loss of some faculty control over course material selection. They are also more likely to disagree (49 percent) than to agree (32 percent) that saving students money would justify changing course materials to potentially lower-quality options.
- Half of digital learning leaders and 40 percent of faculty members say inclusive access platforms are achieving their two primary goals of reducing course material costs for students and improving education outcomes. About one in five in each group say the platforms are not achieving either goal.
- Faculty members tend to hold more negative than positive attitudes about assessment efforts designed to measure student learning and outcomes. More disagree than agree that such efforts have led to improved quality of teaching and learning and increased degree completion rates at their institution. Digital learning leaders have more positive opinions about assessment efforts.
- Sixty-nine percent of faculty members say their institution provides training on how to make course materials compliant with the Americans with Disabilities Act, up slightly from 64 percent a year ago.

METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The study is designed to understand the views of college and university faculty members and the administrators who oversee their institutions' online learning or instructional technology efforts.

Gallup sent invitations via email to 22,978 faculty members and 1,338 digital learning leaders, with regular reminders sent throughout the Aug. 22-Sept.23, 2018, field period. Gallup collected 2,129 completed or partially completed web surveys from faculty members and 206 from digital learning leaders, yielding a 10 percent combined response rate.

Most faculty respondents (75 percent) report they work full time for their institutions; 25 percent report they are employed part time. Among the faculty interviewed, 47 percent are tenured, 13 percent are tenure track but not tenured and 41 percent are nontenure track. Of the instructors who responded, 44 percent have taught an online course and 56 percent have never done so.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman from *Inside Higher Ed*. 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, 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.

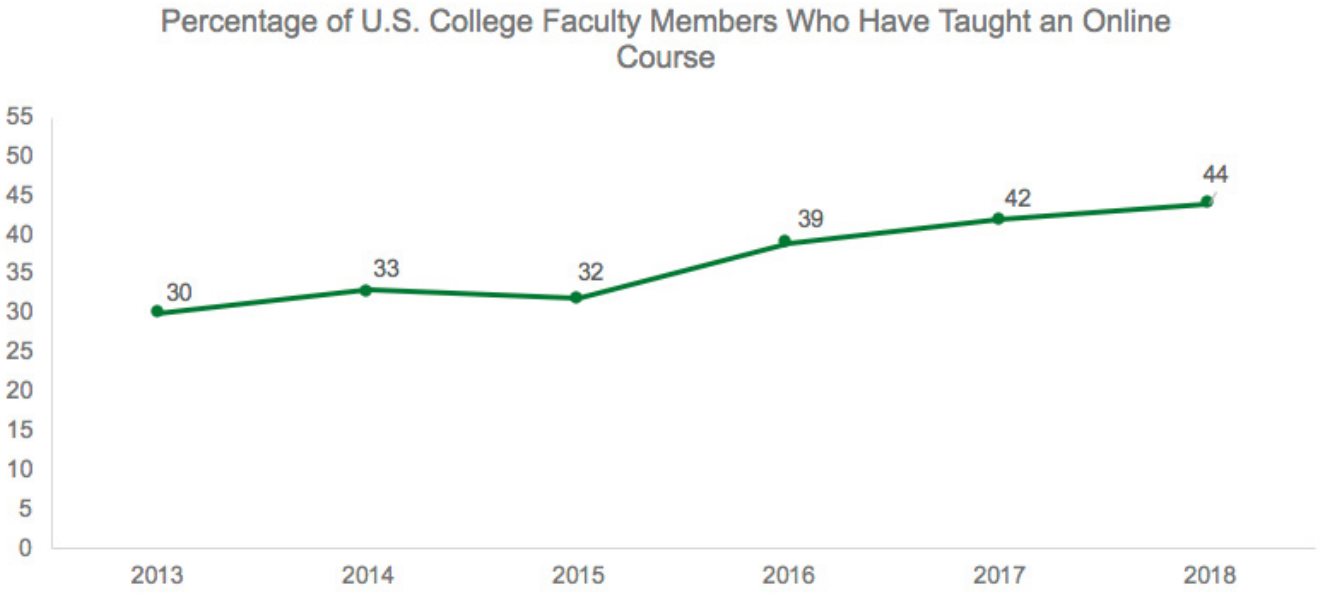
Gallup statistically weighted the faculty data to correct for nonresponse, to ensure appropriate representation of faculty members on a number of institutional characteristics, including institutional control (public or private nonprofit), four-year or two-year degree offerings, institution size (based on student enrollment) and geographical region. The obtained sample of faculty was also similar to the national distribution of faculty members on age and gender. The obtained sample of digital learning leaders is not weighted but respondent characteristics are similar to those of the entire sample of digital learning leaders on institutional control and four-year or two-year offerings. The results can be considered representative of the views of faculty members 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 a subgroup.

ONLINE TEACHING EXPERIENCE

While nearly all college instructors, 98 percent, report having taught a face-to-face course, less than half, 44 percent, have taught an online course. But that proportion has grown over time, from 30 percent in 2013.



Half of full-time faculty members and 39 percent of part-time instructors have taught an online course. Forty-seven percent of instructors at public institutions have taught an online course, compared with 29 percent of private institution faculty members.

Faculty members who have taught online courses say they have been teaching online for an average of 6.8 years.

Online courses at U.S. colleges and universities tend to be asynchronous, meaning students complete their coursework and interact with instructors and other students on their own schedule. Seventy-one percent of online instructors say their courses are asynchronous, while 4 percent indicate their online courses are synchronous, with class meetings occurring at a scheduled time when everyone is online. One in four online instructors say their courses have both synchronous and asynchronous elements.

The vast majority of faculty members who have taught online courses, 89 percent, say they were involved in the design of their course. Three-quarters report they have converted a face-to-face course to an online course. Eighty-seven percent of tenured faculty who have taught online say they have transformed an in-person course to an online one.

A substantial minority of faculty members, 31 percent, have taken an online course for credit as a student. This percentage has been similar in prior years' surveys, averaging 32 percent.

Nearly twice as many digital learning leaders, 61 percent, say they have taken an online course for credit.

ONLINE TEACHING EXPERIENCE (cont.)

	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	96	99	98	97	n/a
% No	2	1	4	1	2	3	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	44	50	39	46	55	45	n/a
% No	56	50	61	54	45	55	n/a
For how many academic years have you been teaching online courses?**							
% One-three years	36	33	41	25	50	41	n/a
% Four-five years	19	18	22	15	19	22	n/a
% Six-nine years	17	17	17	17	25	15	n/a
% 10 years or more	29	32	19	43	6	21	n/a
Average number of years	6.8	7.2	5.7	8.5	4.2	5.9	n/a
Are the online courses you teach: synchronous, in which lectures and discussions occur at specific times and require instructors and students to be online at the same time; asynchronous, in which students complete their coursework and interact with instructors and peers on their own schedules; or a blend of the two, in which there are some synchronous elements and some asynchronous elements?**							
% Synchronous	4	3	2	4	4	3	n/a
% Asynchronous	71	72	72	71	78	70	n/a
% A blend of the two	25	25	27	25	19	28	n/a
Were you involved in designing online courses you taught?**							
% Yes	89	92	80	96	91	84	n/a
% No	11	8	20	4	9	16	n/a
Have you ever converted a face-to-face course to an online course?**							
% Yes	76	81	58	87	71	67	n/a
% No	24	19	42	13	29	33	n/a
Have you ever taken any online course as a student for credit?							
% Yes	31	28	36	19	39	39	61
% No	69	72	64	81	61	61	39

* Asked only of faculty members
** Asked only of those who have taught an online course (n=820)

ONLINE TEACHING EXPERIENCE (cont.)

Thirty-eight percent of faculty members say they have taught a blended or hybrid course that combines elements of in-person and online instruction. Since 2013, an average of 41 percent of faculty members have reported teaching a blended or hybrid course.

Similar to the pattern among online instructors, those with hybrid course teaching experience are very likely to say they were involved in designing the hybrid courses they taught (87 percent) and to have converted a face-to-face course to a hybrid course (78 percent).

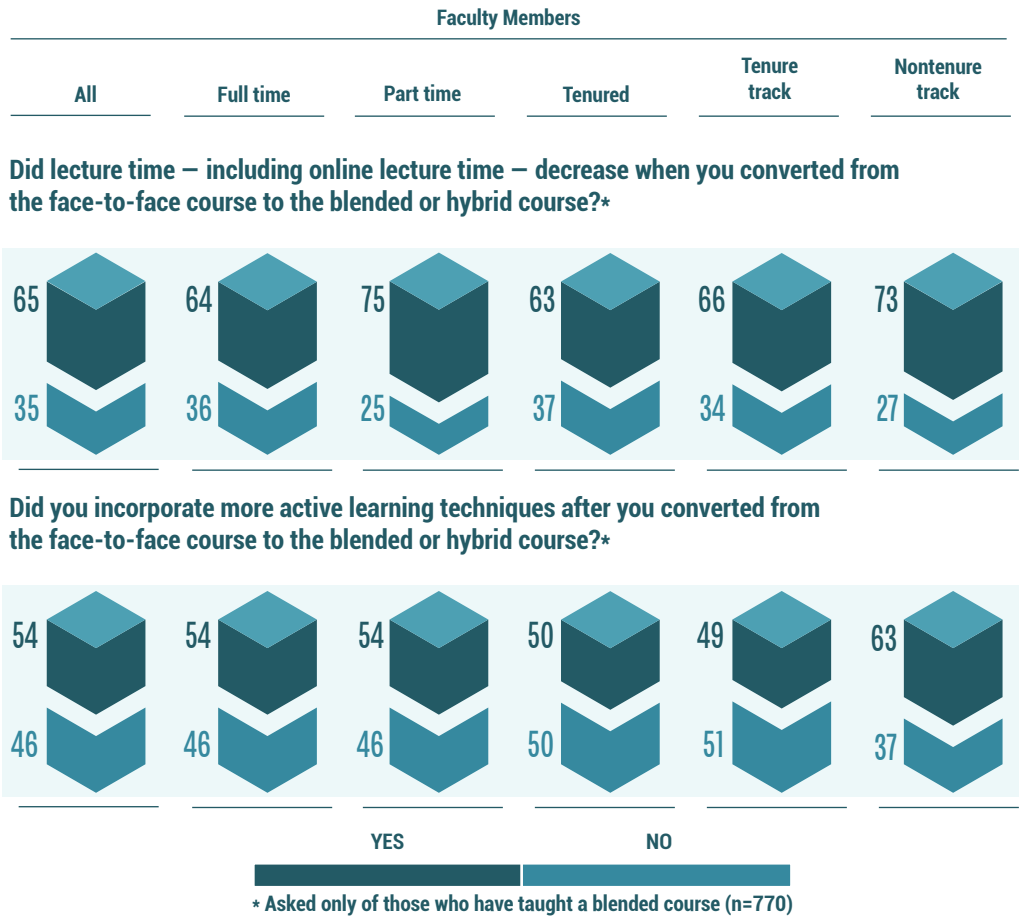
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
As you may know, a blended or hybrid course has a significant amount of content delivered online, sometimes resulting in a reduction of the number of in-person meetings. Have you ever taught a blended or hybrid course?*							
% Yes	38	41	34	40	43	37	n/a
% No	62	59	66	60	57	63	n/a
Have you ever converted a face-to-face course to a blended or hybrid course?**							
% Yes	78	86	64	88	89	71	n/a
% No	22	14	36	12	11	29	n/a
Were you involved in designing the blended courses you taught?**							
% Yes	87	94	72	97	90	82	n/a
% No	13	6	28	3	10	18	n/a

* Asked only of faculty members
** Asked only of those who have taught a blended course (n=712)

ONLINE TEACHING EXPERIENCE (cont.)

Close to two-thirds of instructors who have transformed a face-to-face course into a blended or hybrid course say lecture time decreased when they converted the class. A slim majority, 54 percent, say they incorporated more active learning techniques in the converted course.

Thinking again about your experiences teaching or transforming a blended or hybrid course.



* Asked only of those who have taught a blended course (n=770)

ONLINE TEACHING EXPERIENCE (cont.)

Nearly three-quarters of faculty members who have taught online courses, 74 percent, say the experience has taught them skills that have improved their teaching, both online and in the classroom. Similar percentages of online instructors have said the same in prior surveys.

	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	74	75	75	71	74	79
% No	26	25	25	29	26	21

* Asked only of those who have taught an online course (n=820)

Asked to indicate how their teaching has improved, 68 percent say they now think more critically about how to engage students with content, 65 percent say they make better use of multimedia content, and 60 percent say they are more likely to experiment and make changes to try to improve the learning experience.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
In which ways have your online teaching experiences helped you improve your teaching? Please select all that apply.*						
% I think more critically about ways to engage students with content.	68	69	68	67	73	72
% I make better use of multimedia content.	65	67	62	64	60	67
% I make better use of my institution's learning management system.	61	63	58	58	65	64
% I am more likely to experiment and make changes to try to improve the l earning experience.	60	64	51	60	69	59
% I align the content, activities and assessments in the course more closely with learning objectives.	53	54	54	49	59	55
% I am more comfortable using techniques like active learning or project-based learning.	38	42	28	40	46	36
% I am better at out-of-class communication with students.	32	31	37	27	28	36
% None of these	1	1	3	1	0	0

* Asked only of faculty members whose online teaching experience has helped them develop their skills and practices (n=624)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS

As reported, the vast majority of faculty members say they were personally involved in designing their courses. Many indicate they received some type of help in doing so, including 45 percent who received professional development about designing an online or blended course, 25 percent who worked with an instructional designer to create or revise an online or blended course and 22 percent who worked with an instructional designer to create or revise a face-to-face 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	19	26	31	24	n/a
% No	75	72	81	74	69	76	n/a
Worked with an instructional designer to create or revise a face-to-face course*							
% Yes	22	24	18	23	23	22	n/a
% No	78	76	82	77	77	78	n/a
Received professional development about designing an online or blended course*							
% Yes	45	51	40	49	52	45	n/a
% No	55	49	60	51	48	55	n/a

* Asked only of faculty members

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

Most faculty members who have taught online courses, 69 percent, say they received some professional development about how to design such courses. Nearly half, 44 percent, worked with an instructional designer to create or revise an online or blended course.

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			
% Yes	25	44	9
% No	75	56	91
Worked with an instructional designer to create or revise a face-to-face course			
% Yes	22	26	19
% No	78	74	81
Received professional development about designing an online or blended course			
% Yes	45	69	25
% No	55	31	75

Faculty members who worked with instructional designers have had good experiences. Ninety-three percent describe their experience as positive, including 37 percent who say it was very positive. Additionally, 70 percent of faculty members strongly agree or agree the instructional designers they worked with improved the quality of the courses they teach.

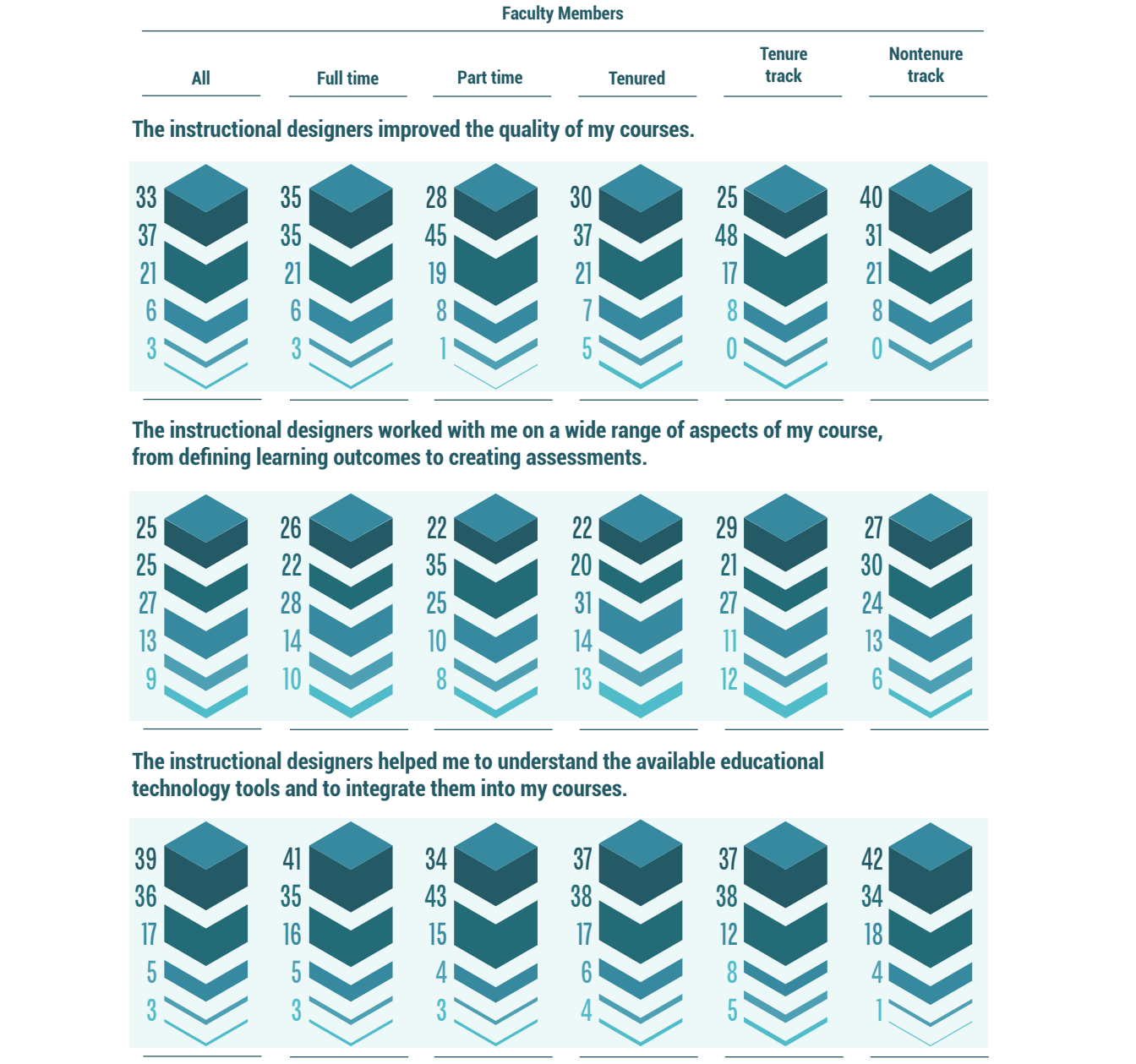
Asked about specific ways in which instructional designers helped, 75 percent strongly agree or agree the designers helped them in areas they lacked expertise. The same percentage say the designers helped them to understand the available educational technology tools and to integrate them into their courses. Sixty-five percent agree that the designers shared tips and effective practices to foster student engagement in their course.

How would you describe your experience working with instructional designers?*							
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
% Very positive	37	39	34	34	38	41	n/a
% Positive	56	54	60	57	55	53	n/a
% Negative	6	6	5	7	6	6	n/a
% Very negative	1	1	1	2	2	0	n/a

* Asked of faculty members who have worked with instructional designers (n=645)

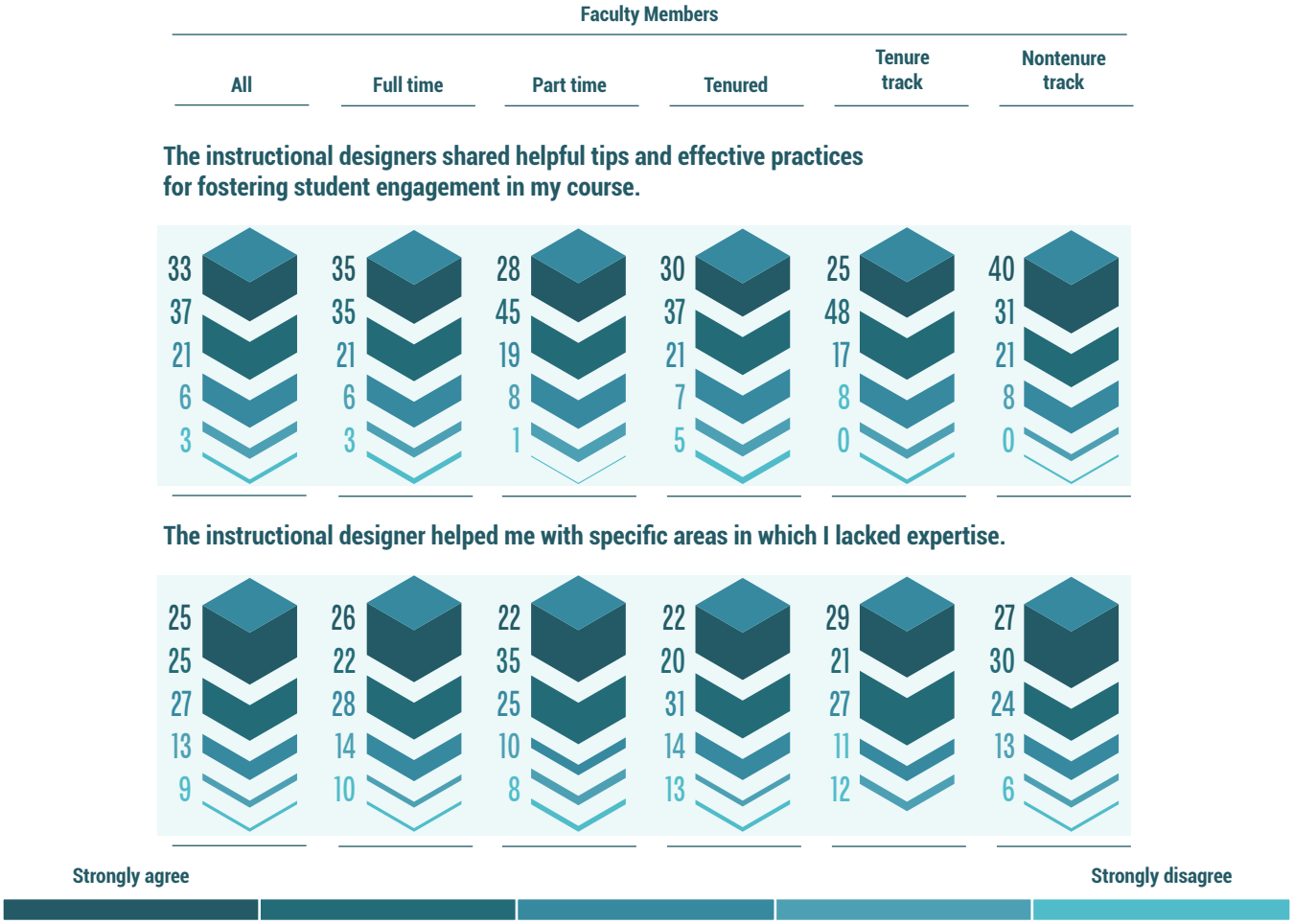
COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

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 work with instructional designers at your institution.*



* Asked of faculty members who have worked with instructional designers (n=645)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)



* Asked of faculty members who have worked with instructional designers (n=645)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

Faculty members who have not worked with instructional designers were asked why. The responses vary, with the most common being that their college has not shared information about the availability of instructional designers and how to work with them (29 percent), they do not think they need an instructional designer's help (26 percent) and they are not familiar with what instructional designers do (25 percent). Twenty percent indicate their college does not have enough, or any, instructional designers, and 16 percent state they had no interest in working with a designer. Relatively few, just 4 percent, say poor reports from colleagues who had worked with instructional designers was a reason they have not personally done so.

Please indicate which of the following are reasons why you have not worked with an instructional designer. Please select all that apply.*

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
% My college has not shared information about the availability of instructional designers and how to go about working with them.	29	27	36	23	28	36	n/a
% I don't think I need an instructional designer's help.	26	27	25	30	24	23	n/a
% I am not familiar what instructional designers do.	25	23	31	21	26	31	n/a
% My college does not have any, or enough, instructional designers.	20	23	13	24	24	17	n/a
% I have no interest in working with an instructional designer.	16	16	16	20	12	13	n/a
% Colleagues who have used instructional designers have not had good experiences.	4	5	2	6	4	3	n/a
% None of these	30	28	31	27	31	30	n/a

* Asked of faculty members who have not worked with instructional designers (n=1,735)

FACULTY USE OF TECHNOLOGY

Faculty members appear to be open to using new educational technologies, but are more cautious in their approach to adopting them than digital learning leaders are. Asked to describe their orientation to educational technologies, 33 percent of faculty members say they are "early adopters," 55 percent say they typically adopt such technologies after seeing peers use them effectively and 12 percent say they are disinclined to use educational technology. Nearly three-quarters of digital learning leaders, 73 percent, say they are early adopters of new technology offerings.

The proportion of early adopters among faculty members is similar by their age, gender and discipline of study.

Asked more broadly about their comfort level in the increased use of educational technologies, 32 percent of faculty members say they fully support their expanded use, with 43 percent saying they somewhat support it. Just 11 percent of instructors indicate opposition to increased use of educational technologies. Digital learning leaders overwhelmingly support increased use of educational technologies, with 85 percent saying they fully support the trend.

	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.	33	36	28	34	34	33	73
% Someone who typically adopts new technologies after seeing peers use them effectively.	55	54	57	54	56	54	26
% Someone who is disinclined to use educational technologies.	12	11	15	12	10	13	1
Please indicate your level of comfort with the increased use of educational technologies On the following five-point scale.							
% I fully support the increased use of educational technologies.	32	32	33	29	34	33	85
% I somewhat support the increased use of educational technologies.	43	44	36	45	46	41	13
% Neutral	15	14	18	15	13	16	1
% I somewhat do not support the increased use of educational technologies.	9	7	11	9	4	9	0
% I do not support the increased use of educational technologies at all.	2	2	3	2	2	2	0

FACULTY USE OF TECHNOLOGY (cont.)

Professors and digital learning leaders who support the increased use of educational technologies primarily cite three factors as underlying their support — their desire to experiment with new instructional methods and tools, past success with using it, and a belief that students learn better when they are engaged with effective technology tools. Also, close to half of digital learning leaders say their institution's rewarding people who adopt new technologies is a reason for their support; 27 percent of faculty members say institutional rewards are a factor in their support.

	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.	60	61	56	58	64	59	72
% I believe my students learn better when I engage them with effective technology tools.	58	58	58	52	69	63	86
% I have had success with education technology in the past.	57	59	57	60	68	54	82
% My institution rewards people who adopt new technologies.	27	27	31	28	26	29	49
% My institution provides adequate training on how to use new technologies.	9	11	6	10	15	8	14
% None of these	7	7	8	8	4	8	2

* Asked only of those who support the increased use of technology (n=1,577)

FACULTY USE OF TECHNOLOGY (cont.)

Among faculty members who do not support the increased use of educational technologies, their primary reason for not doing so (67 percent) is that they believe instruction delivered without technology serves their students most effectively. About 4 in 10 also cite too much corporate influence, excessive costs for the expected benefit and faculty loss of control as reasons they do not support increased use of technology.

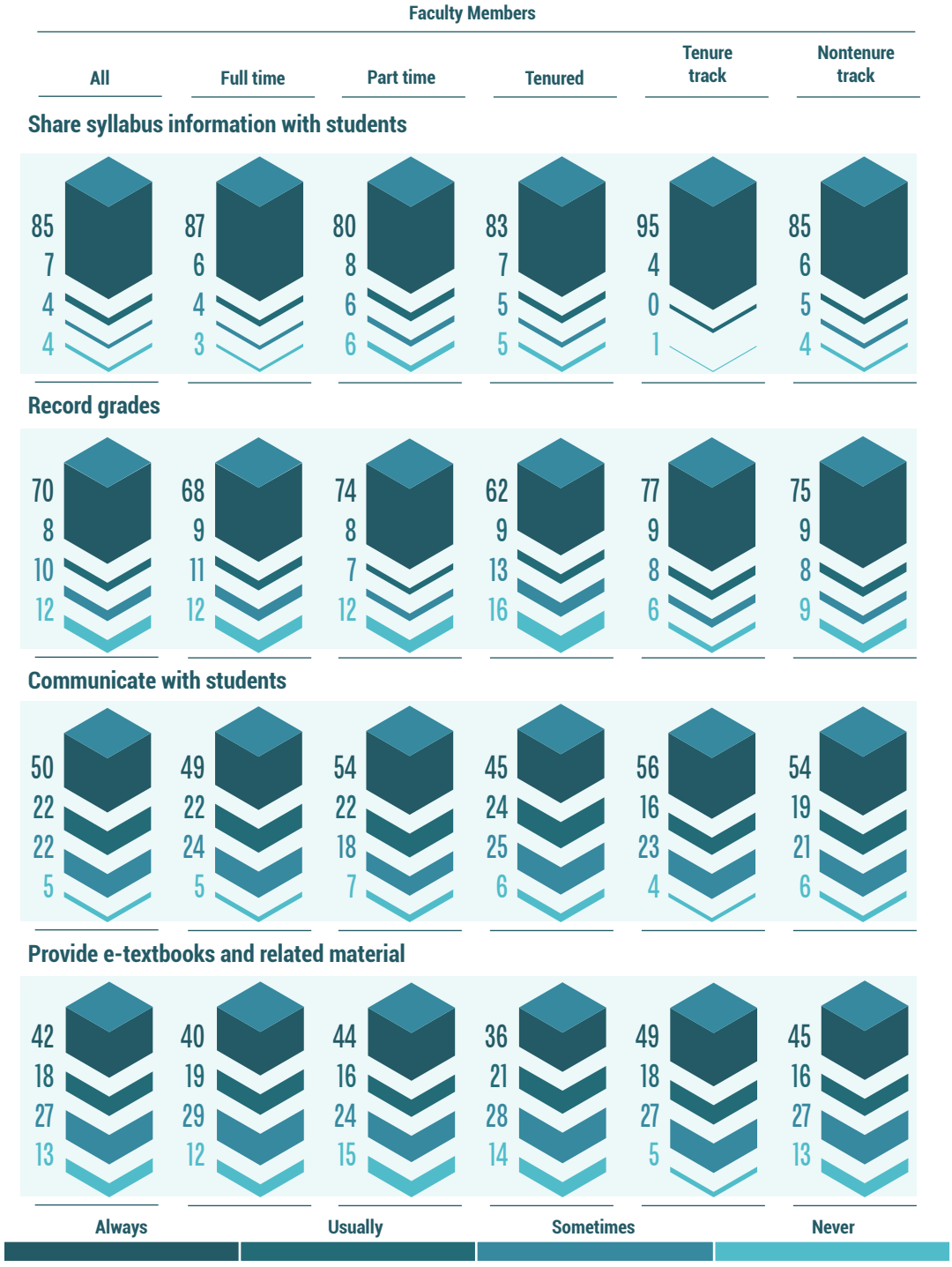
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Please indicate which of the following are reasons why you do not support the increased use of educational technologies? Please select all that apply.*							
% I am confident that instruction delivered without using technology most effectively serves my students.	67	69	67	73	n/a	67	n/a
% There is too much corporate influence.	44	46	48	48	n/a	46	n/a
% I don't believe the benefits to students justify the costs associated with adoption.	41	45	41	43	n/a	45	n/a
% Faculty lose too much control over the course when they use technology.	40	38	44	40	n/a	38	n/a
% My institution does not provide adequate training on how to use the technology.	15	16	17	11	n/a	20	n/a
% Available technologies at my institution are poor quality.	12	15	7	17	n/a	8	n/a
% The materials are too expensive.	11	9	19	7	n/a	16	n/a
% None of these	11	11	11	10	n/a	10	n/a

* Asked only of those who do not support the increased use of technology (n=193)
n/a = Not reported due to small sample size

As seen on the next page, faculty members asked about their usage of their college's learning management system (LMS) say they are most likely to use it to share syllabus information with students (85 percent say they always use it for this purpose), record grades (70 percent) and communicate with students (50 percent). Four in 10 use the LMS to provide e-textbooks and related material. Faculty members are less likely to use LMS to track student attendance, identify students who need extra help and integrate lecture capture.

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?*



* Asked only of faculty members

FACULTY USE OF TECHNOLOGY (cont.)

* Asked only of faculty members

FACULTY USE OF TECHNOLOGY (cont.)

Instructors who have taught online are more likely than those who have never taught online to use their college's LMS to perform various tasks. The largest gaps between the two groups are 22 percentage points for recording grades (82 percent of those with online experience always use the LMS to record grades, compared with 60 percent who have never taught online), 15 points for tracking student attendance (40 percent versus 25 percent) and 14 points for communicating with students (58 percent versus 44 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	Taught online course	Never taught online course
Share syllabus information with students			
% Always	85	92	80
% Usually	7	5	8
% Sometimes	4	2	6
% Never	4	2	6
Record grades			
% Always	70	82	60
% Usually	8	7	10
% Sometimes	10	7	12
% Never	12	5	18
Communicate with students			
% Always	50	58	44
% Usually	22	23	20
% Sometimes	22	16	28
% Never	5	3	8
Provide e-textbooks and related material			
% Always	42	46	38
% Usually	18	20	16
% Sometimes	27	25	29
% Never	13	9	16

FACULTY USE OF TECHNOLOGY (cont.)

	Faculty Members		
	All	Taught online course	Never taught online course
Track student attendance			
% Always	32	40	25
% Usually	10	13	8
% Sometimes	20	22	17
% Never	38	26	50
Identify students who may need extra help			
% Always	22	27	16
% Usually	18	22	14
% Sometimes	34	35	33
% Never	26	16	36
Integrate lecture capture			
% Always	17	22	13
% Usually	10	11	8
% Sometimes	23	28	18
% Never	50	39	61

FACULTY USE OF TECHNOLOGY (cont.)

Another technology option available to college instructors is digital courseware — software that can be customized to courses and adapted to work across different types of institutions and learning environments. One in three faculty members say they use digital courseware. Among these faculty members, 71 percent say their courses use digital courseware with adaptive or personalized learning tools or functionalities.

While most digital courseware users, 63 percent, say they are involved in the selection of digital courseware when creating an online or blended course, about half say they interact directly with vendors to select products for their courses and 26 percent say their institution has a formalized process to evaluate digital courseware.

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						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Do your courses use digital courseware?*							
% Yes	33	30	37	27	30	36	n/a
% No	67	70	63	73	70	64	n/a
Do your courses include courseware with adaptive or personalized learning tools or functionalities?**							
% Yes	71	72	72	71	83	68	n/a
% No	29	28	28	29	17	32	n/a
When creating an online or blended course, are you involved in the selection of digital courseware?**							
% Yes	63	67	52	72	72	52	n/a
% No	37	33	48	28	28	48	n/a
Does your institution have a formalized process to evaluate digital courseware?**							
% Yes	26	18	57	18	25	36	n/a
% No	74	82	43	82	75	64	n/a
Do you interact directly with digital courseware vendors to select products for your courses?**							
% Yes	48	53	35	54	66	38	n/a
% No	52	47	65	46	34	62	n/a

* Asked only of faculty members
** Asked only of faculty members who use digital courseware (n=356)

ATTITUDES ABOUT ONLINE EDUCATION

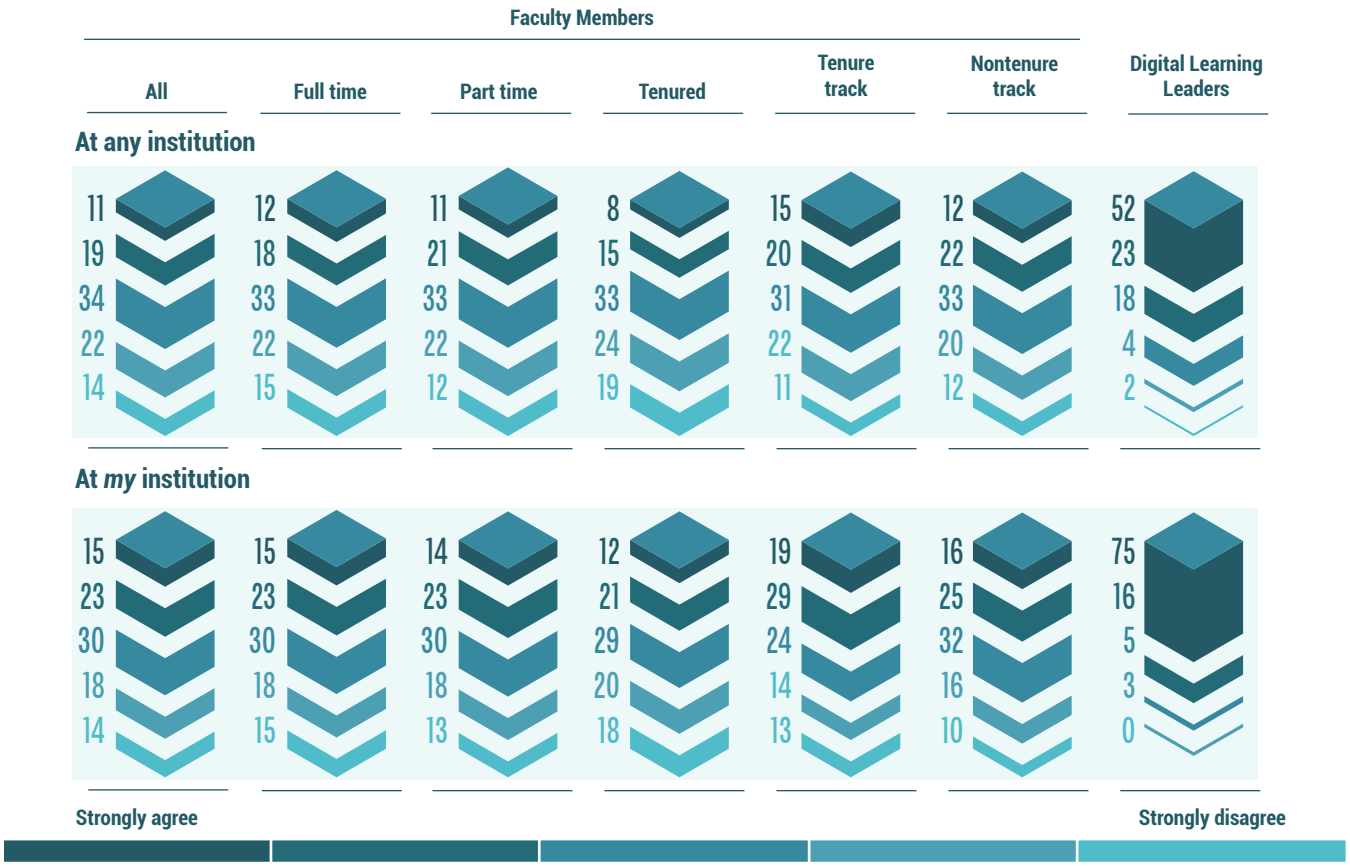
Digital learning leaders and professors have divergent attitudes about the ability of online courses to achieve the same learning outcomes as in-person instruction. Seventy-five percent of digital learning leaders strongly agree or agree that online courses can achieve equivalent outcomes to in-person courses at any higher education institution, and 91 percent agree (including 75 percent strongly) with respect to online courses at their own institution.

In contrast, faculty members are mostly divided as to whether online courses can produce the same learning outcomes at any institution (30 percent agree and 36 percent disagree they can) or at the faculty member's own institution (38 percent agree and 32 percent disagree).

Faculty members are also skeptical that online instruction can be as good as in-person instruction in their department or discipline (35 percent agree and 43 percent disagree) or in the classes they teach (35 percent agree and 46 percent disagree).

Tenured professors tend to be least positive about what online instruction can accomplish.

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:



ATTITUDES ABOUT ONLINE EDUCATION (cont.)

* Asked only of faculty members

As might be expected, faculty members with online teaching experience are more positive than those without such experience about online courses' potential. As seen on the next page, majorities of those who have taught online courses agree that online instruction can be just as good as in-person instruction at their own institution (52 percent), in their department or discipline (54 percent) and in the courses they teach (58 percent). They are less inclined to think online instruction can achieve the same learning as in-person instruction at any institution, but still more agree (39 percent) than disagree (26 percent) that it can do so.

Meanwhile, instructors who have never taught online courses are more likely to disagree than agree that online courses can achieve the same outcomes as in-person instruction. Six in 10 professors with no online teaching experience disagree that online instruction can achieve equivalent outcomes in their department or discipline, and nearly 7 in 10 disagree it can do so in the courses they teach.

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	18	6
% 4	19	21	18
% 3	34	35	32
% 2	22	17	25
% 1 Strongly disagree	14	9	18
At *my* institution			
% 5 Strongly agree	15	23	8
% 4	23	29	18
% 3	30	30	29
% 2	18	12	23
% 1 Strongly disagree	14	6	22
In my department or discipline			
% 5 Strongly agree	15	26	6
% 4	20	28	14
% 3	22	24	20
% 2	22	15	27
% 1 Strongly disagree	21	7	33
In the classes that I teach			
% 5 Strongly agree	16	29	5
% 4	19	29	10
% 3	19	21	16
% 2	19	12	25

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

Faculty members also believe online instruction is less effective than in-person instruction in meeting a variety of classroom objectives. In particular, 87 percent say online instruction is less effective than in-person instruction in interacting with students in class and 80 percent say it is less effective in reaching at-risk students. At least 6 in 10 faculty members believe online courses are less successful than in-person courses at being able to rigorously engage students in course material (65 percent), at answering student questions (63 percent) and maintaining academic integrity (60 percent). Majorities of college faculty also view online instruction as inferior to in-person instruction in delivering the necessary content to meet learning objectives (54 percent), interacting with students outside of class (54 percent) and reaching historically underserved students (51 percent).

In none of the 11 course objectives do faculty see online instruction as being more effective than in-person instruction. Majorities of faculty members do see online instruction as being equally effective to in-person instruction in grading and communicating about grading (66 percent) and communication with the college about logistical and other issues (60 percent).

Roughly half of digital learning leaders believe online instruction is more effective than in-person instruction in grading and communicating about grading (51 percent) and in interacting with students outside of class (50 percent). For other course goals, they believe online instruction is as effective as in-person instruction, if not more effective. At most, only 30 percent of digital learning leaders say online courses are less effective than in-person courses at being able to reach at-risk students.

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	3	3	4	3	1	4	24
% As effective as in-person course	43	45	42	38	54	47	74
% Less effective than in-person course	54	53	55	59	45	49	2
Ability to answer student questions							
% More effective than in-person course	4	4	6	4	6	5	27
% As effective as in-person course	33	34	31	31	38	33	64
% Less effective than in-person course	63	62	63	65	56	62	9

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	2	2	4	1	3	3	15
% As effective as in-person course	11	11	11	11	13	12	57
% Less effective than in-person course	87	87	85	88	84	85	27
Interaction with students outside of class							
% More effective than in-person course	11	11	14	10	12	14	50
% As effective as in-person course	35	33	38	32	31	37	34
% Less effective than in-person course	54	56	47	57	57	49	17
Grading and communicating about grading							
% More effective than in-person course	9	8	12	7	9	12	51
% As effective as in-person course	66	68	63	64	77	66	47
% Less effective than in-person course	25	24	25	29	15	22	2
Communication with the college about logistical and other issues							
% More effective than in-person course	6	6	6	5	7	6	18
% As effective as in-person course	60	61	57	59	66	61	70
% Less effective than in-person course	34	33	36	37	28	33	11
Ability to reach "at-risk" students							
% More effective than in-person course	5	4	5	4	3	4	23
% As effective as in-person course	15	16	16	16	18	16	47
% Less effective than in-person course	80	80	79	80	79	80	30

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Ability to reach "exceptional" students							
% More effective than in-person course	7	7	8	7	6	9	33
% As effective as in-person course	44	44	47	44	45	45	59
% Less effective than in-person course	49	48	45	50	49	45	8
Ability to rigorously engage students in course material							
% More effective than in-person course	3	3	4	2	3	3	27
% As effective as in-person course	32	34	29	32	36	31	69
% Less effective than in-person course	65	63	67	65	61	66	3
Ability to maintain academic integrity							
% More effective than in-person course	2	2	3	1	2	3	11
% As effective as in-person course	38	38	43	34	48	41	79
% Less effective than in-person course	60	61	54	65	50	55	11
Ability to reach historically underserved students							
% More effective than in-person course	24	23	28	20	18	31	40
% As effective as in-person course	24	25	22	27	28	23	42
% Less effective than in-person course	51	52	50	53	54	46	18

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

Faculty members who have taught online courses are more positive than faculty who have not taught online about the relative effectiveness of online courses and in-person courses. However, instructors with online teaching experience still view in-person courses as better for interacting with students during class (79 percent), being able to reach at-risk students (73 percent), being able to rigorously engage students in course material (51 percent) and being able to maintain academic integrity (51 percent). They do not believe online courses are more effective than in-person courses in any area, with a high of 27 percent saying online is better with regard to reaching historically underserved students.

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	3	4	2
% As effective as in-person course	43	53	34
% Less effective than in-person course	54	43	64
Ability to answer student questions			
% More effective than in-person course	4	6	3
% As effective as in-person course	33	44	23
% Less effective than in-person course	63	50	74
Interaction with students during class			
% More effective than in-person course	2	3	1
% As effective as in-person course	11	18	6
% Less effective than in-person course	87	79	93
Interaction with students outside of class			
% More effective than in-person course	11	14	9
% As effective as in-person course	35	37	33
% Less effective than in-person course	54	49	58
Grading and communicating about grading			
% More effective than in-person course	9	10	7
% As effective as in-person course	66	70	62

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

	Faculty Members		
	All	Taught online course	Never taught online course
Communication with the college about logistical and other issues			
% More effective than in-person course	6	6	6
% As effective as in-person course	60	66	55
% Less effective than in-person course	34	29	39
Ability to reach "at-risk" students			
% More effective than in-person course	5	6	3
% As effective as in-person course	15	21	10
% Less effective than in-person course	80	73	86
Ability to reach "exceptional" students			
% More effective than in-person course	7	10	5
% As effective as in-person course	44	52	36
% Less effective than in-person course	49	38	59
Ability to rigorously engage students in course material			
% More effective than in-person course	3	5	1
% As effective as in-person course	32	44	21
% Less effective than in-person course	65	51	77
Ability to maintain academic integrity			
% More effective than in-person course	2	3	1
% As effective as in-person course	38	46	31
% Less effective than in-person course	60	51	68
Ability to reach historically underserved students			
% More effective than in-person course	24	27	22
% As effective as in-person course	24	28	21
% Less effective than in-person course	51	45	57

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

Arguably the greatest potential benefit of online education is its ability to lower the per-student cost of higher education. The key challenge has been whether it can do so without diminishing quality. Again, faculty members and digital learning leaders are at odds — 51 percent of faculty members disagree it can reduce costs without hurting quality (24 percent agree) while 50 percent of digital learning leaders agree it can (21 percent disagree).

Seven in 10 faculty members strongly agree or agree that administrators and vendors who promote the use of technology in delivering instruction play down the risks to quality. Digital learning leaders are also more likely to disagree (41 percent) than to agree (28 percent) that those advocating the use of technology play down quality risks.

Faculty members and digital learning leaders are in accord as to whether educational technology advocates exaggerate the potential financial benefits it can bring, with majorities of both groups agreeing with that statement. However, more faculty members (65 percent) than digital learning leaders (51 percent) do so. Similarly, both faculty members (70 percent) and digital learning leaders (61 percent) agree that advocates of technology do not appreciate the up-front costs required to develop high-quality online or blended offerings

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	7	9	4	4	5	9	20
% 4	17	23	12	12	26	19	30
% 3	26	28	24	23	25	29	29
% 2	29	24	33	33	27	24	16
% 1 Strongly disagree	22	17	26	27	17	18	5
Administrators and vendors who promote the use of technology in delivering instruction exaggerate the potential financial benefits.							
% 5 Strongly agree	32	31	33	39	29	28	19
% 4	33	30	36	34	29	30	32
% 3	24	26	22	20	25	28	25
% 2	9	10	7	5	15	11	16
% 1 Strongly disagree	3	3	2	2	2	4	8

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Administrators and vendors who promote the use of technology in delivering instruction play down the risks to quality.							
% 5 Strongly agree	38	40	33	47	32	32	5
% 4	32	32	34	32	30	33	23
% 3	20	19	21	14	25	23	31
% 2	7	6	9	5	10	9	22
% 1 Strongly disagree	3	3	3	2	3	4	19
Administrators who promote the use of technology do not fully appreciate the upfront costs required to develop high-quality online or blended offerings.							
% 5 Strongly agree	38	42	28	44	36	33	31
% 4	32	31	32	33	28	31	30
% 3	21	19	28	16	24	25	16
% 2	7	6	11	4	11	10	15
% 1 Strongly disagree	2	2	1	2	1	1	8

As seen on the following page, more faculty members who have taught online courses disagree (41 percent) than agree (32 percent) that digital instruction can lower the per-student cost of instruction without hurting quality. However, they are less likely to disagree than faculty members who have never taught online (59 percent), with only 16 percent agreeing.

Faculty members with and without online teaching experience hold broadly similar views as to whether advocates of technology exaggerate the potential financial benefits, play down the risks to quality and fail to appreciate the costs of developing high-quality offerings.

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	7	9	4
% 4	17	23	12
% 3	26	28	24
% 2	29	24	33
% 1 Strongly disagree	22	17	26
Administrators and vendors who promote the use of technology in delivering instruction exaggerate the potential financial benefits.			
% 5 Strongly agree	32	31	33
% 4	33	30	36
% 3	24	26	22
% 2	9	10	7
% 1 Strongly disagree	3	3	2
Administrators and vendors who promote the use of technology in delivering instruction play down the risks to quality.			
% 5 Strongly agree	38	34	42
% 4	32	31	33
% 3	20	22	19
% 2	7	9	5
% 1 Strongly disagree	3	4	2
Administrators who promote the use of technology do not fully appreciate the upfront costs required to develop high-quality online or blended offerings.			
% 5 Strongly agree	38	39	37
% 4	32	30	34
% 3	21	21	21
% 2	7	8	7
% 1 Strongly disagree	2	1	2

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING

For the most part, faculty members see their institution as not being supportive of online learning, apart from providing adequate technical support for online courses. Fifty-three percent of faculty members agree their college provides adequate technical support for teaching an online course and 50 percent say it provides adequate technical support for creating an online course. Faculty members divide evenly between agreement (34 percent) and disagreement (37 percent) as to whether their college compensates fairly for online instruction.

Significantly more faculty members disagree than agree their institution supports online education in other respects, particularly with regard to providing monetary or other incentives for teaching online (19 percent agree, 62 percent disagree), compensating fairly for developing an online course (20 percent agree, 57 percent disagree) and acknowledging time demands for online course workload (22 percent agree, 53 percent disagree).

Digital learning leaders see their institution as being supportive of online learning in a number of these areas, especially in providing technical support for teaching (81 percent agree) and creating (78 percent) online courses. Nearly 6 in 10 digital learning leaders agree their institution has policies that protect faculty members' intellectual property rights for digital work (59 percent) and that it compensates fairly for online instruction (58 percent). Half also agree their college compensates fairly for the development of an online course; 32 percent disagree.

Digital learning leaders are divided as to whether their college appropriately rewards contributions made to digital pedagogy (32 percent agree it does and 35 percent disagree).

Two areas in which digital learning leaders see their institution as not being supportive of online learning are providing monetary or other incentives for teaching online (32 percent agree, 43 percent disagree) and, especially, in rewarding teaching technology in tenure and promotion decisions (19 percent agree, 56 percent 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 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	19	18	23	17	17	22	50
% 4	34	34	34	35	36	34	31
% 3	25	23	27	21	24	26	10
% 2	14	15	9	17	12	10	5
% 1 Strongly disagree	9	10	6	10	10	8	4

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	19	18	21	17	16	21	52
% 4	31	31	31	31	36	32	26
% 3	25	25	27	24	23	24	11
% 2	14	13	14	15	7	14	6
% 1 Strongly disagree	11	13	8	13	17	9	4
Compensates fairly for online instruction							
% 5 Strongly agree	13	12	16	12	11	15	22
% 4	21	20	21	19	27	19	36
% 3	29	29	30	30	31	29	18
% 2	18	20	13	21	16	16	16
% 1 Strongly disagree	19	19	19	19	15	20	8
Has policies that protect faculty members' intellectual property rights for digital work							
% 5 Strongly agree	10	9	13	11	4	10	29
% 4	20	19	26	18	26	23	30
% 3	24	24	23	23	24	26	18
% 2	20	22	17	22	19	21	14
% 1 Strongly disagree	25	26	21	27	28	21	9
Appropriately rewards contributions made to digital pedagogy							
% 5 Strongly agree	8	6	12	7	5	10	9
% 4	22	21	24	21	28	22	23
% 3	33	33	31	31	35	33	34
% 2	19	20	16	21	16	19	22
% 1 Strongly disagree	19	19	18	20	16	16	13

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	7	6	9	7	5	8	n/a
% 4	15	15	16	13	19	16	n/a
% 3	24	22	26	20	30	25	n/a
% 2	26	27	25	30	23	25	n/a
% 1 Strongly disagree	27	29	24	30	23	27	n/a
Rewards teaching with technology (in-person or online) in tenure and promotion decisions							
% 5 Strongly agree	6	6	5	7	6	4	5
% 4	18	18	18	19	20	18	14
% 3	30	29	32	28	35	30	25
% 2	21	22	15	22	25	19	33
% 1 Strongly disagree	25	25	29	24	14	29	23
Compensates fairly for the development of an online course							
% 5 Strongly agree	6	6	9	5	4	9	23
% 4	14	13	13	16	12	10	27
% 3	23	23	23	21	19	26	17
% 2	25	26	23	26	28	22	18
% 1 Strongly disagree	32	33	32	31	36	33	14
Provides monetary or other incentives for teaching online							
% 5 Strongly agree	6	6	7	6	3	6	13
% 4	13	13	11	15	16	10	19
% 3	20	20	20	20	18	20	25
% 2	23	21	22	21	23	23	18
% 1 Strongly disagree	39	40	41	39	41	41	25

* Asked only of faculty

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

There are no large differences in faculty members' views about their institution's support for online learning based on whether they have taught online courses. At most, there is a 10-point difference in agreement about whether the institution provides adequate technical support for teaching online courses — 57 percent of those with online teaching experience agree, compared with 47 percent of those who have never taught online.

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	19	21	16
% 4	34	36	31
% 3	25	24	26
% 2	14	11	17
% 1 Strongly disagree	9	8	10
Provides adequate technical support for creating an online course			
% 5 Strongly agree	19	21	16
% 4	31	32	30
% 3	25	26	25
% 2	14	13	15
% 1 Strongly disagree	11	9	14
Compensates fairly for online instruction			
% 5 Strongly agree	13	15	9
% 4	21	22	21
% 3	29	28	31
% 2	18	17	21
% 1 Strongly disagree	19	18	18

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

	Faculty Members		
	All	Taught online course	Never taught online course
Appropriately rewards contributions made to digital pedagogy			
% 5 Strongly agree	8	7	9
% 4	22	23	20
% 3	33	29	37
% 2	19	19	19
% 1 Strongly disagree	19	21	16
Has policies that protect faculty members' intellectual property rights for digital work			
% 5 Strongly agree	10	9	12
% 4	20	18	23
% 3	24	24	25
% 2	20	21	20
% 1 Strongly disagree	25	28	21
Rewards teaching with technology (in-person or online) in tenure and promotion decisions			
% 5 Strongly agree	6	5	7
% 4	18	18	19
% 3	30	29	31
% 2	21	21	20
% 1 Strongly disagree	25	26	23
Compensates fairly for the development of an online course			
% 5 Strongly agree	6	6	7
% 4	14	13	16
% 3	23	22	25
% 2	25	25	25
% 1 Strongly disagree	32	34	27

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

	Faculty Members		
	All	Taught online course	Never taught online course
Acknowledges time demands for online courses for workload			
% 5 Strongly agree	7	8	6
% 4	15	16	15
% 3	24	22	27
% 2	26	25	28
% 1 Strongly disagree	27	29	24
Provides monetary or other incentives for teaching online			
% 5 Strongly agree	6	6	6
% 4	13	11	14
% 3	20	18	22
% 2	23	20	26
% 1 Strongly disagree	39	45	32

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

When it comes to verifying online student identities, digital learning leaders are much more confident than faculty members in the methods their institution uses — 89 percent of digital learning leaders and 56 percent of faculty members are very or somewhat confident. Seventy-two percent of part-time faculty — versus 50 percent of full-time faculty — are confident in their institution's method of verifying online students' identities.

The vast majority of faculty members, 91 percent, report their college uses a log-in with username and password to verify student identities in online courses. No other method appears to be very common, but at least one in 10 professors say their institution uses live proctoring (14 percent), remote proctoring via webcam (13 percent) and photo identification (10 percent).

	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	91	92	91	89	97	91	n/a
% Live proctoring	14	15	13	12	18	16	n/a
% Remote proctoring via webcam	13	14	11	12	14	15	n/a
% Photo identification	10	11	9	11	9	9	n/a
% Keystroke analysis	1	1	1	1	0	1	n/a
% Fingerprint identification	<1	<1	<1	<1	0	1	n/a
% Voice recognition	<1	<1	<1	0	0	0	n/a
% None of these	8	7	7	9	3	7	n/a
How confident are you that the methods your institution uses effectively verify online students' identities?							
% Very confident	14	11	20	11	6	19	34
% Somewhat confident	42	39	52	38	51	43	55
% Not too confident	27	29	17	30	20	24	10
% Not confident at all	18	20	11	21	23	15	2

n/a=Question was not asked of digital learning leaders.

ONLINE PROGRAM MANAGEMENT COMPANIES

Colleges that have, or want to have, online programs have the option of hiring third-party companies to help with various aspects of those programs, from creation to implementation to day-to-day management. While substantial minorities of both faculty (39 percent) and digital learning leaders (39 percent) are opposed to using online program management companies at all, most seem open to colleges using them in a supplementary role.

Fifty-eight percent of faculty members and 61 percent of digital learning leaders say the ideal role for online program management companies is to help institutions with particular areas in which they lack in-house expertise. Just 3 percent of faculty members — and no digital learning leaders — think online program management companies should handle all aspects of an institution's online academic offerings.

Tenured faculty members are least receptive to using online program management companies — 48 percent say institutions should not hire them.

Online program management companies (OPMs) work with colleges to develop, launch and manage online academic programs. 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?

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
% Institutions should not hire online program management companies and should control all aspects of the process of developing, producing and managing their online academic programs.	39	42	30	48	34	33	39
% Institutions should hire online program management companies to help them with particular areas in which they do not have the in-house expertise.	58	55	66	51	64	62	61
% Institutions should hire online program management companies to develop, produce and manage their online degree programs.	3	3	4	1	2	5	0

ONLINE PROGRAM MANAGEMENT COMPANIES

There are modest differences in attitudes about using online program management companies between those who have taught an online course and those who haven't. Faculty members with online teaching experience are slightly less inclined than those who have never taught online to believe institutions should hire online program management companies.

Online program management companies (OPMs) work with colleges to develop, launch and manage online academic programs. 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?			
	Faculty Members		
	All	Taught online course	Never taught online course
% Institutions should not hire online program management companies and should control all aspects of the process of developing, producing and managing their online academic programs.	39	42	36
% Institutions should hire online program management companies to help them with particular areas in which they do not have the in-house expertise.	58	55	61
% Institutions should hire online program management companies to develop, produce and manage their online degree programs.	3	3	3

TEXTBOOKS AND INCLUSIVE ACCESS

In addition to high tuition costs, students are often faced with high prices for textbooks and other course materials. Eighty-three percent of faculty members agree, including 58 percent who agree strongly, that textbooks and course materials cost too much. An even larger percentage of digital learning leaders, 92 percent, strongly agree (72 percent) or agree (20 percent) textbook prices are too high.

Both faculty members and digital learning leaders endorse colleges using more free open educational resources. Seventy percent of faculty members and 89 percent of digital learning leaders strongly agree or agree that colleges should embrace the use of those free and openly licensed online educational materials.

Faculty members appear to have limits as to how far they are willing to go with textbook selection to save students money. Forty-nine percent strongly disagree or disagree and 32 percent strongly agree or agree that faculty members should be open to changing textbooks to save students money, even if the lower-cost options are of lesser quality. Also, 60 percent strongly disagree or disagree that cost considerations justify the loss of some faculty control in selecting materials for the courses they teach; 21 percent strongly agree or agree with this statement.

Digital learning leaders are more comfortable with faculty members losing some control of course material selection in an effort to save students money — 48 percent strongly agree or agree and 33 percent strongly disagree or disagree with that idea. Digital learning leaders are evenly divided (40 percent agree and 38 percent disagree) in believing that faculty members should be open to using lower-cost textbook options even if they are of lesser quality.

Many students, parents and politicians complain about textbook costs. Some colleges are experimenting with new ways to minimize those costs.

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	
Textbooks and course materials cost too much.							
% 5 Strongly agree	58	58	57	56	60	57	72
% 4	25	25	25	26	21	27	20
% 3	13	13	14	13	16	13	7
% 2	3	3	1	3	3	2	0
% 1 Strongly disagree	2	1	3	2	0	1	0

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower cost options are of lesser quality.							
% 5 Strongly agree	15	15	16	12	15	18	21
% 4	17	15	20	16	20	17	19
% 3	20	20	19	20	19	20	22
% 2	21	22	18	23	20	19	24
% 1 Strongly disagree	28	28	27	29	27	26	14
Colleges should embrace open educational resources, free and openly licensed online educational material.							
% 5 Strongly agree	42	40	46	36	51	46	72
% 4	28	28	27	31	21	28	17
% 3	23	24	18	25	24	19	10
% 2	5	5	5	6	3	4	0
% 1 Strongly disagree	3	3	3	3	1	2	0
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.							
% 5 Strongly agree	6	6	7	5	6	8	19
% 4	15	13	19	12	12	17	29
% 3	19	17	25	15	24	23	20
% 2	18	20	14	20	15	18	15
% 1 Strongly disagree	42	44	35	48	43	34	18

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

Inside Higher Ed's recent surveys of college presidents and chief academic officers asked some of the same questions about textbooks. In general, faculty members are more opposed than other college officials to relinquishing some faculty control over course material selections. Whereas faculty are roughly three times as likely to disagree as to agree with this statement, chief academic officers are divided and presidents are more likely to agree than to disagree.

Presidents are more likely to agree or disagree that saving students money on textbooks should be a priority even if the lower-cost options are not the same quality. Provosts, like faculty, are more likely to disagree than to agree (42 percent to 35 percent), but by a lesser margin than faculty members do (49 percent to 32 percent).

While provosts, like faculty members, tend to disagree rather than to agree that faculty should be open to changing textbooks, even to lower-quality items, to save students money, faculty disagree by a wider margin (49 percent to 32 percent compared with 42 percent to 35 percent, respectively).

Faculty members' and presidents' attitudes about the cost of textbooks and the use of free educational resources are generally similar. Chief academic officers were not asked those two items.

College Officials' Opinions About Textbooks

	Faculty Members			
	Faculty Members	Digital Learning Leaders	Chief Academic Officers	Presidents
Textbooks and course materials cost too much.				
% Strongly agree/agree	83	92	n/a	91
% Strongly disagree/disagree	5	0	n/a	2
Colleges should embrace open educational resources, free and openly licensed online educational material.				
% Strongly agree/agree	70	89	n/a	85
% Strongly disagree/disagree	8	0	n/a	3
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower cost options are of lesser quality.				
% Strongly agree/agree	32	40	35	44
% Strongly disagree/disagree	49	38	42	34
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.				
% Strongly agree/agree	21	48	38	50
% Strongly disagree/disagree	60	33	41	29

n/a: Not asked

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

One way colleges are attempting to address course material costs is to use inclusive access platforms. These platforms make digital course content available to students, the costs of which are often included in tuition. The survey asked faculty members and digital learning leaders whether inclusive access platforms are achieving their goals of reducing students' costs and improving education outcomes.

Forty percent of faculty members and 51 percent of digital learning leaders believe inclusive access platforms are achieving both of those goals. Roughly one in five in both groups believes the platforms are not achieving either goal. Among faculty members and digital learning leaders who think inclusive access platforms are only achieving one of those goals, most say it has been successful at reducing the costs of course materials but not at improving education outcomes.

Full-time and tenured faculty members are less positive about how successful inclusive access platforms have been.

In recent years, new "inclusive access" platforms have emerged that allow institutions and instructors to make digital course content available to all students on the first day of class at a discounted rate that is often included as part of tuition.

Two primary goals of inclusive access programs are reducing the costs of course materials to students, and improving education outcomes by making sure students have access to course materials at the start of the term.

Based on what you know about them, do you think inclusive access platforms are:

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
% Achieving both of those goals	40	35	51	30	45	48	51
% Only achieving the goal of reducing the costs of course materials to students	31	33	28	32	23	30	24
% Only achieving the goal of improving education outcomes	6	6	6	9	4	6	6
% Not achieving either of these goals	23	26	16	30	28	16	19

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

Roughly 6 in 10 faculty members and digital learning leaders agree it is too soon to say whether inclusive access is good for students. Both faculty members and digital learning leaders see inclusive access platforms as potentially limiting faculty members' ability to choose course materials they prefer. Sixty-seven percent of faculty members agree this could happen, as do 59 percent of digital learning leaders.

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 inclusive access programs.							
	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
The adoption of inclusive access platforms by institutions may limit the ability of faculty members to choose the course materials they prefer.							
% 5 Strongly agree	28	29	26	30	29	25	15
% 4	39	39	41	38	43	39	44
% 3	24	24	23	22	24	26	22
% 2	5	4	6	5	2	6	10
% 1 Strongly disagree	5	4	4	5	2	4	8
It is too soon to say whether inclusive access is good for students.							
% 5 Strongly agree	26	27	23	30	28	24	24
% 4	34	33	37	33	24	38	35
% 3	26	26	27	24	35	25	22
% 2	9	8	8	8	12	9	13
% 1 Strongly disagree	5	5	4	6	1	5	6

ASSESSMENT EFFORTS

Faculty members tend to hold negative opinions about assessment efforts colleges are undertaking to measure student learning outcomes. For example, more faculty members strongly disagree or disagree than strongly agree or agree that assessment efforts have improved the quality of teaching and learning at their institution (38 percent to 25 percent) and have helped increase degree completion rates (36 percent to 27 percent).

A majority of faculty members, 59 percent, agree with the idea that assessment efforts are primarily focused on satisfying outside groups; just 19 percent disagree. Tenured faculty (65 percent agree) are more likely to hold this view than tenure track (54 percent) or nontenure track (53 percent) faculty members.

Faculty members point to a lack of data and lack of discussion about how to use assessment efforts as issues. Twice as many strongly disagree or disagree (52 percent) as strongly agree or agree (26 percent) they regularly receive data gathered through assessment efforts at their college. Also, 43 percent strongly disagree or disagree and 28 percent strongly agree or agree there is meaningful discussion at their college about how to use assessment information.

Perhaps as a result of insufficient data and communication, by 43 percent to 34 percent faculty members are more likely to disagree than to agree they have used assessment information to improve the quality of their teaching.

Faculty members are divided as to whether they play a meaningful role in planning for the use of assessment efforts — 34 percent strongly agree or agree they do and 37 percent strongly disagree or disagree.

Digital learning leaders evaluate assessment efforts more positively, with more agreeing than disagreeing they have increased degree completion rates (39 percent to 26 percent) and the quality of teaching and learning at their institution (39 percent to 21 percent). They are also more likely to agree than disagree that there is meaningful discussion about how to use assessment information at their institution and that faculty have a meaningful role in planning for the use of those tools.

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	31	33	25	37	29	25	10
% 4	28	28	29	28	25	28	22
% 3	22	21	24	18	25	26	29
% 2	11	12	9	11	13	11	26
% 1 Strongly disagree	8	6	13	6	8	10	12
Faculty members at my institution play a meaningful role in planning for the use of these assessment tools.							
% 5 Strongly agree	11	9	18	9	9	16	13
% 4	23	23	23	22	30	21	26
% 3	28	27	31	27	18	29	34
% 2	19	21	14	21	26	17	21
% 1 Strongly disagree	18	20	13	20	17	17	8
Faculty members at my institution play a central role in planning for the use of these assessment tools.							
% 5 Strongly agree	11	9	18	9	9	16	13
% 4	23	23	23	22	30	21	26
% 3	28	27	31	27	18	29	34
% 2	19	21	14	21	26	17	21
% 1 Strongly disagree	18	20	13	20	17	17	8

ASSESSMENT EFFORTS (cont.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
I have used data from these assessments to improve my teaching.*							
% 5 Strongly agree	8	8	7	6	7	10	n/a
% 4	26	25	30	24	28	28	n/a
% 3	23	22	23	24	20	20	n/a
% 2	17	18	15	18	19	17	n/a
% 1 Strongly disagree	26	27	24	27	26	25	n/a
There is meaningful discussion at my college about how to use the assessment information.							
% 5 Strongly agree	8	7	12	6	10	11	18
% 4	20	20	19	18	25	20	29
% 3	29	28	32	28	25	29	22
% 2	22	21	23	24	21	21	18
% 1 Strongly disagree	21	24	14	25	20	18	13
These assessments have helped increase degree completion rates at my institution.							
% 5 Strongly agree	6	4	12	4	5	8	4
% 4	21	20	25	15	30	26	35
% 3	37	36	41	35	36	42	35
% 2	16	18	9	19	15	14	19
% 1 Strongly disagree	20	22	14	28	15	10	7

* Asked only of faculty members

ASSESSMENT EFFORTS (cont.)

	Faculty Members						Digital Learning Leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
I regularly receive data gathered through these assessment efforts from my college.							
% 5 Strongly agree	8	7	8	7	7	9	10
% 4	18	18	18	20	19	15	19
% 3	22	22	23	20	20	24	25
% 2	21	22	19	22	27	20	25
% 1 Strongly disagree	31	30	32	31	27	32	20
These assessments have improved the quality of teaching and learning at my institution.							
% 5 Strongly agree	5	4	8	3	3	7	8
% 4	20	19	26	16	27	23	31
% 3	36	35	36	35	31	37	40
% 2	20	23	14	23	24	18	13
% 1 Strongly disagree	18	19	17	23	14	16	8

ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

Nearly all colleges are subject to the provisions of the Americans with Disabilities Act (ADA) and must make efforts to ensure those with disabilities have the same access to participate in higher education as other students. Most, but not all, college faculty members say their institution provides training on how to make course materials compliant with the ADA.

Sixty-nine percent indicate their college provides such training, but 31 percent say their institution does not. In the 2017 survey, 64 percent of faculty members said their institution provided training on making course materials ADA-compliant. Faculty employed by public institutions (72 percent) are much more likely than those working at private institutions (50 percent) to say their college provides ADA-compliance training.

Majorities of college faculty report the courses they teach accommodate those with disabilities in various ways, particularly those with for vision or hearing impairments. Specifically, 66 percent of faculty members say their courses offer screen reader compatibility, 64 percent say they provide alternative text to visual elements and 61% say the same about both making links descriptive and captioning video and transcribing audio.

Faculty members with online teaching experience are significantly more likely than those with no online teaching experience to say their courses offer those types of accommodations to students with disabilities.

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	
Do the courses you teach do each of the following?							
% Offer screen-reader compatibility	66	66	69	63	62	70	n/a
% Provide alternative text to visual elements	64	62	68	60	61	66	n/a
% Make links descriptive for people with visual disabilities	61	60	64	54	65	64	n/a
% Caption video and transcribe audio	61	60	64	57	57	64	n/a
Does your institution provide training on how to make course materials ADA-compliant?							
% Yes	69	68	70	69	61	72	n/a
% No	31	32	30	31	39	28	n/a

* Asked only of faculty members

ACCESSIBILITY FOR STUDENTS WITH DISABILITIES (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
Do the courses you teach do each of the following?			
% Offer screen-reader compatibility	66	76	56
% Provide alternative text to visual elements	64	71	55
% Make links descriptive for people with visual disabilities	61	69	52
% Caption video and transcribe audio	61	69	53
Does your institution provide training on how to make course materials ADA-compliant?			
% Yes	69	71	65
% No	31	29	35

* Asked only of faculty

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?		
	% Faculty	% Digital Learning Leaders
Under 30	2	1
30 to 39	14	9
40 to 49	25	33
50 to 59	29	34
60 to 69	23	20
70 and older	7	2

What is your gender?		
	% Faculty	% Digital Learning Leaders
Male	50	51
Female	50	49

How many years have you served as a faculty member at this institution?*	
	% Faculty
Less than 6 months	1
6 months to less than 3 years	12
3 years to less than 5 years	13
5 years to less than 10 years	19
10 years or more	55

* Asked only of faculty members

What is your current tenure status?*	
	% Faculty
Tenured	47
Tenure track but not tenured	13
Nontenure track	41

* Asked only of faculty members

INSTITUTION AND PERSONAL DEMOGRAPHICS (cont.)

Do you work part time or full time at your institution?*	
	% Faculty
Part time	25
Full time	75

* Asked only of faculty members

With which of the following disciplines do you associate yourself ?*	
	% Faculty
Humanities	25
Social sciences	21
Engineering	4
Computer and information sciences	4
Physical sciences	7
Biological sciences	9
Professional schools	11
Another field	18

* 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)	45
Online degree programs	89
Some blended or hybrid courses	82
Degree programs consisting of all blended or hybrid courses	53

* Asked only of digital learning leaders

Do you consider your institution to be a liberal arts institution?		
	% Faculty	% Digital Learning Leaders
Yes	47	50
No	53	50

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