The 2013 Inside Higher Ed Survey of
Faculty Attitudes on Technology

Conducted by Gallup®

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THE 2013 INSIDE HIGHER ED SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

A study by *Inside Higher Ed* and Gallup

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BREAKTHROUGH
To improved outcomes in online learning

Higher education institutions are responding to the demand for online learning by investing in online and blended learning programs that lead to improved learning outcomes, while meeting students' needs. From course development grounded in solid learning design, faculty development, recruitment and retention services, to learning technologies and data and analytics, institutions turn to Pearson to help them drive student achievement in the digital classroom and beyond.

POWERING
ONLINE
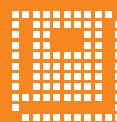
DIGITAL
CONTENT

DATA &
ANALYTICS

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@ p e a r s o n l s

ALWAYS LEARNING

PEARSON

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FOREWORD

Inside Higher Ed's second annual survey of college and university faculty members and campus leaders in educational technology aims to understand how these groups perceive and pursue online learning and other emerging opportunities for delivering course content.

Some of the questions addressed in the study are:

• Can online courses achieve learning outcomes that are equivalent to in-person courses?

• What do professors and administrators see as the most important indicators of quality in online education?

• How does the quality of online courses compare with the quality of in-person courses?

• What do faculty and technology officers make of MOOCs (massive open online courses), and how do they perceive media coverage of the phenomenon?

• To what extent have faculty members taught online, hybrid, and face-to-face courses, and for those who have not taught online, why is that?

• How do faculty members use learning management systems (LMS), lecture capture, and other forms of educational technology?
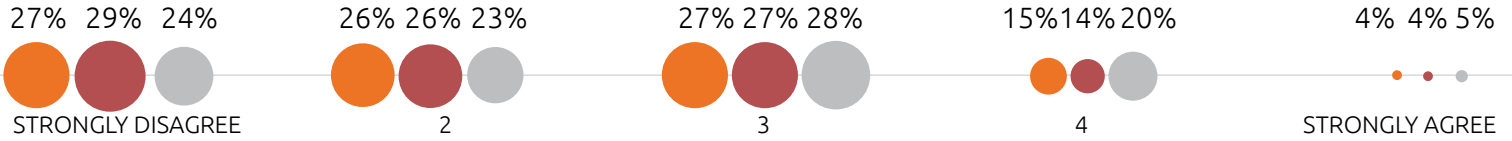
SNAPSHOT OF FINDINGS

• Few faculty members (7 percent) strongly agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses. Educational technology administrators are more likely (27 percent) to strongly agree with this statement.

• Most faculty members (85 percent) say the quality of online courses is lower than that of in-person courses with respect to the interaction with students during class, and 78 percent said the same about online courses' ability to reach "at risk" students. Professors were evenly divided on online courses' comparative effectiveness in delivering content to meet expected learning objectives.

• Asked to rate factors that contribute to quality in online education, whether an online program is offered by an accredited institution tops the list for faculty members (73 percent), and about 6 in 10 say that whether an online program is offered by an institution that also offers in-person instruction is a "very important" indicator of quality. Only 45 percent say it is very important that the online education is offered for credit, and about 3 in 10 say it is very important whether the offering institution is nonprofit.

• Technology administrators are far likelier to associate quality with academic credit, with 63 percent citing that as a "very important" indicator of quality in online education.

• 62 percent of faculty members strongly agree that institutions should start MOOCs only with faculty approval; nearly as many (59 percent) strongly agree that MOOCs should be evaluated by accrediting agencies.

• 5 percent of faculty say they have never taught a face-to-face course; 4 in 10 (39 percent) have taught a blended or hybrid course.

• Of faculty who have never taught an online course, 30 percent say the main reason they haven't is because they've never been asked.

• Just 9 percent of technology officers strongly agree that their institution rewards teaching with technology in tenure and promotion decisions; 11 percent of faculty strongly agree.

2013 FACULTY SURVEY SUMMARY INFOGRAPHIC

● FACULTY   ● FACULTY FULL-TIME   ● FACULTY PART-TIME

MASSIVE OPEN ONLINE COURSES OFFERED BY ELITE COLLEGES ARE BETTER THAN OTHER FORMS OF ONLINE LEARNING.

27% 29% 24%	26% 26% 23%	27% 27% 28%	15% 14% 20%	4% 4% 5%
STRONGLY DISAGREE	2	3	4	STRONGLY AGREE

INSTITUTIONS SHOULD NOT OFFER MOOCS FOR WHICH THEY THEMSELVES WOULD NOT AWARD CREDIT.

10% 9% 9%	11% 11% 10%	13% 12% 15%	20% 19% 24%	47% 49% 41%
STRONGLY DISAGREE	2	3	4	STRONGLY AGREE

MOOCS CAN HELP ACCOMMODATE FOR THE LACK OF SPACE AT SOME PUBLIC INSTITUTIONS.

14% 16% 10%	17% 17% 14%	29% 29% 26%	29% 28% 35%	11% 10% 14%
STRONGLY DISAGREE	2	3	4	STRONGLY AGREE

INSTITUTIONS SHOULD ONLY START MOOCS WITH FACULTY APPROVAL.

4% 3% 5%	4% 4% 7%	10% 9% 13%	20% 20% 23%	62% 64% 53%
STRONGLY DISAGREE	2	3	4	STRONGLY AGREE

MOOCS COULD LOWER THE COST OF HIGHER EDUCATION FOR STUDENTS/FAMILIES

13% 14% 7%	12% 13% 8%	28% 28% 28%	30% 29% 33%	18% 16% 24%
STRONGLY DISAGREE	2	3	4	STRONGLY AGREE
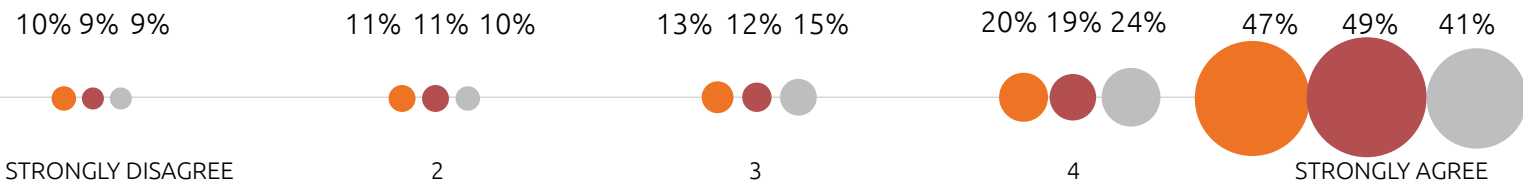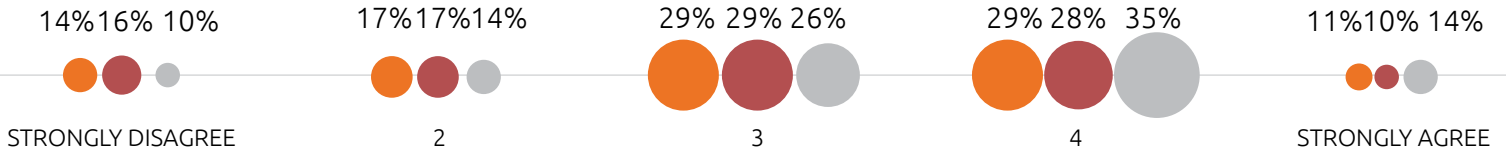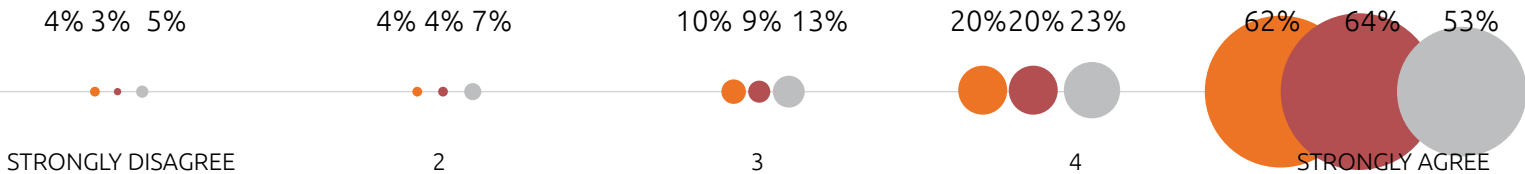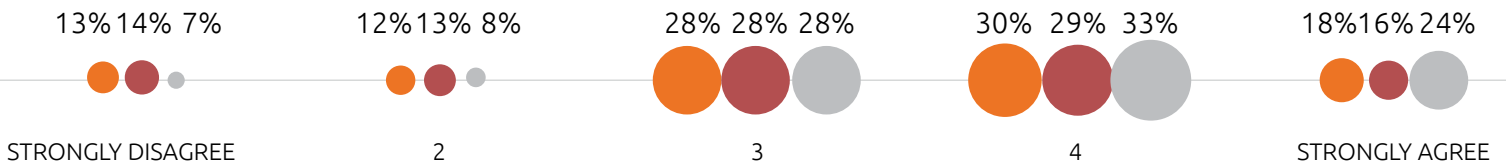
ONLINE COURSES AT MY INSTITUTION CAN ACHIEVE STUDENT LEARNING OUTCOMES AT LEAST EQUIVALENT TO THOSE OF IN-PERSON COURSES.

● ALL FACULTY   ● TAUGHT ONLINE COURSE   ● NEVER TAUGHT ONLINE COURSE

28% 12% 36%	22% 16% 25%	23% 24% 23%	15% 24% 11%	11% 23% 6%
STRONGLY DISAGREE	2	3	4	STRONGLY AGREE
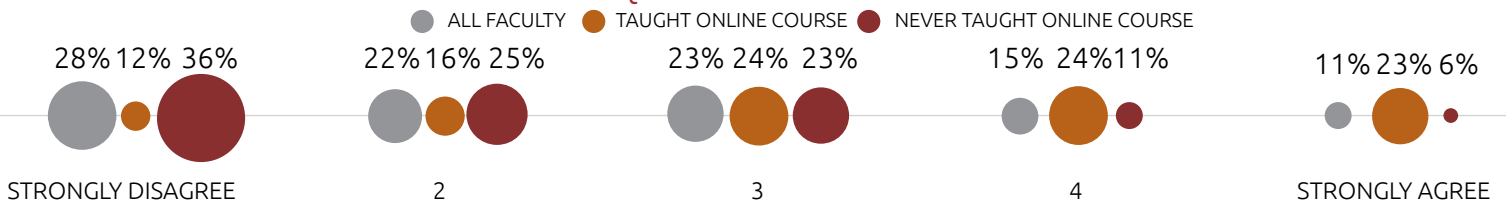
METHODOLOGY

The following report presents findings from a quantitative survey research study Gallup conducted on behalf of *Inside Higher Ed*.

The overall objective of the study was to learn the practices and perceptions of college and university faculty members and campus administrators who oversee educational technology regarding online learning and other emerging opportunities in higher education for delivering course content and material for students.

To achieve these objectives, Gallup collected 2,251 Web surveys from faculty members and 248 surveys from campus administrators who oversee academic technology. Most faculty respondents (1,499) reported they work full time for their institution; 452 reported they are employed part time.

Faculty and technology officers from across public, private, and for-profit sectors were included in the sample, though few from for-profit institutions are represented in the results. Specialty colleges, namely Bible colleges and seminaries with a Carnegie Code classification of 24, and institutions with enrollment <500 were excluded from the sample.

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

Gallup conducted the surveys in English from Tuesday, June 18 through Tuesday, July 9, 2013. Participants were contacted via e-mail. E-mail reminders were sent to reach respondents who had not yet participated throughout the survey period.

Data are not statistically adjusted (weighted). For faculty survey results, based on the sample size of 2,251 total respondents, one can say with 95 percent confidence that the margin of error attributable to sampling error is ±2.1 percentage points. For subgroups within this population, due to smaller sample sizes, the margin of error is greater.

For technology officer results, based on the sample size of 248 respondents, one can say with 95 percent confidence that the margin of error attributable to sampling error is ±6.2.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls.

The following paper presents key findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding or the exclusion of "Don't know" and "Refused" results.

DETAILED FINDINGS
ONLINE EDUCATION QUALITY

Faculty members and technology officers were asked to reflect on the quality of online education. Just 7 percent of professors strongly agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses at any institution. Academic technology administrators are more likely to strongly agree (27 percent). A slightly greater proportion of faculty members (11 percent) strongly agree that online courses can achieve learning outcomes that are equivalent to those of in-person courses at their own institution; 39

percent of technology officers strongly agree with this statement. Faculty were no more likely to strongly agree that equivalent learning outcomes for online courses could be achieved in their own department (10 percent) or in the classes that they themselves teach (12 percent).

As seen in Table 2 on the next page, faculty who say they have never taught an online course are less likely than peers who have to say learning outcomes equivalent to in-person courses could be achieved in any of the four settings proposed.

TABLE 1

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

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Total N	2,251	1,499	452	898	889	248
At any institution						
%5 Strongly agree	7	6	7	5	7	27
%4	14	13	18	12	17	32
%3	32	31	32	28	34	28
%2	27	27	27	29	25	8
%1 Strongly disagree	21	23	15	27	17	5
At my institution						
%5 Strongly agree	11	10	13	9	13	39
%4	15	14	19	11	19	25
%3	23	22	27	20	24	21
%2	22	22	23	23	21	9
%1 Strongly disagree	28	31	18	36	23	6
In my department or discipline*						
%5 Strongly agree	10	9	12	7	12	N/A
%4	14	13	17	12	15	N/A
%3	17	17	19	15	19	N/A
%2	26	25	26	26	26	N/A
%1 Strongly disagree	34	35	27	40	28	N/A
In the classes that I teach*						
%5 Strongly agree	12	12	14	9	15	N/A
%4	13	12	17	10	15	N/A
%3	13	13	14	12	14	N/A
%2	22	20	22	21	22	N/A
%1 Strongly disagree	40	42	33	48	35	N/A

*Asked only of faculty.

TABLE 2

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

	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Total N	2,251	604	1,417
At any institution			
%5 Strongly agree	7	13	3
%4	14	20	12
%3	32	30	32
%2	27	23	28
%1 Strongly disagree	21	14	25
At MY institution			
%5 Strongly agree	11	23	6
%4	15	24	11
%3	23	24	23
%2	22	16	25
%1 Strongly disagree	28	12	36
In my department or discipline			
%5 Strongly agree	10	24	4
%4	14	26	9
%3	17	19	17
%2	26	17	28
%1 Strongly disagree	34	13	43
In the classes that I teach			
%5 Strongly agree	12	31	4
%4	13	25	8
%3	13	15	12
%2	22	15	23
%1 Strongly disagree	40	14	53

Asked to rate a series of possible indicators of quality in online education, faculty members emphasized external validation (such as accreditation and independent certification) and expressed a lack of confidence in online-only institutions. Technology administrators placed especially heavy emphasis on whether the courses were offered for academic credit.

As seen in Table 3 on page 13, 73 percent of instructors said that the fact that an online course is offered by an accredited institution was a very important indicator of quality, more than

selected any other factor. Next was that a course has been "independently certified for quality" (66 percent "very important"), then that the course is offered by an institution that also offers in-person instruction (59 percent).

Four other factors – that a course is offered by a college with a "strong reputation for in-person instruction" (48 percent), that the course is offered by an institution with "significant experience with online education" (46 percent), that the same faculty teach both the online and in-person versions of the course (46 percent), and that the course leads to academic credit (45 percent) – were closely clustered.

Far fewer faculty members – about 3 in 10 – said that whether a course was sponsored by a nonprofit institution was very important to its quality, and fewest of all (10 percent) said that they viewed it as an indicator of quality if a course was offered by an institution that operates only online.

Academic technology administrators were much more likely than their faculty counterparts to associate academic credit with quality, with 64 percent citing that as a very important indicator of quality.

That was one of just three of the 10 possible factors that technology administrators were more likely than

their faculty counterparts to consider a marker of quality. For instance, only 18 percent of them viewed a course's nonprofit pedigree as indicative of quality, and only 29 percent of them perceived the fact that an online offering came from an institution with a strong

Duke Photography

reputation for in-person instruction as ensuring its quality, compared to 48 percent of instructors.

Some differences appeared by gender and age. More than half of female faculty members (52 percent) say it is

very important that an online degree/ certificate program is offered by an institution with significant experience with online education, while 42 percent of men say it is very important. More than four in 10 (41 percent) respondents under 50 years of age say it is very important that an online degree/ certificate program is offered by an institution with significant experience with online education, while 50 percent of respondents over 50 years of age say so.

As seen in Table 4 on page 14, more faculty members (45 percent) who have taught an online course versus those who have not (31 percent) say offering the online course as part of a degree or certificate program is a very important indicator of a quality online education. Of faculty who have taught an online course, 58 percent say having an online course that leads to academic credit is very important to to quality, compared to 39 percent of those who have never taught an online course.

And 57 percent of faculty who have taught an online course, versus 40 percent of those who have not, say that having the online degree/certification program offered by an institution with significant online education experience is very important to quality.

TABLE 3

In your opinion, how important are the following indicators of a QUALITY online education?

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Online course is offered as part of a degree or certificate program.						
%4 Very important	36	35	38	33	37	52
%3	35	34	38	32	38	32
%2	17	17	18	18	16	11
%1 Not at all important	12	14	6	17	9	5
Online course leads to academic credit.						
%4 Very important	45	43	49	41	46	64
%3	32	32	31	31	33	25
%2	13	14	14	14	13	9
%1 Not at all important	10	11	5	13	8	2
Online course is offered by an accredited institution.						
%4 Very important	73	74	74	72	75	83
%3	18	18	17	19	18	14
%2	5	5	6	5	5	2
%1 Not at all important	4	4	3	5	2	1
Online course is offered by an institution that also offers in-person instruction.						
%4 Very important	59	58	62	57	60	32
%3	24	26	21	26	24	37
%2	11	10	13	10	12	21
%1 Not at all important	5	6	4	7	4	10
Online course is offered by an institution that only provides online instruction.						
%4 Very important	10	9	13	9	11	5
%3	10	8	14	6	12	9
%2	28	27	34	23	32	38
%1 Not at all important	52	56	40	61	45	48
Online course is offered by a nonprofit institution.						
%4 Very important	30	33	21	35	28	18
%3	28	28	30	28	28	27
%2	20	18	25	16	22	25
%1 Not at all important	22	21	24	21	21	30
Online degree/certificate program is offered by an institution with significant experience with online education.						
%4 Very important	46	43	54	41	48	51
%3	38	39	34	39	38	42
%2	10	12	8	12	9	6
%1 Not at all important	6	7	4	8	5	0

TABLE 3 (CONTINUED)

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Online degree/certificate program is offered by an institution with a strong reputation for in-person instruction.						
%4 Very important	48	48	46	50	46	28
%3	33	33	32	31	34	41
%2	13	12	17	11	15	23
%1 Not at all important	7	7	5	8	5	7
Online course/program has been independently certified for quality.						
%4 Very important	66	65	71	66	67	53
%3	22	22	20	22	22	37
%2	7	8	6	7	7	9
%1 Not at all important	4	5	3	6	4	1
Same faculty teach both the online and in-person course/program.						
%4 Very important	46	46	48	45	47	27
%3	32	32	33	32	33	35
%2	15	15	12	14	14	24
%1 Not at all important	7	7	7	9	6	14

TABLE 4

In your opinion, how important are the following indicators of a QUALITY online education?

	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Online course is offered as part of a degree or certificate program.			
%4 Very important	36	45	31
%3	35	35	35
%2	17	11	19
%1 Not at all important	12	9	14
Online course leads to academic credit.			
%4 Very important	45	58	39
%3	32	28	33
%2	13	8	16
%1 Not at all important	10	6	12
Online course is offered by an accredited institution.			
%4 Very Imporant	73	82	70
%3	18	13	20
%2	5	4	6
%1 Not at all important	4	2	4

TABLE 4 (CONTINUED)

	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Online course is offered by an institution that also offers in-person instruction.			
%4 Very important	59	57	60
%3	24	25	24
%2	28	33	27
%1 Not at all important	52	45	56
Online course is offered by an institution that only provides online instruction.			
%4 Very Imporant	10	11	9
%3	10	11	9
%2	28	33	27
%1 Not at all important	52	45	56
Online course is offered by a nonprofit institution.			
%4 Very important	30	27	32
%3	28	28	28
%2	20	22	19
%1 Not at all important	22	23	21
Online degree/certificate program is offered by an institution with significant experience with online education.			
%4 Very important	46	57	40
%3	38	34	39
%2	10	6	13
%1 Not at all important	6	3	8
Online degree/certificate program is offered by an institution with a strong reputation for in-person instruction.			
%4 Very important	48	45	48
%3	33	34	32
%2	13	15	12
%1 Not at all important	7	6	7
Online course/program has been independently certified for quality.			
%4 Very important	66	64	68
%3	22	24	21
%2	7	9	7
%1 Not at all important	4	3	5
Same faculty teach both the online and in-person course/program.			
%4 Very important	46	48	45
%3	32	29	33
%2	15	15	15
%1 Not at all important	7	7	7

The Future of Video in Education

By Sean Brown

Is the knowledge shared in your classroom important? Your students think so, and you should, too. Student demand for academic video is growing at an astronomical rate, and universities large and small are evaluating how best to harness the power of video to increase student success and classroom efficiency.

So what's the best way to capture and archive the knowledge shared before it disappears forever? The campuses that are wired for video are the classrooms of the future.

Take Eastern New Mexico University (ENMU), for instance. ENMU is the third largest university in the state, covering a particularly large geographical area. The dean sought to make education accessible to the region's traditional, non-traditional and dual enrollment students (high school students taking college courses). So she turned to webcasting to start a flipped instruction pilot, create hybrid classes, branch out into asynchronous distance learning, help high school students earn college credits and even record special events, provide professional development online and connect alumni. To top it off, the university did all of this successfully in less than 12 months and is pioneering some of the most advanced and state-of-the-art e-learning programs around.

Video-based online learning is becoming a standard offering in higher ed. Embracing lecture capture benefits both faculty and students. This new student-driven demand is putting academic video at the top of institutions' technology planning initiatives, and more and more faculty members are realizing the power of lecture capture to broaden reach and meet individual student needs. But it hasn't always been that way.

> "More and more faculty members are realizing the power of lecture capture to broaden reach and meet individual student needs."

Like any new initiative, generally speaking, there will be some reluctance and fear from those involved. The faculty are in front of the classroom. Their faces, their reputations are on the line. It can be scary facing a camera and a remote audience that spans time and distance when you're accustomed to facing students in the classroom.

But the attitude toward academic video from faculty members is changing. They are embracing the shift in pedagogy, seeing it as a tool that enhances learning, not forcing them into new ways of teaching.

Sean Brown is Vice President of Sonic Foundry, the maker of the webcasting platform Mediasite. He has 23 years of product management and education business development experience at IBM, Apple and Oracle and is the past president and board member of the Hopkins Foundation for Innovation in Education. ENMU uses Mediasite for their lecture capture initiatives.

Watch the webinar

sonicfoundry.com/futureofvideo

Faculty and technology officers were asked to compare the quality of online courses for credit to in-person courses in seven different areas.

While academic technology officers are generally more likely than faculty to say online courses are of better quality – they said that online courses are of either the same quality or better in five of the seven areas -- neither group had a majority say online courses are of better quality in any of the seven areas.

As seen in Table 5 on the next page, 85 percent of faculty members said that online courses were of lower quality than in-person courses with respect to interaction with students during class, 78 percent rated them lower on the ability to reach "at risk" students, and two-thirds (67 percent) scored them lower on the ability to answer students' questions.

Two-thirds of faculty members rated online courses as being of the same (56 percent) or better (10 percent) quality as in-person courses in grading and communicating about grading, and 58 percent deemed them equivalent or better in communication with the college about logistical issues.

On the ability to deliver the necessary content to meet learning objectives, the faculty was split down the middle, with 50 percent deeming online courses of lower quality and the rest equivalent to or better than in-person courses.

More technology administrators said online courses were of better quality than in-person courses than said the reverse in three areas: the ability to deliver content to meet learning objectives (17 percent vs. 10 percent), interaction with students outside of class (36 vs. 22 percent), and grading and communicating about grading (26 vs. 4 percent). But like their faculty colleagues, academic technology administrators expressed skepticism about the quality of online courses in terms of reaching at-risk students, with just 16 percent viewing them as of better quality compared to 53 percent who deemed them of lower quality in that regard. As was true in other areas, faculty members who have taught online took a more positive view about the quality of online courses than did their peers who have not taught online, as seen in Table 6. But even those who have taught online did not see digital courses as of better quality than in-person courses in terms of interaction with students during or outside of class, or in the ability to reach at-risk students.

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TABLE 5

Please indicate whether you think the QUALITY of online courses for credit are generally better than, the same as, or are generally of lower quality than most in-person courses in the following ways.

	BY SECTOR					
	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Ability to deliver the necessary content to meet learning objectives.						
%Better quality than in-person course	4	3	7	2	5	17
%Same quality as in-person course	46	45	48	43	49	73
%Lower quality than in-person course	50	52	45	55	45	10
Ability to answer student questions.						
%Better quality than in-person course	6	5	7	4	7	18
%Same quality as in-person course	28	28	30	24	31	59
%Lower quality than in-person course	67	67	63	72	63	22
Interaction with students during class.						
%Better quality than in-person course	3	3	4	2	4	10
%Same quality as in-person course	12	11	14	10	13	35
%Lower quality than in-person course	85	86	82	88	83	54
Interaction with students outside of class.						
%Better quality than in-person course	11	11	12	8	13	36
%Same quality as in-person course	27	26	32	24	30	42
%Lower quality than in-person course	62	63	56	68	57	22
Grading and communicating about grading.						
%Better quality than in-person course	10	9	13	7	12	26
%Same quality as in-person course	56	54	60	51	60	70
%Lower quality than in-person course	35	37	27	42	28	4
Communication with the college about logistical and other issues.						
%Better quality than in-person course	6	5	8	4	7	12
%Same quality as in-person course	52	50	56	47	56	66
%Lower quality than in-person course	43	44	36	49	37	23
Ability to reach "at risk" students.						
%Better quality than in-person course	6	6	8	5	7	16
%Same quality as in-person course	16	14	22	13	18	31
%Lower quality than in-person course	78	80	70	82	75	53

TABLE 6

Please indicate whether you think the QUALITY of online courses for credit are generally better than, the same as, or are generally of lower quality than most in-person courses in the following ways.

	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Ability to deliver the necessary content to meet learning objectives.			
%Better quality than in-person course	4	7	2
%Same quality as in- person course	46	57	41
%Lower quality than in-person course	50	35	57
Ability to answer student questions.			
%Better quality than in-person course	6	12	3
%Same quality as in- person course	28	43	21
%Lower quality than in-person course	67	45	76
Interaction with students during class.			
%Better quality than in-person course	3	6	1
%Same quality as in- person course	12	23	7
%Lower quality than in-person course	85	71	91
Interaction with students outside of class.			
%Better quality than in-person course	11	17	8
%Same quality as in- person course	27	31	26
%Lower quality than in-person course	62	52	66
Grading and communicating about grading.			
%Better quality than in-person course	10	17	6
%Same quality as in-person course	56	62	53
%Lower quality than in-person course	35	21	41
Communication with the college about logistical and other issues.			
%Better quality than in-person course	6	8	4
%Same quality as in- person course	52	60	47
%Lower quality than in-person course	43	31	48
Ability to reach "at risk" students.			
%Better quality than in-person course	6	8	6
%Same quality as in- person course	16	25	11
%Lower quality than in-person course	78	67	83

MASSIVE OPEN ONLINE COURSES (MOOCS)

About 9 in 10 faculty members and technology officers indicate their institution does not currently offer MOOCs. As se Of these, just about 2 in 10 say they are planning to offer them.

Twice as many (22 percent) technology officers as faculty members (11 percent) say they have taken a MOOC as a student.

Eighty-five percent of faculty members say they have not ever recommended that a student take a MOOC; the number is smaller (82 percent) for those professors who have taught an online course.

TABLE 7

MOOCs						
	ALL FACULTY	**FULL-TIME FACULTY**	**PART-TIME FACULTY**	**TENURED FACULTY**	**NON-TENURED FACULTY**	**TECHNOLOGY ADMINISTRATORS**
Does your institution currently offer massive open online courses massive open online courses (MOOCs)?						
%Yes	14	12	19	12	15	5
%No	86	88	81	88	85	95
Is your institution currently planning to offer massive open online courses massive open online courses (MOOCs)?						
%Yes	17	16	26	18	17	19
%No	83	84	74	82	83	81
Have you ever taken a MOOC as a student?						
%Yes	11	11	10	9	13	22
%No	89	89	90	91	87	78
Have you ever recommended that a student take a MOOC?*						
%Yes	15	14	19	15	16	N/A
%No	85	86	81	85	84	N/A

*Asked only of faculty.

The majority, over 7 in 10, of faculty members and technology officers say that recent news coverage about MOOCs has overstated their value. Just 2 in 10 from each group say the media has fairly depicted the value, and marginal numbers of faculty and technology say the media has understated the value of MOOCs in recent coverage.

TABLE 8

In your opinion, has recent news coverage about massive open online courses (MOOCs) overstated the value of these courses, understated the value, or has recent news coverage fairly depicted the value of these courses?						
	ALL FACULTY	**FULL-TIME FACULTY**	**PART-TIME FACULTY**	**TENURED FACULTY**	**NON-TENURED FACULTY**	**TECHNOLOGY ADMINISTRATORS**
%Overstated the value	76	79	67	81	72	71
%Understated the value	4	3	7	2	6	6
%Fairly depicted the value	20	18	26	17	22	23

About one in 10 professors and technology officers strongly agree that MOOCs have great potential to positively affect higher education. Few faculty, 4 percent, strongly agree that MOOCs at elite institutions are better than other forms of online learning; likewise, few technology officers (4 percent) strongly agree with this statement.

Few faculty members (6 percent) and technology leaders (7 percent) strongly agree institutions should offer credit for MOOCs. Nearly half (47 percent) of faculty strongly agree that institutions should not offer MOOCs for which they themselves would not award credit. Just 11 percent strongly agree that MOOCs help with issues of enrollment capacity on campuses, and even fewer strongly agree that they can serve students at all ability levels.

Half of faculty members strongly disagree that low completion rates (5 to 10 percent) for MOOCs are acceptable and nearly as many (46 percent) strongly disagree that MOOCs make them excited about the future of academe. Six in 10 (59 percent) faculty members and 40 percent of technology officers strongly agree that MOOCs should be evaluated by accrediting agencies.

Roughly 6 in 10 professors strongly agree that institutions should start MOOCs only with faculty approval. Just 25 percent of technology officers say the same.

TABLE 9

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.						
	ALL FACULTY	**FULL-TIME FACULTY**	**PART-TIME FACULTY**	**TENURED FACULTY**	**NON-TENURED FACULTY**	**TECHNOLOGY ADMINISTRATORS**
MOOCs have great potential to make a positive impact on higher education.						
%5 Strongly agree	8	7	11	6	10	9
%4	19	17	25	16	21	27
%3	33	33	33	31	36	44
%2	22	23	18	24	19	15
%1 Strongly disagree	18	20	13	22	15	4
MOOCs offered by elite colleges are better than other forms of online learning.						
%5 Strongly agree	4	4	5	4	4	4
%4	15	14	20	14	17	6
%3	27	27	28	27	29	24
%2	26	26	23	26	26	34
%1 Strongly disagree	27	29	24	30	24	33
Higher education should award credit for MOOCs.						
%5 Strongly agree	6	5	10	3	8	7
%4	16	13	24	13	18	23
%3	30	28	36	27	32	36
%2	25	27	16	28	22	24
%1 Strongly disagree	24	27	15	29	20	11

TABLE 9 (CONTINUED)

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Institutions should not offer MOOCS for which they themselves would not award credit.						
%5 Strongly agree	47	49	41	52	44	33
%4	20	19	24	17	23	32
%3	13	12	15	11	14	17
%2	11	11	10	11	10	11
%1 Strongly disagree	10	9	9	10	9	8
MOOCs can help accommodate for the lack of space at some public institutions.						
%5 Strongly agree	11	10	14	9	13	11
%4	29	28	35	27	32	33
%3	29	29	26	31	28	30
%2	17	17	14	18	15	19
%1 Strongly disagree	14	16	10	16	13	8
MOOCs can serve students of all ability levels.						
%5 Strongly agree	6	5	9	3	8	6
%4	13	11	19	11	14	14
%3	19	18	22	18	20	17
%2	26	28	20	27	26	32
%1 Strongly disagree	36	38	30	40	32	31
Course completion rates of 5 to 10 percent are acceptable for MOOCs.						
%5 Strongly agree	3	4	3	3	4	6
%4	7	7	7	7	7	12
%3	15	15	13	13	16	19
%2	25	24	29	23	27	33
%1 Strongly disagree	49	50	47	53	46	31
MOOCs make me excited about the future of academia.						
%5 Strongly agree	4	4	7	3	5	7
%4	9	8	15	7	12	20
%3	20	19	23	16	23	30
%2	20	21	18	20	21	22
%1 Strongly disagree	46	49	37	54	39	22
MOOCs should be evaluated by accrediting agencies.						
%5 Strongly agree	59	60	57	61	56	40
%4	22	21	23	20	24	31
%3	10	9	10	9	9	17
%2	4	4	3	3	4	7
%1 Strongly disagree	6	6	7	7	6	5

TABLE 9 (CONTINUED)

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY	TECHNOLOGY ADMINSTRATORS
Institutions should only start MOOCs with faculty approval.						
%5 Strongly agree	62	64	53	69	55	25
%4	20	20	23	17	24	23
%3	10	9	13	8	12	28
%2	4	4	7	3	5	13
%1 Strongly disagree	4	3	5	3	4	10
MOOCs could lower the cost of higher education for students/families.						
%5 Strongly agree	18	16	24	14	20	21
%4	30	29	33	28	32	32
%3	28	28	28	28	29	27
%2	12	13	8	14	10	12
%1 Strongly disagree	13	14	7	16	9	9

EXPERIENCES IN ONLINE LEARNING

Faculty and technology officers were asked to report on their experiences with online learning. About half of technology officers say they have taken an online course for credit, whereas just 29 percent of faculty say the same. However, of faculty members who have taught an online course, 49 percent have taken an online course as a student for credit.

Thirty percent of faculty members responding to survey say they have taught an online course, and more, 39 percent, report they have taught a blended or hybrid course.

TABLE 10

Online Course						
	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Have you ever taken any online course as a student for credit?						
%Yes	29	26	37	19	36	51
%No	71	74	63	81	64	49

TABLE 11

Online Course			
	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Have you ever taken any online course as a student for credit?			
%Yes	29	49	20
%No	71	51	80

TABLE 12

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.					
	ALL FACULTY	**FULL-TIME FACULTY**	**PART-TIME FACULTY**	**TENURED FACULTY**	**NON-TENURED FACULTY**
Have you ever taught an online course for credit?*					
%Yes	30	30	32	27	32
%No	70	70	68	73	68

*Asked only of faculty.

Of those who have never taught an online course, 30 percent say the main reason they haven't is because they've never been asked to teach one, as seen in Table 13.

About one in four of those faculty members who have never taught an online course say they are not interested in teaching one.

TABLE 13

Which of the following is the MAIN reason why you have not taught an online course for credit?*					
	ALL FACULTY	**FULL-TIME FACULTY**	**PART-TIME FACULTY**	**TENURED FACULTY**	**NON-TENURED FACULTY**
%Never asked	30	25	46	18	41
%Not interested	24	26	21	29	19
%Online courses do not have strong educational value	17	19	11	21	14
%No training opportunities available to teach online courses	3	2	3	2	2
%Institution does not offer appropriate pay for teaching online courses	4	5	3	5	4
%Concerns about intellectual property	2	3	0	3	2
%Another reason	20	22	16	22	18

*Asked only of faculty who have never taught an online course for credit.

TABLE 14

As you may know, a blended or hybrid course has a significant amount of content delivered online, resulting in a reduction of the number of in-person meetings.					
	ALL FACULTY	**FULL-TIME FACULTY**	**PART-TIME FACULTY**	**TENURED FACULTY**	**NON-TENURED FACULTY**
Have you ever taught a blended or hybrid course?*					
%Yes	39	39	38	39	38
%No	61	61	62	61	62

*Asked only of faculty.

Perhaps not surprisingly, most of the faculty members responding to the survey (95 percent) say they have taught a face-to-face course, and just 5 percent say they have never taught such a course.

TABLE 15

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.	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY
Have you ever taught a face-to-face course?*					
%Yes	95	96	94	96	96
%No	5	4	6	4	4

*Asked only of faculty.

Generally, faculty members and technology officers alike are lukewarm about the support their institutions provide for online learning. Just 11 percent of faculty and 15 percent of responding technology leaders say their institution appropriately rewards contributions to digital pedagogy. Similar numbers strongly agree that their institution rewards teaching with technology in tenure and promotion decisions. Just 15 percent of faculty and 20 percent of technology officers strongly agree that online instruction is fairly compensated. Of faculty who have taught an online course, they are somewhat more likely to rate support for online instruction more favorably in the areas explored than those responding faculty who have never taught an online course.

TABLE 16

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.	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Total N	2,251	1,499	452	898	889	248
Appropriately rewards contributions made to digital pedagogy.						
%5 Strongly agree	11	11	13	9	12	13
%4	25	26	23	24	25	21
%3	27	25	34	26	29	32
%2	21	22	15	22	20	22
%1 Strongly disagree	16	16	16	19	14	12

TABLE 16 (CONTINUED)

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Compensates fairly for online instruction.						
%5 Strongly agree	15	15	16	13	16	20
%4	25	26	24	24	26	29
%3	21	20	24	18	24	28
%2	20	21	17	24	17	16
%1 Strongly disagree	18	18	19	22	16	6
Rewards teaching with technology (in-person or online) in tenure and promotion decisions.						
%5 Strongly agree	11	11	11	10	10	9
%4	25	26	21	28	23	15
%3	26	26	28	24	28	33
%2	19	19	18	19	19	25
%1 Strongly disagree	20	19	22	18	20	18
Strong policies to protect intellectual property rights for digital work.						
%5 Strongly agree	16	15	19	13	19	18
%4	21	21	23	21	21	24
%3	23	23	25	24	24	28
%2	20	21	17	21	19	21
%1 Strongly disagree	20	20	16	22	17	10
Compensates fairly for the development of an online course.						
%5 Strongly agree	12	11	15	9	13	18
%4	20	20	20	19	21	24
%3	19	19	16	18	21	25
%2	22	22	20	23	20	23
%1 Strongly disagree	28	27	29	31	25	10
Adequate technical support for teaching online courses.						
%5 Strongly agree	22	21	27	18	25	30
%4	25	25	26	24	26	32
%3	20	20	20	21	19	16
%2	17	18	13	18	16	18
4	16	17	14	19	14	4
Adequate technical support for the use of lecture capture.						
%5 Strongly agree	17	17	19	15	20	18
%4	24	24	24	24	24	27
%3	20	20	24	20	22	18
%2	19	20	13	21	16	26
%1 Strongly disagree	19	19	19	20	18	11

TABLE 16 (CONTINUED)

	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Acknowledges time demands for online courses for work load.*						
%5 Strongly agree	11	11	12	8	13	N/A
%4	17	16	22	15	18	N/A
%3	19	18	21	18	21	N/A
%2	24	24	24	24	23	N/A
%1 Strongly disagree	30	31	22	35	25	N/A

*Asked only of faculty.

TABLE 17

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.

	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Appropriately rewards contributions made to digital pedagogy.			
%5 Strongly agree	11	14	9
%4	25	28	24
%3	27	24	29
%2	21	19	22
%1 Strongly disagree	16	16	16
Compensates fairly for online instruction.			
%5 Strongly agree	15	18	13
%4	25	29	23
%3	21	18	24
%2	20	19	21
%1 Strongly disagree	18	16	20
Rewards teaching with technology (in-person or online) in tenure and promotion decisions.			
%5 Strongly agree	11	13	9
%4	25	20	28
%3	26	27	25
%2	19	18	20
%1 Strongly disagree	20	22	18
Strong policies to protect intellectual property rights for digital work.			
%5 Strongly agree	16	16	16
%4	21	20	22
%3	23	23	24
%2	20	21	20
%1 Strongly disagree	20	21	19

TABLE 17 (CONTINUED)

	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Compensates fairly for the development of an online course.			
%5 Strongly agree	12	13	11
%4	20	22	19
%3	19	19	19
%2	22	18	24
%1 Strongly disagree	28	29	27
Adequate technical support for teaching online courses.			
%5 Strongly agree	22	28	18
%4	25	26	24
%3	20	19	20
%2	17	14	19
%1 Strongly disagree	16	12	19
Adequate technical support for the use of lecture capture.			
%5 Strongly agree	17	20	16
%4	24	23	25
%3	20	21	20
%2	19	18	19
%1 Strongly disagree	19	19	20
Acknowledges time demands for online courses for workload.			
%5 Strongly agree	11	13	9
%4	17	18	16
%3	19	17	20
%2	24	23	24
%1 Strongly disagree	30	30	30

USE OF TECHNOLOGY

Lecture capture is the process of recording lectures and embedding those videos in the curriculum for reference by students later. Just 19 percent of faculty say they have used this method. Just 17 percent of instructors strongly agree that lecture capture has great potential to make a positive impact on higher education – but half of all instructors agree or strongly agree. About two-thirds of academic technology administrators, meanwhile, agree or strongly agree.

TABLE 18

As you may know, lecture capture is the process of recording lectures and embedding them in the curriculum so that the videos may be watched later.	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Do you currently use lecture capture in your courses?*						
%Yes	19	19	18	17	22	N/A
%No	81	81	82	83	78	N/A
Lecture capture has great potential to make a positive impact on higher education.						
%5 Strongly agree	17	16	20	13	19	24
%4	33	31	38	30	36	45
%3	31	32	26	35	28	21
%2	12	13	11	14	10	8
%1 Strongly disagree	7	7	5	8	6	1

*Asked only of faculty.

One-third of responding faculty members say they have used adaptive learning, and 20 percent of all faculty say it has great potential to impact higher education positively. Six in 10 (61 percent) agree or strongly agree, and only 12 percent disagree.

Technology officers are even more convinced of the potential of adaptive learning, with half strongly agreeing it has great potential and a full 84 percent agreeing or strongly agreeing.

TABLE 19

Adaptive learning is an instructional approach in which data-driven tools can help professors mold coursework around individual students' abilities.	ALL FACULTY	FULL-TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON- TENURED FACULTY	TECHNOLOGY ADMINISTRATORS
Have you ever used adaptive learning?*						
%Yes	33	32	38	30	36	N/A
%No	67	68	62	70	64	N/A
Adaptive learning has great potential to make a positive impact on higher education.						
%5 Strongly agree	20	19	25	17	22	49
%4	41	41	40	39	44	35
%3	27	27	27	31	24	13
%2	7	8	5	8	6	2
%1 Strongly disagree	5	5	3	5	4	0

*Asked only of faculty.

The last set of questions sought to gauge how faculty members are utilizing their institution's learning management system, the technology used to deliver online (and some aspects of in-person) courses.

Faculty report that they use their institution's learning management system (LMS) most to post the syllabus for students with 76 percent of responding faculty saying they always use the LMS for this purpose. Just one-in-four say they always use the system to track student attendance, though this percentage is higher for those who say they have taught an online course with 42 percent of these faculty saying they always use it for this purpose.

At this time, just 11 percent of faculty responding say they always use the LMS to integrate lecture capture. Half of faculty (53 percent) say they always use it to communicate with students and over one-third (36 percent) say they always use it to provide books or materials. Nearly half of male faculty (48 percent) say they always use LMS to communicate with students and 59 percent of female faculty say they always use it for this purpose.

The responses indicate that the LMS on many campuses is being used for basic purposes, but not as much for some of its more complex offerings, such as identifying students who need academic help.

TABLE 20

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Open Class, Desire2Learn, etc.) to engage in the following activities?*					
	ALL FACULTY	FULL- TIME FACULTY	PART-TIME FACULTY	TENURED FACULTY	NON-TENURED FACULTY
Share syllabus information with students					
%4 Always	76	77	71	72	80
%3 Usually	10	10	11	11	9
%2 Sometimes	8	7	10	9	6
%1 Never	7	6	7	7	6
Track student attendance					
%4 Always	24	21	34	17	28
%3 Usually	10	10	11	9	10
%2 Sometimes	16	16	16	16	16
%1 Never	50	53	39	57	46
Record grades					
%4 Always	53	50	62	42	60
%3 Usually	13	14	11	15	12
%2 Sometimes	12	12	10	14	10
%1 Never	22	24	17	28	18

TABLE 20 (CONTINUED)

	ALL FACULTY	FACULTY FULL-TIME	FACULTY PART-TIME	FACULTY TENURED	FACULTY NON-TENURED
Provide eTextbooks and related material					
%4 Always	36	36	38	33	41
%3 Usually	22	23	18	23	22
%2 Sometimes	22	23	19	24	20
%1 Never	19	17	25	20	17
Integrate lecture capture					
%4 Always	11	10	12	8	14
%3 Usually	7	7	9	7	8
%2 Sometimes	13	13	13	13	13
%1 Never	69	70	66	73	65
Communicate with students					
%4 Always	53	52	58	49	57
%3 Usually	21	22	18	24	18
%2 Sometimes	16	17	14	17	16
%1 Never	9	9	9	10	9
Identify students who may need extra help					
%4 Always	24	22	32	19	27
%3 Usually	15	15	16	15	15
%2 Sometimes	27	28	22	28	25
%1 Never	34	35	29	38	32

*Asked of faculty only.

TABLE 21

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Open Class, Desire2Learn, etc.) to engage in the following activities?	ALL FACULTY	TAUGHT ONLINE COURSE	NEVER TAUGHT ONLINE COURSE
Provide eTextbooks and related material			
%4 Always	36	45	33
%3 Usually	22	22	22
%2 Sometimes	22	21	23
%1 Never	19	13	22
Integrate lecture capture			
%4 Always	11	19	7
%3 Usually	7	11	6
%2 Sometimes	13	20	10
%1 Never	69	50	77
Communicate with students			
%4 Always	53	69	46
%3 Usually	21	18	23
%2 Sometimes	16	11	19
%1 Never	9	3	12
Identify students who may need extra help			
%4 Always	24	39	17
%3 Usually	15	22	12
%2 Sometimes	27	25	27
%1 Never	34	14	43

INSTITUTION AND PERSONAL DEMOGRAPHICS

WHAT IS YOUR AGE?	OVERALL PERCENT
Under 30	2
30 to 39	16
40 to 49	23
50 to 59	30
60 to 69	24
70 and older	5

WHAT IS YOUR GENDER?	OVERALL PERCENT
Male	55
Female	45

HOW MANY YEARS HAVE YOU SERVED AS A FACULTY MEMBER AT THIS INSTITUTION?*	OVERALL PERCENT
Less than 6 months	1
6 months to less than 3 years	11
3 years to less than 5 years	12
5 years to less than 10 years	24
10 or more years	52

*Asked only of faculty

WHAT IS YOUR CURRENT TENURE STATUS?*	OVERALL PERCENT
Tenured	50
Tenure track	13
Not tenured	8
Not tenure track	29

*Asked only of faculty.

INSTITUTION AND PERSONAL DEMOGRAPHICS (CONTINUED)

WHICH OF THE FOLLOWING DISCIPLINES DO YOU ASSOCIATE YOURSELF WITH?*	OVERALL PERCENT
Humanities	28
Social Sciences	19
Engineering	3
Computer and Information Sciences	5
Physical Sciences	8
Biological Sciences	8
Professional Schools	13
Another field	17

*Asked only of faculty.

DO YOU WORK PART-TIME OR FULL-TIME AT YOUR INSTITUTION?*	OVERALL PERCENT
Part-time	23
Full-time	77

*Asked only of faculty.

WHAT TYPE OF ONLINE COURSES AND DEGREE PROGRAMS DOES YOUR INSTITUTION OFFER? SELECT ALL THAT APPLY.*	OVERALL PERCENT
Some online courses (no complete online degree programs)	23
Online degree programs	27
Some blended or hybrid courses	3,636
Degree programs consisting of all blended or hybrid courses	13

*Asked only of technology officers.

WHAT TYPE OF HIGHER EDUCATION INSTITUTION DO YOU WORK FOR?	OVERALL PERCENT
Public (four year)	26
Private (four year)	52
Community college	20
Private (two year)	1
For-profit institution	2

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