ONLINE LEARNING
Faculty recognize the value of online learning to improve access to higher education, and those with recent online teaching experience more readily see the potential of online education to improve student outcomes.

73% of faculty have taught an online class in the past year.

62% of faculty say they're familiar with MOOCs.

18% of faculty say they don't know the value proposition of MOOCs in higher education, but for those who do have an opinion on MOOCs...

13% of faculty are supportive or neutral.

57% of faculty agree or strongly agree that they would be more effective instructors if they were better skilled at integrating LMS technology into their courses.

54% of faculty say the use of mobile devices in class can enhance learning.

And only 38% of faculty encourage or require laptops even though 84% of students own a smartphone and 90% own a laptop.

DATA SECURITY
9 in 10 faculty are confident in their own ability to keep student data secure, and 3 in 4 say wait time for IT consultation is too long. Faculty are 57% confident that the technology would work as planned.

83% say they would be more effective instructors if they were better skilled at integrating LMS technology into their courses.

EARLY-ALERT SYSTEMS
Faculty are very interested in early-alert systems and intervention notifications for students about course progress.

75% are satisfied with system availability.

56% say they would be more effective instructors if they were better skilled at integrating LMS technology into their courses.

Faculty opinions of IT support for research:

Many faculty think they could be more effective instructors if they were better skilled at integrating certain kinds of technologies into their courses.

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Top 3 motivators for integrating technology in the classroom:

• Clear indication/evidence that students would benefit

• Release time to design/redesign courses

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