E-Learning Survey Questionnaire

EDUCAUSE is conducting a study of evolving IT requirements to support instructional technology. In general this survey focuses on IT support for instructors in the following areas:

1. **Online distance-learning courses** where the instructor conducts all class sessions primarily online — NOT via mail or telephone — requiring no face-to-face meetings between students and instructor, either in the classroom or via video during the course.
2. **Traditional courses** where the instructor teaches all sessions in the classroom but incorporates technology in some or all classes — for example, PowerPoint presentations, Web-based activities, multimedia simulations of key concepts, virtual labs, and/or online testing.
3. **Hybrid courses** where the instructor combines the elements of online distance-learning courses and traditional courses to replace some classroom sessions with virtual sessions — for example online forums or Web-based activities.

1. Please enter your Survey ID.

2. Which type of courses does your institution offer? Does central IT and/or departmental IT provide substantive support?
[Check all that apply.]

Offers Courses
Central IT Provides Support
Dept IT/School Provides Support

A. Online distance learning
B. Traditional courses with technology elements
C. Hybrid courses
D. None of the above

- [IF SELECTED SUPPORTS ONLINE DISTANCE LEARNING, START SURVEY AT Q3: After respondents completes online questions (Q3–10), they continue with Q11 and the rest of the survey.]
- [IF SELECTED SUPPORTS HYBRID, BUT NOT ONLINE DISTANCE LEARNING, START SURVEY AT Q11. After respondents complete hybrid (Q11–18), they continue with Q 19 and rest of the survey.]
- [IF SELECTED SUPPORTS TRADITIONAL COURSES ONLY, START SURVEY AT Q19.]
- [IF NONE OF THE ABOVE, GO TO RESPONDENT INFORMATION, Q50.]

3. What year did your institution begin to offer online distance-learning courses?

A. Pre-1998
B. 1998
C. 1999
D. 2000
E. 2001
F. 2002
G. Don't know

4. What is the estimated percentage of total courses offered by your institution during the 2001–2002 academic year that were online distance learning?

A. Less than 5%
B. 5–9%
C. 10–19%
D. 20–29%
E. Greater than 30%
F. Don't know

5. How did the number of online distance-learning courses increase from the 2000–2001 academic year to the 2001–2002 academic year?

A. Decreased or no change
B. Increased 1–9%
C. Increased 10–24%
D. Increased 25–49%
E. Increased 50–99%
F. Increased 100% or more
G. Don't know

6. What is the anticipated change in the number of online distance-learning courses to be offered in the 2002–2003 academic year?

A. Will decrease more than 10%
B. Will decrease 1–10%
C. Will stay about the same
D. Will increase 1–10%
E. Will increase more than 10%
F. Don't know

7. What is the estimated percentage of tenure-track faculty members who taught online distance-learning courses in the 2001–2002 academic period?

A. None
B. 1–4%
C. 5–9%
D. 10–19%
E. 20–29%
F. Greater than 30%
G. Don't know

8. What is the estimated percentage of non-tenure-track faculty members who taught online distance-learning courses in 2001–2002 academic year?

A. None
B. 1–4%
C. 5–9%
D. 10–19%
E. 20–29%
F. Greater than 30%
G. Don't know

9. Identify the three academic areas that require the most instructional support from the IT organization for online distance-learning courses in any given academic period.
[Check three boxes.]

A. Physical sciences (Chemistry, physics, etc.)
B. Life sciences (Biology, etc.)
C. Social sciences (Anthropology, psychology, etc.)
D. Liberal arts (Language arts/history)
E. Math
F. Computer science
G. Business
H. Law
I. Medical/health sciences
J. Education
K. Other

10. What is the estimated percentage of students who took online distance-learning courses in the 2001–2002 academic year?

A. None
B. 1–4%
C. 5–9%
D. 10–19%
E. 20–29%
F. Greater than 30%
G. Don't know

The next several questions ask about hybrid courses, where the instructor combines the elements of online distance-learning courses and traditional courses to replace some classroom sessions with virtual sessions.

11. What year did your institution begin to offer hybrid courses?

A. Pre-1998
B. 1998
C. 1999
D. 2000
E. 2001
F. 2002
G. Don't know

12. What is the estimated percentage of total courses offered by your institution during the 2001–2002 academic year that were hybrid?

A. Less than 5%
B. 5–9%
C. 10–19%
D. 20–29%
E. Greater than 30%
F. Don't know

13. How did the number of hybrid courses change from academic year 2000–2001 to academic year 2001–2002?

A. Decreased or no change
B. Increased 1–9%
C. Increased 10–24%
D. Increased 25–49%
E. Increased 50–99%
F. Increased 100% or more
G. Don't know

14. What is the anticipated percent change in the number of hybrid courses to be offered in the 2002–2003 academic year?

A. Will decrease more than 10%
B. Will decrease 1–10%
C. Will stay about the same
D. Will increase 1–10%
E. Will increase more than 10%
G. Don't know

15. What is the estimated percentage of tenure-track faculty members who taught hybrid courses in the 2001–2002 academic year?

A. None
B. 1–4%
C. 5–9%
D. 10–19%
E. 20–29%
F. Greater than 30%
G. Don't know

16. What is the estimated percentage of non-tenure-track faculty members who taught hybrid courses in the 2001–2002 academic year?

A. None
B. 1–4%
C. 5–9%
D. 10–19%
E. 20–29%
F. Greater than 30%
G. Don't know

17. Identify the three academic areas that require the most instructional support from the IT organization for hybrid courses in any given academic period.
[Check three boxes.]
A. Physical sciences (Chemistry, physics, etc.)
B. Life sciences (Biology, etc.)
C. Social sciences (Anthropology, psychology, etc.)
D. Liberal arts (Language arts/history)
E. Math
F. Computer science
G. Business
H. Law
I. Medical/health sciences
J. Education
K. Other

18. What is the estimated percentage of students who took hybrid courses in the 2001–2002 academic year?
A. None
B. 1–4%
C. 5–9%
D. 10–19%
E. 20–29%
F. Greater than 30%
G. Don't know

The next few questions ask about students taking online distance courses, hybrid courses, and traditional courses with technology activities.

19. What is the estimated percent of students taking such courses who requested IT support for those courses in the 2001–2002 academic year?
A. None
B. Less than 10%
C. 10–24%
D. 25–49%
E. 50–74%
F. 75–99%
G. 100%
H. Don't know

20. How many central IT staff (FTEs) support students with their online distance courses, hybrid courses, and traditional courses with technology activities?
[Input number.]

21. How significant a challenge is it for IT to support students' online distance courses, hybrid courses, and traditional courses with technology activities, in the following areas?
[Rate each on a scale of 1–5, where 1=not a challenge, 5=very significant challenge.]

A. Student's lack of knowledge about technology
B. Network access/usage problems
C. Utilizing online course technology
D. Utilizing online course applications/tools
E. Keeping up with students' demand to implement emerging/cutting-edge technology in the classes

22. What is the estimated percentage of all students that you characterize as the following computer user types — now and in two years?
[Enter percentages as whole numbers. Must total 100%.]

	% Now	% In Two Years
A.	Leading edge: experiments frequently with emerging/cutting-edge computer applications/technology	
B.	Early adopter: uses advanced features in generally adopted computer applications/technology, may experiment with emerging/cutting-edge applications/technology: digital film editing, audio mixing, synching calendar with PDA/computer	
C.	Mainstream user: uses generally adopted computer applications/technology proficiently on a regular basis but not prone to experimentation: using word processing/spreadsheet/presentation apps, downloading music, playing video games	
D.	Laggard: tries to use generally adopted computer applications/technology but has problems utilizing basic features	
E.	Avoiders: will use computer as little as possible	

23. Please rate the following key challenges that your institution faces in supporting students in their uses of technology:
[Rate on a scale of 1–5, where 1=not a challenge, 5=very significant challenge.]

A. Responding to increasing technical support demands from students
B. Responding to increasing pedagogical support demands from students
C. Maintaining current technical infrastructure
D. Securing adequate funding to handle demand
E. Maintaining a standard network/user platform
F. Creating/offering easy-to-use tools to decrease support requirements
G. Providing 24 x 7 support
H. Upgrading classrooms to enable technology use

24. Which of the following statements best describes how the central IT staff is organized to provide technical support to students for e-learning today? Which will best describe your staff two years from now?
[Choose one answer per column.]

	Today	Two Years
A.	Support is provided by staffers who spend part of their time on this task	
B.	Support is provided by some staffers dedicated to this task	
C.	There are groups or departments that support students	

The next few questions ask about IT support of instructors.

25. Indicate the estimated percentage of all instructors at your institution that you characterize as the following computer user types — now and in two years:
[Enter percentages as whole numbers. Must total 100%. Should have warning if % exceed 100%.]

	% Now	% In Two Years
A.	Leading edge: experiments frequently with emerging/cutting edge computer applications/technology	
B.	Early adopter: uses advanced features in generally adopted computer applications/technology, may experiment with emerging/cutting edge applications/technology	
C.	Mainstream user: uses generally adopted computer applications/technology proficiently on a regular basis but not prone to experimentation	
D.	Laggard: tries to use generally adopted computer applications/technology but has problems utilizing basic features	
E.	Avoiders: will use computer as little as possible	

26. To what degree do you agree with this statement: My institution encourages instructors to incorporate technology into instruction.

A. Strongly agree
B. Somewhat agree
C. Neither agree nor disagree
D. Somewhat disagree
E. Strongly disagree

27. How does your institution encourage instructors to integrate technologies into instruction?
[Check all that apply]

A. Release time
B. Stipends
C. Special consideration for promotions or tenure
D. Mandatory with no special considerations
E. Other policies (please specify)
F. No institution practices
G. Don't know

28. Of the instructors who deliver online distance or hybrid courses, what is the estimated percentage of instructors who request IT support for those activities?

A. None
B. Less than 10%
C. 10–24%
D. 25–49%
E. 50–74%
F. 75–99%
G. 100%
H. Don't know
I. Don't offer online distance or hybrid courses

29. Of the instructors who deliver traditional courses with technology, what is the estimated percentage of instructors who request IT support for those activities?

A. None
B. Less than 10%
C. 10–24%
D. 25–49%
E. 50–74%
F. 75–99%
G. 100%
H. Don't offer traditional courses with technology

30. What campus organizations are most likely to support instructors' training requirements for online distance courses, hybrid courses, and traditional courses with technology in these areas?
[Choose only one response per line.]

Central IT
School/Dept. IT
Other
Don't Provide
Don't Know

A. One-on-one instruction/consulting sessions for technology training
B. One-on-one instruction/consulting sessions for pedagogy issues
C. Sessions/workshops/courses for technology training
D. Sessions/workshops/courses for pedagogy issues/methodology
E. Evaluation of instructors' effectiveness with e-learning tools
F. On-site classroom network/technology training classes
G. Pilot programs to test e-learning elements/distance learning in the classroom

31. How significant a challenge is it to support instructors' online distance courses, hybrid courses, and traditional courses with technology, in the following areas?
[Rate each on a scale of 1–5, where 1=not a challenge, 5=very significant challenge.]

A. Faculty's lack of knowledge about technology
B. Faculty's lack of confidence to use technology in teaching environment
C. Inconsistent technology: platforms, tools, software vary
D. Unreliable technology: Network/software crashes during teaching session
E. Keeping up with instructors' demand to learn emerging/cutting edge technology
F. Instructors' lack of knowledge about how to design courses utilizing technology to promote learning

32. Please rank in order of importance the following communication methods used to support instructors about online distance courses, hybrid courses, and traditional courses with technology, for the 2001–2002 and 2003–2004 academic years (AY).
[Enter rankings 1 (most important) through 6 (least important) in each column.]

	AY01–02 Ranking	AY03–04 Ranking
A.	Face-to-face individual meetings	
B.	Face-to-face classes, workshops, seminars	
C.	Videoconferencing	
D.	Synchronous (interactive) Web-based tools	
E.	Asynchronous tools	
F.	Other method	

33. What campus organizations are most likely to support instructors' requirements with online distance courses, hybrid courses, and traditional courses with technology in these areas?
[Check those that apply for each item.]

Central Faculty Resource Center
Central IT Organization
School/Dept. IT Organization
Other
Don't Provide
Don't Know

A. Networking/communications infrastructure
B. Hardware Procurement for classrooms
C. Classroom modifications/smart classrooms
D. Hardware procurement for instructors
E. Networking/communications support in classroom
F. Hardware support in classroom
G. Showcases of real-life instructional technology applications at institution
H. Curriculum adaptation for e-learning
I. Creation of e-learning course materials (Web sites, concept simulations, tests, etc.) for course
J. Online material research and review
K. Copyright research and approvals
L. Off-the-shelf authoring tools and software application procurement
M. Creation of customized applications/templates
N. Authoring tools and software application support
O. Learning object repositories
P. Telephone help desk devoted to e-learning/ technology issues
Q. Support group meetings
R. Listservs
S. Computer-based or Web-based instructional tools
T. Online reference resources
U. In-class support/mentoring while teaching
V. Online community tools

34. Rate the importance of the following IT resources to support instructors' activities with online distance courses, hybrid courses, and traditional courses with technology.
[Rate on a scale of 1–5, where 1=not at all important, 5=very important.]

A. Curriculum adaptation for e-learning
B. Creation of e-learning course materials (Web sites, concept simulations, tests, etc.) for course
C. Online material research and review
D. Copyright research and approvals
E. Off-the-shelf authoring tools and software application procurement
F. Creation of customized applications/templates
G. Authoring tools and software application support
H. Learning object repositories
I. Telephone help desk devoted to e-learning/technology issues
J. Support group meetings
K. Listservs
L. Computer-based or Web-based instructional tools
M. Online reference resources
N. In-class support/mentoring while teaching
O. Online community tools

35. How many FTEs in the central IT organization support instructors in the instructional use of technology? Include people that provide training.
[Input number.]

36. Of your total IT support effort for instructional use of technology, what percentage of effort goes to these activities?
[Enter percentages in whole numbers. Should total 100%.]

A. Assisting with hardware, network, technology infrastructure issues
B. Assisting with the selection of appropriate technical tools and resources
C. Assisting with pedagogical issues to adapt/develop curriculum and course materials
D. Training instructors with technology
E. Troubleshooting network outages
F. Managing network availability and capacity
G. Creating e-learning course elements under the guidance of instructors
H. Researching online material and copyright issues
I. Managing intellectual property issues
J. Other

37. Please rate the following key challenges that your institution faces in supporting instructors in the use of technology:
[Rate on a scale of 1–5, where 1= not a challenge, 5=very significant challenge.]

A. Responding to increasing technical support demands from instructors
B. Responding to increasing pedagogical support demands from instructors
C. Maintaining current technical infrastructure
D. Securing adequate funding to handle demand
E. Maintaining a standard network/user platform
F. Creating/offering easy-to-use tools to decrease support requirements
G. Providing 24 x 7 support
H. Upgrading classrooms to enable technology use

38. Which of the following statements best describes how the central IT staff is organized to provide technical support (excluding training) to instructors for e-learning today? Which will best describe your staff two years from now?

Today In Two Years

A. Support is provided by staffers who spend part of their time on this task.
B. Support is provided by some staffers dedicated to this task.
C. There are groups or departments that support instructors.

39. Which of the following statements best describes how the central IT staff is organized to provide training to instructors for e-learning today? Which will best describe your staff two years from now?

Today In Two Years

A. Support is provided by staffers who spend part of their time on this task.
B. Support is provided by some staffers dedicated to this task.
C. There are groups or departments that support instructors.

40. To what extent do you agree with the following statements about institutional spending for supporting instructors' IT and instructional needs for e-learning courses?
[Rate on scale from Strongly Agree to Strongly Disagree.]

Strongly Agree
Somewhat Agree
Neither Agree nor Disagree
Somewhat Disagree
Strongly Disagree
Don't Offer

A. Our spending in support of online distance courses is adequate.
B. Our spending in support of hybrid courses is adequate.
C. Our spending in support of traditional courses using technology is adequate.

41. To what extent do you agree with the following statements about institutional spending for supporting students' IT needs for e-learning courses?
[Rate on scale from Strongly Agree to Strongly Disagree.]

Strongly Agree
Somewhat Agree
Neither Agree nor Disagree
Somewhat Disagree
Strongly Disagree
Don't Offer

A. Our spending in support of online distance courses is adequate.
B. Our spending in support of hybrid courses is adequate.
C. Our spending in support of traditional courses using technology is adequate.

42. To what extent do you agree with the following statements?
[Rate on scale from Strongly Agree to Strongly Disagree.]

Strongly Agree
Somewhat Agree
Neither Agree nor Disagree
Somewhat Disagree
Strongly Disagree
Don't Offer

A. The growth in demand for IT support for instructors' use of technology is outpacing our ability to provide this support.
B. The growth in demand for IT support for student instructional use of technology is outpacing our ability to provide this support.

43. To what extent do you agree with the following statements?
[Rate on scale from Strongly Agree to Strongly Disagree.]

Strongly Agree
Somewhat Agree
Neither Agree nor Disagree
Somewhat Disagree
Strongly Disagree
Don't Offer

A. Providing IT support to instructors for online distance learning is a priority.
B. Providing IT support to instructors for hybrid courses is a priority.
C. Providing IT support to instructors for traditional courses using technology is a priority.

44. What academic areas at your institution currently offer online distance learning and hybrid courses? [Check all that apply.]

Offers online distance-learning courses
Offers hybrid courses

A. Physical sciences (Chemistry, physics, etc.)
B. Life sciences (Biology, etc.)
C. Social sciences (Anthropology, psychology, etc.)
D. Liberal arts (Language arts/history)
E. Math
F. Computer science
G. Business
H. Law
I. Medical/health sciences
J. Education
K. Other

45. What academic areas currently operate their own IT organizations? Which of these local IT departments offer instruction technology support? [Check all that apply.]

Operates Own IT Organization
Provides Instructional Technology Support

A. Physical sciences (Chemistry, physics, etc.)
B. Life sciences (Biology, etc.)
C. Social sciences (Anthropology, psychology, etc.)
D. Liberal arts (Language arts/history)
E. Math
F. Computer science
G. Business
H. Law
I. Medical/health sciences
J. Education
K. Other

46. Estimate the percentage of total IT support FTEs who support instructors or students with instructional technology at your institution who are in the following areas. [Enter percentages as whole numbers. Must total 100%.]

A. Centralized IT organization
B. Department/school IT organization
C. Dedicated instructional technology support organization
D. Other

47. Which of the following statements best describes the direction of all FTEs supporting instructional technology at your institution for the 2002–2003 academic year?

A. The percentage of the FTEs that are in central IT will increase.
B. The percentage of the FTEs that are in central IT will stay about the same.
C. The percentage of the FTEs that are in departmental/school IT organizations or other decentralized IT organizations will increase.
D. None of the above
E. Don't know

48. Considering the answers that you have given about instructional technology support in this survey, which of the following have your answers been most representative of:

A. Entire institution (central IT, department/school, and other organizations providing support if any)
B. Central IT
C. Department/school IT
D. Dedicated instructional technology support organization
E. Other

49. EDUCAUSE plans to conduct telephone interviews with some institutions to probe further into the technical and instructional support issues for instructors' online distance courses, hybrid courses, and traditional courses with technology activities. Would you be willing to participate in a follow-up telephone interview?

A. Yes
B. No

50. Please provide the following information:

A. EDUCAUSE ID (supplied in e-mail message)
B. Institution/location
C. Your name
D. Title
E. Phone number
F. E-mail