



COVID-19

Explorance Quick Pulse: Higher Education Impact Survey Insights Report

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Background, Objectives, & Methodology

Background & Objectives

- Inspired by suggestions from some of Bluenotes community members (Blue-using institutions), Explorance conducted the COVID-19 Higher Education Impact Survey in April 2020
- The survey measured perceptions of Bluenotes community members during the COVID-19 pandemic
- The specific objectives of this survey were to:
 - Measure perceptions in various areas including the impact of COVID-19 on roles and responsibilities, priorities, challenges, technology uses, and help needed from institutions
 - Develop a rich perspective that can be beneficial in helping our Bluenotes community members manage the impact of COVID-19 on course evaluations and feedback processes

Methodology

- The survey was available to be taken online from April 7 through April 24, 2020
- Bluenotes community members (Blue-using institutions) working in course evaluations and feedback processes were invited to participate in the survey through private email invitations (using BlueX)
 - [17 questions \(Appendix K\)](#) around the impact of COVID-19 on roles and responsibilities, priorities, challenges, technology uses, and help needed from institutions
- We received [190 responses from 142 institutions](#)
- More information about the analysis used in this webinar can be found in [Appendices A-J](#)

Executive Summary:

Key Perception Findings (1/3)

- Work responsibilities increased at this time, but little change in roles during and after the pandemic
 - Baccalaureate colleges reported little change during the pandemic and expected little change after the pandemic
 - Associate's colleges didn't see much change in work responsibility and role during the pandemic, but expected expanded role after the pandemic
 - Research universities reported most changes during the pandemic, but the expected future impact was reported to be minimal
- Overall agreement on their institution's preparedness to manage course evaluations during the pandemic, despite the unprecedented circumstances
 - The area with the least agreement is an institution's ability to provide resources to take action based on student feedback
 - There is a perception gap between individual professionals and the management, regarding the availability of resources to take actions based on student feedback

Executive Summary:

Key Perception Findings (2/3)

- Moving courses online and engaging with students and instructors are the two [top priorities](#) reported
 - Baccalaureate colleges reported implementing policy changes in course evaluation as their 2nd priority
 - A larger percentage of respondents in private not-for-profit institutions than public institutions reported engaging with students and instructors as their top priority
 - A larger percentage of respondents at a senior level (director and up) than managers or individual professionals reported engaging with students and instructors as their top priority
- Planning/preparing and working remotely as the two most frequently reported [key challenges](#)
 - Smaller institutions were mostly challenged with getting resources as the 3rd challenge
 - Larger institutions expressed fast decisions on evaluation policy as the 3rd challenge

Executive Summary:

Key Perception Findings (3/3)

- **Technology needs and uses during the pandemic**
 - [Nearly everyone has the technology](#) to perform their responsibilities remotely during the pandemic
 - Not surprisingly, technologies to connect with each other are reported as most [important technologies](#) in performing work responsibilities during the pandemic
- **How can your institution help you do your job well during this period?**

Clear decisions and transparent communications as help needed from institutions

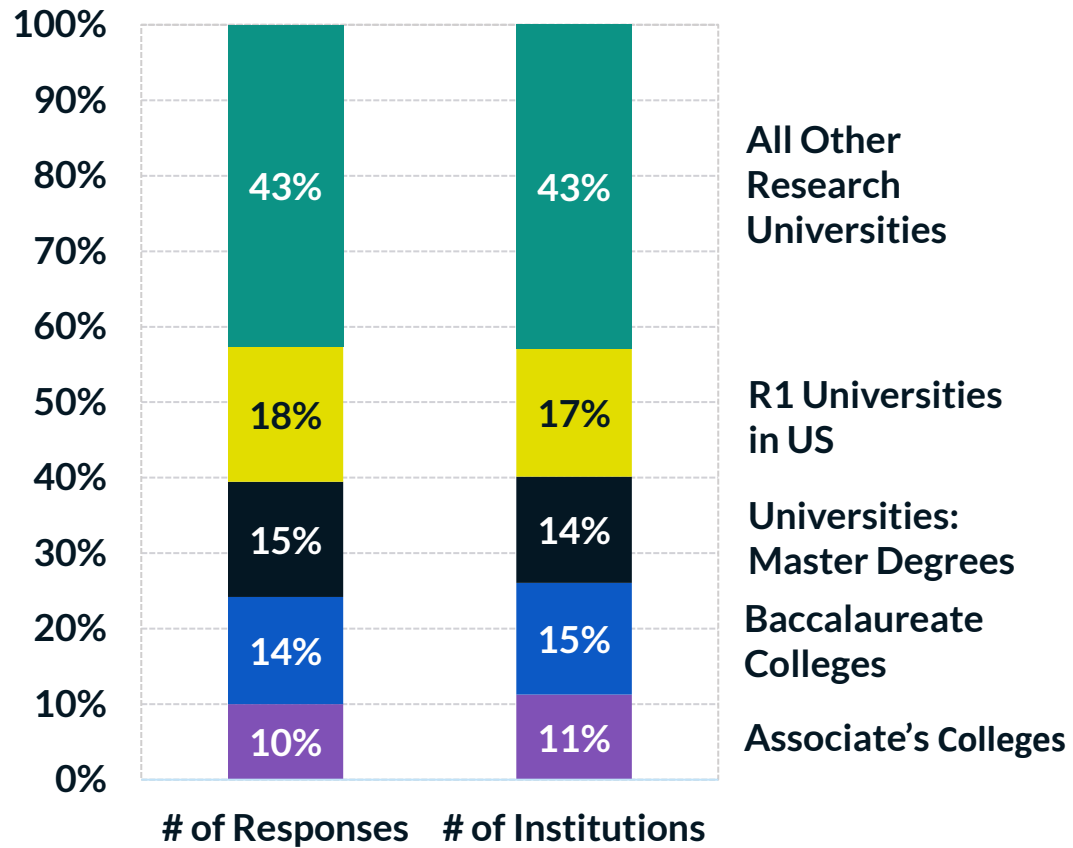
- In response to “[How can your institution help you perform your responsibilities well during this period?](#)”, the basic elements that engender trust are reported as the most needed help



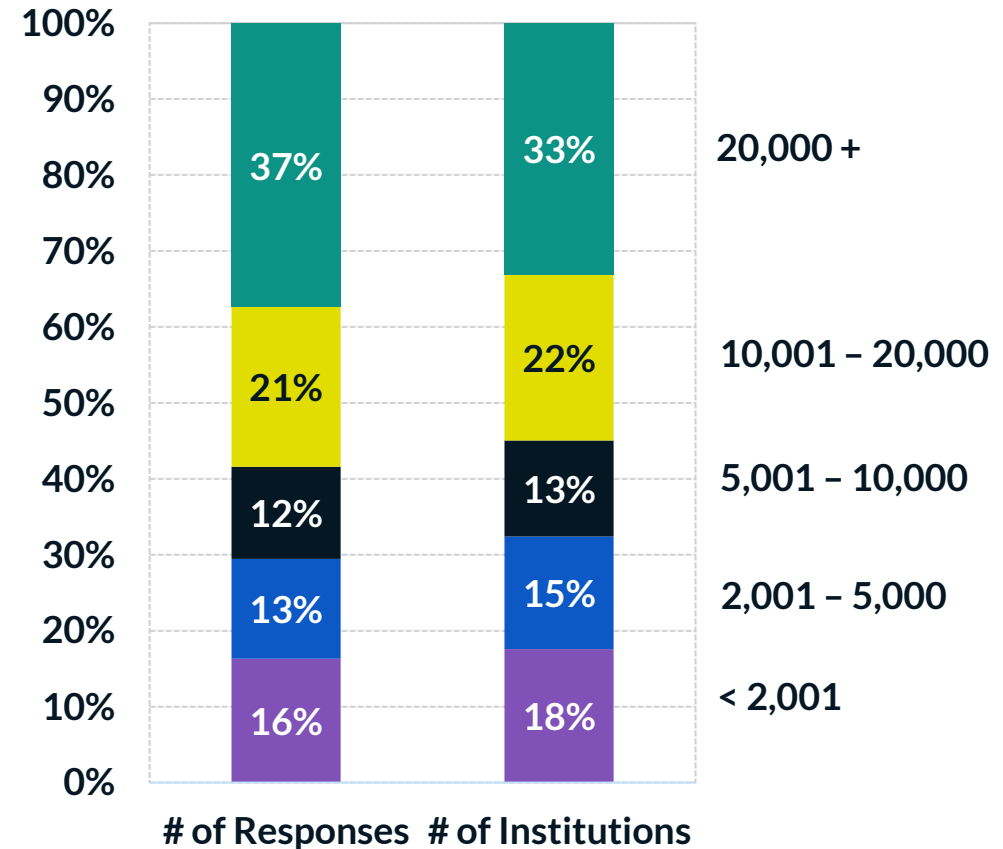
Respondent Characteristics

Respondents by Demographics

By HE Classification

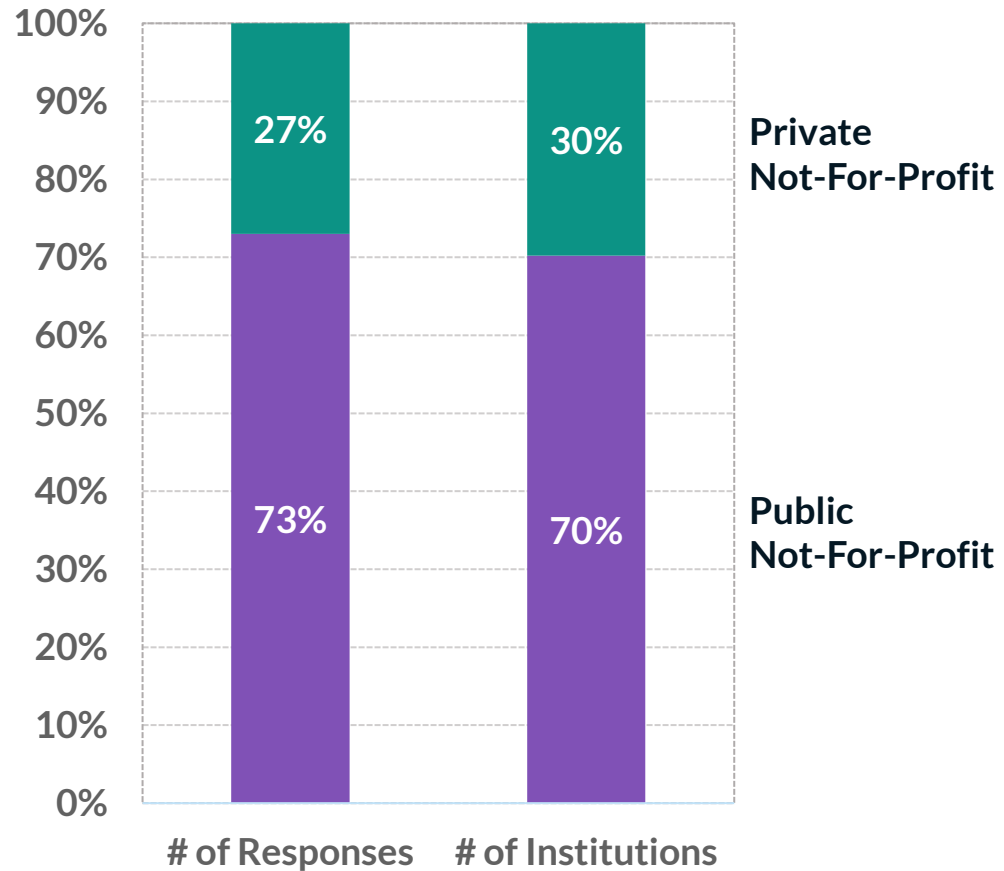


By FTE Size Category

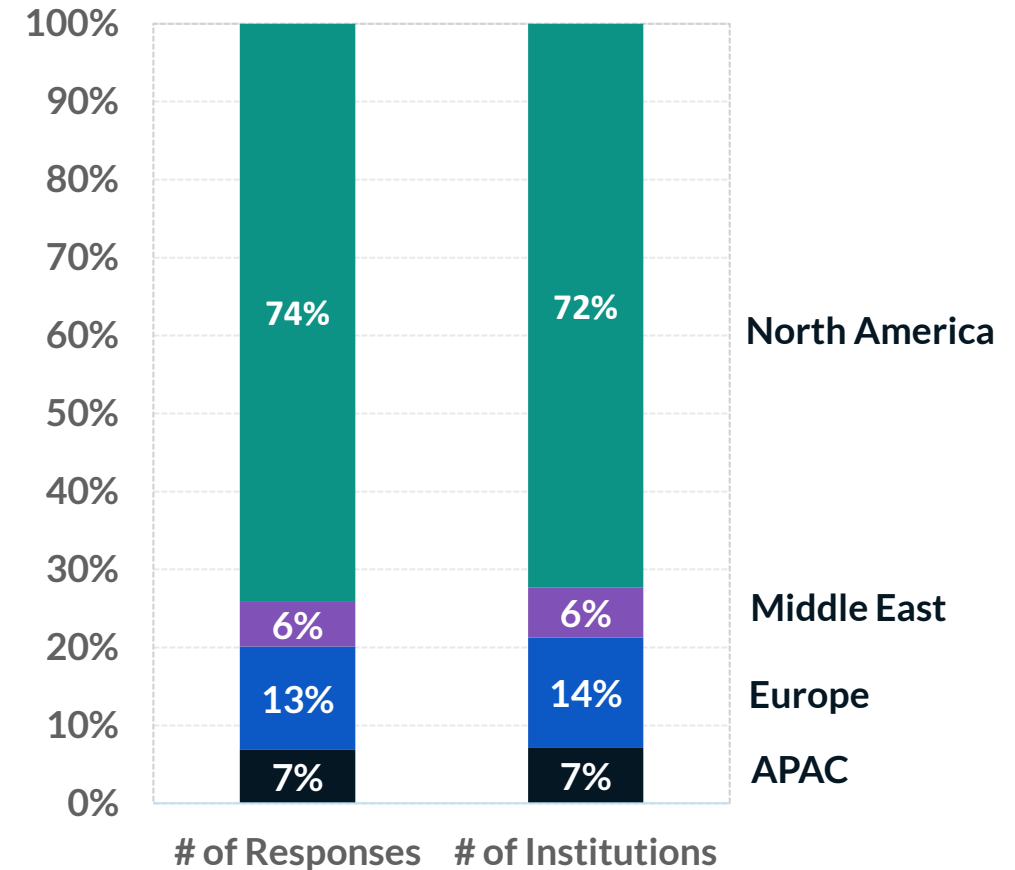


Respondents by Demographics

By Legal Control Type

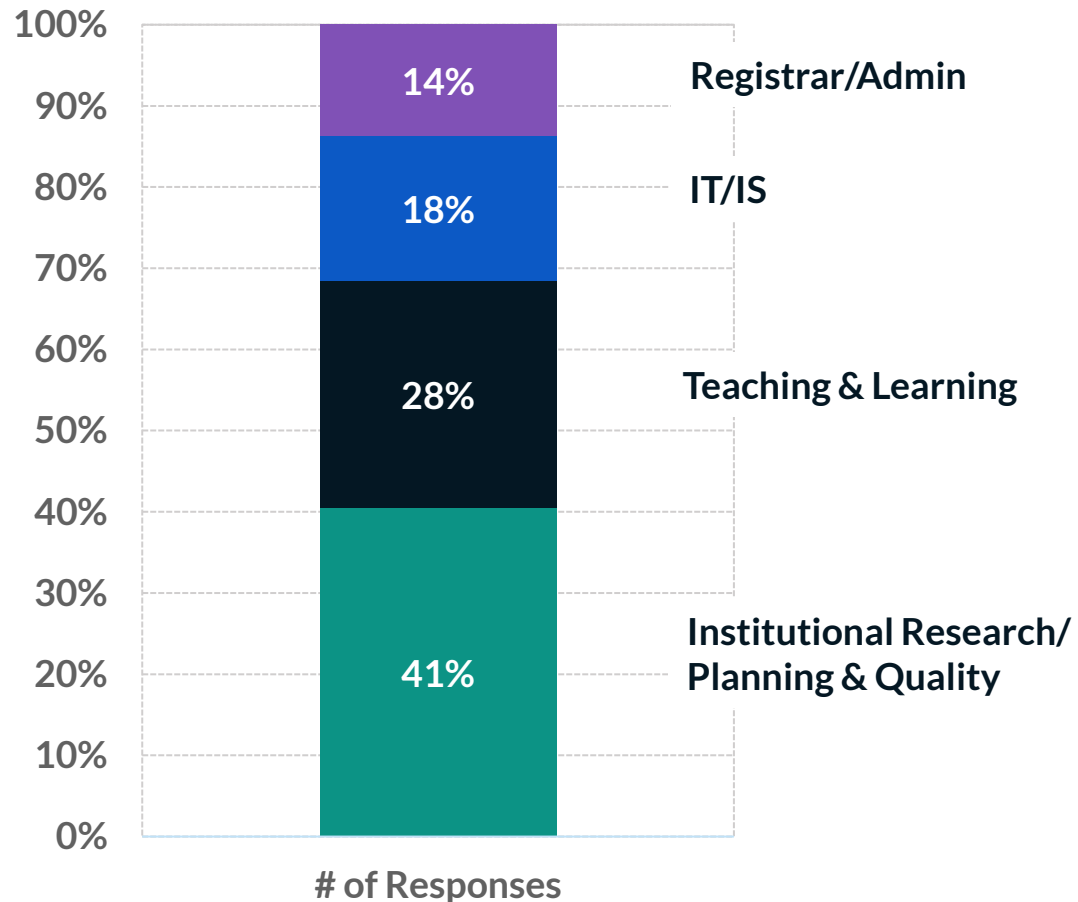


By Region

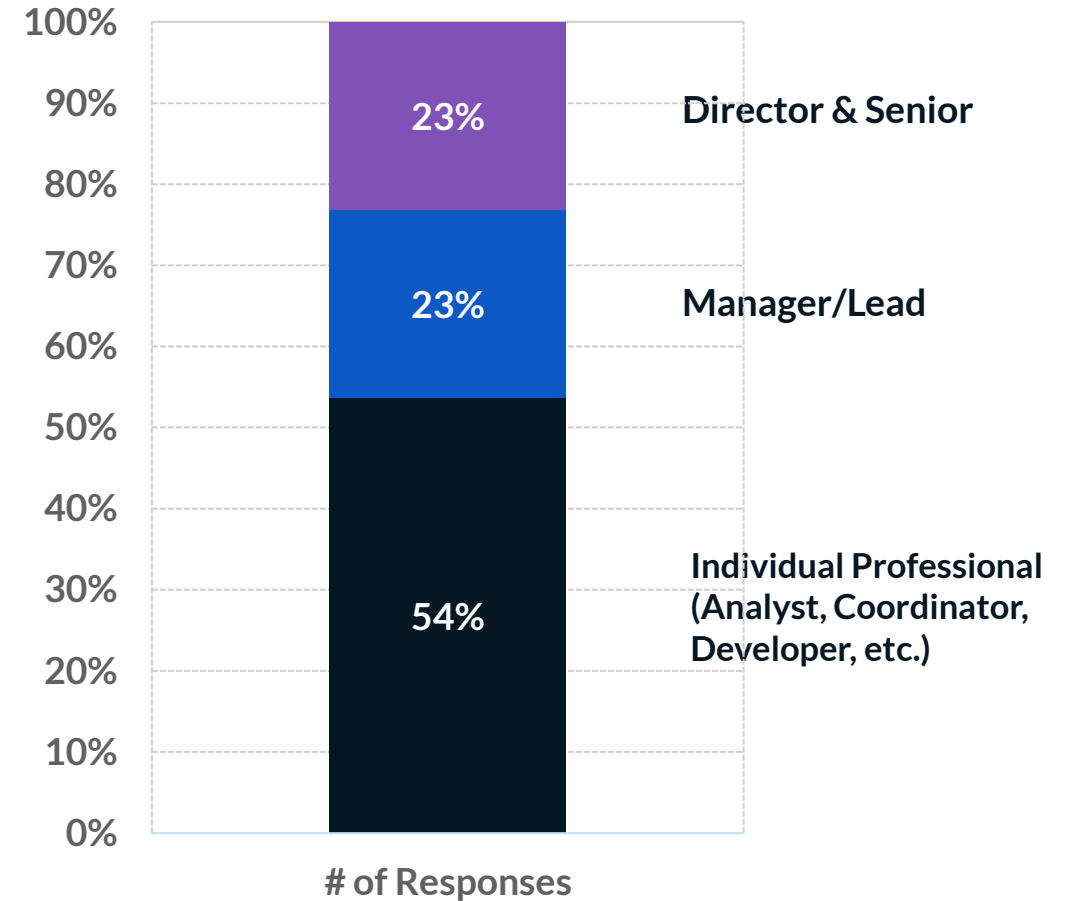


Respondents by Demographics

By Function



By Job Level



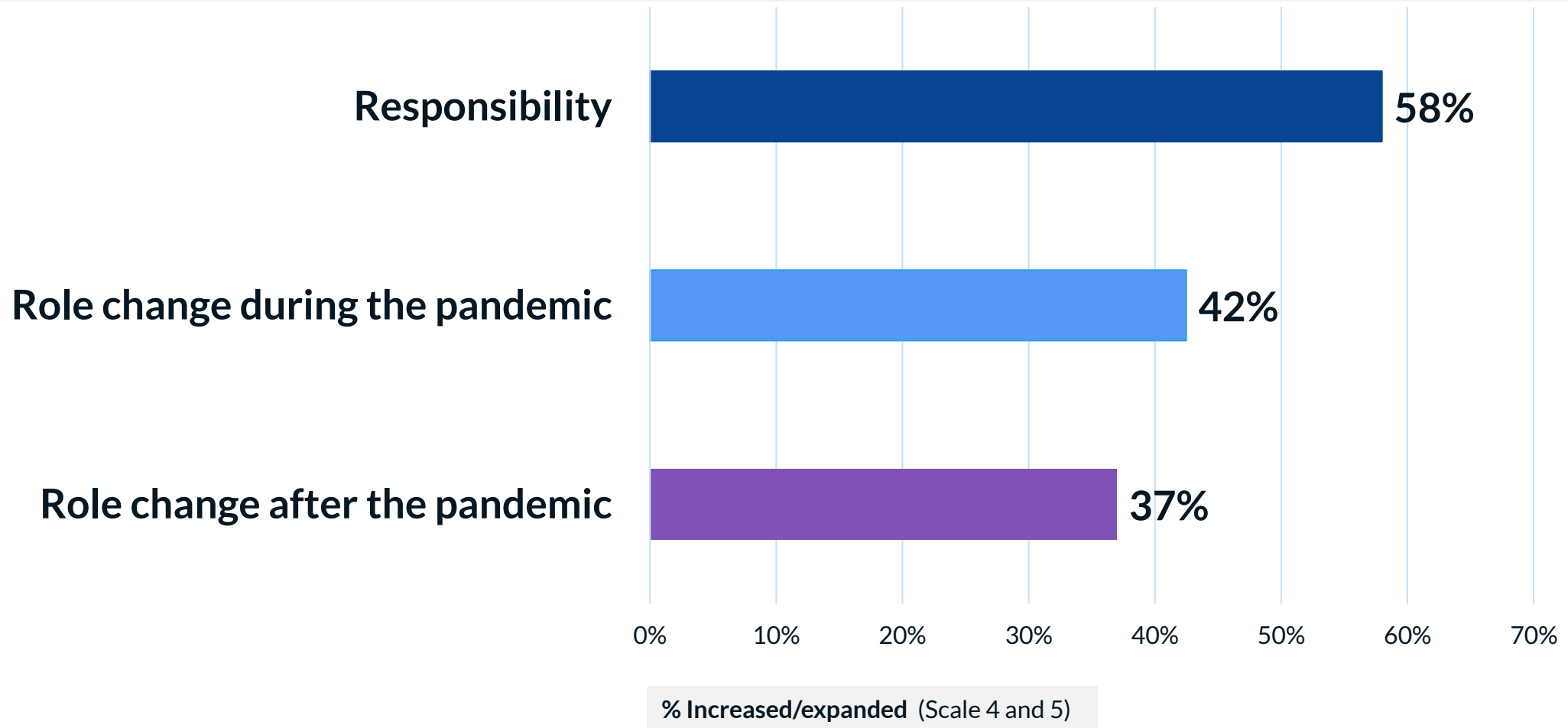


Overall Perceptions on Impact of COVID-19 on Course Evaluations

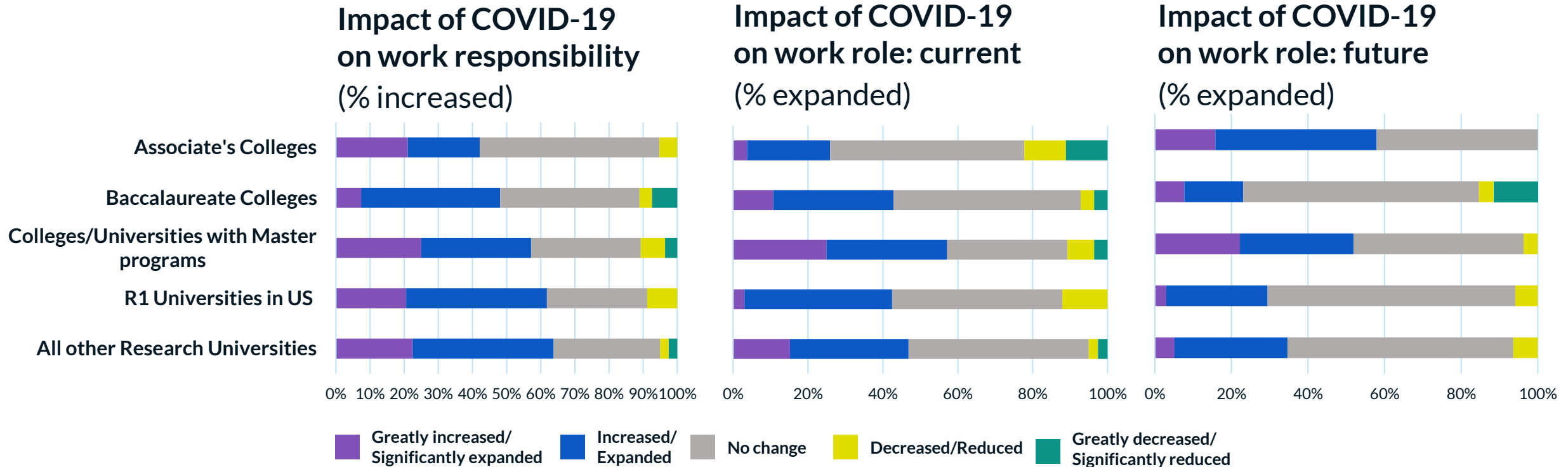
Questions on Roles and Responsibilities

- To what degree has the **COVID-19** pandemic impacted your responsibilities at work at the moment, on a scale of 1-5
 - 1 being greatly decreased, 3 being no change, and 5 being greatly increased
- To what level do you see your role at work has changed during the **COVID-19** pandemic, on a scale of 1-5
 - 1 being significantly reduced, 3 being no change, and 5 being significantly expanded
- To what level do you see that your role at work will change after the **COVID-19** pandemic, on a scale of 1-5
 - 1 being significantly reduced, 3 being no change, and 5 being significantly expanded

A larger proportion of respondents report that COVID-19 increased work responsibilities, while most of them don't see much change in their roles

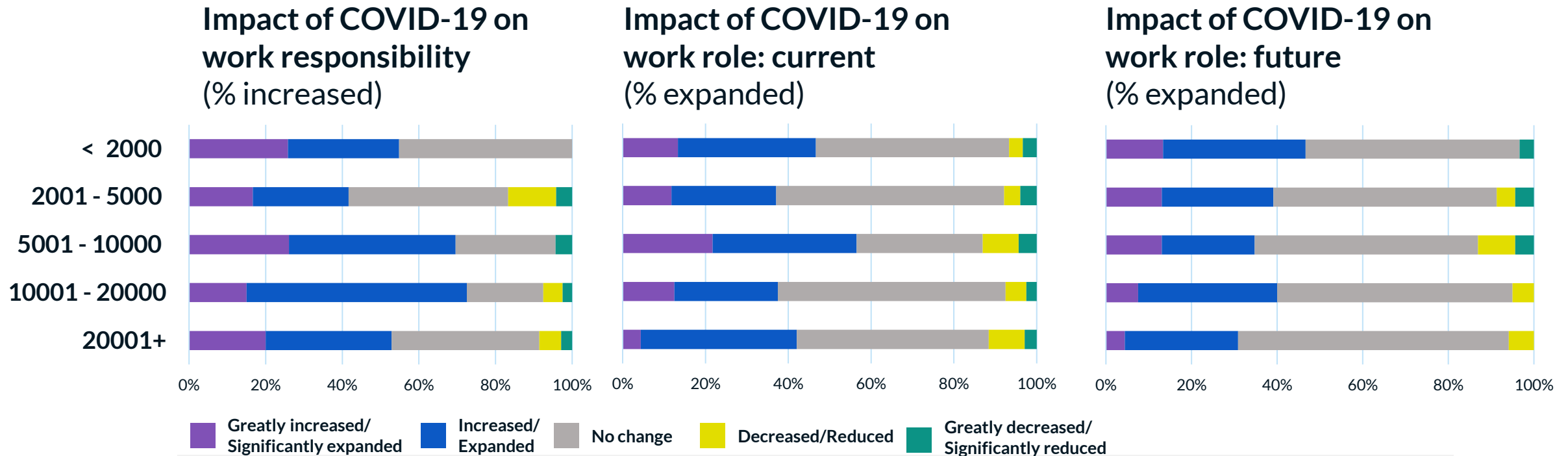


The Impact of COVID-19 on Roles and Responsibilities by HE Classification



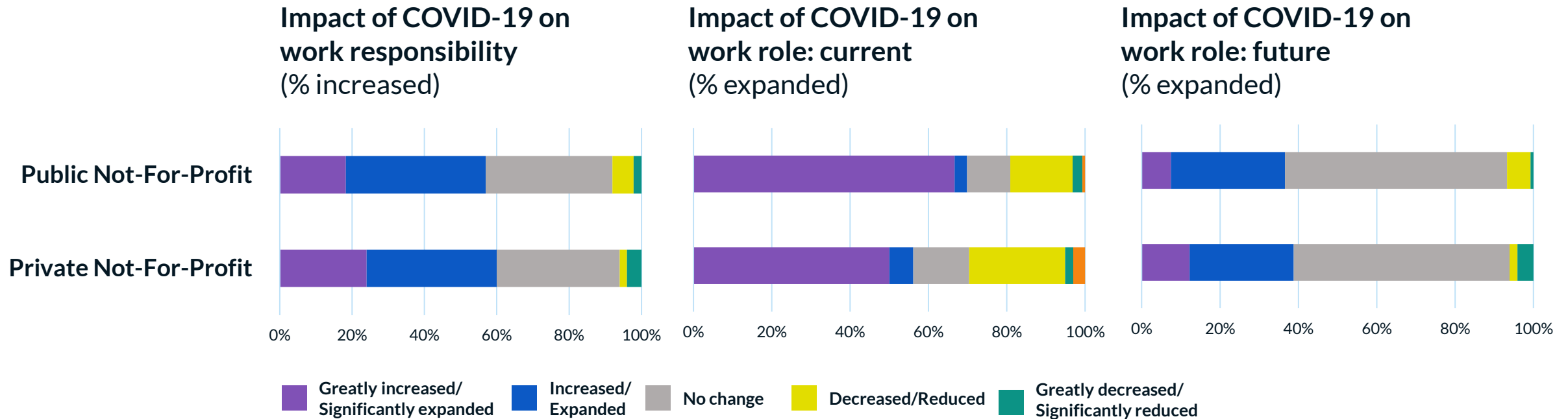
- Institutions with graduate programs reported increased work responsibilities during the pandemic
- Associate's colleges didn't see much change in responsibility and role during the pandemic, but expected expanded role after the pandemic

The Impact of COVID-19 on Roles and Responsibilities by FTE Size



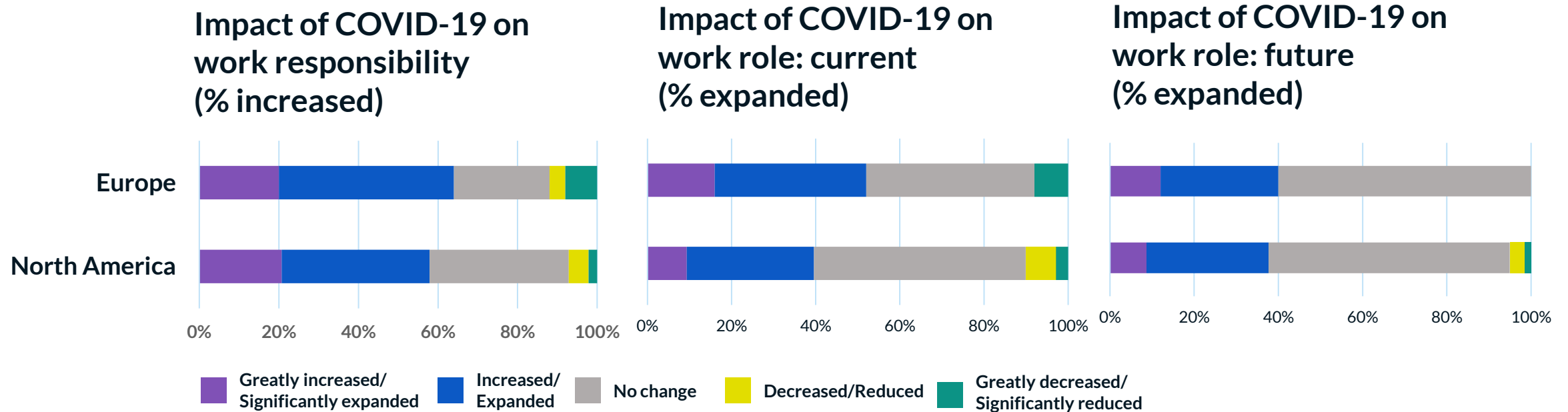
- Larger Institutions reported increased responsibilities during the pandemic, but not much change in roles during and after the pandemic
- Institutions with the FTE size of 5K-10K appear to be most affected by the COVID-19 during the pandemic with increased work responsibilities and expanded role
- Institutions with the FTE size less than 2,000 appear to be affected more than institutions with the FTE size of 2K-5K

The Impact of COVID-19 on Roles and Responsibilities by Legal Control Type



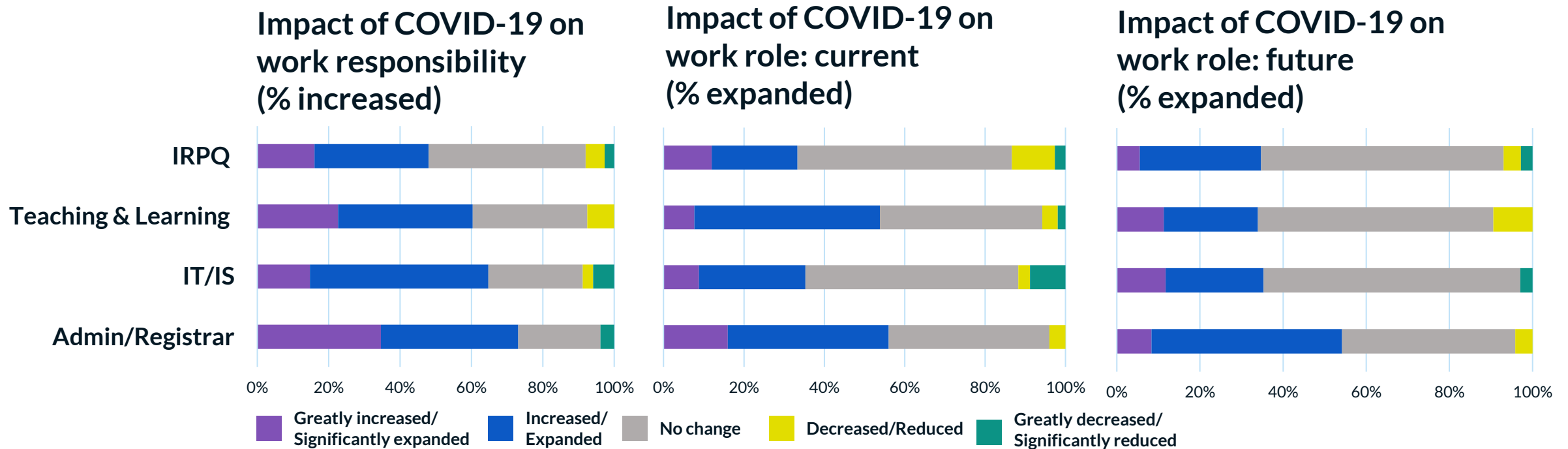
- Both public and private not-for-profit institutions show similar patterns in responsibilities and during the pandemic and in role after the pandemic
- More respondents in public institutions than in private not-for-profit institutions reported expanded role during the COVID-19 pandemic

The Impact of COVID-19 on Roles and Responsibilities by Region: North America & Europe



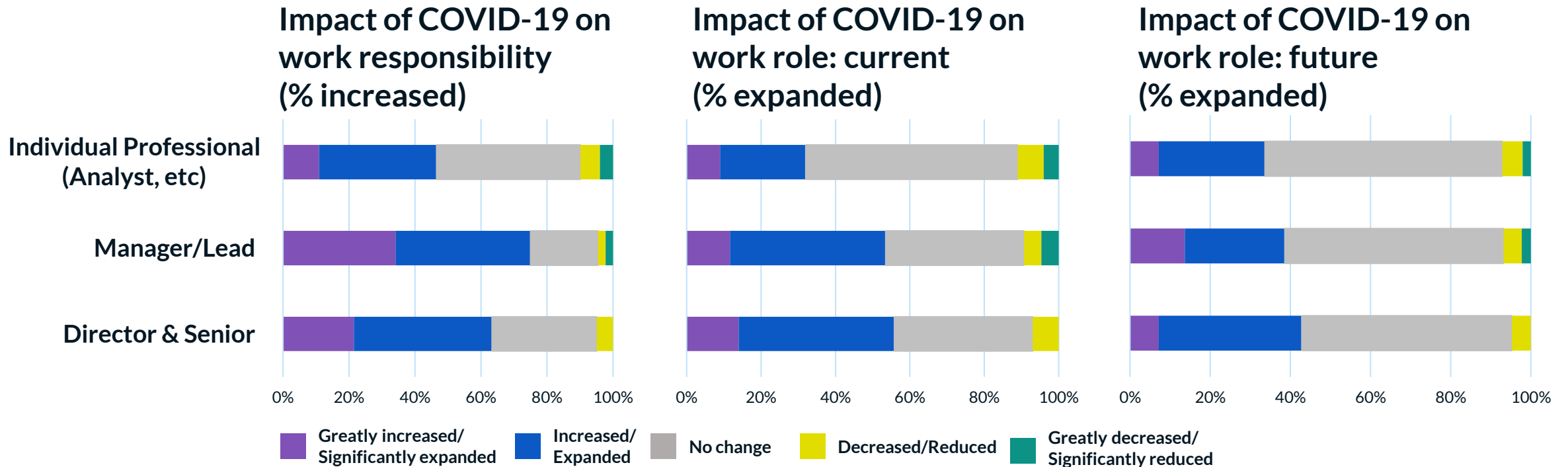
More Respondents in Europe reported increased responsibility and expanded role during the COVID-19 pandemic

The Impact of COVID-19 on Roles and Responsibilities by Function



- Increased work responsibilities are reported across all functions – the least is institutional research/planning & quality
- IRPQ and IT appear to be least affected by the COVID-19 pandemic with respect to work role
- On the other hand, Academic Affairs/Registrar reported not only increased responsibility but also expanded role during the pandemic and after the pandemic

The Impact of COVID-19 on Roles and Responsibilities by Job Level



- While less than 50% of individual professionals reported increased work responsibility or role, those at the manager level and up reported increased work responsibility and expanded role during the COVID-19 pandemic



The Impact of COVID-19 on Roles and Responsibility

- A larger proportion of respondents report that COVID-19 increased work responsibilities, while most of them don't see much change in their roles
- Exceptions by demographics (Possible future work to gain more insights on the expanded responsibility)
 - Baccalaureate colleges reported not much change during and after the pandemic
 - Associate's colleges didn't see much change in responsibility and role during the pandemic, but expected expanded role after the pandemic
 - Research universities reported most changes during the pandemic, but the expected future impact was reported to be minimal
 - Institutions with the FTE size of 5K-10K indicated expanded roles during the COVID-19 pandemic
 - Public not-for-profit institutions expressed expanded role during the COVID-19 pandemic
 - More Respondents in Europe reported increased responsibility and expanded role during the COVID-19 pandemic
 - Academic Affairs/Registrar reported increase in expanded work role during the pandemic and after the pandemic
 - Those at the manager level and up reported expanded role during the COVID-19 pandemic

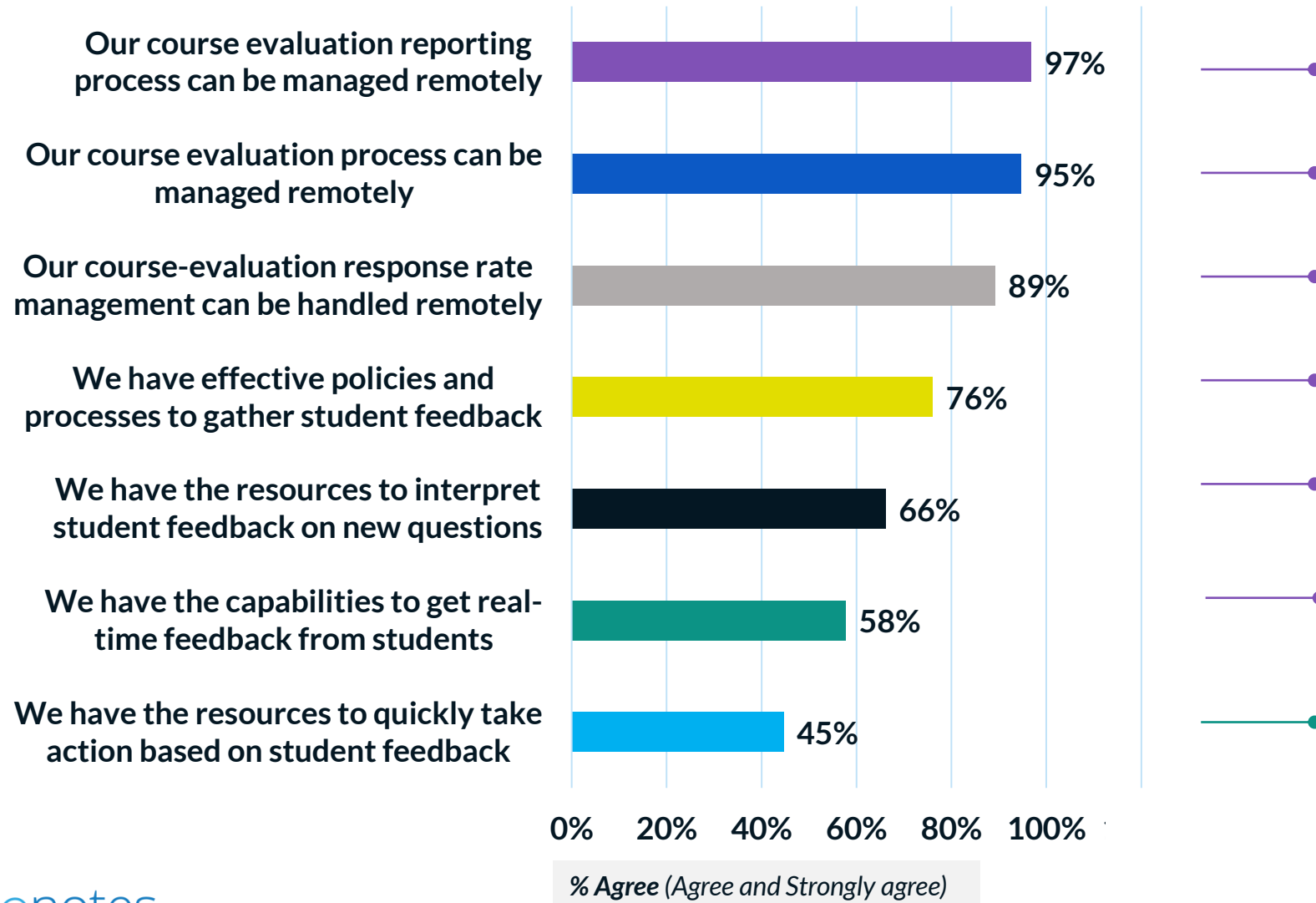
“Prepared”?

Given the changes you have made in response to the COVID-19 pandemic, please indicate your level of agreement with the following statements.

- We have effective policies and processes to gather student feedback
- We have the resources to interpret student feedback on new questions
- We have the resources to quickly take action based on student feedback
- We have the capabilities to get real-time feedback from students
- Our course evaluation process can be managed remotely
- Our course evaluation response rate management can be handled remotely
- Our course evaluation reporting process can be managed remotely

Feedback data gathering, reporting, and closing-the-loop capabilities during the pandemic

(More information about the analysis used in this report can be found in [Appendices C.1-C.6](#))



Most respondents agreed on their institutions' course evaluation capabilities, despite this pandemic

Less agreement on the resource availability to act on student feedback



Perceptions on “Preparedness”

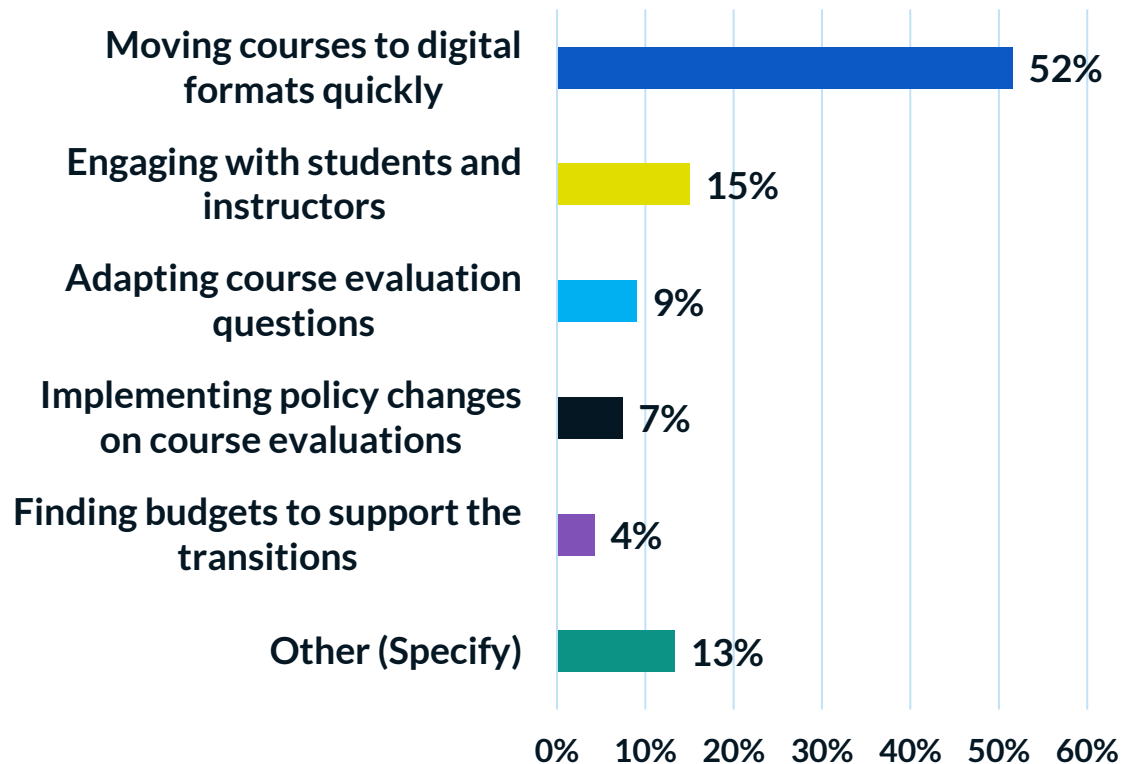
- Overall agreement on an institutions’ capabilities to manage course evaluations remotely, despite the unprecedented circumstances
- The area of least agreement is an institution’s ability to provide resources to take actions based on student feedback
- A [perception gap](#) between the individual professionals and the management
 - Individual professionals expressed less agreement on the resource availability to take action based on student feedback ([Appendix C.6](#))
- More information about the analysis used in this report can be found in [Appendices C.1-C.6](#)

Questions on Top Priority and Challenges



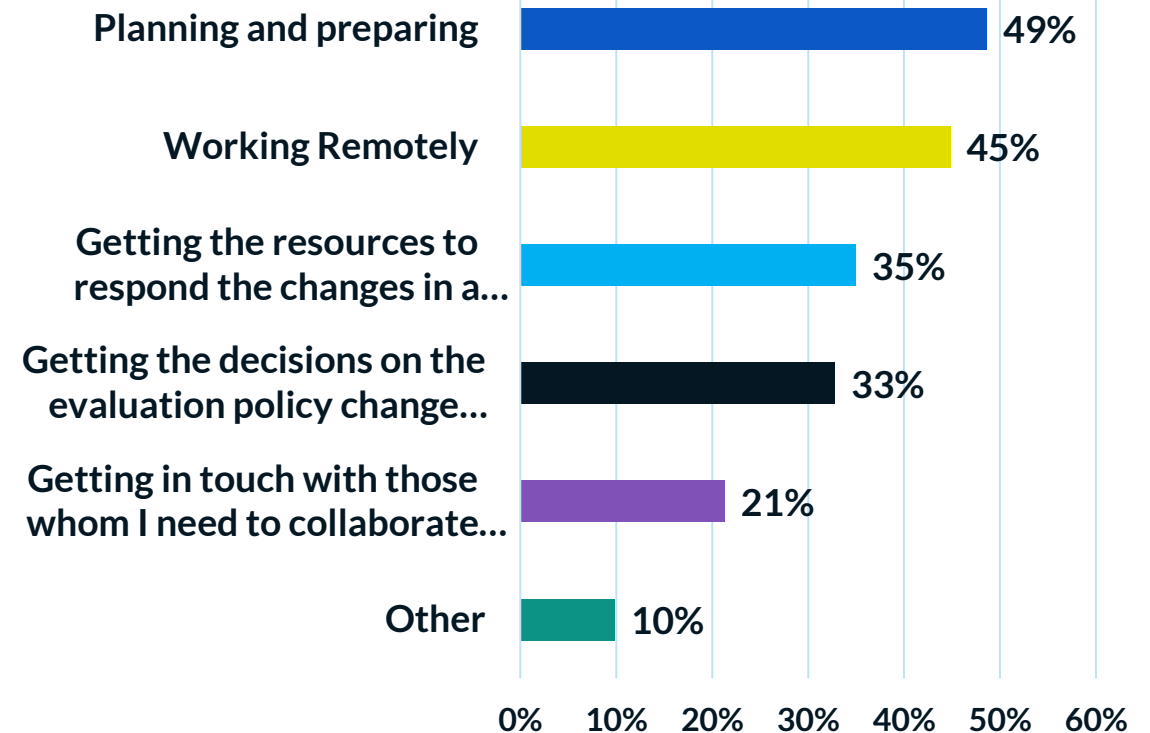
- What is your top priority for your institution at this moment?
- As courses are being moved online, what are the key challenges for you at this time?

Top Priority: Not surprisingly, moving courses online is the top priority while engaging with students and instructors is the 2nd priority
(More information used the analysis in [Appendix A](#))



Challenges: Planning/preparing and working remotely are the two most frequently mentioned challenges, as courses are being moved online
(More information used the analysis in [Appendix B](#))

(an average of 1.9 challenges per respondent reported)



[Students suing 25 universities for refund](#)

Top Priority and Challenges

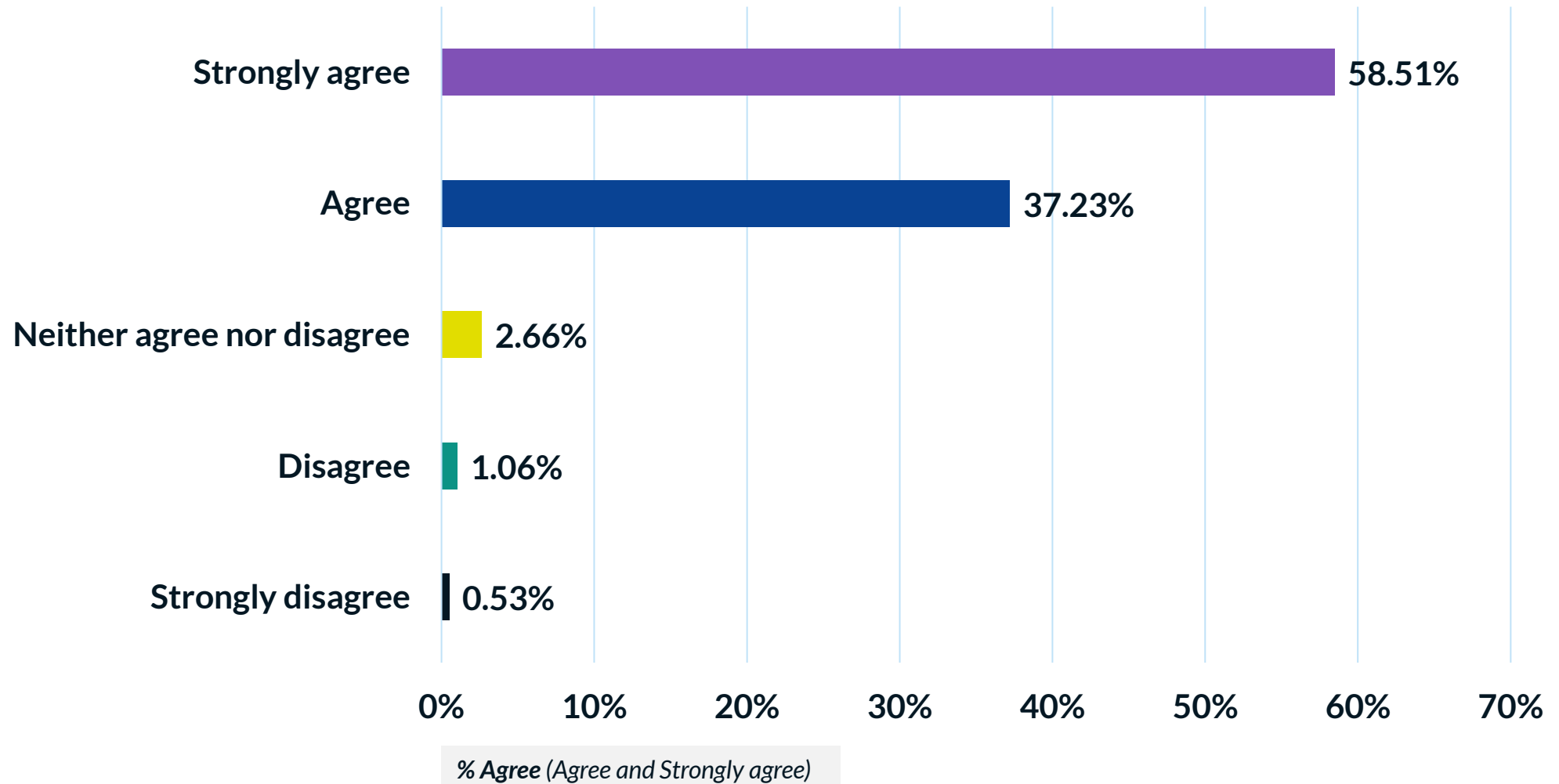


- **Moving courses online and engaging with students and instructors are reported as two top priorities**
 - Those in Baccalaureate colleges reported the challenge in supporting/running course evaluation systems
 - More respondents in private institutions reported Engaging with students and instructors as the priority than public institutions
 - More respondents at a senior level reported Engaging with students and instructors as the priority than managers or individual professionals
 - More information about the analysis used in this report can be found in [Appendix A](#).
- **Planning/preparing and working remotely as the two key challenges**
 - Smaller institutions were mostly challenged with getting resources as the 3rd challenge
 - Larger institutions expressed fast decisions on evaluation policy as the 3rd challenge
 - More information about the analysis used in this report can be found in [Appendix B](#).

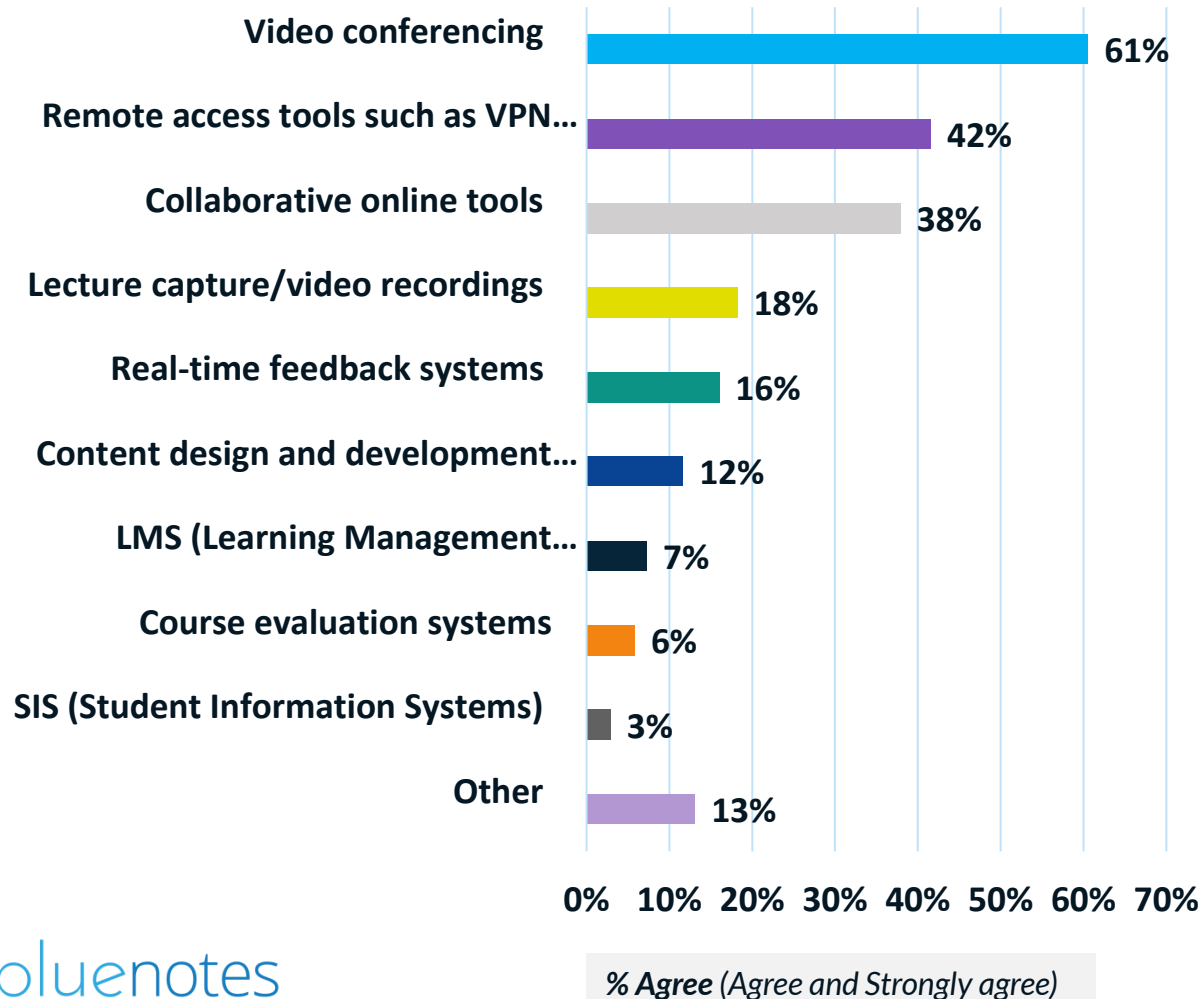
Questions on Technologies

- Agreement: I have the technology necessary to perform my responsibilities remotely at this moment.
- What specific technologies do you need now that you didn't need before?
- What are the top three technologies that are most important to you in performing your responsibilities at this moment?

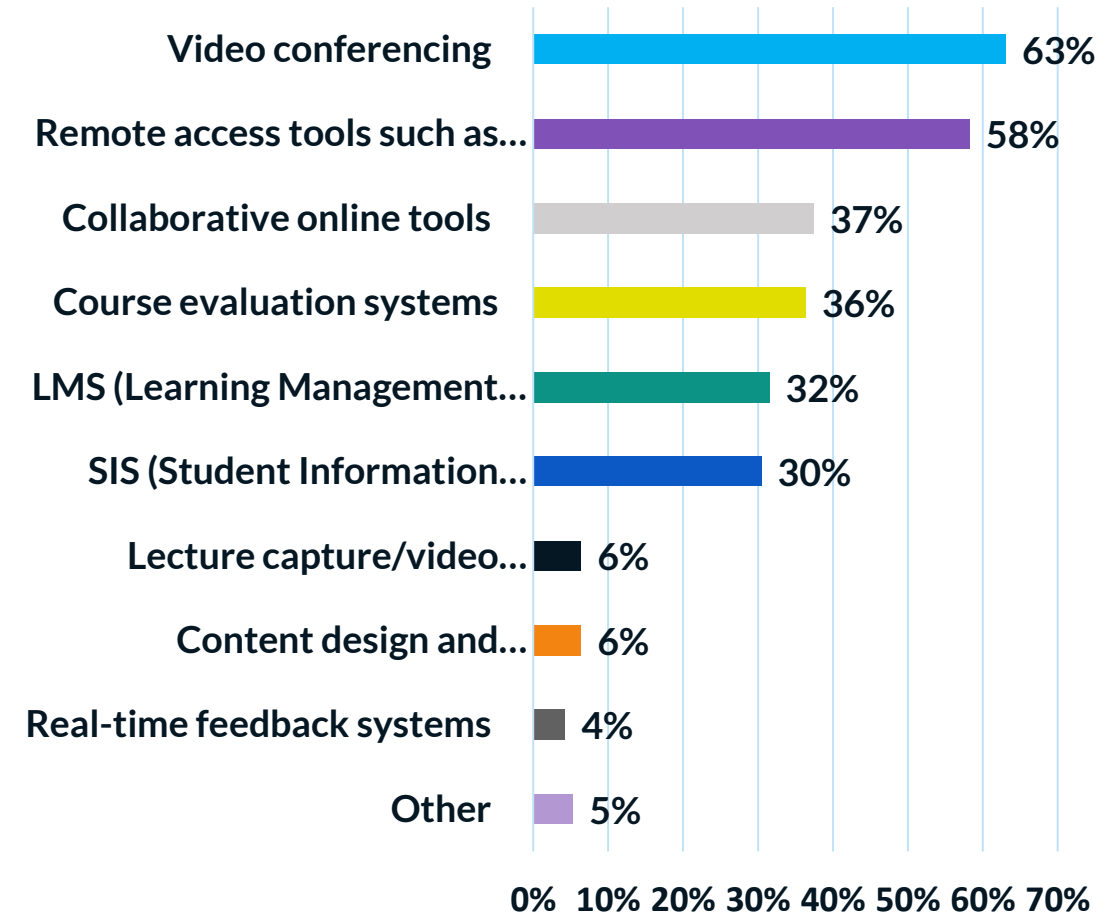
Nearly everyone has the technology to perform their responsibilities remotely



New Needs: Tools to connect with others are the most frequently mentioned as the technologies they didn't need before the pandemic, but need now during the pandemic



Most Important: Tools to connect with others are the technologies that are most important in performing responsibilities at this moment





Technology Needs and Uses during the Pandemic

- Nearly everyone has the technology to perform responsibilities remotely during the pandemic
- Not surprisingly, technologies to connect with each other are most important technologies in performing work responsibilities during the pandemic
 - More individual Professionals expressed the importance of remote access tools than managers and up
- More information about the analysis used in this report can be found in Appendices G-I.

Reflecting, as we summarize



01

Top Priority:

Two Most Frequently Expressed

- Moving courses to online
- Engaging with students and instructors

Key Challenges:

Two Most Frequently Expressed

- Planning/Preparing
- Working Remotely

02



03



Technology Meets Current Needs

Nearly everyone agrees that they have the technologies to perform their responsibilities during this pandemic - video conferencing tools, remote access tools, and collaboration tools

Gap

Even though technology may be meeting needs, working remotely is still reported as a key challenge. So, what's missing?

04

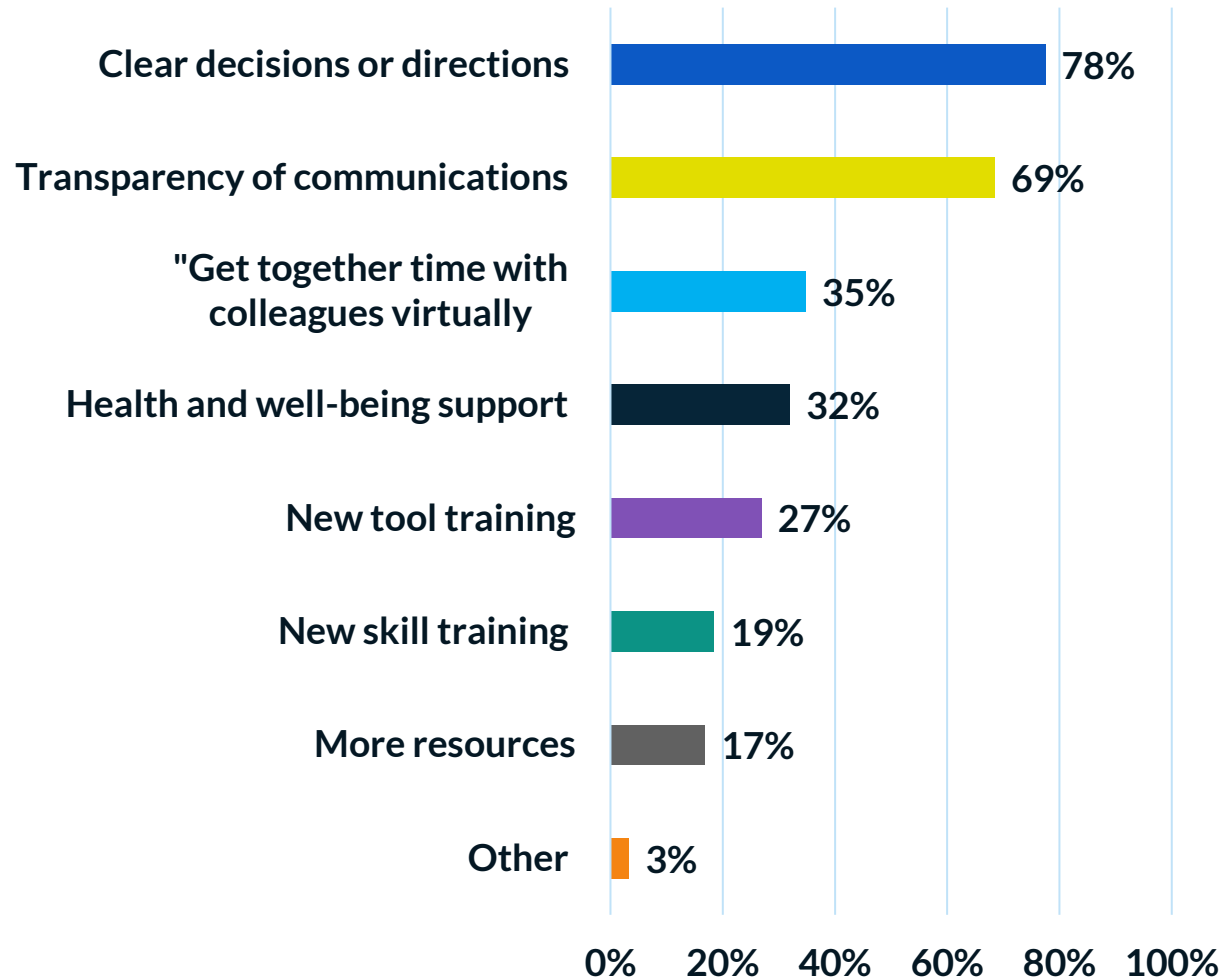


Question on Institution's Help

How can your institution help you perform your responsibilities well during this period?



Most needed help? Clear Decisions and Transparent Communications



- Gallup conducted a study to determine what employees needed during times of uncertainty. The **#1** factor was trust in their leaders and organization which results from:
 - Following through on commitments
 - Openly and honestly sharing what you know (and don't know)
 - Communicating clear goals and expectations
 - Providing the resources and removing barriers
- The Covid-19 survey respondents indicated the basic elements that engender trust as help they need from institutions: decisions and directions and communications.
- Right behind clear decisions and transparent communications were “get together” time with colleagues and health and well being support

Institution Help



- Clear decision and transparent communications – two most frequently expressed help areas
- Right behind that was “get together” time with colleagues and health and well being support
 - Exception is research instructions which expressed more resources as the 3rd most frequently mentioned help
- More information about the analysis used in this report can be found in [Appendix J](#).

Clear decisions and transparent communication: Why does it matter?





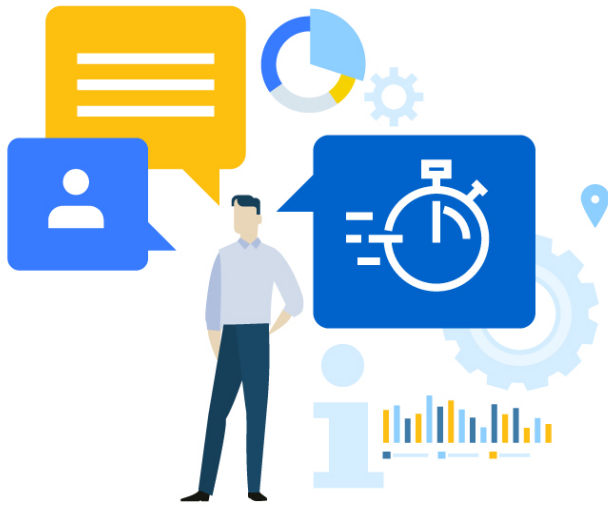
Closing Food for Thought

- As we continue to adjust to a new normal and prepare to return to school, institutional leaders must figure out:
 - how to quickly provide clear decisions and transparent communications
 - how to check in on students/instructors/staff, in a helpful unobtrusive way that will build confidence, boost trust, and give institutional leaders the insights needed to make the right decisions in providing the most needed help during this period



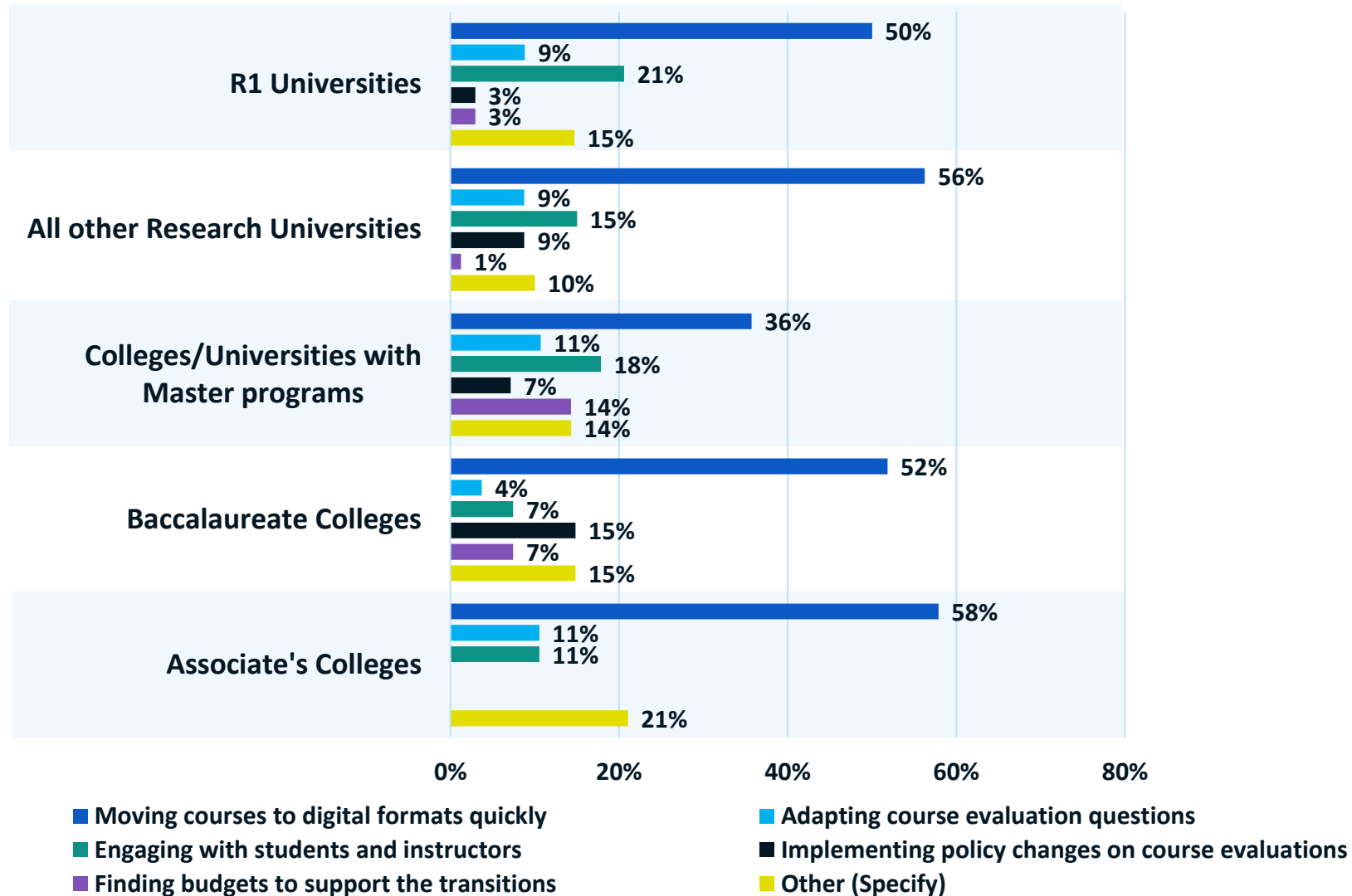
Thank you!

For any question, information or suggestions,
contact me at yjang@explorance.com



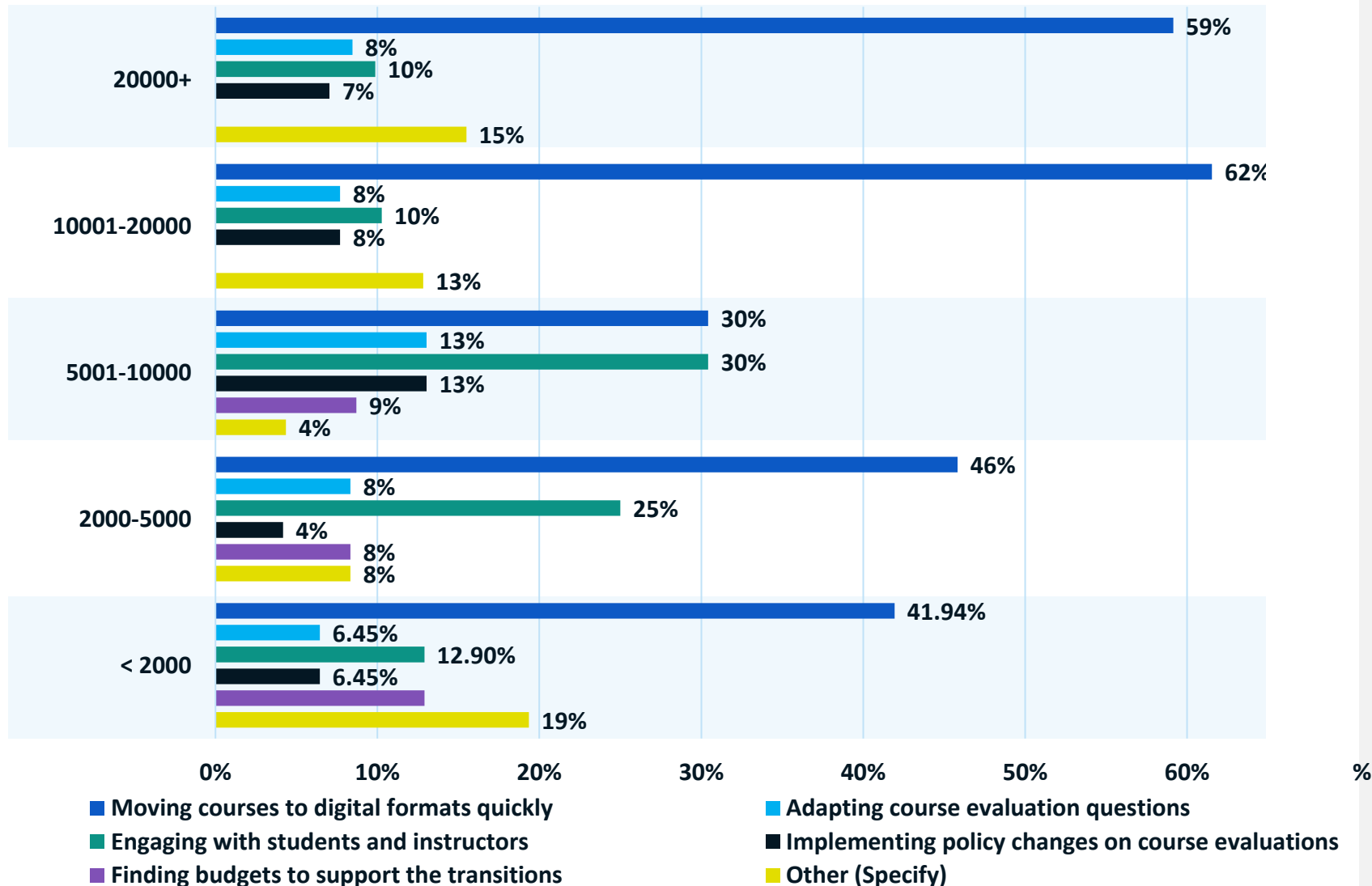
Appendix A: Top Priority by Demographics (Summary)

Top Priority by HE Classification



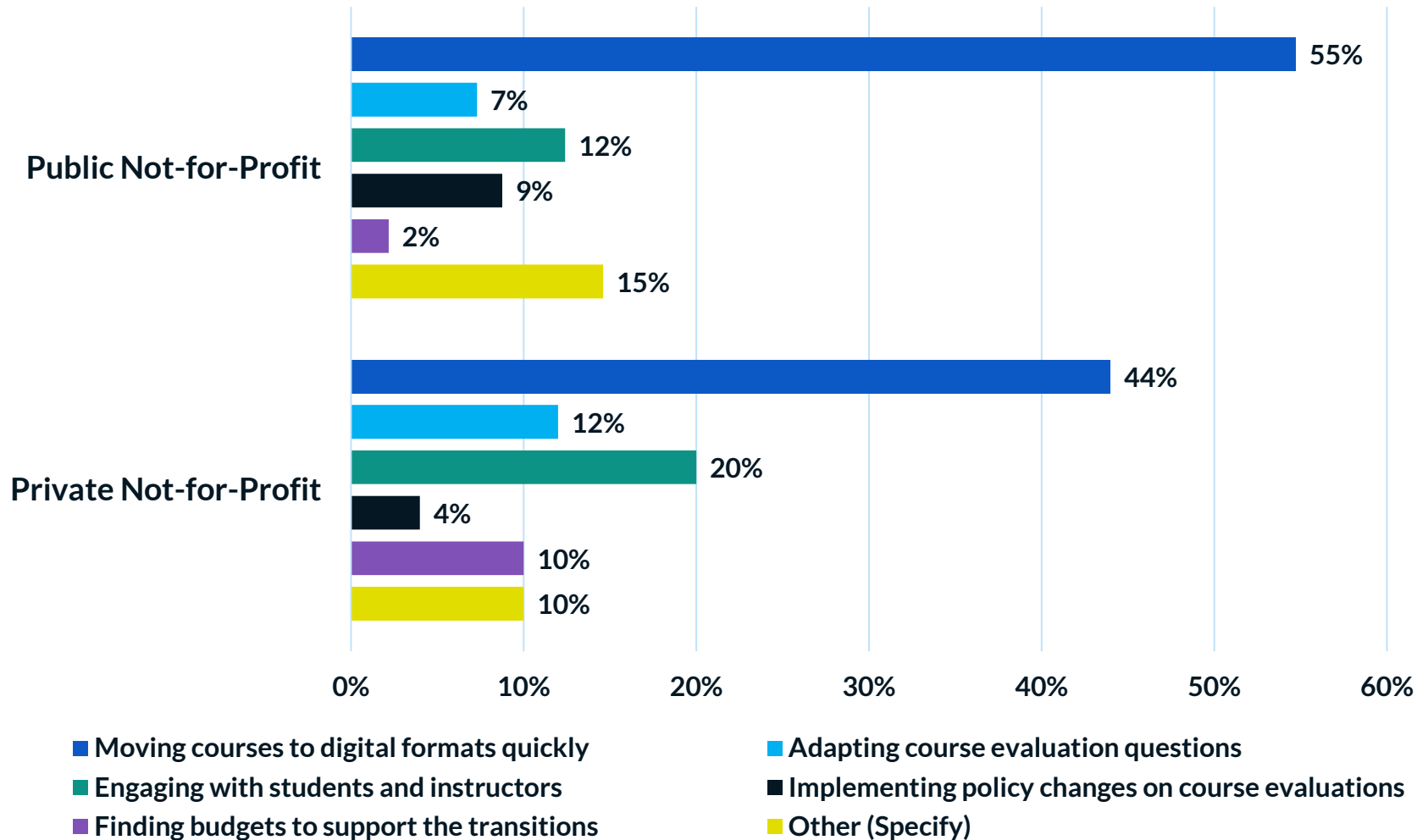
- Moving courses to online is the dominant top priority across all HE classification types.
- Behind that was engaging with students and instructors.
- Exceptions are community colleges and baccalaureate colleges, specifying other priority
 - Keeping the processes and systems running smoothly to ensure the continuity for students, faculty and staff
 - Moving assessment to digital format
 - Quality Assurance to stake holders of the institution despite Covid-19

Top Priority by FTE Size



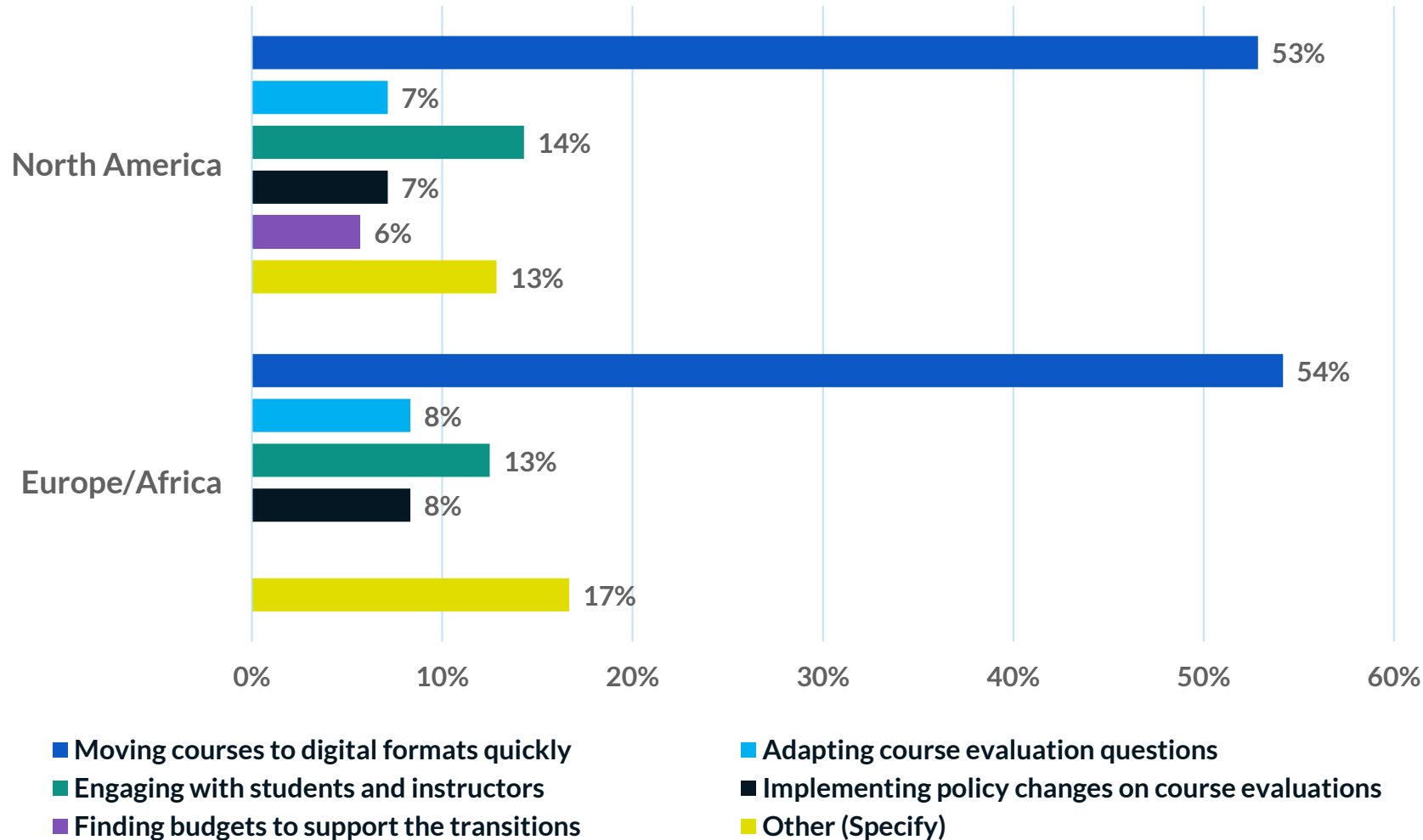
- Moving courses online is the dominant top priority across all FTE size category.
- Engaging with students and instructors is the 2nd most mentioned priority in the institutions with the FTE size between 5000 and 10,000
- Other specified
 - Keeping the processes and systems running smoothly to ensure the continuity for students, faculty and staff
 - Moving assessment to digital format and setting up remote proctoring for exams
 - Quality Assurance to stake holders of the institution despite Covid-19
 - Providing administration inside and outside the institution with information to make decisions

Top Priority by Legal Control Type



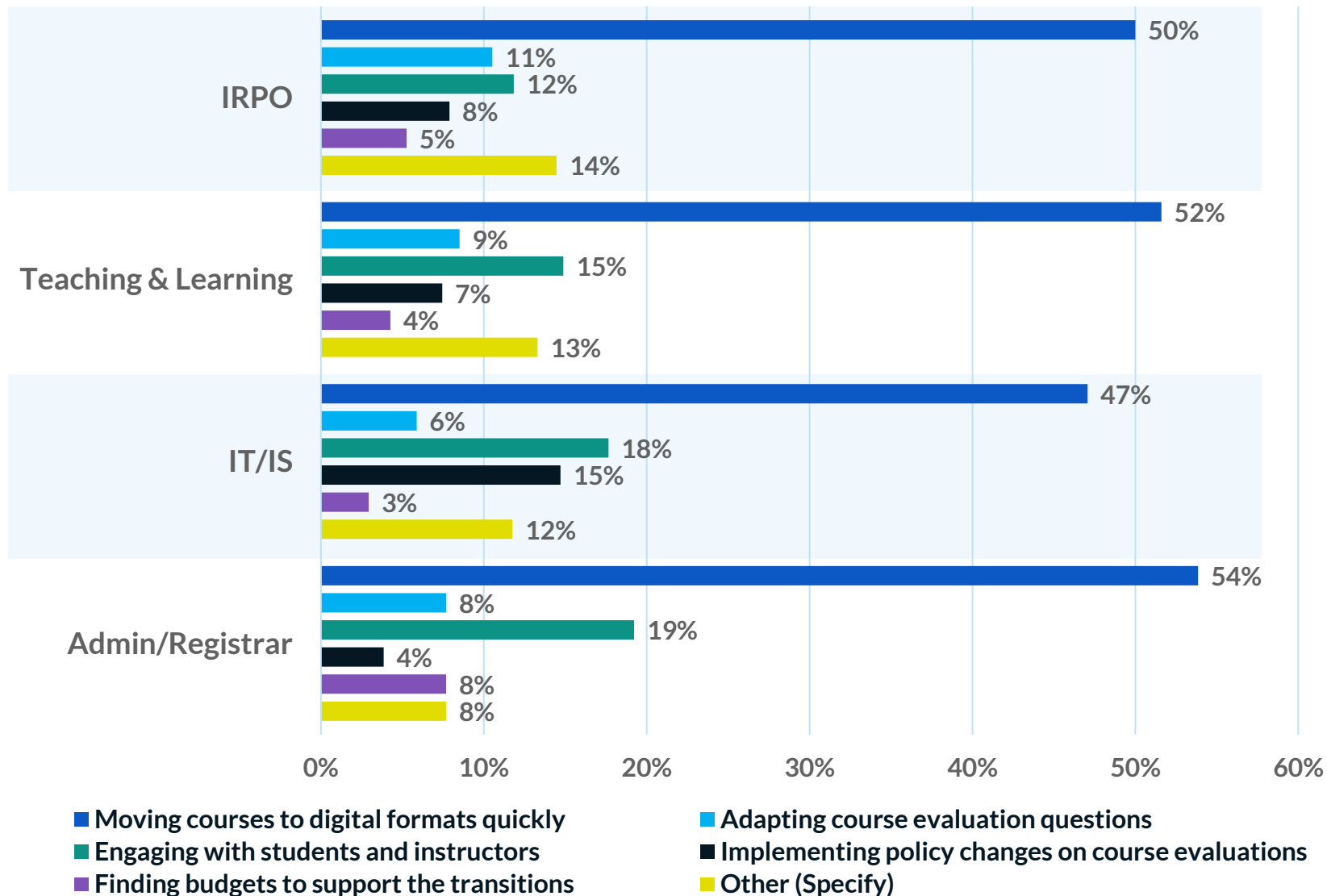
- Moving courses online is the dominant top priority for both public and private not-for-profit institutions
- Less respondents in private not-for-profit institutions said moving courses online as the top priority than those public not-for-profit institutions
- Both public and private institutions reported Engaging with students and instructors as 2nd most frequently mentioned top priority, with a larger percentage of private institutions expressing it as their top priority

Top Priority by Region



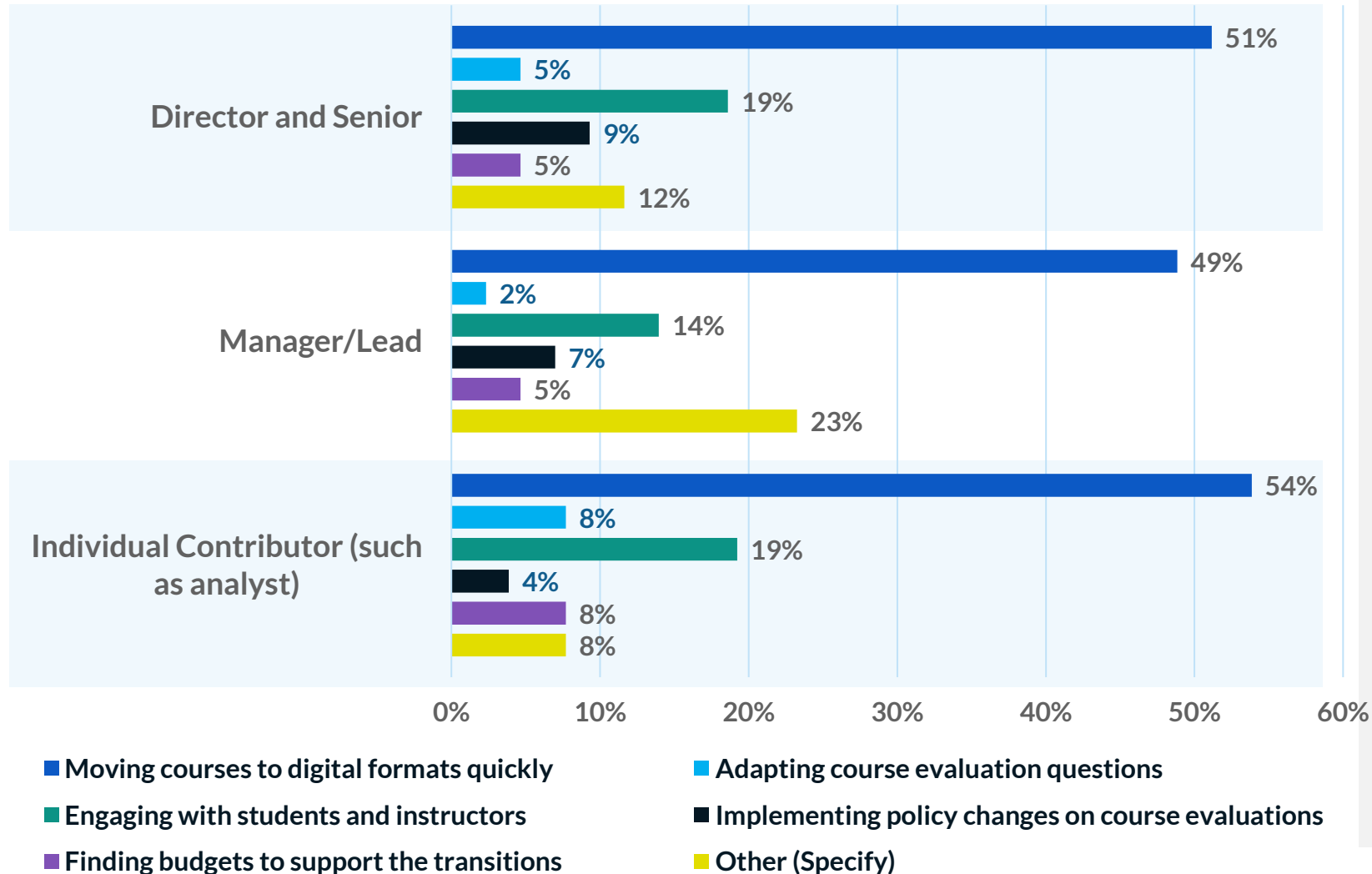
- Moving courses online is the dominant top priority in NA and Europe
- Engaging with students and instructors is the 2nd most mentioned priority
- Other specified in Europe
 - Keeping the processes and systems running smoothly to ensure the continuity for students, faculty and staff
 - Moving assessment to digital format and setting up remote proctoring for exams

Top Priority by Function



- Moving courses online is the dominant top priority across all business functions
- Engaging with students and instructors is the 2nd most mentioned priority in Teaching & Learning, IT/IS, and Admin/Registrar
- Other specified in IRPQ
 - Keeping the processes and systems running smoothly to ensure the continuity for students, faculty and staff
 - Moving assessment to digital format and setting up remote proctoring for exams
 - Quality Assurance to stake holders of the institution despite Covid-19
 - Providing administration inside and outside the institution with information to make decisions

Top Priority by Job Level



- Moving courses online is the dominant top priority across all job levels
- Engaging with students and instructors is the 2nd most mentioned priority with individual contributor and director+ levels
- Other specified in managers/leads
 - Keeping the processes and systems running smoothly to ensure the continuity for students, faculty and staff
 - Moving assessment to digital format and setting up remote proctoring for exams
 - Quality Assurance to stake holders of the institution despite Covid-19
 - Providing administration inside and outside the institution with information to make decisions

What is your top priority for your institution at this moment?

Other Top Priorities Specified

Reporting and analysis to determine revenue position. Capturing student evaluation data. Continuing on with strategic initiatives to improve decision making and accessibility to data.

enrollment, staffing, facilities

Reorganise the rest of the year so that every program can finish their courses, organise safe learn spaces at our campuses for students who can not study at home

Quality Assurance to stake holders of the University in spite of Covid-19, especially, during online/live learning & assessment paradigms and collecting information via surveys w.r.t. Impact

QA

Providing supports to academic staff to change their assessment strategies and move to remote assessment.

Providing governance over survey activity to ensure students aren't overwhelmed with surveys related to COVID-19.

providing administration inside and outside the institution with information to make decisions, ensure continuity for students, staff and faculty

Operational and coordination of processes for faculty mainly

As an academic department administrative coordinator, it is keeping the background systems running smoothly so that students can register and faculty can teach in whatever form courses take.

Most importantly to make sure that BLUE explorance is running smoothly and evaluations are being sent out.

Maintaining survey system as well as documentation for quick reference

Learning the Blue system and continuing my management of our ITSM ticketing system

keeping the usual processes running so other people qualified to help move courses to digital format can work on that

Keeping response rates up even though all instruction is now online

equal split: moving exams (not courses) to digital formats quickly, and adapting course evaluation questions/processes

Supporting student evaluation of teaching

Delivering course evaluations as planned; we did not make any changes to the normal questions that we ask. My top priority after the semester will likely be delivering a COVID-specific survey to students, and possibly faculty.

At medical schools like ours, students cannot have patient encounters right now. That makes it difficult to train medical students without being able to see any patients. So we are focused on making changes to the curriculum to keep medical students on track.

Adjusting other operations affected: registration/withdrawal dates, grading methods, remote commencement, adjusting housing assignments for students whose permanent residence is UVM campus

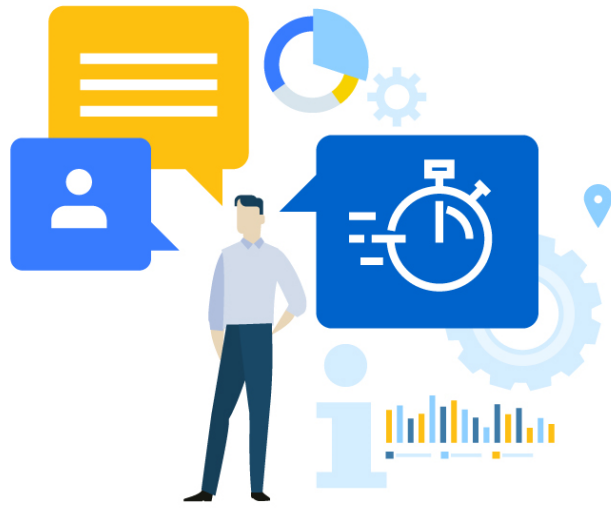
Adapting virtual proctoring solutions for the mass onset of virtual classes.

Adapting special delivery formats , such as field study, coop and internship classes to online.

Designing of authentic assessment strategies for courses, considering that we are unable to administer invigilated examinations. Reworking assessment schedules, and communicating the same to all students.

setting up remote proctoring for exams

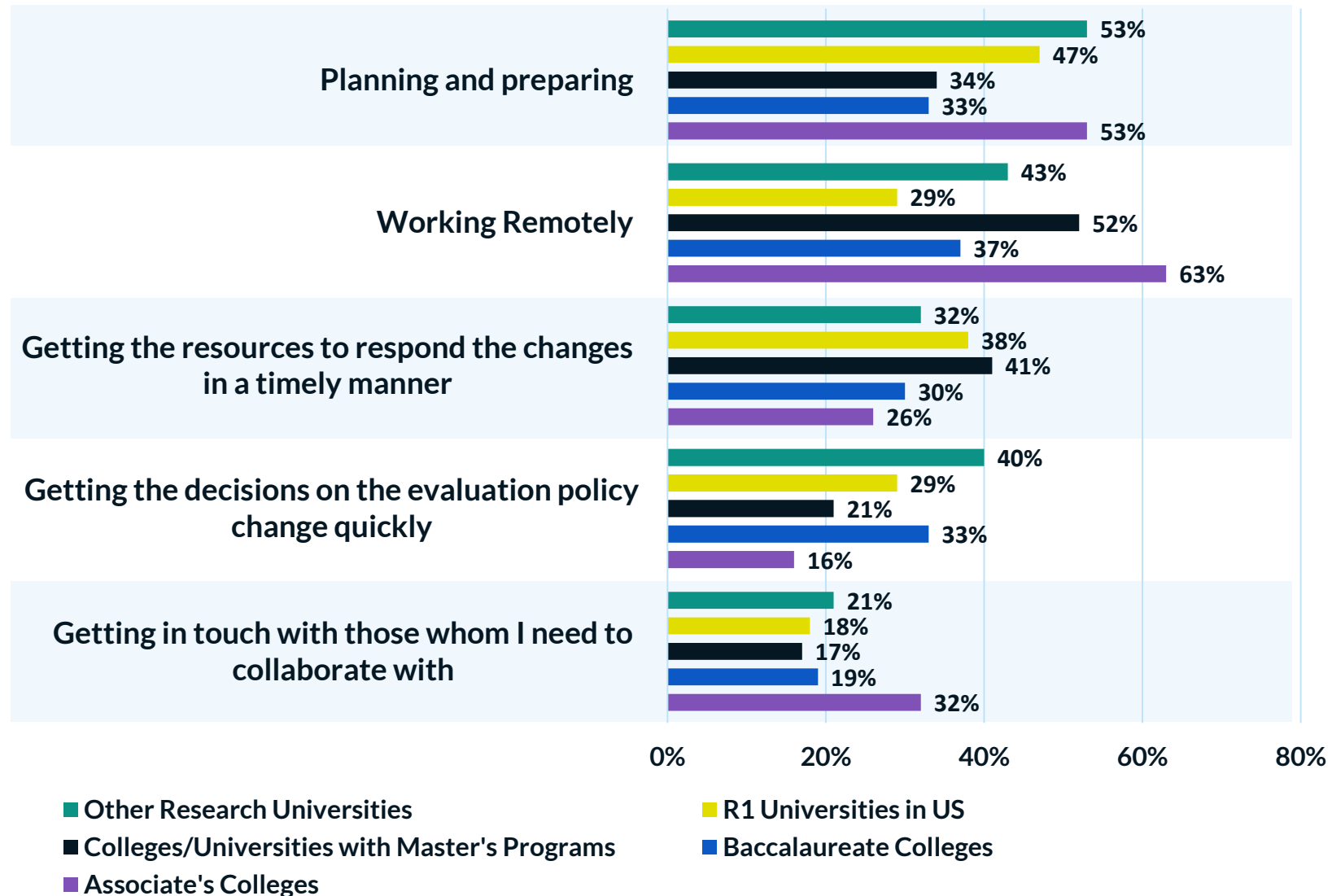
moving assessment to digital format, coming up with alternative type of assessment and make sure that students are not disadvantaged.



Appendix B: What are the key challenges for you at this time? (Summary)

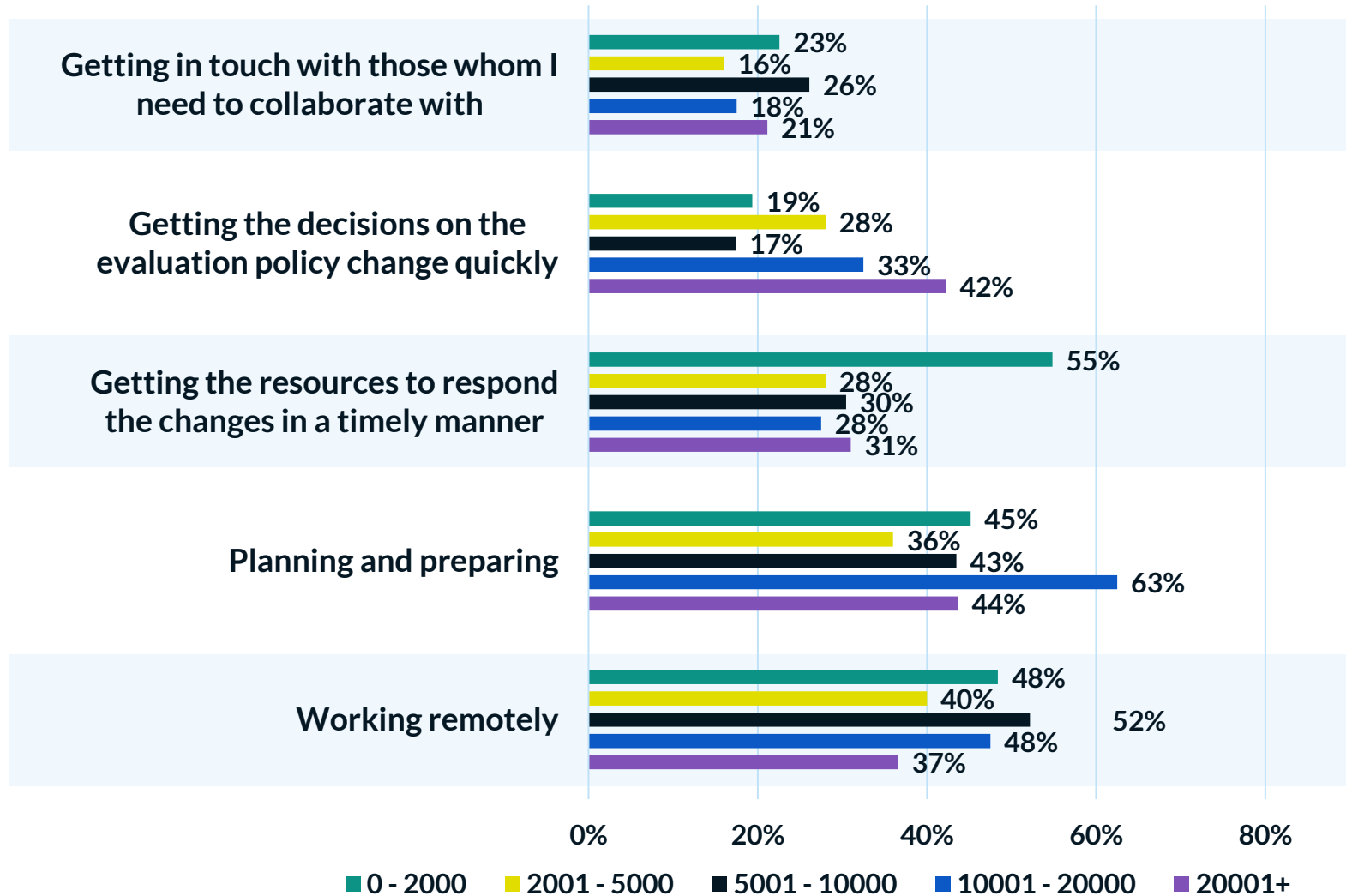
Percentages will exceed 100%

Key Challenges by HE Classification



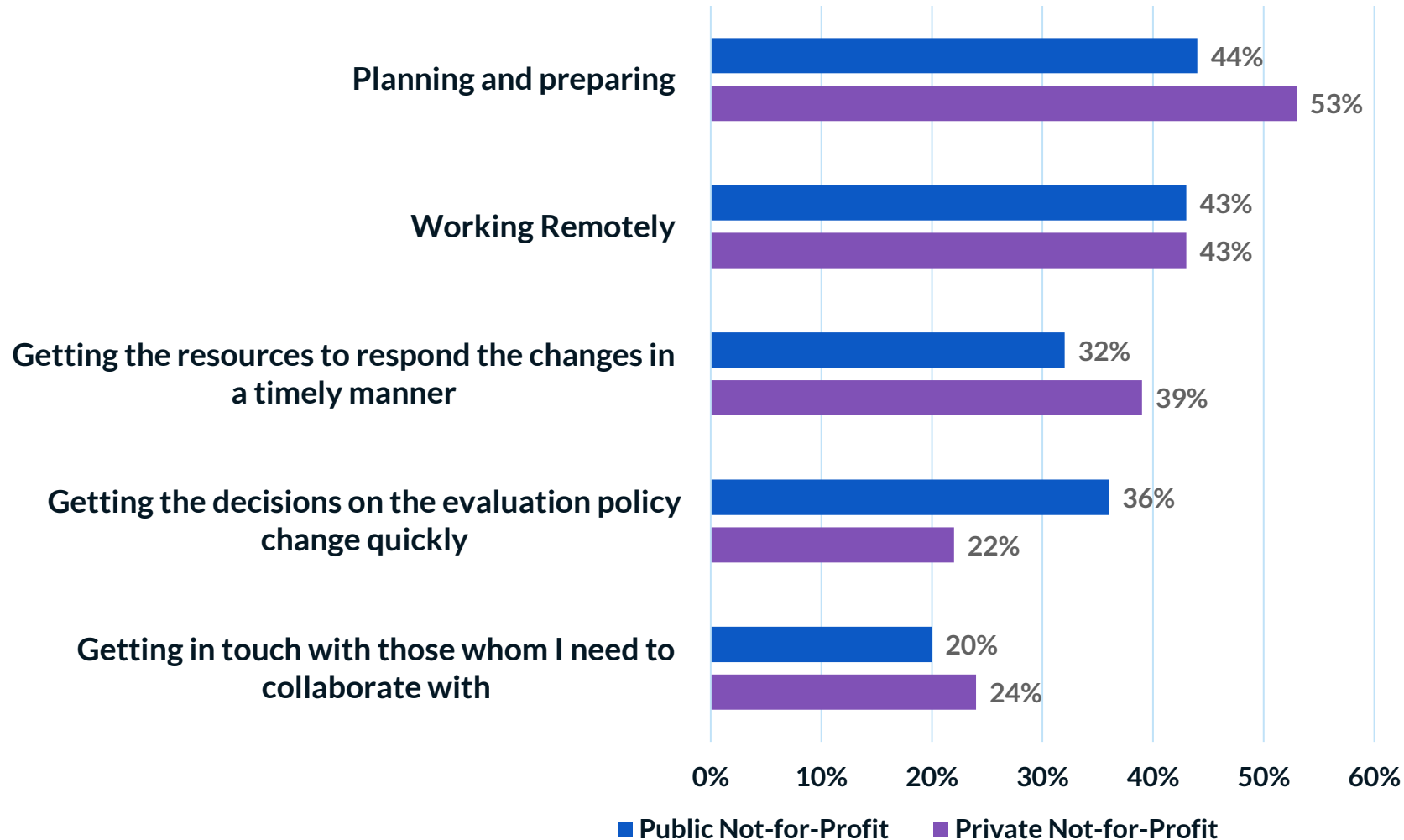
- R1 universities in US expressed challenges with getting the resources to respond to the changes in a timely manner in the 2nd place
- Research Universities are challenged with decisions about evaluation policy, as well as working remotely and planning/ preparing
- Associate's Colleges expressed challenges with getting in touch with people to collaborate with, as well as working remotely, planning/preparing

Key Challenges by FTE Size



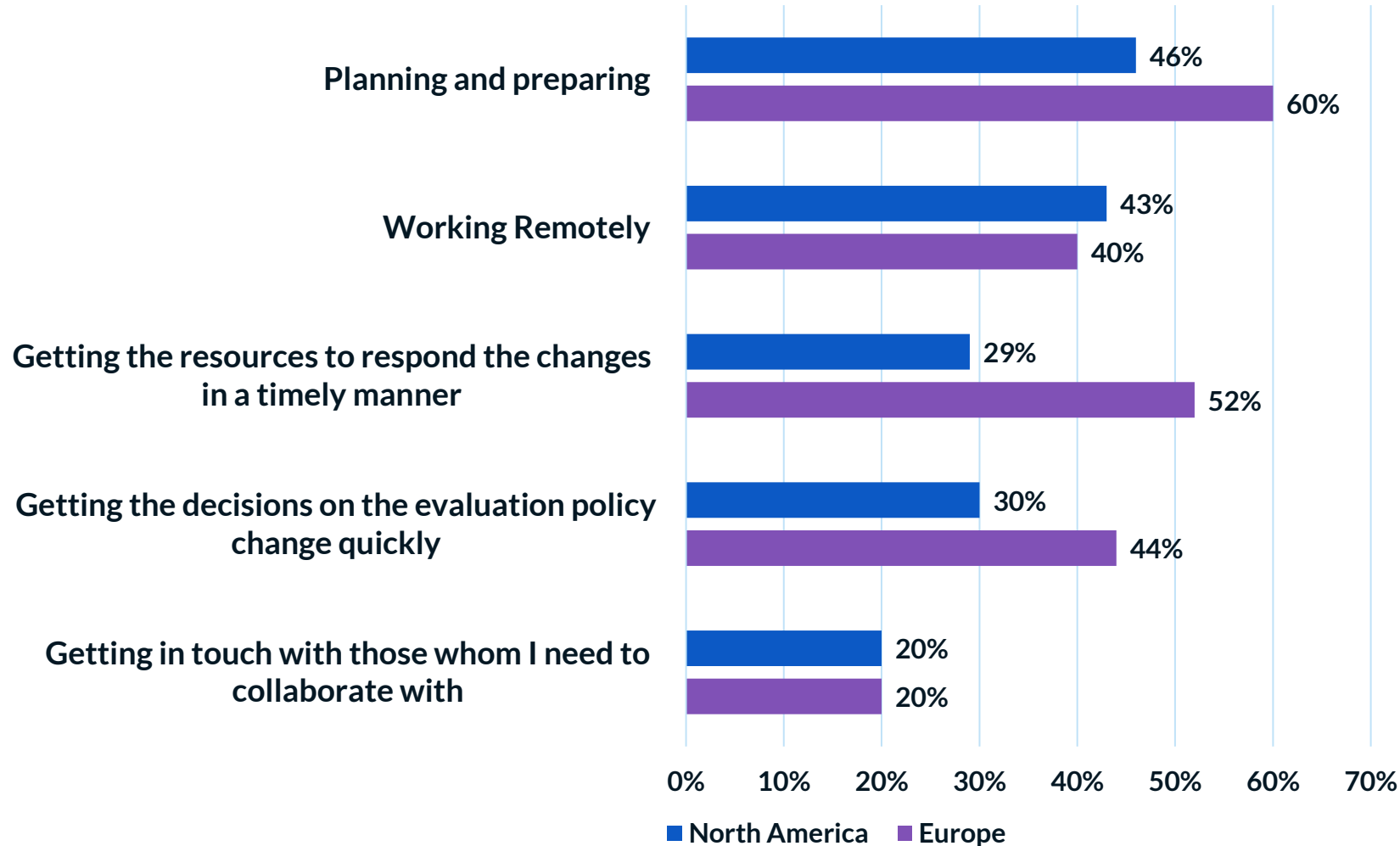
- Smaller institutions are mostly challenged with getting resources, planning/preparing and working remotely
- Larger institutions need fast decisions on evaluation policy, planning/preparing and working remotely

Key Challenges by Legal Entity



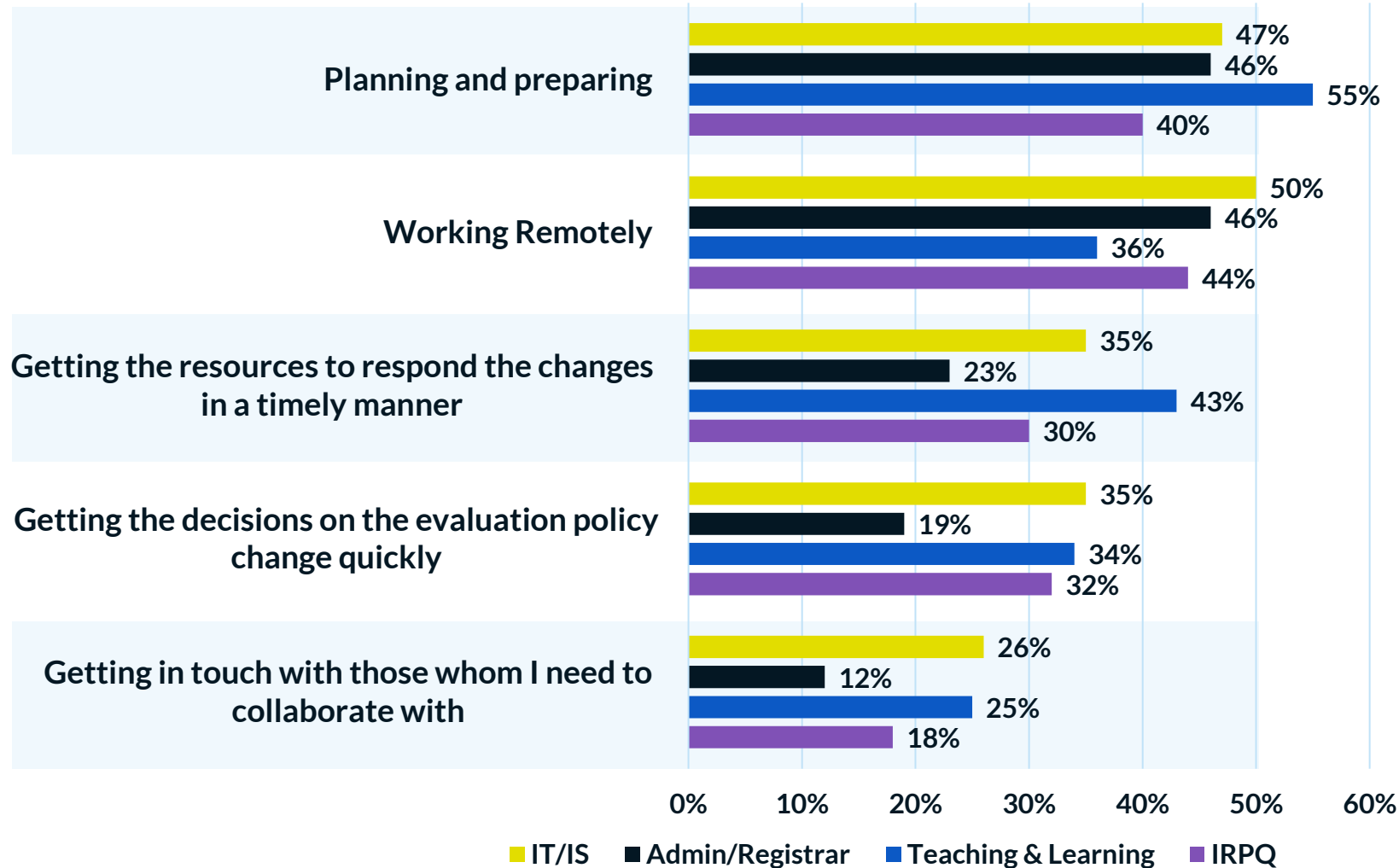
- Planning/preparing and working remotely are the two most frequently mentioned challenges
- Over 50% of respondents in private not-for-profit institutions reported planning/preparing as the key challenge

Key Challenges by Region: North America and Europe



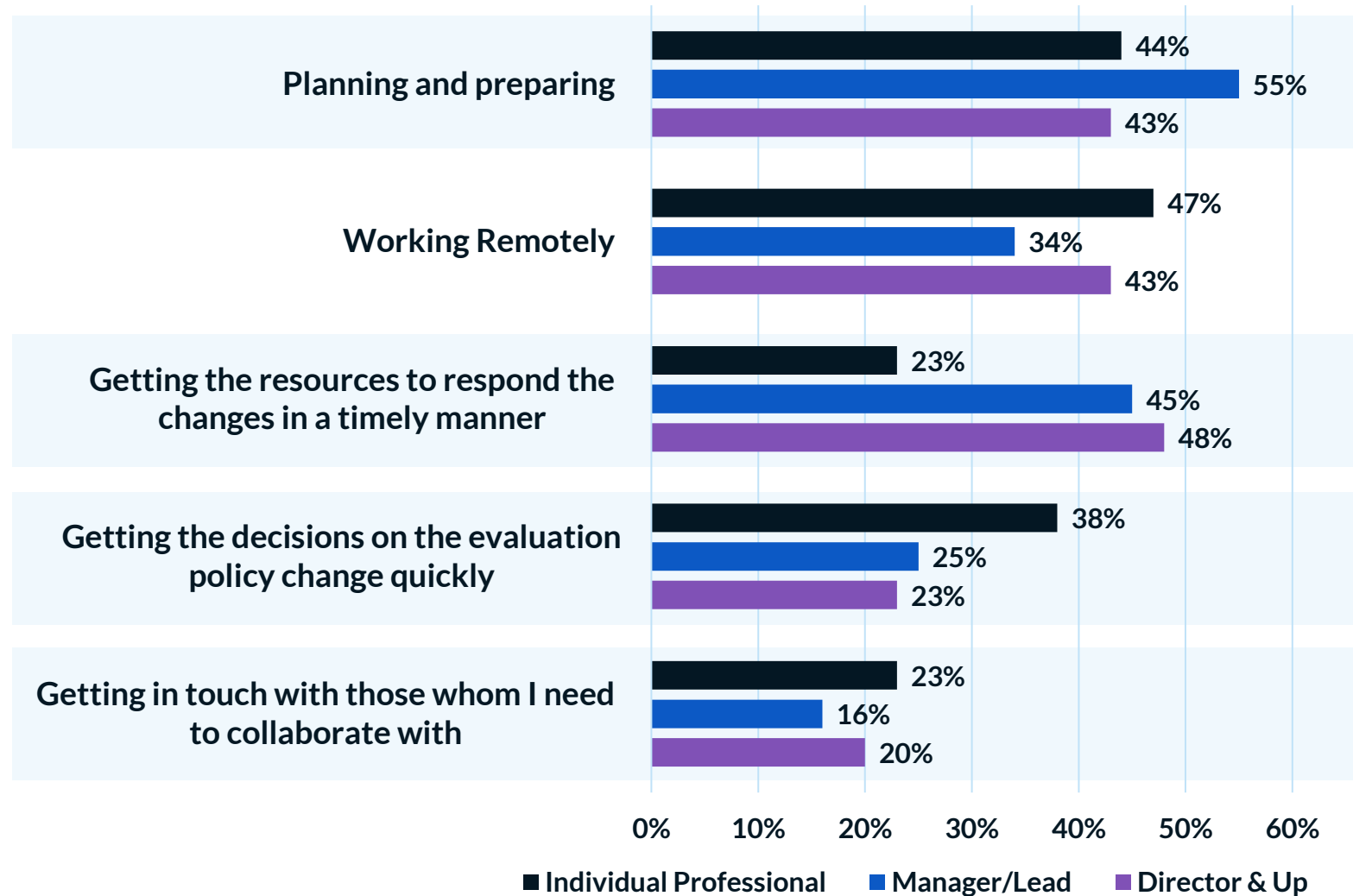
- The top two most frequently mentioned challenges
 - North America: Planning/preparing and working remotely
 - Europe: Planning/preparing and getting resources
- Over 50% of respondents in Europe reported Planning/ preparing and getting resources as the key challenges

Key Challenges by Function

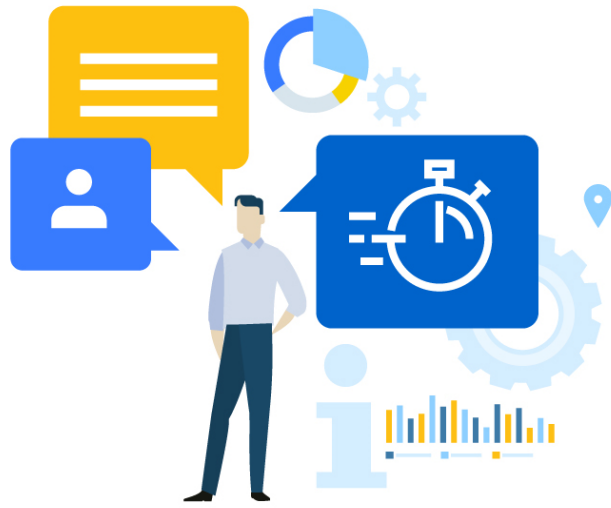


- T&L citing challenges more frequently regarding getting resources and planning/preparing
- Working remotely and planning/preparing are two most frequently mentioned challenges by other functions

Key Challenges by Job Level

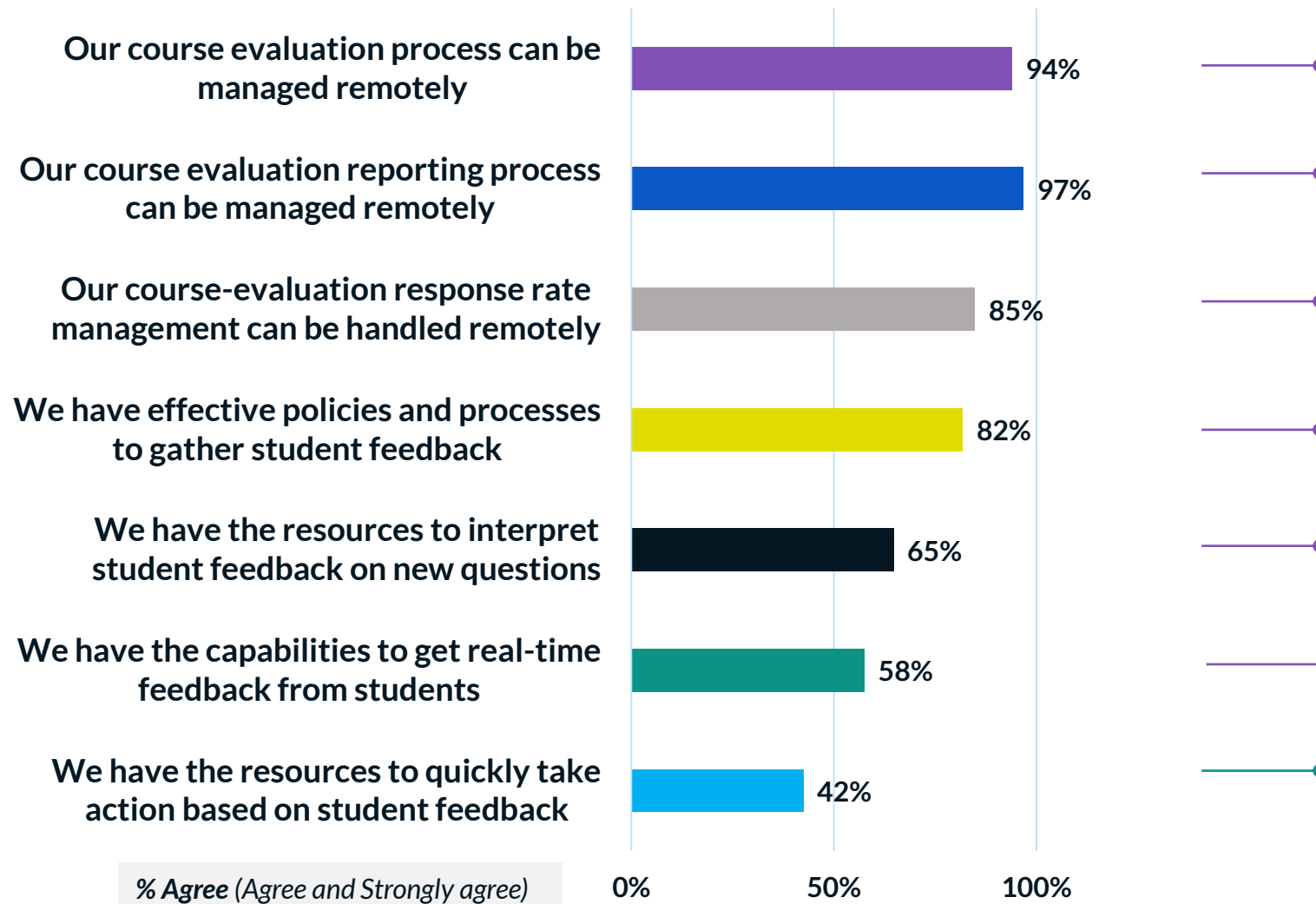


- Individual Professionals:
 - Working remotely
 - Planning/preparing
- To Managers/Leads and senior leaders
 - Getting resources to respond to the changes in a timely manner
 - planning/preparing



Appendix C.1: “Prepared?” by HE Classification (Summary)

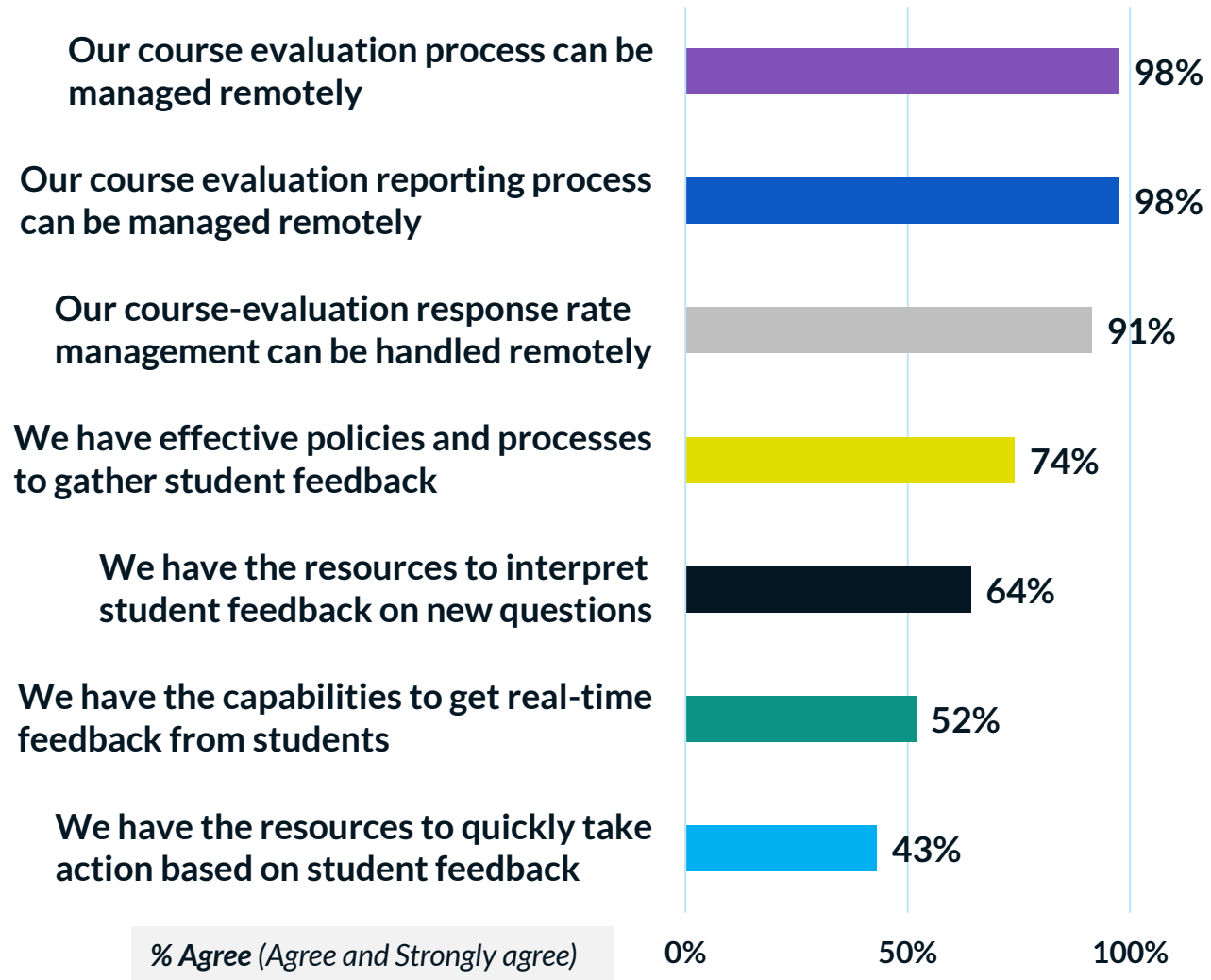
R1 Universities in US



Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

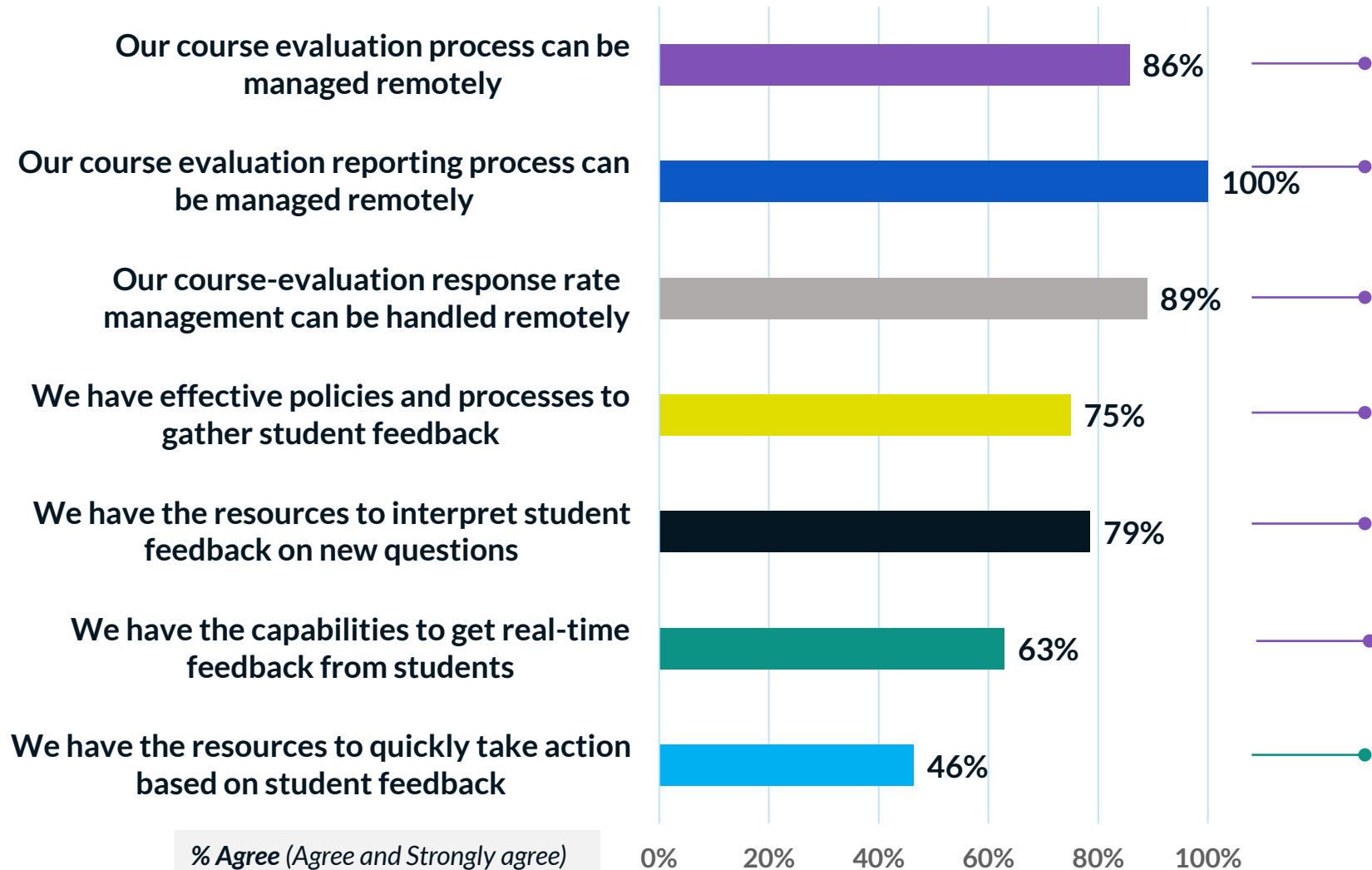
All Other Research Universities



Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

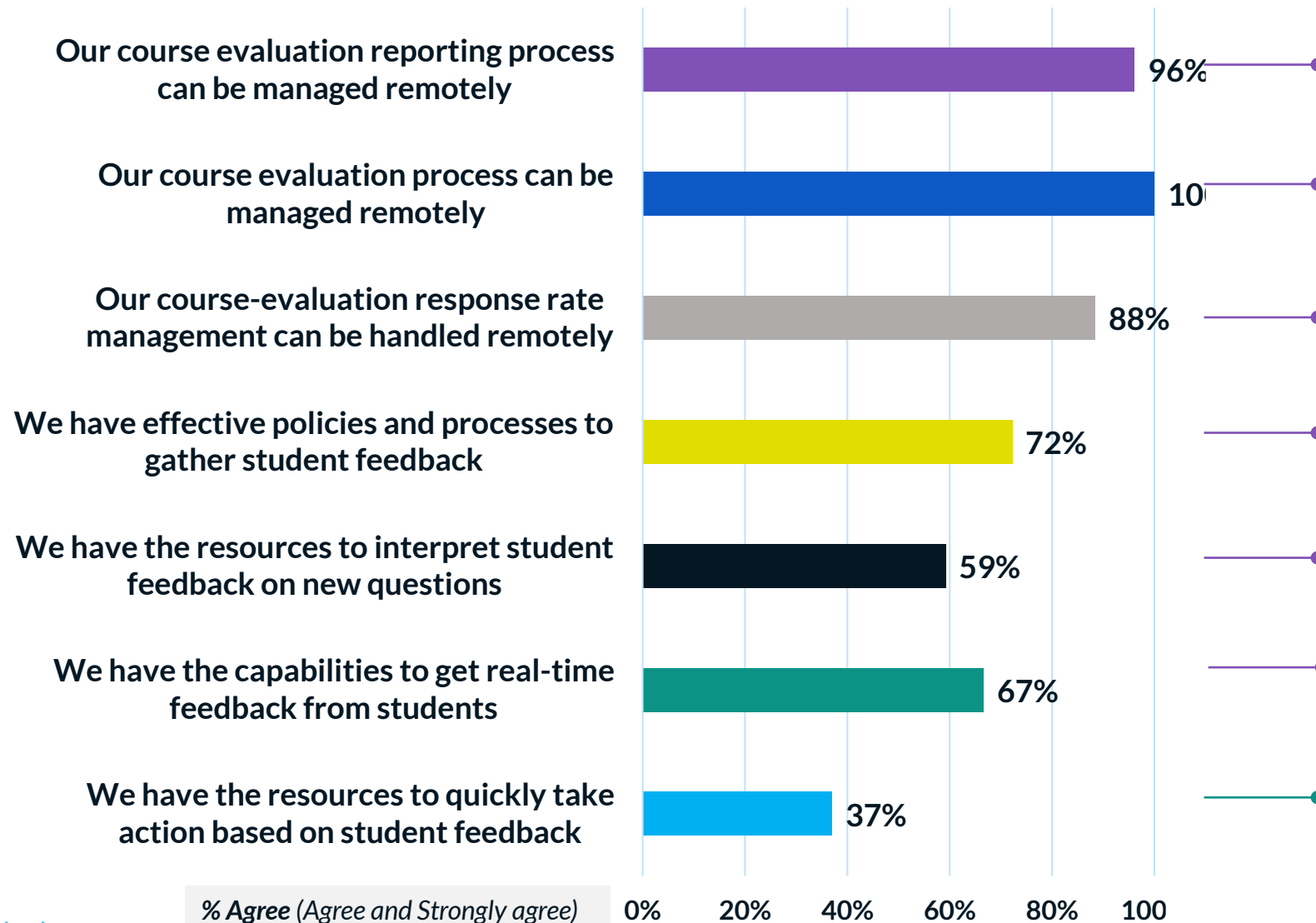
Colleges/Universities with Master Programs



Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

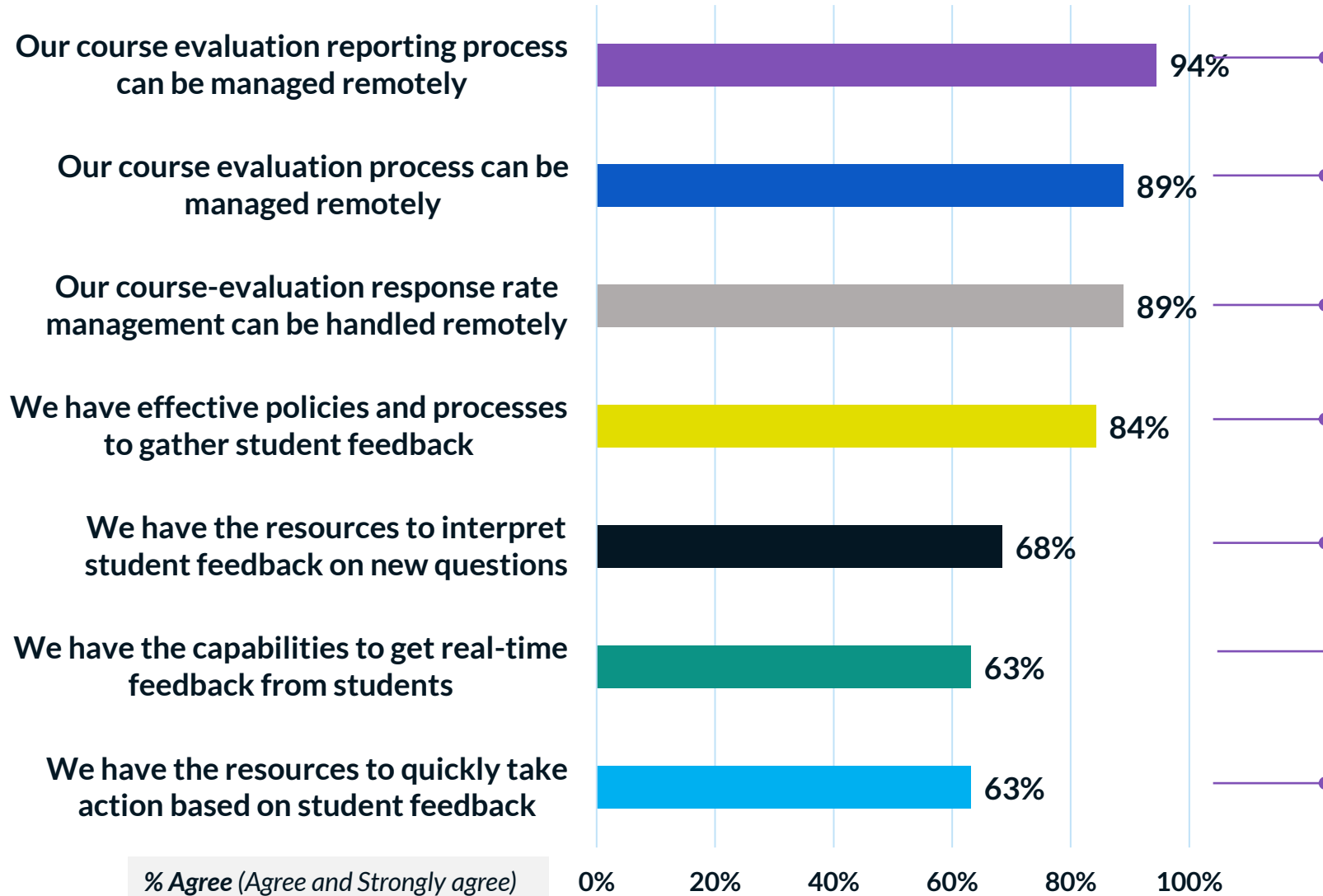
Baccalaureate Colleges



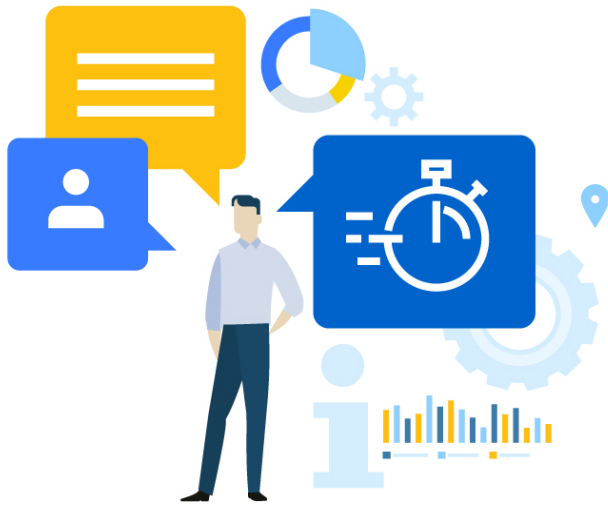
Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

Associate's Colleges

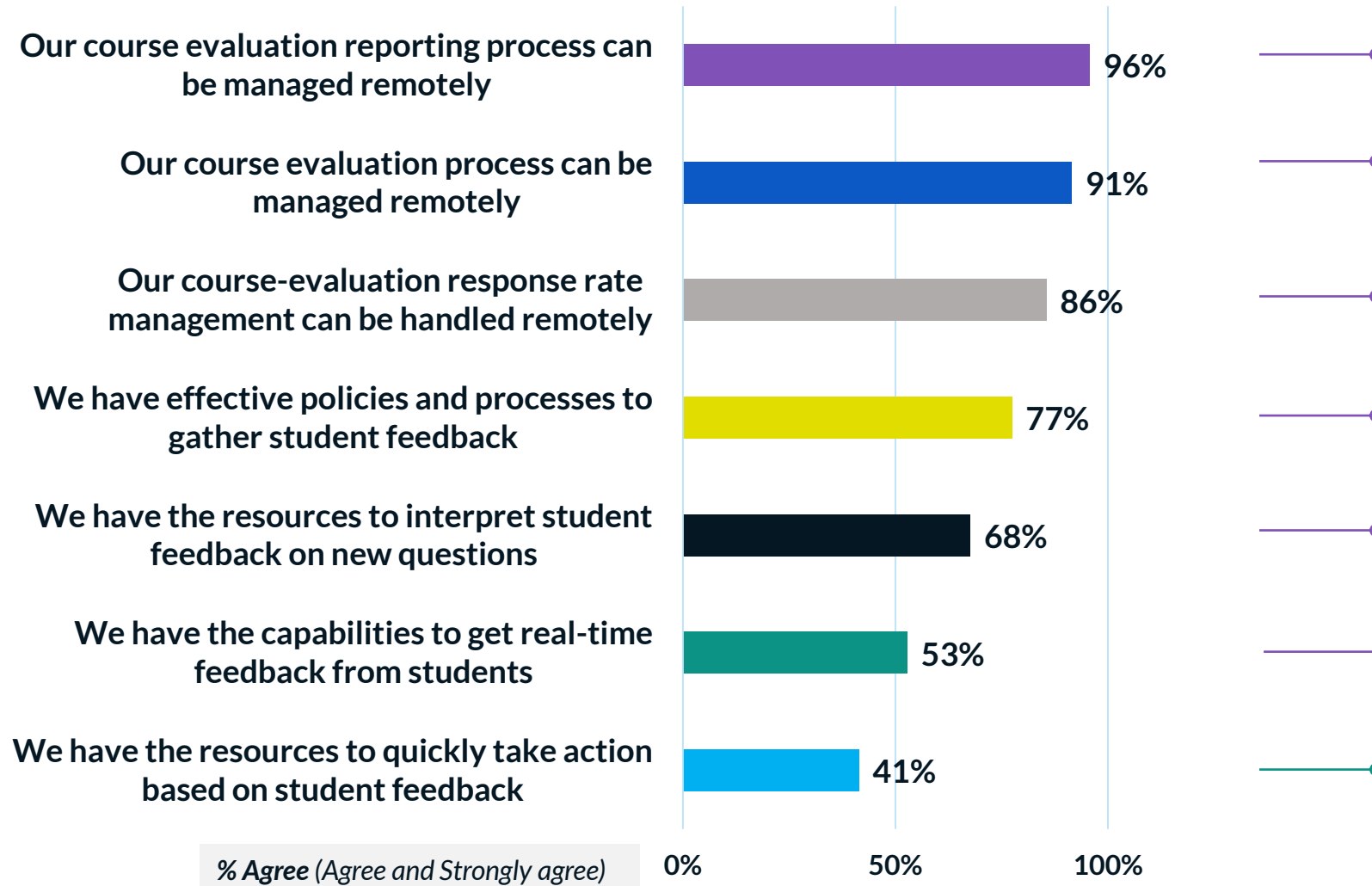


Most respondents agreed on their course evaluation capabilities, despite this pandemic



Appendix C.2: “Prepared?” by FTE Size (Summary)

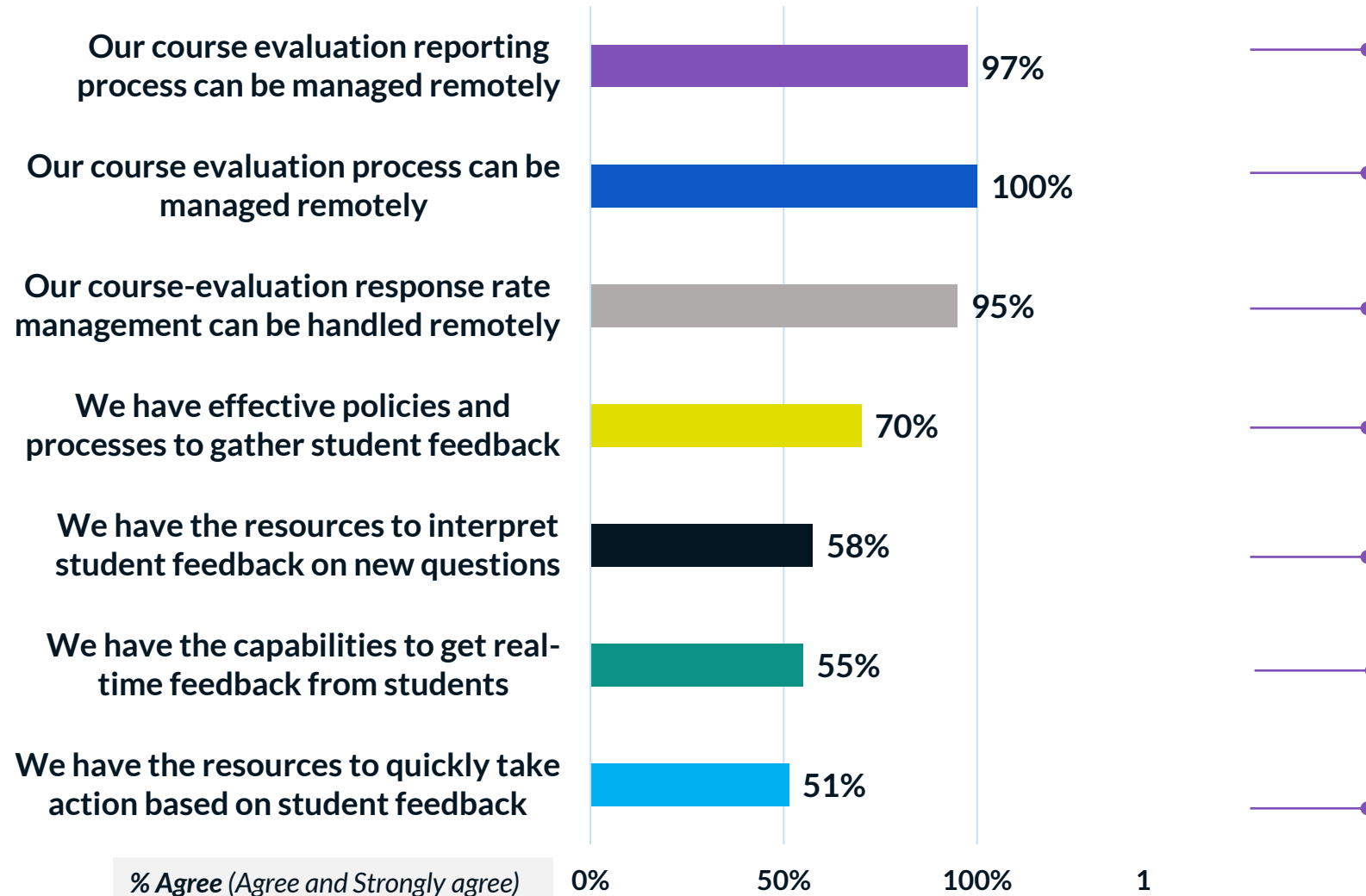
Institutions with the FTE size of 20K+



Most respondents agreed on their course evaluation capabilities, despite this pandemic

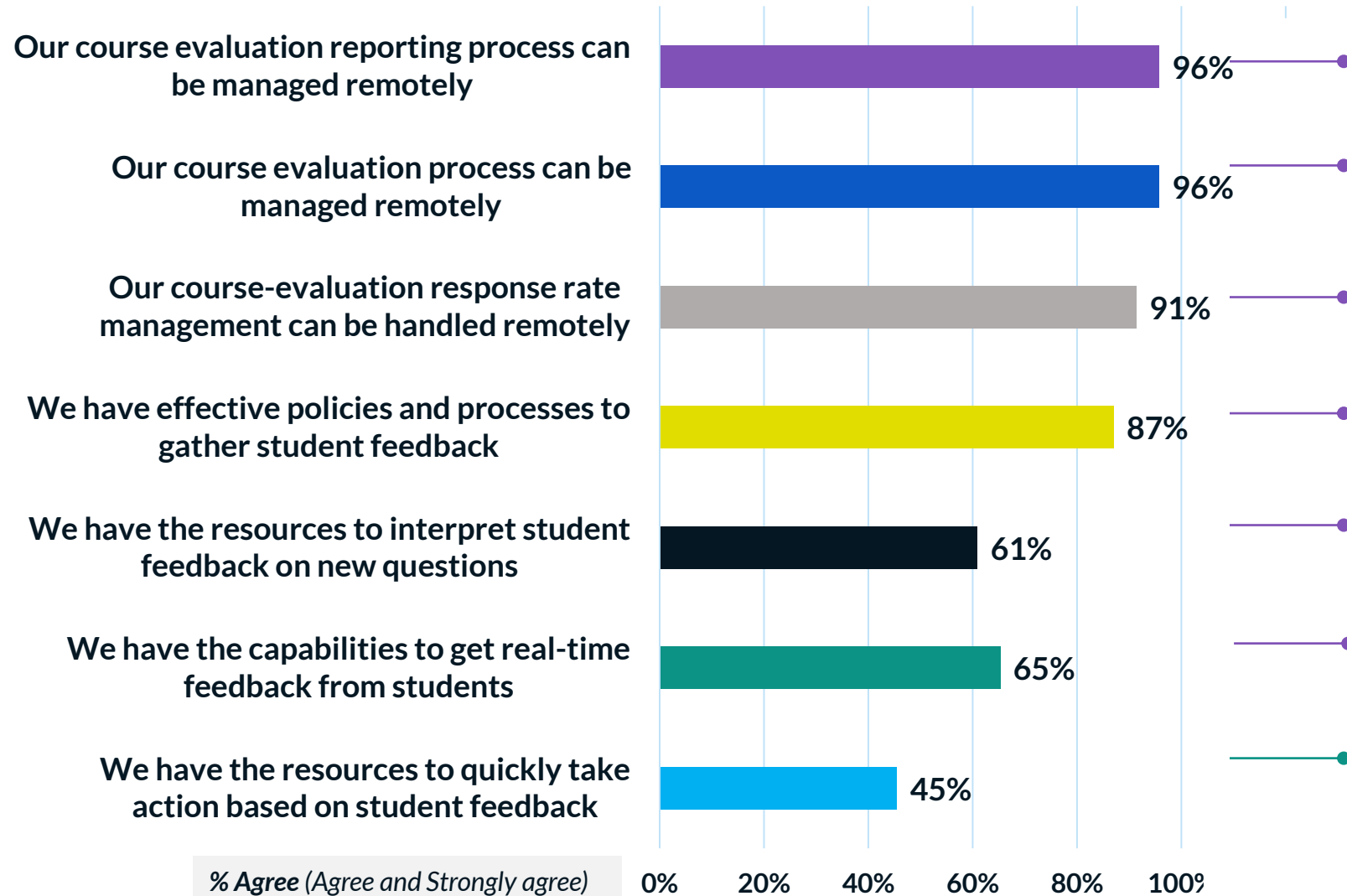
Less agreement on resources availability to act on student feedback

Institutions with the FTE size between 10K and 20K



Most respondents agreed on their course evaluation capabilities, despite this pandemic

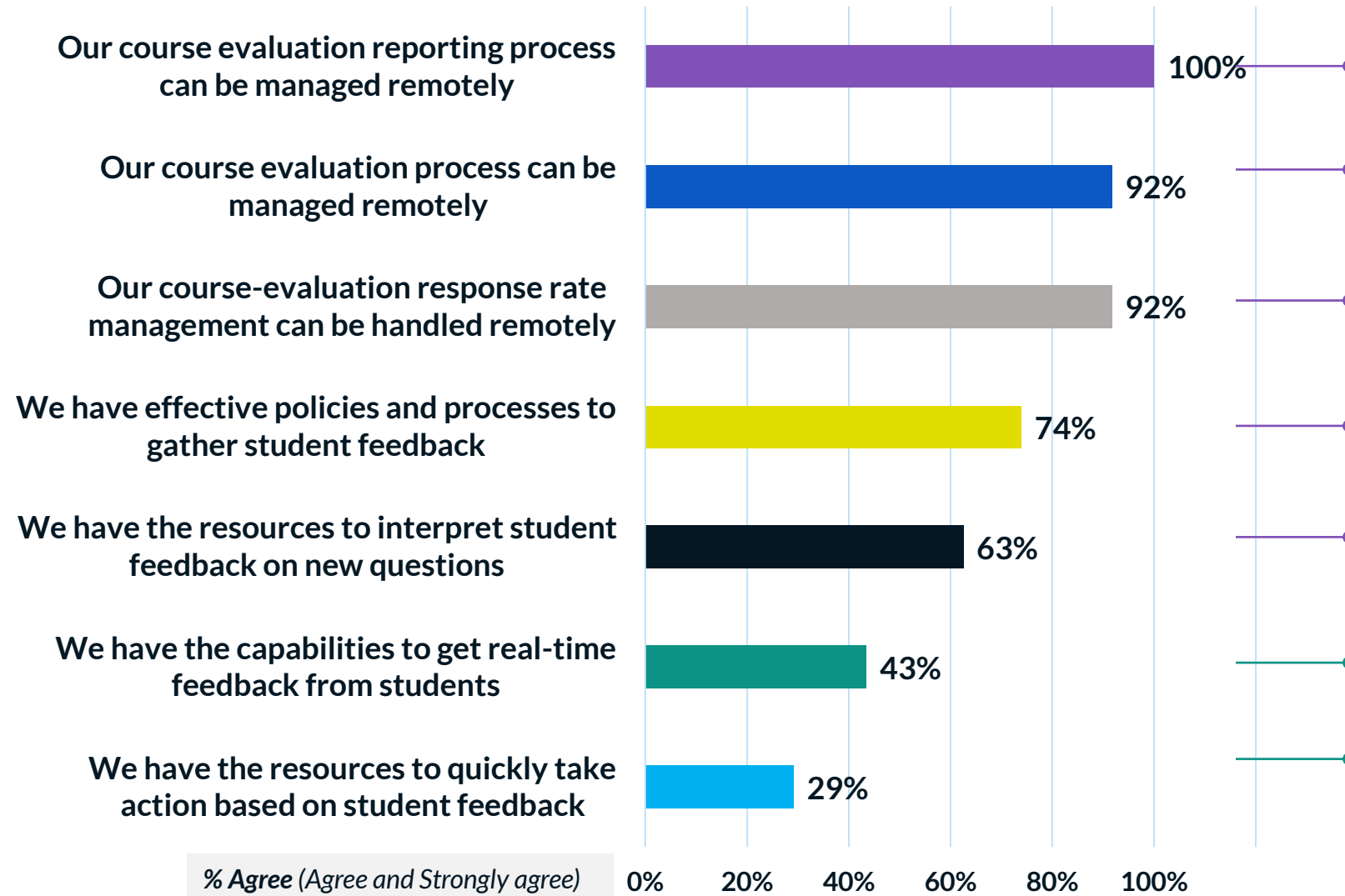
Institutions with the FTE size between 5K and 10K



Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

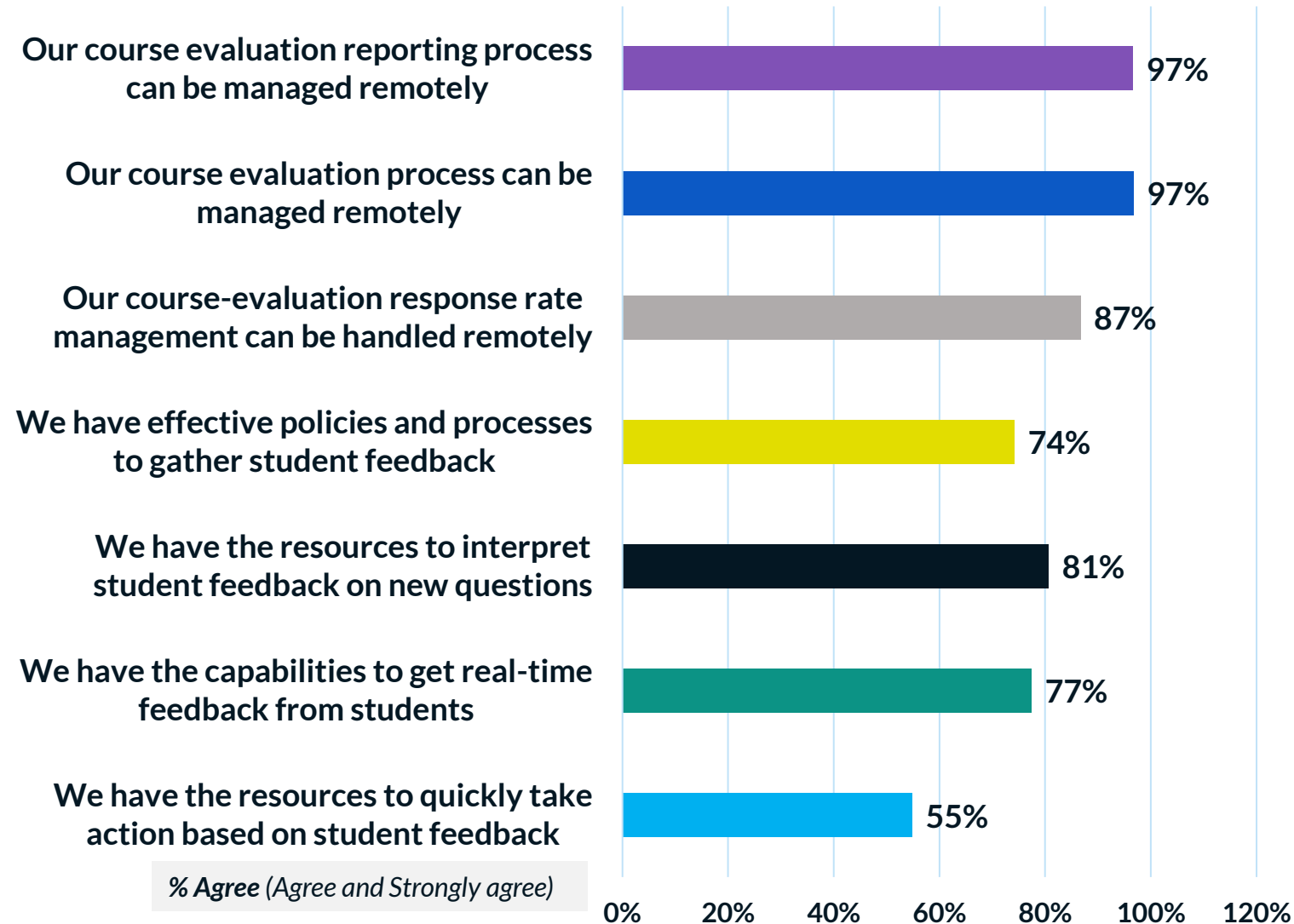
Institutions with the FTE size between 2K and 5K



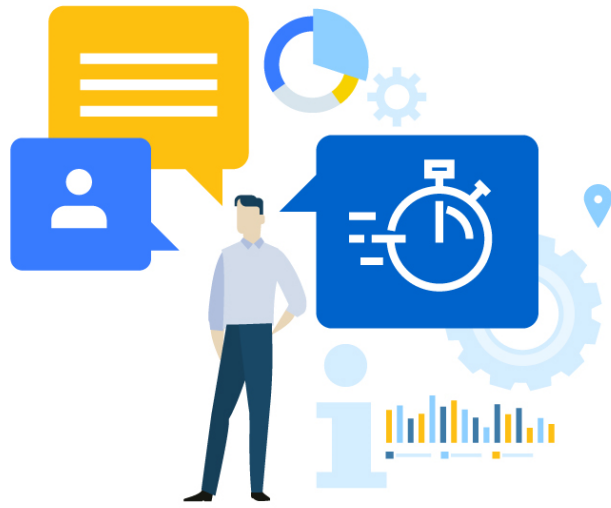
Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on its real-time feedback capability and the resources availability to act on student feedback

Institutions with the FTE size less than 2K

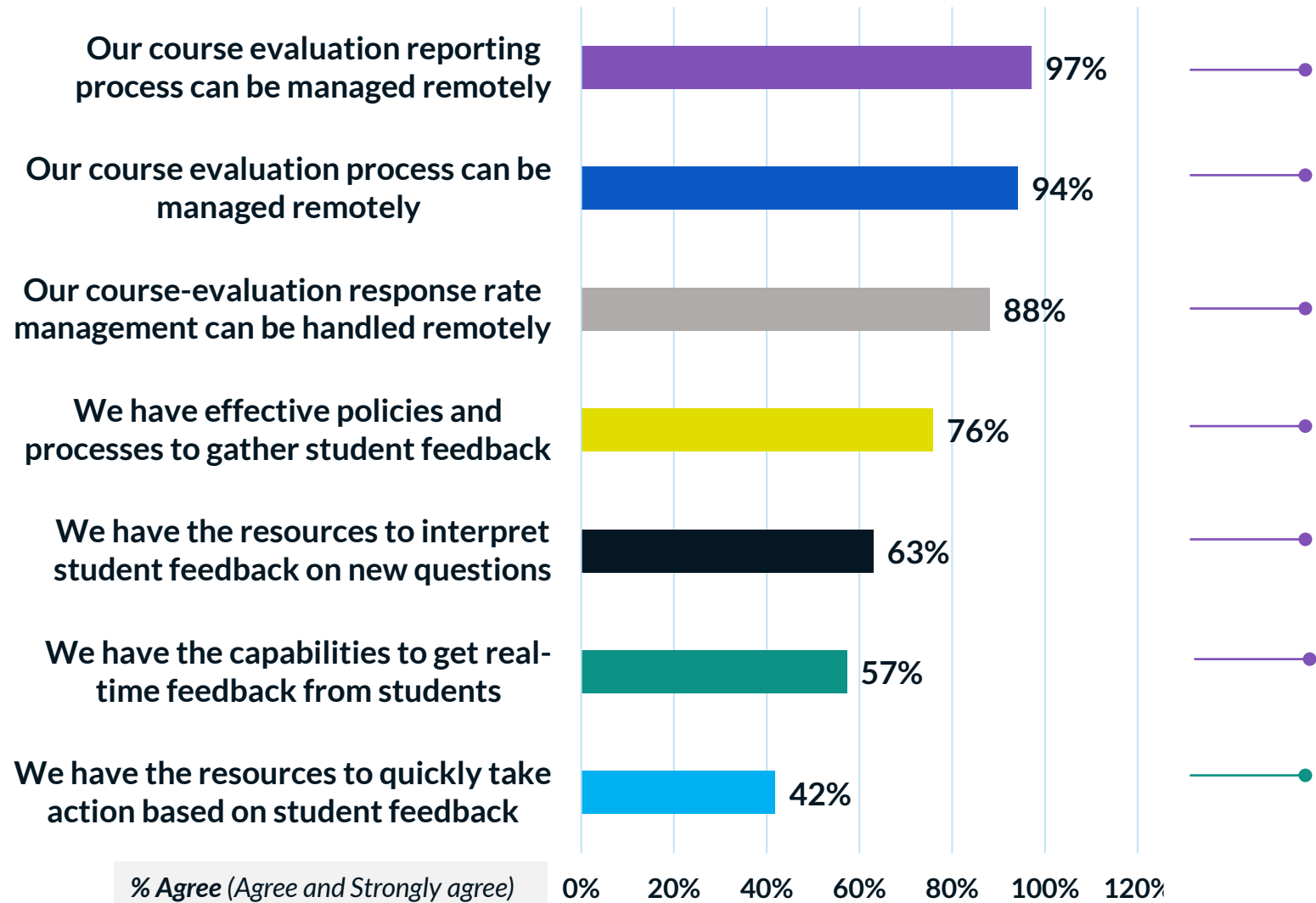


Most respondents agreed on their course evaluation capabilities, despite this pandemic



Appendix C.3: “Prepared?” by Legal Control Type (Summary)

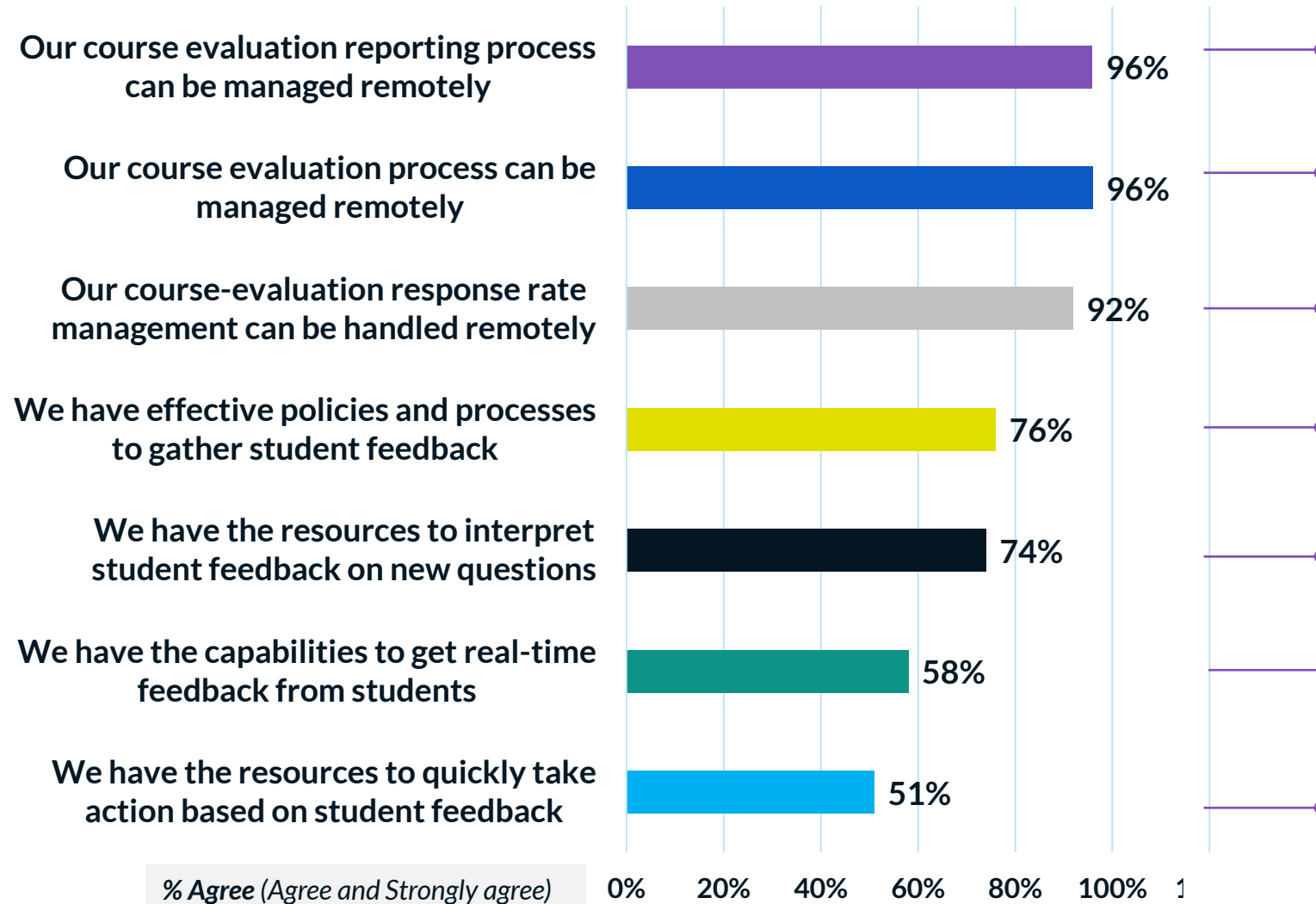
Public Not-for-Profit Institutions



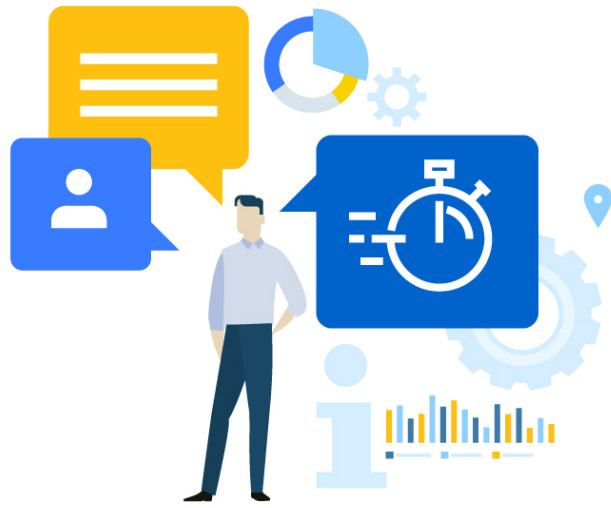
Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

Private Not-for-Profit Institutions

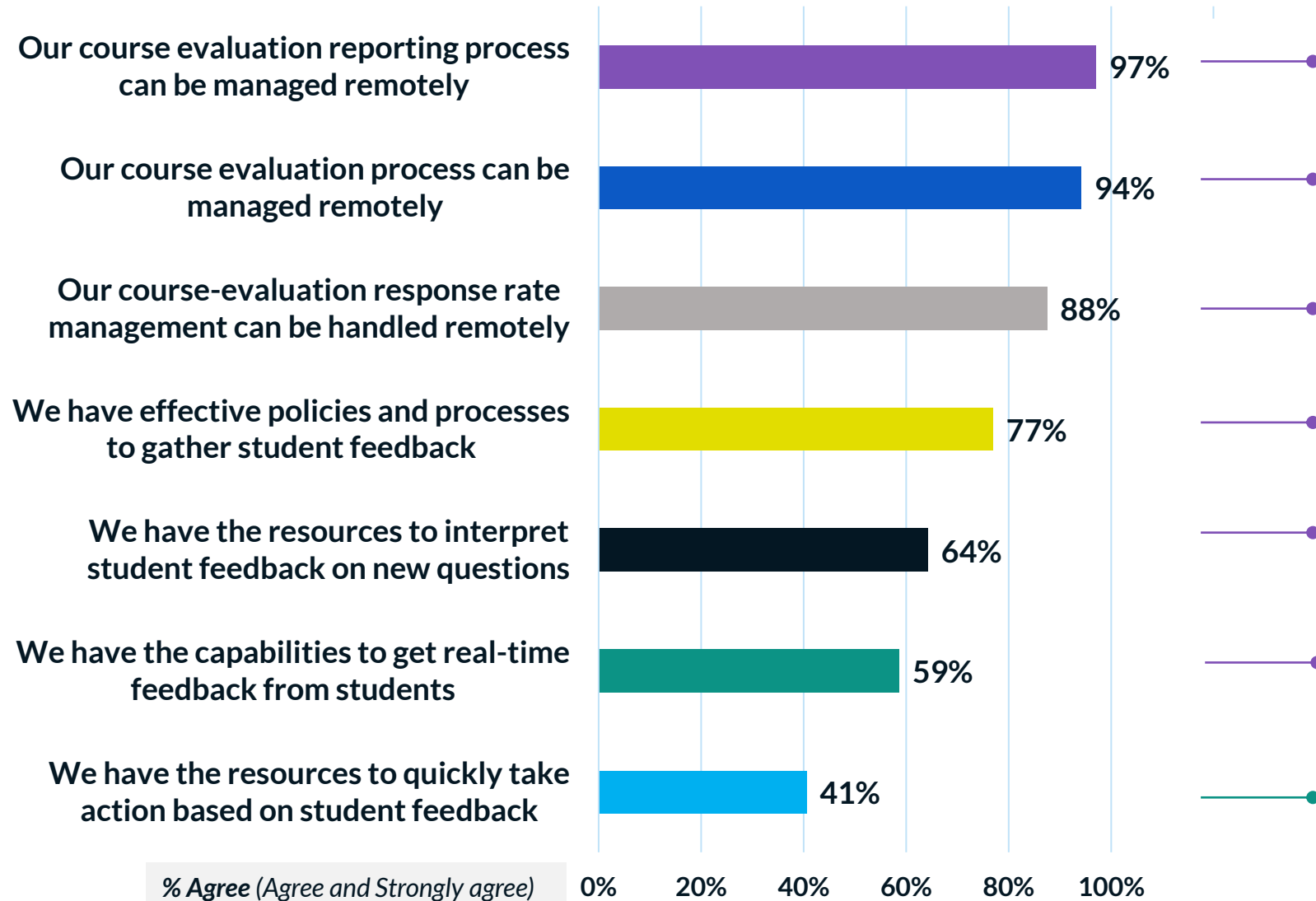


Most respondents agreed on their course evaluation capabilities, despite this pandemic



Appendix C.4: “Prepared?” by Region (Summary)

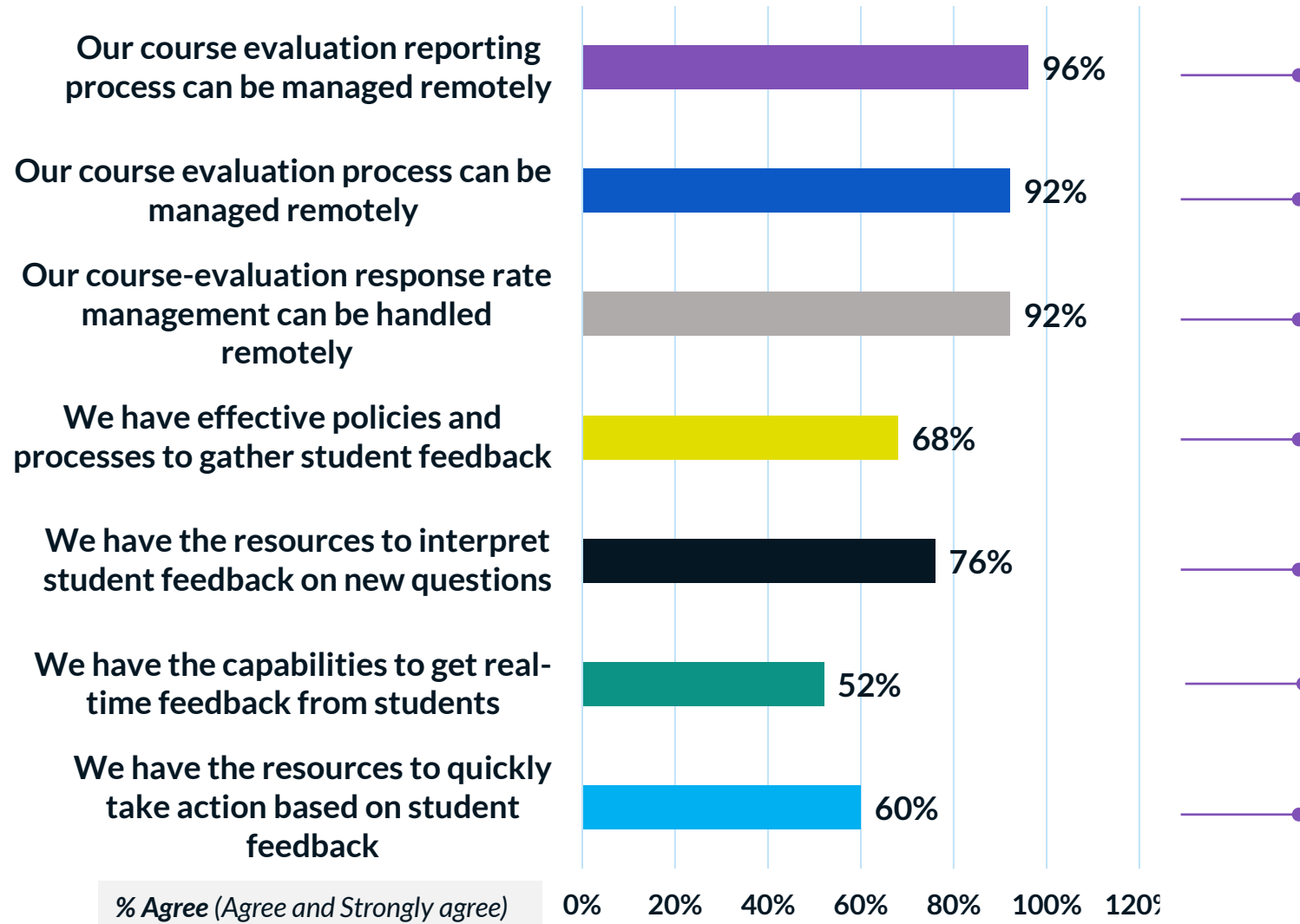
North America



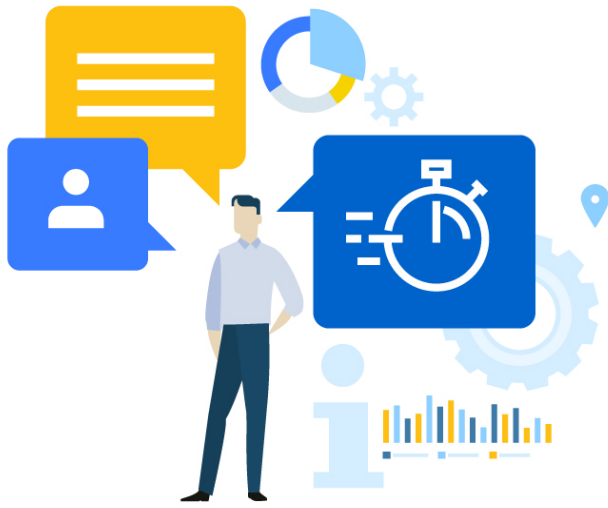
Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on resources availability to act on student feedback

Europe

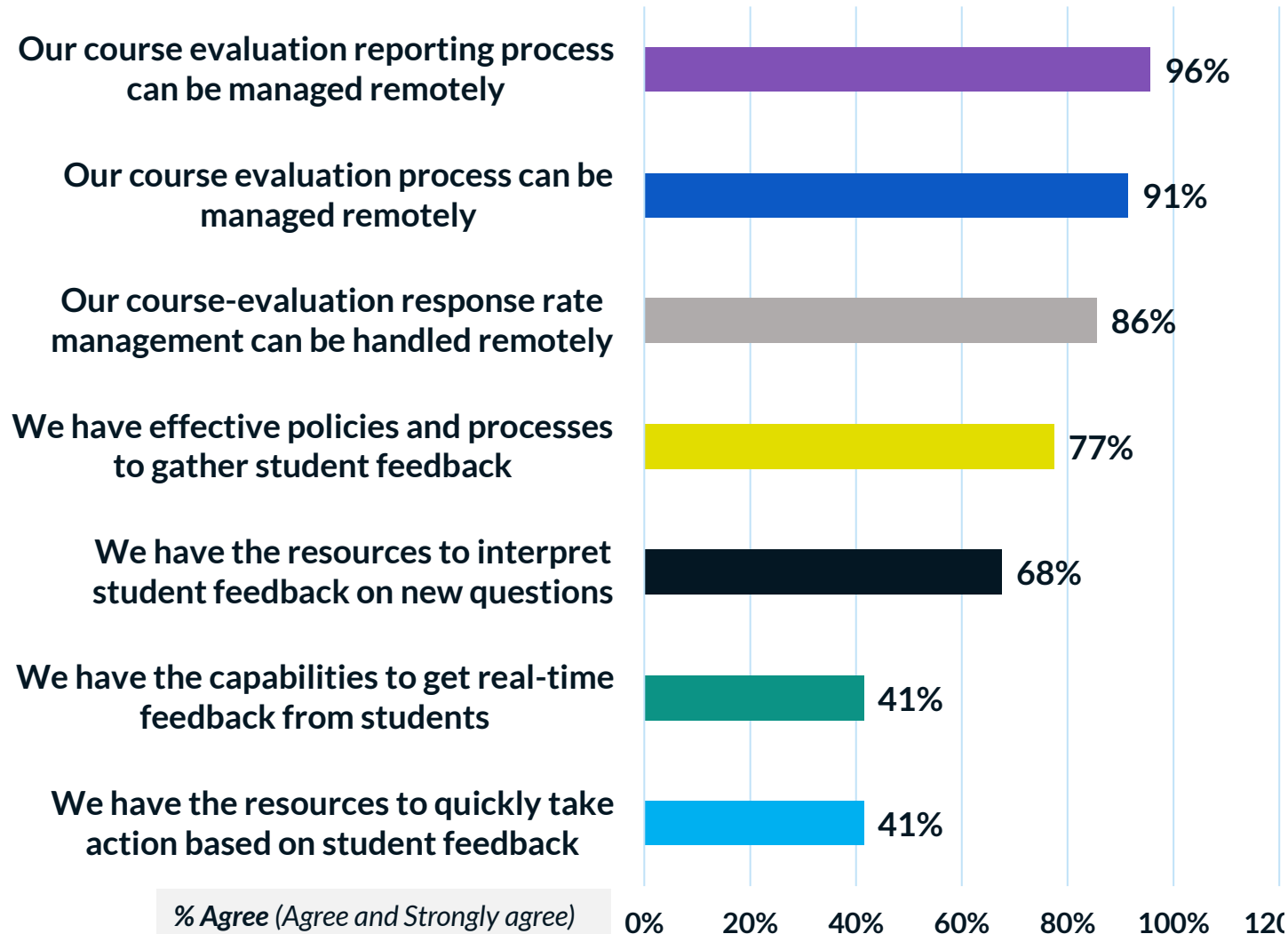


Most respondents agreed on their course evaluation capabilities, despite this pandemic



Appendix C.5: “Prepared?” by Function (Summary)

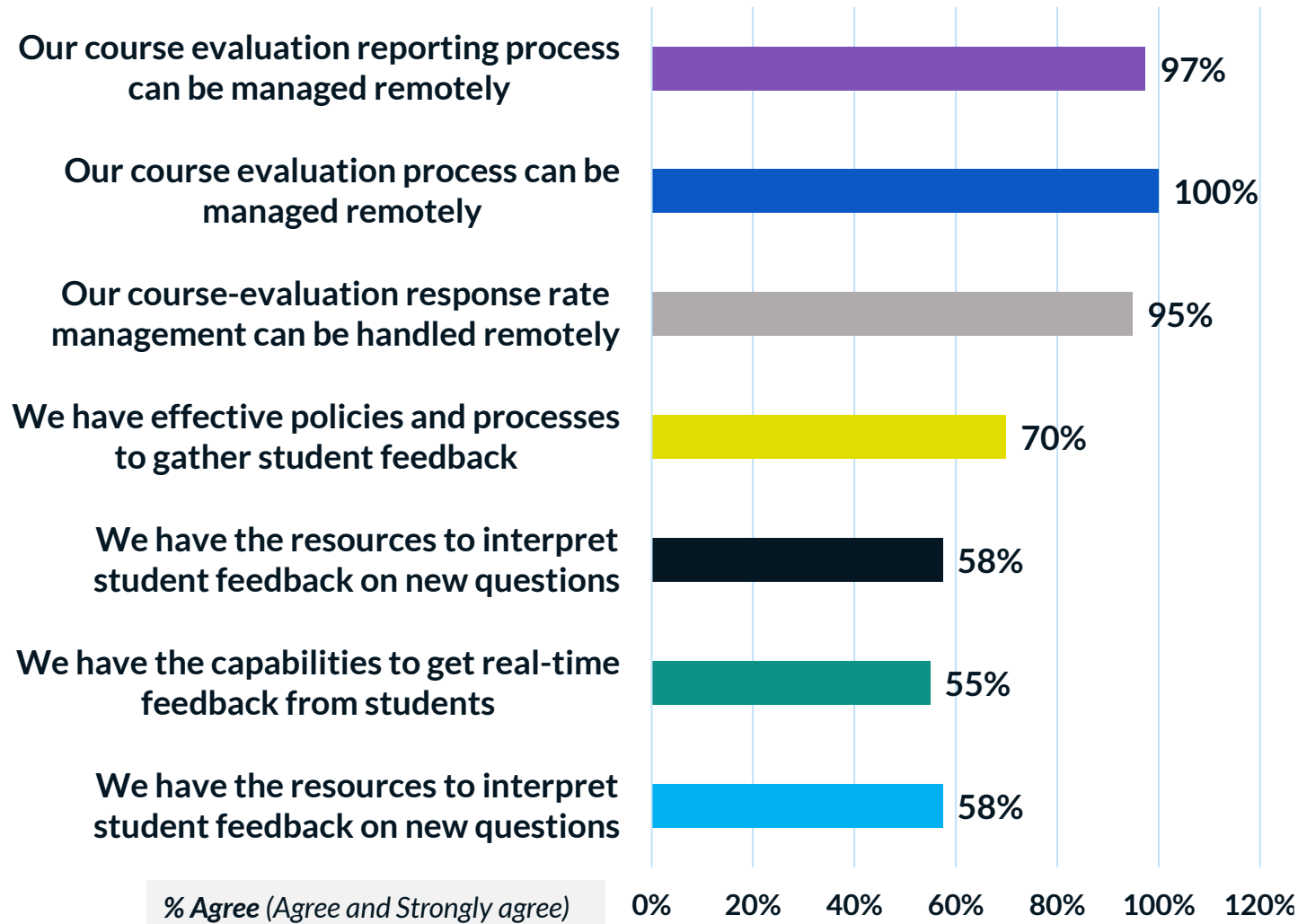
Institutional Research/Planning & Quality



Most respondents agreed on their course evaluation capabilities, despite this pandemic

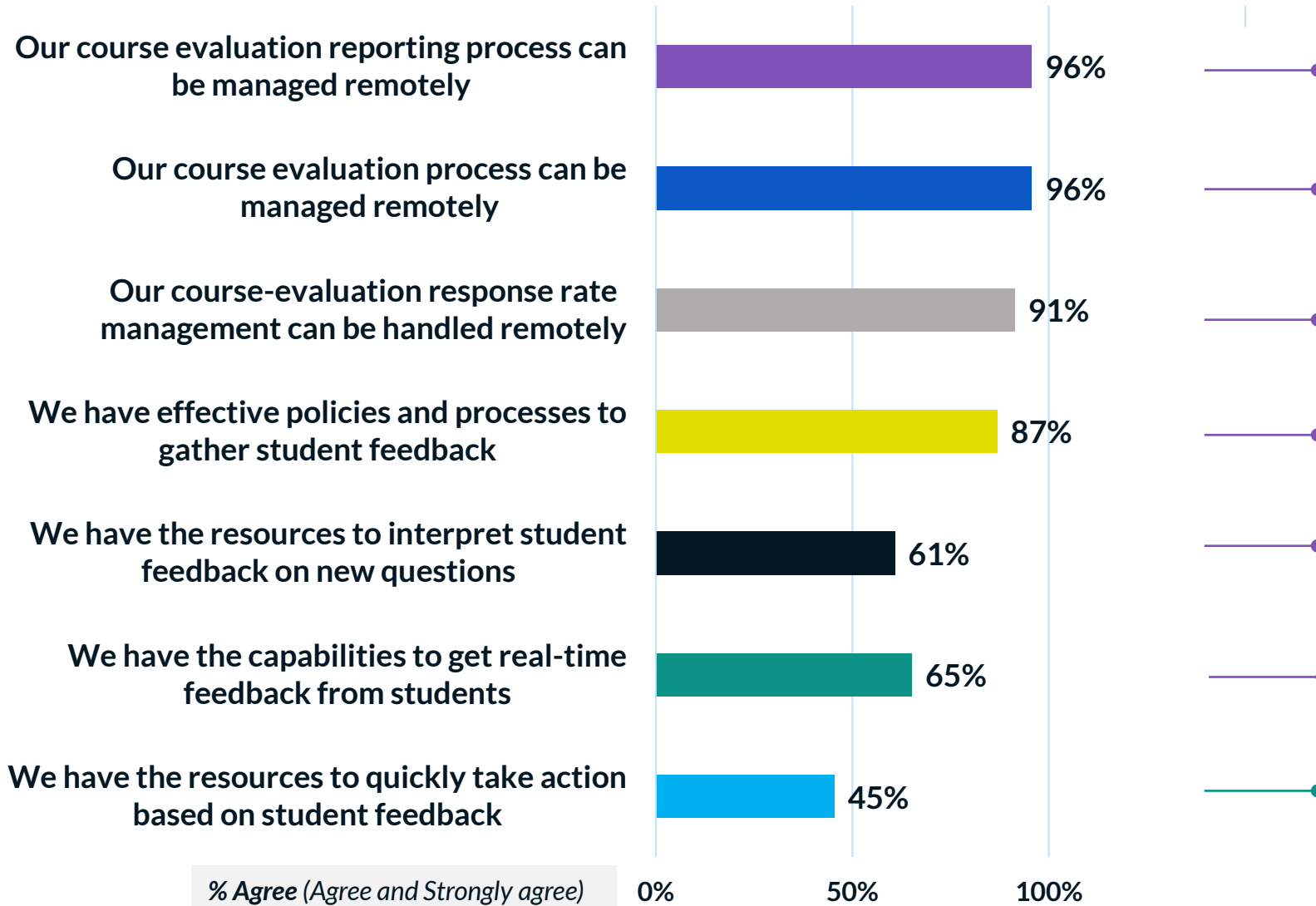
Less agreement on its real-time feedback capability and the resources availability to act on student feedback

Teaching & Learning Centers



Most respondents agreed on their course evaluation capabilities, despite this pandemic

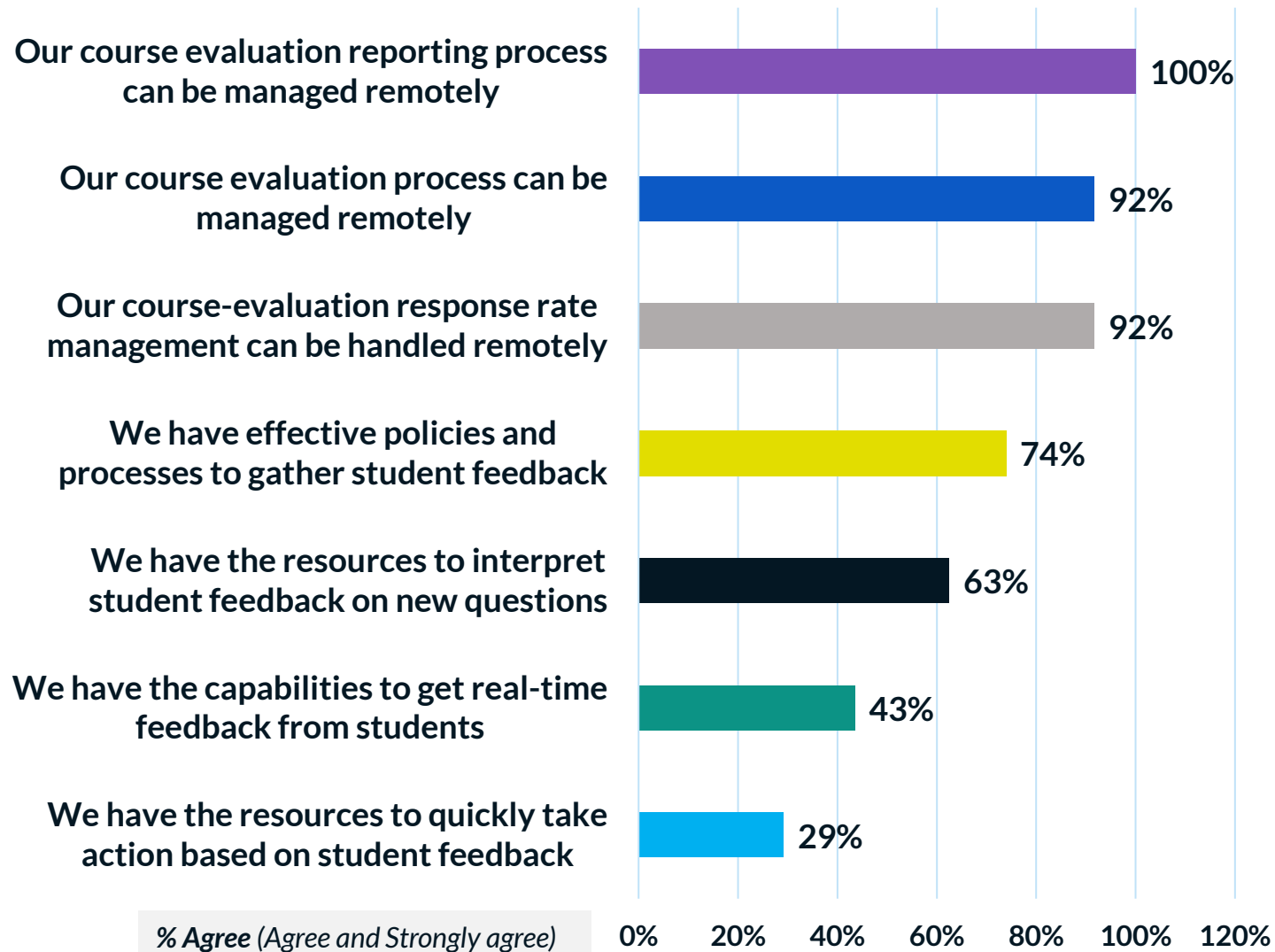
IT/IS



Most respondents agreed on their course evaluation capabilities, despite this pandemic

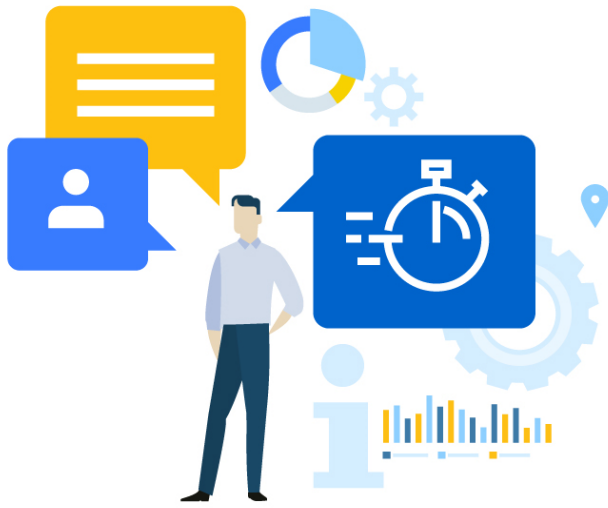
Less agreement on resources availability to act on student feedback

Admin/Registrar



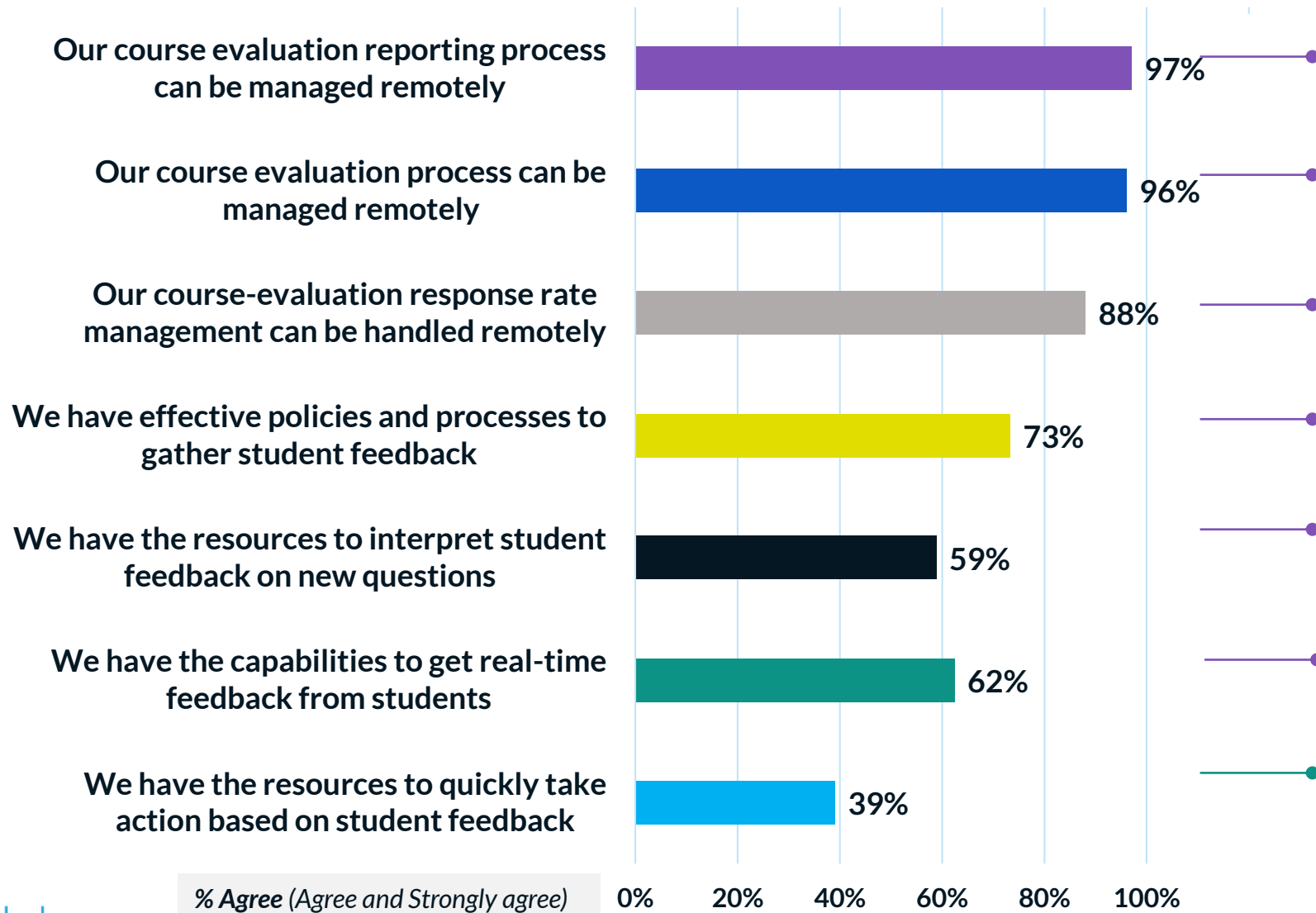
Most respondents agreed on their course evaluation capabilities, despite this pandemic

Less agreement on its real-time feedback capability and the resources availability to act on student feedback



Appendix C.6: “Prepared?” by Job Level (Summary)

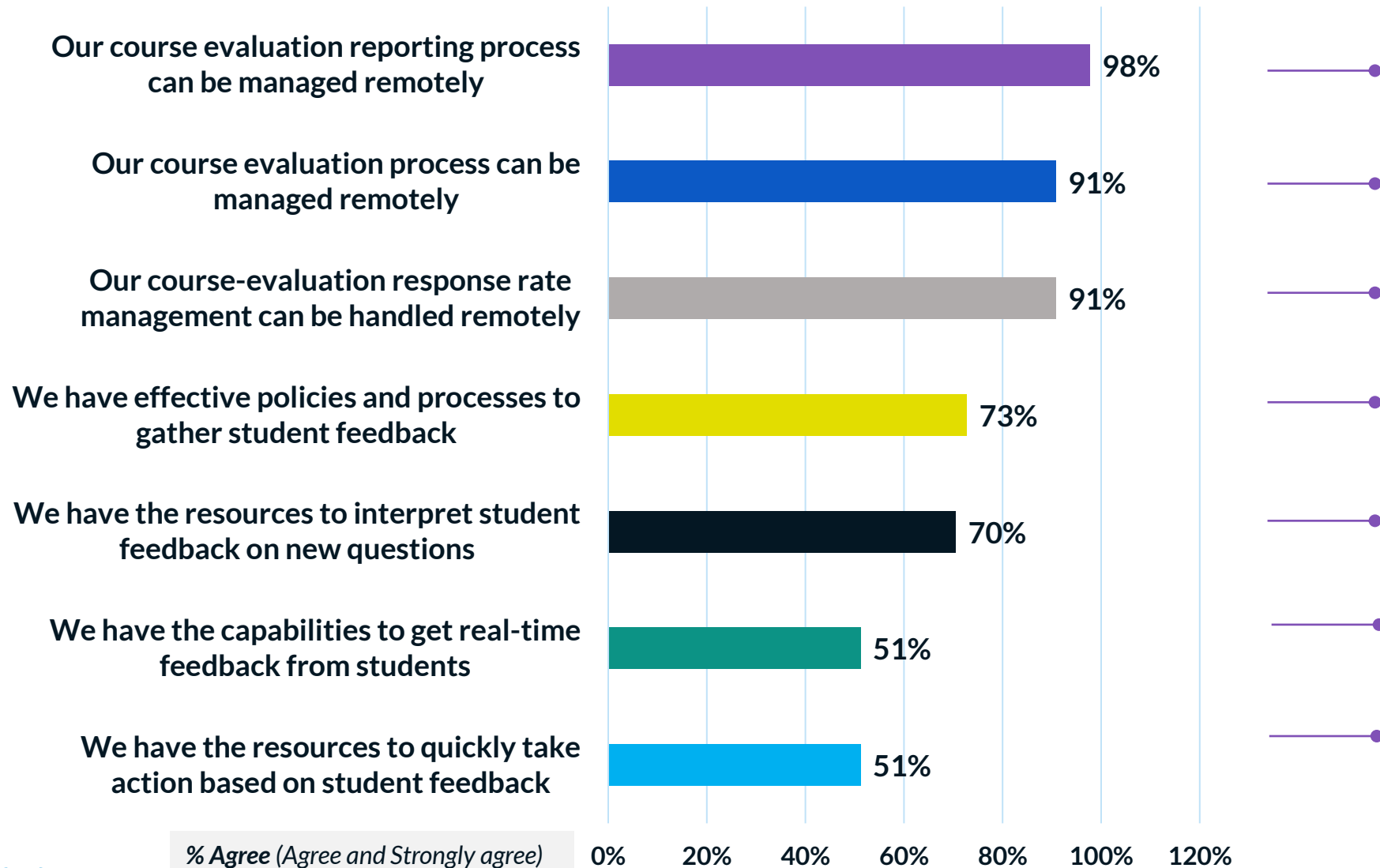
Individual Professional



Most respondents agreed on their course evaluation capabilities, despite this pandemic

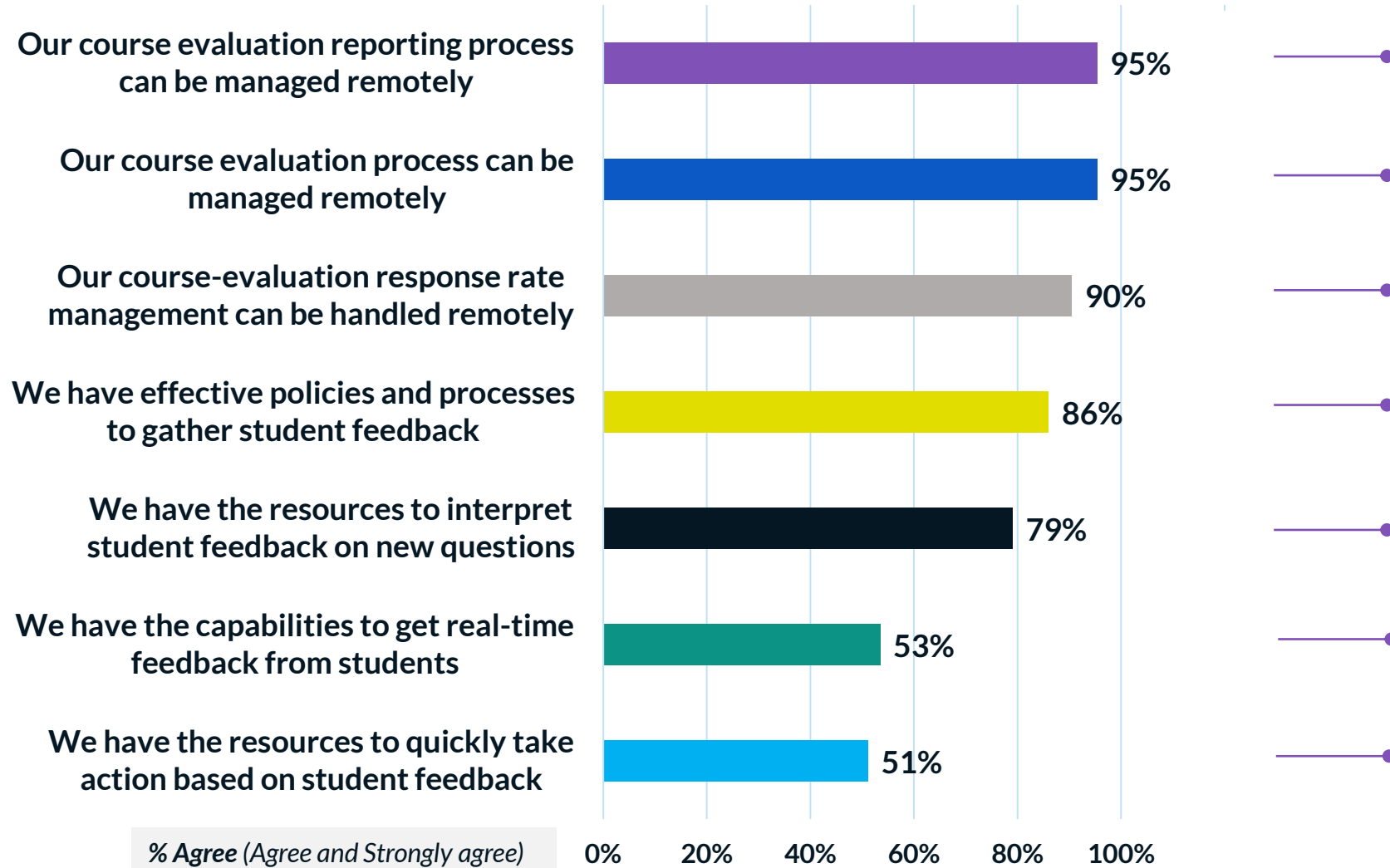
Less agreement on resources availability to act on student feedback

Manager/Lead



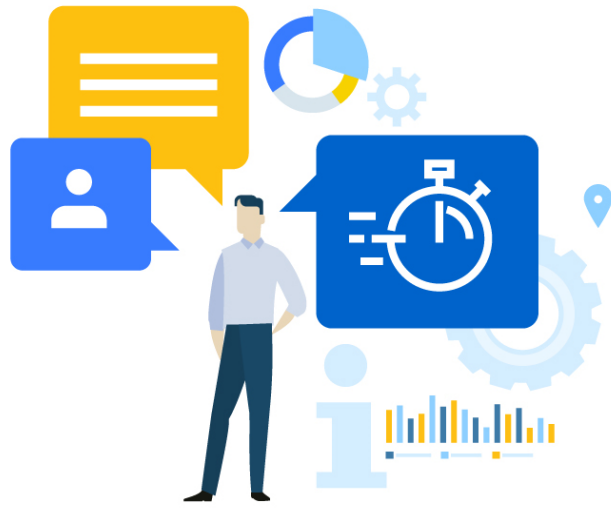
Most respondents agreed on their course evaluation capabilities, despite this pandemic

Director and up



Most respondents agreed on their course evaluation capabilities, despite this pandemic

[Back to summary slide](#)

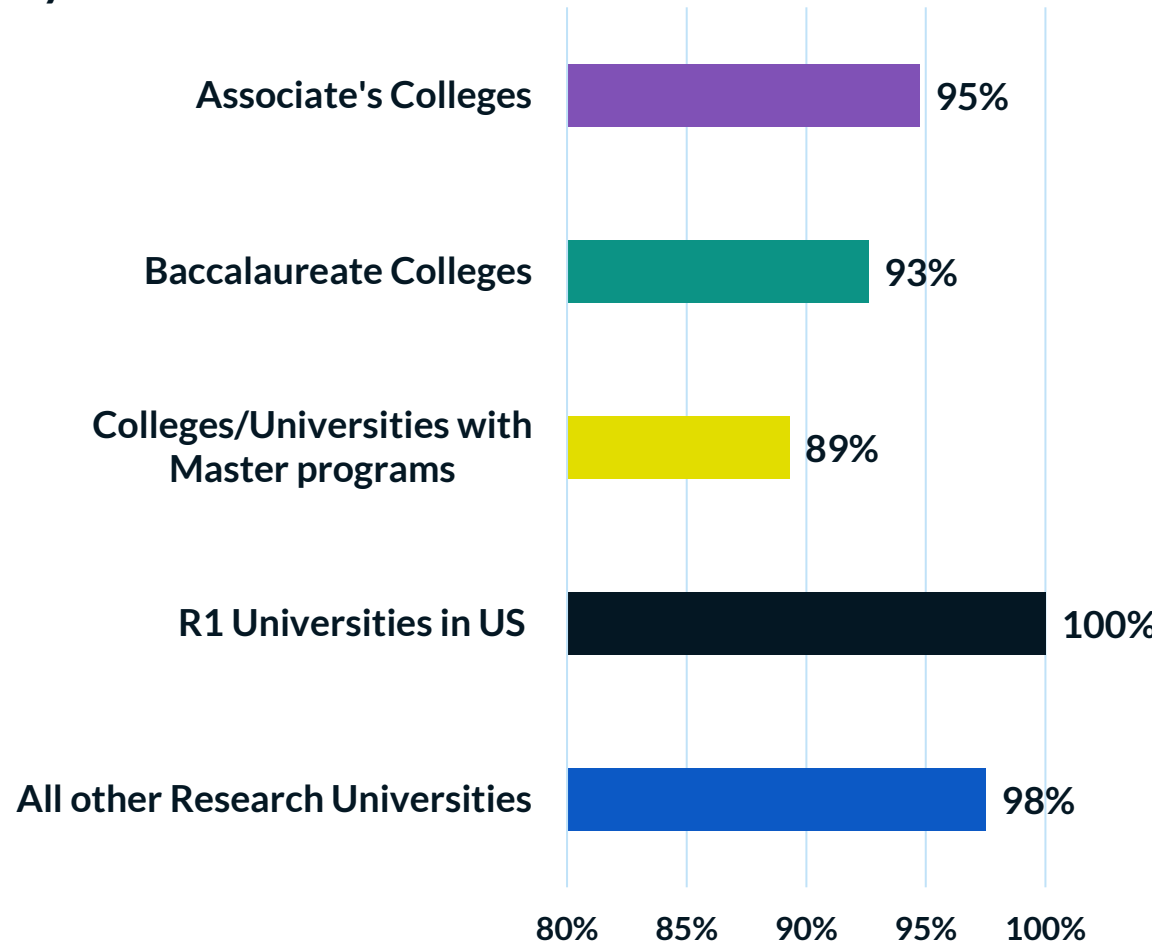


Appendix G

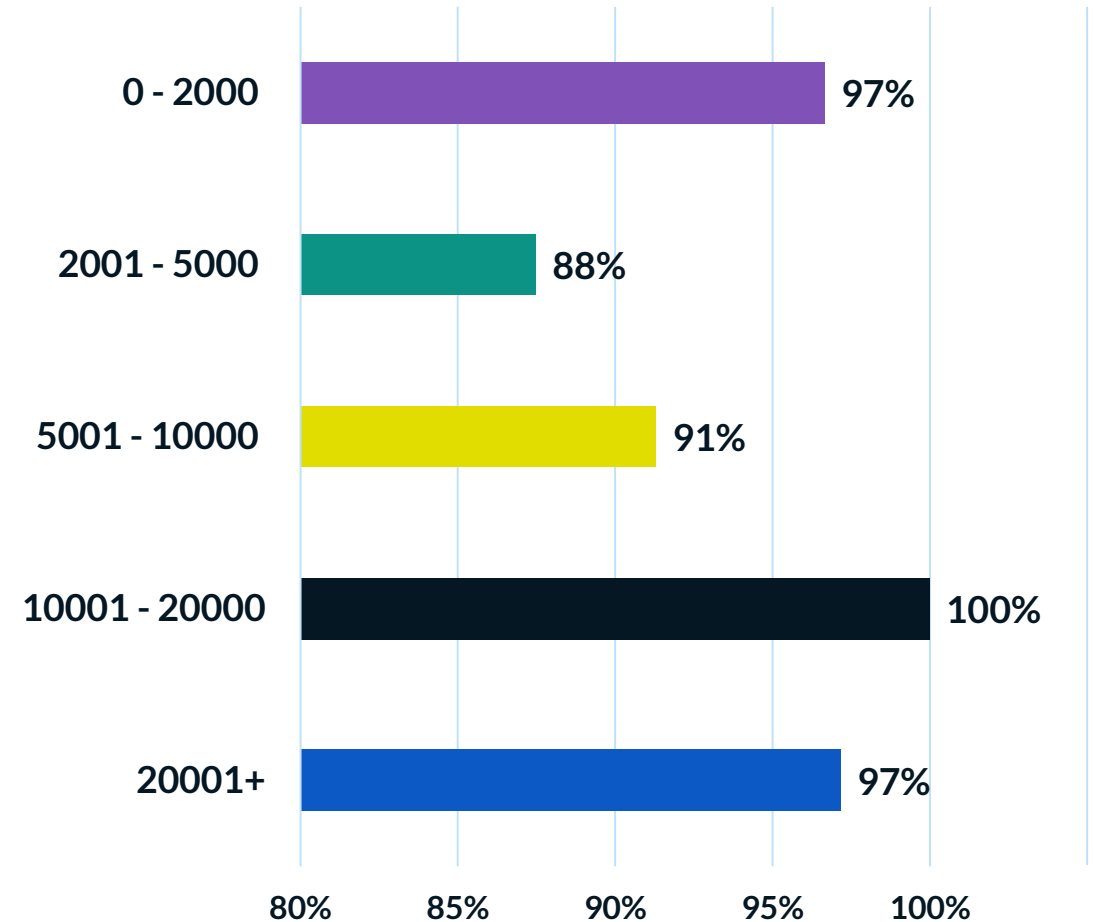
The level of agreement on
“I have the technology
necessary to perform my
responsibilities remotely
at this moment”
([Summary](#))

“I have the technology necessary to perform my responsibilities remotely at this moment”

By HE Classification

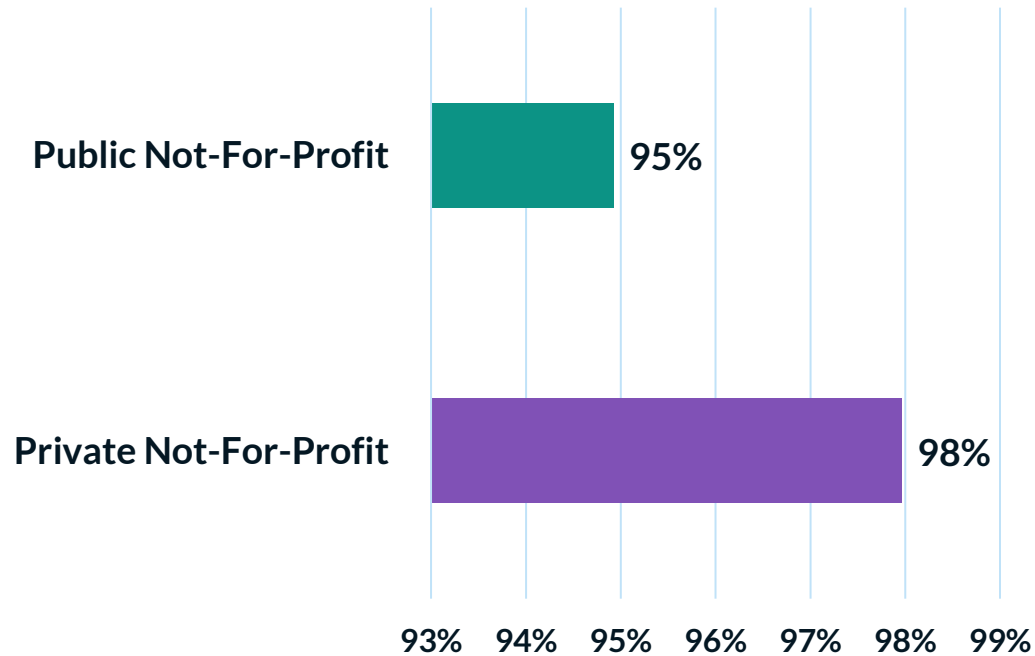


By FTE Size

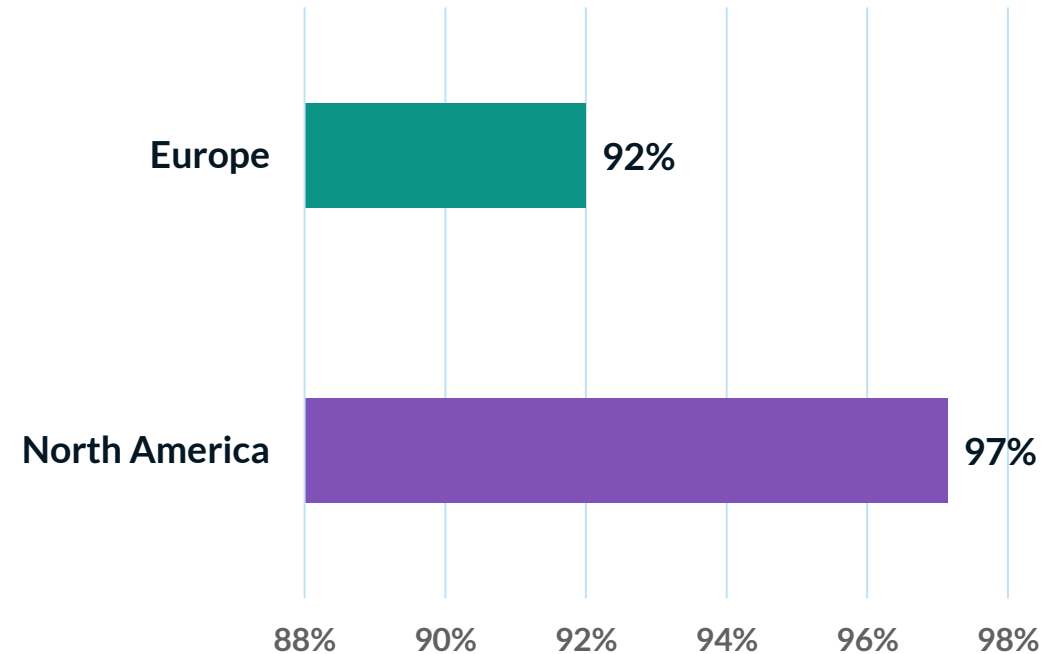


“I have the technology necessary to perform my responsibilities remotely at this moment”

By Legal Control Type

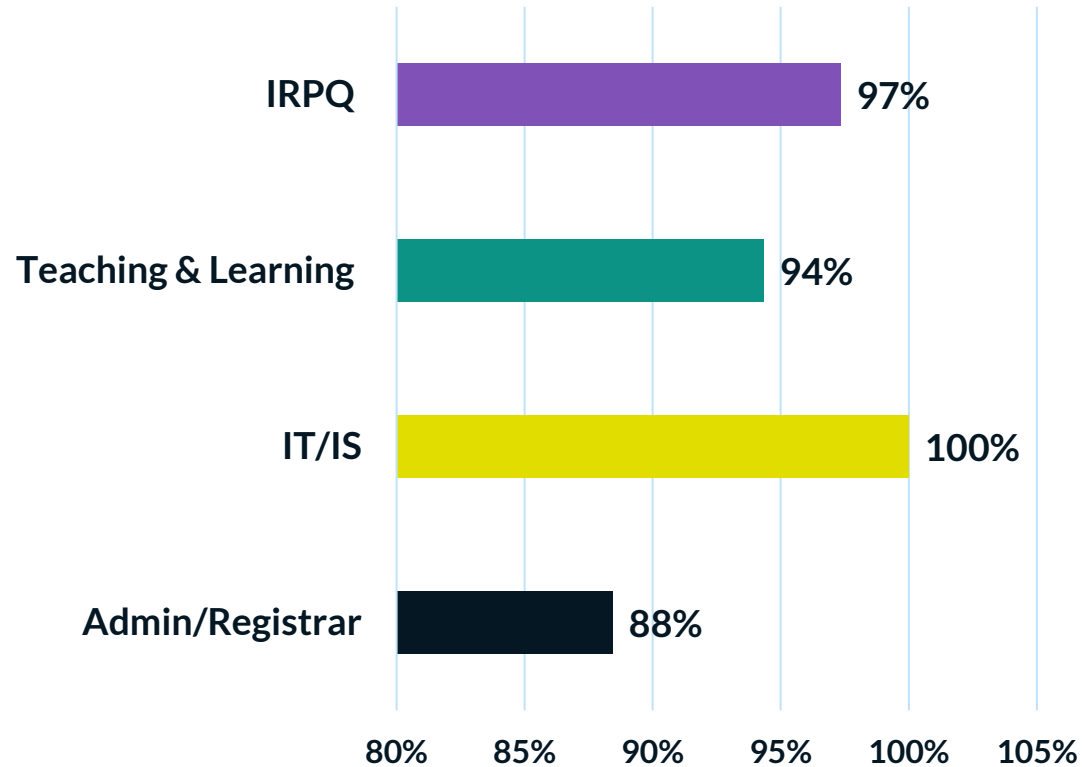


By Region: North America and Europe

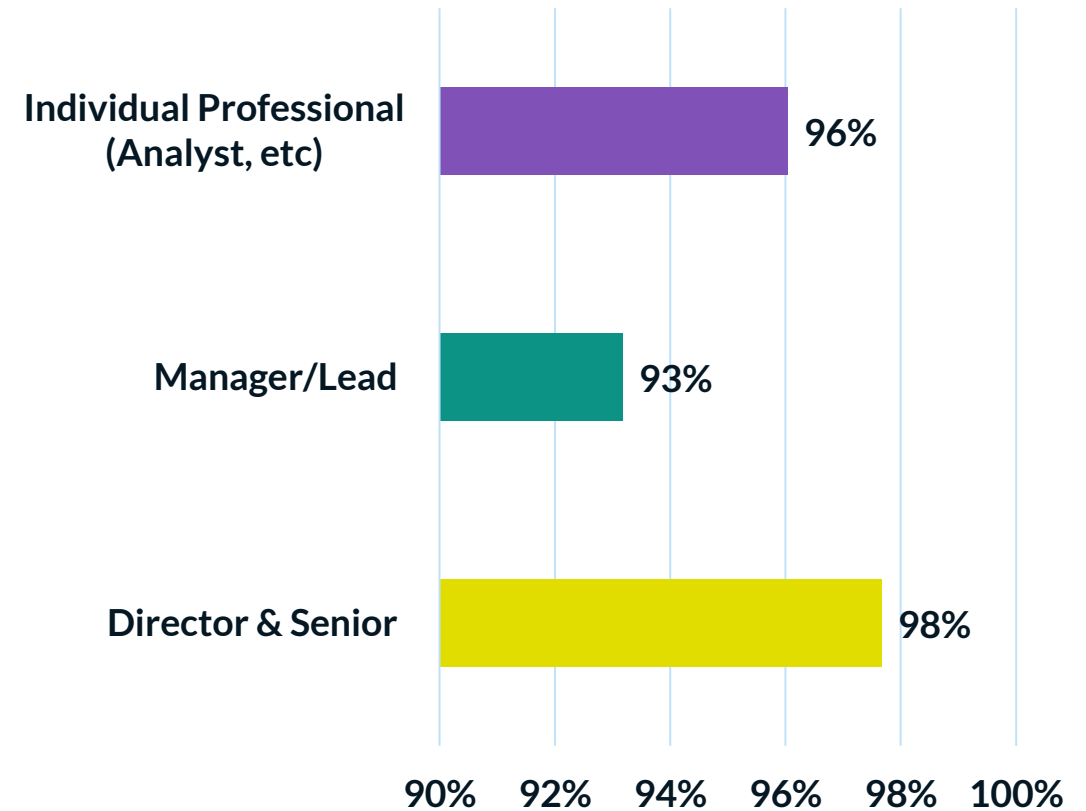


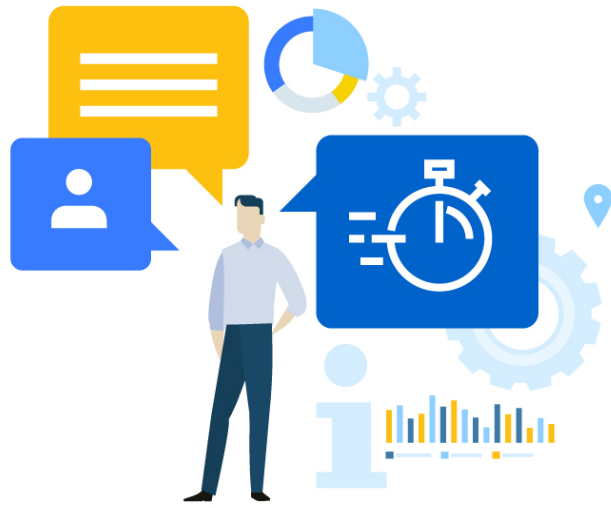
“I have the technology necessary to perform my responsibilities remotely at this moment”

By Function



By Job Level

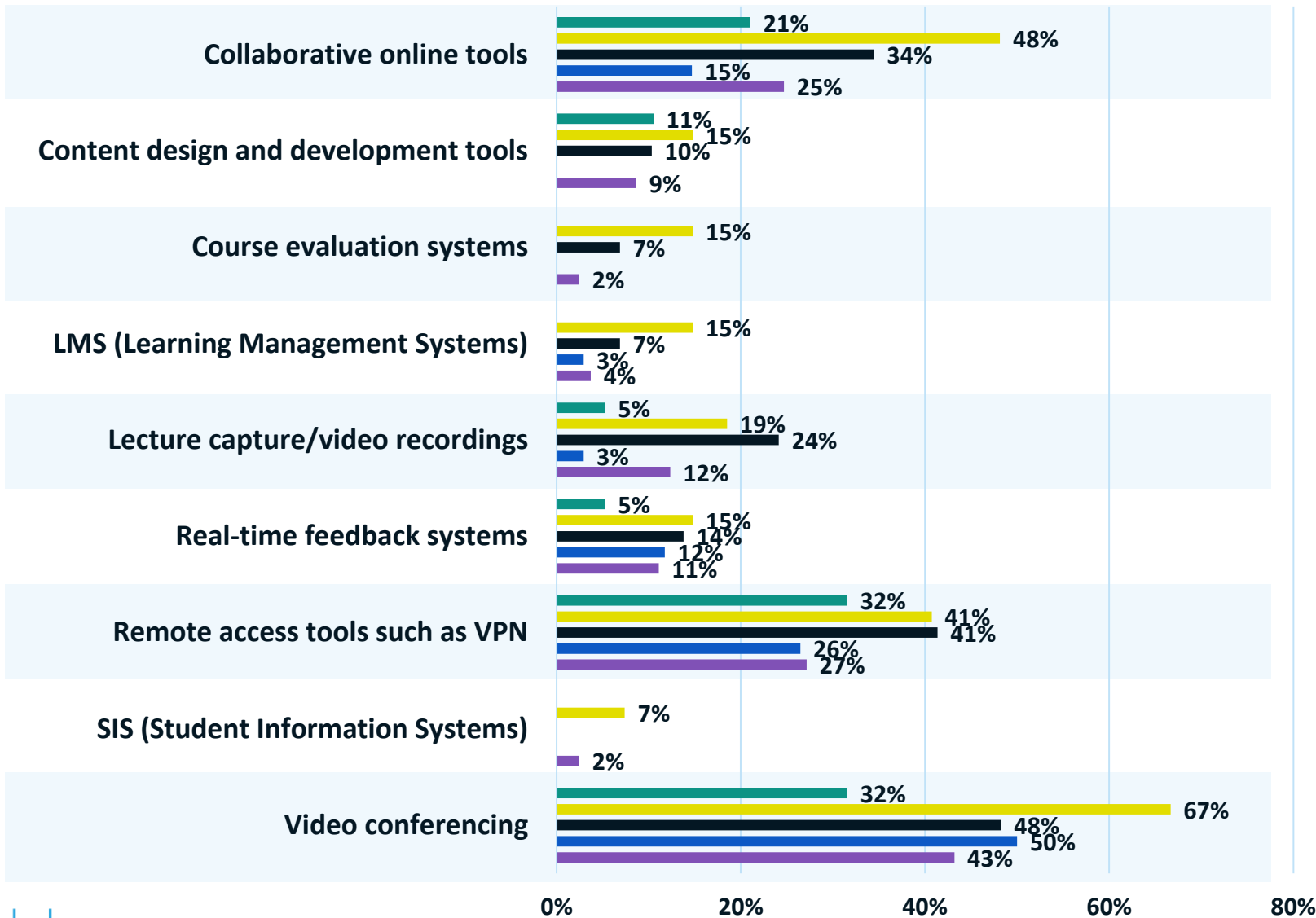




Appendix H: What specific technologies do you need now that you didn't need before the pandemic? ([Summary](#))

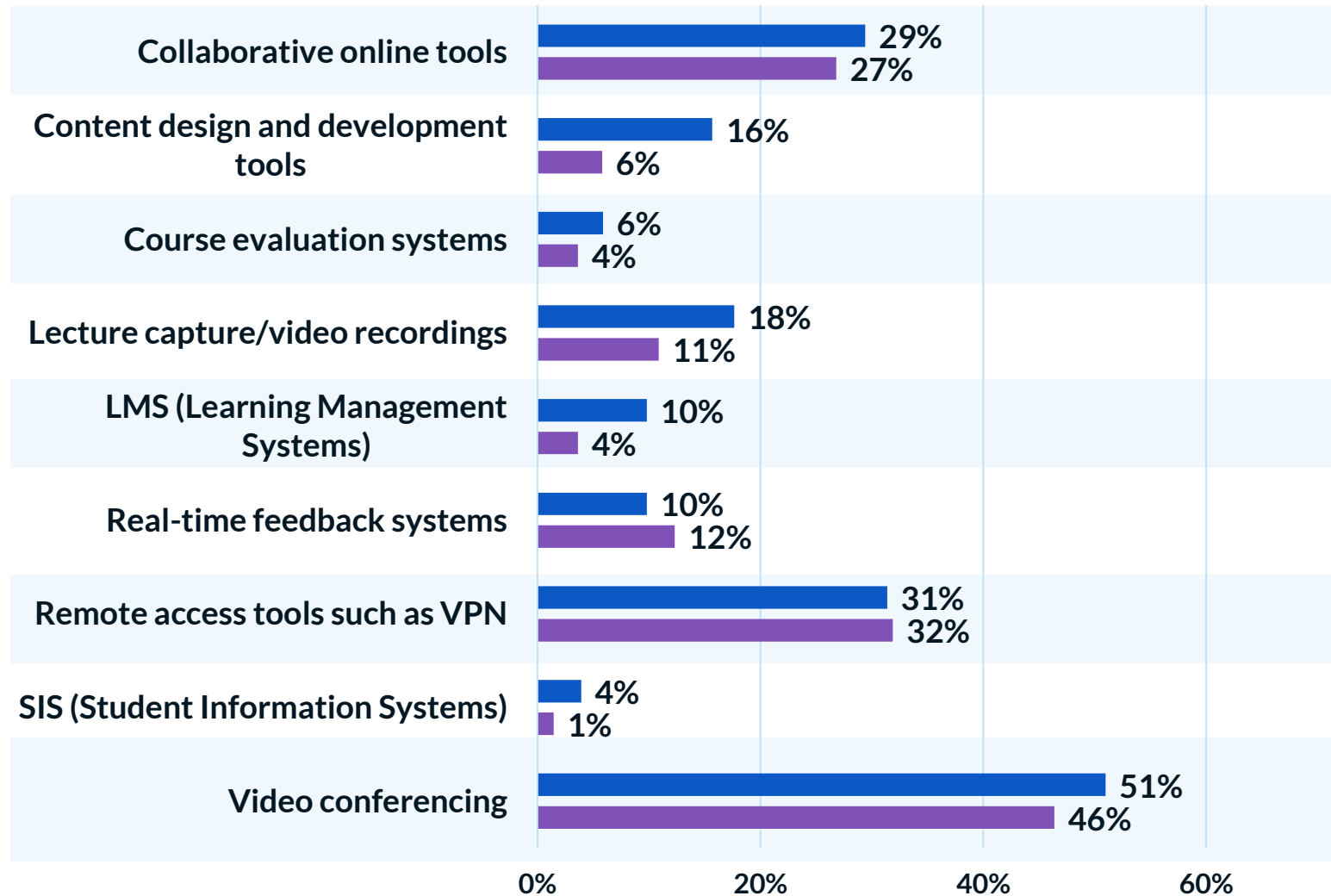
Percentages will exceed 100%

Technology Needs Now by HE Classification



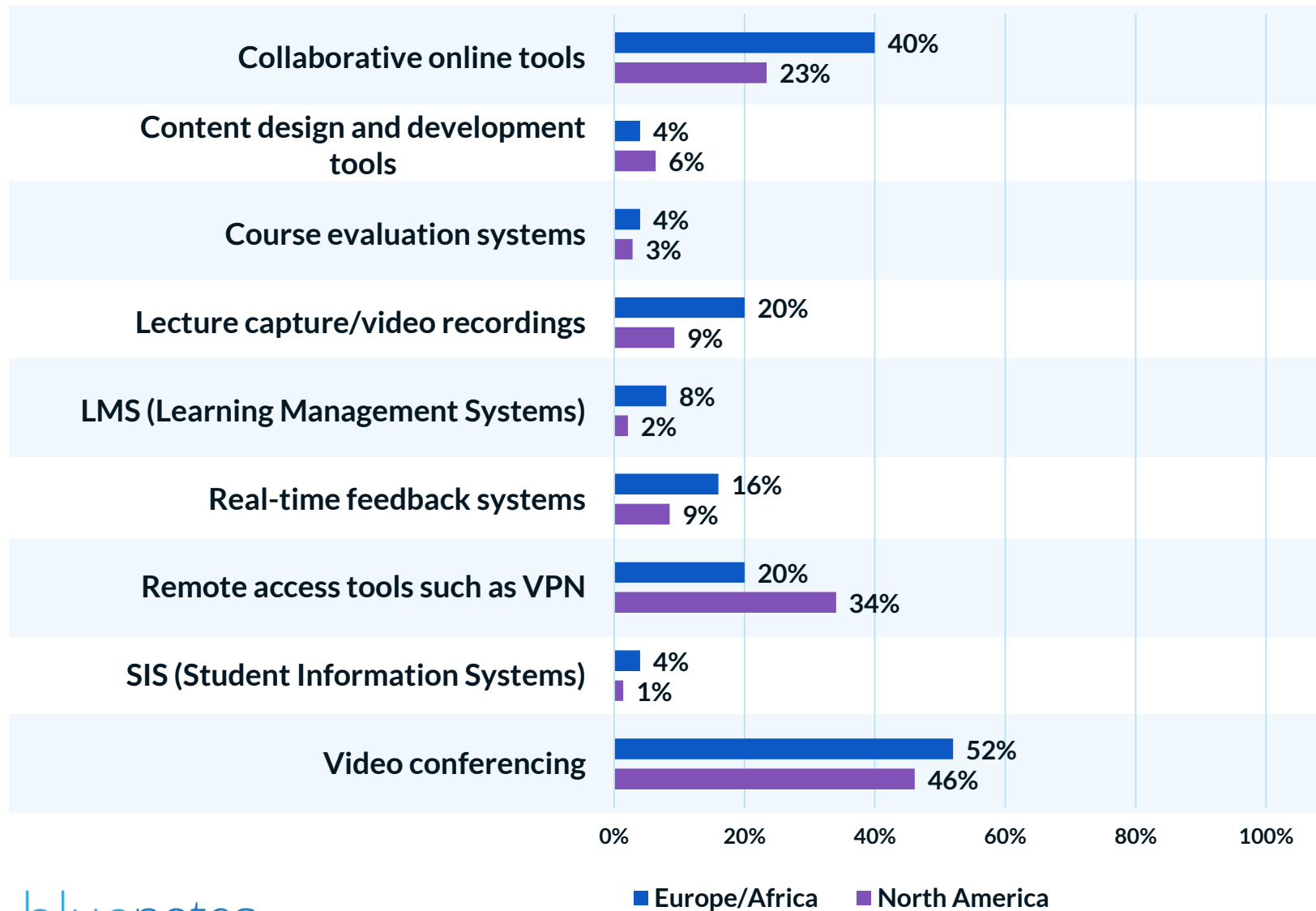
- Video conferencing, remote access tools are most mentioned as the technology that is needed now but not before the pandemic, by master's colleges
- Collaboration online tools are in need expressed by baccalaureate colleges, as well as video conferencing

Technology Needs Now by Legal Control Type



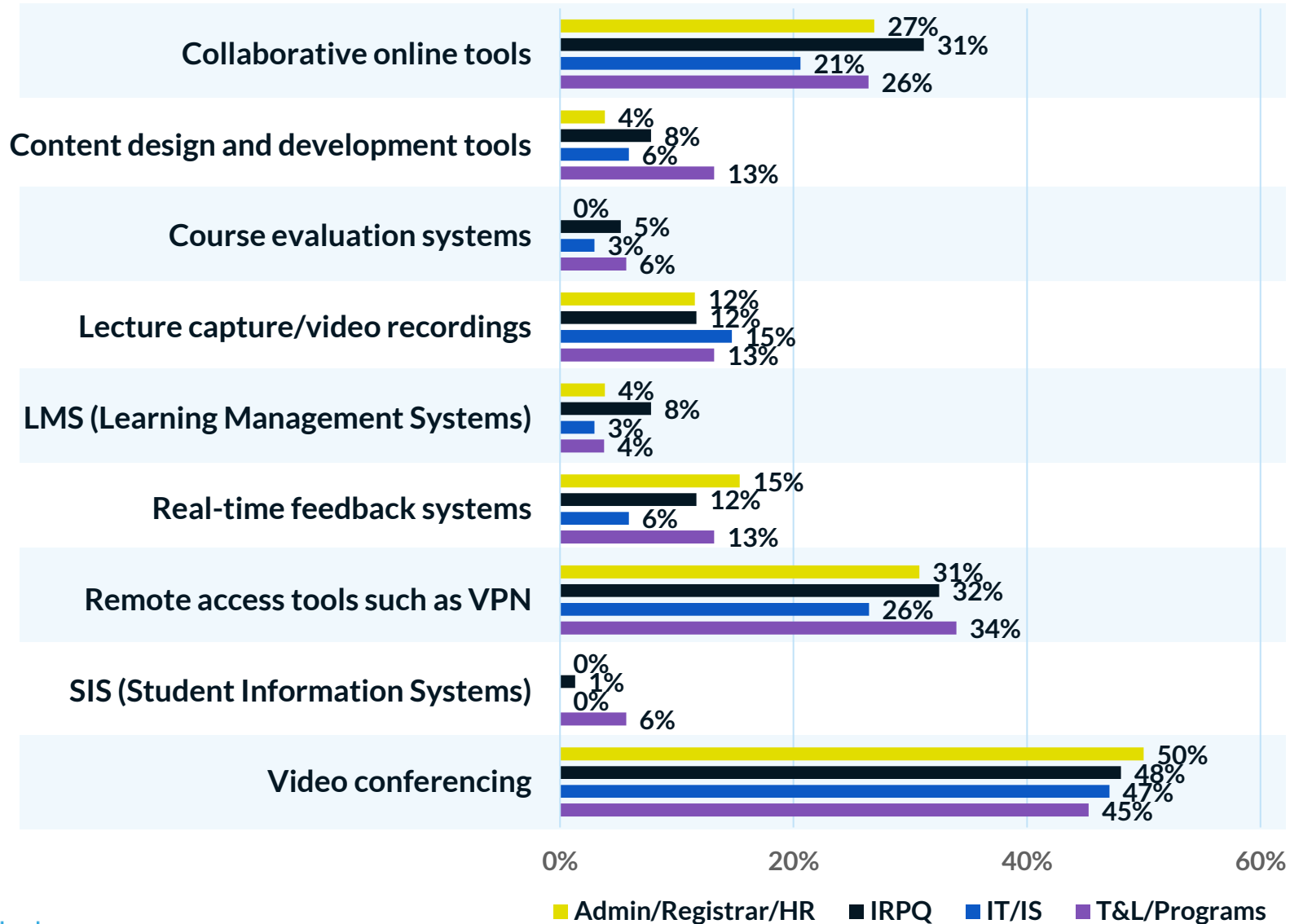
Public and private not-for-profit institutions reported similar pattern

Technology Needs Now by Region



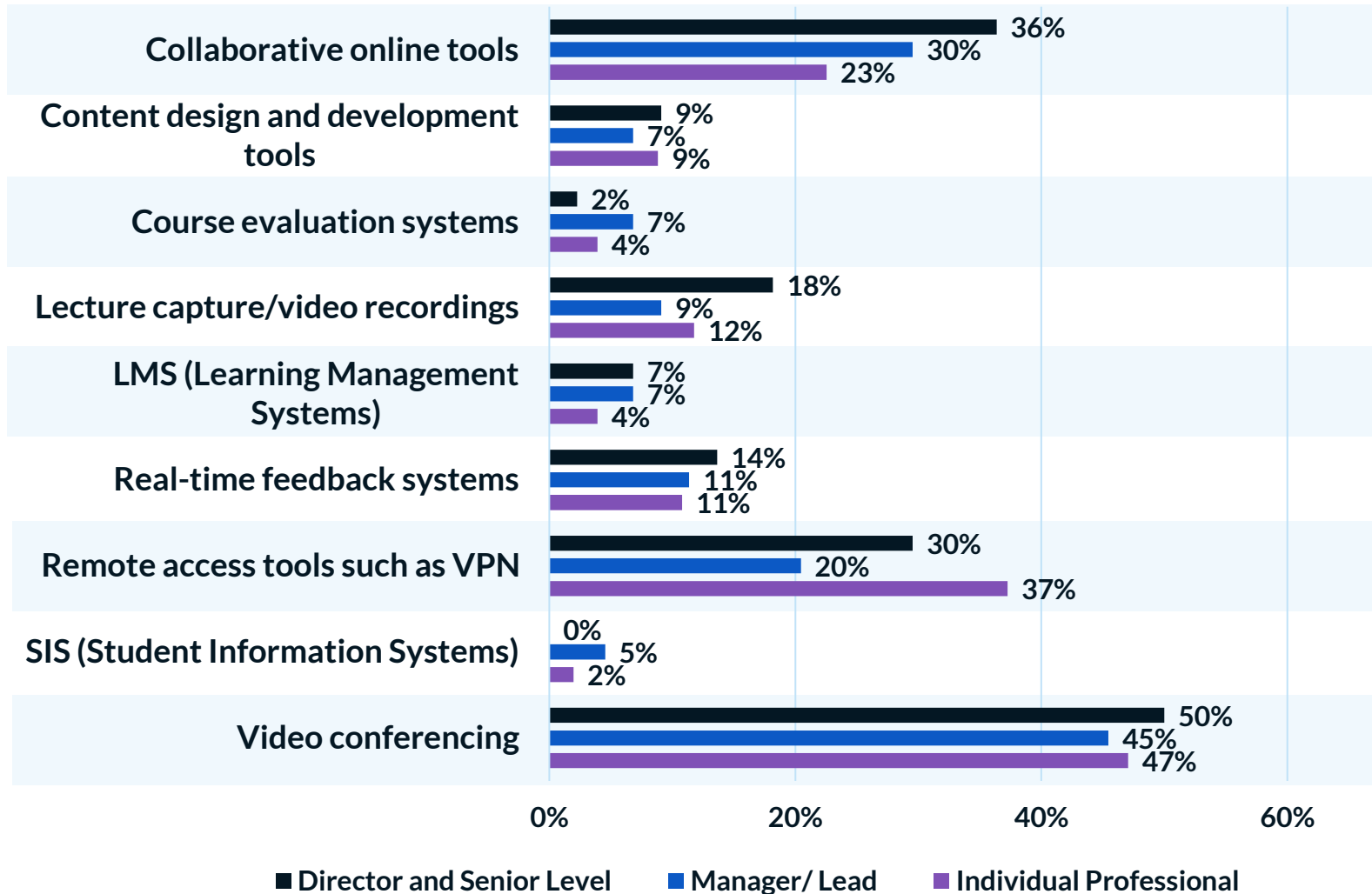
- **Europe**
 - Greater reliance on collaborative tools and video conferencing in Europe
- **North America**
 - Remote access tools is most frequently technology that wasn't in need before but now during the pandemic

Technology Needs by Function



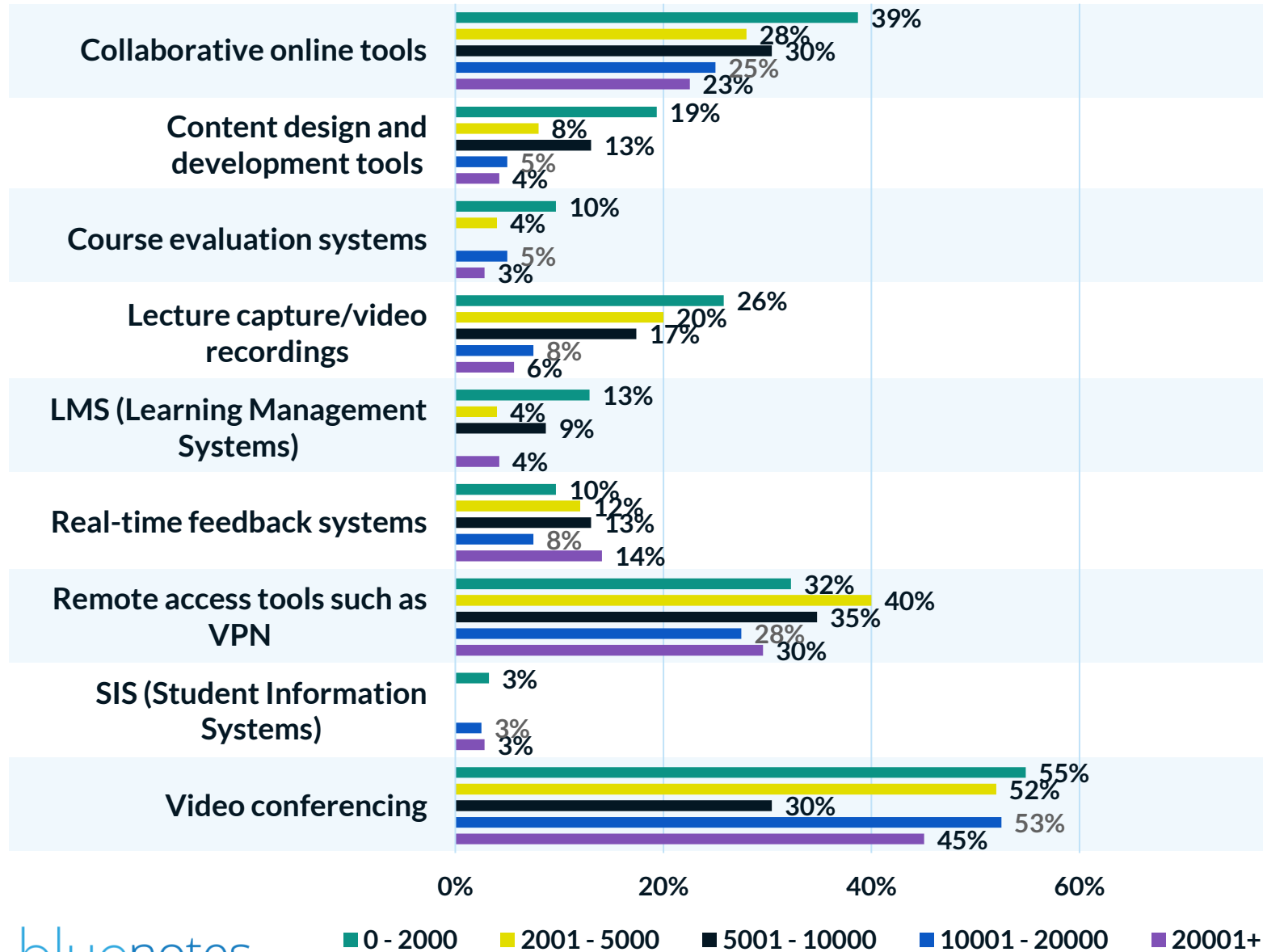
Video conferencing topped the list for all functions, followed by remote access tools and collaboration online tools

Technology Needs Now by Job Level

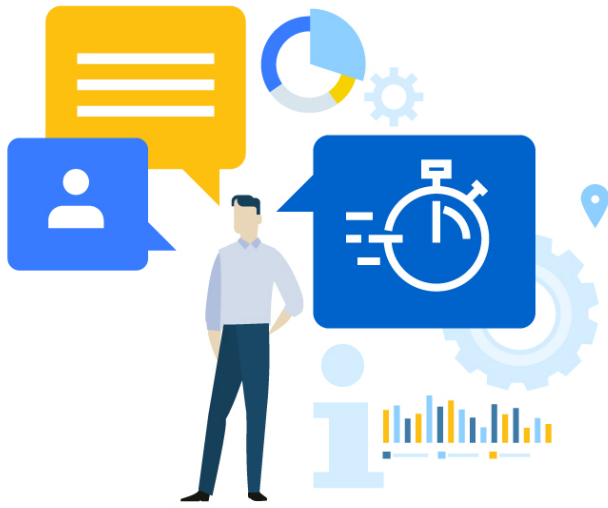


- Overall, video conferencing has the greatest level of need across all levels
- Individual Professionals have expressed the need for remote access tools
- Senior levels also have need for collaborative tools

Technology Needs by FTE Size



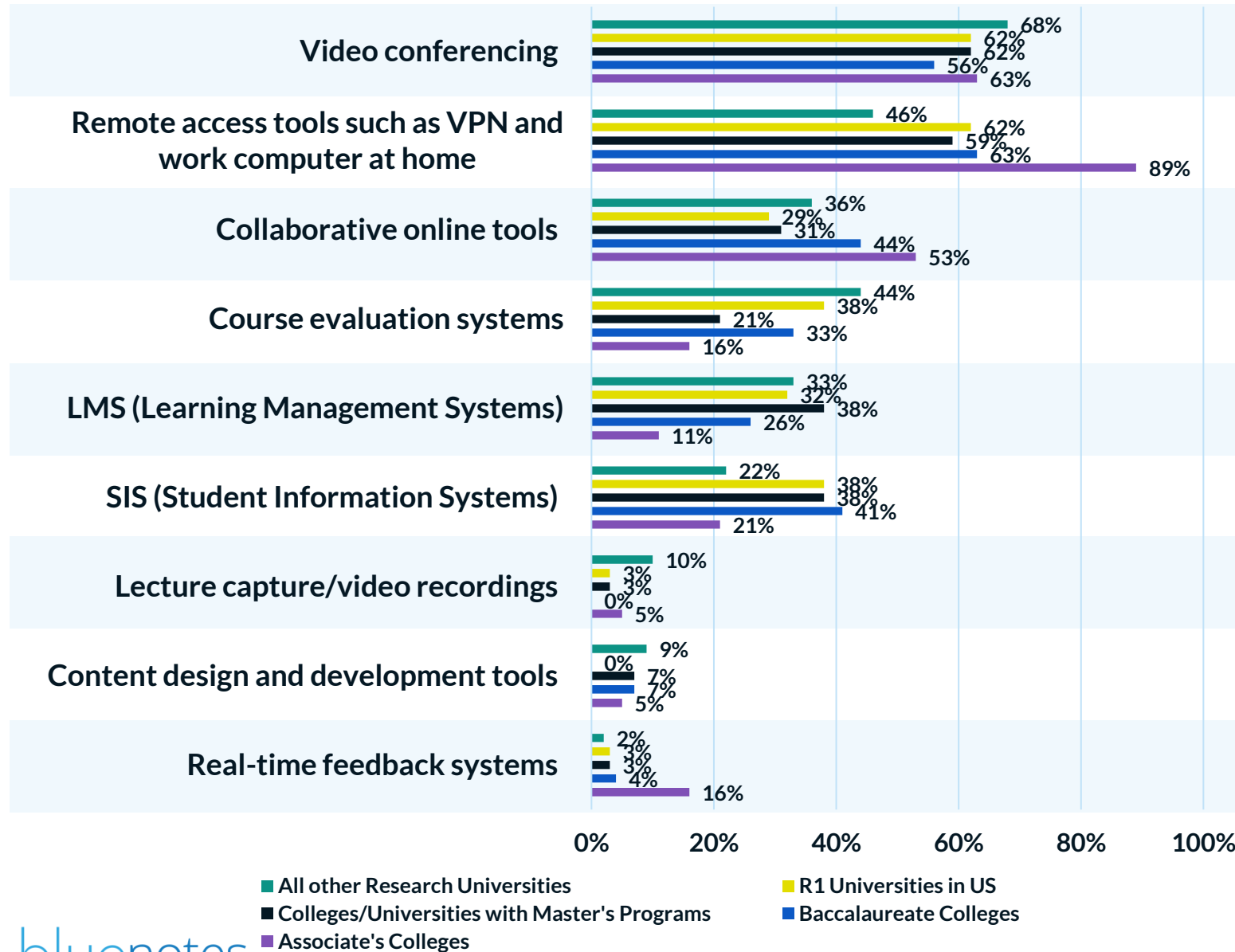
- All sized institutions expressed video conferencing, remote access tools and collaboration online tools as technology that “I didn’t need before the pandemic and need now”
- However, for smaller institutions, lecture capture and video recording is as a tech that is needed now during the pandemic



Appendix I: The top three technologies that are most important to you in performing your responsibilities at this moment ([Summary](#))

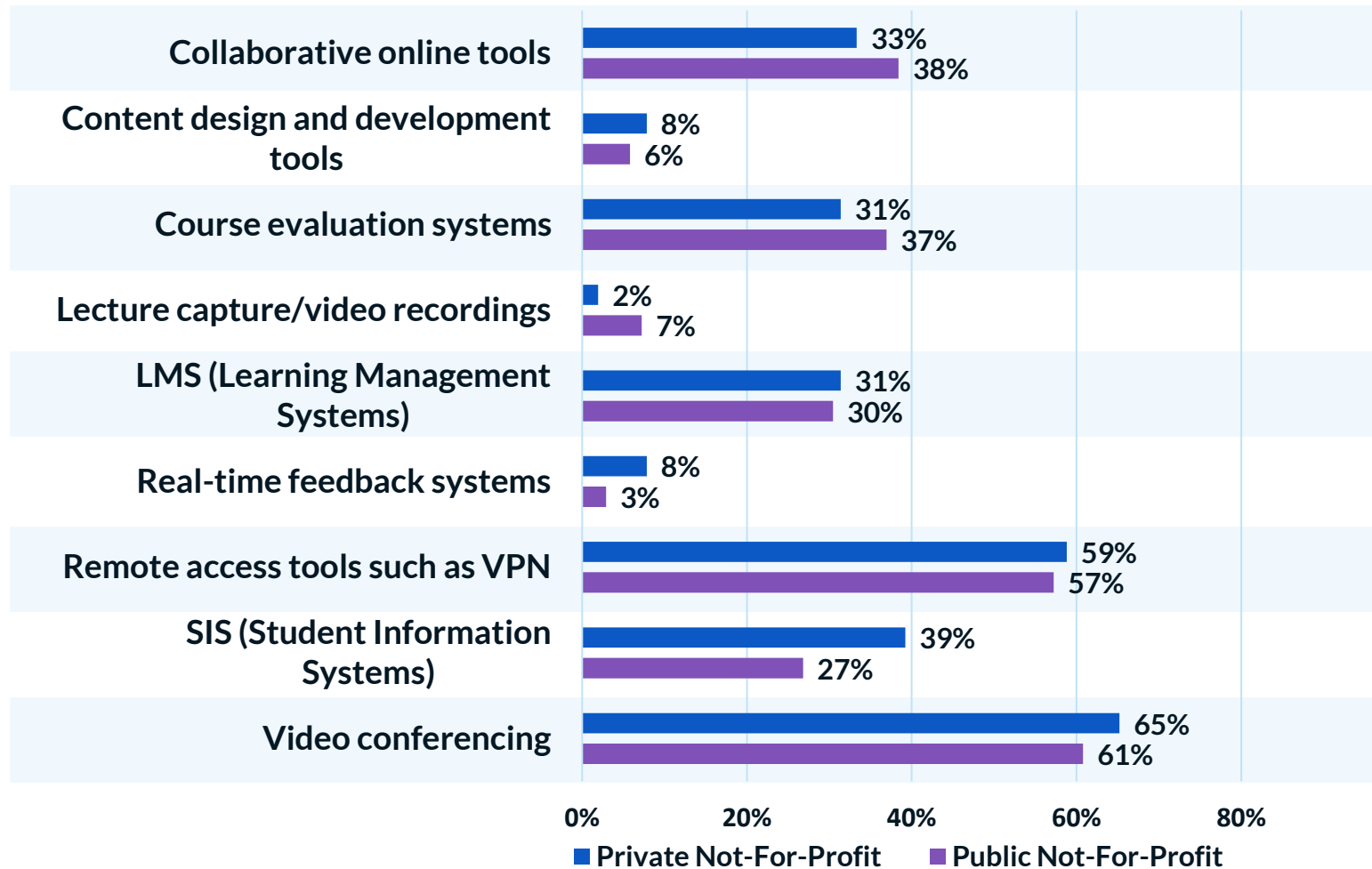
Percentages will exceed 100%

Top 3 Technologies Most Important by HE Classification



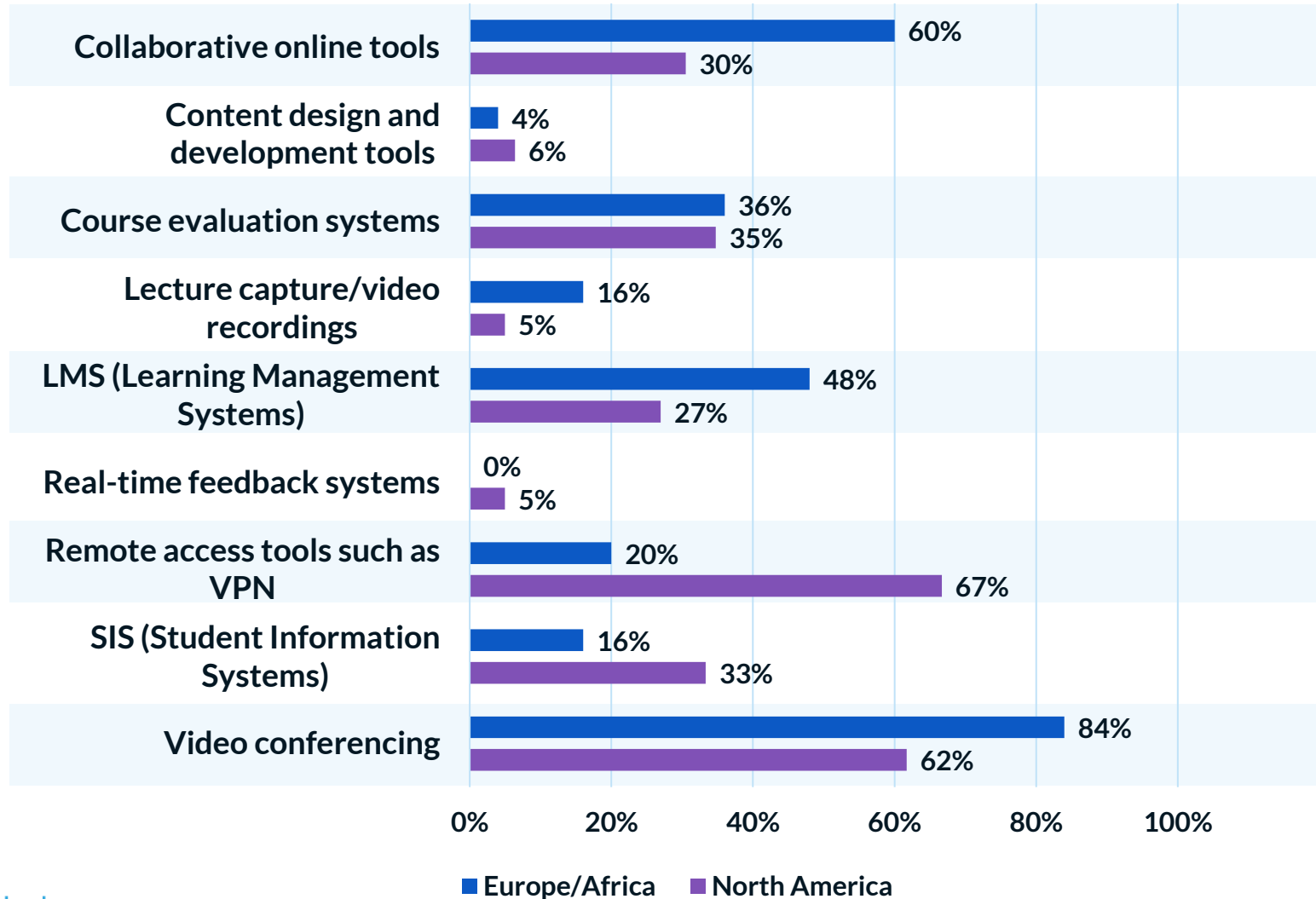
- Remote access tools and Video conferencing, collaborative online tools are most mentioned by Associate's and Baccalaureate colleges
 - In particular, nearly 90% of respondents in Associate's colleges indicate remote access tools as the key challenge
- For R1 and other Research Universities, Remote access tools and Video conferencing were most important, with the addition of Course Evaluation Systems

Top 3 Technologies Most Important by Legal Control Type



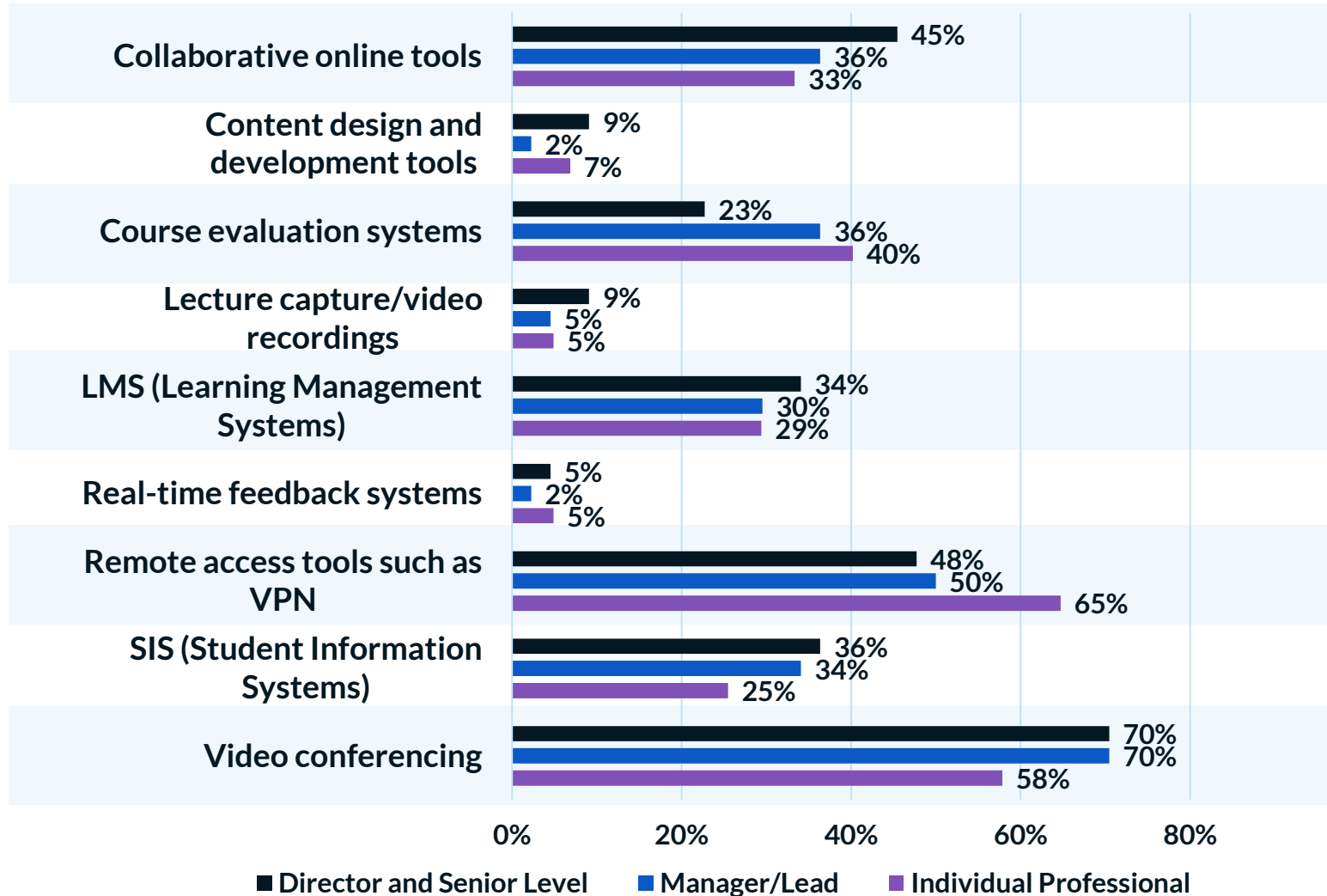
No major difference between public not-for-profit institutions and private not-for-profit institutions

Top 3 Technologies Most Important by Region



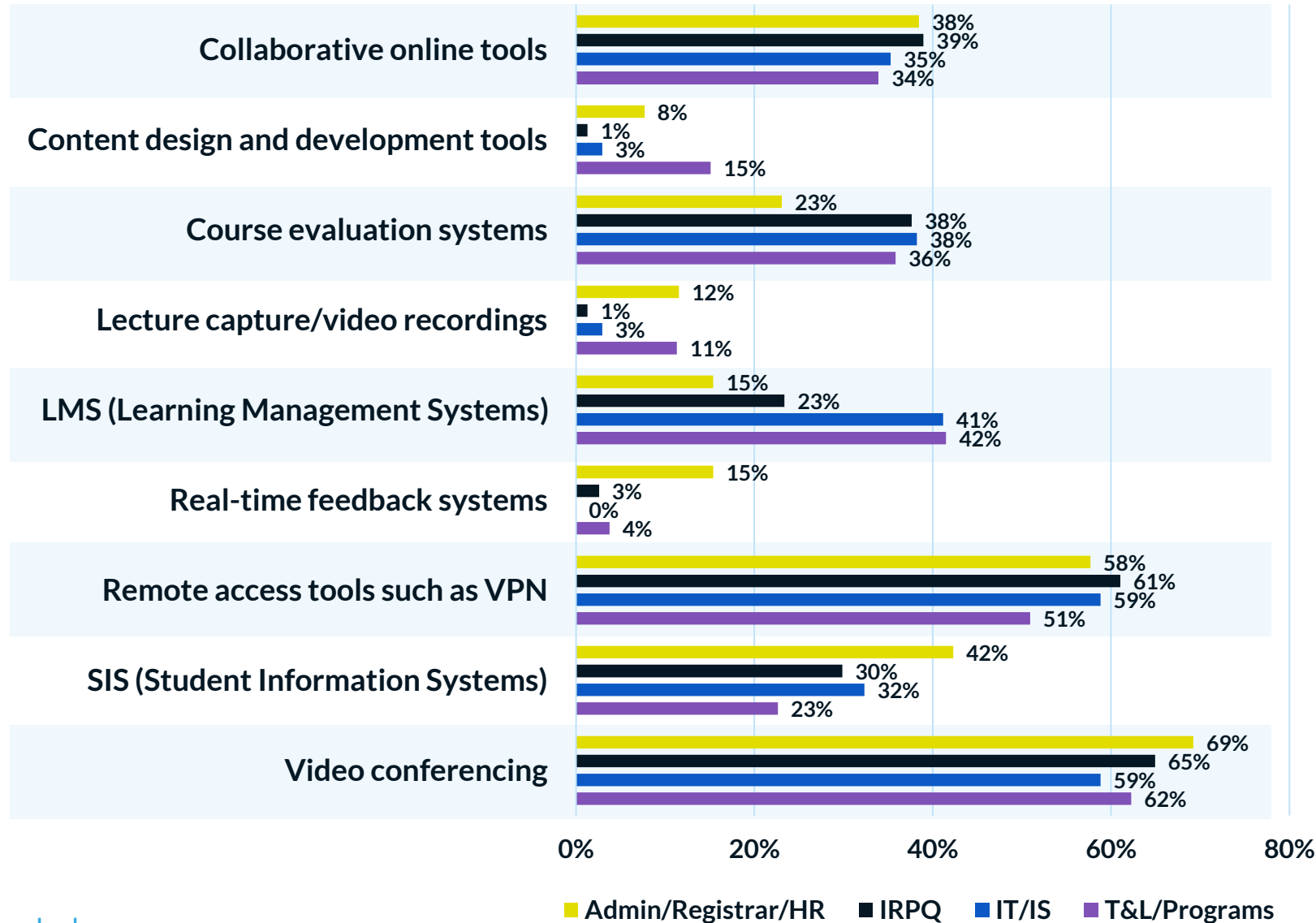
- **Europe:**
 - Video conferencing
 - Collaborative online tools
 - LMS
- **North America**
 - Remote access tools such as VPN
 - Video conferencing
 - Course evaluation system, which was mentioned at a similar level of frequency in Europe

Top 3 Technologies Most Important by Job Level



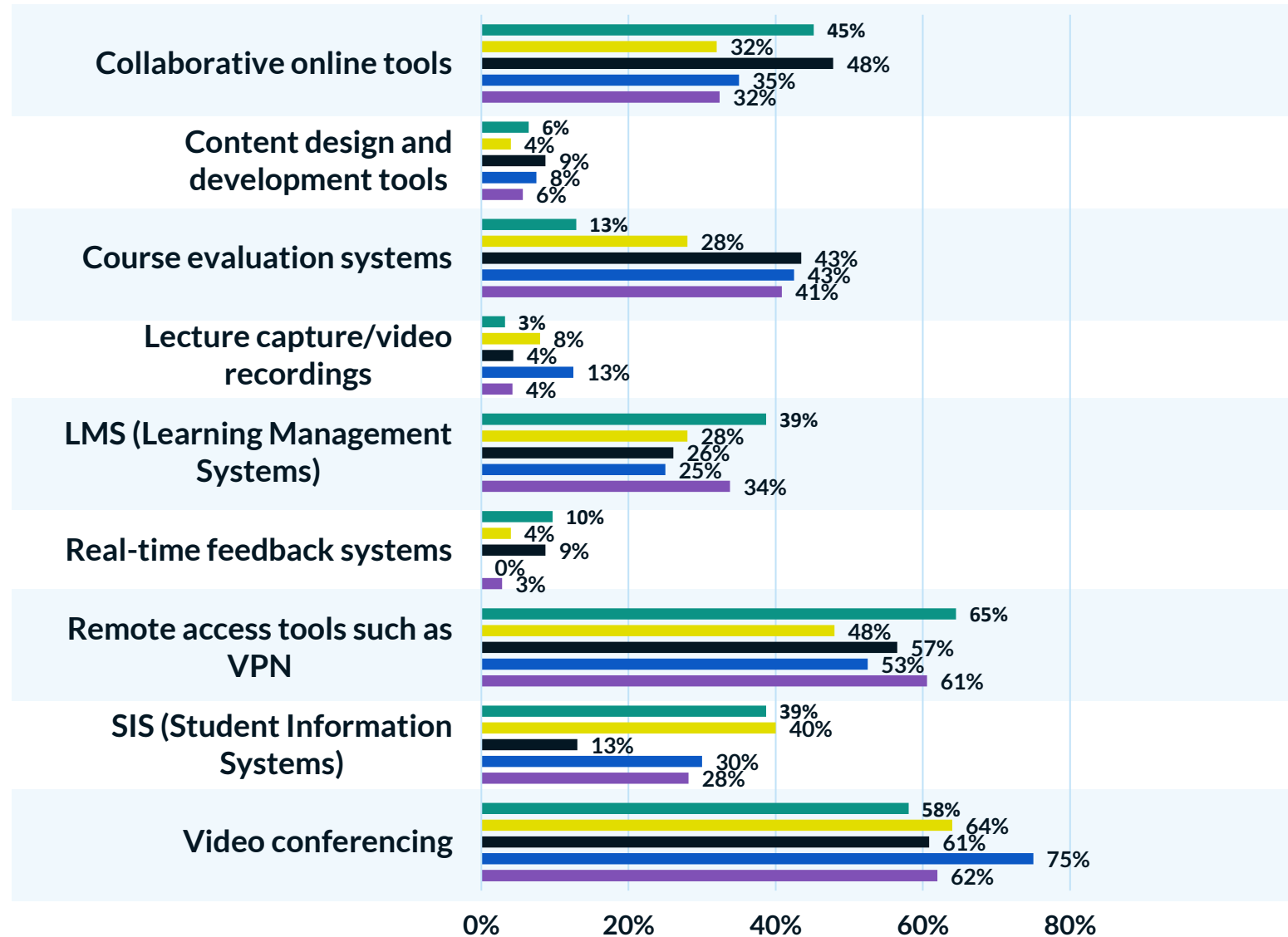
- Video conferencing has the greatest need across all levels
- While remote access is important for all levels, 2/3's of Individual professionals select remote access tools in their top three

Top 3 Technologies Most Important by Function

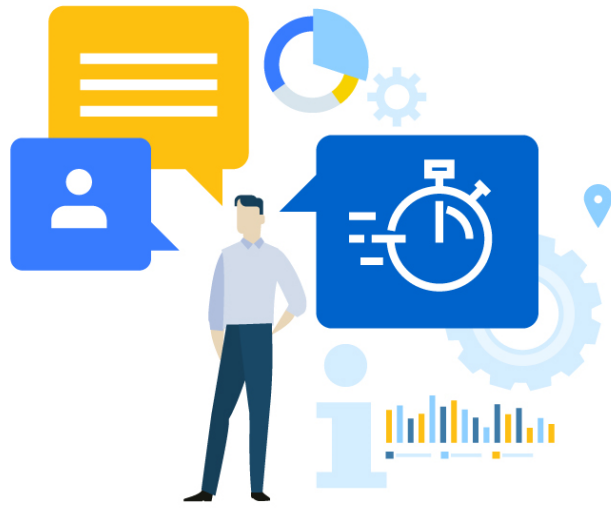


- Video conferencing topped the list for all functions followed by remote access tools, and collaborative online tools
- However, for IT and T&L LMS, where also seen as important
- For IRPQ, course evaluation system where also seen as important, where the level of importance frequency is similar to those in IT/IS

Top 3 Technologies Most Important by FTE Size

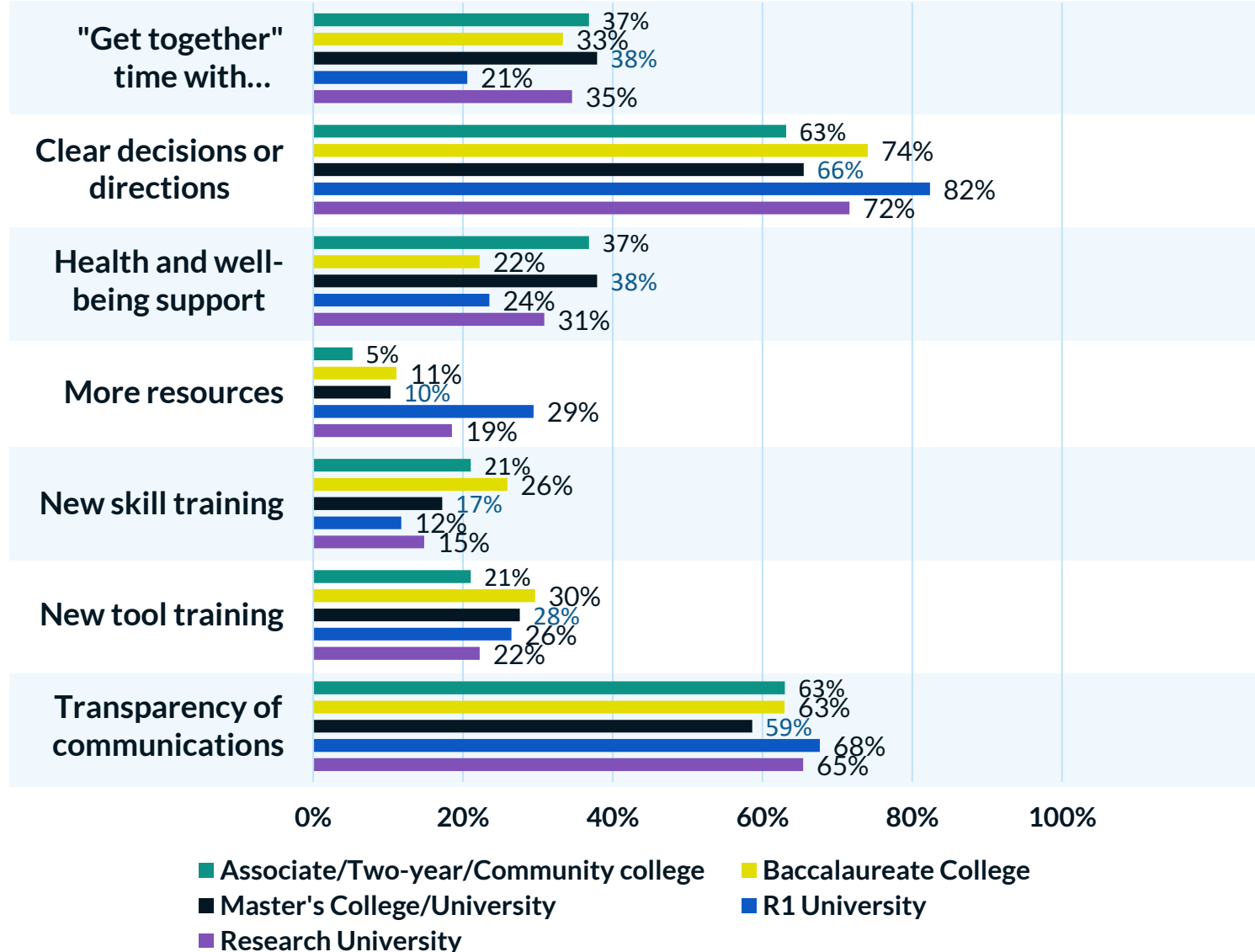


- All sized institutions see Video conferencing as important
- Remote access tools the second place
- In larger sized institutions (10K and up) course evaluation systems third place



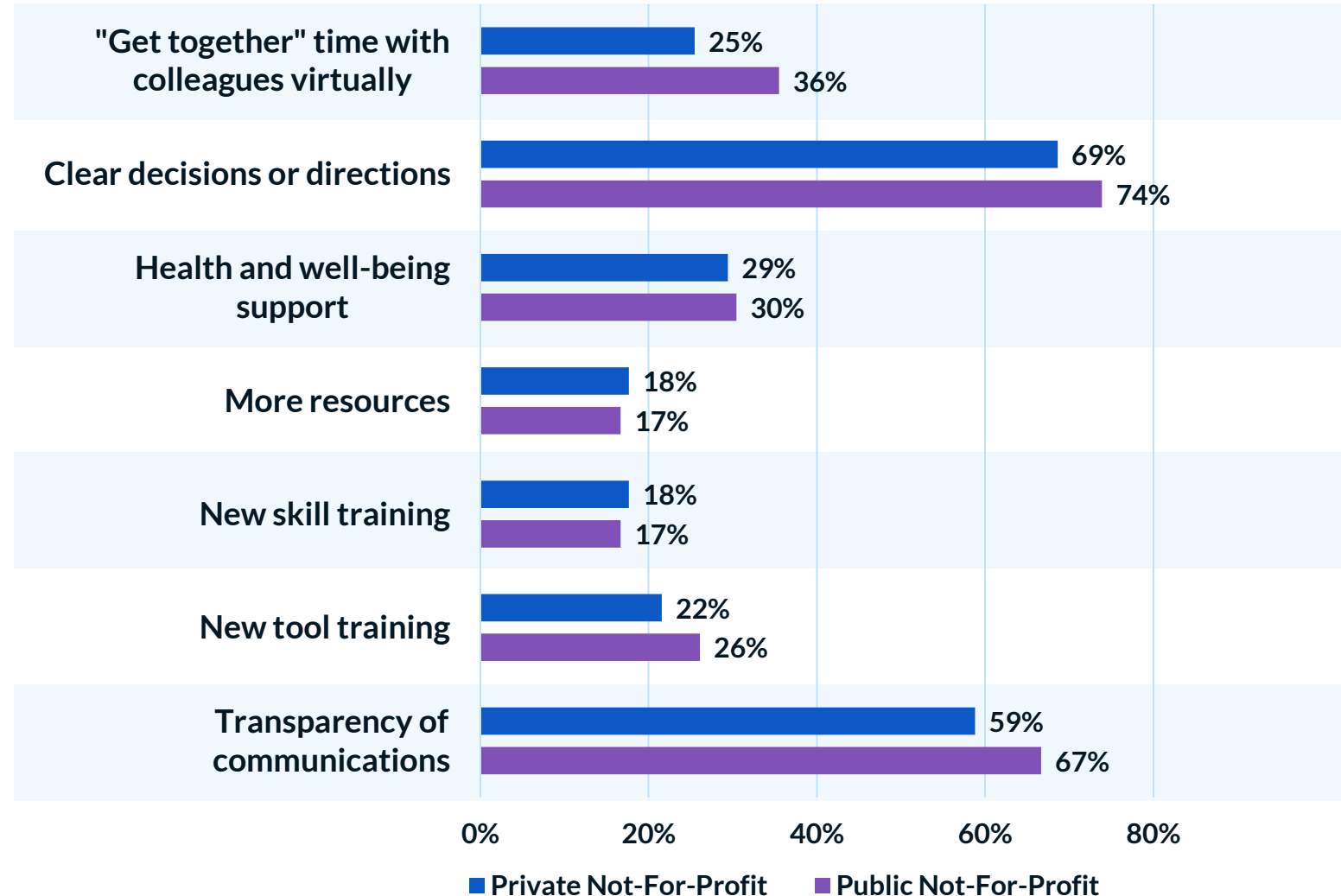
Appendix J:
How can your institution
help you perform your
responsibilities well
during this period?
(Summary)

Institutional Help by HE Classification



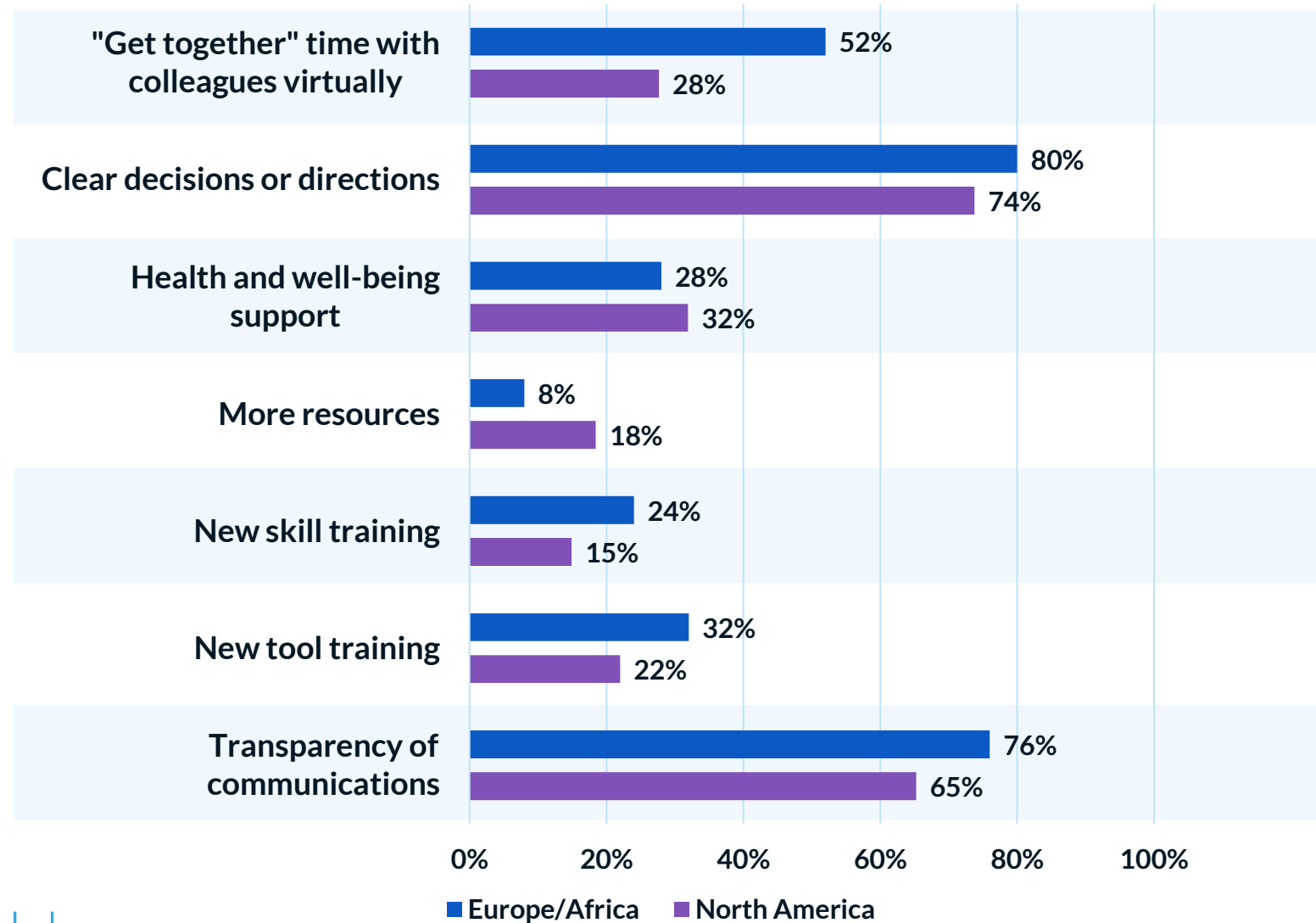
- Along all the HE classification categories:
 - Clear decisions
 - Transparency of communications
- R1 universities and other research institutions
 - More resources
- Baccalaureate colleges
 - New tool training, as well as health and well-being support
- Associate's Colleges, colleges/universities with master's programs, other research universities
 - "Get together" time with colleagues virtually, as well as health and well-being support

Institutional Help by Legal Control Type



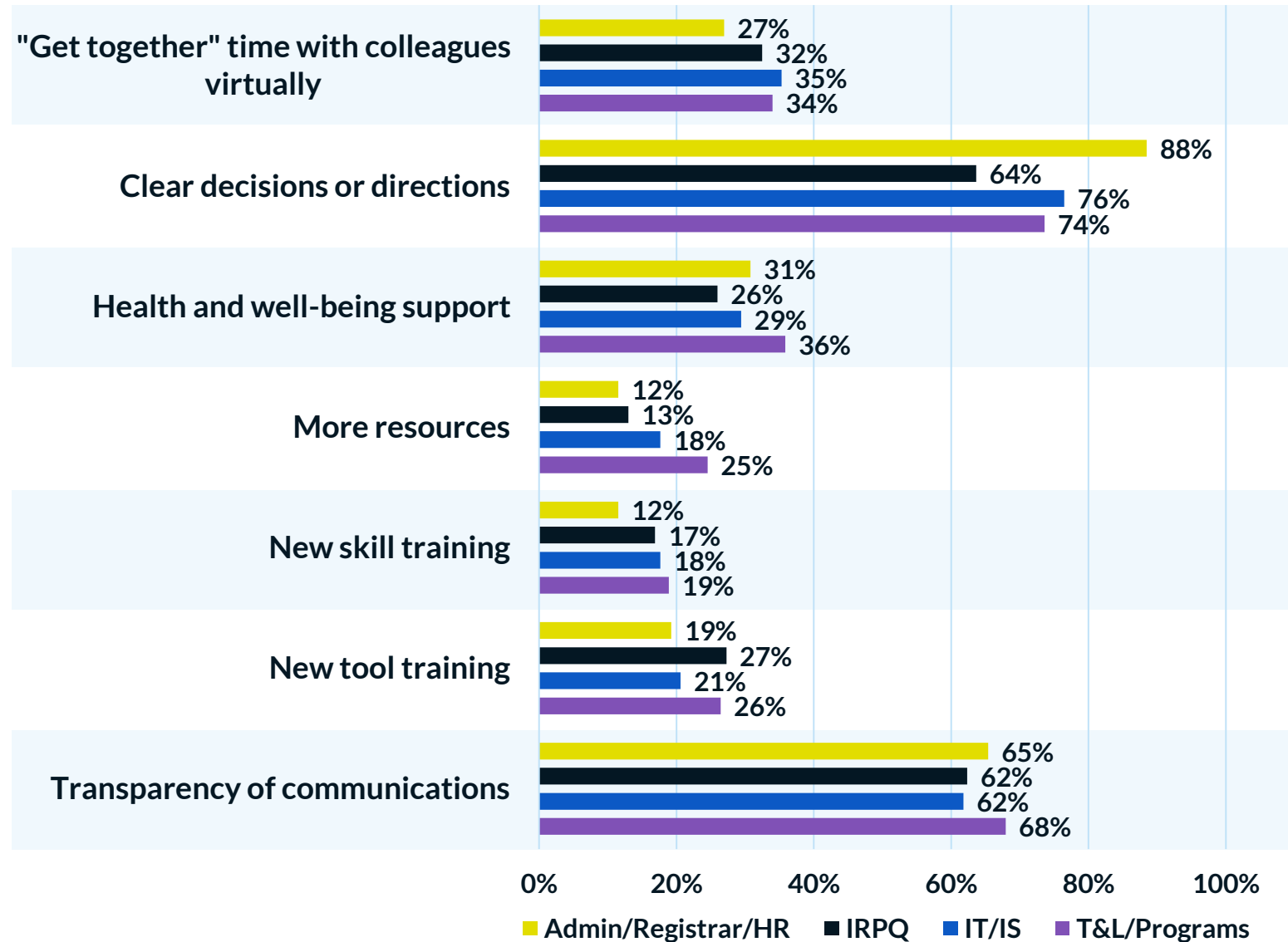
- Both:
 - Clear decisions
 - Transparency of communications
- Public Not-for-Profit
 - “Get together” time with colleagues virtually
- Private Not-for-Profit
 - Health and well-being support, which was also mentioned by the respondents in Public Not-for-Profit instruction with similar level of frequency

Institutional Help by Region



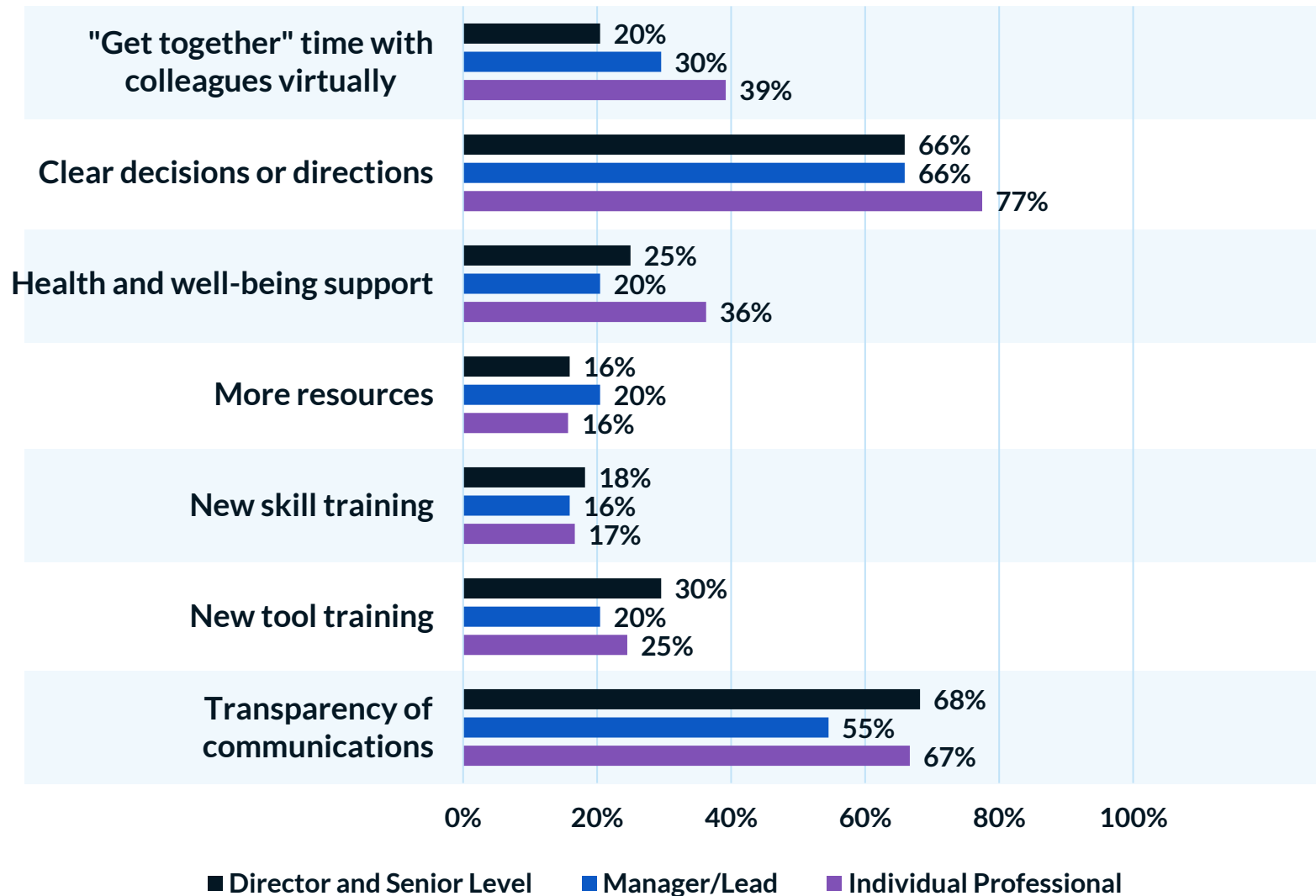
- Both:
 - Clear decisions
 - Transparency of communications
- Europe
 - “Get together” time with colleagues virtually
- North America
 - Health and well-being support

Institutional Help by Function



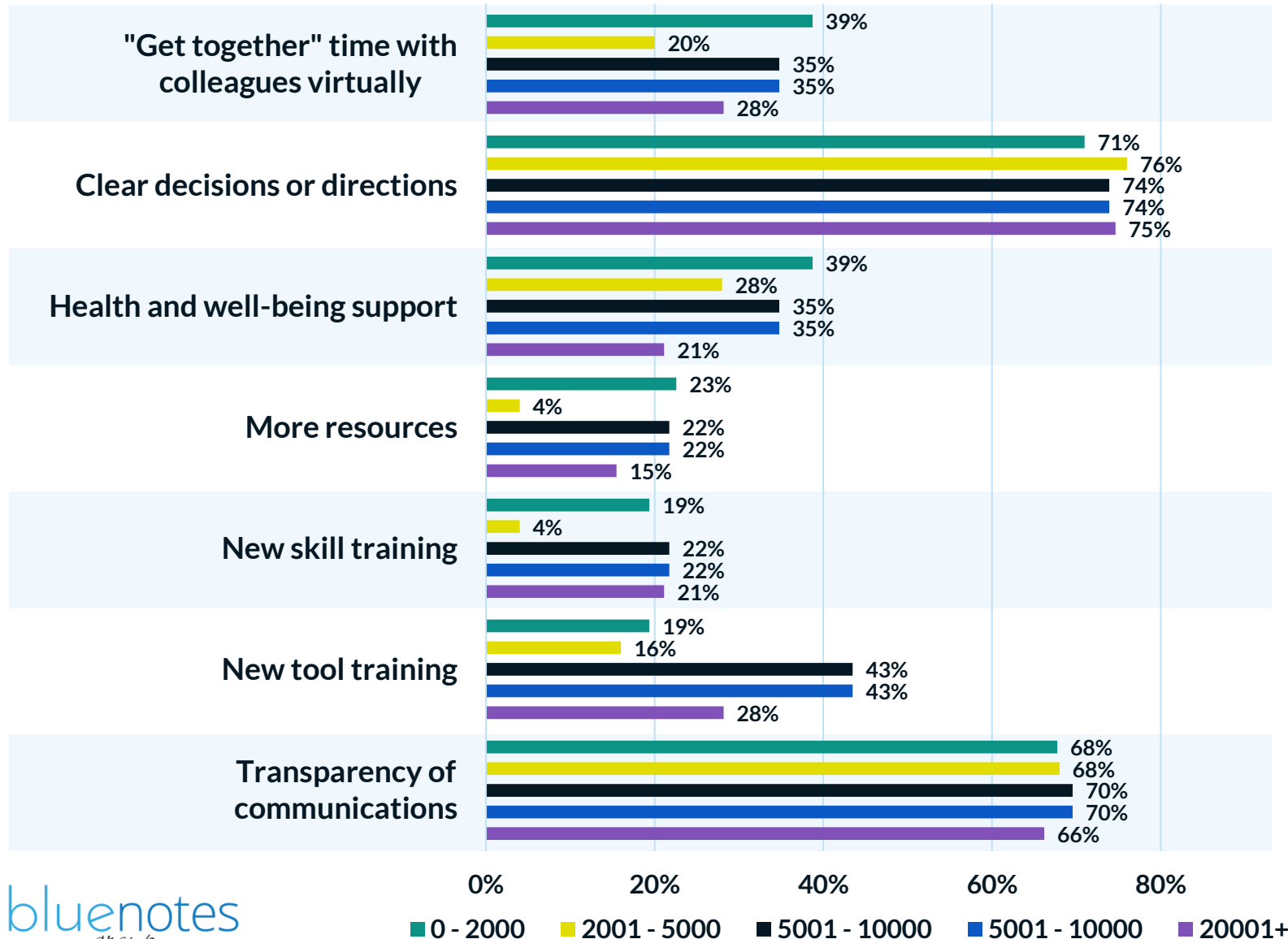
- All functions
 - Clear decisions
 - Transparency of communications
- The 3rd and the 4th
 - “Get together” time with colleagues virtually and
 - Health and well-being support

Institutional Help by Job Level

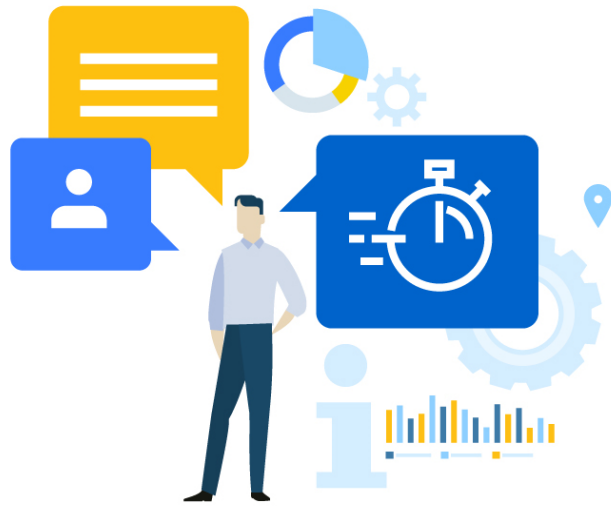


- At all job levels:
 - Clear decisions
 - Transparency of communications
- Individual professionals
 - “Get together” time with colleagues virtually, as well as health and well-being support
- Managers/Leads
 - “Get together” time with colleagues virtually
- Directors and Senior leaders
 - New tool training, as well as health and well-being support

Institutional Help by FTE Size



- Regardless of the FTE size:
 - Clear decisions
 - Transparency of communications
- New tool training is reported as the 3rd most mentioned challenge in the institutions with an FTE size of 5K-10K
- Managers/Leads
 - “Get together” time with colleagues virtually
- Directors and Senior leaders
 - New tool training, as well as health and well-being support



Appendix K: Questions Asked in the COVID-19 HE Impact Survey, April 7-24, 2020



- To what degree has the COVID-19 pandemic impacted your responsibilities at work at the moment, on a scale of 1-5 (1 being greatly decreased, 3 being no change, and 5 being greatly increased)?
- To what level do you see your role at work has changed during the COVID-19 pandemic, on a scale of 1-5 (1 being significantly reduced, 3 being no change, and 5 being significantly expanded)?
- To what level do you see that your role at work will change after the COVID-19 pandemic, on a scale of 1-5 (1 being significantly reduced, 3 being no change, and 5 being significantly expanded)?
- What is your top priority for your institution at this moment? (select one)
- As courses are being moved to online, what are the key challenges for you at this time? (Select all that apply)



- Please indicate your level of agreement
 - We have effective policies and processes to gather student feedback
 - We have the resources to interpret student feedback on new questions
 - We have the resources to quickly take action based on student feedback
 - We have the capabilities to get real-time feedback from students
 - Our course evaluation process can be managed remotely
 - Our course evaluation response rate management can be handled remotely
 - Our course evaluation reporting process can be managed remotely
- Please indicate your level of agreement: I have the technology necessary to perform my responsibilities remotely at this moment.
- What specific technologies do you need now that you didn't need before? (Select all that apply)
- Please select the top three technologies that are most important to you in performing your responsibilities at this moment. Select up to three
- How can your institution help you perform your responsibilities well during this period? Select all that apply