**The 2011 Results of the E-learning Capability Survey in RUFORUM Member Universities**

In 2011 RUFORUM carried out an e-learning capability survey in the 29 member universities. Survey Monkey was used to solicit responses from the 29 member universities. A modified version of the E-learning Maturity Model was used. Marshall (2010) describes the e-learning maturity model (eMM – http://www.utdc.vuw.ac.nz/research/emm) as a framework that measures the capability of institutions to sustainably engage in technology supported learning and teaching and visualises that capability assists leaders and managers using that information to undertake systematic targeted improvements in their organisations' e-learning activities.

The eMM is based on the ideas of the Capability Maturity Model (CMM; Curtis & Weber as cited by Marshall, 2010) and the SPICE framework (Software Process Improvement and Capability Determination; El Emam et al as cited by Marshall, 2010). The eMM evaluates the ability of an organisation to ensure that e-learning design, development and deployment is meeting the needs of the students, staff and the organisation itself on five dimensions, namely delivery, planning, definition, management and optimisation (Marshall, 2010). Please find the responses to the 10 e-learning capability questions below:

## Question 1: Select the type of your university

| Type of University | | |
|---|---|---|
| Answer Options | Response Percent | Response Count |
| National | 85.0% | 17 |
| Private | 15.0% | 3 |
| Other | 0.0% | 0 |
| answered question | | 20 |
| skipped question | | 0 |

## Question 2: Job Area of Respondent
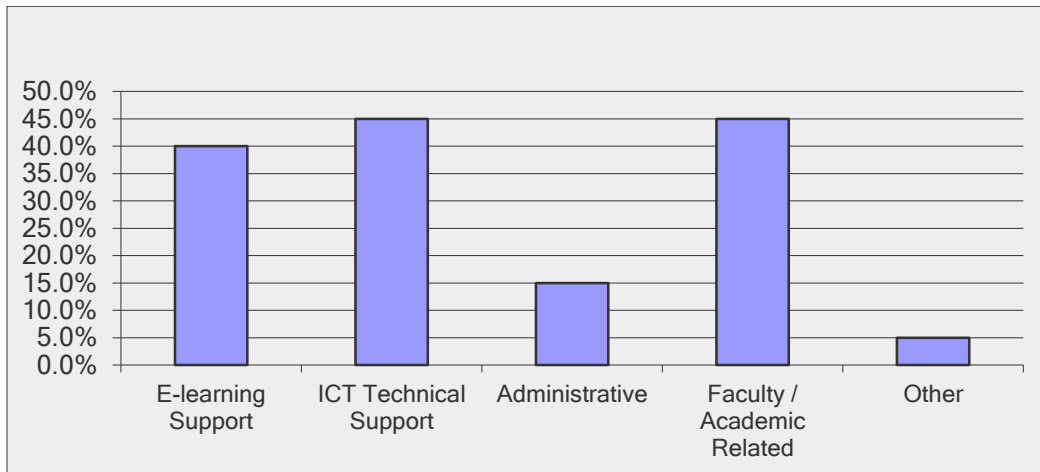


## Question 3: Comment on the level of Institutional Planning & Management for E-learning at your university

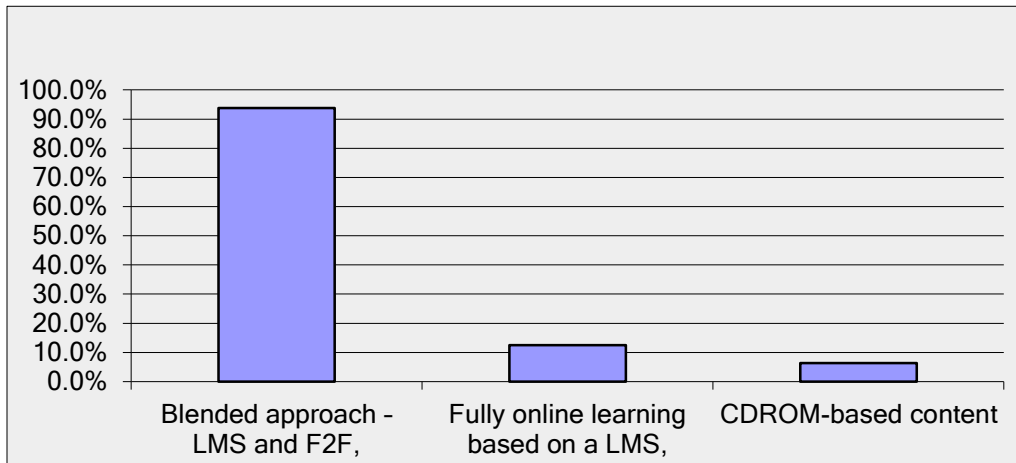| Answer Options | Not Adequate | Partially Adequate | Largely Adequate | Fully Adequate | I cannot Comment | Response Count |
|---|---|---|---|---|---|---|
| The rationale for e-learning is placed within an explicit institutional plan | 0 | 6 | 8 | 4 | 2 | 20 |
| My university has an e-learning policy / institutional learning & teaching policy | 6 | 3 | 6 | 3 | 2 | 20 |
| My university has an e-learning strategy | 4 | 7 | 6 | 1 | 2 | 20 |
| My university is implementing the e-learning strategy | 5 | 7 | 5 | 1 | 2 | 20 |
| Resources (financial and human) are prioritized for e-learning design, development and delivery | 7 | 7 | 3 | 1 | 2 | 20 |
| My university has a specific e-learning unit / department to implement e-learning | 8 | 4 | 5 | 1 | 2 | 20 |
| | | | | | *answered question* | 20 |
| | | | | | *skipped question* | 0 |

Question 4: Has your university begun implementing e-learning? Even if your university has not begun implementing e-learning please proceed to the end of the survey
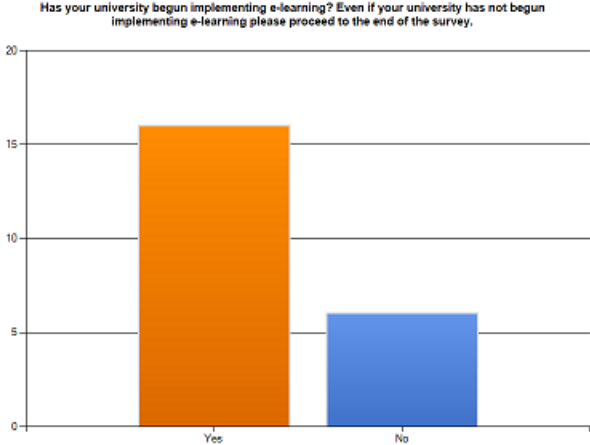


Question 5: If your university has begun implementing e-learning, how long has your university been using e-learning? (Number of Years)

| Answer Options | Response Percent | Response Count |
|---|---|---|
| Less than one year | 11.8% | 2 |
| Between one to three years | 52.9% | 9 |
| More than five years | 35.3% | 6 |
| answered question | | 17 |
| skipped question | | 5 |

## Question 6: What type of e-learning is your university implementing?
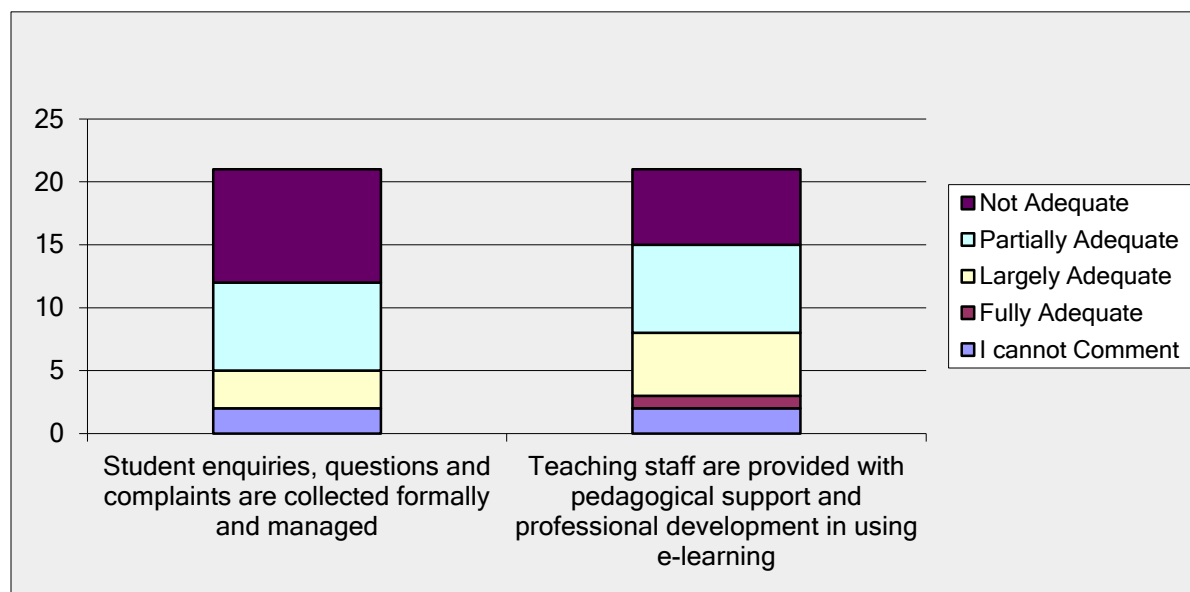


## Question 7: Evaluating the pedagogical aspects of e-learning at your university
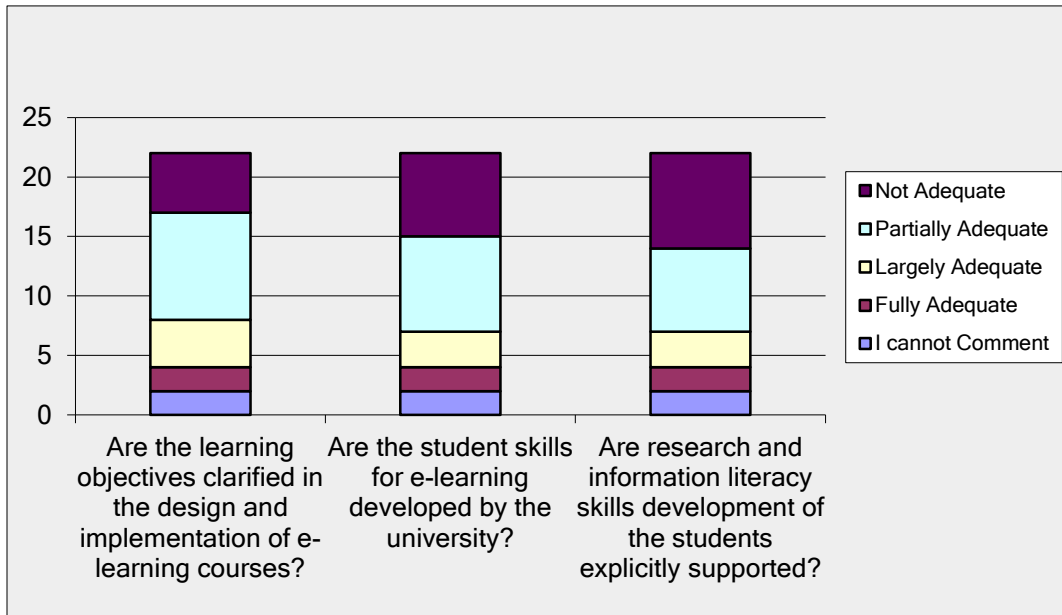


## Question 8: How developed is e-learning at your university?

| Answer Options | Not Adequate | Partially Adequate | Largely Adequate | Fully Adequate | I cannot Comment | Response Count |
|---|---|---|---|---|---|---|
| Course development, design and delivery are guided and informed by formally developed e-learning procedures and standards | 9 | 6 | 4 | 1 | 2 | 22 |
| All elements of the physical e-learning infrastructure are reliable, robust and sufficient | 7 | 10 | 2 | 1 | 2 | 22 |
| | | | | | *answered question* | 22 |

## Question 9: How well is e-learning managed and supported in your university?



## Question 10: Rate the quality of e-learning at your university

| Answer Options | Not Adequate | Partially Adequate | Largely Adequate | Fully Adequate | I cannot Comment | Response Count |
|---|---|---|---|---|---|---|
| Students are able to provide regular and informal feedback on the quality and effectiveness of their e-learning experience | 8 | 7 | 5 | 0 | 2 | 22 |
| Regular formal independent reviews of e-learning aspects of courses are conducted | 12 | 5 | 2 | 0 | 3 | 22 |
| | | | | | answered question | 22 |
| | | | | | skipped question | 0 |

## Conclusions

1. It is of critical importance that RUFORUM universities improve on the institutional planning and management for e-learning. If this aspect is improved the rest will fall into place.
2. According to the results: 12 out of 20 member universities said that their e-learning strategy implementation was not adequate to partially adequate.
3. Fourteen out of twenty member universities said that financial and human resources prioritization for e-learning design, development and delivery were not adequate to partially adequate.

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