

Survey 2000  
 Research conducted & compiled by MSED (Instructional Technology) Graduate Student Kim Todd  
 Sponsored by Dr. Jon Rickman, Vice-President of Information Systems  
 Cosponsored by Dr. Phillip Heeler, Chairman of the Computer Science/Information Systems Department  
 Northwest Missouri State University  
 Survey made possible through funding from the Information Systems Department and a grant from the College of Professional and Applied Studies  
 Survey 2000 © 2000 Kim Todd, Information Systems Department & Northwest Missouri State University

To determine the importance of IT education at our nation's institutions of higher learning, a survey was sent to 1,398, four-year [Carnegie Classification], higher education institutions. Six research questions were examined to ascertain the current curriculum trends and institutional mission statements at American colleges and universities and the data set of 441 replies was collected and analyzed using database, spreadsheet and statistic software packages to determine percentage, frequency and chi-square. The results of the study indicated that information technology knowledge was, indeed, a key educational component of most university and college curriculum and mission statements across the nation.

*Table 1*

*Comparison of institutions with mission statements that mandate or promote technology at the undergraduate, graduate and distance learning levels*

| <b>Educational Institutions with a Mission Statement Promoting or Mandating Information Technology</b> |            |           |                     |
|--|------------|-----------|---------------------|
| <b>Category</b>  | <b>Yes</b> | <b>No</b> | <b>Not Answered</b> |
| <b>Mission Statement</b>   | 57%        | 41%       | 2%                  |
| <b>Undergraduate Mission Statement</b>   | 56%        | 1%        | 43%                 |
| <b>Graduate Mission Statement</b>  | 14%        | 22%       | 64%                 |
| <b>Distance Learning Mission Statement</b>   | 13%        | 24%       | 63%                 |

*Table 2*

*Table illustrating that there are no institutions that have a graduate technology mission statement and not a mission statement for undergraduates.*

| <b>Relationship between undergraduate and graduate mission statements</b> |            |                      |           |                   |                |                           |
|---|------------|----------------------|-----------|-------------------|----------------|---------------------------|
|   |            | <b>Undergraduate</b> |           |                   |                |                           |
|   |            | <b>Yes</b>           | <b>No</b> | <b>Chi Square</b> | <b>P-Value</b> | <b>Degrees of Freedom</b> |
| <b>Graduate</b>   | <b>Yes</b> | 59                   | 0         | 71.7              | 0.00*          | 1                         |
|   | <b>No</b>  | 95                   | 151       |                   |                |                           |

Note: \* Significant @ or < 0.05

Table 3

Table illustrating the column percentages of institutions that have a graduate technology mission statement and not a mission statement for undergraduates.

| <b>Relationship between undergraduate and graduate mission statements</b> |     |               |      |       |            |         |                    |
|---|-----|---------------|------|-------|------------|---------|--------------------|
|   |     | Undergraduate |      |       |            |         |                    |
|   |     | Yes           | No   | Total | Chi Square | P-Value | Degrees of Freedom |
| Graduate  | Yes | 38%           | 0%   | 19%   | 71.7       | 0.00*   | 1                  |
|   | No  | 62%           | 100% | 81%   |            |         |                    |

Note: \* Significant @ or < 0.05

Table 4

Table illustrating that there is a significant relationship between institutions with graduate technology mission statements and distance learning mission statements.

| <b>Relationship between graduate and distance learning mission statements</b> |     |                   |     |            |         |                    |
|---|-----|-------------------|-----|------------|---------|--------------------|
|   |     | Distance Learning |     |            |         |                    |
|   |     | Yes               | No  | Chi Square | P-Value | Degrees of Freedom |
| Graduate  | Yes | 38                | 17  | 133.3      | 0.00*   | 1                  |
|   | No  | 11                | 227 |            |         |                    |

Note: \* Significant @ or < 0.05

Table 5

Table illustrating the column percentages indicating that there is a significant relationship between institutions with graduate technology mission statements and distance learning mission statements.

| <b>Relationship between graduate and distance learning mission statements</b> |     |                   |     |       |            |         |                    |
|---|-----|-------------------|-----|-------|------------|---------|--------------------|
|   |     | Distance Learning |     |       |            |         |                    |
|   |     | Yes               | No  | Total | Chi Square | P-Value | Degrees of Freedom |
| Graduate  | Yes | 78%               | 7%  | 19%   | 133.3      | 0.00*   | 1                  |
|   | No  | 22%               | 93% | 81%   |            |         |                    |

Note: \* Significant @ or < 0.05

Table 6

Table illustrating that there is a significant relationship between institutions with distance learning mission statements and undergraduate technology mission statements.

| <b>Relationship between undergraduate and distance learning mission statements</b> |     |                   |     |  |            |         |                    |
|--|-----|-------------------|-----|--|------------|---------|--------------------|
|  |     | Distance Learning |     |  |            |         |                    |
|  |     | Yes               | No  |  | Chi Square | P-Value | Degrees of Freedom |
| Undergraduate  | Yes | 53                | 105 |  | 48.65      | 0.00*   | 1                  |
|  | No  | 4                 | 146 |  |            |         |                    |

Note: \* Significant @ or < 0.05

Table 7

Table illustrating the column percentages indicating that there is a significant relationship between institutions with distance learning mission statements and undergraduate technology mission statements.

| <b>Relationship between undergraduate and distance learning mission statements</b> |     |                   |     |       |            |         |                    |
|--|-----|-------------------|-----|-------|------------|---------|--------------------|
|  |     | Distance Learning |     |       |            |         |                    |
|  |     | Yes               | No  | Total | Chi Square | P-Value | Degrees of Freedom |
| Undergraduate  | Yes | 93%               | 42% | 51%   | 48.65      | 0.00*   | 1                  |
|  | No  | 7%                | 58% | 49%   |            |         |                    |

Note: \* Significant @ or < 0.05

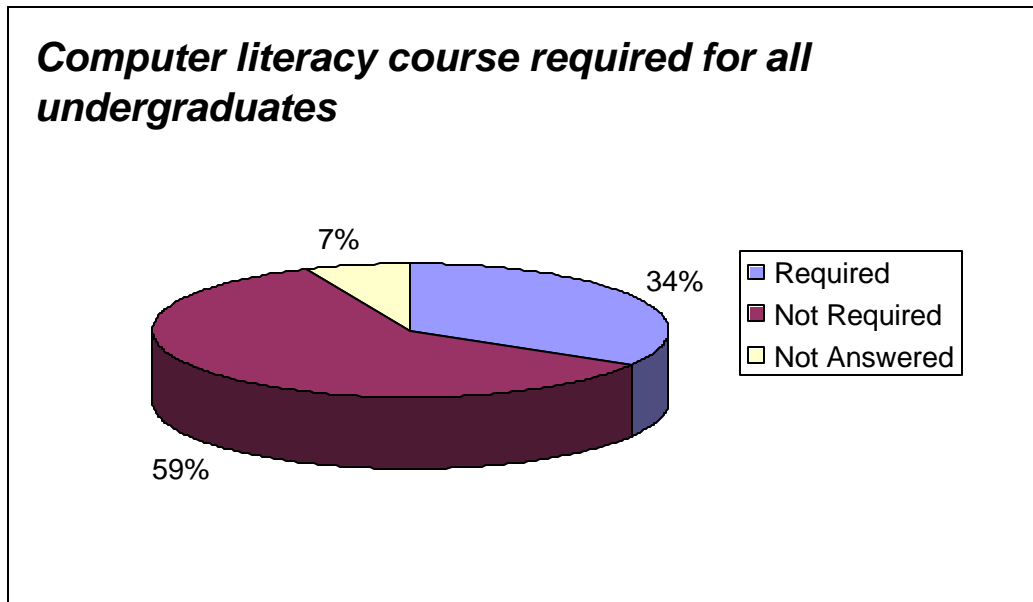
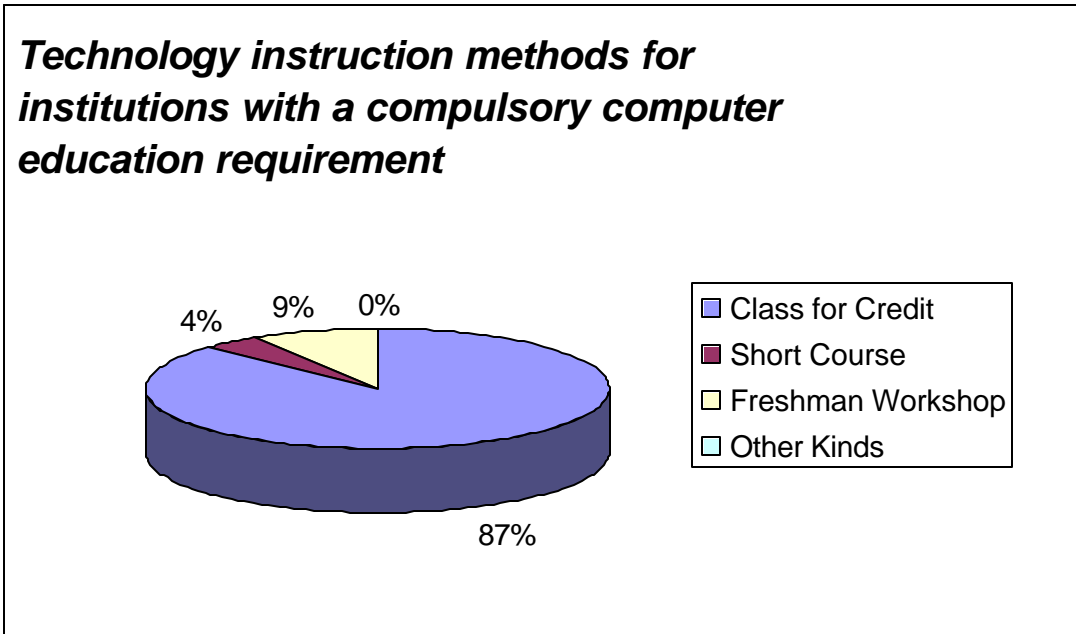


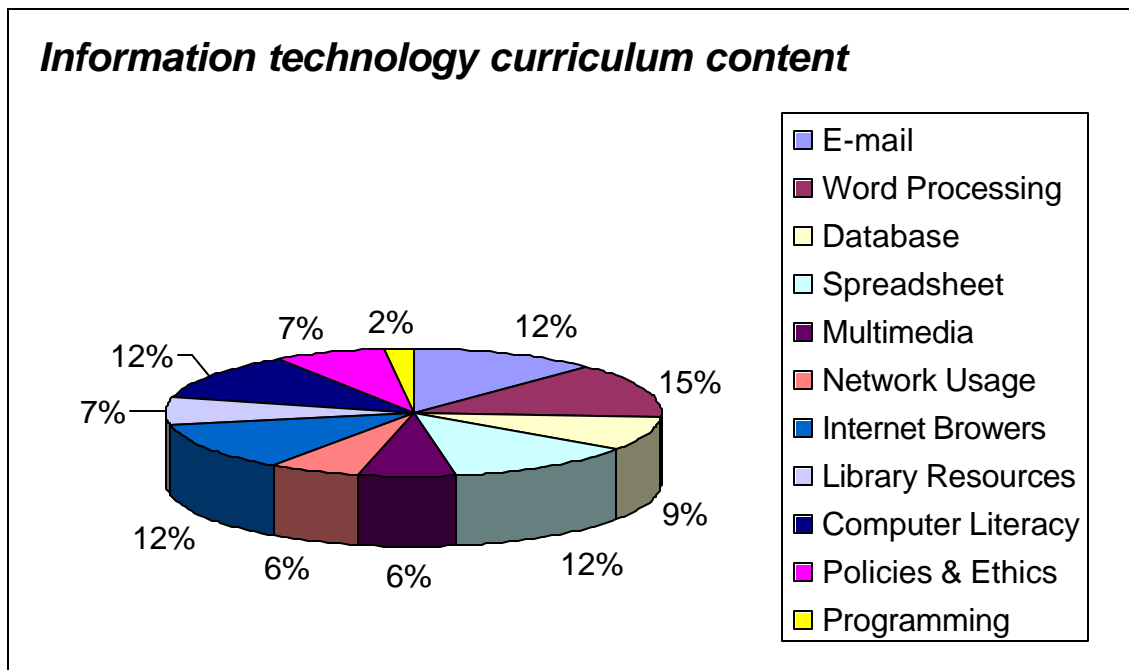
Chart 1. Chart of higher education institutions that have and do not have compulsory computer literacy course for all undergraduates.

Survey 2000  
Research conducted & compiled by MSED (Instructional Technology) Graduate Student Kim Todd  
Sponsored by Dr. Jon Rickman, Vice-President of Information Systems  
Cosponsored by Dr. Phillip Heeler, Chairman of the Computer Science/Information Systems Department  
Northwest Missouri State University  
Survey made possible through funding from the Information Systems Department and a grant from the College of Professional and Applied Studies  
Survey 2000 © 2000 Kim Todd, Information Systems Department & Northwest Missouri State University



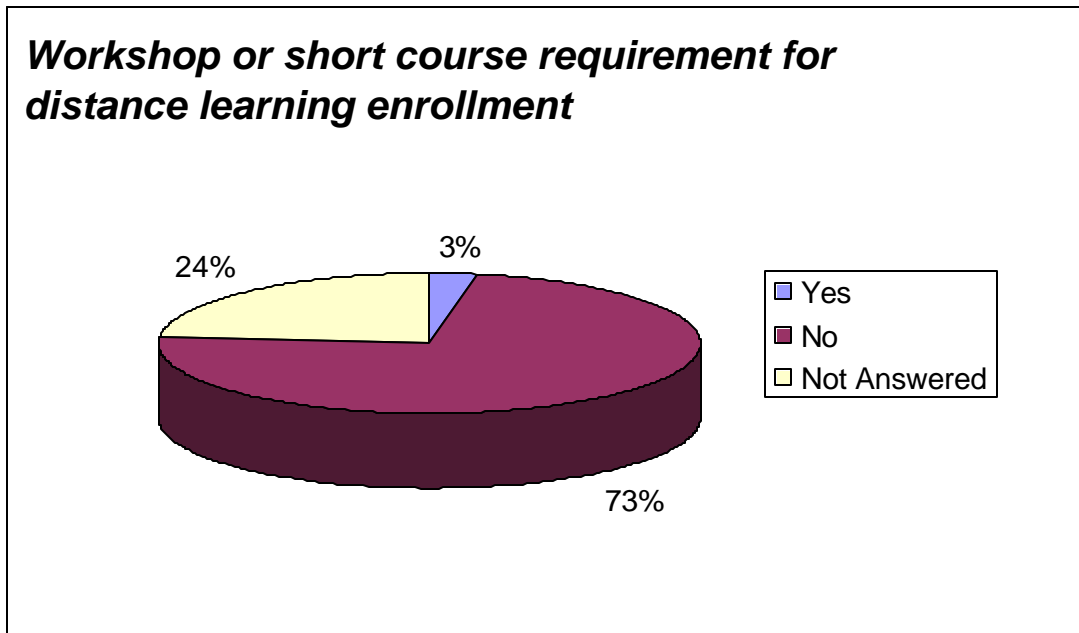
*Chart 2. Chart of the kinds of courses offered to students in institutions who require computer education for all undergraduates.*

Survey 2000  
 Research conducted & compiled by MSED (Instructional Technology) Graduate Student Kim Todd  
 Sponsored by Dr. Jon Rickman, Vice-President of Information Systems  
 Cosponsored by Dr. Phillip Heeler, Chairman of the Computer Science/Information Systems Department  
 Northwest Missouri State University  
 Survey made possible through funding from the Information Systems Department and a grant from the College of Professional and Applied Studies  
 Survey 2000 © 2000 Kim Todd, Information Systems Department & Northwest Missouri State University



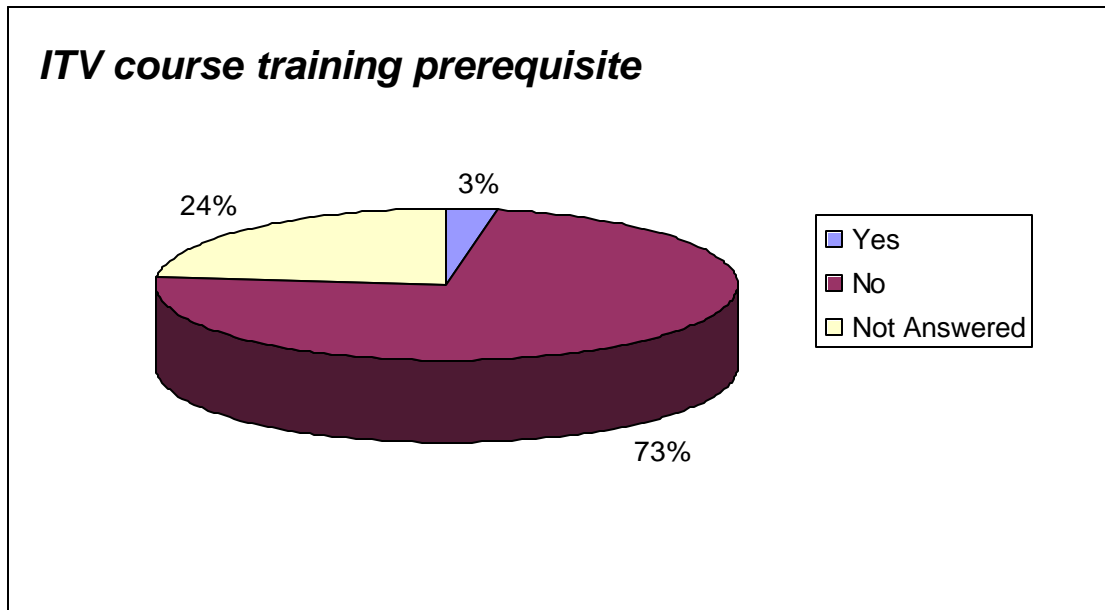
*Chart 3. Chart of the curriculum content for institutions that require computer instruction for all undergraduates.*

Survey 2000  
Research conducted & compiled by MSED (Instructional Technology) Graduate Student Kim Todd  
Sponsored by Dr. Jon Rickman, Vice-President of Information Systems  
Cosponsored by Dr. Phillip Heeler, Chairman of the Computer Science/Information Systems Department  
Northwest Missouri State University  
Survey made possible through funding from the Information Systems Department and a grant from the College of Professional and Applied Studies  
Survey 2000 © 2000 Kim Todd, Information Systems Department & Northwest Missouri State University



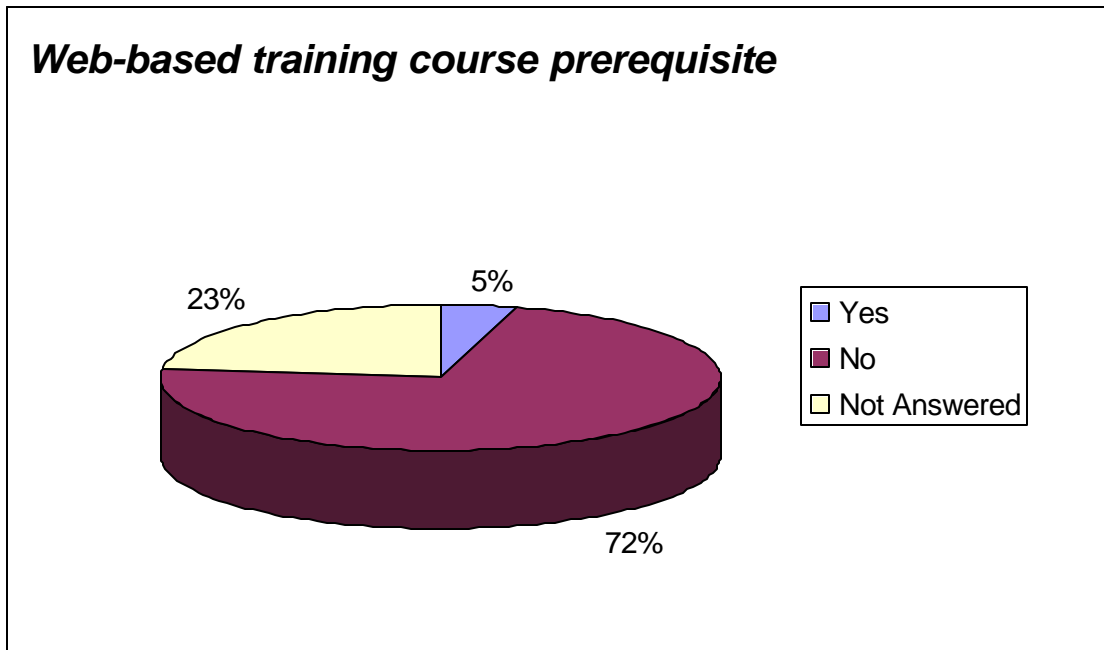
*Chart 4. Chart of institutions that require their students to take a preparatory course such as a workshop or short course, before they can enroll in distance learning courses.*

Survey 2000  
Research conducted & compiled by MSED (Instructional Technology) Graduate Student Kim Todd  
Sponsored by Dr. Jon Rickman, Vice-President of Information Systems  
Cosponsored by Dr. Phillip Heeler, Chairman of the Computer Science/Information Systems Department  
Northwest Missouri State University  
Survey made possible through funding from the Information Systems Department and a grant from the College of Professional and Applied Studies  
Survey 2000 © 2000 Kim Todd, Information Systems Department & Northwest Missouri State University



*Chart 5. Chart of institutions that require their students to take a preparatory course such as a workshop or short course, before they can enroll in an ITV course.*

Survey 2000  
Research conducted & compiled by MSED (Instructional Technology) Graduate Student Kim Todd  
Sponsored by Dr. Jon Rickman, Vice-President of Information Systems  
Cosponsored by Dr. Phillip Heeler, Chairman of the Computer Science/Information Systems Department  
Northwest Missouri State University  
Survey made possible through funding from the Information Systems Department and a grant from the College of Professional and Applied Studies  
Survey 2000 © 2000 Kim Todd, Information Systems Department & Northwest Missouri State University



*Chart 6. Chart of institutions that require their students to take a preparatory course such as a workshop or short course, before they can enroll in an ITV course.*