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ABOUT THE SURVEY

**Overview of *Time for Class 2019*
survey methodology, sample size,
and demographics**

TIME FOR CLASS TOOLKIT

Time for Class (T4C) 2019 is a national, longitudinal survey of over 4,000 higher education faculty and administrators. This survey is designed to help higher education stakeholders gain a better understanding of digital courseware and other learning tools, with the ultimate aim of increasing affordability and accessibility for students. The survey targets a representative sample of respondents and has been weighted to reflect the broad range of institutions serving U.S. students, along with their unique needs. The *T4C* survey has been fielded since 2014 by Tyton Partners and the Babson Survey Research Group with support from the Bill & Melinda Gates Foundation. The Time for Class Toolkit is a set of action briefs based on research from the *T4C* survey.

Online surveys were distributed in December 2018 and January 2019 to administrators and faculty. Responses were collected from 1,639 administrators and 2,459 faculty members at 1,624 unique postsecondary institutions (Figures 1 & 2). Incentives of \$10 and \$15 were used to target specific populations and ensure a final balanced sample. Faculty and administrator respondents were weighted against Carnegie Classification attributes to best reflect the population of the United States higher education ecosystem. Because not all questions were presented to all respondents, response numbers vary by segment. Due to rounding, percentages may sum to slightly more or less than 100%.

Figure 1: Overview of Faculty Survey Respondents

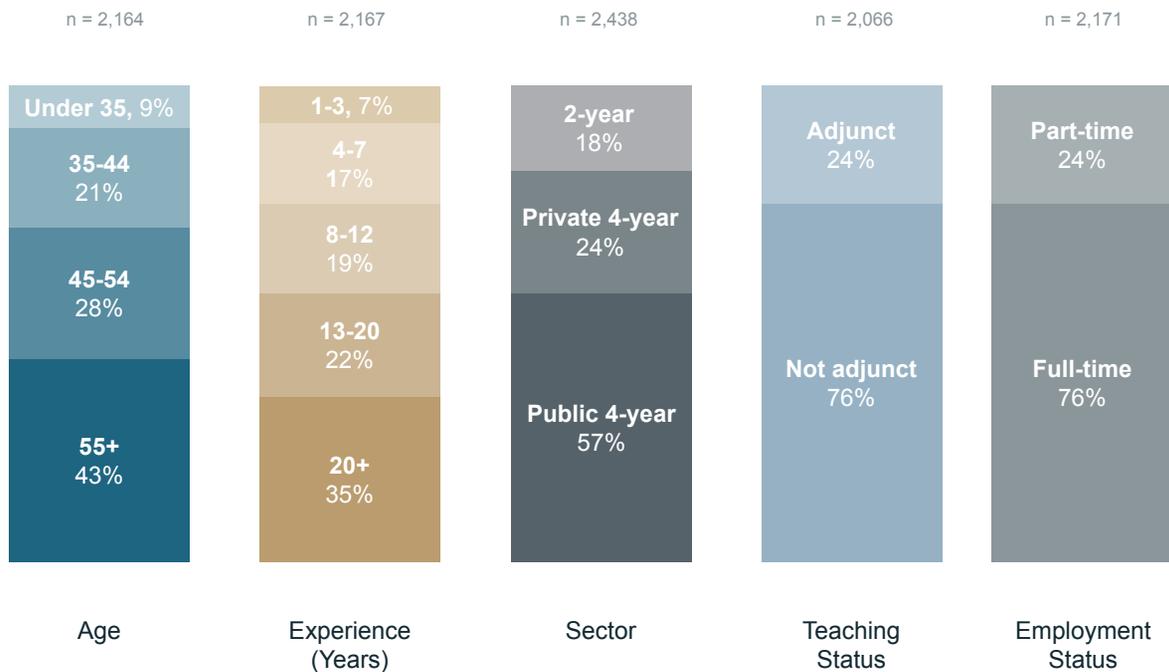
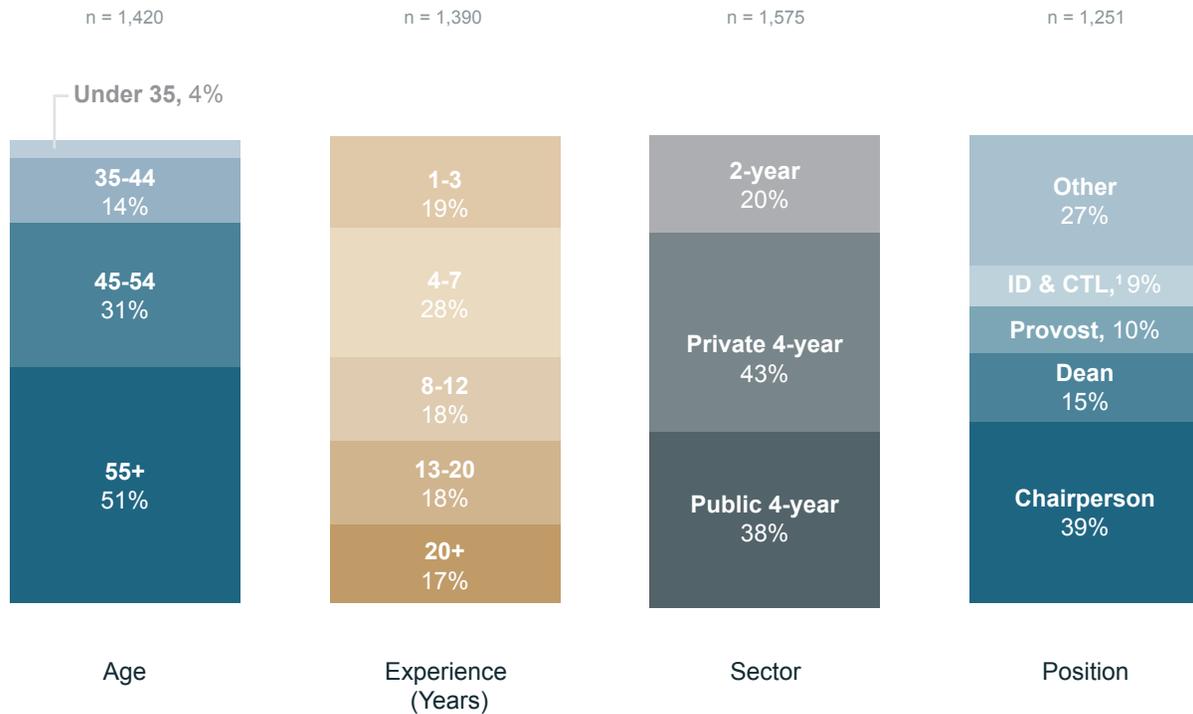


Figure 2: Overview of Administrator Survey Respondents



Some analyses use participant responses to questions, some use voluntarily provided demographic information, and some use appended institution-level data from the Integrated Postsecondary Education System (IPEDS) of the National Center for Education Statistics. Key segmentations for analysis include role (faculty or administrators), degree of distance enrollment (high- or low-distance)², type of institution (two-year, four-year public, or four-year private), and use of specific digital tools (courseware users or nonusers), among others.

After the data was compiled and merged with the IPEDS database, responders and nonresponders were compared to create weights, where necessary, to ensure that the survey results reflected the characteristics of the sample population. The responses were compared based on institution size and control (for-profit, private, or nonprofit) and whether the institution was part of a large system or not. These weights provided a small adjustment to the results, allowing for inferences to be made about the population of faculty and administrators at degree-granting institutions of higher education in the United States.

¹Instructional Designers & Centers for Teaching and Learning Staff ²Segments are defined by the portion of undergraduate students taking at least one course at a distance: low-distance = up to 25%, high-distance = 25%+

Based on the full response set, the 95% confidence interval is +/- 2.5% for questions asked of the full administrative sample, and +/- 2.0% for questions asked of the full faculty sample. Questions that were addressed to a smaller subset because of skip logic have wider confidence intervals. Generally, subgroups with samples smaller than 30 responses were discounted. A threshold of 10% difference between segments was used as a cutoff indicating difference.

As is the case with all large-scale surveys, *T4C* has the potential for bias. It is possible that respondents willing to take a digital survey as opposed to a paper instrument could be biased towards digital technology. It is also possible that those willing to take the time to discuss their own experiences with digital learning tools did, by nature, have stronger opinions than those who chose not to participate.

ADDITIONAL RESOURCES

For more information, visit [Every Learner Everywhere Resources](#) or the [Tyton Partners Library](#).

ABOUT

Time for Class is a comprehensive longitudinal survey of 4,000+ higher education faculty and administrators, fielded since 2014 by [Tyton Partners](#) and the [Babson Survey Research Group](#) and underwritten by the [Bill & Melinda Gates Foundation](#). Results inform a comprehensive fact base focused particularly on the postsecondary digital courseware landscape, in the service of making this diverse and complex market easier to navigate for institutions and education professionals.



Tyton Partners is the leading provider of investment banking and strategy consulting services to the education sector and leverages its deep transactional and advisory experience to support a range of clients, including companies, foundations, institutions, and investors.

For more information, visit www.tytonpartners.com.



The Babson Survey Research Group is a survey design, implementation, and analysis organization. Founded in 2005, the organization has worked on a number of large surveys including an annual survey of online education that includes all colleges and universities in the United States.

For more information, visit www.onlinelearningsurvey.com.



Every Learner Everywhere is a network of 12 partner organizations focused on providing a comprehensive, coordinated approach to help colleges and universities take advantage of the rapidly evolving digital learning landscape.

For more information, visit www.everylearnereverywhere.com.

ACKNOWLEDGMENTS

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We also would like to thank the 4,000+ survey respondents across 1,300+ institutions for their input and their daily work to advance the field's knowledge of digital tools and courseware in higher education.

Tyton Partners supports the work of institutions and suppliers in the digital learning market. Any mentions of particular institutions or suppliers in this publication serve to illustrate our observations on the evolution of this market. They do not represent an endorsement in any way. Any errors, omissions, or inconsistencies in this publication are the responsibility of Tyton Partners alone.
