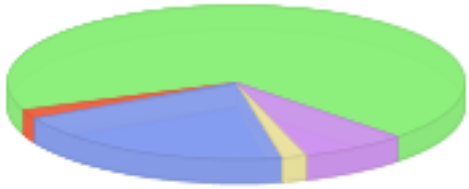
CEdMA Course Development Survey

What is your company type?



1 - Software	68.52% (37)	2 - Hardware	1.85% (1)
3 - Software and Hardware	20.37% (11)	4 - Biotechnology	1.85% (1)
5 - Other	7.41% (4)		

Mean: 1.78

Response: 54

What was your company's approximate annual revenue in 2006?

1 - Less than $100M	25.93% (14)	2 - Between $100M and $500M	24.07% (13)
3 - Between $500M and $1B	25.93% (14)	4 - More than $1B	22.22% (12)
5 - Decline to respond	1.85% (1)		

Mean: 2.5

Response: 54

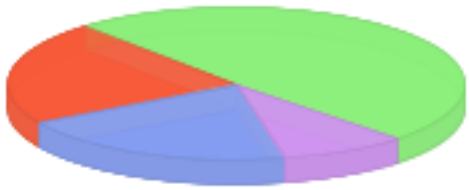
How many full-time employees does your company have?

1 - Less than 100	12.73% (7)	2 - Between 101 and 1,000	30.91% (17)
3 - Between 1,001 and 5,000	40% (22)	4 - Between 5,001 and 10,000	9.09% (5)
5 - Between 10,001 and 50,000	3.64% (2)	6 - More than 50,000	3.64% (2)
7 - Decline to respond	0% (0)		

Mean: 2.71

Response: 55

Which of the following best describes your education organization's primary business model?

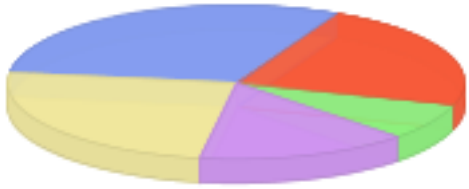


1 - Profit Center (expectation is to make a profit - may have a margin target to achieve)	49.09% (27)	2 - Cost Recovery (expectation is to sell enough training to at least break even on expenses)	21.82% (12)
3 - Cost Center (expectation is to provide non-education revenue benefits - for example better trained employees and partners)	20% (11)	4 - Decline to respond	0% (0)
5 - Other	9.09% (5)		

Mean: 1.98

Response: 55

Historically, what percentage of your Education Department's staff was dedicated to course development?

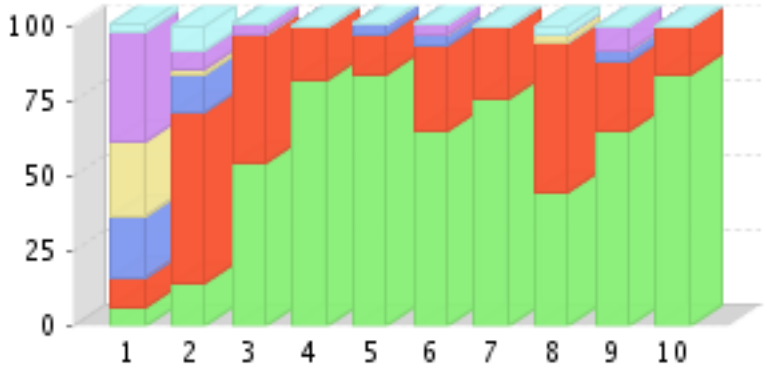


1 - None (we outsource)	7.55% (4)	2 - 1-10%	22.64% (12)
3 - 11-25%	30.19% (16)	4 - 26-50%	24.53% (13)
5 - > 50% (indirect delivery model)	15.09% (8)		

Mean: 3.17

Response: 53

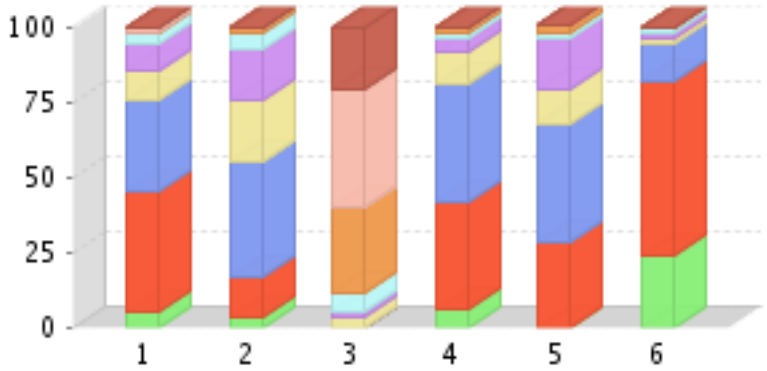
Historically, what percentage of your course development was done by:



		None	1-25%	26-50%	51-75%	76-99%	All	Mean
1	Course Developers	6.12% (3)	10.2% (5)	20.41% (10)	24.49% (12)	36.73% (18)	2.04% (1)	3.82
2	Instructors	14.29% (7)	57.14% (28)	12.24% (6)	2.04% (1)	6.12% (3)	8.16% (4)	2.53
3	Field Consultants	54.29% (19)	42.86% (15)	0% (0)	0% (0)	2.86% (1)	0% (0)	1.54
4	Marketing	82.14% (23)	17.86% (5)	0% (0)	0% (0)	0% (0)	0% (0)	1.18
5	Field Sales	83.87% (26)	12.9% (4)	3.23% (1)	0% (0)	0% (0)	0% (0)	1.19
6	Engineering	64.52% (20)	29.03% (9)	3.23% (1)	0% (0)	3.23% (1)	0% (0)	1.48
7	Authorized Partners	75.86% (22)	24.14% (7)	0% (0)	0% (0)	0% (0)	0% (0)	1.24
8	Outside Consultants	44.44% (16)	50% (18)	0% (0)	2.78% (1)	0% (0)	2.78% (1)	1.72
9	An Outsourcing Company	64.71% (22)	23.53% (8)	2.94% (1)	0% (0)	8.82% (3)	0% (0)	1.65
10	Other	83.33% (10)	16.67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	1.17

Response: 54

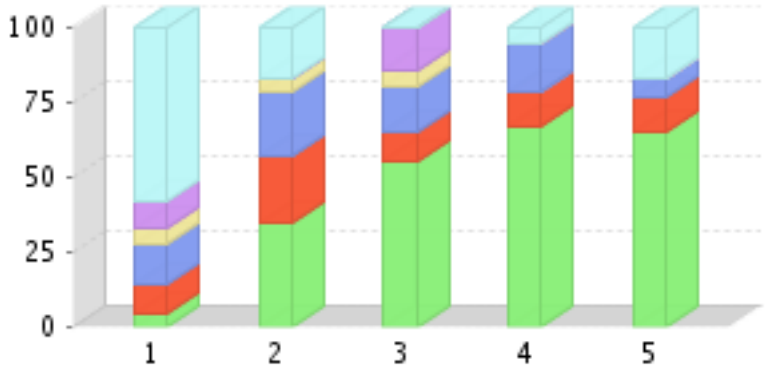
Historically, what percentage of a course development project was spent in the phases shown below.



		0%	5%	10%	15%	20%	30%	40%	60%	80%	Mean
1	Needs analysis and requirements	5.66% (3)	39.62% (21)	30.19% (16)	9.43% (5)	9.43% (5)	3.77% (2)	0% (0)	1.89% (1)	0% (0)	2.98
2	Design	3.77% (2)	13.21% (7)	37.74% (20)	20.75% (11)	16.98% (9)	5.66% (3)	1.89% (1)	0% (0)	0% (0)	3.58
3	Development	0% (0)	0% (0)	0% (0)	3.77% (2)	1.89% (1)	5.66% (3)	28.3% (15)	39.62% (21)	20.75% (11)	7.6
4	Quality Assurance	6.25% (3)	35.42% (17)	39.58% (19)	10.42% (5)	4.17% (2)	2.08% (1)	2.08% (1)	0% (0)	0% (0)	2.85
5	Revision/Editing	0% (0)	28.3% (15)	39.62% (21)	11.32% (6)	16.98% (9)	1.89% (1)	1.89% (1)	0% (0)	0% (0)	3.3
6	Packaging	24% (12)	58% (29)	12% (6)	2% (1)	2% (1)	2% (1)	0% (0)	0% (0)	0% (0)	2.06

Response: 53

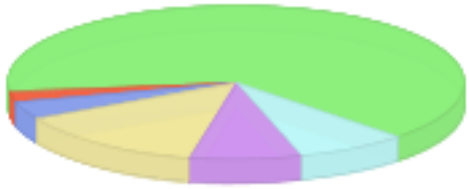
Historically, what percentage of your course development costs were allocated to each of the following accounts:



		None	1-25%	26-50%	51-75%	76-99%	All	Mean
1	Education Expense budget	4.65% (2)	9.3% (4)	13.95% (6)	4.65% (2)	9.3% (4)	58.14% (25)	4.79
2	Education Capital budget	34.78% (8)	21.74% (5)	21.74% (5)	4.35% (1)	0% (0)	17.39% (4)	2.65
3	Product Support budget	55% (11)	10% (2)	15% (3)	5% (1)	15% (3)	0% (0)	2.15
4	Sales Expense budget	66.67% (12)	11.11% (2)	16.67% (3)	0% (0)	0% (0)	5.56% (1)	1.72
5	Other	64.71% (11)	11.76% (2)	5.88% (1)	0% (0)	0% (0)	17.65% (3)	2.12

Response: 51

What do you consider to be the most difficult obstacle in developing effective training programs:

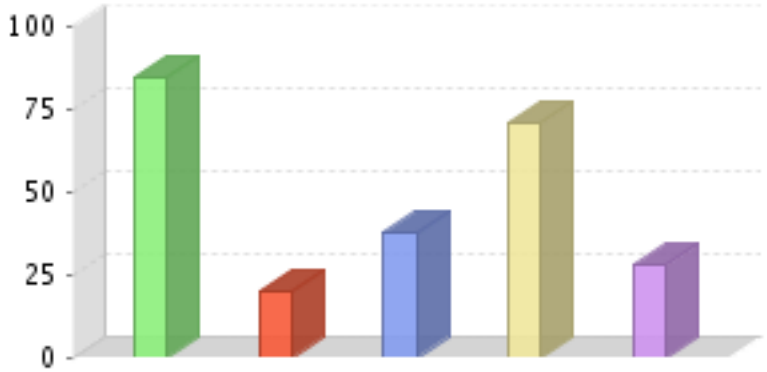


1 - Sufficient time and/or resources	64.71% (33)	2 - Creating effective curricula	1.96% (1)
3 - Cost of development	3.92% (2)	4 - Finding good developers and/or experts	13.73% (7)
5 - Selling training	7.84% (4)	6 - Other	7.84% (4)

Mean: 2.22

Response: 51

What are your success metrics in course development?



1 - Quality feedback (as in "happy sheets")	84.31% (43)	2 - Cost per developed hour	19.61% (10)
3 - % of course coverage for products	37.25% (19)	4 - Course availability post Product General Release Date	70.59% (36)
5 - Other	27.45% (14)		

Response: 51

How many individuals collaborate on a typical instructional design project?

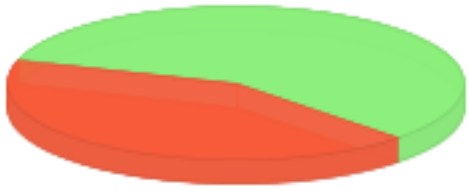
(Include managers, designers, subject matter experts, technical support staff, production support staff and graphical designers.)

1 - 1 or 2	13.46% (7)	2 - 3 to 5	55.77% (29)
3 - 6 to 10	26.92% (14)	4 - 11 to 15	3.85% (2)
5 - More than 15	0% (0)		

Mean: 2.21

Response: 52

Do you carefully estimate each course development project prior to initiation?

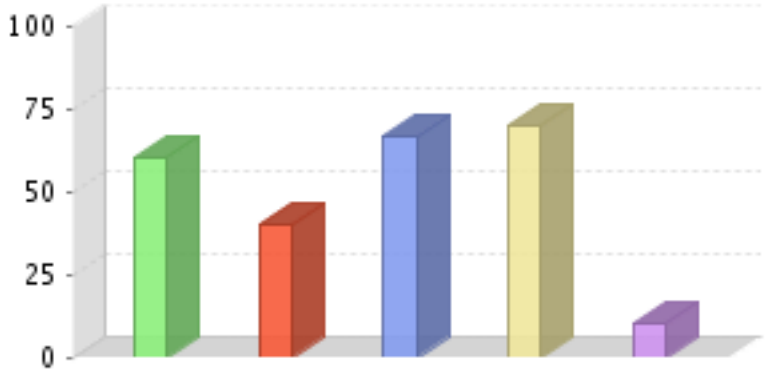


1 - Yes	57.69% (30)	2 - No	42.31% (22)

Mean: 1.42

Response: 52

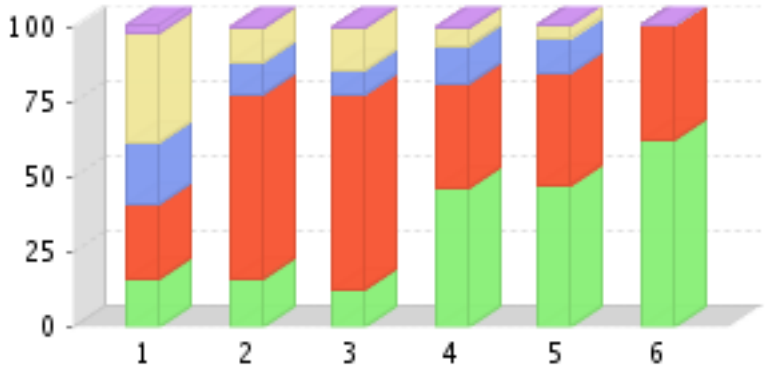
Which of these risk factors do you account for in your estimates?



1 - Scope creep	60% (18)	2 - Personnel issues	40% (12)
3 - Changing technology (new product versions)	66.67% (20)	4 - Software bugs/instability	70% (21)
5 - Other	10% (3)		

Response: 30

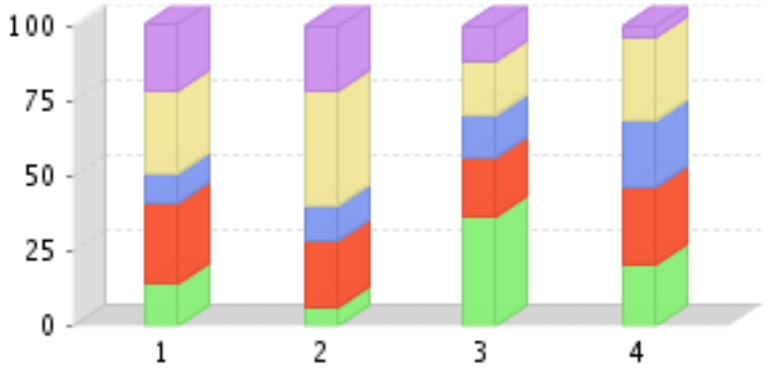
Please complete the following statements about your projects.
My Instructional Design projects:



		Never	Sometimes	50/50	Often	Always	Mean
1	Complete in less than or at the allotted time and with the full intended feature set and quality.	16.33% (8)	24.49% (12)	20.41% (10)	36.73% (18)	2.04% (1)	2.84
2	Complete in less than or at the allotted time and with less than the intended feature set and quality.	16.33% (8)	61.22% (30)	10.2% (5)	12.24% (6)	0% (0)	2.18
3	Complete in about 25% more than the allotted time and with the full intended feature set and quality.	12.5% (6)	64.58% (31)	8.33% (4)	14.58% (7)	0% (0)	2.25
4	Complete in about 50% or more than the allotted time and with the full intended feature set and quality.	45.83% (22)	35.42% (17)	12.5% (6)	6.25% (3)	0% (0)	1.79
5	Complete late and will less than the intended feature set and quality.	46.67% (21)	37.78% (17)	11.11% (5)	4.44% (2)	0% (0)	1.73
6	Cancel before completion.	62.22% (28)	37.78% (17)	0% (0)	0% (0)	0% (0)	1.38

Response: 51

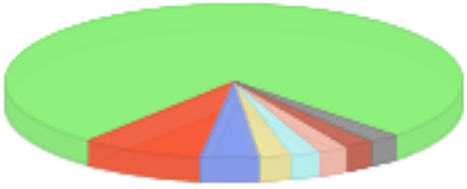
Please complete the following statements about time/effort estimates.



		Never	Sometimes	50/50	Often	Always	Mean
1	My team and I maintain detailed project development time/activity records.	13.73% (7)	27.45% (14)	9.8% (5)	27.45% (14)	21.57% (11)	3.16
2	In preparing time/effort estimates for a project I make comparisons to previous projects.	6% (3)	22% (11)	12% (6)	38% (19)	22% (11)	3.48
3	My time estimates for a project are rendered as a single date only.	36% (18)	20% (10)	14% (7)	18% (9)	12% (6)	2.5
4	My time estimates are expressed as date ranges with associated degrees of confidence.	20% (10)	26% (13)	22% (11)	28% (14)	4% (2)	2.7

Response: 51

Historically, what percentage of your company revenue was your education curriculum development budget?



1 - <1%	76.6% (36)	2 - 1%	8.51% (4)
3 - 2%	4.26% (2)	4 - 3%	2.13% (1)
5 - 4%	0% (0)	6 - 5%	2.13% (1)
7 - 6%	0% (0)	8 - 8%	2.13% (1)
9 - 10%	2.13% (1)	10 - >10%	2.13% (1)

Mean: 1.85

Response: 47

Historically, what percentage of your company license revenue was your education curriculum development budget?

1 - <1%	67.44% (29)	2 - 1%	16.28% (7)
3 - 2%	4.65% (2)	4 - 3%	4.65% (2)
5 - 4%	2.33% (1)	6 - 5%	0% (0)
7 - >5%	4.65% (2)		

Mean: 1.77

Response: 43

Historically, what percentage of your education revenue was your education curriculum development budget?

1 - <10%	26.67% (12)	2 - 10%	26.67% (12)
3 - 20%	13.33% (6)	4 - 30%	17.78% (8)
5 - 40%	2.22% (1)	6 - 50%	4.44% (2)
7 - >50%	8.89% (4)		

Mean: 2.91

Response: 45

How do you measure and manage production quality?

1	Course survey feedback Time spent on re-work
2	Do clients find the training course & material helpful? Will they use the material when they return to their desks?
3	Production of the courseware depends on the methodology, but in general: - Deliver on time to spec - Do not exceed resources define for project - No rush charges - Elearning works with customer's systems - Class can be replicated consistently without major support - Level 1, Level 2, and some Level 3 evaluations - Training at latest release of software
4	We have a detailed design and production review process where we review product requirement docs, market requirement docs, historical student and instructor comments prior to design and dev (if and upgrade), review work in progress within the development phase, and any/all data that is pertinent with the release be it an upgrade or new development. Courseware and labs are also subject to a QA or Acceptance test to prove that the labs and offering as a whole works as advertised.
5	We use comments from our course evals, comments from our instructors (both internal and our ATCs), and internal review.
6	Detailed reports Review teams TTT sessions
7	Accuracy and clarity
8	Our Instructors create the curriculum so they are the subject matter experts, but standards and quality are not their strong points and we have no dedicated staff for course development
9	Formal QA processes

10	We require evaluations for all our training delivery, both classroom and online. We do not have evaluation feedback on training DVDs, however. Customer feedback is the primary measure of quality. To manage production quality, we attempt to have comprehensive QA testing. We achieve that goal perhaps 30% of the time. The rest of the time, first few deliveries of the courseware serve as beta test period, with adjustments to the courseware made by the developer continuously. In terms of print production, we rely on the print vendor to provide enough quality control. They receive our feedback if there are issues.
11	For instructor-led courses, we review printed manuals prior to sending PDF files to our print vendor for reproduction. For e-learning courses, we test the course in a sandbox area by having a few internal associates test the course and check that links, animations, voiceover, etc. works.
12	Manage through a dedicated QC team. Keep track of number of course corrections by course. Measure quality hrough customer feedback on evaluations.
13	Each course, regardless of delivery mechanism, allows the learner rate the quality. These evaluations are performed online and stored in a centralized database. All content developement and production managers and teams review the results bi-weekly. The production team manages all their projects in a centralized database, which they report on weekly (number of projects completed, average time in production, etc...). Lastly, we randomly audit courses using both managers and SME developers.
14	Internal pilot delivery with stages of reviews and improvements Student Assessments Train the trainer internal certification Course Assessments by Instructor
15	Peer design reviews Alpha and Beta classes Level 1 evaluation sheets
16	My team has 4 full time Curriculum Managers (CM) who split their time between design/content development and project managing other content development resources primarily instructors but also independent contractors who we engage through cd companies. Our course development process includes a lead instructor but usually includes more than one instructor and they review materials (powerpoint slides). The lead instructor usually teaches the course (we use the term External Beta), sometimes the CM teaches the first course. The CM and instructor work together on the course image (software used in the class) to guarantee that all exercises and demos work as documented in the student materials. CM and instructor(s) also review slides for copy editing purposes. CM incorporates feedback from 1 or more External Betas. CM sends final books to our publisher and then reviews a proof copy. Instructors are encouraged to send feedback to CMs after they teach a course. Success with production quality varies somewhat by project but everyone puts top priority on the image working correctly.
17	Course material matches shipped product Editing review results in less than 10 percent rework The process is to have an "approved course" during each phase of the software development
18	Errata's, Number of Revisions, Evaluations, and feedback from field delivery and students.
19	Production is managed by either the course developer or a single point of contact for non-course developers. Typically quality of production is a matter of looking at the PDF files for the workbooks and/or looking at the printed workbook before sending of to the print vendor.
20	We run Beta programs and classes on all our newly released courses. We use peer editing for Editorial.
21	We try to get it all right the first time and then do a quality test; going through two quality tests to reach 100% perfect is our goal.
22	1. We have a defined set of best practices and standards that are the first level of rreview. These are based on ID standards in general and our experience with our customers in particular. 2. We have SMEs review the materials, and dry run courses with SMEs and Pro Services staff. 3. Internally, I am a trained editor and Curriculum Developer, so I work as dev editor and review all materials as final round. 4. We maintain 'bug' and 'update' logs so that periodic reviews can inccorporate info 'from the field'.
23	As and After each course is written, content is sent through subject matter experts to verify technical accuracy. Content is then sent to editors for language, spelling, consistency, etc.
24	Ability be successful on certification exams. Feedback from students and employees. Ability for students to successful do their job after attending the course.
25	Managed by a system whereby a set of guidelines are followed, proofing of material prior to GA, and then quality assurance checks.
26	Serveral ways - Student Evaluations - Direct Custom feedback from onsite training - Number of iterations and updates
27	Test runs using several internal testers and external evaluations from real users.
28	We review each course in proof copy before we print the actual books. Beyond that, our customers and instructors provide feedback in class evaluations if they find errors.
29	Scheduled Alpha, Beta, Final, and Revision releases. Templates, Flow Diagrams, and checklists for process. Classroom survey about quality. Detailed Quality Assurance check on content after release. Closed Feedback Loop on all complaints/comments/suggestions.
30	1. Pure production: - We have review cycles with several key people - We proof all printed materials prior to sending to print house - We proof copies once it's printed by print vendor
31	We have people QA our courseware and we do course surveys from our customers.
32	immediate evaluations and post training surveys
33	We have editing and production teams that keep track of the number and type of issues. Those groups then work together with the content developer to fix the issues.

34	We use instructors during development as reviewers to help with content quality. We track course bugs and resolve them. We have not created a measure of production quality.
35	Not well at all. The department is only 18 months old, prior to that all development was done part time by instructors. There were no processes established and we are creating them now
36	Student feedback
37	We: - conduct dry runs and review feedback - measure the number of customers trained - review feedback forms from the customers - review feedback from our field - review the number of key customers attending the class and their associated design wins
38	Peer review.
39	If it looks pretty after printing!
40	number of errors
41	Measure production quality based on the number and quality of reviews and feedback from stakeholders Manage production quality by making sure we have input and active participation from different SMEs
42	We don't measure, but manage quality through: 1. stringent reviews by cross functional teams, 2. pilot classes run internallay 3. "first run" public class during which we ask the students for feedback. 4. Periodic updates based on course evaluation feedback if required
43	We don't

How do you manage and support localization of content?

1	Outsource localization to regional vendors - check localized content in-house for suitability.
2	I don't think this applies to my orgainization.
3	We have not had many requests. In the one situation, we provided the elearning source files to the customer. In the future, I would not do this again and instead act as a broker for the customer to do the translation and charge them for it as a passthrough, with minumum markup.
4	This is managed at the geo/country level, not worldwide.
5	We don't; Distributors are responsible for localizations.
6	Some of our orrices localize the course PowerPoints. We do not localize the manuals.
7	we do not localize Too expensive and not in the budget
8	Local entities are empowered to translate as needed
9	we do not localize at this time
10	No localization at this time
11	We don't localize the content
12	We have none. We are just now testing the waters.
13	Luckily, we don't currently have to deal with this. We create all training materials in English and make them available to internal associates outside of the U.S. to take the materials and modify them however they want to meet the needs of the local customers.
14	Courses are developed in English first. English files are sent to a localization vendor. The vendor is the same vendor who localized the products. Once course is localized, the "beta" localized course is sent to the local regions to test and sign off on.
15	We have a contract-based employee, based in our corporate headquarters, who translates our key courseware to Japanese. For all other localization and translation activities, we provide electronic copies of the course materials to local, in country, resources (employees and contractors) who perform the localization and QC activities. We allow the regional education teams to add these localized courses to the LMS for consumption and tracking.
16	Provide content in "Business English" only and on-site can edit if necessary, but we do not provide any centralized localization support.
17	N/A
18	Our course materials are Powerpoint slides printed in Notes view, all in English. The English version of software is used for all training. We have training centers in Daly City, CA, London, Paris, Munich, Milan, Buenos Aries, Sydney, Tokyo. Courses often taught in local language with English materials. Instructors in our Munich and Paris offices manually translate some course books. The training manager in Tokyo translates all course materials for the subset of our curriculum that he offers in Tokyo. In a few cases, local offices outsourced the translation and a customer paid for the work - in the class those students got the translated books and students from other companies got the English version. Customer retained the IP rights so we couldn't use the translated books for other audiences.
19	We use AuthorIT as our authoring tool. It has a localization module that supports our translation partner's tools. This is ensure consistency and reduces cost.
20	We don't localize content.
21	It's up to each geography to manage that.
22	We translate content into three languages via an external vendor with local office review. We also allow local offices to add examples to the course content that may be more relevant to their primary industries.
23	Localization of content is done in the local countries, if they decide to do it. No support of localization is done by the central course development function.
24	We do not localize our content.

25	Our instructors are required to be 'nimble' and adapt materials to particular customers and particular cultures, where appropriate. Our materials are made to be flexible and adaptable. Beyond that, I define what should be customized in the SOW and leave it to instructors to select the right material and/or create small modifications to examples or exercises. The only attempt we make to localize beyond that is to incorporate sets of examples that, eg, a French class on design uses French examples. These are culled from our Pro Services team. All materials are otherwise in English.
26	We have just started the process of localization. We have used multiple vendors for this purpose. The finished copies go to in-country natives to verify that the content uses the right translated terms, and that those terms that should not be translated are left alone, etc. This is all then centrally managed through the curriculum manager.
27	Through the use of training partners who taught the courses in their local languages. We did not translate the courseware with the exception of translation into Japanese.
28	We do not localize content as a corporate responsibility. This is done by each geography using their own budget.
29	We do not at this time
30	Only delivery in English at this time.
31	We send our course files to the localization department who manages all of our translation vendors.
32	Up to ATPs in each region whether they want to pay for localization and in what languages.
33	We currently don;t localize but will be localizing in Japan in 2008
34	We contract it out.
35	responsible for the Americas, share developed training materials globally: Branches responsible for translations
36	We have dedicated project managers in the education department who work with the company's overall localization department. The actual translation work is outsourced to localization vendors.
37	Local countries are responsible for the selection of which content to localize. We provide the content to a centralized corporate localization resource, who manages the localization process. The local countries provided the last 10%, reading the material and correcting it so that it is truly in the local language.
38	We do not localize today. the material is in english and delivered by an instructor in local language.
39	We don't
40	we currently do not localize the content. We support Japanese customers by having a Japanese speaking employee present during training sessions to translate as needed.
41	In summary, we don't. Our Japan office has taken charge of translating much of our material into Japanese. Our Asia Pacific marketing team is just now beginning to translate some of our free online training into simplified chinese. We offer the above courses on our English site as well as on the separate Japanese and Chinese web sites,
42	Outsourcing
43	n/a
44	internal resources (e.g. professionaln services folks on the bench external vendors - or we don't - give english manuals which are delivered in local language
45	Currently not applicable
46	We do not localize content. Our Japanese subsidiary translates the class into Japanese for delivery, and we sometimes use local contractors to deliver in local language in Europe, but the material is in English.
47	We don't

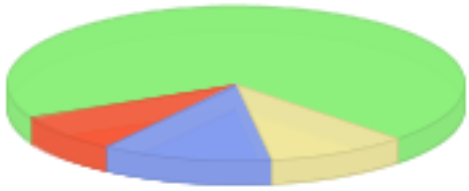
What role does the development organization play in field readiness? What collateral does it provide?

1	Formal product training and testing content for Sales & Technical Personnel. Job Aids are produced occasionally.
2	We do lots of product testing during the development stage and provide feedback on software usability and bugs. We also train sales people before release so they can demo the products.
3	We provide beta versions of our training for our services team, and technical sales with Engineering and Product Marketing delivering pre - general availability training. We also support the Product Marketing staff in creating an elearning for selling the product pre-general availability.
4	No "official" affiliation but we do share content and offer our courses for internal employees as self-study only.
5	We use our course materials for internal training
6	student manuals webinars elearning
7	Job aids elearning labs
8	we don't have a curriculum development dedicated staff or organization at this time. The Instructors are responsible for internal and new product training as well as curriculum development
9	Provides field support resources as may be necessary
10	courses are used for internal training
11	We have a New Product Introduction unit in the overall global corporate training structure that provides all field readiness. They work alongside the Customer Support organization and engineering to provide internal training.

12	Typically, we create draft product training materials and conduct instructor-led classes to associates who require early knowledge of the products...eg, our validation group who are responsible for testing the products as if they are customers, to phone support, and application field support. We conduct training again for sales reps and other field associates shortly before a product is released. This is done via instructor-led sessions at sales meetings or in one of our training centers, or via webinars. We recently created a new position within our group called Product Training Specialist---Internal Associates. This person will focus on product training for internal associates, with the immediate short-term goal of creating product training curriculum for the sales force.
13	Instructor guides are developed for each course. For complex courses, we sometimes "film" a course and make the video available for instructors to learn from.
14	A large portion of how our corporation measures field readiness is through the completion of training and any associated certification. Training and certification compliance is a key reporting requirement for both field and corporate management and executive management. In addition to standard courseware, we also provide Video-On-Demand, simulations and remote access to equipment for select products in support of field readiness.
15	Critical to field readiness by training our entire sales force and support team; provide all sales training and all technical training which field also utilizes to "train it forward"
16	The development and delivery organization are one in the same. There is no separate function. Developers deliver thier curriculum. Collateral provided includes, schedules, datasheets, etc...
17	At Genesys, Field Readiness refers to activities to train internal personnel on new releases of the products. The audience includes Sales, Sales Engineers, Professional Services, Tech Support, Genesys University. For selected products, the CMs collaborate on field readiness training, in effect using that training as a beta for new course materials. In those cases, the courses were ready very soon after the product release. Varying degrees of collaboration between CMs and field readiness training activity.
18	All course material has to be availalble on software release date. This includes manuals and online upgrade training course
19	It doesn't play a role in field readiness.
20	We are THE training for field as well. There is no separate internal training.
21	Course developers are responsible for developing the technical skills of the training engineers, and by supporting them in learning new courses. Collateral includes written and recorded instructor guides, course learning plans, and monthly technical sessions.
22	I am assuming field readiness means getting the sales organization ready to sell, demo, or support a product. With this assumption, the course development organizations does not play a role other than to create customer training and the sales organization can then attend customer training classes.
23	50% of our development time, resources and assets are aimed at creating field readiness training courses. We are closely tied to Technical and Sales Enablement and their success, and we use surveys to measure this success.
24	Not sure exactly what this phrase means, but I assume you mean handing off materials to those who use them? My staff at present are all instructors who help with CD. Even when I had a full-time CD (this is at present an open req) that person taught somewhat. Whomever develops a course consults with me and perhaps 1 other team member throughout the dev lifecycle at various defined milestones. THey dry tun the materials for us and hold a 'train the trainer' session. They create Instrucctor Notes which are embedded as conditional text throughout the course book. We have a weekly meeting where we discuss teaching issnes or strategies from the previous week. We keep track of best practices or workarounds on all course materials on our wiki, and that becocmes a resource for course updates or at least new teacher prep.
25	Not sure exactly what you are asking here. Are we talking about curriculum development organization or the software development organization? The software dev group provides subject matter experts to help with answering questions regarding the product for the training. They do not create content for education. However, the Product Manager for the associated product(s) does help by training the curriculum developer and providing answers to questions. Some Product Managers help with the first public training session as well.
26	There was virtually no connection between the development organization and those responsible for field readiness. It was an ongoing problem.
27	We provide the courseware developed for customers only. We are not an internal function - strictly a customer training focused organization.
28	We are part of the GA criteria
29	They provide design docs and MRD's
30	We create and maintain datasheets for all of our courses.
31	Templates, Review of content, Consultant. Course/Module descriptions.
32	We are responsible for trianing all of our pre-sales technical staff, post-sales technical staff as well as technical support. * For all technical new hires we conduct a (5) day technical training session * For all sales new hires, we sponsor a (1) day product deep dive * For all new or updates products we conduct beta training as well as update training. All groups recieved printed materials
33	We do update courses for our partners and field personnel.
34	training of technical employees - support organizations and customer base pre and post product launch
35	Our courses are made available to all of our internal staff as well as our partners through a learning portal. We provide descriptions of the courses and time estimates for completion. The development organization also works with the marketing team to produce the customer-facing collateral that describes the training product.
36	We are not currently involved in field readiness. The only service we provide is final production of recorded content and tests created by the product marketing organization to emphasize key strategic areas with the field.
37	We collaborate in the design efforts.
38	Part of the readiness planning process
39	By field readiness, I'm assuming we are talking about Sales training? Anyway - we provide the product presentations and demonstrations for sales training and technical materials to sales engineers.
40	I don't understand this question
41	Readiness training pre release.
42	n/a

43	Nothing really. We see ourselves as EDUCATION (mandate is customer/partner for profit) - field readiness is ENABLEMENT - and handled by internal teams (business unit etc)
44	At the moment, it's an after thought None
45	As Director of training I assist with field readiness, but the course developers themselves (contractors) do not engage with our field organization.
46	Focused currently on customer/partner readiness, although now expanded to support the Consutling org which is our "sister" dept within the Professional Services organization. Other staff are able to attend classes if seat are available. We provide the same materials that our customers/partners would receive.

What is the primary reason for developing a new course?

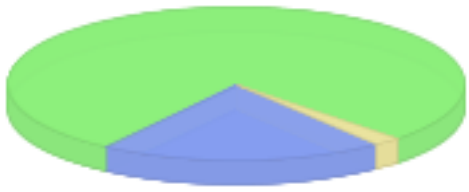


1 - Strategic support for new product(s)	70% (35)	2 - Improve the P&L of a curriculum	8% (4)
3 - The P&L of the new course itself	12% (6)	4 - Other	10% (5)

Mean: 1.62

Response: 50

How do you account for the course development expense?

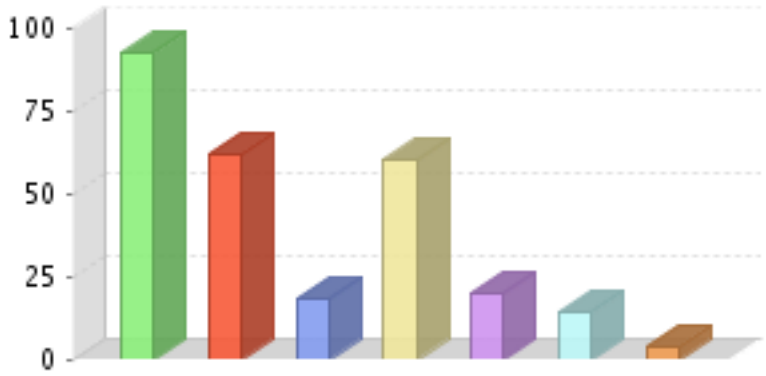


1 - Taken as incurred	78% (39)	2 - Amortized over the life of the course	0% (0)
3 - Allocation based on headcount	20% (10)	4 - Other	2% (1)

Mean: 1.46

Response: 50

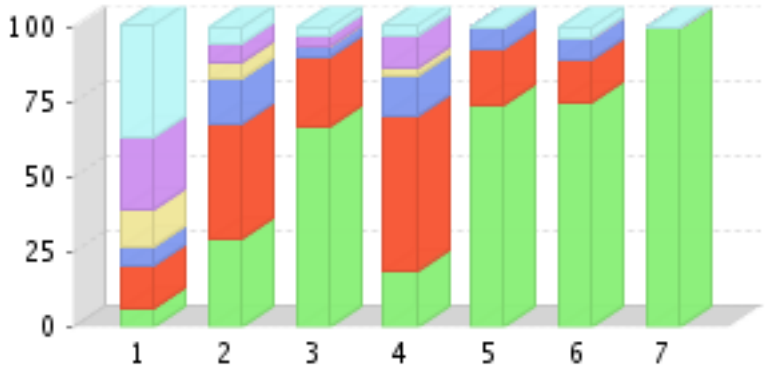
For which of the following delivery formats do you develop materials.



1 - Instructor-led Training (ILT)	92% (46)	2 - Instructor-led Web Delivery (virtual classroom)	62% (31)
3 - Print-based self-study	18% (9)	4 - Asynchronous e-Learning	60% (30)
5 - Video	20% (10)	6 - Audio/Podcast	14% (7)
7 - Other	4% (2)		

Response: 50

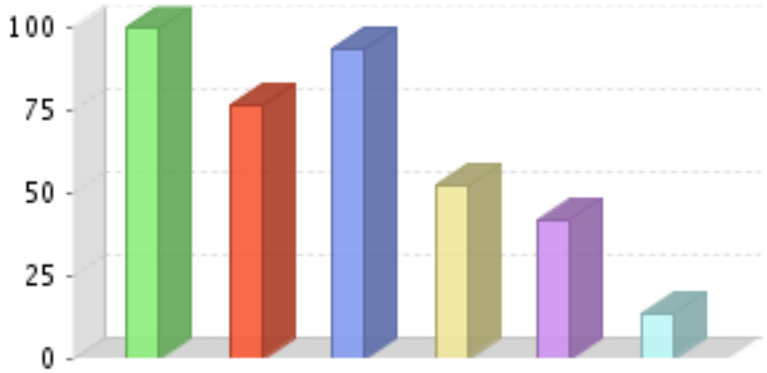
Historically, what percentage of your entire education staff was dedicated to developing in the following delivery formats?



		0%	20%	40%	60%	80%	100%	Mean
1	ILT	6.12% (3)	14.29% (7)	6.12% (3)	12.24% (6)	24.49% (12)	36.73% (18)	4.45
2	Virtual classroom	29.41% (10)	38.24% (13)	14.71% (5)	5.88% (2)	5.88% (2)	5.88% (2)	2.38
3	Print-based self-study	66.67% (20)	23.33% (7)	3.33% (1)	0% (0)	3.33% (1)	3.33% (1)	1.6
4	Asynchronous e-Learning	18.92% (7)	51.35% (19)	13.51% (5)	2.7% (1)	10.81% (4)	2.7% (1)	2.43
5	Video	74.07% (20)	18.52% (5)	7.41% (2)	0% (0)	0% (0)	0% (0)	1.33
6	Audio/Podcast	75% (21)	14.29% (4)	7.14% (2)	0% (0)	0% (0)	3.57% (1)	1.46
7	Other	100% (15)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1

Response: 50

Which components does the ILT you develop include?



1 - Student Manual	100% (46)	2 - Instructor Guide	76.09% (35)
3 - Lab Instructions	93.48% (43)	4 - Solution Files	52.17% (24)
5 - Job Aids	41.3% (19)	6 - Other	13.04% (6)

Response: 46

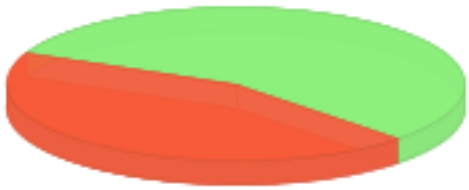
When you developed Instructor’s Guides, when in the process did that development occur?

1 - It was the first manual developed and the student manual is a subset	29.41% (10)	2 - It was the last manual developed in the process	70.59% (24)

Mean: 1.71

Response: 34

When in the process were the Labs created?

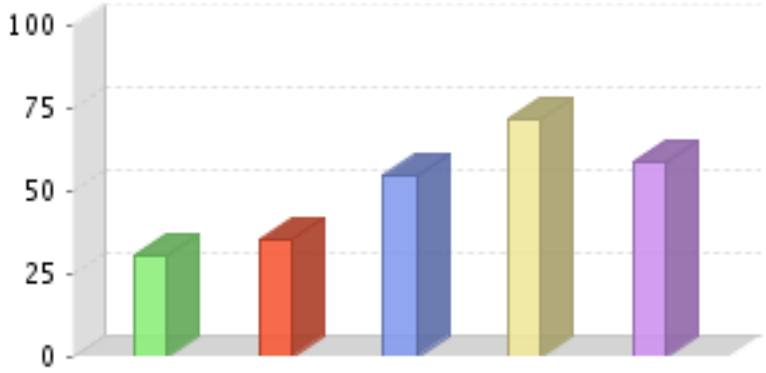


1 - The Labs are developed first after the Task Analysis is done	55.81% (24)	2 - The Labs are the last thing to be developed	44.19% (19)

Mean: 1.44

Response: 43

For which of the following “levels” of complexity do you develop ILT course content?



1 - Light technical (simple desktop or web-based application)	30.43% (14)	2 - Light-Moderate technical (sophisticated/specialized application used by specialists such as Engineers)	34.78% (16)
3 - Moderate technical (Lightweight programming/logic (perhaps XML based configuration needed) – some administrator/DBA level skills involved)	54.35% (25)	4 - Moderate-Extremely technical (Programmer level/APIs, DBA level skills needed, Networking skills, or System Administration/OS level interactivity)	71.74% (33)
5 - Extremely technical (Multiple-tiers/Operating Systems/Enterprise scale deployments or application development platform/framework)	58.7% (27)		

Response: 46

Thinking about:
Light technical (simple desktop or web-based application)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	7.14% (1)	2 - 15 days	14.29% (2)
3 - 20 days	14.29% (2)	4 - 25 days	21.43% (3)
5 - 30 days	28.57% (4)	6 - 40 days	7.14% (1)
7 - 50 days	0% (0)	8 - 60 days	0% (0)
9 - 80 days	7.14% (1)	10 - 100 days or more	0% (0)

Mean: 4.14

Response: 14

Thinking about:
Light technical (simple desktop or web-based application)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were NOT readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	0% (0)	2 - 15 days	0% (0)
3 - 20 days	0% (0)	4 - 25 days	15.38% (2)
5 - 30 days	23.08% (3)	6 - 40 days	23.08% (3)
7 - 50 days	23.08% (3)	8 - 60 days	0% (0)
9 - 80 days	7.69% (1)	10 - 100 days or more	7.69% (1)

Mean: 6.23

Response: 13

Thinking about:

Light-Moderate technical (sophisticated/specialized application used by specialists such as Engineers)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	0% (0)	2 - 15 days	18.75% (3)
3 - 20 days	12.5% (2)	4 - 25 days	18.75% (3)
5 - 30 days	31.25% (5)	6 - 40 days	12.5% (2)
7 - 50 days	0% (0)	8 - 60 days	0% (0)
9 - 80 days	6.25% (1)	10 - 100 days or more	0% (0)

Mean: 4.38

Response: 16

Thinking about:

Light-Moderate technical (sophisticated/specialized application used by specialists such as Engineers)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were NOT readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	0% (0)	2 - 15 days	0% (0)
3 - 20 days	0% (0)	4 - 25 days	6.67% (1)
5 - 30 days	20% (3)	6 - 40 days	46.67% (7)
7 - 50 days	6.67% (1)	8 - 60 days	0% (0)
9 - 80 days	6.67% (1)	10 - 100 days or more	13.33% (2)

Mean: 6.47

Response: 15

Thinking about:

Moderate technical (Lightweight programming/logic (perhaps XML-based configuration needed) – some administrator/DBA level skills involved)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	17.39% (4)	2 - 15 days	17.39% (4)
3 - 20 days	8.7% (2)	4 - 25 days	4.35% (1)
5 - 30 days	21.74% (5)	6 - 40 days	8.7% (2)
7 - 50 days	8.7% (2)	8 - 60 days	8.7% (2)
9 - 80 days	4.35% (1)	10 - 100 days or more	0% (0)

Mean: 4.26

Response: 23

Thinking about:

Moderate technical (Lightweight programming/logic (perhaps XML-based configuration needed) – some administrator/DBA level skills involved)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were NOT readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	0% (0)	2 - 15 days	13.64% (3)
3 - 20 days	9.09% (2)	4 - 25 days	4.55% (1)
5 - 30 days	9.09% (2)	6 - 40 days	9.09% (2)
7 - 50 days	22.73% (5)	8 - 60 days	9.09% (2)
9 - 80 days	9.09% (2)	10 - 100 days or more	13.64% (3)

Mean: 6.23

Response: 22

Thinking about:

Moderate-Extremely technical (Programmer level/APIs, DBA level skills needed, Networking skills, or System Administration/OS level interactivity)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	3.23% (1)	2 - 15 days	12.9% (4)
3 - 20 days	12.9% (4)	4 - 25 days	12.9% (4)
5 - 30 days	22.58% (7)	6 - 40 days	12.9% (4)
7 - 50 days	12.9% (4)	8 - 60 days	3.23% (1)
9 - 80 days	6.45% (2)	10 - 100 days or more	0% (0)

Mean: 4.84

Response: 31

Thinking about:

Moderate-Extremely technical (Programmer level/APIs, DBA level skills needed, Networking skills, or System Administration/OS level interactivity)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were NOT readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	3.23% (1)	2 - 15 days	3.23% (1)
3 - 20 days	9.68% (3)	4 - 25 days	6.45% (2)
5 - 30 days	12.9% (4)	6 - 40 days	9.68% (3)
7 - 50 days	16.13% (5)	8 - 60 days	19.35% (6)
9 - 80 days	0% (0)	10 - 100 days or more	19.35% (6)

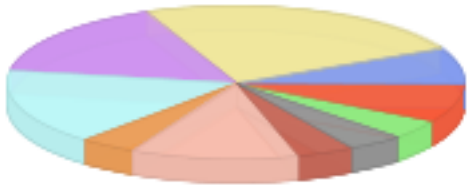
Mean: 6.48

Response: 31

Thinking about:

Extremely technical (Multiple-tiers/Operating Systems/Enterprise scale deployments or application development platform/framework)

Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.



1 - 10 days	4% (1)	2 - 15 days	8% (2)
3 - 20 days	8% (2)	4 - 25 days	24% (6)
5 - 30 days	16% (4)	6 - 40 days	16% (4)
7 - 50 days	4% (1)	8 - 60 days	12% (3)
9 - 80 days	4% (1)	10 - 100 days or more	4% (1)

Mean: 5.16

Response: 25

Thinking about:

Extremely technical (Multiple-tiers/Operating Systems/Enterprise scale deployments or application development platform/framework)

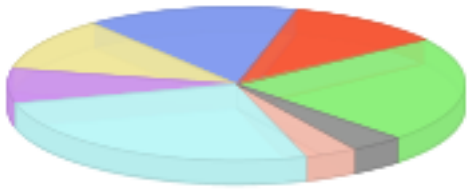
Historically, how long in days on average did it take you to develop one day of traditional Instructor-Led classroom course, assuming that SMEs were NOT readily available?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Days" is defined as person-days of actual work.

1 - 10 days	0% (0)	2 - 15 days	4.35% (1)
3 - 20 days	4.35% (1)	4 - 25 days	13.04% (3)
5 - 30 days	0% (0)	6 - 40 days	13.04% (3)
7 - 50 days	17.39% (4)	8 - 60 days	13.04% (3)
9 - 80 days	13.04% (3)	10 - 100 days or more	21.74% (5)

Mean: 7.13

Response: 23

Assuming that you use course material originally built for ILT, how many ADDITIONAL days on average did it take you to create one day of course material you then used for virtual classroom delivery?

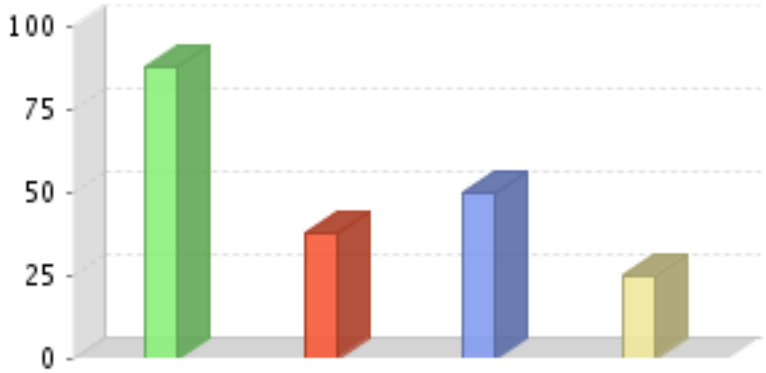


1 - None	22.22% (6)	2 - 1 day	11.11% (3)
3 - 2 days	14.81% (4)	4 - 3 Days	11.11% (3)
5 - 4 days	7.41% (2)	6 - 5 days	25.93% (7)
7 - 6 days	0% (0)	8 - 8 days	3.7% (1)
9 - 10 days	0% (0)	10 - More than 10 days	3.7% (1)

Mean: 3.93

Response: 27

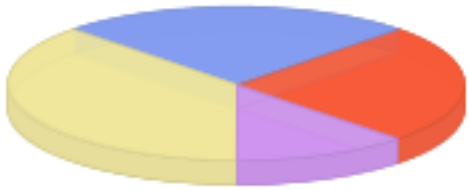
Which components does the Print-Based Self-Study courses you develop include?



1 - Student Manual	87.5% (7)	2 - Solution Files	37.5% (3)
3 - Job Aids	50% (4)	4 - Other	25% (2)

Response: 8

Please rate the complexity of your Print-Based Self-Study course technical content using the scale below:



1 - Light technical (simple desktop or web-based application)	0% (0)	2 - Light-Moderate technical (sophisticated/specialized application used by specialists such as Engineers)	25% (2)
3 - Moderate technical (Lightweight programming/logic (perhaps XML based configuration needed) – some administrator/DBA level skills involved)	25% (2)	4 - Moderate-Extremely technical (Programmer level/APIs, DBA level skills needed, Networking skills, or System Administration/OS level interactivity)	37.5% (3)
5 - Extremely technical (Multiple-tiers/Operating Systems/Enterprise scale deployments or application development platform/framework)	12.5% (1)		

Mean: 3.38

Response: 8

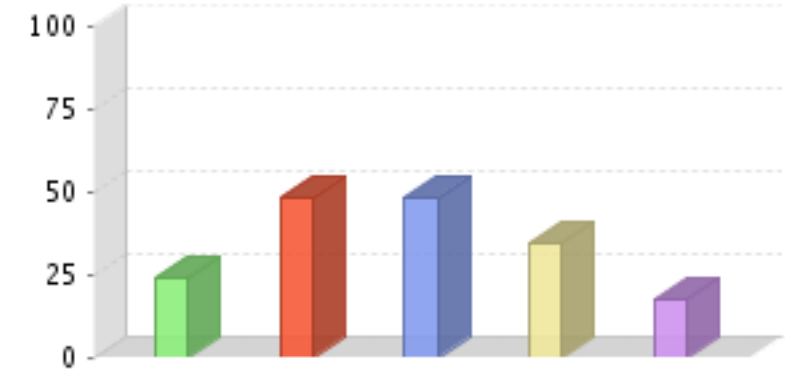
Historically, how long in hours on average did it take you to develop one hour of Print-Based Self-Study course material?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Hours" is defined as person-hours of actual work.

1 - 15 hours	25% (2)	2 - 20 hours	0% (0)
3 - 25 hours	25% (2)	4 - 30 hours	12.5% (1)
5 - 40 hours	12.5% (1)	6 - 50 hours	12.5% (1)
7 - 75 hours	12.5% (1)	8 - 100 hours	0% (0)
9 - 125 hours	0% (0)	10 - 150 hours or more	0% (0)

Mean: 3.75

Response: 8

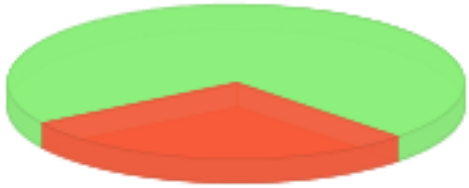
For which of the following “levels” do you develop Asynchronous e-Learning materials:



1 - Online procedural guide – for example, a step-by-step installation guide or self-guided tutorial	24.14% (7)	2 - PPT slides with audio voice-over and perhaps a talking head video and product demos (ala Camtasia/Captivate) – carefully storyboarded	48.28% (14)
3 - All of the above, plus some simple interactive software/hardware simulations (ala Captivate), animations (perhaps Flash based), and assessments	48.28% (14)	4 - All of the above, but highly produced, highly interactive, sophisticated hardware/software simulations	34.48% (10)
5 - All of the above, plus hands-on access to hardware/software via virtualization technologies	17.24% (5)		

Response: 29

Think about:
Online procedural guide – for example, a step-by-step installation guide or self-guided tutorial.
How long in hours on average did it take you to develop one hour of an Asynchronous e-Learning course of this type?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Hours" is defined as person-hours of actual work.



1 - 100 hours	71.43% (5)	2 - 200 hours	28.57% (2)
3 - 300 hours	0% (0)	4 - 400 hours	0% (0)
5 - 500 hours	0% (0)	6 - 600 hours	0% (0)
7 - 800 hours	0% (0)	8 - 1000 hours or more	0% (0)

Mean: 1.29

Response: 7

Think about:
Online procedural guide – for example, a step-by-step installation guide or self-guided tutorial
PLUS
PPT slides with audio voice-over and perhaps a talking head video and product demos (ala Camtasia/Captivate) – carefully storyboarded.
How long in hours on average did it take you to develop one hour of an Asynchronous e-Learning course of this type?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Hours" is defined as person-hours of actual work.

1 - 100 hours	57.14% (8)	2 - 200 hours	28.57% (4)
3 - 300 hours	0% (0)	4 - 400 hours	14.29% (2)
5 - 500 hours	0% (0)	6 - 600 hours	0% (0)
7 - 800 hours	0% (0)	8 - 1000 hours or more	0% (0)

Mean: 1.71

Response: 14

Think about:
Online procedural guide – for example, a step-by-step installation guide or self-guided tutorial
PLUS
PPT slides with audio voice-over and perhaps a talking head video and product demos(ala Camtasia/Captivate) – carefully storyboarded
PLUS
Some simple interactive software/hardware simulations (ala Captivate), animations (perhaps Flash based), and assessments.
How long in hours on average did it take you to develop one hour of an Asynchronous e-Learning course of this type?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Hours" is defined as person-hours of actual work.

1 - 100 hours	50% (5)	2 - 200 hours	30% (3)
3 - 300 hours	10% (1)	4 - 400 hours	0% (0)
5 - 500 hours	10% (1)	6 - 600 hours	0% (0)
7 - 800 hours	0% (0)	8 - 1000 hours or more	0% (0)

Mean: 1.9

Response: 10

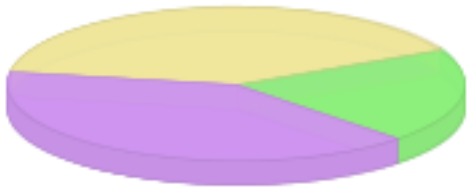
Think about:
Online procedural guide – for example, a step-by-step installation guide or self-guided tutorial
PLUS
PPT slides with audio voice-over and perhaps a talking head video and product demos(ala Camtasia/Captivate) – carefully storyboarded
PLUS
Some simple interactive software/hardware simulations (ala Captivate), animations (perhaps Flash based), and assessments
PLUS
Highly produced, highly interactive, sophisticated hardware/software simulations.
How long in hours on average did it take you to develop one hour of an Asynchronous e-Learnin course of this type?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Hours" is defined as person-hours of actual work.

1 - 100 hours	0% (0)	2 - 200 hours	20% (2)
3 - 300 hours	40% (4)	4 - 400 hours	10% (1)
5 - 500 hours	10% (1)	6 - 600 hours	20% (2)
7 - 800 hours	0% (0)	8 - 1000 hours or more	0% (0)

Mean: 3.7

Response: 10

Think about:
Online procedural guide – for example, a step-by-step installation guide or self-guided tutorial
PLUS
PPT slides with audio voice-over and perhaps a talking head video and product demos (ala Camtasia/Captivate) – carefully storyboarded
PLUS
Some simple interactive software/hardware simulations (ala Captivate), animations(perhaps Flash based), and assessments
PLUS
Highly produced, highly interactive, sophisticated hardware/software simulations
PLUS
Hands-on access to hardware/software via virtualization technologies.
How long in hours on average did it take you to develop one hour of an Asynchronous e-Learning course of this type?
Please include the time for analysis, design, development, quality assurance, final editing and packaging. "Hours" is defined as person-hours of actual work.

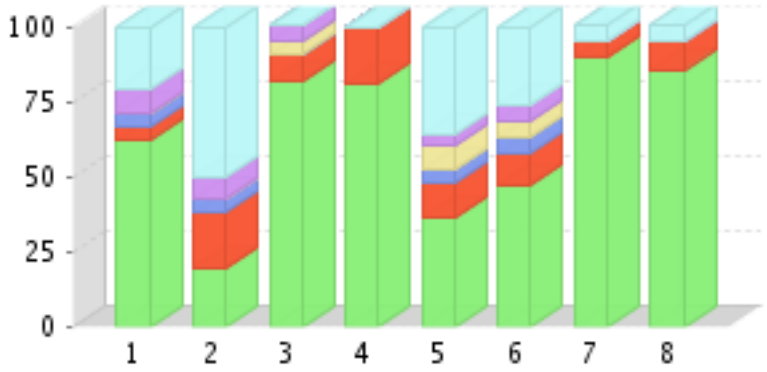


1 - 100 hours	20% (1)	2 - 200 hours	0% (0)
3 - 300 hours	0% (0)	4 - 400 hours	40% (2)
5 - 500 hours	40% (2)	6 - 600 hours	0% (0)
7 - 800 hours	0% (0)	8 - 1000 hours or more	0% (0)

Mean: 3.8

Response: 5

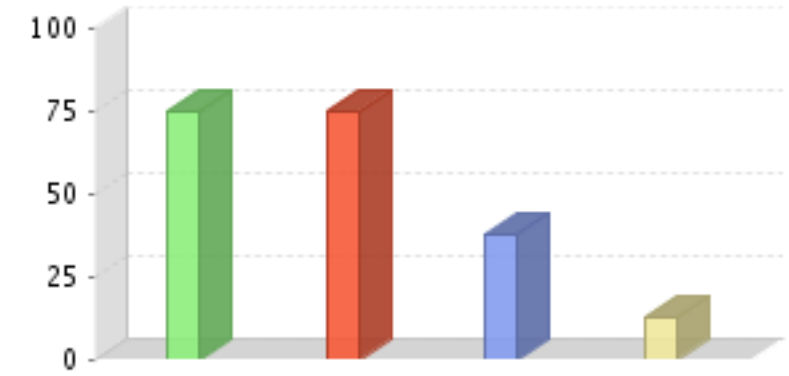
Historically, what percentage of your asynchronous content was made available as follows:



		0%	20%	40%	60%	80%	100%	Mean
1	Customers for free	62.5% (15)	4.17% (1)	4.17% (1)	0% (0)	8.33% (2)	20.83% (5)	2.5
2	Customers as fee-based	19.23% (5)	19.23% (5)	3.85% (1)	0% (0)	7.69% (2)	50% (13)	4.08
3	Customers as bundled with software	81.82% (18)	9.09% (2)	0% (0)	4.55% (1)	4.55% (1)	0% (0)	1.41
4	Customers as bundled with services	80.95% (17)	19.05% (4)	0% (0)	0% (0)	0% (0)	0% (0)	1.19
5	Partners for free	36% (9)	12% (3)	4% (1)	8% (2)	4% (1)	36% (9)	3.4
6	Partners as fee-based	47.37% (9)	10.53% (2)	5.26% (1)	5.26% (1)	5.26% (1)	26.32% (5)	2.89
7	Partners as bundled with software	89.47% (17)	5.26% (1)	0% (0)	0% (0)	0% (0)	5.26% (1)	1.32
8	Partners as bundled with services	85.71% (18)	9.52% (2)	0% (0)	0% (0)	0% (0)	4.76% (1)	1.33

Response: 28

For which of the following “levels” do you develop Video materials:



1 - Simple video capture of a live classroom delivery	75% (6)	2 - Studio recording of instructor presentation and demonstrations	75% (6)
3 - Highly produced with interactive simulations and assessments (DVD-ROM or DVD Interactive Menus)	37.5% (3)	4 - Professionally designed and developed using professional actors rather than instructors for voice over	12.5% (1)

Response: 8

Think about:
Simple video capture of a live classroom delivery.
How long in hours on average did it take you to develop one hour of a video course of this type?

1 - 5 hours	50% (3)	2 - 10 hours	16.67% (1)
3 - 15 hours	16.67% (1)	4 - 20 hours	0% (0)
5 - 25 hours	0% (0)	6 - 30 hours	0% (0)
7 - 40 hours	16.67% (1)	8 - 50 hours	0% (0)

Mean: 2.5

Response: 6

Think about:
Studio recording of instructor presentation and demonstrations.
How long in hours on average did it take you to develop one hour of a video course of this type?

1 - 5 hours	0% (0)	2 - 10 hours	50% (3)
3 - 15 hours	50% (3)	4 - 20 hours	0% (0)
5 - 25 hours	0% (0)	6 - 30 hours	0% (0)
7 - 40 hours	0% (0)	8 - 50 hours	0% (0)

Mean: 2.5

Response: 6

Think about:
Highly produced with interactive simulations and assessments (DVD-ROM or DVD Interactive Menus).
How long in hours on average did it take you to develop one hour of a video course of this type?

1 - 10 hours	0% (0)	2 - 20 hours	0% (0)
3 - 30 hours	66.67% (2)	4 - 40 hours	0% (0)
5 - 50 hours	0% (0)	6 - 60 hours	0% (0)
7 - 80 hours	0% (0)	8 - 100 hours	33.33% (1)

Mean: 4.67

Response: 3

Think about:
Professionally designed and developed using professional actors rather than instructors for voice over.
How long in hours on average did it take you to develop one hour of a video course of this type?

1 - 10 hours	0% (0)	2 - 20 hours	0% (0)
3 - 30 hours	100% (1)	4 - 40 hours	0% (0)
5 - 50 hours	0% (0)	6 - 60 hours	0% (0)
7 - 80 hours	0% (0)	8 - 100 hours	0% (0)

Mean: 3

Response: 1

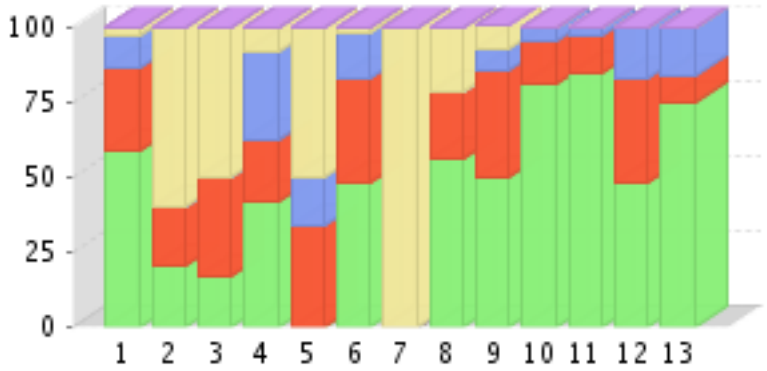
Think about a simple podcast which captues either a single speaker making a presentation or two people in conversation.
How long in hours on average did it take you to develop one hour of a podcast of this type?

1 - 5 hours	40% (2)	2 - 10 hours	20% (1)
3 - 15 hours	0% (0)	4 - 20 hours	20% (1)
5 - 25 hours	0% (0)	6 - 30 hours	0% (0)
7 - 40 hours	20% (1)	8 - 50 hours	0% (0)

Mean: 3

Response: 5

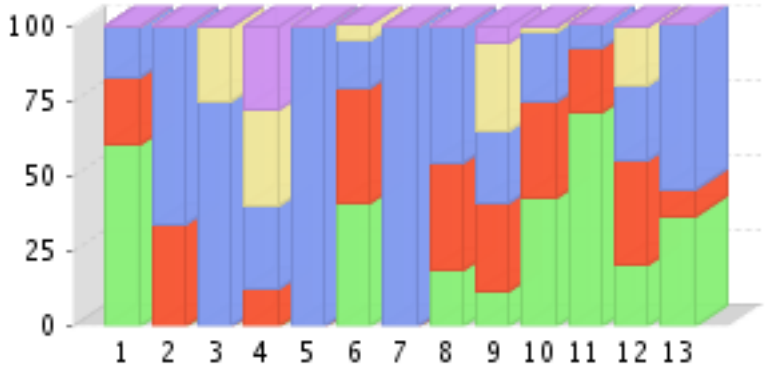
Historically, which of the following course development tools have you used to develop materials? Based on your experience, how useful have they been for Course Development?



		Very useful	Somewhat useful	Average	Not useful	Worse than useless	Mean
1	Adobe Acrobat	58.33% (21)	27.78% (10)	11.11% (4)	2.78% (1)	0% (0)	1.58
2	Arbortext	20% (1)	20% (1)	0% (0)	60% (3)	0% (0)	3
3	AuthorIT	16.67% (1)	33.33% (2)	0% (0)	50% (3)	0% (0)	2.83
4	FrameMaker	41.67% (10)	20.83% (5)	29.17% (7)	8.33% (2)	0% (0)	2.04
5	GoToWebinar	0% (0)	33.33% (2)	16.67% (1)	50% (3)	0% (0)	3.17
6	Microsoft.Word	47.5% (19)	35% (14)	15% (6)	2.5% (1)	0% (0)	1.73
7	MWSnap	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	4
8	Paintshop Pro	55.56% (5)	22.22% (2)	0% (0)	22.22% (2)	0% (0)	1.89
9	Photoshop	50% (7)	35.71% (5)	7.14% (1)	7.14% (1)	0% (0)	1.71
10	PowerPoint	80.95% (34)	14.29% (6)	4.76% (2)	0% (0)	0% (0)	1.24
11	Snag-IT	84.38% (27)	12.5% (4)	3.12% (1)	0% (0)	0% (0)	1.19
12	Visio	47.83% (11)	34.78% (8)	17.39% (4)	0% (0)	0% (0)	1.7
13	Other	75% (9)	8.33% (1)	16.67% (2)	0% (0)	0% (0)	1.42

Response: 44

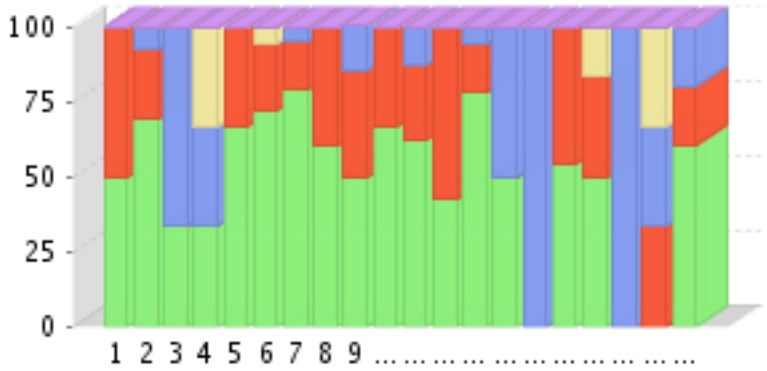
Based on your experience, how easy to learn have they been?



		Very easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Very difficult	Mean
1	Adobe Acrobat	60% (21)	22.86% (8)	17.14% (6)	0% (0)	0% (0)	1.57
2	Arbortext	0% (0)	33.33% (1)	66.67% (2)	0% (0)	0% (0)	2.67
3	AuthorIT	0% (0)	0% (0)	75% (3)	25% (1)	0% (0)	3.25
4	FrameMaker	0% (0)	12% (3)	28% (7)	32% (8)	28% (7)	3.76
5	GoToWebinar	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	3
6	Microsoft.Word	41.03% (16)	38.46% (15)	15.38% (6)	5.13% (2)	0% (0)	1.85
7	MWSnap	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	3
8	Paintshop Pro	18.18% (2)	36.36% (4)	45.45% (5)	0% (0)	0% (0)	2.27
9	Photoshop	11.76% (2)	29.41% (5)	23.53% (4)	29.41% (5)	5.88% (1)	2.88
10	PowerPoint	42.5% (17)	32.5% (13)	22.5% (9)	2.5% (1)	0% (0)	1.85
11	Snag-IT	71.43% (20)	21.43% (6)	7.14% (2)	0% (0)	0% (0)	1.36
12	Visio	20% (4)	35% (7)	25% (5)	20% (4)	0% (0)	2.45
13	Other	36.36% (4)	9.09% (1)	54.55% (6)	0% (0)	0% (0)	2.18

Response: 43

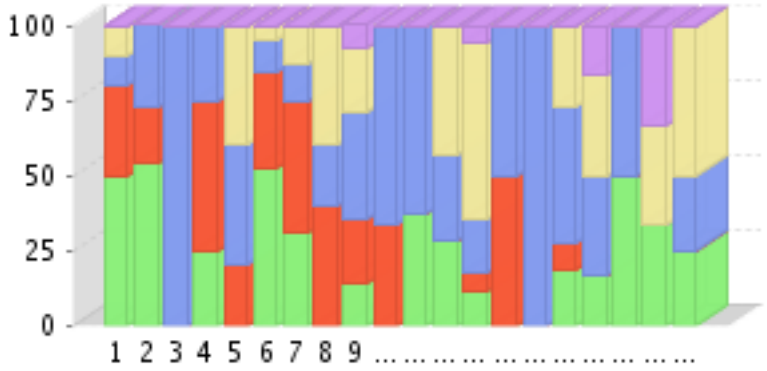
Historically, which of the following course development tools have you used to develop materials? Based on your experience, how useful have they been for Course Development?



		Very useful	Somewhat useful	Average	Not useful	Worse than useless	Mean
1	Adobe Presenter (also known as Breeze)	50% (5)	50% (5)	0% (0)	0% (0)	0% (0)	1.5
2	Articulate	69.23% (9)	23.08% (3)	7.69% (1)	0% (0)	0% (0)	1.38
3	ATT Natural Voices	33.33% (1)	0% (0)	66.67% (2)	0% (0)	0% (0)	2.33
4	Audacity	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	2.67
5	Authorware	66.67% (4)	33.33% (2)	0% (0)	0% (0)	0% (0)	1.33
6	Camtasia	72.22% (13)	22.22% (4)	0% (0)	5.56% (1)	0% (0)	1.39
7	Captivate	78.95% (15)	15.79% (3)	5.26% (1)	0% (0)	0% (0)	1.26
8	Director	60% (3)	40% (2)	0% (0)	0% (0)	0% (0)	1.4
9	Dreamweaver	50% (7)	35.71% (5)	14.29% (2)	0% (0)	0% (0)	1.64
10	FreeHand	66.67% (2)	33.33% (1)	0% (0)	0% (0)	0% (0)	1.33
11	FTP	62.5% (5)	25% (2)	12.5% (1)	0% (0)	0% (0)	1.5
12	Illustrator	42.86% (3)	57.14% (4)	0% (0)	0% (0)	0% (0)	1.57
13	Macromedia Flash	77.78% (14)	16.67% (3)	5.56% (1)	0% (0)	0% (0)	1.28
14	OnDemand Personal Navigator, Presenter and Knowledge	50% (2)	0% (0)	50% (2)	0% (0)	0% (0)	2
15	Pathways	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	3
16	Photoshop	54.55% (6)	45.45% (5)	0% (0)	0% (0)	0% (0)	1.45
17	Questionmark	50% (3)	33.33% (2)	0% (0)	16.67% (1)	0% (0)	1.83
18	RapideL	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
19	Toolbook	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	3
20	Other	60% (3)	20% (1)	20% (1)	0% (0)	0% (0)	1.6

Response: 27

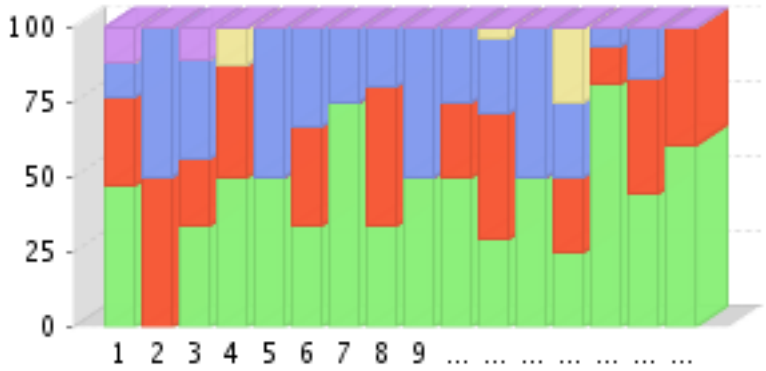
Based on your experience, how easy to learn have they been?



		Very easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Very difficult	Mean
1	Adobe Presenter (also known as Breeze)	50% (5)	30% (3)	10% (1)	10% (1)	0% (0)	1.8
2	Articulate	54.55% (6)	18.18% (2)	27.27% (3)	0% (0)	0% (0)	1.73
3	ATT Natural Voices	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
4	Audacity	25% (1)	50% (2)	25% (1)	0% (0)	0% (0)	2
5	Authorware	0% (0)	20% (1)	40% (2)	40% (2)	0% (0)	3.2
6	Camtasia	52.63% (10)	31.58% (6)	10.53% (2)	5.26% (1)	0% (0)	1.68
7	Captivate	31.25% (5)	43.75% (7)	12.5% (2)	12.5% (2)	0% (0)	2.06
8	Director	0% (0)	40% (2)	20% (1)	40% (2)	0% (0)	3
9	Dreamweaver	14.29% (2)	21.43% (3)	35.71% (5)	21.43% (3)	7.14% (1)	2.86
10	FreeHand	0% (0)	33.33% (1)	66.67% (2)	0% (0)	0% (0)	2.67
11	FTP	37.5% (3)	0% (0)	62.5% (5)	0% (0)	0% (0)	2.25
12	Illustrator	28.57% (2)	0% (0)	28.57% (2)	42.86% (3)	0% (0)	2.86
13	Macromedia Flash	11.76% (2)	5.88% (1)	17.65% (3)	58.82% (10)	5.88% (1)	3.41
14	OnDemand Personal Navigator, Presenter and Knowledge	0% (0)	50% (2)	50% (2)	0% (0)	0% (0)	2.5
15	Pathways	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	3
16	Photoshop	18.18% (2)	9.09% (1)	45.45% (5)	27.27% (3)	0% (0)	2.82
17	Questionmark	16.67% (1)	0% (0)	33.33% (2)	33.33% (2)	16.67% (1)	3.33
18	RapideL	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
19	Toolbook	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	3.33
20	Other	25% (1)	0% (0)	25% (1)	50% (2)	0% (0)	3

Response: 26

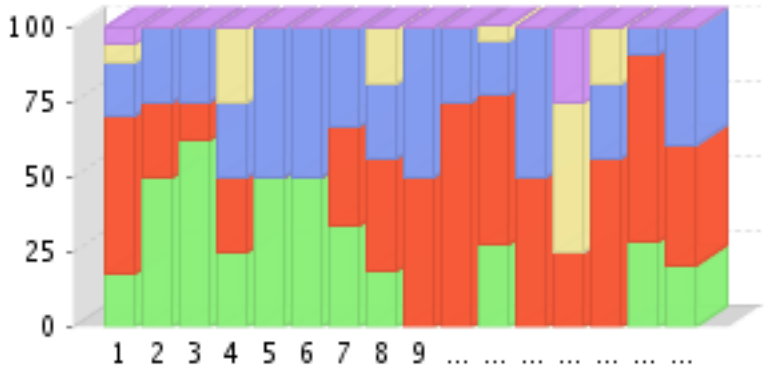
Historically, which of the following course delivery tools have you used? Based on your experience, how useful have they been?



		Very useful	Somewhat useful	Average	Not useful	Worse than useless	Mean
1	Centra	47.06% (8)	29.41% (5)	11.76% (2)	0% (0)	11.76% (2)	2
2	Elluminate	0% (0)	50% (2)	50% (2)	0% (0)	0% (0)	2.5
3	GoToMeeting	33.33% (3)	22.22% (2)	33.33% (3)	0% (0)	11.11% (1)	2.33
4	Hatsize	50% (4)	37.5% (3)	0% (0)	12.5% (1)	0% (0)	1.75
5	Horizon Wimba	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
6	HP Virtual Classroom	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	2
7	iLinc	75% (3)	0% (0)	25% (1)	0% (0)	0% (0)	1.5
8	Interwise	33.33% (5)	46.67% (7)	20% (3)	0% (0)	0% (0)	1.87
9	iSuite	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
10	Juniper	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	1.75
11	Live Meeting	29.17% (7)	41.67% (10)	25% (6)	4.17% (1)	0% (0)	2.04
12	MeetingOne	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
13	Surgient	25% (1)	25% (1)	25% (1)	25% (1)	0% (0)	2.5
14	VMware	81.25% (13)	12.5% (2)	6.25% (1)	0% (0)	0% (0)	1.25
15	WebEx	44.12% (15)	38.24% (13)	17.65% (6)	0% (0)	0% (0)	1.74
16	Other	60% (3)	40% (2)	0% (0)	0% (0)	0% (0)	1.4

Response: 44

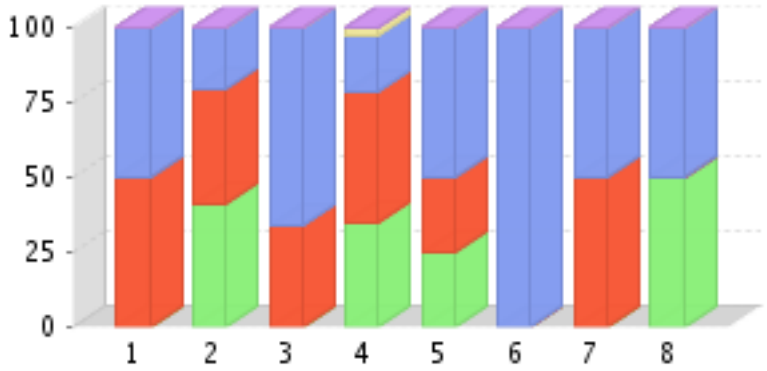
Based on your experience, how easy to learn have they been?



		Very easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Very difficult	Mean
1	Centra	17.65% (3)	52.94% (9)	17.65% (3)	5.88% (1)	5.88% (1)	2.29
2	Elluminate	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	1.75
3	GoToMeeting	62.5% (5)	12.5% (1)	25% (2)	0% (0)	0% (0)	1.62
4	Hatsize	25% (2)	25% (2)	25% (2)	25% (2)	0% (0)	2.5
5	Horizon Wimba	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
6	HP Virtual Classroom	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
7	iLinc	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	2
8	Interwise	18.75% (3)	37.5% (6)	25% (4)	18.75% (3)	0% (0)	2.44
9	iSuite	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	2.5
10	Juniper	0% (0)	75% (3)	25% (1)	0% (0)	0% (0)	2.25
11	Live Meeting	27.27% (6)	50% (11)	18.18% (4)	4.55% (1)	0% (0)	2
12	MeetingOne	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	2.5
13	Surgient	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	3.75
14	VMware	0% (0)	56.25% (9)	25% (4)	18.75% (3)	0% (0)	2.62
15	WebEx	28.12% (9)	62.5% (20)	9.38% (3)	0% (0)	0% (0)	1.81
16	Other	20% (1)	40% (2)	40% (2)	0% (0)	0% (0)	2.2

Response: 44

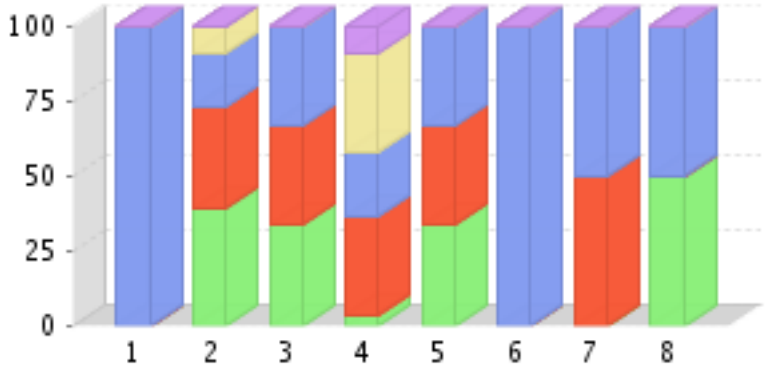
Historically, which of the following project management tools have you used? Based on your experience, how useful have they been?



		Very useful	Somewhat useful	Average	Not useful	Worse than useless	Mean
1	Clarity	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	2.5
2	Excel	41.18% (14)	38.24% (13)	20.59% (7)	0% (0)	0% (0)	1.79
3	HP Project and Portfolio Management	0% (0)	33.33% (1)	66.67% (2)	0% (0)	0% (0)	2.67
4	Microsoft Project	34.38% (11)	43.75% (14)	18.75% (6)	3.12% (1)	0% (0)	1.91
5	Mind Manager	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)	2.25
6	Traversa	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
7	Windchill ProjectLink	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	2.5
8	Other	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2

Response: 43

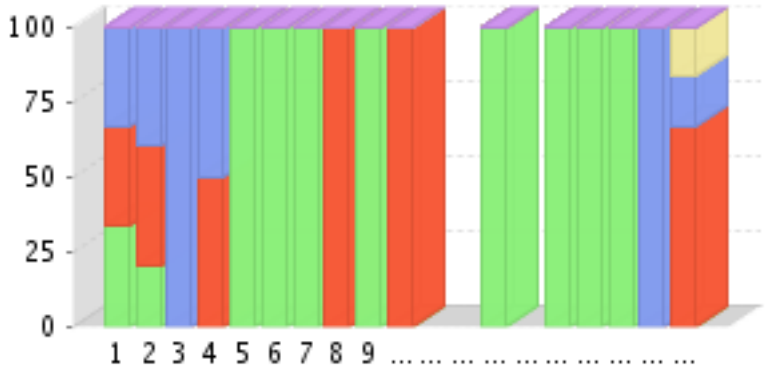
Based on your experience, how easy to learn have they been?



		Very easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Very difficult	Mean
1	Clarity	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	3
2	Excel	39.39% (13)	33.33% (11)	18.18% (6)	9.09% (3)	0% (0)	1.97
3	HP Project and Portfolio Management	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	2
4	Microsoft Project	3.03% (1)	33.33% (11)	21.21% (7)	33.33% (11)	9.09% (3)	3.12
5	Mind Manager	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	2
6	Traversa	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
7	Windchill ProjectLink	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	2.5
8	Other	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2

Response: 43

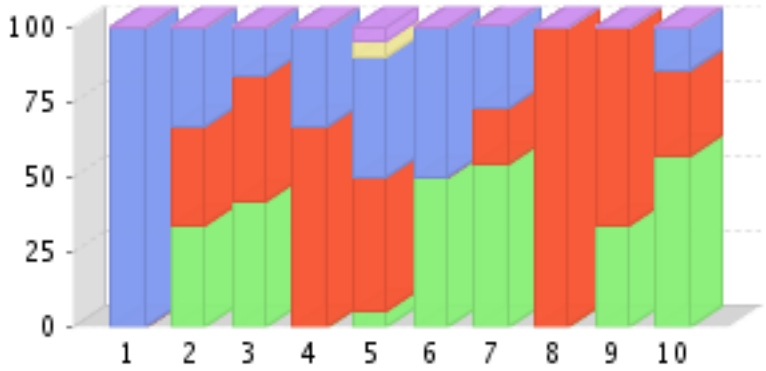
Historically, which of the following development/transcription/localization vendors have you used? Based on your experience, how would you rate them?



		Excellent	Good	Average	Poor	Awful	Mean
1	Oak Hill Associates	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	2
2	NIIT	20% (1)	40% (2)	40% (2)	0% (0)	0% (0)	2.2
3	Interactive Services Limited	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
4	RWD	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	2.5
5	Expert Support Inc	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
6	Pacific Media	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	1
7	Interactive Advantage	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
8	McKinney Chicago	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	2
9	Your Professional Secretary	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
10	SIFY	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	2
11	Keystrokes	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
12	Landmark Graphics	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
13	iLen	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
14	Planner	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
15	Schrieber	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
16	International Translations and Services	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
17	Text and Form Software	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
18	WeLocalize	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
19	Other	0% (0)	66.67% (4)	16.67% (1)	16.67% (1)	0% (0)	2.5

Response: 16

Historically, which of the following courseware print vendors have you used? Based on your experience, how would you rate them?



		Excellent	Good	Average	Poor	Awful	Mean
1	CopyCo	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3
2	DocuServe	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	2
3	Gilmore Global	41.67% (5)	41.67% (5)	16.67% (2)	0% (0)	0% (0)	1.75
4	K/P Corp	0% (0)	66.67% (2)	33.33% (1)	0% (0)	0% (0)	2.33
5	Kinkos	5% (1)	45% (9)	40% (8)	5% (1)	5% (1)	2.6
6	MicroTek	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2
7	Mimeo	54.55% (6)	18.18% (2)	27.27% (3)	0% (0)	0% (0)	1.73
8	Pacific Coast Concepts	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	2
9	PDI	33.33% (1)	66.67% (2)	0% (0)	0% (0)	0% (0)	1.67
10	Other	57.14% (8)	28.57% (4)	14.29% (2)	0% (0)	0% (0)	1.57

Response: 37