THE EDUCAUSE ALMANAC FOR COMMUNITY COLLEGE STUDENTS AND TECHNOLOGY

April 2019

US Community Colleges

Colleges and universities use the EDUCAUSE Technology Research in the Academic Community (ETRAC) data to develop and support their strategic objectives for educational technology. With ETRAC data, institutions can understand and benchmark what students and faculty need and expect from technology. Institutions can use data to improve IT services, prioritize strategic contributions of IT to higher education, and become more technologically competitive among peers. There is no cost to participate, and campuses will have access to all research publications, the aggregate-level summary/ benchmarking report, and the institution's raw (anonymous) response data. Learn more at http://www.educause.edu/etrac.

DEVICE OWNERSHIP, USAGE, AND IMPORTANCE

3% Own zero or one internet-capable device
53% Own two or three internet-capable devices
44% Own four or more internet-capable devices

Access (owned, borrowed from family/friends, provided by or borrowed from college/university):

42% Desktop
91% Laptop
9% Hybrid/2-in-1 device
47% Tablet
96% Smartphone
19% Smartwatch
5% Augmented/virtual reality headset
3% 3D printer
44% Gaming device
35% Streaming media device
15% Voice-controlled speaker/assistant

Use in most or all of their courses (among students who have access to each device):

50% Desktop
85% Laptop
64% Hybrid/2-in-1 device
20% Tablet
43% Smartphone

Rate as very/extremely important to academic success (among students who use them in at least one course):

67% Desktop
92% Laptop
77% Hybrid/2-in-1 device
42% Tablet
52% Smartphone

TECHNOLOGY AND THE COLLEGE/UNIVERSITY EXPERIENCE

Rate as good or excellent:

- Reliability of access to Wi-Fi in classroom/instructional spaces (72%)
- Reliability of access to Wi-Fi in campus libraries (79%)
- Reliability of access to Wi-Fi in student housing/dormitories (58%)
- Reliability of access to Wi-Fi in outdoor spaces (44%)
- Ease of login to Wi-Fi network(s) provided by the institution (71%)
- Experience with home/off-campus internet connection (among students who live off-campus) (77%)

Find the following online student-success tools at least moderately useful (among students who have used each tool):

- Guidance about courses students might consider taking in the future (90%)
- Early-alert systems designed to catch potential academic trouble as soon as possible (92%)
- Suggestions for how to improve performance in a course (91%)
- Suggestions for new or different academic resources (91%)
- Degree planning or mapping tools that identify courses needed to complete degree (96%)
- Degree audit tools that show the degree requirements completed (97%)
- Online self-service tools for conducting student-related business (97%)
- Systems for tracking credits, credit transfers, and dual enrollment (97%)
- Referral systems to social or community resources (89%)

Percentage of students who agree that their instructors:

- Use technology to engage them in the learning process (68%)
- Use technology during class to enhance learning with additional materials (68%)
- Encourage the use of student devices during class to deepen learning (41%)
- Encourage the use of online collaboration tools (64%)
- Encourage the use of technology for creative or critical-thinking tasks (55%)
- Use student laptops in class as learning tools (46%)
- Use student hybrid/2-in-1 devices in class as learning tools (35%)
- Use student tablets in class as learning tools (20%)
- Use student smartphones in class as learning tools (23%)

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LEARNING ENVIRONMENTS

36% Prefer to learn in a completely face-to-face learning environment
52% Prefer to learn in a blended learning environment
12% Prefer to learn in a completely online learning environment

FUTURE ROLE OF TECHNOLOGY

Percentage of students who agree that:

- Technology will play an important role in my career (85%)
- Technologies that I use in my courses now are relevant to my career (68%)
- Technological skills that I develop in my courses now will adequately prepare me for my career (69%)

PERSONAL COMPUTING ENVIRONMENT

Among students reporting a physical or learning disability that requires accessible or adaptive technologies for coursework:

63% Rate institutional support of needed technologies as good or excellent
58% Rate institutional awareness of their needs as good or excellent

Spend at least three hours engaged in these activities in a typical day:

53% Online research/homework
29% Social media
28% Streaming video
11% Online gaming
16% Other online activity

ENHANCE DECISION MAKING WITH ECAR STUDENT AND IT DATA

In 2018, ECAR collaborated with 130 institutions to collect responses from 64,536 undergraduate students about their technology experiences. This almanac is based on 10,072 student responses (19% of US respondents) from 40 participating community colleges. The research can catalyze conversations among IT professionals about how to better serve their constituents; among institutional leaders about how to use technology strategically; and among students about how to articulate their technology needs and expectations.

ECAR research on students and IT is conducted annually, and all institutions are invited to participate for free. Participating institutions receive the annual research report; an aggregate-level summary/benchmarking report that compares the institution's responses with other institutions'; and the raw (anonymous) data of the institution's responses, allowing institutions to conduct further analyses.

For more information, or to confirm your intent to participate in the next survey, contact the EDUCAUSE research team at ecarsurvey@educause.edu.