In 2017, our annual student technology survey coincides with our biennial faculty technology survey, giving us the opportunity to directly compare the technology attitudes, experiences, and preferences of these two groups. Although there is considerable overlap in student and faculty opinions about technology, the differences highlighted here reflect their respective roles and present the actionable opportunities for IT leaders.

Tens of thousands of respondents participated in the EDUCAUSE student and faculty studies to shape the higher education IT community’s understanding of higher education technology use in 2017.

35,760 students from 110 institutions in 40 U.S. states
11,141 faculty members from 131 institutions in 37 U.S. states

Experience with online courses
Students took, on average, 3.7 courses with at least some online components last year, and faculty taught an average of 3.2 sections.

Student and faculty preferences for the learning environment are closely aligned.
Despite the fact that faculty prefer teaching in a hybrid environment, they remain skeptical of online learning. Nearly half do not agree online learning is effective.

Experiences with campus technology
Both students and faculty have positive technology experiences on their campuses. Nearly 8 in 10 students and 7 in 10 faculty members say their overall campus technology experience is positive.

Students and faculty are satisfied with most features of their institution’s learning management system (LMS). For both groups, course content and student progress are primary concerns.

Students are most satisfied with...
• Submitting course assignments 77%
• Accessing course content 75%
• Checking course progress 66%

Faculty are most satisfied with...
• Creating or posting content 83%
• Receiving course assignments reliably 83%
• Enabling student progress information and managing assignments 70%

Classroom policies on device use
Faculty are more welcoming of devices than students think, especially when it comes to students’ smartphones.

What students and faculty want
We asked students what technologies they wish their instructors used more, and we asked faculty what technologies they think could make them more effective instructors. Both agree that content and resource-focused technologies should be incorporated more and social media and tablets should be incorporated less.

What would motivate faculty to integrate more or better technology into their teaching?

START STRATEGIC CONVERSATIONS WITH STUDENT AND FACULTY DATA
College and university leaders can use EDUCAUSE Technology Research in the Academic Community (ETRAC) data to develop and support their strategic initiatives 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 investments of IT higher education, and develop 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.