UW System Results – 2012 ECAR Student study

Judy Borreson Caruso
for the IT Management Council
October 15, 2012
With revision 12/20/2012
What’s new for 2012

- Includes all undergrads – Sr, Jr, Soph and Frosh. Previous studies were only Sr and Frosh.
- New set of questions
UW System demographics

- 6 institutions – Eau Claire, Madison, Milwaukee, Stevens Point, Superior, Whitewater
- 4,134 total respondents, 1,789 of them from Milwaukee
- Fairly evenly split between years-in-school
## Ownership/ Critical to Academic Success

<table>
<thead>
<tr>
<th>Critical to Academic Success (of total respondents)</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>Whitewater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop own</td>
<td>93.2%</td>
<td>96.0%</td>
<td>91.5%</td>
<td>92.1%</td>
<td>89.3%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Laptop critical</td>
<td>81.5%</td>
<td>88.0%</td>
<td>78.9%</td>
<td>76.6%</td>
<td>71.5%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Desktop own</td>
<td>15.3%</td>
<td>7.7%</td>
<td>25.5%</td>
<td>14.4%</td>
<td>29.5%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Desktop critical</td>
<td>25.1%</td>
<td>10.2%</td>
<td>24.4</td>
<td>29.3%</td>
<td>32.6%</td>
<td>25.9%</td>
</tr>
</tbody>
</table>
Ownership/Critical to Academic Success – Other Technologies

<table>
<thead>
<tr>
<th>(of total respondents)</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>Whitewater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tablet own</td>
<td>8.1%</td>
<td>10.8%</td>
<td>13.1%</td>
<td>10.2%</td>
<td>10.4%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Tablet critical – Very Important/Extremely Imp</td>
<td>1.3%</td>
<td>1.7%</td>
<td>3.0%</td>
<td>2.2%</td>
<td>3.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Smartphone own</td>
<td>43.0%</td>
<td>53.9%</td>
<td>59.9%</td>
<td>42.2%</td>
<td>46.1%</td>
<td>53.4%</td>
</tr>
<tr>
<td>Smartphone critical – Very Important/Extremely Imp</td>
<td>5.5%</td>
<td>6.8%</td>
<td>12.4%</td>
<td>5.9%</td>
<td>6.5%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Dedicated e-reader own</td>
<td>11.0%</td>
<td>13.1%</td>
<td>9.9%</td>
<td>9.9%</td>
<td>13.8%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Dedicated e-reader critical – Very Important/Extremely Imp</td>
<td>1.6%</td>
<td>0.5%</td>
<td>1.1%</td>
<td>0.7%</td>
<td>1.4%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
# Mobile access—Importance to Academic Success (Very Imp/Extremely Imp)

<table>
<thead>
<tr>
<th>Service</th>
<th>Importance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access course website or syllabi</td>
<td>22.8%</td>
</tr>
<tr>
<td>Access course or learning management system</td>
<td>21.6%</td>
</tr>
<tr>
<td>Check grades</td>
<td>17.9%</td>
</tr>
<tr>
<td>Access financial aid information</td>
<td>9.9%</td>
</tr>
<tr>
<td>Register for courses</td>
<td>8.0%</td>
</tr>
<tr>
<td>Access library resources</td>
<td>6.6%</td>
</tr>
<tr>
<td>Make textbook purchases through your college/university bookstore</td>
<td>5.8%</td>
</tr>
<tr>
<td>Order transcripts</td>
<td>5.2%</td>
</tr>
</tbody>
</table>
## Devices Important to Academic Success (Very Imp/Extremely Imp)

(excluding desktops, laptops, mobile, etc.)

<table>
<thead>
<tr>
<th>Critical to Academic Success (of total respondents)</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>Whitewater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printer</td>
<td><strong>91.3%</strong></td>
<td>75.2%</td>
<td>80.6%</td>
<td>82.7%</td>
<td>86.8%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Portable Storage Device</td>
<td>48.1%</td>
<td>46.0%</td>
<td>52.9%</td>
<td>62.9%</td>
<td>67.3%</td>
<td>64.3%</td>
</tr>
<tr>
<td>Scanner critical</td>
<td>22.3%</td>
<td>20.6%</td>
<td>25.8%</td>
<td>23.5%</td>
<td>29.7%</td>
<td>25.7%</td>
</tr>
<tr>
<td>MP3 player/music device</td>
<td>13.0%</td>
<td>11.0%</td>
<td>15.2%</td>
<td>15.3%</td>
<td>13.7%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Netbook</td>
<td>5.9%</td>
<td>8.2%</td>
<td>9.4%</td>
<td>4.2%</td>
<td>7.1%</td>
<td>8.5%</td>
</tr>
</tbody>
</table>
# Most or all of my instructors:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>WW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively use technology to impact your academic success</td>
<td>70.0%</td>
<td>70.8%</td>
<td>67.0%</td>
<td>68.4%</td>
<td>59.3%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Provide you with adequate training for the technology used in courses</td>
<td>51.5%</td>
<td>44.3%</td>
<td>52.7%</td>
<td>48.8%</td>
<td>47.6%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Have adequate technical skills for carrying out course instruction</td>
<td>64.2%</td>
<td>67.9%</td>
<td>65.4%</td>
<td>64.1%</td>
<td>65.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Use &quot;the right kind(s)&quot; of technology</td>
<td>63.8%</td>
<td>71.2%</td>
<td>64.8%</td>
<td>68.3%</td>
<td>61.2%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Have used technology to aid your understanding of course materials and ideas</td>
<td>75.5%</td>
<td>75.6%</td>
<td>68.0%</td>
<td>70.9%</td>
<td>63.6%</td>
<td>71.9%</td>
</tr>
</tbody>
</table>
Importance of instructors using new, cutting-edge technologies

- Not at all Important and Not Very Important, 26.6%
- Moderately Important, 48.7%
- Very Important and Extremely Important, 24.7%
How important is it to you that…

<table>
<thead>
<tr>
<th>Very Important/Extremely Important</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>WW</th>
</tr>
</thead>
<tbody>
<tr>
<td>More or better technology is available to learn, study or complete coursework</td>
<td>36.1%</td>
<td>31.2%</td>
<td>43.4%</td>
<td>34.9%</td>
<td>43.9%</td>
<td>45.4%</td>
</tr>
<tr>
<td>You are better trained or skilled at using available technologies to learn, study, or complete coursework</td>
<td>63.8%</td>
<td>50.5%</td>
<td>56.2%</td>
<td>50.6%</td>
<td>62.8%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Most or all my instructors</td>
<td>Eau Claire</td>
<td>Madison</td>
<td>Milw</td>
<td>Stevens Pt</td>
<td>Superior</td>
<td>WW</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>---------</td>
<td>------</td>
<td>------------</td>
<td>----------</td>
<td>----</td>
</tr>
<tr>
<td>Provide you with adequate training for the technology used in courses</td>
<td>51.5%</td>
<td>44.3%</td>
<td>52.7%</td>
<td>48.8%</td>
<td>47.6%</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Very Important/Extremely Important</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>WW</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are better trained or skilled at using available technologies to learn, study, or complete coursework</td>
<td>63.8%</td>
<td>50.5%</td>
<td>56.2%</td>
<td>50.6%</td>
<td>62.8%</td>
<td>61.4%</td>
</tr>
</tbody>
</table>
How important are forms of communication to achieving your academic success?

- 1 E-mail (93.7%)
- 2 Face-to-face interaction (85.7%)
- 3 Course or Learning Management System (72.0%)
- 4 Phone conversation (21.6%)
How important are resources/tools for academic success?

<table>
<thead>
<tr>
<th>Very Important/Extremely Important</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>Whitewater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally installed office tools</td>
<td>85.7%</td>
<td>84.1%</td>
<td>82.1%</td>
<td>85.0%</td>
<td>85.1%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Course or learning management system</td>
<td>78.8%</td>
<td>49.3%</td>
<td>82.6%</td>
<td>76.5%</td>
<td>76.0%</td>
<td>84.1%</td>
</tr>
<tr>
<td>College/university website</td>
<td>71.5%</td>
<td>73.8%</td>
<td>68.4%</td>
<td>74.0%</td>
<td>80.4%</td>
<td>80.2%</td>
</tr>
<tr>
<td>Library website</td>
<td>60.0%</td>
<td>53.0%</td>
<td>49.6%</td>
<td>53.6%</td>
<td>64.7%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Web-based citation/bibliography tools</td>
<td>41.6%</td>
<td>35.7%</td>
<td>38.4%</td>
<td>37.4%</td>
<td>50.9%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Web-based office tools</td>
<td>35.7%</td>
<td>35.3%</td>
<td>38.2%</td>
<td>31.4%</td>
<td>39.2%</td>
<td>40.4%</td>
</tr>
<tr>
<td>E-books or e-textbooks</td>
<td>16.7%</td>
<td>23.2%</td>
<td>30.1%</td>
<td>24.5%</td>
<td>25.5%</td>
<td>26.5%</td>
</tr>
<tr>
<td>E-portfolios</td>
<td>8.2%</td>
<td>6.2%</td>
<td>16.3%</td>
<td>18.2%</td>
<td>19.3%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>
Which resources/tools do you wish your instructors used more – top 5

1. Course or learning management system (everyone except Madison. Madison said Podcasts/webcasts)
2. Simulations or educational games
3. Video-sharing websites
4. Web-based videos
5. E-books or e-textbooks
Which resources/tools do you wish your instructors used less – top 5

1. Blogs (2 institutions ranked this 2\textsuperscript{nd})
2. Locally installed office tools
3. Online forums or bulletin boards
4. E-books or e-textbooks (#1 at Superior)
5. Podcasts or webcasts
What type of learning environment do you tend to learn most?

Courses with some online: 73%
Courses with no online: 22%
Courses completely online: 4%
In the past year, how many of your courses have been “blended” courses (with some online components and some face-to-face components)?

About half/Nearly All/All

- Eau Claire – 35.6%
- Madison – 41.4%
- Milwaukee – 39.7%
- Stevens Point – 30.5%
- Superior – 31.8%
- Whitewater – 30.7%
<table>
<thead>
<tr>
<th>Agree/Strongly agree</th>
<th>Eau Claire</th>
<th>Madison</th>
<th>Milw</th>
<th>Stevens Pt</th>
<th>Superior</th>
<th>Whitewater</th>
</tr>
</thead>
<tbody>
<tr>
<td>More actively involved in courses that use technology</td>
<td>46.8%</td>
<td>42.2%</td>
<td>54.2%</td>
<td>44.3%</td>
<td>47.3%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Technology in courses with prepare me for workplace</td>
<td>53.9%</td>
<td>55.6%</td>
<td>56.8%</td>
<td>57.2%</td>
<td>52.5%</td>
<td>62.8%</td>
</tr>
<tr>
<td>I skip classes when materials from course lectures are available online</td>
<td>15.3%</td>
<td>19.8%</td>
<td>22.1%</td>
<td>14.0%</td>
<td>15.7%</td>
<td>18.9%</td>
</tr>
<tr>
<td>When I entered college, I was adequately prepared to use technology needed in my courses.</td>
<td>62.0%</td>
<td>58.8%</td>
<td>65.8%</td>
<td>59.0%</td>
<td>64.3%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Technology elevates the level of teaching</td>
<td>62.6%</td>
<td>56.9%</td>
<td>61.8%</td>
<td>59.1%</td>
<td>56.1%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Technology helps me achieve my academic success</td>
<td>74.0%</td>
<td>72.7%</td>
<td>72.2%</td>
<td>70.9%</td>
<td>73.4%</td>
<td>76.1%</td>
</tr>
</tbody>
</table>
Observations

- E-books and e-textbooks – wish used more and wish used less
- \(\frac{3}{4}\) learn more in blended courses – yet only 30–40% had about half or more of their courses be blended in past year
- Over \(\frac{1}{2}\) say technology in college prepared for work
- About 60% say technology elevates teaching
- \(\frac{3}{4}\) or more say laptop is critical to academic success
More observations

- Students still want more training in the tools used in their courses
- Locally installed office tools are viewed as the most important for academic success
- Students wish their instructors would use the Course management system more
- They wished less Blogs
Profile of the perfect instructor

- Profile of perfect instructor
- Profile of tools/services that are important to academic success