OIR Assessment Tool
2012 ECAR Study of Undergraduate Students and Information Technology
November 24, 2013

Purpose of Survey: ***To help educators and institutions of higher education better understand how students experience technology and technology services on their respective campuses and the ways in which new, better or more technology can impact student's relationship with information technology. The survey collects information on patterns of technology ownership and its usage, the preferences of students for various technologies, and whether technology is affecting or contributing to their college experience.***

1. The data collected addresses information relating to what university group or situation? (i.e., from whom is the university collecting this information? Whose perceptions are we reading?)

Previous administrations of this survey focused on freshmen and senior undergraduate students. This survey from early spring semester 2012 was expanded to also include sophomore and junior undergraduate students. 1600 UND undergraduate students were invited to participate. 262 students participated for a response rate of 16.4%.

2. How often is this tool used and analyzed? What time of year?

This survey is typically conducted every two years in the spring semester. It is expected to be administered again in spring 2014.

3. To whom does the assessment group believe that an analysis of this report would be beneficial? In other words, what individuals, departments, or programs need this information in order to have reliable information to 'close the loop' on their assessment process?

Anyone on campus who would be interested in how to use technology more effectively to benefit students, e.g., Registrar, Financial Aid, Bookstore, Student Success Center, Student Support Services, Center for Instructional and Learning Technologies, Information Technology Systems and Services, Online and Distance Education, Office of Instructional Development, program in Instructional Design and Technology, student organizations, library, administration, faculty.

4. What UND student learning goals are assessed?

   a. Use **Y**, **N**, **?** to indicate whether the instrument collects data relevant to each of the following Institutional and/or Essential Studies goals:

___N___ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
___N___ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)

___N___ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
___N___ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
___N___ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
___N___ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
___N___ 7 Lifelong learning ("commit themselves to lifelong learning")
___N___ 8 Service/citizenship ("share responsibility both for their communities and for the world")

b. Additional goals

Active learning; preparation for future education or the workplace

5. What are the findings/results of this tool?

a. From Question 4a above: For the goals with a **Y** or **?**, describe the relevant findings/results from this survey:

b. Other findings/results of note for faculty or in reference to student learning

A few statements in the survey in some way address a student's perception of their learning. Students respond to each with degrees of "agreement" or "disagreement". For example:

Question 28.a. I get more actively involved in courses that use technology. 54.8% of UND students agree or strongly agree with this statement in comparison to 50.9% of students from all institutions.

Question 28.b. By the time I graduate, the technology I have used in my courses will have adequately prepared me for the workplace. 60.1% of UND students agree or strongly agree with this statement in comparison to 59.8% of students from all institutions.

Question 28.e. When I entered college/the university, I was adequately prepared to use technology needed in my courses. 66.8% of UND students agree or strongly agree with this statement in comparison to 65.7% of students from all institutions.

Question 28.g. Technology better prepares me for future educational plans. 62.5% of UND students agree or strongly agree with this statement in comparison to 71.4% of students from all institutions.

Question 28.k. Technology helps me achieve my academic outcomes. 68.2% of UND students agree or strongly agree with this statement in comparison to 73.9% of students from all institutions.

Survey results demonstrate that more students are coming to the campus with their laptop and have a better knowledge of computer skills. More than half of the students surveyed own a smartphone but almost 40% indicate using it is not important to their academic success. Three out of every four students at UND prefer to learn in courses that have some online component. More

students are interested in doing blended courses, which include both classroom and online components.

UND students typically rate their instructors at UND higher than students from other institutions with regard to the faculty's ability to effectively using technology in a way that impacts student success, using "the right kind of technology", using technology to aid understanding, having technical skills necessary to teach effectively, and providing training for technology used in courses.

Students value face-to-face interactions with their instructors when they need to communicate.

6. Does this tool measure student learning or behaviors associated with student learning? If it measures student learning, does it do so directly or indirectly?

This survey does not measure student learning, but a few items measure student perceptions of their learning by asking about 'adequacy of preparedness' and 'achieving academic outcomes".

7. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?

This survey helps the institution better understand what technologies students use, how they use it, and how they feel the learning environment is enhanced (or hindered) because of it. Knowing how students prefer to connect with each other and with their professors is of value in promoting behaviors that lead to their academic success as well as persistence, progression, retention and completion.

8. Are there recommendations for changes (e.g., additional or better tools, different means of analysis, etc.) that might improve the university's ability to use this information?

Since participant demographic information is collected with the survey, e.g., age, class standing, gender, academic goal, current or intended major, full-time/part-time, ethnicity, live on-campus or off-campus, it might be of interest to analyze the data taking these factors into account rather than purely from an aggregate standpoint.

A similar survey of graduate students, professional students and faculty might also be of interest.

9. What value does the committee place on this tool for helping to achieve the university's assessment plan?

The ECAR Study of Undergraduate Students and Information Technology is a useful tool that helps the institution better understand the contribution of technology to the learning environment at UND. Technology has direct relationship to connectedness, engagement, and knowledge and skill development (competencies), each of which are associated with educational experiences designed to achieve the institution's stated student learning goals – all clearly stated in UND's institutional assessment plan. IN addition, the survey results are presented along with results from Doctoral/Research public universities as well as all institutions useful for benchmarking purposes.

10. Review Summary (one or two sentences).

The ECAR Study of Undergraduate Students and Information Technology is a valuable data source in higher education because it demonstrates that students value the ways in which technology 1) helps them achieve their academic goals and prepares them for their future academic and workplace activities, 2) broadens their ability to explore blended learning environments, 3) expands how they can use their mobile devices especially when they are getting encouragement from their instructors to do so, and 4) enhances connectivity and engagement but within limits – students make a clear distinction between their academic and social lives.

11. What might faculty want to know about this survey? *(Please provide one to two paragraphs describing some findings from this survey. These paragraphs will be forwarded to academic departments as a means of keeping them informed about the existence of information that might be useful to them.)*

The ECAR Study of Undergraduate Students and Information Technology is a valuable data source in higher education because it demonstrates that students value the ways in which technology 1) helps them achieve their academic goals and prepares them for their future academic and workplace activities, 2) broadens their ability to explore blended learning environments, 3) expands how they can use their mobile devices especially when they are getting encouragement from their instructors to do so, and 4) enhances connectivity and engagement but within limits – students make a clear distinction between their academic and social lives.

Of the UND students responding to the ECAR Study of Undergraduate Students and Information Technology survey in 2012:

- ***97% own a laptop computer and 73% of them use a Windows operating system***
- ***48% own a desktop computer and 89% of them use a Windows operating system***
- ***83% do not use tablets and 86% do not use e-readers***
- ***58% own smartphones and are divided basically evenly between iPhone (48%) and Android (42%).***

Survey results demonstrate that more students are coming to the campus with their laptop and have a better knowledge of computer skills. More than half of the students surveyed own a smartphone but almost 40% indicate using it is not important to their academic success. Three out of every four students at UND prefer to learn in courses that have some online component. More students are interested in doing blended courses, which include both classroom and online components.

UND students typically rate their instructors at UND higher than students from other institutions with regard to the faculty's ability to effectively using technology in a way that impacts student success, using "the right kind of technology", using technology to aid understanding, having technical skills necessary to teach effectively, and providing training for technology used in courses.

Students value face-to-face interactions with their instructors when they need to communicate.

12. What results about this survey would students find interesting? *(Please provide a few sentences or bullet points of highlights, written in student-friendly language. This will be posted on the assessment website and distributed to students via other means as well.)*

Of the UND students responding to the ECAR Study of Undergraduate Students and Information Technology survey in 2012:

- ***97% own a laptop computer and 73% of them use a Windows operating system***
- ***48% own a desktop computer and 89% of them use a Windows operating system***
- ***83% do not use tablets and 86% do not use e-readers***
- ***58% own smartphones and are divided basically evenly between iPhone (48%) and Android (42%).***

UND students rate their instructors at UND higher than students from other institutions with regard to the faculty's ability to effectively using technology in a way that impacts student success, using "the right kind of technology", using technology to aid understanding, having technical skills necessary to teach effectively, and providing training for technology used in courses.

Students value face-to-face interactions with their instructors when they need to communicate.

Students value the ways in which technology 1) helps them achieve their academic goals and prepares them for their future academic and workplace activities, 2) broadens their ability to explore blended learning environments, 3) expands how they can use their mobile devices especially when they are getting encouragement from their instructors to do so, and 4) enhances connectivity and engagement but within limits – students make a clear distinction between their academic and social lives.

13. Should review of this instrument be continued as part of the UAC review cycle? If so, how frequently?

Yes, review of this instrument should be continued as a part of the UAC review cycle. Every two years upon receipt of data reports and executive summary from IR.

Submitted by: **Kenneth Ruit and Jerath Sukhvarsh, University Assessment Committee**
Date of Submission: **November 24, 2013**

Form revised: 9/25/13