



MIZZOU

University of Missouri

2018

ECAR Study of Undergraduate Students and Information Technology





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Summary

The University of Missouri surveys its students each year to understand and benchmark their uses and needs with campus educational technology. In 2018 the university participated in the EDUCAUSE Technology Research in the Academic Community (ETRAC) in order to become more technologically competitive among peer institutions.

The ETRAC survey was deployed March 1, 2018 through April 1, 2018 to undergraduate students who were enrolled in any combination of face-to-face or online courses. In this report, readers will find Mizzou-specific data on the following topics:

- Device access, use, and importance to academic success
- Campus Wi-Fi experiences
- Learning management system (LMS) use and satisfaction
- Student learning environment preferences
- Experiences with instructors and technology
- Commuter students and internet access
- Student online activities Institutional awareness of student disability and accessibility
- Student use and assessment of success tools

Response Counts

Reported population	31,500
Reported sample size	6,300
Current response count	2,557
Current response rate	40.6%
Estimated margin of error	1.9%

Key Findings

- ➔ **Almost all Mizzou students own, or have access to, technologies they need for academic work.** Most students have access to between two and four devices. Almost all students own a smartphone or a laptop. Of the students with a laptop, almost all of them use it for some or all of their courses and consider it critical to their academic success. Three quarters of students with a smartphone report using it in some or all of their courses. Only a small portion of them consider it critical to their academic success.
- ➔ **Most students rate their overall technology experience at Mizzou as good but provide suggestions for improvement.** Just over half of students have taken one or more courses that have an online component in the past 12 months. Four percent of students are distance students, meaning they take all of their courses completely online. Students rate their experience with campus Wi-Fi networks as good, and report that improvement should be focused on correcting the sporadic connectivity issues, and expanding coverage in commons areas, the libraries, and outdoors.
- ➔ **Mizzou students are not very aware of the suite of success tools at their disposal.** The majority of students are aware of, and use, myDegreePlanner and MyZou. Those who use MyDegreePlanner rate it to be moderately useful or very useful. Those who use MyZou rate it to be moderately useful or very useful but also report that the system is difficult to navigate and outdated. A smaller population of students, roughly one-third, are aware of tools that signal when a student is in academic trouble, provide degree audit guidance, and recommend services. These tools at Mizzou are MU Connect, OrgSync/Engage, and Mizzou One.
- ➔ **Students want instructors to learn Canvas (Mizzou’s learning management system) and utilize more of its features.** Use of Canvas at Mizzou is almost at a saturation point – ninety-seven percent of students report using it in at least one course, while a strong majority of that group use it in all of their courses. A large majority of students are satisfied or very satisfied with the LMS but they want instructors to know how to leverage more of the features in the LMS and to use them more.
- ➔ **Most students are enrolled full-time at Mizzou and are not dual enrolled in other schools.** A majority of students have a job and work an average of 10 - 20 hours each week. Just over half of students have some but not all of their courses completely online. Almost all of them had access to a computing device in high school through either a “bring our own device” (BYOD) program, or the school issued devices to each student or provided shared access in a centralized space.

Section 1: Device Ownership, Access, and Use



In this section, we ask about the various types of technologies that you own or have access to and how you use them for your academic work.

1.1 How many Internet-capable devices (e.g., desktops, laptops, tablets, smartphones, wearables, gaming devices, streaming media devices, etc.) do you own? Only include devices you actively use.

	Mizzou	All 4-Year Public
None	0.2%	0.3%
One	1.1%	3.9%
Two	28.3%	29.0%
Three	32.0%	29.5%
Four	19.4%	17.3%
Five	8.2%	7.9%
Six or more	10.9%	12.1%

1.2a Which of these devices do you have access to? Select all that apply.

	Mizzou	All 4-Year Public
Desktop	33.5%	34.7%
Laptop	95.6%	91.0%
Hybrid or 2-in1 device	6.5%	11.3%
Tablet	35.8%	38.5%
Smartphone	97.5%	94.9%
Smartwatch	23.2%	19.0%
Augmented/virtual reality headset	3.1%	3.7%

	Mizzou	All 4-Year Public
3D printer	3.4%	3.0%
Gaming device	37.0%	37.1%
Streaming media device	35.6%	30.3%
Voice-controlled speaker assistant	15.4%	12.3%

1.2b For the devices to which you have access, please tell us how you have access to them? <<If respondent indicates they have access>> Select all that apply.

	Personally own	Borrow from family, friends, etc.	Provided by or on loan from college/university
Desktop	40%	21%	49%
Laptop	98%	2%	2%
Hybrid or 2-in1 device	92%	7%	3%
Tablet	89%	10%	3%
Smartphone	99%	1%	0%
Smartwatch	98%	2%	0%
Augmented/virtual reality headset	73%	27%	1%
3D printer	14%	20%	67%
Gaming device	81%	20%	0%
Streaming media device	78%	23%	1%
Voice-controlled speaker assistant	76%	26%	0%

1.3 In the past 12 months, to what extent have you used each device for your academic work? <<If respondent indicates they have access>>

	Did not use at all	Used for at least one course	Used for about half of my courses	Used for most of my courses	Used for all my courses
Desktop	16%	32%	13%	15%	24%
Laptop	1%	1%	3%	13%	81%
Hybrid or 2-in1 device	11%	6%	7%	14%	62%
Tablet	43%	22%	13%	10%	13%
Smartphone	10%	20%	21%	21%	28%
Smartwatch	86%	7%	3%	2%	2%
Augmented/virtual reality headset	93%	6%	0%	1%	0%

	Did not use at all	Used for at least one course	Used for about half of my courses	Used for most of my courses	Used for all my courses
3D printer	75%	17%	4%	1%	2%
Gaming device	97%	2%	0%	0%	1%
Streaming media device	80%	16%	2%	1%	1%
Voice-controlled speaker assistant	89%	7%	3%	1%	1%

1.4 How important is each device to your academic success? <<show if respective item in Q1.3 = anything but “Did not use at all” options>>

	Not at all important	Not very important	Moderately important	Very important	Extremely important
Desktop	5%	18%	25%	20%	31%
Laptop	0%	1%	4%	12%	84%
Hybrid or 2-in1 device	3%	8%	8%	14%	67%
Tablet	7%	28%	29%	16%	20%
Smartphone	3%	18%	32%	21%	27%
Smartwatch	19%	40%	27%	7%	8%
Augmented/virtual reality headset	17%	83%	0%	0%	0%
3D printer	14%	19%	52%	5%	10%
Gaming device	34%	44%	9%	6%	6%
Streaming media device	27%	44%	22%	4%	4%
Voice-controlled speaker assistant	37%	30%	17%	7%	9%

Section 2: Campus Technology Experiences



In this section, we ask about your experiences with technology that you use at your college/university and/or with technology that is provided for you at your institution.

2.1 How would you describe your overall technology experience at your institution?

	Mizzou	All 4-Year Public
Poor	1%	2%
Fair	5%	6%
Neutral	8%	15%
Good	55%	48%
Excellent	30%	28%
Don't know	1%	2%

2.2 In the past 12 months, have you taken any course (or participated in a competency-based program) that was completely online?

	Mizzou	All 4-Year Public
None of my courses have been completely online	35%	41%
Some but not all of my courses have been completely online	60%	53%
All of my courses have been completely online	4%	7%

2.3 Thinking about the past 12 months, please rate your experiences with Wi-Fi networks on campus: <<show if respondent does not exclusively take online courses>>

	Poor	Fair	Neutral	Good	Excellent	N/A
Reliability of access to Wi-Fi in student housing/dormitories	7%	12%	12%	28%	14%	26%
Reliability of access to Wi-Fi in campus libraries	4%	10%	12%	46%	28%	0%
Reliability of access to Wi-Fi in classroom/instructional spaces	4%	10%	12%	46%	28%	0%
Reliability of access to Wi-Fi in outdoor spaces	2%	6%	9%	43%	35%	4%
Ease of login to Wi-Fi network(s) provided by the institution	3%	7%	10%	45%	34%	0%

2.4 Do you live...?

	Mizzou	All 4-Year Public
On campus	33%	28%
Off campus	67%	72%

2.5 Thinking about the past 12 months, please rate your experiences with your Internet connection at your home/off-campus residence. <<if respondent is off campus>>

	Mizzou	All 4-Year Public
I don't have Internet access at my home/off-campus residence	1%	2%
Poor	11%	5%
Fair	17%	10%
Neutral	15%	12%
Good	41%	43%
Excellent	16%	27%

2.6a To the best of your knowledge, which of the following online student success tools are provided by your institution? Select all that apply.

	Mizzou	All 4-Year Public
Guidance about courses you might consider taking in the future (e.g., "other courses you might like" or "we recommend" suggestions)	44%	41%
Early-alert systems designed to catch potential academic trouble as soon as possible	34%	33%

	Mizzou	All 4-Year Public
Tools that suggest how to improve performance in a course	36%	35%
Tools that suggest new or different academic resources (e.g., tutoring, skills-building opportunities)	55%	51%
Degree planning or mapping tools that identify courses needed to complete your degree	69%	71%
Degree audit tools that show the degree requirements completed	59%	62%
Self-service tools for conducting student-related business (e.g., registration, finances, grades and transcripts)	71%	68%
Self-service systems for tracking credits, credit transfers, and dual enrollment	70%	61%
Self-service referral systems to social or community resources (e.g., volunteer opportunities, community events, crisis counseling)	45%	44%

**2.6b How useful do you find the following online student success tools provided by your institution?
<<if provided>>**

	Haven't used service	Not at all useful	Not very useful	Moderately useful	Very useful	Extremely useful
Guidance about courses you might consider taking in the future (e.g., "other courses you might like" or "we recommend" suggestions)	16%	2%	7%	34%	27%	14%
Early-alert systems designed to catch potential academic trouble as soon as possible	18%	3%	9%	33%	24%	13%
Tools that suggest how to improve performance in a course	19%	3%	8%	37%	24%	10%
Tools that suggest new or different academic resources	21%	2%	8%	37%	22%	10%
Degree planning or mapping tools that identify courses needed to complete your degree	9%	1%	5%	29%	34%	22%
Degree audit tools that show the degree requirements completed	10%	1%	5%	30%	32%	21%

	Haven't used service	Not at all useful	Not very useful	Moderately useful	Very useful	Extremely useful
Self-service tools for conducting student-related business (e.g., registration, finances, grades and transcripts)	6%	1%	4%	33%	36%	20%
Self-service systems for tracking credits, credit transfers, and dual enrollment	7%	1%	5%	33%	36%	19%
Self-service referral systems to social or community resources (e.g., volunteer opportunities, community events, crisis counseling)	23%	1%	7%	38%	22%	8%

2.7 In the past 12 months, how much did you use your institution's learning management system (e.g., Blackboard, Moodle, Sakai, D2L Brightspace, Canvas, etc.)?

	Mizzou	All 4-Year Public
Did not use at all	1%	4%
Used for at least one course	1%	5%
Used for about half of my courses	3%	6%
Used for most of my courses	15%	24%
Used for all my courses	79%	61%

2.8 Please indicate your overall satisfaction with the LMS: <<only ask if respondent uses LMS>>

	Mizzou	All 4-Year Public
Very dissatisfied	1%	1%
Dissatisfied	2%	5%
Neutral	14%	20%
Satisfied	62%	54%
Very satisfied	22%	19%

2.9 Do you have a physical or learning disability that requires accessible or adaptive technologies for your coursework?

	Mizzou	All 4-Year Public
No	93%	91%
Yes, I have one or more physical disabilities	1%	2%
Yes, I have one or more learning disabilities	4%	3%
Yes, I have both physical and learning disabilities	1%	1%
Prefer not to answer	1%	2%

2.10a How would you rate your institution’s awareness of student needs for accessible or adaptive technologies needed for your coursework? <<display if answer to 2.9 was any of the “yes” options>>

	Mizzou	All 4-Year Public
My institution is not aware of my needs for accessible or adaptive technologies	8.4%	6%
Poor	0.0%	0.0%
Fair	12.3%	10.4%
Neutral	22.7%	13.8%
Good	26.0%	18.7%
Excellent	19.5%	15.1%
Don’t know	1.3%	2.3%

2.10b How would you rate your institution’s support for the accessible or adaptive technologies needed for your coursework? <<display if answer to 2.9 was any of the “yes” options>>

	Mizzou	All 4-Year Public
I am not provided with the accessible or adaptive technologies I need	3.2%	3.7%
Poor	0.0%	0.0%
Fair	15.6%	37.0%
Neutral	27.3%	14.9%
Good	24.7%	19.6%
Excellent	16.2%	15.7%
Don’t know	2.6%	3.5%

Section 3: Academic Technology Preferences, Experiences, and Learning



In this section, we ask how technology is used at your institution to support student learning and about your opinions of that technology.

3.1 In what type of learning environment do you most prefer to learn?

	Mizzou	All 4-Year Public
One that is completely face-to-face	31%	34%
One that is mostly but not completely face-to-face	37%	30%
About half online and half face-to-face	19%	18%
One that is mostly but not completely online	4%	4%
One that is completely online	4%	6%
No preference	5%	8%

3.2 In a typical day, approximately how much time do you spend actively engaged in each of the following online activities?

	None	Less than 1 hour	1–2 hours	3–4 hours	5–8 hours	More than 8 hours
Online research/homework	0.4%	6.0%	36.0%	41.5%	13.3%	2.9%
Social media (e.g., Facebook, Twitter, Periscope, Snapchat)	2.7%	17.9%	39.4%	29.1%	8.0%	2.9%
Streaming video (e.g., Hulu, Netflix, Sling, Amazon)	7.7%	19.9%	40.4%	23.9%	6.2%	1.8%
Online gaming	60.4%	16.8%	13.2%	7.1%	1.7%	0.7%
Other online activity	19.5%	33.9%	30.2%	11.5%	3.3%	1.6%

3.3 Thinking about your college/university experiences within the past 12 months, rate your level of agreement with the following statements: My instructors typically...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
...use technology to engage me in the learning process	14%	10%	24%	49%	3%
...use technology during class to enhance learning with additional materials (e.g., by providing audio or video examples/demonstrations/simulations of learning concepts)	3%	10%	20%	50%	17%
...encourage me to use my own technology devices during class to deepen learning (e.g., by searching online for related concepts, examples, or demonstrations)	11%	25%	25%	30%	9%
...encourage me to use online collaboration tools to communicate/collaborate with the instructor or other students in or outside class	3%	10%	25%	47%	15%
...encourage me to use technology for creative or critical- thinking tasks	4%	16%	30%	39%	11%
...have me use my laptop as a learning tool in class <<if student has access to a laptop>>	7%	19%	26%	34%	13%
...have me use my hybrid/2-in-1 as a learning tool in class <<if student has access to a hybrid/2-in-1>>	10%	29%	26%	28%	7%
...have me use my tablet as a learning tool in class <<if student has access to a tablet>>	23%	27%	28%	16%	7%

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
...have me use my smartphone as a learning tool in class <<if student has access to a smartphone>>	17%	30%	26%	22%	5%

3.4 Thinking about your future, to what extent do you agree with the following statements?

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Technology will play an important role in my career.	1%	1%	2%	11%	40%	46%
Technologies that I use in my courses now are relevant to my career.	2%	3%	9%	22%	42%	22%
Technological skills that I develop in my courses now will adequately prepare me for my career.	2%	3%	8%	21%	43%	22%

3.5a What is ONE thing you would like your instructors to do with technology to enhance your academic success?

Twenty six percent (26%) of respondents state that instructors need to better understand Canvas and utilize more of its features.

"Instructors at Mizzou seem to be less comfortable using Canvas than instructors at a previous college I attended. I think it would be helpful for instructors to better utilize Canvas."

"Instructors should know how to use technology, from creating a basic powerpoint to Canvas to knowing the current trends in technology. They're disconnected from the students they are supposed to be teaching."

"Provide a supporting role online. Meaning additional example problems, knowledgeable in the use of Canvas, open to questions online, and track attendance to then assign points to those who show."

"Update it more often, a lot of professors that use online classrooms (blackboard, canvas, etc.) do not update the class page often."

"Make class documents and slides more accessible online/figure out their end of Canvas. If we are all required to use Canvas, there is absolutely no reason that Professors should be able to opt out of using it. Also, stop using 'Laptops in class = distraction' as an excuse."

"Provide additional resources relevant to exams. For example, non-graded multiple choice"

quizzes on canvas.”

“Provide more information, and course content online. I pay attention in class, but its hard to get every note down. I find it much easier when the teachers provide the notes and i can follow them throughout a lecture and return to them when i need to review.”

“One thing that helps me is the ability to add to my instructors notes in class. When an instructor makes their presentations available online previous to class, and in a format that I am able to make additions to about what is said in class tends to be extremely helpful. But not all instructors post their lectures online.”

“I would like them to provide extra practice problems or work online, and provide us access to additional learning resources to enhance our learning if we wish. For example, in one of my classes, links to podcasts elaborating on class topics and extra articles were provided on Canvas. They were not required but nice optional reading/learning.”

“Take better advantage of the grading features on Canvas to provide more and better grade feedback.”

“Put more of the lecture content on canvas so we can work through it a second time if we need to, like if we missed something in lecture or just need more time working through it.”

Fifteen percent (15%) of respondents report that they should be allowed to use their technology in classrooms. Of these responses, 4% specifically reported they want to use their technology to take notes.

“Realize that not everyone is playing games on their phone and those who want to learn will.”

“Let us use our laptops more often. Banning them in class does nothing for us, in the real world laptops are encouraged and expected.”

“Allow more use of computers in class so students can take notes with more ease since typing is more efficient than manually writing when it comes to instructors that teach at a very high-speed pace.”

“Allow for more use on the smartphone because smartphones are used for every other daily activity.”

“Using smart phones and computers during class to ask questions or start a discussion would be a good way to keep the lecture engaging.”

“Allow me to use my computer/tablet to take notes in all my classes. I prefer to type my notes, not hand write, however many instructors do not allow use of technology in class, which hinders my note-taking ability.”

“Allow us to take notes on our laptops in ALL classes. I hate handwriting notes and it

makes it more difficult to learn because teachers typically move to fast for me to get my notes down. I know it is supposed to help us retain information, but I eventually go back and rewrite everything hand-written before a test. It is very frustrating to not be able to take notes on my laptop since I can type much faster and actually pay attention."

"Allow me to use whatever technology i find necessary for my learning whether that be taking notes on my laptop or taking pictures of notes instead so i can listen to the lecture."

Other comments in regard to being allowed to use technology in the classroom include using it to look up topics or definitions that are mentioned in class.

"Let me use it in class. It is way easier to take notes during class as well as letting me look things up if I don't understand them and add that link directly to my notes."

"Be more open to using technology during class time; such as allowing us to pull up examples (found before class time) of our own to further learning."

Twelve percent (12%) of respondents want instructors to utilize more features of Canvas, such as posting lecture notes and practice tests, and supplementing lecture content with relevant videos and tutorials.

"Post powerpoint lectures online so I can review them again later. Or at least post the diagrams that I can't draw."

"Provide all of the class handouts and PowerPoint virtually on canvas."

"Put notes online after classes. When studying, it helps more than anything when I can look back at the notes for review and make sure I didn't miss anything when writing them down."

"Utilize Canvas more. There are so many features that many don't use to their potential to help students."

"Organize the class better in Canvas! Doing my online classwork often involves clicking back and forth a million times trying to find the powerpoint that goes with the lecture that goes with the readings that goes with the discussion."

"Most of my instructors keep Canvas up to date and have all of their assignments pre uploaded on the calendar. I would like if all of my instructors stayed as on top of our online tools as I am. I am constantly checking Canvas to see when assignments are due and when I have exams in case the teacher doesn't mention it in class. It would be beneficial to be able to see every single deadline I have all compiled into one space."

Nine percent (9%) of respondents state that more lectures should be recorded.

"I would like all of my professors to put their lectures on Tegrity."

"One feature I have really enjoyed is the tegrity. I struggled with chemistry and being able

| *to go back in watch the slides and hear what my teacher was saying was very helpful."*

| *"All teachers should do tegrity, it is hard to catch everything in class and it really benefitted me when I did have access to it. I never skipped class regardless of having it, it was a secondary tool to allow me to go back and recollect the information."*

| *"I'd prefer if more teachers utilized the tegrity feature built into more classrooms. Sometimes they can go through code so fast or over a topic its hard to keep up with the material that we are working on and the lecture and would be nice to resfresh for tests or catch back up after lecture."*

| *"More tegrity. When studying for a test, it's the best possible resource I've found for reviewing specific test material."*

Seven percent (8%) of respondents report "not sure", "N/A", or "undecided."

Six percent (6%) of respondents generically state that technology should be used more. Statements include "Use more technology," "Use it more," and "Use it."

Four percent (4%) of respondents report wanting more use of student response systems.

| *"In my Biology class we use our phones to do 'Clicker questions.' I really like these as a way to quiz myself and it could be used to survey the class. So I wish more teachers, in the larger lectures, used this as well."*

| *"My instructors often use polling technologies to ask questions during class. This is helpful to keep me engaged and help me practice answering questions as I learn the material."*

| *"Use smartphones or clickers/computers to have an interactive class with the instructor."*

Four percent (4%) of respondents said no improvement is needed. Some student comments are

| *"My instructors use technology in class pretty well. I cannot think of a way to better it at the moment."*

| *"There is no problem with how it is currently handled."*

| *"Instructors are already using technology to enhance my academic success. No additional modifications needed."*

3.5b What is ONE thing you would like your institution to do with technology to enhance your academic success?

Twenty-one percent (21%) of respondents reported that improvements needed to be made to campus Wi-Fi. Phrases used most in these statements include "make the wi-fi better," "more reliable," "stronger wi-fi," and "strengthen wi-fi." Other statements about wi-fi were directed at areas of campus, namely outdoor spaces, commons areas (the Mizzou Student Center, Ellis Library, and the Rec Center), and

classroom buildings.

"Make sure the wifi works in all of the buildings, at least once a month I have to run to the hospital to get on the internet to download powerpoint for class."

"Make the wifi better in big lecture halls."

"Improving the quality of the internet connection would help, considering many times when trying to load an online lecture it takes far longer than the lecture length due to poor or slow connection."

"provide more wifi access to students and improve reliability in large classrooms when taking tests that are online-required!!!"

"I think that the University has a long way to go to improve the WIFI in dorms."

"The wifi interference in some lecture halls is absolutely outrageous. I know it is a hard task to get all of the devices in the room to maintain a reliable connection, but it still is a hindrance to being able to use technology in the classroom."

"Please figure out how to get better wifi. It has gotten better than it used to be, but I won't use the campus to take timed quizzes or exams because of the fear of the wifi going out."

"Improve Wifi accessibility across campus especially in Memorial Union and Ellis library where the wifi is often spotty, making it difficult to work on assignments."

"Improve the Wi-Fi because I loose connection everywhere and it is not reliable when I have assignments due etc."

Thirteen percent (13%) of respondents reported "not sure", "N/A", or "undecided."

Six percent (6%) of respondents reported "no improvement needed."

Six percent (6%) of respondents report wanting devices provided for them in some fashion. Students mention having the university create a semester- or year-long rental program, or a system where students who cannot afford devices can get devices at a reduced rate or for free.

"Allow for certain programs for students with financial concerns to rent/buy laptops/or tablets in order to study."

"Give us more opportunities to check out laptops/tablets for classes."

"I think free laptops for people that don't have or cannot afford them. There's a program at some other universities that provide laptops with textbooks included to the students."

"Having access to a personal computer is extremely important when pursuing a degree. Not everyone has access to a functioning computer and laptop during all hours of the

day. With limited library hours, proving a way to get a computer with some technology scholarship that could be earned would be useful. The rates for computers at the Tiger Tech store at the student center are unreasonable for a lot of students who have little financial support. It would be nice to provide an opportunity for those less financially stable to earn a scholarship or funding to get a computer.”

“Allow better access to technology for people who do not have personal access to it. I use my laptop or tablet for every class, everyday. My major required me to buy an updated iPad, even though I already had an older version. A system put in place for students who can’t spend that much money on technology would be very helpful. It was very frustrating for me to have to buy new technology, I can’t imagine how someone would feel if they were struggling with finances. It’s not fair to jeopardize that persons success because of their financial situation.”

Four percent (4%) of respondents state that MyZou needs to be easier to use.

“Make MyZou easier to use, specifically when it comes to enrollment in courses.”

“Re-do MyZou. The current layout is difficult to navigate.”

“Make Myzou more intuitive and make it look like it wasn't made in the 90s.”

“Provide better class enrollment technology. The current platform is terribly time consuming and is not efficient in any way.”

3.6 May we share your open-ended, written responses with your institution?

If you have included information in your written responses that could identify you, we suggest choosing “No.”

	Mizzou
No	86%
Yes	14%

Section 4: Demographic Questions



4.1 Are you taking courses at more than one college/university?

	Mizzou	All 4-Year Public
No	86%	87%
Yes	14%	13%

4.2 Are you currently considered a full-time or part-time student at the institution that asked you to complete this survey?

	Mizzou	All 4-Year Public
Part-time	8%	16%
Full-time	92%	84%

4.3 Are you currently seeking a degree, diploma, or certification from the college/university that asked you to participate in this survey?

	Mizzou	All 4-Year Public
No	10%	10%
Yes	87%	85%

	Mizzou	All 4-Year Public
Don't know	3%	4%

4.4 I am currently enrolled to earn... <<if respondent answers Yes to 4.3>> Select all that apply.

	Mizzou	All 4-Year Public
One or more digital badges that certify my skills	1%	1%
A vocational/occupational certificate	2%	1%
An associate's degree or equivalent	2%	6%
A bachelor's degree or equivalent	95%	93%
Other, please specify	4%	2%

4.5 In what area is your major? <<if respondent answers Yes to 4.3>> Select the one that is the closest match to your primary major.

	Mizzou	All 4-Year Public
Agriculture and natural resources	6%	2%
Biological/life sciences	8%	9%
Business, management, marketing	16%	13%
Communications/journalism	11%	4%
Computer and information sciences	5%	7%
Education, including physical education	5%	7%
Engineering and architecture	9%	9%
Fine and performing arts	1%	3%
Health sciences, including professional programs	19%	17%
Humanities	2%	2%
Liberal arts/general studies	2%	4%
Manufacturing, construction, repair, or transportation	0%	0%
Physical sciences, including mathematical sciences	2%	3%
Public administration, legal, social, and protective services	1%	2%
Social sciences	6%	8%
Other major not described above	8%	9%
Undecided	1%	1%

4.6 Are you the first person in your immediate family to attend college? Immediate family refers to the family in which you grew up.

	Mizzou	All 4-Year Public
No	82%	68%
Yes	18%	31%
Prefer not to answer	1%	2%

4.7 Are you eligible for Pell Grants? <<U.S. institutions only>>

	Mizzou	All 4-Year Public
No	42%	27%
Yes	22%	39%
Don't know	35%	32%
Prefer not to answer	1%	2%

4.8 Are you a dependent, or do you have any dependents?

	Mizzou	All 4-Year Public
Dependent	69%	58%
Independent, no dependents	20%	24%
Independent, with dependents	5%	11%
Prefer not to answer	6%	8%

4.9 Are you married or in a domestic partnership?

	Mizzou	All 4-Year Public
No	91%	83%
Yes	7%	15%
Prefer not to answer	2%	2%

4.10 Did you hold a job while taking classes during the past 12 months? Select all that apply.

	Mizzou	All 4-Year Public
No <<exclusive>>	29%	33%
Yes, salaried employment	5%	7%
Yes, hourly employment (not work study or assistanship)	57%	48%

	Mizzou	All 4-Year Public
Yes, hourly employment (work study or assistantship)	8%	9%
Yes, other	5%	6%
Prefer not to answer	1%	2%

4.11 How many hours a week on average do you work? <<if respondent answered “Yes” to 4.10>>

	Mizzou	All 4-Year Public
Fewer than 10	21%	16%
At least 10 but fewer than 20	44%	35%
At least 20 but fewer than 30	22%	24%
At least 30 but fewer than 40	6%	12%
More than 40	6%	13%

4.12 Which of the following best describes your technology use in high school?

	Mizzou	All 4-Year Public
One-to-one device usage (i.e., every student had a school-issued computing device)	22%	15%
Bring your own device (BYOD)	20%	23%
Students shared a set of classroom devices	20%	18%
Devices were available in a centralized laboratory/space	32%	32%
None of the above	6%	11%

4.13 How do you identify?

	Mizzou	All 4-Year Public
Male	34%	33%
Female	65%	65%
Other	1%	1%
Prefer not to answer	1%	1%

4.14 What is your ethnic background? <<U.S. institutions only>> Select all that apply.

	Mizzou	All 4-Year Public
American Indian/Native American/Alaskan native	2%	2%
Asian/Pacific Islander	7%	11%
Black/African American	8%	7%
Hispanic/Latino	4%	25%
White	81%	58%
Other	2%	2%
Prefer not to answer	2%	3%

Please tap the right arrow below to submit your survey. <<if taking survey on a mobile device>>

Please click the "Submit" button below to submit your survey. <<if taking survey on a nonmobile device>>

Thank you for responding to the 2018 ECAR student technology survey!

Appendix

