The University of Scranton administered the ECAR Student Technology Survey in spring 2013. This survey instrument from the Educause suite of surveys provides participant institutions with an overall set of questions related to student computing and technology use. The instrument was available to the University free of charge. The survey was accessible online via a Web link emailed to all undergraduate students; the survey opened for responses on March 14 and closed on April 12. A total of 3889 students received the survey. Of this number, 619 submitted the survey, an overall response rate of 15.9%. Key survey areas focus on student demographics, technology tools and use, how instructors use technology in the classroom, and how students use technology in the classroom. This report summarizes data in each of these areas for the University of Scranton. For comparison purposes this report will use the average of two different groups of institutions. The first group includes all of the institutions classified as private and Master's level, and the second group includes all of the institutions that participated in the United States.

95% of students reported owning laptops up from 89% in 2010. 84% of students reported having a smartphone.

Approximately half of the students reported handheld mobile device support as good or excellent for library resources, checking grades, and finding event/club information.

Only 40% of students rated handheld mobile device support for the learning management system (LMS) as good or excellent while 25% rated it as poor or fair.

The primary purpose of the ECAR technology survey is to understand the role of technology in the personal and academic lives of students. The survey poses questions regarding student computer ownership and the use of a variety of other technology tools. Only about a third (36%) of Scranton respondents report that they own a desktop computer. On the contrary, the vast majority of Scranton respondents (95.2%) report owning a personal laptop computer. Most students (84.5%) also owned a smartphone. In addition to these forms of technology, smaller percentages of students reported owning a tablet/iPad (26.5%) or an e-book reader (20.4%). Only one percent of students reported not owning an internet-capable device, and another 7 percent reported only one device. Most of the students reported owning two (38%) or three (30%) internet-capable devices. The remaining students reported owning four (16%), five (4%), or more than five (5%) internet capable devices. Additionally, only about two-thirds (66%) of the students reported owning their own printer.

Over half (61%) of students reported that their laptop used a Windows operating system while the remainder mostly used OSX (38%) and a few used Linux (1%). Among the students that reported owning a desktop, 86 percent reported using Windows, 12 percent OSX, and 2 percent Linux. On mobile devices, the iOS is the most popular operating system with 70 percent of tablet users and 69 percent of smartphone users, while the Android operating system was used by 20 percent of tablet users and 26 percent of smartphone users.

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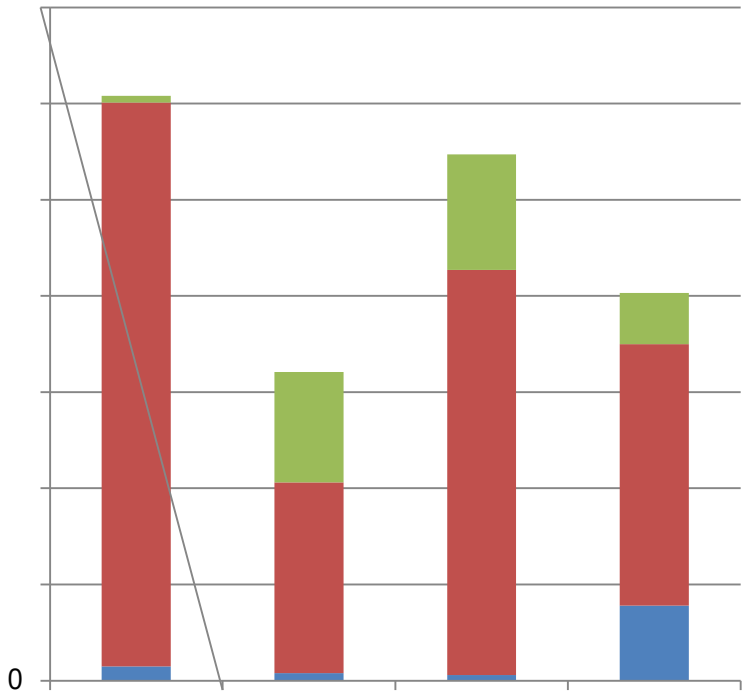
Students were also asked how they use the devices available to them. Nearly all of the students used laptops for both academic and other purposes (95%) with a few students reporting that they only used them for academic purposes (2%), had not used them in the past year (2%), or used them for other purposes only (1%). About one third of the students (34%) reported that they had not used desktops in the past year, while a bit less than half of the students (45%) said they used them for academic and other purposes. The remaining students either used desktops for academic purposes only (13%) or used them for other purposes only (9%).

Most students also reported using smartphones for academic and other purposes (69%). Twenty percent of the students reported that they only used smarthpones for other purposes, while 10 percent reported not having used smartphones in the past year, and only 1 percent reported using smartphones for academic purposes only. Nearly half the students (46%) responded that they had not used a tablet or iPad in the past year. One third of the students (33%) reported using them for academic and other purposes, and like with smartphones, 20 percent reported using them for other purposes only and 1 percent reported using them for academic purposes only.

Chart 2. How students utilize their devices.

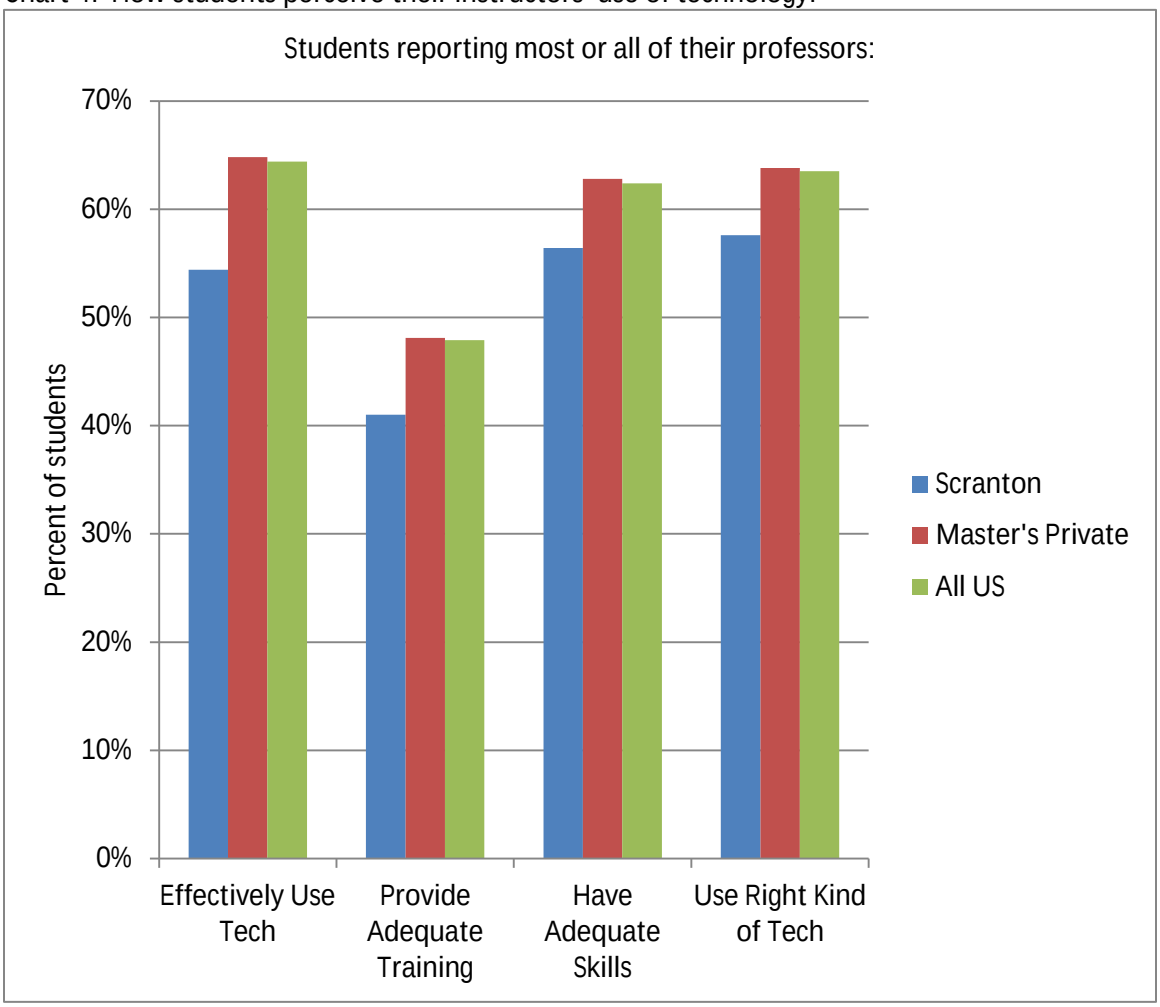


The ECAR study also assesses the use of handheld mobile devices for academic purposes and how well students think that the University accommodates those uses. The University of Scranton only supported four of the areas asked about on the ECAR survey: library resources, checking grades, using the learning management software (LMS), and finding event or club

information. Of the students at the University that reported using an offered service, over half reported that support was good or excellent for each of the services. When compared to the comparison groups, the University scored about the same—slightly higher on library resources (

At Scranton, approximately 54% of respondents believe that most or all of their professors (see) and about 56% believe that most or all of their professors .
Nearly the same amount of students (58%) report that most or all their professors . These results are lower than average for our comparison institutions which reported 65%, 63%, and 64%, and the average of all US institutions which reported 64%, 62%, and 64%.

Chart 4. How students perceive their instructors' use of technology.



Looking at the different resources or tools that the professors could use (see), nearly two-thirds of the students would like their instructors to use more lecture capture. Just over half of the students would like their instructors to use the learning management system more. About one quarter of the students would like more e-books while another quarter would like fewer e-books. Nearly a fifth (19%) of the students would like their instructors to use fewer e-portfolios in comparison to 10% that would like an increase in e-portfolios.

Students responded similarly when asked in which they would with 61% some online, 26% no online, and 2% completely online. When asked to what extent they agreed with the statement, “ ,” two-thirds of the students said they either agreed (47%) or strongly agreed (19%). However, only a little under half of the students report agreeing (35%) or strongly agreeing (6%) with the statement, “

Chart 6. Which learning environment would you prefer?

When asked about the ways in which they might use
, students were most likely to choose “to look up information” or “to photograph information” (for a full list, see , below). Students also reported that inadequate battery life was the primary issue that kept them from using along