



Inside
Higher
Ed

2026 Survey of

Campus Chief Technology/ Information Officers

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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Editors, *Inside Higher Ed*

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INTRODUCTION AND METHODOLOGY

This is *Inside Higher Ed*’s fifth annual Survey of Campus Chief Technology/Information Officers. *Inside Higher Ed* and Hanover Research sent survey invitations via email to 2,379 college and university chief technology and information officers (CTOs going forward), with regular reminders sent throughout the March 13 to April 14 field period. Hanover collected 130 fully or partially completed surveys, yielding a 6 percent response rate. The survey is an attempted census of all chief technology and information officers using the most comprehensive sample information available to target all eligible U.S. colleges and universities from the Integrated Postsecondary Education Data System (IPEDS) database. The margin of error is 8 percentage points given a total N-count of 130. Conclusions drawn from a small sample size (n<20) should be interpreted with caution. In the charts and percentages that follow, some percentages may not total 100 due to rounding.

	All Institutions, by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	For-profit*	Doctoral	Master’s/ Bacc.	Associate	Doctoral/ Master’s	Bacc.
Total sample size	130	65	62	3	22	15	28	47	15

Note: An asterisk indicates that data is not reported for this group due to small sample size.

KEY FINDINGS

- **CTOs are influential but not gaining ground in executive leadership.** Just 55 percent of CTOs sit on their president's or chancellor's leadership council in 2026. While 60 percent of all CTOs say their insights are "very much" leveraged in decision-making, this rises to 72 percent among cabinet-level CTOs, compared to 45 percent among those without this access.
- **Technology costs are rising, with CTOs flagging additional risks around talent, security and sustainability.** Nearly all CTOs expect IT costs to increase over the next two years (35 percent significantly and 56 percent modestly). Looking ahead to 2030, CTOs perceive the biggest risks to their institutions to be recruiting or retaining IT talent (62 percent), cybersecurity threats (59 percent) and unsustainable cost trajectories (56 percent). Nearly half of CTOs (49 percent) say the rate of technology-driven change at their institution is unsustainable without new resources, and most institutions are already involved in some kind of intercampus technology sharing.
- **Digital transformation remains a goal even as many institutions lack the people, funds and shared vision to achieve it.** The biggest barriers to digital transformation are insufficient IT staff (73 percent) and inadequate financial investment (69 percent), followed by data quality/integration issues (49 percent) and faculty/staff resistance (45 percent). While 60 percent of CTOs are prioritizing artificial intelligence and automation in the next 12–24 months, more than a third indicate that their institution has no real, shared understanding of what "digital transformation" means in practice in 2026.
- **Returns on investment in emerging tech remain limited. Investment in quantum and high-performance computing and in virtual reality is about the same as last year.** On AI, where investment is increasing, returns are mixed: Just 29 percent of CTOs say these investments have met or exceeded expectations, while 24 percent say they fell short and 27 percent are unsure. To date, AI's most tangible value to institutions is in individual productivity gains (55 percent), with institutionwide AI transformation largely unrealized.
- **AI governance continues to lag adoption.** Nearly four in 10 CTOs (39 percent) say their institution is significantly more reliant on AI than a year ago, and 49 percent now consider generative AI a high or essential priority (up from 34 percent). Relatively fewer, 31 percent, report strong data governance structures for AI, and just 28 percent believe their institution is handling AI adeptly. Some 71 percent view AI as at least a moderate risk to academic integrity; about a quarter each agree that agentic AI browsers have become a serious threat to integrity and, separately, privacy and safety. Just 4 percent of CTOs believe higher education has been a highly effective voice in national conversations about AI.

KEY FINDINGS (Cont.)

- **Sustainability remains uneven, and AI's environmental impact unclear.** Some 36 percent of CTOs report that their institution has sustainability goals tied to technology use, about the same as last year. When it comes to AI's environmental footprint, 34 percent report no change in energy use, 28 percent say it has slightly increased and 26 percent aren't sure—suggesting still-limited visibility into AI's resource implications.
- **Cybersecurity is a top priority, but students remain a weak link.** Most CTOs say leaders at their institution prioritize cybersecurity (70 percent) and that response capabilities are adequate (74 percent), with most also reporting sufficient faculty and staff training. However, just 22 percent say students receive adequate cybersecurity training. Meanwhile, AI integration into cybersecurity remains limited, with 47 percent reporting partial use and just 9 percent extensive deployment.
- **Talent shortages are forcing institutions to rethink how IT work gets done.** Two-thirds of CTOs (67 percent) report difficulty hiring IT staff, and 38 percent struggle with employee retention. In response, institutions are relying on alternative strategies: 60 percent each use contractors and, separately, student workers, 55 percent offer flexible work arrangements and 40 percent are automating routine tasks. Only 27 percent are increasing compensation, highlighting underlying cost constraints.
- **Online learning demand continues to rise but institutional responses are more incremental.** Half of CTOs report substantial increased student demand for online and hybrid learning over the last year, yet only one-third say their institution has significantly expanded offerings. While 70 percent agree that their institution invests in technology to support online learning, support for nondegree pathways remains underdeveloped: Just 15 percent describe it as robust. A majority of institutions (58 percent) are not partnered with an online program manager and are not considering one. More than half of institutions are adjusting their tech strategy in some way to address increased competition in the online space.

KEY FINDINGS (Cont.)

- **Institutions are investing in student-facing tech while assessing fragmented digital systems and evolving learning management system (LMS) roles and more.** Text messaging (74 percent), customer relationship management (CRM) systems (73 percent) and early alert tools (72 percent) are widely used to support student success. Yet 61 percent of CTOs describe their institution's overall digital experience as neither easy nor difficult, with fragmentation (33 percent) and legacy systems (21 percent) cited as the biggest barriers to easy navigation. The LMS remains central—92 percent say it is still the hub of the digital learning ecosystem and 86 percent say it will remain essential for compliance and data needs—but its dominance may be slipping: 47 percent of CTOs say that students and faculty increasingly use tools outside the system, and 57 percent agree that better integration between academic and administrative systems is needed. On vibe coding and software procurement, 18 percent are increasingly choosing to build solutions in-house. Amid this complexity, a plurality of CTOs (28 percent) cite staffing capacity, not actual tech, as their biggest infrastructure gap.
- **Compliance pressures are underscoring gaps in accessibility training and resources.** While 80 percent of CTOs say their institution's digital content and platforms are accessible to students with disabilities, only 62 percent feel prepared to meet new federal accessibility regulations on web content. Just 43 percent say faculty and staff receive adequate accessibility training. The biggest barriers are budget constraints (58 percent), the volume of content requiring remediation (50 percent) and lack of staff expertise (47 percent).
- **Data capabilities are improving, but infrastructure and more personalized student success applications remain uneven.** Most CTOs say their institution effectively uses data for student success (69 percent) and decision-making (65 percent), both up from last year. However, infrastructure challenges remain: 45 percent report having a data warehouse, 21 percent a data lake and just 7 percent unified data models. Predictive analytics is most commonly used for enrollment and retention predictions (55 percent) and early risk identification (54 percent), and less so for personalized advising (26 percent) or mental health (15 percent).

LEADERSHIP AND INFLUENCE

With technology increasingly central to how institutions deliver value, what share of CTOs are on their president's or chancellor's leadership council? In 2026, it's 55 percent of respondents (versus 2025's 59 percent). The year-over-year difference is marginal, but it does not suggest increased inclusion of CTOs in the highest levels of campus decision-making in the artificial intelligence era. Public institution CTOs report cabinet inclusion at a higher rate (62 percent) than their private nonprofit peers (48 percent).

Most CTOs report that their institution's leadership team leverages their knowledge and insights to inform technology-related strategic decisions and planning very much (60 percent) or moderately (26 percent). Few say somewhat (13 percent) or not at all (1 percent). However, those who sit on their institution's leadership council are more likely to say their knowledge is very much leveraged (72 percent) than those who do not (45 percent).

CTOs on their level of influence within their institution:

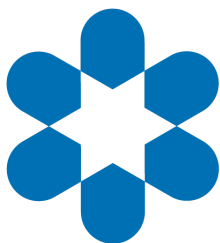


55%



60%

- Say they sit on the president's/chancellor's executive cabinet or council
- Say the leadership team "very much" leverages their knowledge and insights to inform strategic decisions and planning involving technology



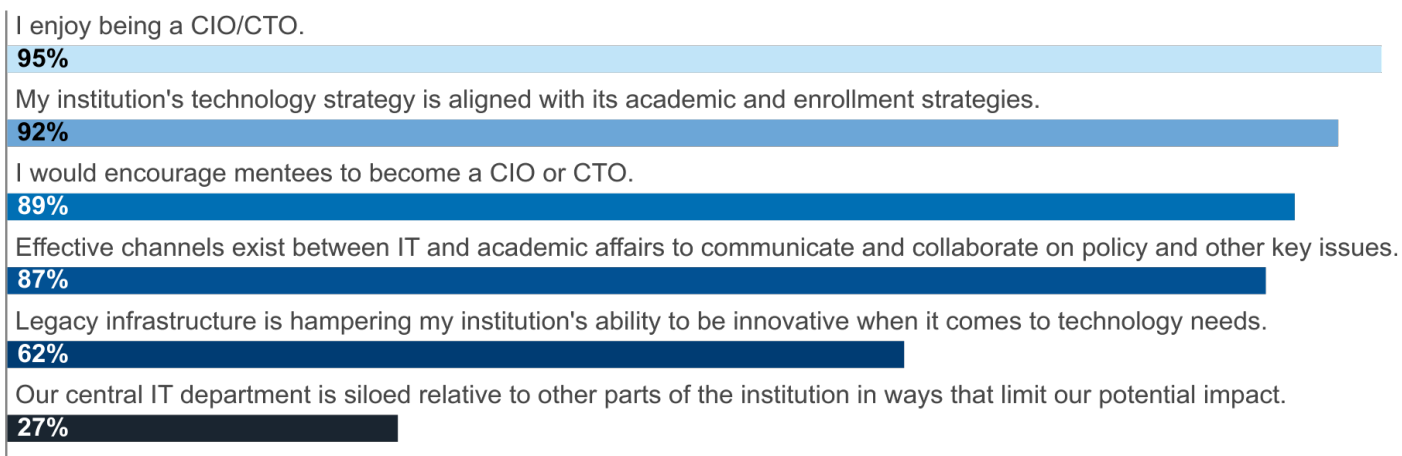
JOB SATISFACTION AND BEING A CTO

On job satisfaction, 95 percent of CTOs this year somewhat or strongly agree that they enjoy being a CTO, compared to [last year](#)'s 87 percent. Most (89 percent) would also encourage mentees to become a CTO.

Some 92 percent of CTOs agree that their institution's technology strategy is aligned with its academic and enrollment strategies, with CTOs holding cabinet positions most likely to say this (99 percent versus 84 percent of non-cabinet-level peers). A much smaller—but not insignificant—share of CTOs report that their central IT department is siloed relative to other parts of the institution, at 27 percent—about the same as last year. Still, some 87 percent indicate that effective channels exist between IT and academic affairs to communicate on key policy issues and decisions.

Also similar to last year, some three in five CTOs (62 percent) report that legacy infrastructure is hampering their institution's ability to be innovative when it comes to technology needs.

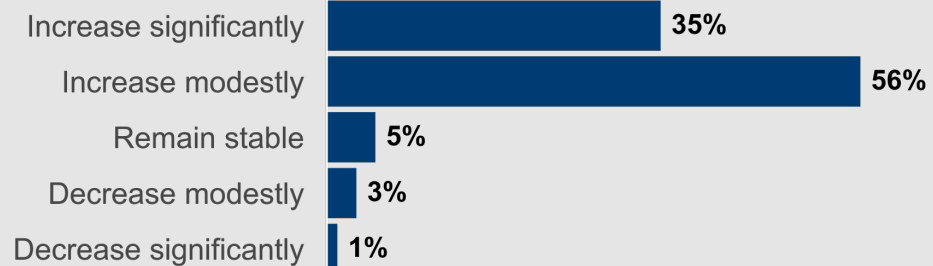
CTOs who somewhat or strongly agree with the following statements about their work:



CONCERNS ABOUT COSTS, TALENT AND MORE

Amid continuing financial uncertainty across higher education, most CTOs anticipate their institution's overall IT costs to increase over the next two years, either significantly (35 percent) or modestly (56 percent). Public institution leaders are more likely to expect significant increases than their private nonprofit peers (48 percent versus 24 percent).

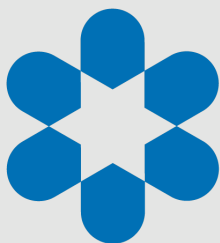
CTOs on how they expect their institution's total IT costs to change over the next two years:



Looking ahead to 2030, CTOs are most likely to indicate that inability to recruit or retain qualified IT talent represents a top risk to their institution, with 62 percent of CTOs worried about this. Critical cybersecurity breaches or ransomware events is the No. 2 risk, at 59 percent. That's followed by unsustainable cost trajectories for technology services (56 percent); regulatory compliance challenges, including accessibility and data privacy (52 percent); and falling behind peer institutions in AI adoption and innovation (41 percent).

Concerns such as overinvestment in AI technology with uncertain returns, vendor lock-in and digital equity gaps fall further down the list.

By sector, public institution CTOs are especially concerned about cybersecurity, with 65 percent of them citing this as a top risk, compared to 52 percent of private nonprofit peers. Public CTOs are also disproportionately concerned about falling behind peers on AI adoption (46 percent versus 34 percent).



CONCERNS ABOUT COSTS, TALENT AND MORE (Cont.)

Here is the full list of what CTOs most worry about when looking ahead to 2030, selecting up to five options:

- Inability to recruit or retain qualified IT talent: **62%**
- Critical cybersecurity breach or ransomware event: **59%**
- Unsustainable cost trajectory of technology services: **56%**
- Regulatory compliance challenges (accessibility, data privacy, AI governance): **52%**
- Falling behind peer institutions in AI adoption and innovation: **41%**
- Institutional resistance to necessary technological change: **40%**
- Legacy infrastructure preventing innovation and agility: **33%**
- Leadership turnover disrupting technology strategy: **25%**
- Overinvestment in AI/technology without measurable returns or productivity gains: **22%**
- Vendor lock-in or dependence limiting flexibility: **18%**
- Digital equity gaps leaving students behind: **17%**
- Erosion of student/faculty trust in institutional technology: **8%**
- Other: **6%**
- Loss of institutional autonomy due to system consolidation/mergers: **5%**

Just 1 percent of CTOs indicate they have none of the above concerns.



TECHNOLOGY SHARING

The mounting pressures on higher education in 2026 have led to increased intercampus collaboration in some areas. Regarding technology, just 21 percent of survey respondents report no joint technology initiatives with other institutions, though this increases to 30 percent among private nonprofit institutions represented (versus 11 percent of publics). Most common: Two in three CTOs (65 percent) report collaborative purchasing agreements with other institutions. Some two in five (41 percent) report joint vendor negotiations or partnerships. Amid growing concerns about cybersecurity, some 36 percent also report joint cybersecurity efforts.

Even as many CTOs report staffing concerns elsewhere in this survey, few institutions represented share specialized IT staff (19 percent). Collaborative course- or content-sharing platforms is also rare (13 percent).

By region, CTOs in the Northeast, with its concentration of private nonprofit institutions, are least likely to report collaborative purchasing agreements (46 percent) and those in the West are most likely (81 percent). The pattern is similar for joint vendor negotiations and for joint cybersecurity efforts.

CTOs who say their institution is currently engaged in or planning the following technology initiatives with other institutions, selecting all that apply:

Measure	All	Public	Private nonprofit
Collaborative purchasing agreements for technology	65%	80%	52%
Joint vendor negotiations or partnerships	41%	49%	34%
Joint cybersecurity efforts	36%	52%	20%
Unified system-wide technology standards or platforms	28%	40%	15%
Shared IT services or administrative functions	23%	29%	16%
Shared cloud infrastructure or data centers	22%	29%	15%
Shared specialized IT expertise or staff	19%	20%	18%
Collaborative course- or content-sharing platforms	13%	17%	8%
Other	3%	3%	3%

**21% of CTOs indicate their institution is not involved in any joint technology initiatives.*

BARRIERS TO TRANSFORMATION

Asked what's holding their institution back from realizing its digital transformation goals, CTOs are mostly likely to cite insufficient number of IT personnel (73 percent). Not far behind: Insufficient financial investment (69 percent). Data quality and/or integration issues is the No. 3 barrier, at 49 percent. Staff and faculty resistance is No. 4, at 45 percent.

Here is the full list of barriers to digital transformation, as perceived by CTOs, selecting all that apply:

- Insufficient number of IT personnel: **73%**
- Insufficient financial investment: **69%**
- Data quality and/or integration issues: **49%**
- Resistance among staff and faculty: **45%**
- Lack of centralized coordination/siloed systems: **25%**
- Goals that are incomplete or ineffective: **23%**
- Resistance among senior leadership: **16%**
- Lack of senior administrative support: **15%**
- Other: **8%**

Just 2 percent of CTOs indicate that their institution does not face any challenges in achieving its digital goals.

DIGITAL TRANSFORMATION

TOP PRIORITIES

Implementing AI and automation tools ranks highest on many CTOs' priority lists for the next 12 to 24 months: 60 percent are targeting this. Cybersecurity—which was a top concern in the previous question about technology-related risks—is also a top priority: Some 45 percent of CTOs are targeting improving cybersecurity and risk management in the next one to two years. Similar story for data quality and/or integration issues, another top risk: Some 44 percent of CTOs are targeting enhancing data infrastructure and analytics capabilities (and this increases to 52 percent among private nonprofits represented). But creating unified digital ecosystems across departments is a lower priority, at 11 percent.

Upgrading network and connectivity infrastructure is a top priority for three in 10 institutions represented. Redesigning student-facing digital platforms falls farther down the list, as does improving accessibility and digital equity.

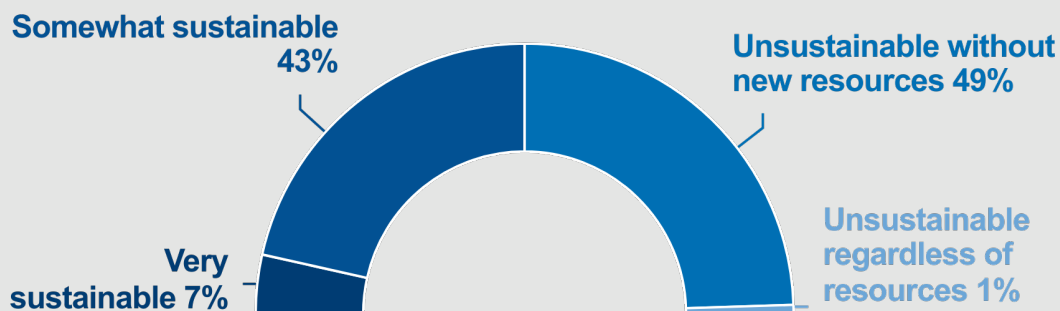
CTOs on their institution's top areas of focus for digital transformation in the next 12 to 24 months, selecting up to three options:

Focus area	All	Public	Private nonprofit
Implementing AI and automation tools	60%	60%	58%
Improving cybersecurity and risk management	45%	51%	38%
Enhancing data infrastructure and analytics capabilities	44%	38%	52%
Modernizing administrative and back-office systems	41%	40%	42%
Upgrading network and connectivity infrastructure	30%	32%	28%
Redesigning student-facing digital platforms and services	24%	22%	25%
Improving accessibility and digital equity	21%	28%	15%
Creating unified digital ecosystems across departments	11%	15%	7%
Developing online and hybrid learning infrastructure	9%	6%	10%
Other	4%	2%	7

PACE OF CHANGE AND SHARED VISION

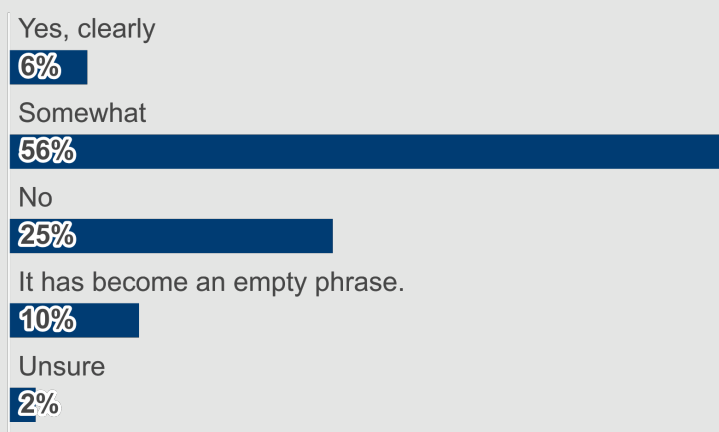
With AI rapidly advancing, nearly half of CTOs describe the current pace of technology-driven change for their institution as unsustainable without new resources (49 percent); this increases to 60 percent among private nonprofit CTOs. Most of the remainder rate the pace of change somewhat sustainable (43 percent), versus very sustainable or unsustainable regardless of resources.

CTOs rate the current pace of technology-driven change for their institution:



But what is digital transformation, anyway, in 2026? Does it still register as a term and goal? A majority of CTOs (56 percent) say their institution has a “somewhat” shared understanding of what digital transformation means in practice. Six percent say the understanding is clear. A quarter (25 percent) indicate there is no shared understanding, and an additional 10 percent say digital transformation has become an empty phrase.

CTOs on whether their institution has a clear, shared understanding of what “digital transformation” means in practice:

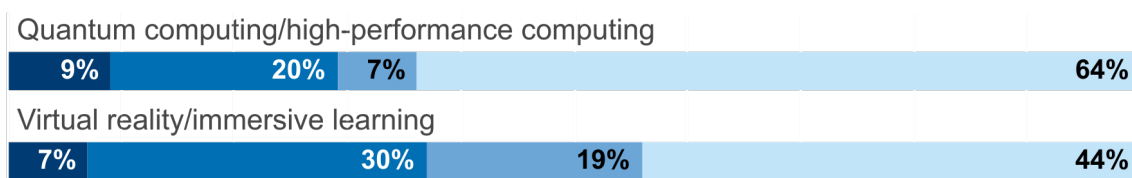


QUANTUM COMPUTING AND VIRTUAL REALITY

With cost increases and financial constraints top of mind for many CTOs, what is the state of investment in new technologies? In 2026, 29 percent of CTOs report initial or meaningful investments in quantum computing and/or high-performance computing. Investment in virtual reality and/or immersive learning is 37 percent. Both numbers are similar to last year's.

CTOs indicate their institution's level of investment in/ experimentation with these newer technologies:

- Has made meaningful investments
- Has begun investing
- Is considering experimenting
- Not in institution's short-term plans

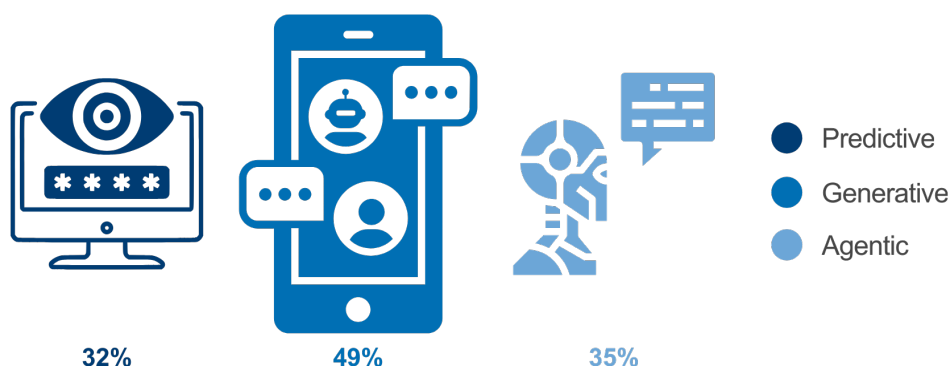


INVESTMENT IN EMERGING TECHNOLOGIES

AI AND ROI TO DATE

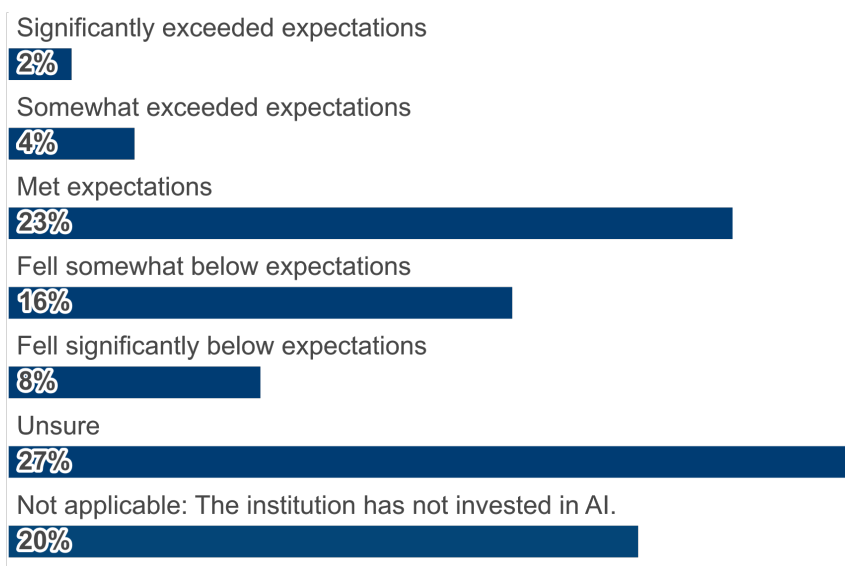
Year over year, CTOs report increased institutional prioritization of investment in different categories of AI. Some 49 percent say that investing in generative AI is a high or essential priority, up from 34 percent in 2025. For agentic AI, the share is 35 percent, up from 28 percent, and for predictive AI, it's 32 percent, up from 24 percent.

CTOs who say investing in these types of AI is a high or essential priority for their institution:



CTOs are split on the return on investment (ROI) for the institution's spending on AI to date: Some 23 percent say it's met expectations, and another 27 percent are unsure. A quarter report that it fell below expectations, somewhat (16 percent) or significantly (8 percent). Few say it outperformed expectations. The remainder say they haven't spent sufficiently to know.

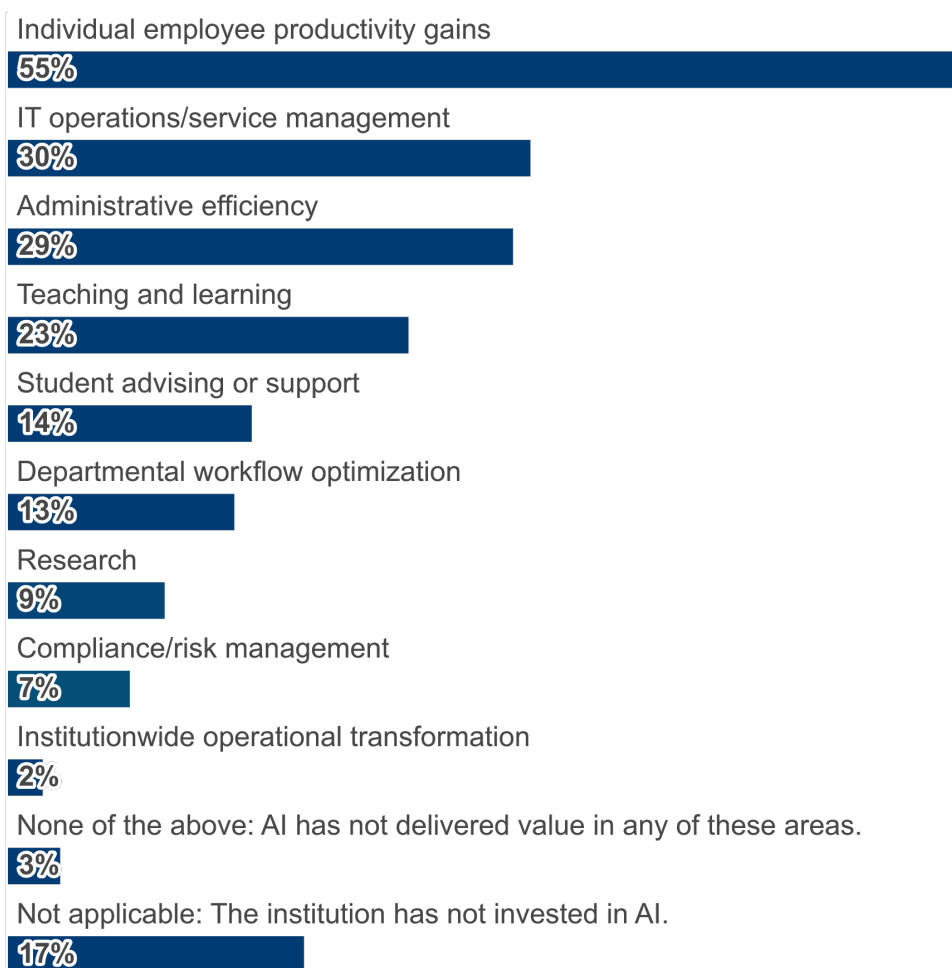
CTOs characterize their institution's ROI from AI-related spending to date:



AI AND ROI TO DATE (Cont.)

As for where AI investment has most delivered tangible value so far at their institution, the largest share of CTOs point to individual productivity gains (55 percent). Next up: IT operations/service management (30 percent) and administrative efficiency (29 percent). Teaching and learning is No. 4, at 23 percent. Institutionwide operational transformation via AI is largely unrealized, at just 2 percent.

CTOs on where AI has delivered the most tangible value to their institution so far, selecting up to three options:



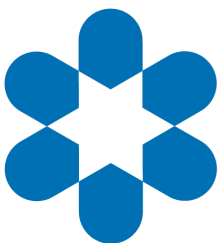
LIMITING AI'S IMPACT

What has most limited the impact of AI at respondents' institutions thus far? The top barrier is skills and staff capacity, at 55 percent—just one area of the survey in which CTOs express concern about staff bandwidth. Cost is No. 2, at 48 percent. Governance and policy uncertainty is next, at 38 percent. This is relatively consistent across sectors, but private nonprofit CTOs are more likely to cite faculty or staff resistance than are their public peers (37 percent versus 26 percent).

Here is the full list of what CTOs say has most limited AI's impact at their institution, selecting up to three options:

- Skills and staff capacity: **55%**
- Cost: **48%**
- Governance and policy uncertainty: **38%**
- Faculty or staff resistance: **32%**
- Concerns about how AI affects students: **27%**
- Legal or ethical concerns: **23%**
- Data quality or integration: **22%**
- Vendor maturity: **16%**

Only 2 percent of CTOs say none of these options have limited the impact of AI to date.

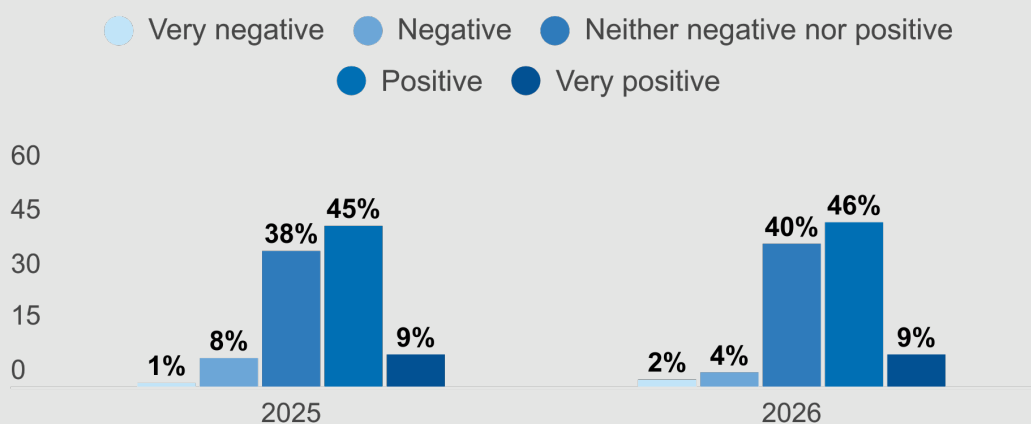


ARTIFICIAL INTELLIGENCE

RISK AND REWARD

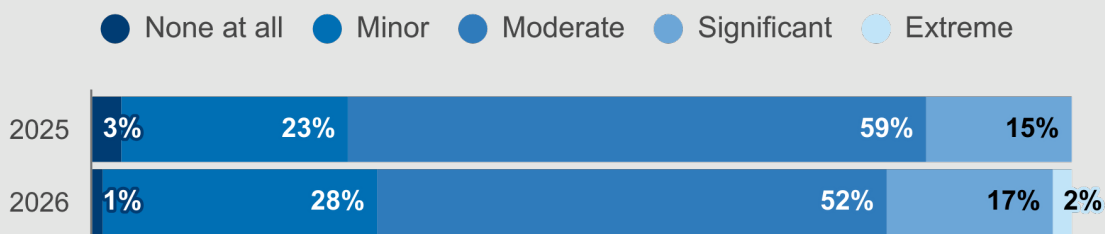
Amid increasing public [skepticism](#) of AI, a majority of CTOs remain positive (46 percent) or very positive (9 percent) about its impact on higher ed. Most of the remainder view it as neutral (40 percent), versus negative or very negative. These numbers are nearly unchanged since last year's survey. In *Inside Higher Ed's* 2026 Survey of College and University Presidents with Hanover, fewer presidents [were](#) neutral (11 percent) about AI's growing impact; 36 percent were concerned and 53 percent were optimistic.

CTOs rate AI's overall impact on higher education so far, by survey year:



At the same time, most CTOs acknowledge that generative AI has proven to be a moderate (52 percent), significant (17 percent) or extreme (2 percent) risk to academic integrity at their institution so far. Most of the remainder say it's a minor risk. These numbers are relatively stable from last year's survey, even as models have become more sophisticated.

CTOs on how much of a threat to academic integrity generative AI has proven to be at their institution, by survey year:

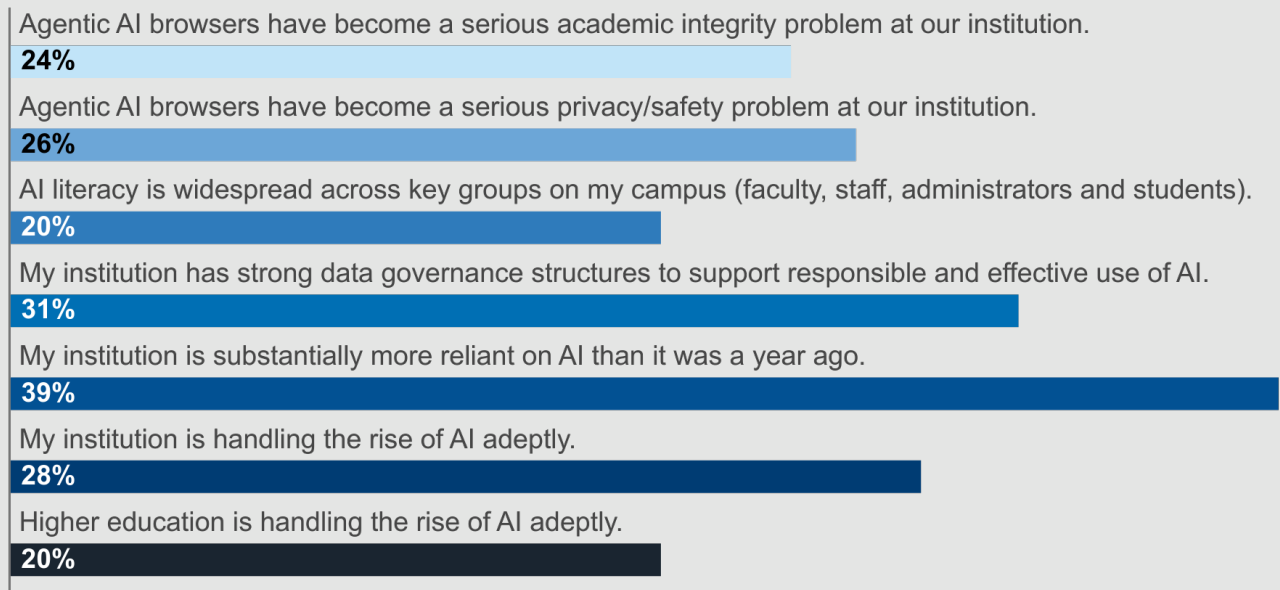


ARTIFICIAL INTELLIGENCE RELIANCE ON AI

In 2026, Some 39 percent of CTOs report that their institution is substantially more reliant on AI than it was a year ago; in last year's survey, the share who said so relative to 2024 was 32 percent. Some 31 percent of CTOs somewhat or strongly agree that their institution has strong data governance structures to support responsible and effective use of AI. About the same share (28 percent) also agree that their institution is handling the rise of AI adeptly, down slightly from last year's 35 percent. Just 20 percent agree that higher ed broadly is handling the rise of AI adeptly—about the same as last year.

In a new pair of questions about agentic browsers, 26 percent of CTOs agree that they've become a serious privacy and/or safety issue at their institution, while 24 percent agree they've become a serious academic integrity problem. Public institution CTOs are relatively more concerned on both fronts than their private nonprofit peers; on privacy and safety, in particular, 33 percent of public institution CTOs flag agentic browsers as a concern, compared to 18 percent of private nonprofit peers.

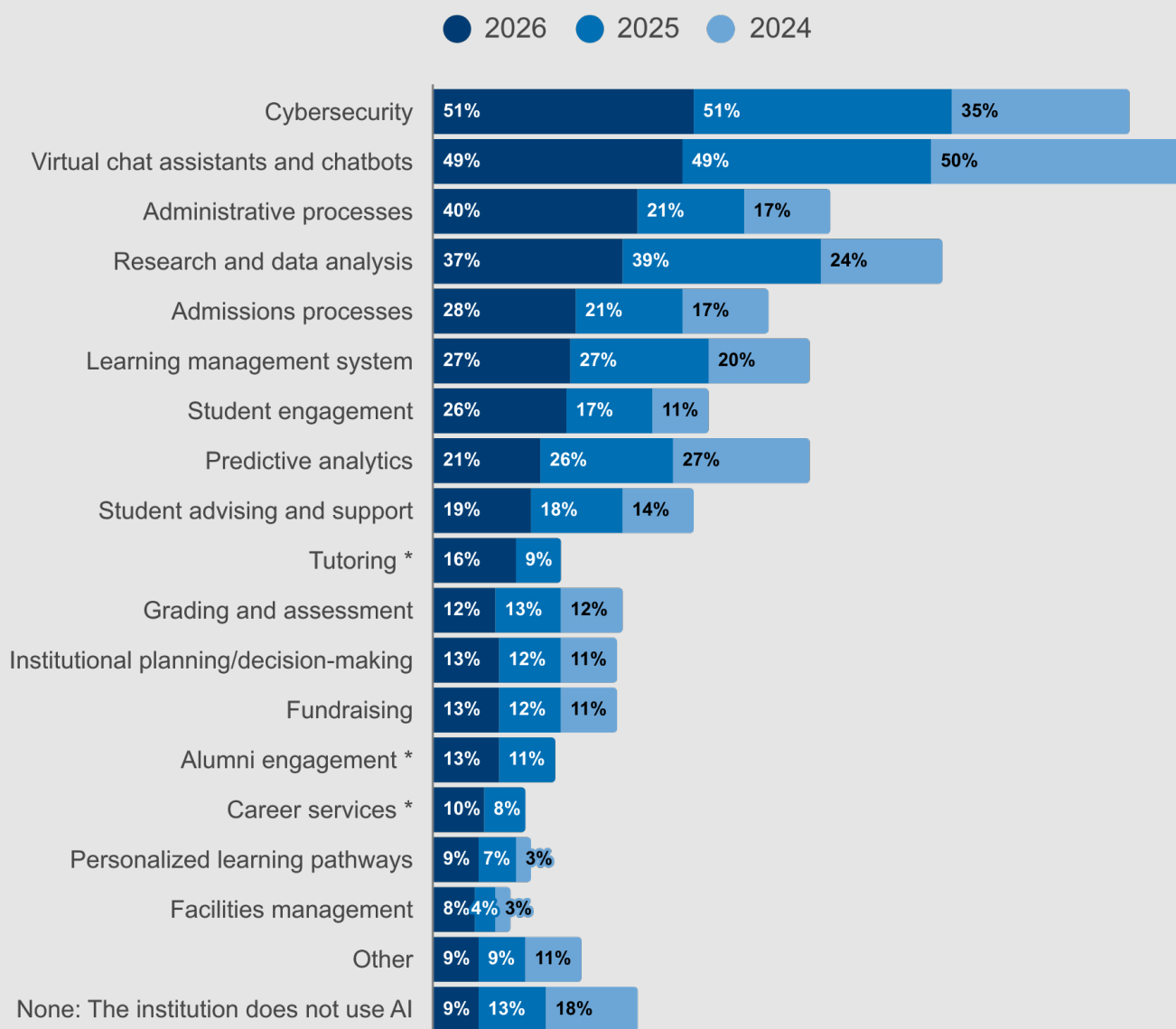
CTOs who somewhat or strongly agree with the following statements about AI:



ARTIFICIAL INTELLIGENCE USE CASES

Cybersecurity and virtual assistants/chatbots were again the top uses of AI (at 51 percent and 49 percent of institutions represented, respectively, unchanged from last year's numbers). The largest year-over-year jump occurred in institutions using AI for administrative processes such as scheduling and resource allocation, from 21 percent in 2025 to 40 percent in 2026. The 2026 Survey of Colleges and University Presidents also found increased use of AI for core business functions, though presidents were more likely to report that AI is being used for institutional planning and decision-making (32 percent) than are CTOs (12 percent). Other student-facing uses such as advising and support, grading and assessment, tutoring, career services and personalized learning pathways all remain relatively rare.

CTOs who say their institution uses AI in the following areas, by survey year:



*New category in 2025

ARTIFICIAL INTELLIGENCE

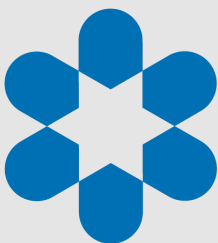
AI AND SAFETY

On student safety in the AI era, half of CTOs indicate that their institution has policies protecting student data privacy in AI systems. Nearly the same share (47 percent) indicate their institution assesses AI tools for potential harm before making them available to students. Some 38 percent cite education or training on safe and ethical use of AI. Safety measures or lack thereof are relatively consistent across sectors, though public institution CTOs are more likely than private nonprofit peers to say they conduct regular reviews of AI tool safety (27 percent versus 15 percent) and have reporting mechanisms for AI-related safety concerns (24 percent versus 10 percent).

Here is the full list of what CTOs say their institution is doing to address to student safety in the age of AI, selecting all that apply:

- Policies protecting student data privacy in AI systems: **50%**
- Assess AI tools for potential harm before making them available to students: **47%**
- Provide education/training on safe and ethical AI use: **38%**
- Monitor AI tool usage for safety concerns where possible: **29%**
- Conduct regular reviews of AI tool safety: **21%**
- Have reporting mechanisms for AI-related safety concerns: **17%**
- Other: **2%**

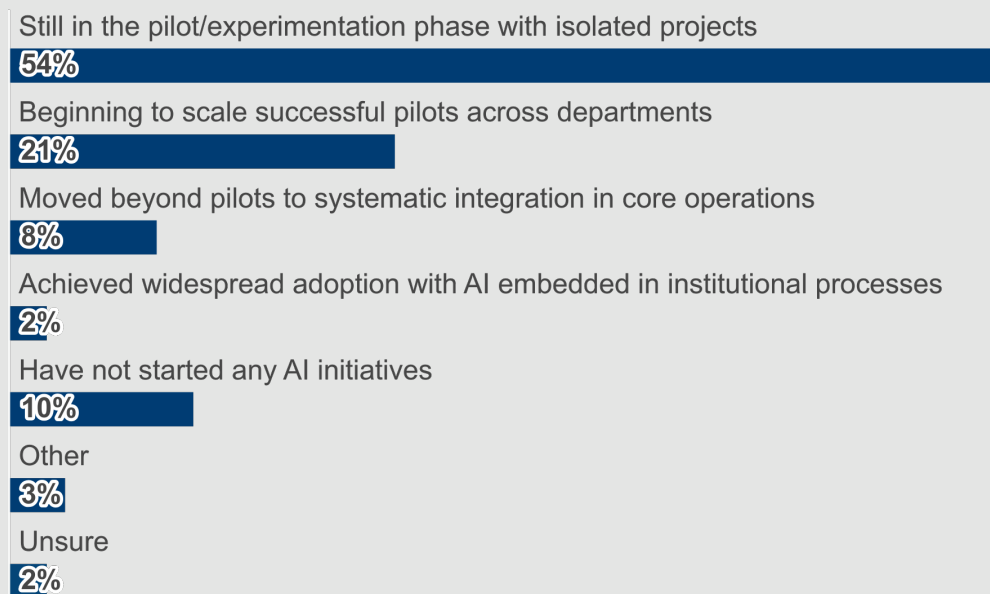
Some 25 percent of CTOs report that their institution does have specific safety measures for AI.



IMPLEMENTATION, FACULTY PREPARATION AND GOVERNANCE

Asked about their institution's current stage of AI implementation, the largest share of CTOs report it's in the pilot/experimentation phase, with isolated projects. Another 21 percent say it's beginning to scale successful pilots across departments. Few say their institution has achieved systematic integration in core operations or widespread adoption with AI embedded in institutional processes. By institution type, public doctoral CTOs are most likely to report initial scaling of successful pilots across departments (48 percent) or moving beyond pilots to systematic integration (14 percent).

CTOs describe their institution's current stage of AI implementation:

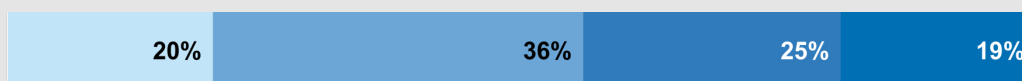


IMPLEMENTATION, FACULTY PREPARATION AND GOVERNANCE (Cont.)

Turning to faculty preparation, CTOs are split on whether professors at their institution are adequately prepared to integrate AI tools into their teaching and course design. A plurality, 36 percent, somewhat disagree this is the case. No CTO strongly agrees.

CTOs indicate their level of agreement with the statement “Faculty members at my institution are adequately prepared to integrate AI tools into their teaching and course design.”:

● Strongly disagree
 ● Somewhat disagree
 ● Neither agree nor disagree
 ● Somewhat agree
 ● Strongly agree (0%)



Describing their institution’s current approach to AI governance and decision-making, CTOs again are split. A plurality, 33 percent, report having collaborative governance with multiple stakeholders involved in AI decisions. Other approaches are centralized (13 percent), centered on department-level autonomy (10 percent) or fragmented (24 percent). Some 19 percent indicate there are no formal AI governance processes at their institution at all.

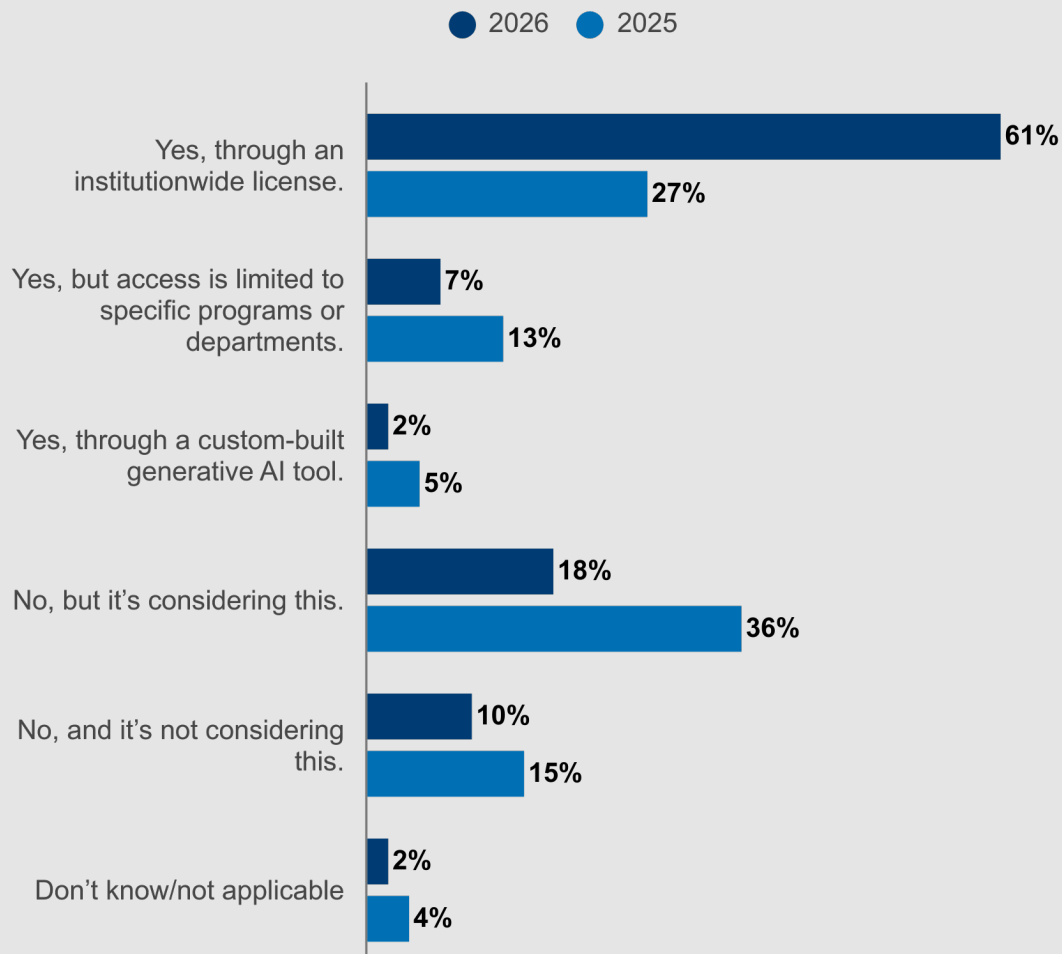
CTOs describe their institution’s current approach to AI governance and decision-making:



AI TOOLS: ACCESS, PURCHASING AND DEVELOPMENT

Most institutions represented now provide students with institutional access to generative AI tools in some way. Some 61 percent provide access through an institutionwide license, more than double last year's rate of 27 percent. Another 7 percent provide access limited to specific programs or departments, down from last year's 13 percent. Some 2 percent provide access via a custom-built tool, about the same as last year.

CTOs on whether and how their institution provides students dedicated access to generative AI tools, by survey year:



ARTIFICIAL INTELLIGENCE

AI TOOLS: ACCESS, PURCHASING AND DEVELOPMENT (Cont.)

CTOs are most likely to indicate their institution has developed or purchased AI tools for general use (72 percent, also up significantly from last year’s 42 percent). The next-most common reason is for simple administrative tasks, such as scheduling and communications (37 percent, compared to last year’s 32 percent). Some 29 percent report developing or purchasing tools for instructional purposes, such as tutoring and content generation—also similar to last year’s 25 percent. Tools for student services and research assistance remain farther down the list.

CTOs whose institution has developed or purchased AI tools for the following purposes, by survey year:

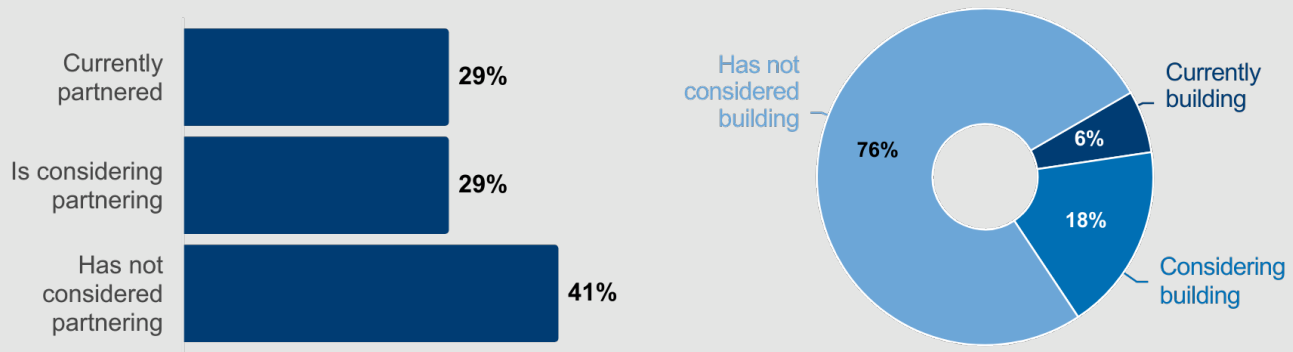
Purpose	2026	2025
General use	72%	42%
Simple administrative tasks (e.g., scheduling and communications inquiries)	37%	32%
Instruction (e.g., tutoring and content generation)	29%	25%
Advanced administrative tasks (e.g., data analysis and predictive student success modeling)	25%	25%
Student services	17%	13%
Research assistance	13%	13%
None of these	13%	26%
Other	10%	8%

MORE ON AI PARTNERSHIPS, OPEN-SOURCE TOOLS

Some 29 percent of CTOs report that their institution currently has partnership(s) with technology companies to implement AI, with an additional 29 percent considering such agreements. The remainder, 41 percent, say their institution has not considered this kind of partnership. In 2025, private nonprofit CTOs were much more likely than their public peers to report not considering a partnership (64 percent versus 34 percent), and that gap has narrowed significantly in 2026 (to 47 percent and 38 percent, respectively).

What about building open-source tools? Some 76 percent of CTOs indicate their institution has not considered building its own technology using open source. Some 6 percent are already doing so, and 18 percent are considering it. That's about the same as last year.

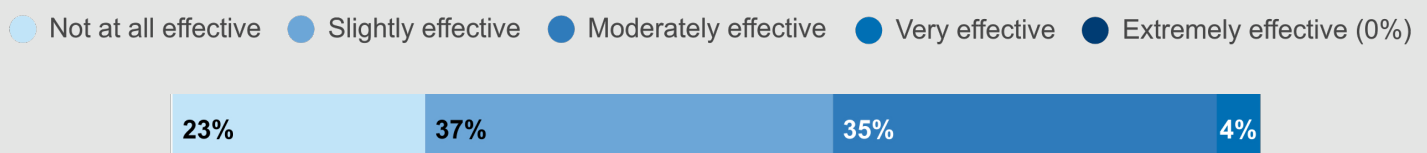
CTOs on whether their institution is partnering with any technology companies to implement AI (left) and whether it's considering using open-source models to build its own AI technology (right):



HIGHER ED'S VOICE IN AI CONVERSATIONS

Looking beyond their institutions, just 4 percent of CTOs say that higher ed has been very effective in shaping national conversation about AI policy and ethics. Another 35 percent think it's been moderately effective, versus slightly (37 percent) or not at all (23 percent). Presidents expressed similar views in their own annual survey this year; the plurality, 42 percent said higher ed has been slightly effective; just 1 percent said it's been highly effective.

CTOs rate higher education's effectiveness in shaping national conversations about AI policy and ethics:



TECHNOLOGY-RELATED GOALS AND AI AND ENERGY USE

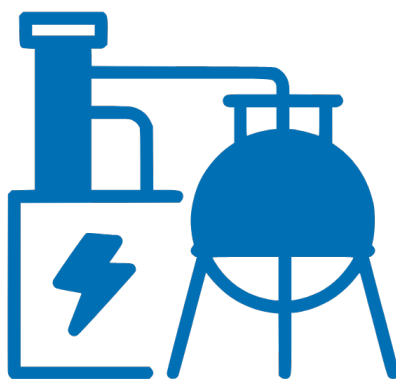
Some 36 percent of CTOs report that their institution has sustainability goals related to its technology use, about the same as last year. By region, institutions in South are most likely report that their institution has technology-related sustainability goals, at 49 percent. This is perhaps surprising, in part because presidents survey respondents in the South were least likely by region to report having sustainability goals generally (not just those linked to technology use), at 15 percent.

As for how AI technology use has increased their institution's carbon footprint and electricity use, a plurality of CTOs report no change (34 percent). The next-largest share indicate it has slightly increased (28 percent). Some 12 percent indicate it has moderately increased, about the same as last year. Another 26 percent aren't sure either way.

CTOs who say the following about their institution regarding technology and sustainability:

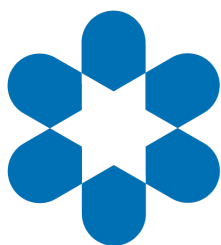


36%



40%

- It has sustainability goals related to technology use.
- AI has increased its carbon footprint and electricity use at least slightly.



SECURITY AS SHARED RESPONSIBILITY

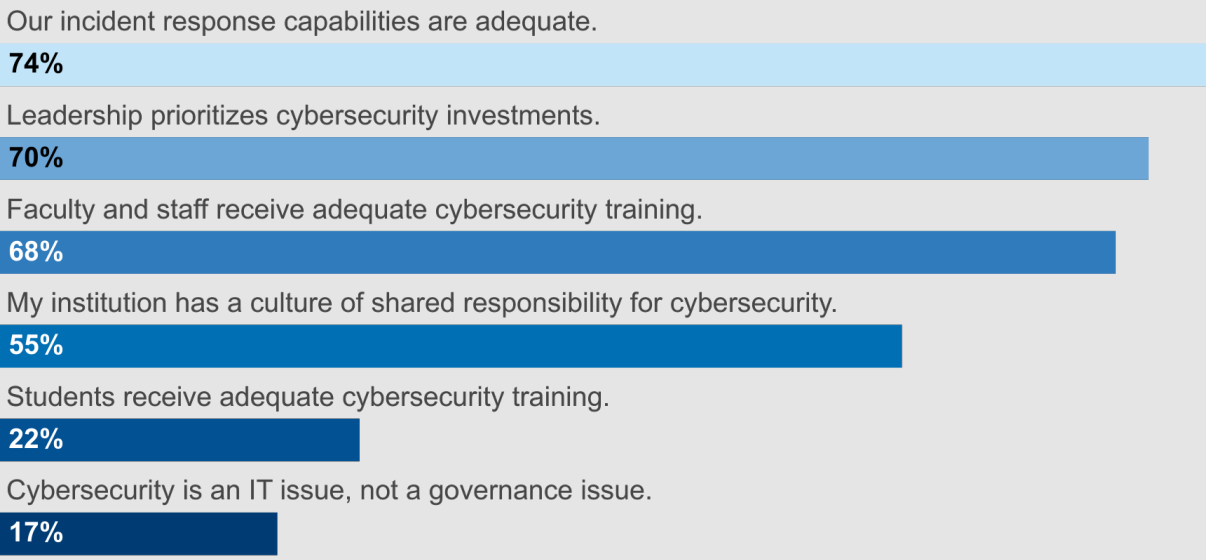
With AI reshaping the cybersecurity landscape, just 17 percent of CTOs somewhat or strongly agree that cybersecurity is strictly an IT issue, not a governance issue, at their institution. Most CTOs also agree that their institution's response capabilities are adequate (74 percent), and that their institution's leadership prioritizes cybersecurity investments (70 percent).

Yet even as many CTOs agree that faculty and staff receive adequate cybersecurity training (68 percent), fewer indicate that students—an often overlooked group in such discussions—receive adequate cybersecurity training (22 percent, versus last year's 26 percent).

On cybersecurity culture, CTOs are about split, with 55 percent agreeing that their institution has a culture of shared responsibility.

Public institution CTOs are much more likely than private nonprofit peers to indicate faculty and staff receive adequate cybersecurity training, at 80 percent versus 55 percent. The public-private nonprofit gap is narrower for student training, at 30 percent versus 14 percent.

CTOs who somewhat or strongly agree with the following statements about cybersecurity at their institution:



AI AND CYBERSECURITY

Amid these gaps, a plurality of CTOs report that AI is integrated into their institution's cybersecurity operations in limited ways (47 percent). Just 9 percent indicate that it is extensively integrated. Another 9 percent are in the piloting phase.

CTOs describe their institution's integration of AI into cybersecurity operations:

Extensively across multiple security functions

9%

In limited ways

47%

Currently piloting AI for cybersecurity

9%

Considering integrating it

17%

Not considering integrating it

12%

Unsure

6%

EMPLOYEE RECRUITMENT AND RETENTION

ADDRESSING TALENT NEEDS

Two in three CTOs (67 percent) somewhat or strongly agree that their institution is struggling to hire new technology employees; more than one in three (38 percent) indicate it's struggling to retain current employees. These numbers are similar to last year's.

CTOs who somewhat or strongly agree with the following on hiring and retention at their institution:



Beyond traditional recruitment, nearly all CTOs indicate their institutions are using a variety of strategies to address talent needs: Three in five each (60 percent) are using contractors or managed service providers and, separately, hiring student workers for IT support roles. Some 55 percent are creating more flexible work arrangements. In another example, two in five (40 percent) are automating routine tasks to reduce staffing needs. And while *Inside Higher Ed's* past surveys have found that compensation is a factor in attracting and retaining employees, just 27 percent of CTOs report efforts to increase compensation and benefits to address talent needs.

Here is the full list of what CTOs say their institutions are doing to address talent needs, beyond traditional recruitment, selecting all that apply:

- Using contractors or managed service providers: **60%**
- Hiring student workers for IT support roles: **60%**
- Creating more flexible work arrangements: **55%**
- Developing internal training and career pathways: **46%**
- Restructuring teams to emphasize different skill sets: **41%**
- Outsourcing specific IT functions: **41%**
- Automating routine tasks to reduce staffing needs: **40%**
- Increasing compensation and benefits: **27%**
- Partnering with other institutions to share specialized expertise: **13%**
- Other: **2%**

Just 6 percent of CTOs indicate their institution is not pursuing any alternative talent strategies.

OPMs

Online learning is [not going away](#) but, like last year, relatively few CTOs indicate that their institution is partnered with an online program manager (OPM), either for a variety of academic programs (4 percent) or for a limited number (11 percent). An additional 7 percent report that their institution is currently partnered but will not be renewing its contract. Some 58 percent have no contract and are not considering it.

CTOs on whether their institution has partnered with an online program manager (OPM):

No, but we are considering it.

4%

No, and we are not considering it.

58%

Not sure/don't know

15%

Yes, for a variety of academic programs.

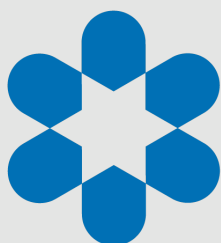
4%

Yes, but only for a limited number of academic programs.

11%

Yes, but we will not be renewing our contract.

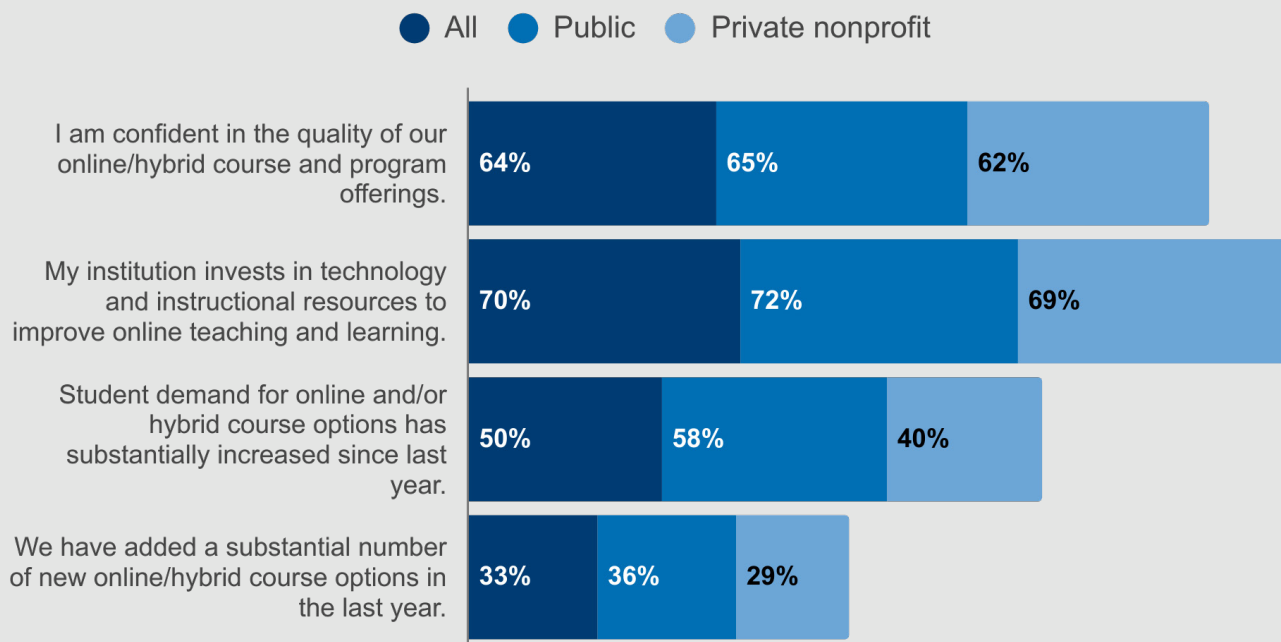
7%



SUPPORT FOR TEACHING AND LEARNING

Seven in 10 CTOs (70 percent) somewhat or strongly agree that their institution invests in technology and instructional resources to improve online teaching and learning, versus last year's 78 percent. Some 64 percent of CTOs are confident in the quality of their institution's online and hybrid course and program offerings, compared to last year's 59 percent. Meanwhile, exactly half of CTOs agree that student demand for online and/or hybrid course options increased substantially over the last year. Relatively fewer—one-third—say their institution has added a substantial number of new or online hybrid course options over the same period.

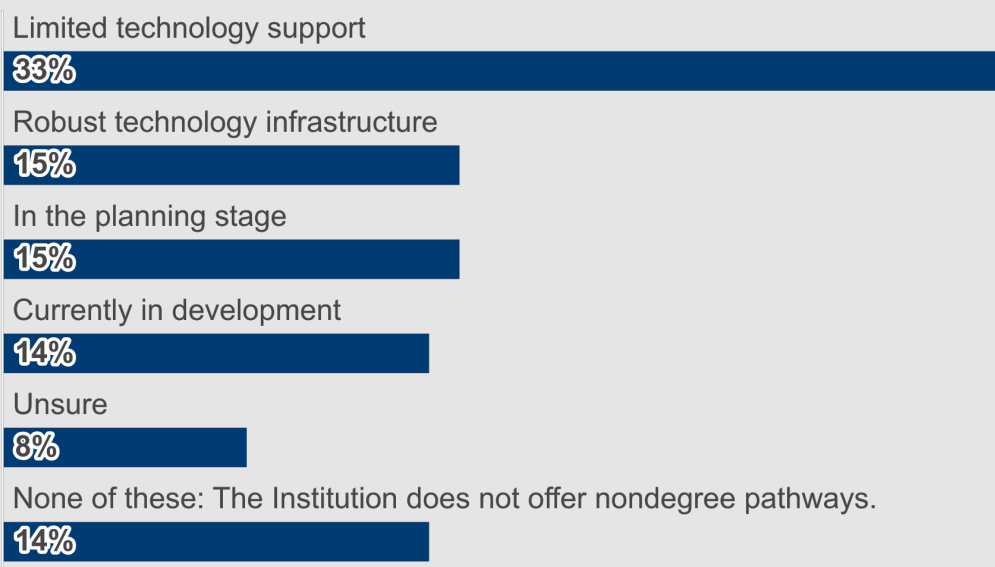
CTOs who somewhat or strongly agree with the following statements on online learning, all and by sector:



NONDEGREE PATHWAYS

While most CTOs indicate that their institution offers nondegree pathways, a plurality describe the technology support for pathways such as microcredentials, certificates and badges as limited (33 percent). Just 15 percent describe the support infrastructure as robust. Most of the remainder are developing technology support for nondegree credentials or planning to do so.

CTOs characterize their institution's technology infrastructure and support for nondegree pathways such as microcredentials, certificates and badges:



RESPONDING TO INCREASED COMPETITION

With online education still growing, leading to an increasingly competitive landscape, most CTOs indicate that their institution has adjusted its technology strategy in the last year in response. About a quarter each reported improved online course design support for faculty; upgraded student-facing technology and platforms; increased marketing and recruitment technology; enhanced student engagement and retention tools; and increased investments in alternative credential and microcredential offerings. Slightly less popular actions include increased investment in learning management systems (LMS) and adoption of new delivery models. Public institution CTOs report investment in alternative credentials at double the rate as their public peers: 32 percent versus 16 percent.

Here is the full list of how CTOs say their institution's technology strategy changed over the last year due to the competitive landscape for online programs, selecting all that apply:

- Improved online course design support for faculty: **28%**
- Upgraded student-facing technology and platforms: **27%**
- Increased marketing and recruitment technology: **27%**
- Enhanced student engagement and retention tools: **23%**
- Increased investment in alternative credentials and microcredentials: **23%**
- Increased investment in LMS: **19%**
- Adoption of new delivery models (hybrid, accelerated, AI-supported): **19%**
- Other: **3%**

Some 32 percent of CTOs report no significant changes to technology strategy due to online program competition. Some 9 percent also indicate their institution does not offer online programs.

ATTRACTING AND RETAINING STUDENTS

Most CTOs report that their institution is using technology to attract and retain students. Text and SMS mobile messaging platforms (74 percent), customer relationship management (CRM) platforms for prospective and current student communications (73 percent) and early alerts and student intervention systems (72 percent) are especially popular. Student success applications, such as career services and job placement (58 percent) and student success dashboards for advisers and faculty (52 percent), also rank highly. Financial aid modeling and cost transparency tools student engagement and belonging platforms mental health and wellness technology are other relatively common uses.

CTOs on how their institution uses technology to attract and retain students:

Function	All	Public	Private nonprofit
Text and SMS mobile messaging platforms	74%	81%	67%
CRM platform for prospective and current student communications	73%	71%	76%
Early alert and student intervention systems	72%	78%	66%
Career services and job placement technology	58%	64%	55%
Student success dashboards for advisers and faculty	52%	59%	45%
AI-powered chatbots for student inquiries (prospective and enrolled)	47%	56%	38%
Personalized digital marketing and targeted advertising	45%	41%	47%
Financial aid modeling and cost transparency tools	44%	41%	48%
Student engagement and belonging platforms	43%	51%	38%
Mental health and wellness technology	42%	49%	36%
Predictive analytics for enrollment targeting and at-risk identification	38%	32%	40%
Learning analytics integrated with the LMS	38%	41%	34%
Virtual campus tours and immersive experiences (VR/AR)	33%	34%	31%
Other	1%	2%	0%

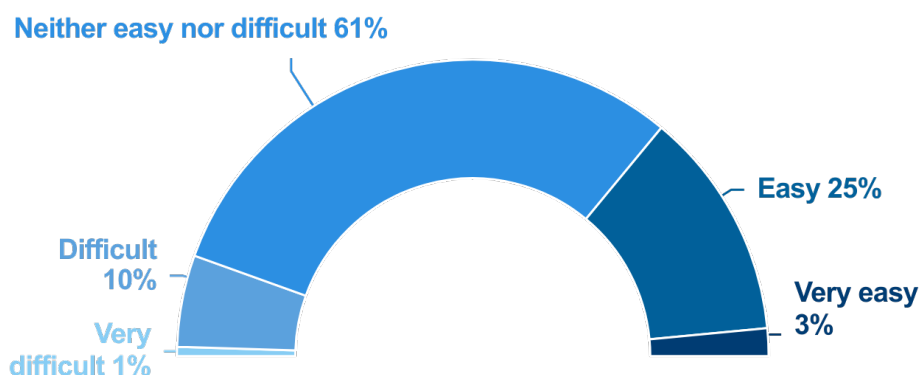
*1% of CTOs indicate their institution is does not use technology for recruitment and retention.

TECHNOLOGY INFRASTRUCTURE

THE USER EXPERIENCE

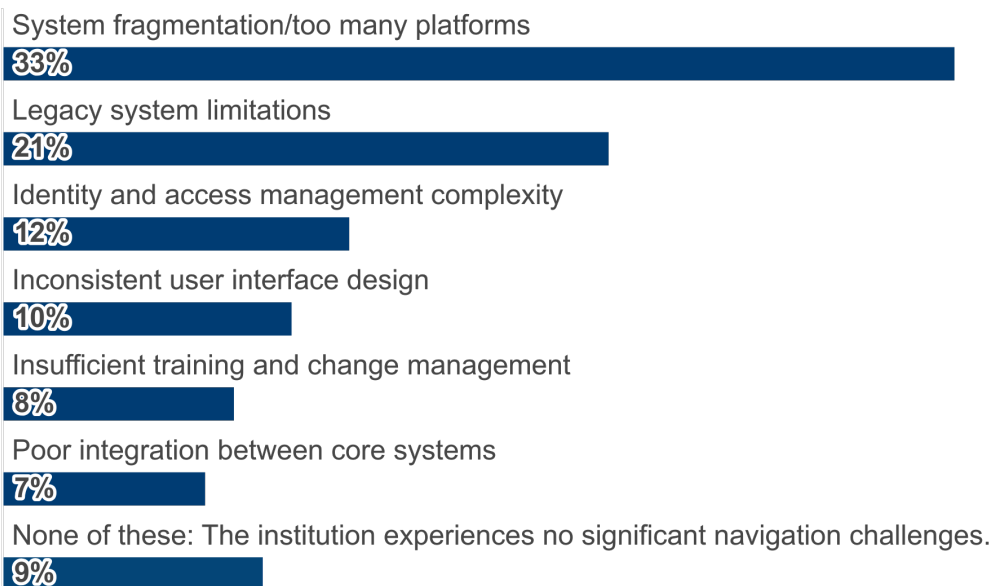
With groups such as EDUCAUSE continuing to [flag](#) the “digital jungle” of campus systems, most CTOs are lukewarm on their institution’s own user experience: 61 percent say the digital ecosystem for students, faculty and staff is neither easy nor difficult. More than a quarter rate it easy (25 percent) or very easy (3 percent), however.

CTOs rate the overall user experience of their institution’s digital ecosystem for students, faculty and staff:



Regarding system navigation challenges to the extent that they exist, some 33 percent of CTOs say the primary problem is fragmentation and/or too many platforms. The second most commonly cited issue from a list of options is legacy system limitations (21 percent). Private nonprofit CTOs cite legacy system limitations at about double the rate of public peers: 29 percent versus 14 percent. About one in 10 CTOs (9 percent) indicates no significant navigation challenges.

CTOs on the primary driver of digital navigation challenges at their institution:



TECHNOLOGY INFRASTRUCTURE CAPABILITY GAPS

For a plurality of CTOs, the most significant gap in their institution's IT infrastructure and capabilities isn't a tech problem but a people one: 28 percent cite IT operational capacity and staffing. Some 21 percent cite administrative systems modernization, such as student information systems (SIS), enterprise resource planning (EPR) and human resources platforms. Options such as AI infrastructure and compute capacity and equity gaps for students land much further down the list. Similar to the previous question on navigation challenges, private nonprofit CTOs cite administrative systems modernization challenges at a higher rate than their public counterparts: 26 percent versus 15 percent.

CTOs identify the most significant gap in their institution's current IT infrastructure and capabilities:

Gap	All	Public	Private nonprofit
IT operational capacity and staffing (not enough people to maintain or build what is needed)	28%	27%	29%
Administrative systems modernization (SIS, ERP, HR platforms)	21%	15%	26%
Data integration and interoperability (silos systems, poor data pipelines)	13%	17%	9%
Aging or legacy systems (hardware, software, end-of-life platforms)	11%	12%	10%
Cybersecurity infrastructure (detection gaps, identity management, endpoint security)	6%	5%	7%
Disaster recovery and business continuity	6%	3%	9%
Network capacity and coverage (bandwidth, Wi-Fi gaps, remote connectivity)	5%	5%	3%
AI infrastructure and compute capacity	5%	5%	5%
Cloud infrastructure maturity (incomplete migration, hybrid complexity)	2%	3%	0%
Digital learning infrastructure (LMS limitations, online/hybrid capacity, accessibility)	2%	2%	0%
Student-facing technology equity (device access, off-campus internet, assistive tech)	1%	2%	0%
Other	0%	0%	0%

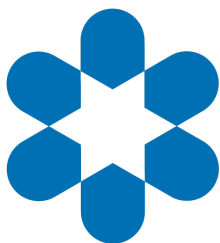
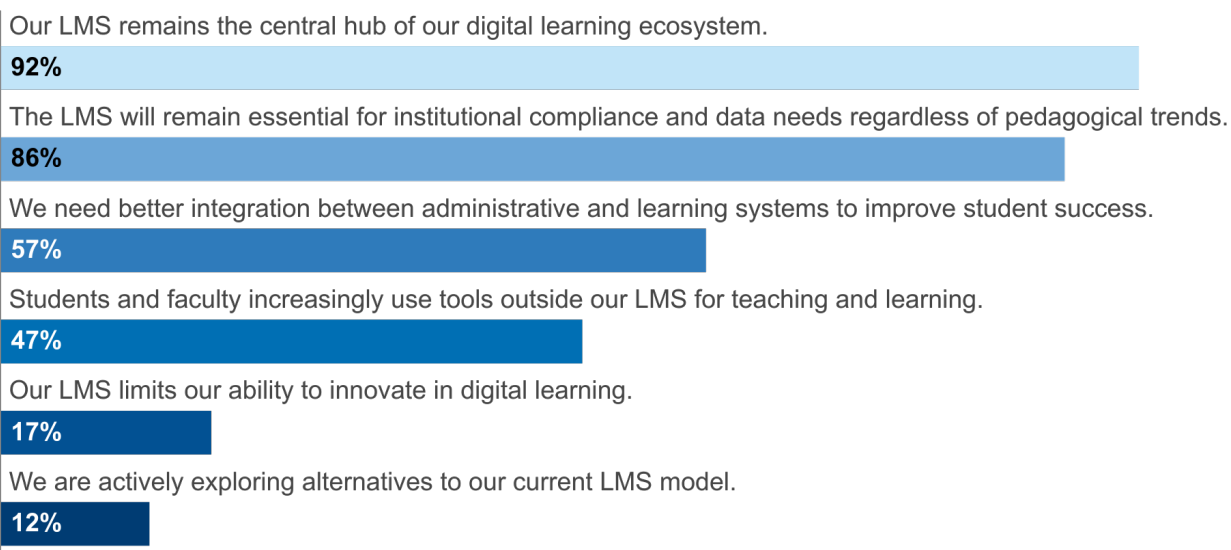
**3% of CTOs say there are no significant gaps in their institution's IT or network infrastructure.*

TECHNOLOGY INFRASTRUCTURE

FUTURE OF THE LMS

With the role of the LMS evolving in the age of AI, CTOs still overwhelmingly agree, somewhat or strongly, that the LMS remains the central hub of their institution's digital learning ecosystem, at 92 percent. Nearly the same share (86 percent) agrees that the LMS will remain essential for institutional compliance and data needs, regardless of pedagogical trends. At the same time, more than half of CTOs agree that they need better integration between administrative and learning systems to improve student success (57 percent), and nearly half say that students and faculty increasingly use tools outside of the LMS for teaching and learning (47 percent). Fewer indicate that the LMS explicitly limits their institution's ability to innovate around digital learning, and that they're actively exploring alternatives to the current LMS.

CTOs who somewhat or strongly agree with the following statements about the learning management system (LMS) at their institution:



TECHNOLOGY INFRASTRUCTURE

VIBE CODING

Amid the rise of AI coding tools, most CTOs also at least somewhat agree that commercial software vendors remain necessary because their ongoing support, compliance and security can't yet be replaced in-house (86 percent). At the same time, 61 percent of CTOs agree that AI coding assistants are making it more viable to build custom software in-house. Some 18 percent of CTOs indicate their institution is increasingly choosing to build solutions with AI assistance over purchasing traditional software—but four in 10 also agree that AI-generated code creates technical debt and maintenance issues.

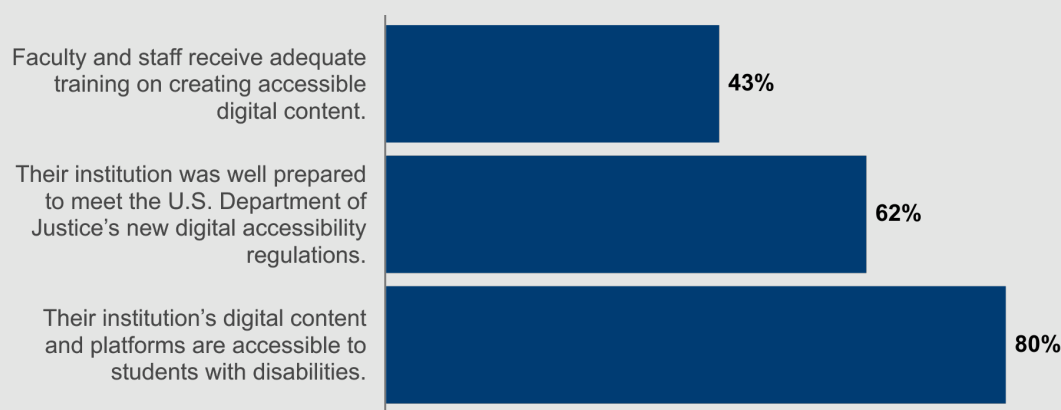
CTOs who somewhat or strongly agree with the following statements on AI coding tools and software procurement at their institution:

Statement	All	Public	Private nonprofit
Commercial software vendors are still necessary because they provide ongoing support, compliance and security that we can't replicate.	86%	92%	81%
AI coding assistants (GitHub Copilot, Claude, ChatGPT, etc.) are making it more viable to build custom software in-house.	61%	62%	57%
AI-generated code creates technical debt and maintenance challenges that outweigh initial development speed.	41%	31%	49%
We are increasingly choosing to build solutions with AI assistance rather than purchasing commercial software.	18%	12%	21%

ASSESSING DIGITAL ACCESSIBILITY

Ahead of new [federal regulations](#) on accessibility and web content taking effect, 80 percent of CTOs somewhat or strongly agree that their institution's digital content and platforms are accessible to students with disabilities. Fewer—but still a majority—indicate their institution is well prepared to meet the new federal requirements, specifically (62 percent). Less than half agree that faculty and staff members at their institution receive adequate training on creating accessible digital content, however. The public-private nonprofit split on adequate faculty and staff training is 52 percent versus 34 percent.

CTOs who somewhat or strongly agree with the following on digital accessibility at their institution:



BARRIERS TO ACCESSIBILITY

On barriers to ensuring digital accessibility, the No. 1 issue for CTOs is limited budget for accessibility remediation (58 percent), followed by volume of content requiring remediation (50 percent). Lack of staff expertise in accessibility standards and faculty resistance or lack of awareness also factor in. Just 6 percent of CTOs say their institution does not face significant challenges on this front.

CTOs name the biggest obstacles to ensuring digital accessibility at their institution, selecting all that apply:

Challenge	All	Public	Private nonprofit
Limited budget for accessibility remediation	58%	62%	53%
Volume of content requiring remediation	50%	64%	40%
Lack of staff expertise in accessibility standards	47%	47%	47%
Faculty resistance or lack of awareness	45%	38%	52%
Competing technology priorities	39%	40%	40%
Legacy systems that are difficult to make accessible	35%	24%	43%
Third-party vendor tools that lack accessibility features	35%	36%	34%
Unclear guidance on compliance requirements	24%	24%	22%
Lack of institutional priority/leadership support	18%	16%	19%
Difficulty integrating accessibility into procurement processes	10%	3%	17%
Other	0%	0%	0

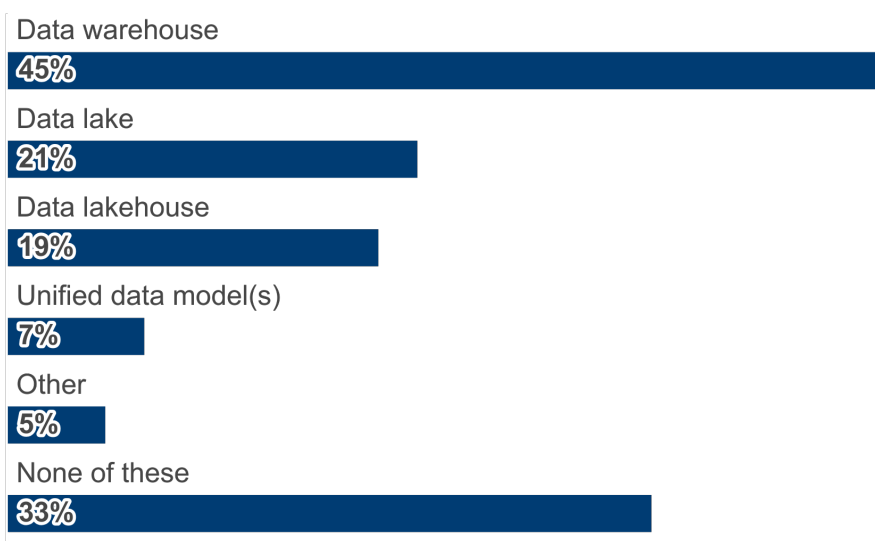
**6% of CTOs say their institution faces no significant challenges in ensuring digital accessibility.*

DATA STORAGE AND ANALYTICS

STORING AND USING DATA

Regarding data storage, with its implications for data sharing and readiness, some 45 percent of CTOs indicate their institution has a data warehouse. Some 21 percent reporting having a data lake, and 19 percent, a lakehouse. Just 7 percent report having unified data models, something of a gold standard for data management across systems. A third of responding institutions have none of these, similar to last year.

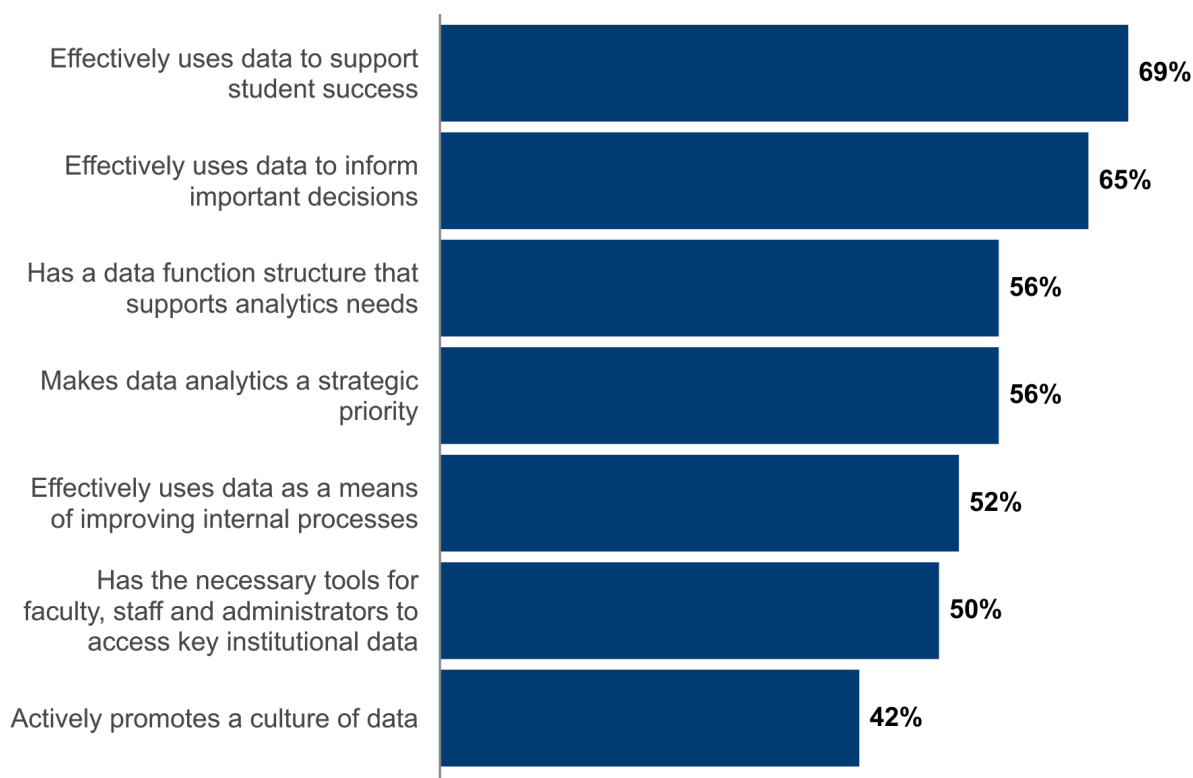
CTOs who indicate their institution has the following to store and/or use institutional data, selecting all that apply:



STORING AND USING DATA (Cont.)

Most CTOs somewhat or strongly agree that their institution effectively uses data to support student success (69 percent, versus 60 percent last year) and that it effectively uses data to inform important decisions (65 percent, versus 56 percent last year). These numbers exceed the share of CTOs who say their institution makes data analytics a strategic priority (56 percent) or actively promotes a culture of data on campus, such as by offering opportunities for faculty, staff and administrators to build data literacy (42 percent).

CTOs who somewhat or strongly agree that their institution does the following with respect to data readiness and analytics:



DATA STORAGE AND ANALYTICS

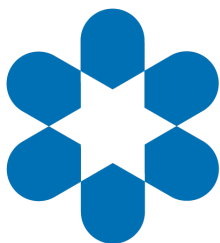
PREDICTIVE ANALYTICS

CTOs also report their institution uses predictive analytics to support a variety of student success goals, including enrollment and retention (55 percent), early identification of at-risk students (54 percent) and reducing the drop/fail/withdrawal (DFW) rate (35 percent). Other areas of student success, such as personalized advising (26 percent), are less supported in this way.

Here is the full list of how CTOs say their institutions are deploying predictive analytics for student success, selecting all that apply:

- Enrollment and retention predictions: **55%**
- Early identification of at-risk students: **54%**
- DFW rate reduction: **35%**
- Financial aid optimization: **26%**
- Personalized advising and support: **26%**
- Career outcomes and job placement: **26%**
- Course recommendation and pathway optimization: **21%**
- Mental health and wellness support: **15%**
- General: **7%**
- Other: **2%**

Some 17 percent of CTOs indicate their institution does not use predictive analytics for student success.



Which of the following best describes your primary role at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Chief Technology Officer	9	12	6	21	7	5	7	6
% Chief Information Officer	80	80	82	75	87	82	87	81
% Chief Digital Officer	2	3	2	0	0	9	0	2
% Other senior technology or information officer	8	5	10	4	7	5	7	11
% None of the above	0	0	0	0	0	0	0	0

To whom do you report at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% President/Chancellor/Chief Executive Officer	38	48	31	54	33	50	20	34
% Provost/Chief Academic Officer	9	9	8	7	13	9	20	4
% Executive Vice President/Chief Operating Officer/Chief Financial Officer	46	37	55	32	53	32	47	57
% I report to more than one of the roles above.	3	3	3	0	0	9	7	2
% Other	3	3	3	7	0	0	7	2

How many years have you served in your current role at this institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	2	5	0	4	13	0	0	0
% 6 months to less than 3 years	15	17	13	18	7	23	7	15
% 3 years to less than 5 years	20	23	18	32	20	14	20	17
% 5 years to less than 10 years	37	35	37	29	27	50	27	40
% 10 or more years	26	20	32	18	33	14	47	28

How many years have you worked at any higher education institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	0	0	0	0	0	0	0	0
% 6 months to less than 3 years	2	2	2	4	0	0	0	2
% 3 years to less than 5 years	2	0	5	0	0	0	7	4
% 5 years to less than 10 years	8	11	6	11	13	9	0	9
% 10 or more years	88	88	87	86	87	91	93	85

What type of higher education institution do you work for?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Public (four year)	28	57	0	0	100	100	0	0
% Private (four year)	46	0	97	0	0	0	100	96
% Community college	22	43	0	100	0	0	0	0
% Private (two year)	0	0	0	0	0	0	0	0
% For-profit institution	2	0	0	0	0	0	0	0
% Graduate-only institution	2	0	3	0	0	0	0	4

What is the current total student population of your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 1,000	8	2	11	4	0	0	20	9
% 1,000–5,000	45	26	65	32	47	5	80	60
% 5,001–10,000	15	20	10	29	20	9	0	13
% 10,001–20,000	14	18	10	14	33	14	0	13
% 20,001–50,000	13	23	3	11	0	55	0	4
% More than 50,000	6	11	2	11	0	18	0	2

Are you on the president's/chancellor's executive cabinet or council at your institution?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	55	62	48	57	60	68	40	51
% No	45	38	52	43	40	32	60	49

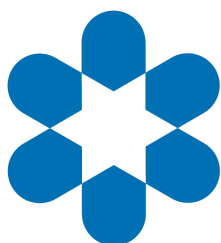
To what degree does your institution's leadership team leverage your knowledge and insights to inform strategic decisions and planning involving technology?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All	1	0	2	0	0	0	0	2
% Somewhat	13	9	18	11	13	5	7	21
% Moderately	26	29	23	21	20	45	33	19
% Very much	60	62	58	68	67	50	60	57

To what extent do you agree or disagree with the following statements:

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Effective channels exist between IT and academic affairs to communicate and collaborate on policy and other key issues/decisions.								
% Strongly Disagree	1	0	2	0	0	0	0	2
% Somewhat Disagree	6	5	8	7	7	0	7	9
% Neither Agree nor Disagree	6	3	10	4	0	5	0	13
% Somewhat Agree	38	49	27	50	53	45	27	28
% Strongly Agree	49	43	53	39	40	50	67	49
% I enjoy being a CIO/CTO.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	2	3	2	4	0	5	0	2
% Neither Agree nor Disagree	2	2	3	4	0	0	0	4
% Somewhat Agree	27	27	27	30	40	14	33	24
% Strongly Agree	68	68	68	63	60	81	67	69

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% I would encourage mentees to become a CIO or CTO.								
% Strongly Disagree	1	0	2	0	0	0	7	0
% Somewhat Disagree	2	2	2	4	0	0	0	2
% Neither Agree nor Disagree	9	6	11	7	7	5	7	13
% Somewhat Agree	27	27	29	19	20	41	47	23
% Strongly Agree	62	66	56	70	73	55	40	62
% Legacy infrastructure is hampering my institution's ability to be innovative when it comes to technology needs.								
% Strongly Disagree	9	9	6	14	0	9	7	6
% Somewhat Disagree	19	15	24	18	13	14	13	28
% Neither Agree nor Disagree	10	14	6	18	7	14	7	6
% Somewhat Agree	37	37	39	32	40	41	40	38
% Strongly Agree	25	25	24	18	40	23	33	21
% My institution's technology strategy is aligned with its academic and enrollment strategies.								
% Strongly Disagree	1	0	2	0	0	0	0	2
% Somewhat Disagree	2	0	3	0	0	0	7	2
% Neither Agree nor Disagree	5	2	10	4	0	0	7	11
% Somewhat Agree	47	46	47	39	53	50	60	43
% Strongly Agree	45	52	39	57	47	50	27	43
% Our central IT department is siloed relative to other parts of the institution in ways that limit our potential impact.								
% Strongly Disagree	34	32	36	50	20	18	27	39
% Somewhat Disagree	30	31	30	25	27	41	47	24
% Neither Agree nor Disagree	9	9	8	7	20	5	7	9
% Somewhat Agree	23	25	23	14	27	36	20	24
% Strongly Agree	4	3	3	4	7	0	0	4



Over the next two years, do you expect your institution's overall IT costs to:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Increase significantly	35	48	24	36	80	41	33	21
% Increase modestly	56	42	69	57	13	41	67	70
% Remain stable	5	5	5	4	7	5	0	6
% Decrease modestly	3	5	2	4	0	9	0	2
% Decrease significantly	1	2	0	0	0	5	0	0

Looking ahead to 2030, which of the following represent your biggest concerns as a CIO/CTO at your institution? Please select up to five options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Falling behind peer institutions in AI adoption and innovation	41	46	34	39	60	45	27	36
% Overinvestment in AI/technology without measurable returns or productivity gains	22	25	18	29	27	18	13	19
% Critical cybersecurity breach or ransomware event	59	65	52	75	67	50	47	53
% Inability to recruit or retain qualified IT talent	62	63	61	68	87	41	67	60
% Digital equity gaps leaving students behind	17	15	16	14	20	14	0	21
% Legacy infrastructure preventing innovation and agility	33	35	29	36	27	41	20	32
% Institutional resistance to necessary technological change	40	40	40	36	33	50	47	38
% Vendor lock-in or dependence limiting flexibility	18	18	19	14	20	23	20	19
% Loss of institutional autonomy due to system consolidation/mergers	5	9	2	14	13	0	0	2
% Regulatory compliance challenges (accessibility, data privacy, AI governance)	52	54	52	43	47	73	47	53
% Unsustainable cost trajectory of technology services	56	57	58	54	53	64	67	55
% Leadership turnover disrupting technology strategy	25	28	23	18	33	36	13	26
% Erosion of student/faculty trust in institutional technology	8	3	15	4	0	5	27	11
% Other	6	3	10	4	0	5	27	4
% None of the above - I do not have any concerns.	1	0	2	0	0	0	0	2

Is your institution currently engaged in or planning any of the following collaborative technology initiatives with other institutions? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Shared IT services or administrative functions	23	29	16	21	27	41	20	15
% Collaborative purchasing agreements for technology	65	80	52	75	87	82	60	50
% Joint cybersecurity efforts	36	52	20	61	33	55	33	15
% Shared cloud infrastructure or data centers	22	29	15	25	20	41	13	15
% Collaborative course or content sharing platforms	13	17	8	18	20	14	7	9
% Unified system-wide technology standards or platforms	28	40	15	43	40	36	20	13
% Shared specialized IT expertise or staff	19	20	18	25	13	18	27	15
% Joint vendor negotiations or partnerships	41	49	34	43	33	68	33	35
% Other	3	3	3	0	7	5	7	2
% We are not engaged in collaborative technology initiatives.	21	11	30	11	13	9	27	30

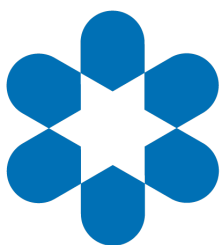
What are your institution's biggest challenges when it comes to achieving its digital goals? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Resistance among staff and faculty	45	45	45	43	40	50	40	47
% Goals that are incomplete or ineffective	23	17	30	21	13	14	47	24
% Insufficient financial investment	69	71	67	54	87	82	47	73
% Insufficient number of IT personnel	73	71	73	75	80	59	73	73
% Lack of senior administrative support	15	12	18	11	27	5	7	22
% Other	8	5	12	7	0	5	20	9
% My institution does not face any challenges in completing our digital goals.	2	3	2	7	0	0	0	2
% Lack of centralized coordination/siloed systems	25	26	25	18	7	50	40	20
% Data quality and/or integration issues	49	48	50	32	53	64	40	53
% Resistance among senior leadership	16	17	15	18	27	9	13	16

Which of the following best describes your institution's primary focus for digital transformation in the next 12–24 months? Please select up to three options.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Redesigning student-facing digital platforms and services	24	22	25	29	20	14	20	27
% Modernizing administrative and back-office systems	41	40	42	36	53	36	60	36
% Enhancing data infrastructure and analytics capabilities	44	38	52	25	47	50	33	58
% Implementing AI and automation tools	60	60	58	57	40	77	73	53
% Improving cybersecurity and risk management	45	51	38	68	47	32	33	40
% Developing online and hybrid learning infrastructure	9	6	10	4	7	9	7	11
% Upgrading network and connectivity infrastructure	30	32	28	32	40	27	27	29
% Creating unified digital ecosystems across departments	11	15	7	11	20	18	7	7
% Improving accessibility and digital equity	21	28	15	29	20	32	7	18
% Other	4	2	7	0	0	5	7	7

How sustainable is the current pace of technology-driven change for your institution?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very sustainable	7	8	5	11	0	9	7	4
% Somewhat sustainable	43	51	33	54	53	45	33	33
% Unsustainable without new resources	49	42	60	36	47	45	60	60
% Unsustainable regardless of resources	1	0	2	0	0	0	0	2



Do you believe your institution has a clear, shared understanding of what “digital transformation” means in practice?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master’s/ Bacc.	Doctoral	Bacc.	Doctoral/ Master’s
% Yes, clearly	6	5	7	7	0	5	7	7
% Somewhat	56	62	50	61	47	73	40	53
% No	25	25	27	18	47	18	40	22
% It has become an empty phrase.	10	6	15	7	7	5	13	16
% Unsure	2	3	2	7	0	0	0	2

Which of the following best describes your institution’s experimentation/ investment in some new technologies?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master’s/ Bacc.	Doctoral	Bacc.	Doctoral/ Master’s
% Quantum computing/high performance computing								
% We've made meaningful investments.	9	9	10	0	7	23	13	9
% We've begun investing.	20	22	18	7	7	50	33	13
% We're considering experimenting.	7	11	2	11	7	14	7	0
% It's not in our short-term plans.	64	58	70	82	80	14	47	78
% Don't know/NA	0	0	0	0	0	0	0	0
% Virtual reality/immersive learning								
% We've made meaningful investments.	7	8	7	11	7	5	7	7
% We've begun investing.	30	37	25	32	33	45	20	27
% We're considering experimenting.	19	20	17	14	20	27	13	18
% It's not in our short-term plans.	44	35	52	43	40	23	60	49
% Don't know/NA	0	0	0	0	0	0	0	0

How would you characterize your institution's return on investment (ROI) from AI-related spending to date?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Significantly exceeded expectations	2	3	2	0	7	5	0	2
% Somewhat exceeded expectations	4	2	7	4	0	0	7	7
% Met expectations	23	23	23	21	0	41	7	29
% Fell somewhat below expectations	16	15	15	18	13	14	7	18
% Fell significantly below expectations	8	6	10	4	7	9	20	7
% Unsure	27	29	23	39	13	27	33	20
% Not applicable - We have not had any AI-related spending at this point.	20	22	20	14	60	5	27	18

Where has investment in AI delivered the most tangible value so far at your institution? Please select up to three options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Administrative efficiency	29	28	30	21	33	32	20	33
% IT operations/service management	30	26	33	32	20	23	27	36
% Teaching and learning	23	23	22	18	13	36	20	22
% Research	9	12	5	7	0	27	13	2
% Student advising or support	14	17	10	14	20	18	0	13
% Compliance/risk management	7	6	7	4	7	9	7	7
% Individual employee productivity gains	55	49	63	54	20	64	80	58
% Departmental workflow optimization	13	11	13	0	0	32	13	13
% Institutionwide operational transformation	2	2	0	0	0	5	0	0
% None of the above - AI has not delivered value in any of these areas.	3	5	2	7	0	5	7	0
% Not applicable - We have not invested in AI.	17	18	17	11	53	5	7	20

What has most limited the impact of AI at your institution to date?
Please select up to three options.

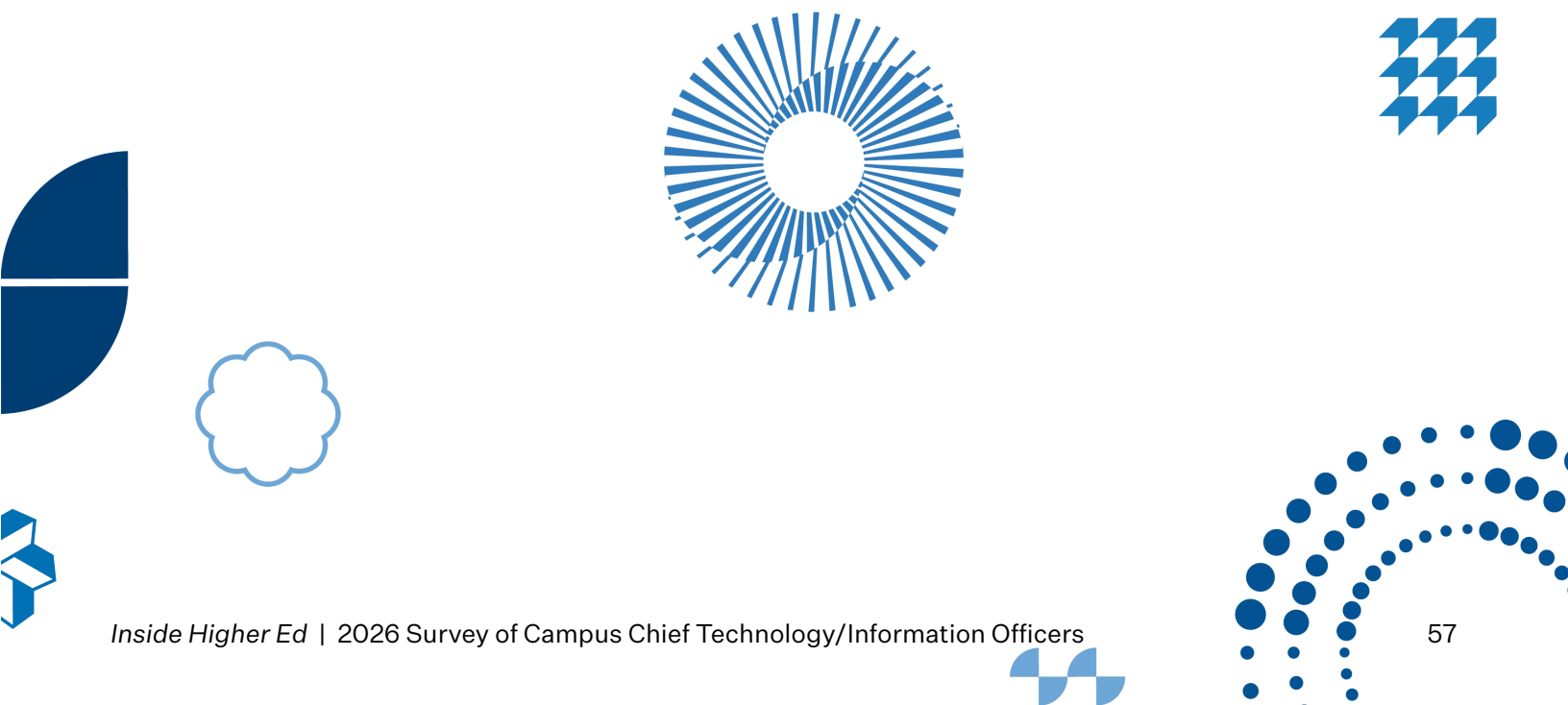
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Skills and staff capacity	55	52	57	61	33	55	53	58
% Data quality or integration	22	22	22	14	27	27	20	22
% Governance and policy uncertainty	38	42	35	46	40	36	20	40
% Faculty or staff resistance	32	26	37	29	20	27	47	33
% Cost	48	52	45	32	53	77	53	42
% Vendor maturity	16	15	15	18	0	23	20	13
% Legal or ethical concerns	23	23	23	21	27	23	27	22
% Concerns about how AI affects students	27	26	27	18	47	23	27	27
% None of the above	2	3	2	0	13	0	0	2

As it stands, how much of a priority is investing in the following kinds of artificial intelligence for your institution?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Agentic AI								
% Not a Priority	13	9	19	17	8	0	27	16
% Low Priority	20	21	16	17	38	14	27	12
% Medium Priority	31	33	31	26	38	36	27	33
% High Priority	25	29	22	35	15	32	13	26
% Essential	10	9	12	4	0	18	7	14
% Generative AI								
% Not a Priority	9	7	12	12	8	0	13	12
% Low Priority	12	10	14	8	31	0	13	14
% Medium Priority	31	35	28	32	38	36	27	28
% High Priority	36	40	33	48	23	41	33	33
% Essential	12	8	14	0	0	23	13	14
% Predictive AI								
% Not a Priority	14	9	19	13	15	0	20	19
% Low Priority	25	28	23	25	15	38	27	21
% Medium Priority	29	31	28	38	23	29	33	26
% High Priority	30	33	25	25	46	33	20	26
% Essential	3	0	5	0	0	0	0	7

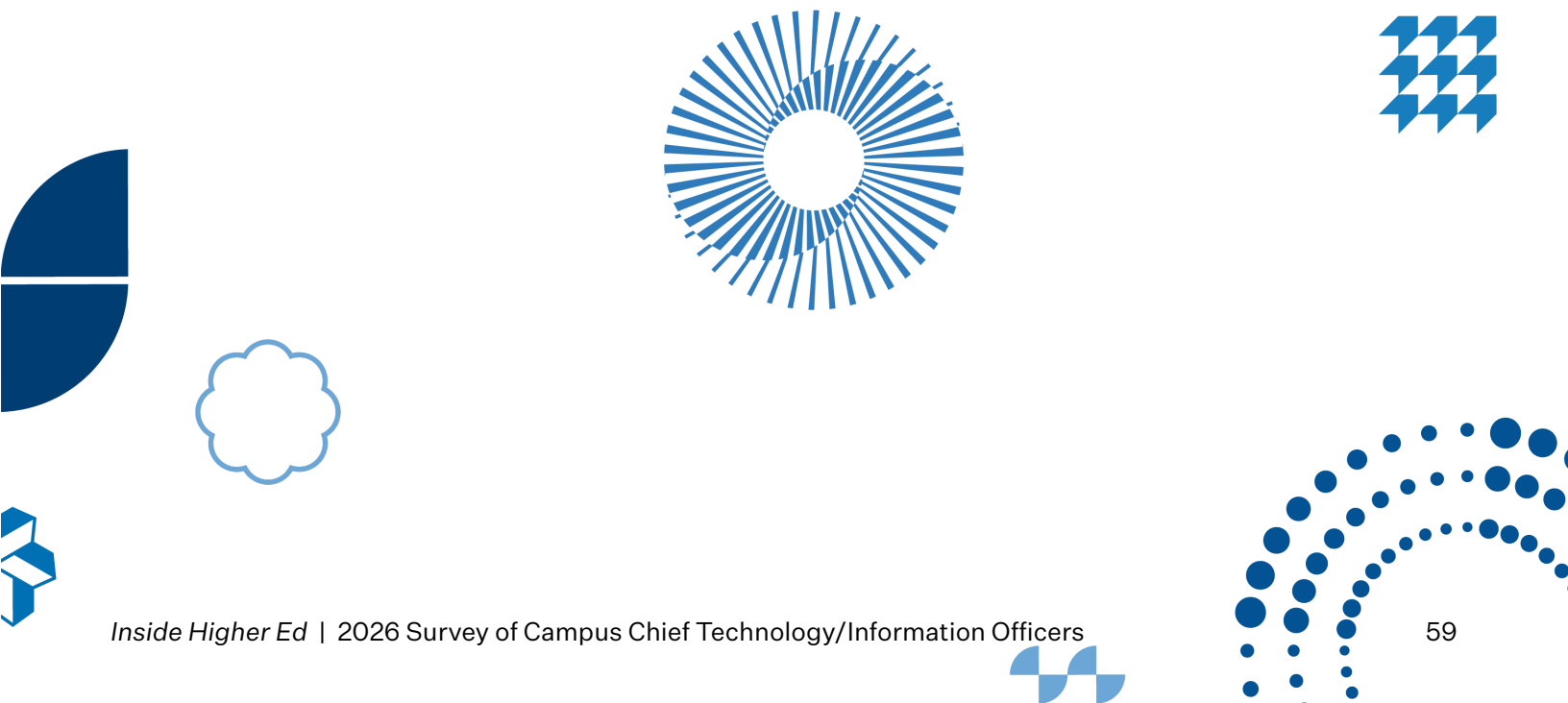
Based on your experience so far, how do you perceive the overall impact of artificial intelligence on higher education?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very negative	2	2	2	4	0	0	0	2
% Negative	4	3	5	4	7	0	13	2
% Neither negative nor positive	40	42	40	36	40	50	40	40
% Positive	46	46	45	46	47	45	47	44
% Very positive	9	8	8	11	7	5	0	11

How much of a risk or threat has generative AI proven to be to academic integrity at your institution so far?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No risk at all	1	0	2	0	0	0	0	2
% Minor risk	28	26	30	39	13	18	40	27
% Moderate risk	52	60	43	43	73	73	27	49
% Significant risk	17	14	22	18	13	9	27	20
% Extreme risk	2	0	3	0	0	0	7	2

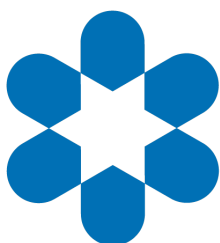


Please indicate how much you disagree or agree with the following statements related to higher education and AI:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Agentic AI browsers have become a serious academic integrity problem at our institution.								
% Strongly disagree	4	2	5	0	7	0	0	7
% Somewhat disagree	23	20	27	19	20	23	47	20
% Neither agree nor disagree	49	48	48	56	40	45	40	51
% Somewhat agree	20	23	18	22	27	23	13	20
% Strongly agree	4	6	2	4	7	9	0	2
% Agentic AI browsers have become a serious privacy/safety problem at our institution.								
% Strongly disagree	3	2	3	0	7	0	0	4
% Somewhat disagree	24	20	30	26	7	23	53	22
% Neither agree nor disagree	46	45	48	48	47	41	27	56
% Somewhat agree	21	28	13	22	33	32	13	13
% Strongly agree	5	5	5	4	7	5	7	4
% AI literacy is widespread across key groups on my campus (faculty, staff, administrators, and students).								
% Strongly disagree	24	17	32	19	27	9	33	31
% Somewhat disagree	39	47	32	56	40	41	33	31
% Neither agree nor disagree	16	16	15	11	13	23	13	16
% Somewhat agree	18	19	18	11	20	27	20	18
% Strongly agree	2	2	3	4	0	0	0	4
% Higher education is handling the rise of AI adeptly.								
% Strongly disagree	17	11	22	15	13	5	27	20
% Somewhat disagree	41	52	32	48	60	50	40	29
% Neither agree nor disagree	23	22	25	19	13	32	0	33
% Somewhat agree	18	14	20	15	13	14	27	18
% Strongly agree	2	2	2	4	0	0	7	0

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% My institution has strong data governance structures to support responsible and effective use of AI.								
% Strongly disagree	17	17	18	11	33	14	27	16
% Somewhat disagree	32	34	28	48	27	23	20	31
% Neither agree nor disagree	20	20	20	26	27	9	13	22
% Somewhat agree	26	23	28	11	13	45	33	27
% Strongly agree	5	5	5	4	0	9	7	4
% My institution is handling the rise of AI adeptly.								
% Strongly disagree	14	16	12	19	27	5	13	11
% Somewhat disagree	27	27	28	22	33	27	20	31
% Neither agree nor disagree	31	31	32	37	20	32	33	31
% Somewhat agree	25	23	25	19	20	32	33	22
% Strongly agree	3	3	3	4	0	5	0	4
% My institution is substantially more reliant on AI than it was a year ago.								
% Strongly disagree	11	11	12	7	27	5	20	9
% Somewhat disagree	17	17	15	22	7	18	13	16
% Neither agree nor disagree	34	31	37	19	40	41	33	38
% Somewhat agree	37	41	33	52	27	36	33	33
% Strongly agree	2	0	3	0	0	0	0	4



In what areas or ways is your institution currently using artificial intelligence? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Admissions processes	28	19	37	15	13	27	40	36
% Student advising and support	19	23	13	22	13	32	7	16
% Learning management systems (LMS)	27	31	22	30	40	27	7	27
% Research and data analysis	37	33	40	22	33	45	47	38
% Virtual chat assistants and chatbots	49	59	38	48	53	77	40	38
% Predictive analytics to predict student performance and trends	21	27	17	11	33	41	0	22
% Administration processes (e.g., scheduling, resource allocation)	40	41	40	22	33	68	33	42
% Cybersecurity	51	56	45	48	67	59	40	47
% Grading and assessment	12	13	12	15	13	9	7	13
% Institutional planning and decision-making	13	8	18	0	0	23	20	18
% Facilities management	8	11	5	4	0	27	7	4
% Student engagement	26	28	23	26	13	41	7	29
% Personalized learning pathways	9	8	8	4	13	9	0	11
% Fundraising	13	3	23	0	0	9	27	22
% Other	9	9	10	11	0	14	13	9
% None of the above - My institution does not currently utilize Artificial Intelligence.	9	6	13	11	7	0	20	11
% Tutoring	16	20	10	22	13	23	13	9
% Alumni engagement	13	6	20	0	7	14	20	20
% Career services	10	6	13	4	7	9	20	11



Which of the following best describes your institution's approach to student safety in the age of AI? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% We provide education/training on safe and ethical AI use.	38	43	32	41	33	52	27	33
% We monitor AI tool usage for safety concerns where possible.	29	30	28	33	13	38	40	24
% We have policies protecting student data privacy in AI systems.	50	48	52	37	27	76	60	49
% We assess AI tools for potential harm before making them available to students.	47	44	48	41	20	67	53	47
% We have reporting mechanisms for AI-related safety concerns.	17	24	10	19	13	38	7	11
% We conduct regular reviews of AI tool safety.	21	27	15	19	0	57	7	18
% Other	2	2	3	0	0	5	0	4
% We do not have specific safety measures for AI.	25	27	22	30	40	14	27	20

How would you characterize your institution's current stage of AI implementation?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% We are still in the pilot/experimentation phase with isolated projects.	54	52	57	59	60	38	53	58
% We are beginning to scale successful pilots across departments.	21	25	17	11	20	48	20	16
% We have moved beyond pilots to systematic integration in core operations.	8	8	7	7	0	14	0	9
% We have achieved widespread adoption with AI embedded in institutional processes.	2	2	2	4	0	0	0	2
% We have not started any AI initiatives.	10	11	10	19	13	0	13	9
% Other	3	0	7	0	0	0	13	4
% Unsure	2	2	2	0	7	0	0	2

How much do you agree with the following statement: Faculty members at my institution are adequately prepared to integrate AI tools into their teaching and course design.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly Disagree	20	16	23	22	20	5	27	22
% Somewhat Disagree	36	37	35	33	33	43	33	36
% Neither Agree nor Disagree	25	27	23	19	33	33	27	22
% Somewhat Agree	19	21	18	26	13	19	13	20
% Strongly Agree	0	0	0	0	0	0	0	0

Which of the following best describes your institution's current approach to AI governance and decision-making?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% We have a centralized, institutionwide AI strategy with coordinated governance.	13	11	15	7	0	24	0	20
% We have collaborative governance with multiple stakeholders involved in AI decisions.	33	32	33	26	27	43	47	29
% AI decisions are made autonomously by individual departments or units.	10	10	10	11	0	14	7	11
% We have fragmented approaches with no formal governance structure.	24	24	23	26	33	14	13	27
% We do not have any formal AI governance processes.	19	21	18	26	33	5	33	13
% Unsure	2	3	0	4	7	0	0	0

Does your institution provide students with access to generative AI tools? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, through an institutionwide license.	61	62	62	52	53	81	60	62
% Yes, but access is limited to specific programs or departments.	7	3	10	0	0	10	0	13
% Yes, through a custom-built generative AI tool.	2	2	2	0	0	5	7	0
% No, but we are considering it.	18	19	17	26	33	0	27	13
% No, and we are not considering it.	10	10	10	15	13	0	7	11
% Don't know/Not applicable.	2	5	0	7	0	5	0	0

For which of the following areas has your institution developed or purchased artificial intelligence tools? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Simple administrative tasks (e.g., scheduling and communications inquiries)	37	38	33	22	33	62	33	33
% Advanced administrative tasks (e.g., data analysis, predictive student success modeling, etc.)	25	25	25	15	20	43	7	31
% Instructional purposes (e.g., tutoring and content generation)	29	33	20	30	20	48	0	27
% Research assistance	13	16	8	4	7	38	7	9
% Student services	17	17	17	22	7	19	7	20
% Other	10	10	10	7	20	5	13	9
% None of the above	13	13	13	19	13	5	13	13
% General use	72	70	75	70	60	76	80	73

Which of the following best describes your institution's relationship with technology companies when it comes to implementing artificial intelligence? My institution ...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ... currently has a partnership or partnerships with technology companies to implement AI	29	30	27	33	20	33	13	31
% ... is considering partnering with technology companies to implement AI	29	32	27	11	47	48	33	24
% ... has not considered partnering with technology companies to implement AI	41	38	47	56	33	19	53	44

To what extent is your institution considering using open source artificial intelligence models to develop your own AI technology? My institution...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ... is currently building our own technology using open source.	6	10	2	4	0	24	0	2
% ... is considering building our own technology using open source.	18	19	15	11	13	33	13	16
% ... has not considered building our own technology using open source.	76	71	83	85	87	43	87	82

How effective has higher education been in shaping national conversations about AI policy and ethics?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all effective	23	22	24	26	13	24	21	25
% Slightly effective	37	37	38	33	47	33	50	34
% Moderately effective	35	37	34	37	33	38	29	36
% Very effective	4	5	3	4	7	5	0	5
% Extremely effective	0	0	0	0	0	0	0	0

Does your institution have sustainability goals related to its technology use?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	36	46	26	52	20	57	21	27
% No	47	37	59	26	67	29	71	55
% Not sure	17	17	16	22	13	14	7	18

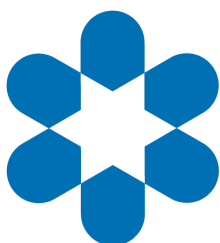
To what extent do you believe that your institution's use of AI has increased its carbon footprint and electricity use?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No change	34	37	31	37	53	24	21	34
% Slightly increased	28	27	31	15	20	48	57	23
% Moderately increased	12	13	10	11	7	19	7	11
% Greatly increased	0	0	0	0	0	0	0	0
% Not sure	26	24	28	37	20	10	14	32

To what extent do you agree or disagree with the following statements about cybersecurity at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Cybersecurity is an IT issue, not a governance issue.								
% Strongly Disagree	36	41	33	35	29	57	29	34
% Somewhat Disagree	33	30	36	38	21	24	43	34
% Neither Agree nor Disagree	14	11	16	12	14	10	21	14
% Somewhat Agree	13	13	14	12	21	10	7	16
% Strongly Agree	4	5	2	4	14	0	0	2
% Faculty and staff receive adequate cybersecurity training.								
% Strongly Disagree	36	41	33	35	29	57	29	34
% Somewhat Disagree	33	30	36	38	21	24	43	34
% Neither Agree nor Disagree	14	11	16	12	14	10	21	14
% Somewhat Agree	13	13	14	12	21	10	7	16
% Strongly Agree	4	5	2	4	14	0	0	2
% Faculty and staff receive adequate cybersecurity training.								
% Strongly Disagree	2	2	3	0	0	5	0	5
% Somewhat Disagree	12	10	16	8	21	5	21	14
% Neither Agree nor Disagree	17	8	26	8	7	10	21	27
% Somewhat Agree	52	61	41	69	43	62	50	39
% Strongly Agree	16	20	14	15	29	19	7	16
% Leadership prioritizes cybersecurity investments.								
% Strongly Disagree	2	0	3	0	0	0	0	5
% Somewhat Disagree	8	7	10	0	21	5	14	9
% Neither Agree nor Disagree	20	16	22	23	7	14	14	25
% Somewhat Agree	45	46	45	46	36	52	57	41
% Strongly Agree	25	31	19	31	36	29	14	20
% My institution has a culture of shared responsibility for cybersecurity.								
% Strongly Disagree	6	5	5	8	7	0	7	5
% Somewhat Disagree	22	23	22	23	21	24	14	25
% Neither Agree nor Disagree	17	13	22	12	14	14	7	27
% Somewhat Agree	40	43	38	35	36	57	57	32
% Strongly Agree	15	16	12	23	21	5	14	11

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Our incident response capabilities are adequate.								
% Strongly Disagree	2	3	0	4	7	0	0	0
% Somewhat Disagree	12	10	16	12	21	0	7	18
% Neither Agree nor Disagree	11	8	14	12	7	5	7	16
% Somewhat Agree	55	51	60	46	36	67	79	55
% Strongly Agree	19	28	10	27	29	29	7	11
% Students receive adequate cybersecurity training.								
% Strongly Disagree	20	18	21	23	29	5	14	23
% Somewhat Disagree	38	34	43	31	29	43	64	36
% Neither Agree nor Disagree	20	18	22	19	14	19	14	25
% Somewhat Agree	18	23	14	27	14	24	7	16
% Strongly Agree	4	7	0	0	14	10	0	0

To what extent is AI integrated into your institution's cybersecurity operations?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Extensively across multiple security functions	9	13	5	12	7	19	0	7
% In limited ways	47	43	50	46	43	38	29	57
% We are currently piloting AI for cybersecurity.	9	11	7	4	7	24	14	5
% We are considering integrating it.	17	18	17	23	21	10	21	16
% We are not considering integrating it.	12	7	17	8	7	5	29	14
% Unsure	6	8	3	8	14	5	7	2



To what extent do you agree or disagree with the following statements related to hiring and retention at your institution? My institution is struggling to ...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ... hire new technology employees.								
% Strongly disagree	5	3	5	0	7	5	0	7
% Somewhat disagree	16	18	14	19	7	24	23	11
% Neither agree nor disagree	12	15	9	12	14	19	0	11
% Somewhat agree	31	31	32	38	14	33	38	30
% Strongly agree	36	33	40	31	57	19	38	41
% ... retain its current technology employees.								
% Strongly disagree	11	15	5	19	14	10	0	7
% Somewhat disagree	32	30	34	23	29	38	57	27
% Neither agree nor disagree	20	20	21	23	0	29	7	25
% Somewhat agree	23	26	21	27	29	24	14	23
% Strongly agree	15	10	19	8	29	0	21	18

Beyond traditional recruitment, which of the following strategies is your institution pursuing to address or fulfill IT talent needs? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Developing internal training and career pathways	46	51	40	31	57	71	36	41
% Partnering with other institutions to share specialized expertise	13	16	10	8	29	19	14	9
% Using contractors or managed service providers	60	61	62	62	64	57	50	66
% Automating routine tasks to reduce staffing needs	40	41	40	35	57	38	29	43
% Restructuring teams to emphasize different skill sets	41	44	38	35	43	57	36	39
% Creating more flexible work arrangements	55	48	66	27	50	71	71	64
% Increasing compensation and benefits	27	23	33	8	21	43	29	34
% Hiring student workers for IT support roles	60	66	57	46	79	81	43	61
% Outsourcing specific IT functions	41	36	48	35	50	29	43	50
% Other	2	2	2	0	0	5	0	2
% We are not pursuing alternative strategies.	6	7	3	12	7	0	7	2

As many know, online program managers (OPM) are for-profit companies that can help colleges and universities create and run online programs. Has your institution partnered with an OPM?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No, but we are considering it.	4	5	3	0	7	10	0	5
% No, and we are not considering it.	58	62	53	77	43	57	86	43
% Not sure/don't know	15	21	7	23	21	19	0	9
% Yes, for a variety of academic programs.	4	2	7	0	7	0	0	9
% Yes, but only for a limited number of academic programs.	11	3	21	0	14	0	14	23
% Yes, but we will not be renewing our contract.	7	7	9	0	7	14	0	11

To what extent do you agree or disagree with the following statements related to digital learning at your institution?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% I am confident in the quality of our online/hybrid course and program offerings.								
% Strongly disagree	5	9	0	8	15	6	0	0
% Somewhat disagree	14	11	18	12	23	0	13	19
% Neither agree nor disagree	17	16	20	19	8	17	38	17
% Somewhat agree	38	40	34	31	38	56	25	36
% Strongly agree	27	25	28	31	15	22	25	29
% My institution invests in technology and instructional resources to improve online teaching and learning.								
% Strongly disagree	6	5	7	4	14	0	0	9
% Somewhat disagree	6	8	4	8	7	10	10	2
% Neither agree nor disagree	18	15	20	12	21	15	10	23
% Somewhat agree	46	45	48	31	50	60	70	43
% Strongly agree	24	27	20	46	7	15	10	23

DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Student demand for online and/or hybrid course options has substantially increased since last year.								
% Strongly disagree	6	6	6	4	8	6	29	2
% Somewhat disagree	19	15	25	17	25	6	14	27
% Neither agree nor disagree	24	21	29	21	17	24	0	34
% Somewhat agree	30	32	27	33	33	29	57	22
% Strongly agree	20	26	13	25	17	35	0	15
% We have added a substantial number of new online/hybrid course options in the last year.								
% Strongly disagree	13	11	15	8	23	6	29	12
% Somewhat disagree	29	24	35	16	23	35	57	32
% Neither agree nor disagree	25	29	21	36	31	18	14	22
% Somewhat agree	20	22	19	20	15	29	0	22
% Strongly agree	13	15	10	20	8	12	0	12

How has the competitive landscape for online programs affected your institution's technology strategy in the past year? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Increased investment in learning management systems	19	20	17	23	0	32	14	18
% Enhanced student engagement and retention tools	23	22	24	8	21	42	14	27
% Improved online course design support for faculty	28	36	21	27	36	47	21	20
% Adoption of new delivery models (hybrid, accelerated, AI-supported)	19	22	16	15	14	37	7	18
% Investment in alternative credentials and microcredentials	23	32	16	12	43	53	0	20
% Upgraded student-facing technology and platforms	27	27	24	27	21	32	14	27
% Increased marketing and recruitment technology	27	27	24	19	36	32	29	23
% Other	3	5	2	0	7	11	0	2
% No significant changes due to competition	32	32	33	46	21	21	7	41
% Not applicable: We do not offer online programs.	9	5	12	0	14	5	43	2

How would you characterize your institution's technology infrastructure and support for nondegree pathways such as microcredentials, certificates or badges?

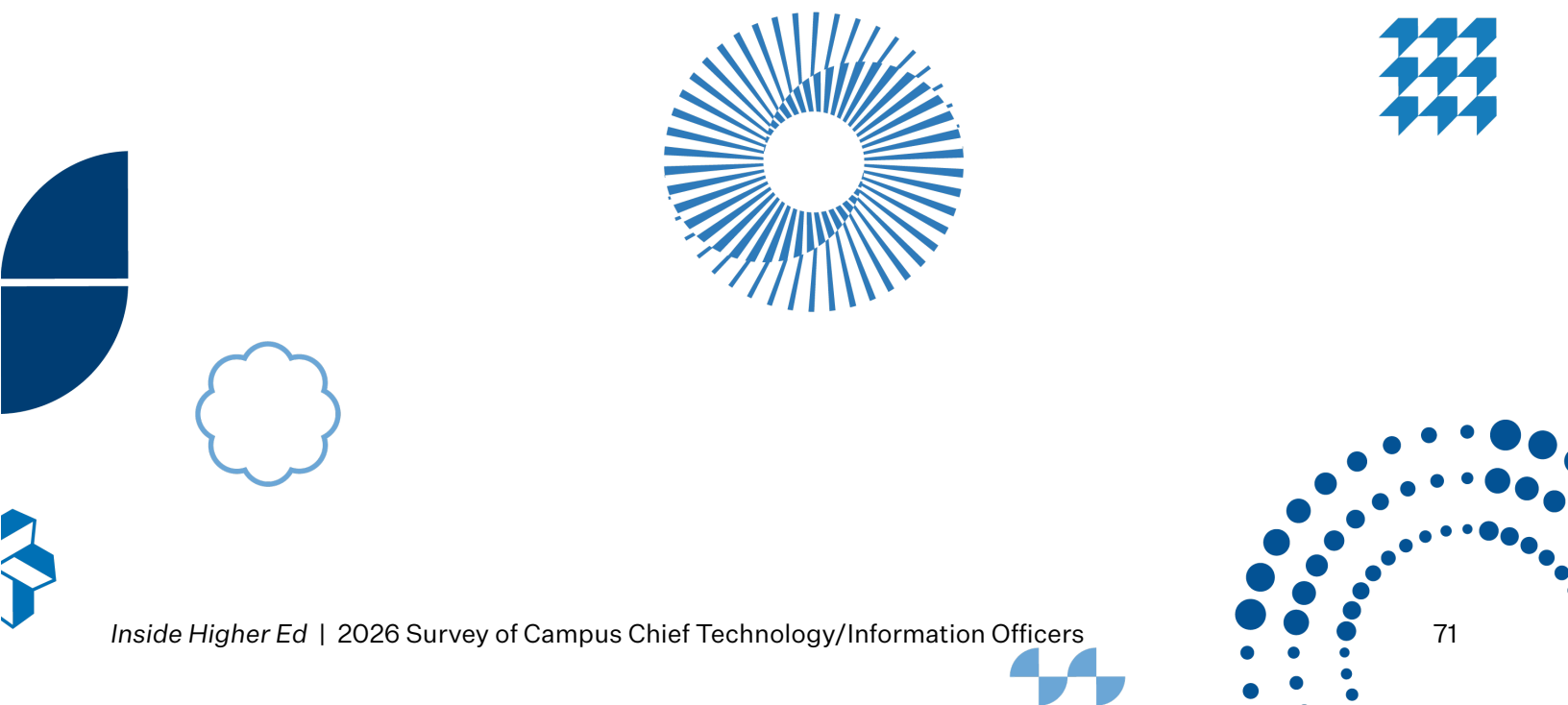
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% We have robust technology infrastructure for nondegree credentials.	15	20	10	31	7	16	7	11
% Our technology support is limited.	33	39	29	42	29	42	7	36
% We are currently developing technology for nondegree credentials.	14	14	14	12	0	26	0	18
% We are planning to develop this capacity.	15	12	19	4	36	5	29	16
% We do not offer nondegree pathways.	14	5	22	0	14	5	50	14
% Unsure	8	10	5	12	14	5	7	5

How is your institution using technology to attract and retain students? Please select all that apply.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% CRM platform for prospective and current student communications	73	71	76	58	93	74	79	75
% AI-powered chatbots for student inquiries (prospective and enrolled)	47	56	38	42	50	79	36	39
% Predictive analytics for enrollment targeting and at-risk identification	38	32	40	23	36	42	29	43
% Virtual campus tours and immersive experiences (VR/AR)	33	34	31	19	29	58	36	30
% Personalized digital marketing and targeted advertising	45	41	47	38	36	47	50	45
% Early alert and student intervention systems	72	78	66	73	93	74	57	68
% Student success dashboards for advisers and faculty	52	59	45	58	71	53	36	48
% Financial aid modeling and cost transparency tools	44	41	48	19	57	58	64	43
% Student engagement and belonging platforms	43	51	38	35	64	63	43	36
% Mental health and wellness technology	42	49	36	46	64	42	43	34
% Career services and job placement technology	58	64	55	65	64	63	43	59
% Text and SMS mobile messaging platforms	74	81	67	85	79	79	57	70
% Learning analytics integrated with the LMS	38	41	34	35	43	47	14	41
% Other	1	2	0	0	7	0	0	0
% None of the above - We do not use technology specifically for recruitment or retention.	1	2	0	0	0	5	0	0

How would you characterize the overall user experience of your institution's digital ecosystem for students, faculty and staff?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very Difficult	1	2	0	0	7	0	0	0
% Difficult	10	10	9	8	7	16	14	7
% Neither Easy nor Difficult	61	61	62	65	57	58	71	59
% Easy	25	25	24	23	29	26	14	27
% Very Easy	3	2	5	4	0	0	0	7

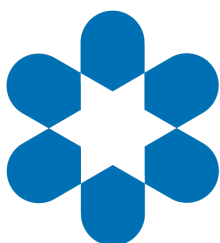
What is the primary driver of navigation challenges at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% System fragmentation/too many platforms	33	34	34	27	36	42	50	30
% Poor integration between core systems	7	10	2	8	14	11	0	2
% Identity and access management complexity	12	14	9	8	7	26	7	9
% Inconsistent user interface design	10	7	14	12	0	5	21	11
% Insufficient training and change management	8	10	5	19	7	0	7	5
% Legacy system limitations	21	14	29	12	14	16	0	39
% We do not experience significant navigation challenges	9	12	7	15	21	0	14	5



What is the most significant gap in your current IT infrastructure and capabilities?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Aging or legacy systems (hardware, software, end-of-life platforms)	11	12	10	12	14	11	14	9
% Network capacity and coverage (bandwidth, Wi-Fi gaps, remote connectivity)	5	5	3	0	21	0	7	2
% Cloud infrastructure maturity (incomplete migration, hybrid complexity)	2	3	0	0	0	11	0	0
% Data integration and interoperability (siloeed systems, poor data pipelines)	13	17	9	15	14	21	14	7
% Cybersecurity infrastructure (detection gaps, identity management, endpoint security)	6	5	7	4	0	11	14	5
% AI infrastructure and compute capacity	5	5	5	0	7	11	0	7
% Student-facing technology equity (device access, off-campus internet, assistive tech)	1	2	0	4	0	0	0	0
% Administrative systems modernization (SIS, ERP, HR platforms)	21	15	26	15	21	11	0	34
% Digital learning infrastructure (LMS limitations, online/hybrid capacity, accessibility)	2	2	0	4	0	0	0	0
% IT operational capacity and staffing (not enough people to maintain or build what is needed)	28	27	29	31	21	26	36	27
% Disaster recovery and business continuity	6	3	9	8	0	0	14	7
% Other	0	0	0	0	0	0	0	0
% None of the above - There are no significant gaps in our current IT or network infrastructure.	3	3	2	8	0	0	0	2

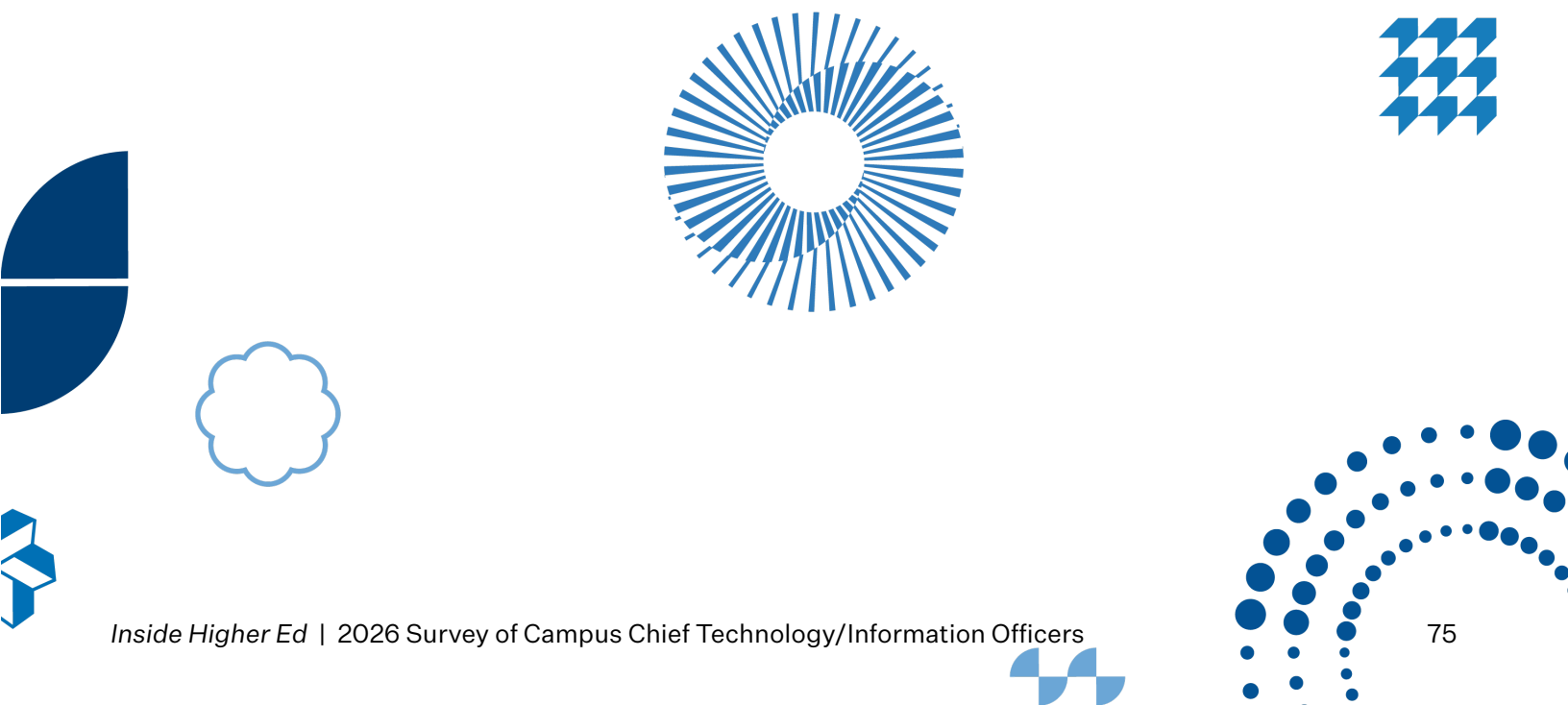
To what extent do you agree or disagree with the following statements about the learning management system (LMS) at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Our LMS limits our ability to innovate in digital learning.								
% Strongly Disagree	28	25	32	21	43	16	25	34
% Somewhat Disagree	32	33	32	38	14	42	25	34
% Neither Agree nor Disagree	22	28	18	25	43	21	25	16
% Somewhat Agree	11	12	9	13	0	21	17	7
% Strongly Agree	6	2	9	4	0	0	8	9
% Our LMS remains the central hub of our digital learning ecosystem.								
% Strongly Disagree	1	0	0	0	0	0	0	0
% Somewhat Disagree	0	0	0	0	0	0	0	0
% Neither Agree nor Disagree	8	9	7	4	21	5	21	2
% Somewhat Agree	34	34	35	32	21	47	50	30
% Strongly Agree	58	57	58	64	57	47	29	67

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Students and faculty increasingly use tools outside our LMS for teaching and learning.								
% Strongly Disagree	3	2	5	4	0	0	0	7
% Somewhat Disagree	21	22	21	13	21	35	21	20
% Neither Agree nor Disagree	28	29	29	33	29	24	29	30
% Somewhat Agree	37	40	34	42	36	41	43	32
% Strongly Agree	10	7	10	8	14	0	7	11
% The LMS will remain essential for institutional compliance and data needs regardless of pedagogical trends.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	3	3	2	4	7	0	7	0
% Neither Agree nor Disagree	12	10	12	4	7	21	36	5
% Somewhat Agree	34	34	36	36	36	32	36	36
% Strongly Agree	51	52	50	56	50	47	21	59
% We are actively exploring alternatives to our current LMS model.								
% Strongly Disagree	60	59	61	67	69	41	43	67
% Somewhat Disagree	21	20	23	17	15	29	29	21
% Neither Agree nor Disagree	7	13	2	13	8	18	7	0
% Somewhat Agree	8	4	11	0	8	6	21	7
% Strongly Agree	4	4	4	4	0	6	0	5
% We need better integration between administrative and learning systems to improve student success.								
% Strongly Disagree	12	9	16	12	7	5	21	14
% Somewhat Disagree	16	14	19	12	21	11	29	16
% Neither Agree nor Disagree	15	19	12	20	21	16	7	14
% Somewhat Agree	32	31	33	28	29	37	14	39
% Strongly Agree	25	28	21	28	21	32	29	18



To what extent do you agree or disagree with the following statements about AI coding tools and software procurement at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% AI coding assistants (GitHub Copilot, Claude, ChatGPT, etc.) are making it more viable to build custom software in-house.								
% Strongly Disagree	5	2	9	5	0	0	14	8
% Somewhat Disagree	9	9	9	5	8	16	14	8
% Neither Agree nor Disagree	25	26	24	32	25	21	29	23
% Somewhat Agree	45	51	41	45	50	58	36	43
% Strongly Agree	15	11	17	14	17	5	7	20
% AI-generated code creates technical debt and maintenance challenges that outweigh initial development speed.								
% Strongly Disagree	5	4	6	0	0	12	0	8
% Somewhat Disagree	20	19	22	32	25	0	0	31
% Neither Agree nor Disagree	34	46	22	42	33	59	31	19
% Somewhat Agree	28	25	31	21	33	24	46	25
% Strongly Agree	13	6	18	5	8	6	23	17
% Commercial software vendors are still necessary because they provide ongoing support, compliance, and security that we cannot replicate.								
% Strongly Disagree	1	0	2	0	0	0	7	0
% Somewhat Disagree	4	2	5	0	8	0	0	7
% Neither Agree nor Disagree	9	6	12	9	0	5	7	14
% Somewhat Agree	38	47	31	41	33	63	36	30
% Strongly Agree	48	45	50	50	58	32	50	50
% We are increasingly choosing to build solutions with AI assistance rather than purchasing commercial software.								
% Strongly Disagree	33	27	40	35	31	17	50	36
% Somewhat Disagree	24	33	17	25	46	33	14	18
% Neither Agree nor Disagree	25	27	22	35	15	28	21	23
% Somewhat Agree	16	12	21	5	8	22	14	23
% Strongly Agree	2	0	0	0	0	0	0	0

To what extent do you agree or disagree with the following about digital accessibility at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Faculty and staff receive adequate training on creating accessible digital content.								
% Strongly Disagree	10	3	16	4	7	0	7	19
% Somewhat Disagree	27	29	25	32	29	26	29	24
% Neither Agree nor Disagree	20	16	25	16	14	16	43	19
% Somewhat Agree	30	31	29	20	29	47	21	31
% Strongly Agree	13	21	5	28	21	11	0	7
% My institution was well prepared to meet the U.S. Department of Justice's new regulations requiring public colleges and universities to make their websites, digital learning environments and online systems accessible to individuals with disabilities.								
% Strongly Disagree	5	4	7	8	0	0	10	6
% Somewhat Disagree	13	18	7	21	14	16	10	6
% Neither Agree nor Disagree	20	18	24	21	7	21	30	22
% Somewhat Agree	41	40	41	25	36	63	30	44
% Strongly Agree	22	21	22	25	43	0	20	22
% Our digital content and platforms are accessible to students with disabilities.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	7	2	11	4	0	0	7	12
% Neither Agree nor Disagree	13	13	14	21	0	11	14	14
% Somewhat Agree	56	63	52	46	69	79	64	48
% Strongly Agree	24	23	23	29	31	11	14	26



What are the biggest challenges your institution faces in ensuring digital accessibility? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Limited budget for accessibility remediation	58	62	53	48	64	79	57	52
% Lack of staff expertise in accessibility standards	47	47	47	48	50	42	36	50
% Faculty resistance or lack of awareness	45	38	52	36	43	37	57	50
% Legacy systems that are difficult to make accessible	35	24	43	20	21	32	43	43
% Volume of content requiring remediation	50	64	40	56	71	68	21	45
% Third-party vendor tools that lack accessibility features	35	36	34	28	14	63	50	30
% Difficulty integrating accessibility into procurement processes	10	3	17	0	7	5	21	16
% Lack of institutional priority/leadership support	18	16	19	12	14	21	14	20
% Competing technology priorities	39	40	40	32	29	58	43	39
% Unclear guidance on compliance requirements	24	24	22	20	36	21	7	27
% Other	0	0	0	0	0	0	0	0
% We do not face significant challenges.	6	7	5	12	7	0	7	5

Does your institution have any of the following regarding the storage and/or use of institutional data? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Data warehouse	45	55	36	40	50	79	21	41
% Data lake	21	22	21	12	14	42	0	27
% Data lakehouse	19	22	17	20	7	37	7	20
% Unified data model(s)	7	9	5	12	7	5	0	7
% Other	5	2	7	4	0	0	14	5
% None of the above	33	28	36	36	43	5	71	25

To what extent do you agree or disagree with the following statements? My institution ...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ... actively promotes a culture of data, such as by offering opportunities for faculty, staff and administrators to build data literacy.								
% Strongly disagree	8	5	11	8	7	0	14	9
% Somewhat disagree	27	28	28	20	36	32	21	30
% Neither agree nor disagree	24	19	28	12	29	21	29	28
% Somewhat agree	31	36	23	48	14	37	29	21
% Strongly agree	11	12	11	12	14	11	7	12
% ... effectively uses data as a means of improving internal processes.								
% Strongly disagree	4	3	5	4	7	0	0	7
% Somewhat disagree	29	33	26	28	36	37	36	23
% Neither agree nor disagree	15	9	23	12	7	5	29	21
% Somewhat agree	39	41	33	36	29	58	36	33
% Strongly agree	13	14	12	20	21	0	0	16
% ... effectively uses data to inform important decisions.								
% Strongly disagree	3	5	2	4	14	0	0	2
% Somewhat disagree	14	12	18	12	14	11	7	21
% Neither agree nor disagree	17	12	21	16	21	0	36	16
% Somewhat agree	49	52	46	40	36	79	57	42
% Strongly agree	16	19	14	28	14	11	0	19
% ... effectively uses data to support student success.								
% Strongly disagree	3	3	2	4	7	0	0	2
% Somewhat disagree	11	16	7	16	14	16	14	5
% Neither agree nor disagree	17	9	26	8	14	5	36	23
% Somewhat agree	52	48	53	44	29	68	50	53
% Strongly agree	18	24	12	28	36	11	0	16
% ... has a data function structure that supports analytics needs.								
% Strongly disagree	3	5	2	0	21	0	0	2
% Somewhat disagree	24	22	25	24	29	16	31	23
% Neither agree nor disagree	17	12	23	16	7	11	23	23
% Somewhat agree	46	50	41	44	29	74	38	42
% Strongly agree	9	10	9	16	14	0	8	9

DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ... has the necessary tools for faculty, staff and administrators to access key institutional data.								
% Strongly disagree	4	2	7	0	7	0	7	7
% Somewhat disagree	22	19	25	16	21	21	14	28
% Neither agree nor disagree	24	21	28	16	43	11	29	28
% Somewhat agree	36	43	28	44	7	68	43	23
% Strongly agree	14	16	12	24	21	0	7	14
% ... makes data analytics a strategic priority.								
% Strongly disagree	5	5	5	8	7	0	0	7
% Somewhat disagree	15	16	12	12	29	11	14	12
% Neither agree nor disagree	24	29	19	32	29	26	29	16
% Somewhat agree	36	28	46	24	7	47	50	44
% Strongly agree	19	22	18	24	29	16	7	21

Which of the following student success concerns does your institution use predictive analytics to support? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Early identification of at-risk students	54	55	50	40	79	58	43	52
% Enrollment and retention predictions	55	66	43	48	79	79	50	40
% Course recommendation and pathway optimization	21	28	16	20	36	32	7	19
% Financial aid optimization	26	21	30	4	29	37	43	26
% Personalized advising and support	26	28	23	12	43	37	14	26
% DFW rate (Drop, Fail, Withdrawal) reduction	35	38	34	24	50	47	29	36
% Career outcomes and job placement	26	28	21	24	29	32	14	24
% Mental health and wellness support	15	14	18	0	21	26	7	21
% Other	2	2	2	4	0	0	7	0
% General	7	2	13	4	0	0	7	14
% We do not currently use predictive analytics for student success	17	19	16	24	14	16	21	14

What is your age?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Under 30	1	2	0	4	0	0	0	0
% 30 to 39	3	2	5	4	0	0	14	2
% 40 to 49	26	28	25	32	36	16	21	26
% 50 to 59	35	31	39	32	29	32	43	38
% 60 to 69	31	33	29	24	29	47	21	31
% 70 and older	1	0	2	0	0	0	0	2
% Prefer not to respond	3	5	0	4	7	5	0	0

What is your gender?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Female	19	17	20	20	14	16	36	14
% Male	76	76	77	76	71	79	64	81
% Nonbinary/Gender nonconforming	1	0	2	0	0	0	0	2
% Not listed/Prefer to self-describe (specify, if desired):	0	0	0	0	0	0	0	0
% Prefer not to respond	4	7	2	4	14	5	0	2

With which of the following categories do you identify? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Asian	6	3	7	4	0	5	0	10
% American Indian or Alaskan Native	0	0	0	0	0	0	0	0
% Black or African American	14	21	7	32	21	5	14	5
% Hispanic or Latin(o/a/x)	3	2	4	0	7	0	0	5
% Middle Eastern or North African	0	0	0	0	0	0	0	0
% Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
% White	71	67	75	60	64	79	79	74
% Not listed/Prefer to self-describe	0	0	0	0	0	0	0	0
% Prefer not to respond	9	9	9	4	14	11	7	10

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