

# **CSU Student Technology Survey Funding Report**

**Conducted for**

**The CSU Chancellor's Office**

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## CSU Student Technology Resource Funding Report

The CSU Student Technology Funding report was produced for the Technology Steering Committee of California State University by the Social and Behavioral Research Institute at California State University, San Marcos. The report summarizes responses of students in the CSU system concerning attitudes of students at the campuses of the university on student technology fees in relation to university-sponsored technology packages.

This report contains a description of CSU students' attitudes concerning university-sponsored technology purchases and leases (PIRK Program). The report also contains an appendix (A) with responses to key survey items both weighted and unweighted by campus size as well as ethnic and student level composition. These items are referred to in the text of the report by question label. Appendix B contains the questionnaire items. Additionally, Appendix C contains mean scores on key interval variables by campus to allow for comparisons of campuses to the CSU system as a whole.

### STUDY DESIGN

Approximately 150 students from each of 20 CSU campuses were interviewed. Maritime Academy and Monterey Bay were not included in the study. A quota sampling method was used to ensure that the sample from each campus would represent the class level and racial diversity of each campus. Appendix D briefly describes the sampling frame and procedures. Cases were

weighted according to campus size to provide estimates for the overall CSU student population. Data presented in this report include both weighted and unweighted frequency percentages.

## RESULTS

### Computer Purchase

When asked how likely they were to buy a new or used computing system in the next year, just over a third of the students indicated they were somewhat or very likely to buy in the next year (QBUY1). This is seen in Table 1. Those expressing intention of purchasing a computer were asked how they would pay for a computer, and how much they would be willing to spend. About half of these students said they would pay for the computing system outright, and about a third of them said they would finance the computing system (QBUY4).

**Table 1 - Student's Computer Purchase Interest**

	Percent	Weighted Percent
Students Who Are Likely to Purchase a Computer (QBUY1)	36.5%	36.1%
Would Pay Up Front For This Computer? (% of those who expect to buy) (QBUY4)	49.6%	49.3%
Students Expecting to Pay > \$1000 (% of those who expect to buy) (QBUY3A)	72.9%	72.2%

Of these students indicating they were likely to buy, about one out of five said they were willing to spend only \$1000 or less (see Table 2). On the other hand, almost three quarters of the students said they would spend between \$1100 or more for a computer (QBUY3AX).

**Table 2 - Amount Respondent (Likely to Buy) Would be Willing to Spend on a Computer.**

			Frequency	Valid Percent	Weighted Valid Percent
Valid	1.00	\$0-\$1000	209	20.2	21.0
	2.00	\$1100-\$1500	341	33.0	32.5
	3.00	\$1600-\$2000	287	27.8	27.3
	4.00	\$2050-\$2500	86	8.3	8.9
	5.00	\$2600+	111	10.7	10.3
	Total		1034	100.0	100.0

### PIRK Program

A university-sponsored computing technology program was briefly described to the students. Specifically, the following statement was made to each respondent:

The CSU system has been investigating ways to make personal computing resources more available for students when they are off-campus. I would like to ask you a few questions regarding some of the resources and services that could be available for CSU students in the future.

One of the strategies that the CSU system is working on is developing computer purchase or lease plans where students could buy or lease new computers. The computers offered would be name brand models with standard features. These computers would be priced below typical market prices, because of the group-purchase plan.

The students were then asked about their interest in such a plan. They were asked if they would be interested in purchasing a university-sponsored desktop computer as described for under \$1000. More than three quarters of the students said they would be interested in buying such a computer (QPIRK1). This is remarkable given that only a third of the students had indicated they were likely to purchase a computer in the next year, and of those, only two thirds said they were interested in a desktop system. In fact, as indicated in Table 3, more than three quarters of the students currently using a desktop system said they would be interested in the system described.

**Table 3 - Percent of Those Currently Using a Desktop Who Would Buy Described System.**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	2034	78.1	77.3
	2 No	496	19.1	20.0
	Total	2530	97.2	97.3
Missing	8 Don't know	73	2.8	2.7
Total		2603	100.0	100.0

Fewer people were interested in the described lease program. The students were asked if they could lease the described desktop computer for \$120 per semester/quarter would they be interested in a university-sponsored lease program. As illustrated in Table 4, about half the students said they would be interested (QPIRK2).

**Table 4 - Student Interest in CSU-Sponsored Computer Purchase/Lease**

	Percent	Weighted Percent
Students Who Would Purchase A University Sponsored Desktop Computer Like This For Under \$1000 (QPIRK1)	78.6%	77.8%
Students Who Would Lease A Computer Like This For \$120 Per Semester On A 3 Year Lease (QPIRK2)	52.0%	51.7%
Students Who Would Purchase A Laptop Like This For \$2500 (QPIRK1A)	54.4%	54.7%

The students were also asked if they would be interested in purchasing a university-sponsored laptop computer as described for under \$2500. More than half said yes (QPIRK1A). Again, this is more than the total number of people that said they were likely to buy a computer in the next year, and only one out of five of those who stated they were likely to buy said they would buy a laptop. In total, over 80% of the students indicated they would purchase either the desktop or laptop described. This is displayed in Table 5.

**Table 5 - Percentage of Students Who Would Buy Either the Described Desktop or Laptop.**

		Frequency	Percent	Weighted Percent
Valid	0.00 No	522	16.8	17.4
	1.00 Yes	2585	83.2	82.6
	Total	3107	100.0	100.0

### Payment for Technology Resources

The students were asked about the importance of four types of technology resources: a software suite, local dial-in campus and internet access, 24-hour help desk, and web-based computer training programs. Generally, CSU students regard access to these resources as quite important. Students were asked about the payment for these technology resources. Specifically, they were asked if these resources were available as a package, how much would they be willing to pay for such a package per month. They were also asked if they would be willing to pay a student technology fee in order to help pay for access to these resources.

*Payment Amount.* When asked how much would they be willing to pay per month for a package of the four technology resources discussed (software suite, local dial-in campus and internet access, 24-hour help desk, and web-based computer training programs), CSU students for the most part were willing to pay something. About 15% of the students indicated they were willing to pay \$20 per month or more, and half the students said they would pay \$15 per month or more (QPIRK9X) – see Table 6.

**Table 6 - Payment for Technology Resources**

	Percent	Weighted Percent
Students Willing to Pay \$15 or More For Listed Resources (QPIRK9)	48.3%	47.4%
Students Willing to Pay a Student Technology Fee for These Services (QPIRK10)	65.9%	65.2%

It may be informative to consider the amount people are willing to pay per month for these resources considering their financial status. Whether or not the student is receiving financial aid has an interesting relationship to the amount the students said they were willing to pay. Considering the weighted percentages from Table 7, of those receiving financial aid, 17.5% of the students were willing to pay \$20 per month or more, compared to the 13.2% of those not receiving financial aid who were willing to pay that amount. However, of those receiving financial aid, 48.2% would be willing to pay \$15 or more per month for the described resources – the same proportion of those not receiving financial aid that would pay that amount.

**Table 7 - Amount Willing to Pay by Receipt of Financial Aid.**

				QDEM11 Receive Financial Aid This Semester Or Quarter?	
				1 Yes	2 No
QPIRK9X Amount willing to pay per month - collapsed	.00 \$50 or more	Count		115	86
		% within QDEM11 Receive Financial Aid This Term		8.1%	5.3%
		Weighted %		8.5%	5.1%
	1.00 \$20 to \$50	Count		133	136
		% within QDEM11 Receive Financial Aid This Term		9.4%	8.4%
		Weighted %		9.0%	8.1%
	2.00 \$15 to \$20	Count		448	573
		% within QDEM11 Receive Financial Aid This Term		31.5%	35.3%
		Weighted %		30.7%	35.1%
	3.00 \$10 to \$15	Count		343	371
		% within QDEM11 Receive Financial Aid This Term		24.2%	22.9%
		Weighted %		25.1%	23.6%
	4.00 \$5 to \$10	Count		206	241
		% within QDEM11 Receive Financial Aid This Term		14.5%	14.9%
		Weighted %		14.3%	15.3%
	5.00 Less than \$5	Count		60	56
		% within QDEM11 Receive Financial Aid This Term		4.2%	3.5%
		Weighted %		4.2%	3.8%
	6.00 \$0	Count		115	159
		% within QDEM11 Receive Financial Aid This Term		8.1%	9.8%
		Weighted %		8.2%	9.1%

Similarly, receiving financial assistance from a friend or family member was associated with different amounts that students were willing to pay for the technology resources. Those receiving assistance from family or friends were more likely to be willing to spend \$15 or more per month than were those not receiving financial assistance from family or friends. Considering

the weighted percentages from Table 8, 49.7% of those receiving financial support from a friend or family member would be willing to pay \$15 or more per month, while 45.4% of those not receiving such support would pay \$15 or more per month.

**Table 8 - Amount Willing to Pay by Receipt of Financial Assistance from Family or Friend.**

				QDEM9 Any Financial Assistance From Friend or Family member ?	
				1 Yes	2 No
QPIRK9X Amount willing to pay per month - collapsed	.00 \$50 or more	Count		46	38
		% within QDEM9 Financial Assistance from Friend or Family?		8.6%	6.2%
		Weighted %		8.8%	7.0%
1.00 \$20 to \$50	Count			44	54
		% within QDEM9 Financial Assistance from Friend or Family?		8.2%	8.8%
		Weighted %		8.4%	7.9%
2.00 \$15 to \$20	Count			174	195
		% within QDEM9 Financial Assistance from Friend or Family?		32.4%	31.8%
		Weighted %		32.5%	30.5%
3.00 \$10 to \$15	Count			114	143
		% within QDEM9 Financial Assistance from Friend or Family?		21.2%	23.3%
		Weighted %		21.5%	24.0%
4.00 \$5 to \$10	Count			86	86
		% within QDEM9 Financial Assistance from Friend or Family?		16.0%	14.0%
		Weighted %		15.7%	15.4%
5.00 Less than \$5	Count			24	24
		% within QDEM9 Financial Assistance from Friend or Family?		4.5%	3.9%
		Weighted %		5.1%	3.7%
6.00 \$0	Count			49	73
		% within QDEM9 Financial Assistance from Friend or Family?		9.1%	11.9%
		Weighted %		8.1%	11.4%

*Student Technology Fee.* Students were also asked if they would be willing to pay a student technology fee to help pay for these services. Almost two thirds of the students indicated that they would be willing to pay a student technology fee to help make these resources available (QPIRK10).

It is worth noting that those receiving financial aid were slightly more supportive of a student technology fee than those not receiving financial aid. This is illustrated in Table 9. Looking at the weighted percentages, 72.5% of those receiving financial aid were willing to pay a student technology fee and 27.5% were not. On the other hand, for those *not* receiving financial aid, 69.4% of the students were willing to pay a student technology fee, and 30.6% were not.

**Table 9 - Willingness to Pay a Student Technology Fee by Receipt of Financial Aid.**

				QDEM11 Receive Financial Aid This Semester Or Quarter?	
				1 Yes	2 No
QPIRK10 Willing To Pay A Student Technology Fee For These Services	1 Yes	Count		988	1055
		% within QDEM11 Receive Financial Aid This Semester Or Quarter?		74.0%	69.8%
		Weighted %		72.5%	69.4%
	2 No	Count		348	456
		% within QDEM11 Receive Financial Aid This Semester Or Quarter?		26.0%	30.2%
		Weighted %		27.5%	30.6%

Ethnic origin also appears to be important with respect to whether or not students support a student technology fee. As seen in Table 10, students of all ethnic origins were willing to pay a student technology fee to help pay for technology resources. However, more than 70% of the

black, Hispanic, and white students expressed willingness to pay a student technology fee, while fewer (63.9%) of the Asian students indicated support for such a fee.

**Table 10 - Willingness to Pay a Student Technology Fee and Ethnic Origin.**

				ETHNIC Ethnic origin			
				2 Black	3 Hispanic	5 Asian	7 White
QPIRK10 Willing To Pay A Student Technology Fee For These Services	1 Yes	Count		182	481	315	1068
		% within ETHNIC Ethnic origin		71.9%	75.5%	63.9%	72.5%
		Weighted %		72.1%	74.8%	63.9%	71.3%
	2 No	Count		71	156	178	406
		% within ETHNIC Ethnic origin		28.1%	24.5%	36.1%	27.5%
		Weighted %		27.9%	25.2%	36.1%	28.7%

Student level is also associated with the likelihood of students supporting a student technology fee. While just over two thirds of the lower division and post baccalaureate students said they were willing to pay a student technology fee, more than 70% of the upper division students supported a technology fee. This is displayed in Table 11.

**Table 11 - Willingness to Pay Student Fee by Student Level.**

				LEVEL		
				1 Lower Division	3 Upper Division	5 Post bac
QPIRK10 Willing To Pay A Student Technology Fee For These Services	1 Yes	Count		545	1115	386
		% within LEVEL		69.8%	73.6%	68.8%
		Weighted %		68.9%	72.0%	69.4%
	2 No	Count		236	400	175
		% within LEVEL		30.2%	26.4%	31.2%
		Weighted %		31.1%	28.0%	30.6%

Additionally, full-time students were more likely to be willing to pay a student technology fee than were part-time students. Considering the weighted percentages in Table 23 below, 71.6% of the full-time students were willing to pay a student technology fee compared to 28.4% who were not. Of the part-time students, 67.2% were willing to pay a student technology fee, while 32.8% were not.

**Table 12 - Willingness to Pay a Student Technology Fee of Full-time and Part-time Students.**

			QDEM1 Are You A Full or Part Time Student?	
			1 Full-time	2 Part-time
QPIRK10 Willing To Pay A Student Technology Fee For These Services	1 Yes	Count	1698	347
		% within QDEM1 Are You A Full or Part Time Student?	72.6%	67.6%
		Weighted %	71.6%	67.2%
	2 No	Count	642	166
		% within QDEM1 Are You A Full or Part Time Student?	27.4%	32.4%
		Weighted %	28.4%	32.8%

Though financial aid status was associated with support for a student technology fee, other economic status indicators (employment status, current living arrangement, financial assistance from friend or family member, children, student annual income, and total family annual income) did not have a significant effect on the likelihood of support for such a fee. Additionally, enrollment status, age category, gender, and major had no significant impact on willingness to support a student technology fee.

It is also interesting to note the relationship between experience with computers and willingness to pay a student technology fee. Computer experience in terms of time using a computer or frequency of computer use had no impact on the willingness to pay a student technology fee. However, the respondent's skill level and enjoyment of computers did relate to willingness to pay such a fee. As indicated in Table 13, most students, regardless of computer skill level, said they were willing to pay a student technology fee to help pay for these resources. Those students claiming to have minimal skills were slightly less likely to say they were willing to pay a student technology fee than were students at other skill levels.

**Table 13 - Willingness to Pay Student Fee by Computer Skill Level.**

			QPIRK10 Willing To Pay A Student Technology Fee For These Services	
			1 Yes	2 No
QUSE2 Your Skill Level in Using A Computer?	1 No skills	Count	22	9
		% within QUSE2 Your Skill Level in Using A Computer?	71.0%	29.0%
		Weighted %	69.2%	30.8%
	2 Minimal skills	Count	443	221
		% within QUSE2 Your Skill Level in Using A Computer?	66.7%	33.3%
		Weighted %	66.2%	33.8%
	3 Good skills	Count	1276	438
		% within QUSE2 Your Skill Level in Using A Computer?	74.4%	25.6%
		Weighted %	72.5%	27.5%
	4 Excellent skills	Count	303	143
		% within QUSE2 Your Skill Level in Using A Computer?	67.9%	32.1%
		Weighted %	70.3%	29.7%

There is a more straightforward relation between willingness to pay a student technology fee and enjoyment of computer use. As illustrated in Table 14, the greater the level of enjoyment in computer use expressed by an individual, the more likely they were to indicate support for a student technology fee. Of those who enjoy computer use a great deal, almost three quarters said they were willing to pay a student technology fee, and there is a pattern of decreasing support for a technology fee as the students express less enjoyment of computers.

**Table 14 -Willingness to Pay Student Fee by Enjoyment of Computer Use.**

			QPIRK10 Willing To Pay A Student Technology Fee For These Services	
			1 Yes	2 No
QUSE2A How Much Would You Say You Enjoy Using A Computer?	1 Great deal	Count	1111	390
		% within QUSE2A How Much Would You Say You Enjoy Using A Computer?	74.0%	26.0%
		Weighted %	73.2%	26.8%
	2 Somewhat	Count	825	346
		% within QUSE2A How Much Would You Say You Enjoy Using A Computer?	70.5%	29.5%
		Weighted %	69.3%	30.7%
	3 Very little	Count	84	54
		% within QUSE2A How Much Would You Say You Enjoy Using A Computer?	60.9%	39.1%
		Weighted %	57.7%	42.3%
	4 Not at all	Count	24	20
		% within QUSE2A How Much Would You Say You Enjoy Using A Computer?	54.5%	45.5%
		Weighted %	56.3%	43.7%
Total	Count	2044	810	
	% within QUSE2A How Much Would You Say You Enjoy Using A Computer?	71.6%	28.4%	
	Weighted %	70.7%	29.3%	

A logistic regression analysis was conducted to assess which are the key factors that determine the likelihood of a student being willing to pay a student fee to help address the costs of providing the technology resources described. Included in this analysis were variables that indicated the students' attitudes about the importance of different components of the PIRK program, as well as a set of the key demographic variables. This analysis shows the impact of each of these factors on whether or not the students were willing to pay a student technology fee. There are two main conclusions that may be drawn from this analysis.

First, several of the attitude questions were significant predictors of the students' willingness to pay a technology fee. That is, the degree to which a student regarded (a) access to a software suite, (b) dial-in internet and campus resource access, (c) 24-hour help desk, and (d) web-based computer training as important was associated with whether or not the students were willing to pay a student technology fee. Looking at Table 15 below, one can see that the more important a person thought it was for them personally to have access to a CSU standard software suite, the more likely they were to be willing to pay a student technology fee to help provide that access (QPIRK3A). Similarly, the more important internet and campus resource access (QPIRK4A) and web-based computer training (QPIRK7A) was to them, the more likely they were to be willing to pay a student fee. Interestingly, in contrast to the three other resources, it was the importance of access to a 24-hour help desk *for students in general* (QPIRK6) that was a significant predictor of willingness to pay a student technology fee.

Table 15: Impact (Logistic Regression Weights) on Willingness to Pay Student Technology Fee.

Variable	B
(QPIRK3A) Importance of Software Suite – Personal	.338*
(QPIRK3) Importance of Software Suite – Student Body	.086
(QPIRK4A) Importance of Dial-in Access – Personal	.316*
(QPIRK4) Importance of Dial-in Access – Student Body	-.155
(QPIRK6A) Importance of 24-Hour Help Desk – Personal	.094
(QPIRK6) Importance of 24-Hour Help Desk – Student Body	.300*
(QPIRK7A) Importance of Web-based Training – Personal	.131*
(QPIRK7) Importance of Web-based Training – Student Body	.016
(QDEM8) Student’s Annual Income	.065
(QDEM11) Receive Financial Aid	.093
(AGE) Student’s Age	.000
(LEVEL) Student level	.015
(QUSE1) Frequency of Computer Use	.075

\* indicates statistical significance.

The second general conclusion that may be drawn from this analysis is that the demographic factors played no apparent role in determining the likelihood that a student would be willing to pay a student technology fee.

## SUMMARY

In general these analyses suggest there is interest by CSU students in the technology resource package described. The finding that most are willing to pay for these technology

resources implies the students view these resources as valuable. Some of the key findings are worth reiterating.

- More than three quarters of the students said they would be interested in buying the described desktop computer for \$1,000.
- Over 80% of the students indicated they would purchase either the desktop or laptop described.
- When asked if they would be willing to pay a student technology fee to address a portion of the costs of these services and resources, almost two thirds of the students indicated they would be willing to pay a student technology fee to help make these resources available.
- When asked how much they would be willing to pay for the technology resources described, about 15% of the students indicated they were willing to pay \$20 per month or more, and half the students said they would pay \$15 per month or more. Nearly three-quarters (71.2%) said that they would be willing to pay \$10 or more per month, and less than 9% of the students indicated the amount they would be willing to pay was \$0.
- Students who received financial aid were, on the average willing to pay slightly higher amounts for these resources, as were students who reported receiving financial support from family members. These differences, however, were very small.
- Very little relationship was found between the amount students were willing to pay for computing services and resources and their financial status.

## Appendix A

### Frequency Table

**QCOMP3 Is Your Computer (The Computer You Use) A Desktop Or Laptop?**

		Frequency	Percent	Weighted Percent
Valid	1 Desktop	2603	83.8	84.5
	2 Laptop	294	9.5	9.1
	3 Other	30	1.0	1.0
	Total	2927	94.2	94.7
Missing	8 Don't know	2	.1	.1
	System	178	5.7	5.3
	Total	180	5.8	5.3
Total		3107	100.0	100.0

**QCOMP4 Is Your Computer An IBM Compatible, A Macintosh, Or Another Type?**

		Frequency	Percent	Weighted Percent
Valid	1 IBM Compatible	2281	73.4	74.5
	2 Macintosh	486	15.6	15.2
	3 Other	104	3.3	3.2
	Total	2871	92.4	93.0
Missing	8 Don't know	58	1.9	1.8
	System	178	5.7	5.3
	Total	236	7.6	7.0
Total		3107	100.0	100.0

**QCMP20AX How Much Do You Pay Per Month for Internet Access?**

		Frequency	Percent	Weighted Percent
Valid	1.00 0-10	447	14.4	13.7
	2.00 10.1-20	920	29.6	30.4
	3.00 20.1-30	312	10.0	10.2
	4.00 30.1+	38	1.2	1.1
	Total	1717	55.3	55.5
Missing	9998.00	6	.2	.3
	99998.00	130	4.2	4.5
	999998.00	3	.1	.1
	System	1251	40.3	39.7
	Total	1390	44.7	44.5
Total		3107	100.0	100.0

**QBUY1 How Likely/Unlikely Are You To Buy A New or Used Computing System In The Next Year?**

		Frequency	Percent	Weighted Percent
Valid	1 Very likely	562	18.1	17.8
	2 Somewhat likely	572	18.4	18.3
	3 Somewhat unlikely	481	15.5	15.7
	4 Very unlikely	1488	47.9	48.1
	Total	3103	99.9	99.9
Missing	8 Don't know	4	.1	.1
Total		3107	100.0	100.0

**QBUY2 More Likely To Buy An IBM Compatible, a Macintosh, or Some Other System**

		Frequency	Percent	Weighted Percent
Valid	1 IBM compatible	843	27.1	27.3
	2 Macintosh	188	6.1	5.6
	3 Other	38	1.2	1.2
	Total	1069	34.4	34.0
Missing	8 Don't know	65	2.1	2.1
	System	1973	63.5	63.9
	Total	2038	65.6	66.0
Total		3107	100.0	100.0

**QBUY3 Are You More Likely To Buy A Laptop or Desktop?**

		Frequency	Percent	Weighted Percent
Valid	1 Desktop	738	23.8	23.4
	2 Laptop	212	6.8	6.8
	3 Not sure	180	5.8	5.9
	Total	1130	36.4	36.0
Missing	8 Don't know	4	.1	.1
	System	1973	63.5	63.9
	Total	1977	63.6	64.0
Total		3107	100.0	100.0

**QBUY3AX Amount You Would Be Willing to Spend on a Computer**

		Frequency	Percent	Weighted Percent
Valid	1.00 \$0-\$1000	209	6.7	6.9
	2.00 \$1100-\$1500	341	11.0	10.7
	3.00 \$1600-\$2000	287	9.2	9.0
	4.00 \$2050-\$2500	86	2.8	3.0
	5.00 \$2600+	111	3.6	3.4
	Total	1034	33.3	33.0
Missing	8000.00	96	3.1	3.0
	8001.00	4	.1	.1
	System	1973	63.5	63.9
	Total	2073	66.7	67.0
Total		3107	100.0	100.0

**QBUY4 How Would You Pay For This Computer?**

		Frequency	Percent	Weighted Percent
Valid	1 Cash or check (full price up front)	563	18.1	17.8
	2 Finance (loan or credit card)	329	10.6	10.6
	3 Lease	23	.7	.7
	4 Gift from parents or other person	143	4.6	4.6
	5 Other	29	.9	1.0
	Total	1087	35.0	34.7
Missing	8 Don't know	45	1.4	1.3
	9 Refused	2	.1	.1
	System	1973	63.5	63.9
Total		2020	65.0	65.3
Total		3107	100.0	100.0

**QPIRK1 Would You Purchase A University Sponsored Desktop Computer Like This For Under \$1000**

		Frequency	Percent	weighted Percent
Valid	1 Yes	2443	78.6	77.8
	2 No	579	18.6	19.6
	Total	3022	97.3	97.4
Missing	8 Don't know	85	2.7	2.6
Total		3107	100.0	100.0

**QPIRK1A Would You Purchase A Laptop Like This For \$2500?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	1691	54.4	54.7
	2 No	1334	42.9	42.8
	Total	3025	97.4	97.5
Missing	8 Don't know	82	2.6	2.5
Total		3107	100.0	100.0

**QPIRK2 Would You Lease A Computer Like This For \$120 Per Semester On A 3 Year Lease**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	1616	52.0	51.7
	2 No	1404	45.2	45.7
	Total	3020	97.2	97.4
Missing	8 Don't know	87	2.8	2.6
Total		3107	100.0	100.0

**QPIRK3A Importance Of Having CSU-Standard Core Software Suite For Your Personal Computer**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1636	52.7	52.5
	2 Somewhat important	868	27.9	28.2
	3 Not very important	361	11.6	11.2
	4 Not at all important	223	7.2	7.4
	Total	3088	99.4	99.3
Missing	8 Don't know	17	.5	.6
	9 Refused	1	.0	.0
	System	1	.0	.1
	Total	19	.6	.7
Total		3107	100.0	100.0

**QPIRK3 Importance Of Having CSU-Standard Core Software Suite For The Entire Student Body**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1973	63.5	62.6
	2 Somewhat important	996	32.1	32.7
	3 Not very important	67	2.2	2.2
	4 Not at all important	22	.7	.7
	Total	3058	98.4	98.2
Missing	8 Don't know	47	1.5	1.7
	9 Refused	1	.0	.0
	System	1	.0	.1
	Total	49	1.6	1.8
Total		3107	100.0	100.0

**QPIRK4A Importance of Dial In Internet Access To Campus Electronic Resources For You Personally**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1909	61.4	60.7
	2 Somewhat important	898	28.9	29.4
	3 Not very important	215	6.9	7.1
	4 Not at all important	74	2.4	2.5
	Total	3096	99.6	99.7
Missing	8 Don't know	8	.3	.2
	9 Refused	2	.1	.0
	System	1	.0	.1
	Total	11	.4	.3
Total		3107	100.0	100.0

**QPIRK4 Importance of Dial In Internet Access To Campus Electronic Resources For General Student Body**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	2131	68.6	68.0
	2 Somewhat important	892	28.7	29.2
	3 Not very important	41	1.3	1.4
	4 Not at all important	9	.3	.4
	Total	3073	98.9	98.9
Missing	8 Don't know	31	1.0	1.0
	9 Refused	2	.1	.0
	System	1	.0	.1
	Total	34	1.1	1.1
Total		3107	100.0	100.0

**QPIRK6A Importance Of 24-hour Help Desk For You Personally?**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1591	51.2	50.9
	2 Somewhat important	978	31.5	31.9
	3 Not very important	407	13.1	13.1
	4 Not at all important	121	3.9	3.8
	Total	3097	99.7	99.6
Missing	8 Don't know	8	.3	.3
	9 Refused	1	.0	.0
	System	1	.0	.1
	Total	10	.3	.4
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**QPIRK6 Importance Of 24-hour Help Desk For The General Student Body?**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1985	63.9	63.6
	2 Somewhat important	971	31.3	31.5
	3 Not very important	98	3.2	3.2
	4 Not at all important	20	.6	.6
	Total	3074	98.9	98.8
Missing	8 Don't know	31	1.0	1.1
	9 Refused	1	.0	.0
	System	1	.0	.1
	Total	33	1.1	1.2
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**QPIRK7A Importance of Computer Training To Be Available To You Personally?**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1361	43.8	43.7
	2 Somewhat important	1091	35.1	35.4
	3 Not very important	480	15.4	15.3
	4 Not at all important	167	5.4	5.3
	Total	3099	99.7	99.8
Missing	8 Don't know	6	.2	.2
	9 Refused	2	.1	.0
	Total	8	.3	.2
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?**

		Frequency	Percent	Weighted Percent
Valid	1 Very important	1922	61.9	61.7
	2 Somewhat important	1064	34.2	34.3
	3 Not very important	77	2.5	2.5
	4 Not at all important	9	.3	.4
	Total	3072	98.9	98.9
Missing	8 Don't know	33	1.1	1.0
	9 Refused	2	.1	.0
	Total	35	1.1	1.1
Total		3107	100.0	100.0

**QPIRK9X Amount willing to pay per month - collapsed**

		Frequency	Percent	Weighted Percent
Valid	.00 \$50 or more	201	6.5	6.5
	1.00 \$20 to \$50	269	8.7	8.3
	2.00 \$15 to \$20	1026	33.0	32.5
	3.00 \$10 to \$15	715	23.0	23.9
	4.00 \$5 to \$10	449	14.5	14.7
	5.00 Less than \$5	117	3.8	3.9
	6.00 \$0	276	8.9	8.6
	Total	3053	98.3	98.4
Missing	8.00 Don't know	51	1.6	1.5
	9.00 Refused	3	.1	.1
	Total	54	1.7	1.6
Total		3107	100.0	100.0

**QPIRK10 Willing To Pay A Student Technology Fee For These Services**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	2046	65.9	65.2
	2 No	811	26.1	27.1
	Total	2857	92.0	92.3
Missing	8 Don't know	249	8.0	7.7
	9 Refused	1	.0	.0
	Total	250	8.0	7.7
Total		3107	100.0	100.0

**QPIRK11 Interested In Access To Other Personal Telecommunications Devices, (cell phones, pagers, voice mail)?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	1307	42.1	42.9
	2 No	1749	56.3	55.4
	Total	3056	98.4	98.3
Missing	8 Don't know	50	1.6	1.7
	9 Refused	1	.0	.0
	Total	51	1.6	1.7
Total		3107	100.0	100.0

## Appendix B

### CSU Student Technology Resource Survey

#### **\*\* Introduction\*\***

<INTRO> Good (morning, afternoon, evening). My name is \_\_\_\_\_ and I'm calling from the SBRI Survey Lab at Cal State University San Marcos on behalf of the CSU Chancellor's Office.

Could I please speak with (student's name)?

We are conducting a survey of CSU students on issues related to use of computers and the computer resources that are available to students like you. The CSU System is interested in continuing to improve the support that is provided for student use of computers and your opinions are important to us. The questions will take about 10 to 12 minutes of your time and everything you tell us is confidential.

#### **\*\*Section 1 - General Computer Use\*\***

<QUSE1> How often do you use computer, for any kind of purpose?

1. Almost every day
2. Weekly
3. Monthly
4. At least once a semester or quarter
5. Almost never
6. Never [SKIPTO QUSE2]

If Daily or Weekly ask: "How many hours per week?"

<QUSE1A> Considering all of the ways you may use a computer, at what locations do you use a computer? [Check all that apply]

1. On campus
2. Employment
3. Home
4. Other

**\*\*For each location, follow up with:\*\***

<QUSE1B> How often do you use computer at <location x>?

1. Almost every day
2. Weekly
3. Monthly
4. At least once a semester or quarter
5. Almost never
6. Never

If Daily or Weekly, ask: "How many hours per week?"

<QUSE2> How would you rate your overall skill level in using a computer? Would you say you have no skills, minimal skills, good skills, or excellent skills?

1. No skills
2. Minimal skills
3. Good skills
4. Excellent skills

<QUSE2A> How much would you say you enjoy using a computer? Would you say **a great deal, somewhat, very little, or not at all?**

[IF QUSE1 = "Never", SKIPTO QUSE4]

<QUSE3> What percentage of your total computer use would you say is class or academically related, as opposed to use that is for business, home or recreational purposes?

<QUSE4> How important would you say that use of a computer is for completing your coursework and achieving your educational goals? Would you say that it is **not at all important, somewhat important, important or very important?**

<QUSE5> And how important would you say that computer literacy is for your future employment goals? Would you say that it is **not at all important, somewhat important, important or very important?**

[IF QUSE1 = "Never", SKIPTO QBUY1]

**\*\*Section 2 - Course Computer Use Requirements\*\***

<QINTRO2> I would like to ask you some questions about computer or technology content in the courses you have taken at <insert school name> over the past two semesters or quarters. For each of these questions, please tell me the number of courses where the use of this technology was significant or important to your experience in the course.

<QCLASSES> How many classes have you taken over the last two semesters including the current one?

<QCLASS1> How many of your classes have required you to use a computer in the classroom during the regular class meeting time?

<QCLASS2> How many of your classes have required you to use a computer outside of the class' regular class meeting time?

<QCLASS3> How many of your classes have required you to use email?

<QCLASS4> How many of your classes have had web pages that included class material or required you to use the Internet?

<QCLASS6> How many of your classes have required you to use a computer to access library resources?

<QCLASS7> How do you rate your experience using computers to meet your course requirements?

**\*\*Section 3 - Evaluating Campus Computing Services\*\***

- <SUSE> Next I would like to know how you feel about the computing services on campus that are available for students.
- <QFAC1> How often do you use any of the computing labs at your campus? Would you say **almost every day, weekly, monthly, at least once a semester or quarter, almost never or never?**
- <QFAC1A> How would you evaluate the availability of computers in on-campus labs when the labs are open? Would you say it is Excellent, Good, Fair or Poor?
- <QFAC2> How would you evaluate the convenience of the hours that labs are open on campus? Would you say it is Excellent, Good, Fair or Poor?
- <QFAC3> How would you evaluate the consulting assistance or help desk in labs on campus? Would you say it is Excellent, Good, Fair or Poor?
- <QFAC4> Are there any other comments you would like to make regarding the computing services on your campus?

**\*\*Section 4 – Frequency of Computer Use and Skill Rating\*\***

- <SINTRO4> Now I would like to ask you a few questions about your experience with various types of computer applications. For each of the applications I list, I would like to know whether you use this type of program **frequently, occasionally, rarely or never.**
- <QAPPWP1> How often do you use a word processing program?[e.g. such as Word or WordPerfect, or Claris Works.]
1. Frequently
  2. Occasionally
  3. Rarely
  4. Never [SKIPTO next application]

[For remaining questions in this section, use response categories from QAPPWP1.]

- <QAPPSS1> How often do you use a spreadsheet program? [e.g. Excel, Lotus or Quattro Pro]
- <QAPPNET1> How often do you explore World Wide Web sites on the Internet using a web browser? [e.g. Netscape, Internet Explorer]
- <QAPPEM1> How often do you use email?
- <QAPPDB1> How often do you use a database program? [e.g. Access, dBase or Paradox.]

<QAPPPG1> How often do you use presentation or graphics or desktop publishing? [e.g. PowerPoint, Corel, Adobe, Harvard Graphics, or Page Maker.]

<QSKILL1> Compared to other students that you know, how would you rate your skill level in using a personal computer? Would you say you have no skills, minimal skills, good skills, or excellent skills?

1. No skills
2. Minimal skills
3. Good skills
4. Excellent skills

<QSKILL2> And compared to other students that you know, how would you rate your skill level in using a personal computer to access the Internet? Would you say you have no skills, minimal skills, good skills, or excellent skills?

1. No skills
2. Minimal skills
3. Good skills
4. Excellent skills

**\*\*Section 5 - Computer Access\*\***

<QCOMP1> Do you currently own a computer that is operational?

<QCOMP1A> How long have you had this computer?

\_\_\_\_\_ years \_\_\_\_\_ months

IF YES, SKIPTO QCOMP3

<QCOMP2> Do you have access to a computer, other than at the University that you can use for your class assignments?

IF NO, SKIPTO QBUY1

<QCOMP2A> Is this computer at your place of employment, a friend or family member's home, or somewhere else? [Select all that apply]

<QCOMP3> Is your computer (the computer you use) a desktop or a laptop?

<QCOMP4> Is your computer an IBM compatible, a Macintosh, or another type?

<QCOMP11> Do you have a modem for your computer?  
(Yes or No?)

IF NO, SKIPTO SINTRO5

<QCOMP13> Do you use your modem to connect to your campus to access campus resources and the Internet?  
(Yes or No?)

IF NO, SKIPTO QCOMP19

<QCOMP14> About how many hours in a typical week do you use this campus connection?

<QCOMP14A> How satisfied are you with your ability to get a connection, when you use your modem to connect to campus computing resources? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

<QCOMP15> How satisfied are you with this access to campus computing resources? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

<QCOMP19> Do you have an Internet Service Provider or ISP account that provides access to the Internet? (AOL, CompuServe, etc.?) (Yes or No?)

IF NO, SKIPTO QBUY1

<QCOMP20> About how many hours in a typical week do you use your ISP account to access the Internet?

<QCOMP20A> About how much do you pay in a typical month for your ISP account to access the Internet?

<QBUY1> How likely or unlikely are you to buy a new or used computing system during the next twelve months? Are you very likely, somewhat likely, somewhat unlikely, or very unlikely?

IF NOT LIKELY, SKIPTO QPIRK

<QBUY2> Are you more likely to buy an IBM compatible, a Macintosh, or some other type of computer system [Please Specify]?

<QBUY3> Are you more likely to buy a desktop, a laptop, or are you not sure?

<QBUY3A> How much money would you estimate that you would be willing to spend on a computer?  
[Assume that it would be a computer with all of the features you need to complete your academic work...]

<QBUY4> How would you pay for this computer?

1. Cash or check (full price up front)
2. Finance (loan or credit card)
3. Lease
4. Gift from parents or other person
5. Other [Please Specify]

**\*\*Section 6 - PIRK Program\*\***

<QPIRK> The CSU System has been investigating ways to make personal computing resources more available for students when they are off-campus. I would like to ask you a few questions regarding some of the resources and services that could be available for CSU students in the future.

One of the strategies that the CSU system is working on is developing computer purchase or lease plans where students could buy or lease new computers. The computers offered would be name brand models with standard features. These computers would be priced below typical market prices, because of the group-purchase plan.

<QPIRK1> If you could purchase a desktop computer like this through your campus for less than \$1,000\*, would you be interested in a University-sponsored computer purchase plan?

<QPIRK1A> If you could purchase a laptop computer like this through your campus for less than \$2,500, would you be interested in a University-sponsored computer purchase plan?

<QPIRK2> If you could lease a desktop computer like this through your campus for about \$120 per semester or quarter for a three year lease, would you be interested in a University-sponsored computer lease plan?

<QPIRKA> There are four types of technology resources that have been identified as being valuable for students, once they have access to a personal computer. They include:

**First:** A CSU-standard set of computer software

**Second:** Local dial-in access to campus and the Internet from off-campus

**Third:** 24-hour help desk services, and

**Fourth:** Web-based computer training programs

I'm going to describe these resources for you in more detail, and then ask you how important they would be for yourself and also for other students.

(QPIRKA1) The first type of resource would be a CSU-standard core computer software suite available for the students' own personal computer, which would include a word processor, spreadsheet, graphics, web-browser and e-mail,

<QPIRK3A> How important would you say it would be for you personally to have this software suite installed on your personal computer? Would you say it would be **very important, somewhat important, not very important or not at all important** for you?

<QPIRK3> How important would you say having this software suite would be for the general student body? [Would you say it would be **very important, somewhat important, not very important or not at all important** for students in general?]

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\* these dollar amounts are for illustrative purposes only, and do not represent the actual dollar amounts for the PIRK costs.

- <QPIRKA2> The second type of resource would be local dial-in access to campus resources, faculty and the Internet from off-campus locations.
- <QPIRK4A> How important would you say it would be for you personally to have local dial-in access to campus electronic resources and the Internet from off-campus? [Would you say it was **very important, somewhat important, not very important or not at all important** for you?]
- <QPIRK4> How important would you say local dial-in access to campus electronic resources and the Internet from off-campus would be for the general student body? [Would you say it was **very important, somewhat important, not very important or not at all important** for students in general?]
- <QPIRKA3> The third type of resource would be 24-hour help desk services to answer questions about software, hardware and access to network resources.
- <QPIRK6A> How important would you say it would be for you personally to have 24-hour help desk services from off-campus? [Would you say it was **very important, somewhat important, not very important or not at all important** for you?]
- <QPIRK6> How important would you say 24-hour help desk services from off-campus would be for the general student body? [Would you say it was **very important, somewhat important, not very important or not at all important** for students in general?]
- <QPIRKA4> The fourth type of resource would be web-based computer training programs for personal skill development.
- <QPIRK7A> How important would you say it would be for you personally for computer training to be available? [Would you say it was **very important, somewhat important, not very important or not at all important** for you?]
- <QPIRK7> How important would you say computer training would be for the general student body? [Would you say it was **very important, somewhat important, not very important or not at all important** for students in general?]
- <QPIRK9> If these services and resources were available as a package, how much would you be willing to pay, per month?
- [Ask student for \$ amount. If they cannot give one, prompt with these categories:]
1. \$15 to \$20\*\*
  2. \$10 to \$15
  3. \$5 to \$10
  4. Less than \$5
  5. Nothing
- \*\*these dollar amounts are for illustrative purposes only, and do not represent the actual dollar amounts for the PIRK costs.

<QPIRK10> Would you be willing to pay a student technology fee to address a portion of the costs of these services and resources? (Yes or No).

<QPIRK11> Would you be interested in getting access to other personal telecommunication devices, such as cell phones, pagers and voice mail through a university-sponsored plan? (Yes or No)

**\*\*Demographics\*\***

<TDEM> Now I have a few more questions for you, just for classification purposes only.

<QDEM1> Would you generally classify yourself as being a full-time student or a part-time student?

[NOTE: FULL-TIME IS 12 UNITS OR MORE FOR AN UNDERGRADATE AND 9 UNITS OR MORE FOR A GRADUATE STUDENT]

<QDEM2> What is your major?

<QDEM3> How would you describe your current living arrangements? Would you say that you live....

1. On-campus (in a dorm)
2. Off-campus with your parents
3. Off-campus with your spouse or partner (and children)
4. Off-campus in a fraternity or sorority house
5. Off-campus with other roommates (NOT YOUR CHILDREN)
6. Off-campus by yourself (or with your children)
7. Or something else?

<QDEM4> Do you have any children?

[If NO, SKIPTO QDEM6]

<QDEM5> How many children do you have living in your household?

<QDEM6> Are you currently employed? (Yes or No)

[If NO, SKIPTO QDEM8]

<QDEM7> Approximately how many hours do you work per week?

<TDEM2> Now I have a few last questions about your current financial status. These questions will help us understand the need for financial assistance to fully fund the computer initiatives. Please remember that your answers will be kept confidential.

<QDEM8> Please stop me when I reach the category that best describes your personal annual income, before taxes. Would you say that it was ...

1. Less than \$6,000
2. Between \$6,000 and \$12,000
3. Between \$12,000 and \$24,000
4. Between \$24,000 and \$36,000
5. Between \$36,000 and \$48,000
6. Between \$48,000 and \$60,000
7. Over \$60,000

<QDEM9> Do you receive financial assistance from a friend or family member? (Yes or No)

[ IF QDEM3 = 5 or 6, AND QDEM9 = YES SKIPTO QDEM11]

[IF QDEM3 = 2 SKIPTO QDEM11]

IF QDEM3 = 3 SKIPTO QDEM11]

<QDEM10> Please stop me when I reach the category that best describes your total family annual income, before taxes. Would you say that it was ...

1. Less than \$24,000
2. Between \$24,000 and \$36,000
3. Between \$36,000 and \$48,000
4. Between \$48,000 and \$60,000
5. Between \$60,000 and \$72,000
6. Over \$72,000

<QDEM11> Did you receive Financial Aid from <insert school name> this semester or quarter?

<QCOMMENT> Those are all the questions that I have for you. Before we finish, are there any comments that you would like to make on any of the topics that we have covered?

<QBYEBYE> I'd like to thank you for your time and patience, and your help with this project. Good-bye!

[Interviewer hangs up phone.]

The following demographic fields will be captured in the student's ERS-S file, and therefore do not require survey questions:

- Gender
- Ethnicity
- Age
- Class standing (Lower division, upper division, post-bacc.)
- Number of units earned

## Appendix C

### Means -- USE by Campus

#### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
QBUY3A Amount of Money You Would Be Willing To Spend On A Computer *	1034	33.3%	2073	66.7%	3107	100.0%
CAMPUS2 Campus						

#### Report

CAMPUS2 Campus		QBUY3A Amount of Money You Would Be Willing To Spend On A Computer
1.00 Bakersfield	Mean	1903.92
	N	51
	Std. Deviation	699.70
2.00 Los Angeles	Mean	1739.17
	N	60
	Std. Deviation	612.17
3.00 Chico	Mean	1740.32
	N	62
	Std. Deviation	834.98
4.00 Dominguez Hills	Mean	1708.77
	N	57
	Std. Deviation	756.47
5.00 Fresno	Mean	1700.00
	N	48
	Std. Deviation	627.39
6.00 Fullerton	Mean	1527.91
	N	43
	Std. Deviation	596.55
7.00 Hayward	Mean	1787.76
	N	49
	Std. Deviation	913.70

## Report

CAMPUS2 Campus		QBUY3A Amount of Money You Would Be Willing To Spend On A Computer
8.00 Humboldt	Mean	1544.42
	N	45
	Std. Deviation	552.48
9.00 Long Beach	Mean	1667.35
	N	49
	Std. Deviation	646.91
10.00 Northridge	Mean	1878.72
	N	47
	Std. Deviation	929.92
11.00 Pomona	Mean	1822.06
	N	68
	Std. Deviation	778.60
12.00 Sacramento	Mean	1733.93
	N	56
	Std. Deviation	558.66
13.00 San Bernardino	Mean	1775.42
	N	59
	Std. Deviation	718.56
14.00 San Diego	Mean	1667.44
	N	43
	Std. Deviation	787.62
15.00 San Francisco	Mean	1645.37
	N	54
	Std. Deviation	729.32
16.00 San Jose	Mean	1861.54
	N	52
	Std. Deviation	764.96
17.00 San Marcos	Mean	1676.02
	N	44
	Std. Deviation	616.90
18.00 SLO	Mean	1694.70
	N	47
	Std. Deviation	695.29

## Report

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CAMPUS2 Campus		QBUY3A Amount of Money You Would Be Willing To Spend On A Computer
19.00 Sonoma	Mean	1970.73
	N	41
	Std. Deviation	952.69
20.00 Stanislaus	Mean	1697.46
	N	59
	Std. Deviation	741.76
Total	Mean	1739.45
	N	1034
	Std. Deviation	734.72

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# Means -- PIRK by Campus

## Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
QPIRK3A Importance Of Having CSU-Standard Core Software Suite For Your Personal Computer * CAMPUS2 Campus	3088	99.4%	19	.6%	3107	100.0%
QPIRK3 Importance Of Having CSU-Standard Core Software Suite For The Entire Student Body * CAMPUS2 Campus	3058	98.4%	49	1.6%	3107	100.0%
QPIRK4A Importance of Dial In Internet Access To Campus Electronic Resources For You Personally * CAMPUS2 Campus	3096	99.6%	11	.4%	3107	100.0%
QPIRK4 Importance of Dial In Internet Access To Campus Electronic Resources For General Student Body * CAMPUS2 Campus	3073	98.9%	34	1.1%	3107	100.0%
QPIRK6A Importance Of 24-hour Help Desk For You Personally? * CAMPUS2 Campus	3097	99.7%	10	.3%	3107	100.0%
QPIRK6 Importance Of 24-hour Help Desk For The General Student Body? * CAMPUS2 Campus	3074	98.9%	33	1.1%	3107	100.0%
QPIRK7A Importance of Computer Training To Be Available To You Personally? * CAMPUS2 Campus	3099	99.7%	8	.3%	3107	100.0%
QPIRK7 How Important Is Having Computer Training Availability For The General Student Body? * CAMPUS2 Campus	3072	98.9%	35	1.1%	3107	100.0%
QPIRK9 Amount willing to pay per month - in dollars * CAMPUS2 Campus	1214	39.1%	1893	60.9%	3107	100.0%

## Report

		QPIRK3A Importance Of Having CSU-Standard Core Software Suite For Your Personal Computer	QPIRK3 Importance Of Having CSU-Standard Core Software Suite For The Entire Student Body	QPIRK4A Importance of Dial In Internet Access To Campus Electronic Resources For You Personally	QPIRK4 Importance of Dial In Internet Access To Campus Electronic Resources For General Student Body	QPIRK6A Importance Of 24-hour Help Desk For You Personally?	QPIRK6 Importance Of 24-hour Help Desk For The General Student Body?	QPIRK7A Importance of Computer Training To Be Available To You Personally?
CAMPUS2 Campus								
1.00 Bakersfield	Mean	1.75	1.38	1.51	1.31	1.70	1.38	1.79
	N	151	151	151	150	150	151	151
	Std. Deviation	.91	.51	.72	.48	.86	.59	.91
2.00 Los Angeles	Mean	1.60	1.31	1.41	1.31	1.55	1.38	1.58
	N	160	158	160	160	160	159	159
	Std. Deviation	.79	.56	.68	.52	.78	.60	.71
3.00 Chico	Mean	1.76	1.40	1.37	1.26	1.72	1.46	1.90
	N	156	155	156	156	156	156	156
	Std. Deviation	.98	.53	.67	.44	.81	.60	.91
4.00 Dominguez Hills	Mean	1.60	1.33	1.57	1.38	1.58	1.33	1.56
	N	152	152	153	153	153	153	153
	Std. Deviation	.93	.55	.70	.56	.82	.55	.75
5.00 Fresno	Mean	1.68	1.39	1.45	1.26	1.49	1.25	1.68
	N	150	148	152	152	152	150	152
	Std. Deviation	.81	.58	.70	.50	.81	.53	.83
6.00 Fullerton	Mean	1.75	1.43	1.58	1.40	1.59	1.43	1.84
	N	152	148	154	151	153	150	154
	Std. Deviation	.94	.57	.77	.55	.71	.55	.93
7.00 Hayward	Mean	1.70	1.36	1.55	1.31	1.65	1.34	1.80
	N	152	151	152	150	152	150	152
	Std. Deviation	.93	.56	.74	.52	.76	.53	.84

**Report**

		QPIRK3A Importance Of Having CSU-Standard Core Software Suite For Your Personal Computer	QPIRK3 Importance Of Having CSU-Standard Core Software Suite For The Entire Student Body	QPIRK4A Importance of Dial In Internet Access To Campus Electronic Resources For You Personally	QPIRK4 Importance of Dial In Internet Access To Campus Electronic Resources For General Student Body	QPIRK6A Importance Of 24-hour Help Desk For You Personally?	QPIRK6 Importance Of 24-hour Help Desk For The General Student Body?	QPIRK7A Importance of Computer Training To Be Available To You Personally?	
8.00	Humboldt	Mean	1.81	1.49	1.46	1.37	1.76	1.49	1.89
		N	155	155	155	155	156	156	155
		Std. Deviation	.91	.62	.75	.52	.85	.63	.89
9.00	Long Beach	Mean	1.65	1.37	1.49	1.35	1.67	1.38	1.76
		N	155	153	155	154	155	154	155
		Std. Deviation	.92	.48	.71	.53	.84	.55	.89
10.00	Northridge	Mean	1.70	1.38	1.57	1.36	1.69	1.35	1.75
		N	157	156	158	157	157	158	158
		Std. Deviation	.94	.57	.77	.51	.84	.50	.83
11.00	Pomona	Mean	1.77	1.44	1.61	1.43	1.79	1.52	1.87
		N	154	153	153	153	153	151	154
		Std. Deviation	.93	.56	.74	.55	.84	.62	.88
12.00	Sacramento	Mean	1.76	1.40	1.51	1.32	1.85	1.49	1.91
		N	157	155	158	158	158	157	157
		Std. Deviation	.93	.55	.79	.51	.88	.66	.93
13.00	San Bernardino	Mean	1.80	1.40	1.59	1.35	1.73	1.38	1.82
		N	154	152	155	154	154	154	155
		Std. Deviation	.95	.60	.81	.51	.87	.55	.90
14.00	San Diego	Mean	1.84	1.45	1.58	1.34	1.65	1.32	1.94
		N	152	150	153	151	153	151	153
		Std. Deviation	.99	.59	.79	.52	.83	.55	.86

**Report**

CAMPUS2 Campus		QPIRK3A Importance Of Having CSU-Standard Core Software Suite For Your Personal Computer	QPIRK3 Importance Of Having CSU-Standard Core Software Suite For The Entire Student Body	QPIRK4A Importance of Dial In Internet Access To Campus Electronic Resources For You Personally	QPIRK4 Importance of Dial In Internet Access To Campus Electronic Resources For General Student Body	QPIRK6A Importance Of 24-hour Help Desk For You Personally?	QPIRK6 Importance Of 24-hour Help Desk For The General Student Body?	QPIRK7A Importance of Computer Training To Be Available To You Personally?	
15.00	San Francisco	Mean	1.82	1.43	1.52	1.30	1.76	1.38	1.81
		N	158	157	157	154	158	157	159
		Std. Deviation	1.00	.62	.79	.61	.92	.58	.92
16.00	San Jose	Mean	1.75	1.40	1.49	1.33	1.72	1.46	1.84
		N	159	156	160	158	160	156	160
		Std. Deviation	.97	.64	.64	.48	.85	.65	.91
17.00	San Marcos	Mean	1.81	1.33	1.48	1.28	1.79	1.45	1.99
		N	154	150	153	150	154	150	154
		Std. Deviation	.99	.54	.76	.49	.96	.67	.96
18.00	SLO	Mean	1.61	1.43	1.34	1.30	1.81	1.53	1.98
		N	147	148	150	150	150	150	150
		Std. Deviation	.83	.59	.58	.49	.82	.60	.86
19.00	Sonoma	Mean	1.79	1.33	1.49	1.29	1.66	1.30	1.85
		N	155	155	153	150	155	154	154
		Std. Deviation	.98	.55	.75	.52	.86	.51	.88
20.00	Stanislaus	Mean	1.67	1.36	1.44	1.27	1.73	1.38	1.90
		N	158	155	158	157	158	157	158
		Std. Deviation	.92	.60	.67	.45	.88	.59	.91
Total		Mean	1.73	1.39	1.50	1.33	1.70	1.40	1.82
		N	3088	3058	3096	3073	3097	3074	3099
		Std. Deviation	.93	.57	.73	.51	.84	.59	.88

Report

CAMPUS2 Campus		QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?	QPIRK9 Amount willing to pay per month - in dollars
1.00 Bakersfield	Mean	1.36	23.74
	N	150	47
	Std. Deviation	.53	14.96
2.00 Los Angeles	Mean	1.31	24.22
	N	158	65
	Std. Deviation	.48	16.47
3.00 Chico	Mean	1.44	20.51
	N	154	53
	Std. Deviation	.56	16.09
4.00 Dominguez Hills	Mean	1.22	23.71
	N	153	68
	Std. Deviation	.43	16.16
5.00 Fresno	Mean	1.36	24.69
	N	152	55
	Std. Deviation	.58	14.71
6.00 Fullerton	Mean	1.41	26.90
	N	151	61
	Std. Deviation	.60	16.81
7.00 Hayward	Mean	1.37	22.41
	N	151	61
	Std. Deviation	.54	16.27

Report

CAMPUS2 Campus		QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?	QPIRK9 Amount willing to pay per month - in dollars
8.00 Humboldt	Mean	1.50	19.06
	N	155	66
	Std. Deviation	.59	14.70
9.00 Long Beach	Mean	1.42	21.94
	N	154	70
	Std. Deviation	.55	15.87
10.00 Northridge	Mean	1.38	26.02
	N	157	65
	Std. Deviation	.54	14.77
11.00 Pomona	Mean	1.49	21.00
	N	154	58
	Std. Deviation	.63	14.93
12.00 Sacramento	Mean	1.43	19.40
	N	158	58
	Std. Deviation	.57	14.53
13.00 San Bernardino	Mean	1.36	20.65
	N	149	49
	Std. Deviation	.50	14.11
14.00 San Diego	Mean	1.37	21.38
	N	152	69
	Std. Deviation	.50	12.27

Report

CAMPUS2 Campus		QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?	QPIRK9 Amount willing to pay per month - in dollars
15.00 San Francisco	Mean	1.45	20.03
	N	157	62
	Std. Deviation	.60	14.24
16.00 San Jose	Mean	1.41	22.59
	N	158	64
	Std. Deviation	.58	15.38
17.00 San Marcos	Mean	1.44	24.92
	N	151	73
	Std. Deviation	.55	18.26
18.00 SLO	Mean	1.56	21.57
	N	148	67
	Std. Deviation	.61	13.44
19.00 Sonoma	Mean	1.46	18.28
	N	153	58
	Std. Deviation	.57	15.00
20.00 Stanislaus	Mean	1.39	24.16
	N	157	45
	Std. Deviation	.53	16.65
Total	Mean	1.41	22.38
	N	3072	1214
	Std. Deviation	.56	15.40

## Appendix D – Sampling Procedures

This report describes data for 3107 telephone interviews with CSU students. These students were selected from 20 of the CSU campuses. The Maritime Academy and Monterrey Bay campuses were not included in the study. From each of the 20 CSU campuses, approximately 150 students were interviewed.

Campus sample databases were acquired from each of the campuses. These sample databases included demographic information for about 1,500 or 2,000 students from each campus, for a total of 38,927 individuals in the sample databases. Approximately 7.5% of these were unusable due to missing information in the databases that was necessary to conduct the interview (e.g., missing or incomplete phone number). The usable sample databases ranged in size from 1,292 to 2,039, for a total of 36,006 pieces of sample.

A quota sampling method was used to ensure that the sample from each campus would represent the class level and racial diversity of each campus. That is, quota cells were created for each combination of a set of ethnic and class level (lower division, upper division, post-baccalaureate) categories that were proportional in size to that campus' ethnic and class level composition (as indicated by CSU Analytic Studies). Within each cell students were randomly selected using a computer-assisted-telephone-interviewing (CATI) system. When an individual was selected by CATI, their telephone number was dialed, and if the student was reached, they were invited to complete the interview. The cooperation rate for the survey was 86.4%. This is the proportion of individuals that completed an interview (3,107), out of the total number of individuals that either agreed or refused to

complete an interview (3,597). Thus, the set of respondents from each campus sample was representative of that campus' ethnic and class level composition, and when weighted by campus size, the total sample was representative of the CSU system as a whole. If on a call attempt the individual was not contacted, he or she remained in the pool of eligible sample until a predetermined number of failed attempts to that individual had been reached, or the quota cell to which the person belonged was filled.