

# **CSU Student Technology Survey Resource Report**

**Conducted for**

**The CSU Chancellor's Office**

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## CSU Student Technology Resource Survey Report

The CSU Student Technology Resource 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 and computer technology use of students at the campuses of the university.

This report contains a description of the experience CSU students have had with computer technology. The report also details attitudes concerning technology resources, and contains an appendix (A) with responses to the 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 questionnaire items. Additionally, Appendix C contains mean scores on 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 Monterrey 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. 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. Appendix D briefly describes the sampling frame and procedures.

## CSU STUDENT EXPERIENCE WITH TECHNOLOGY

### Computer Use

The responses of the students indicate that computer use is a significant part of their experience. They use computers frequently, and spend a lot of time using computers. More than two-thirds (about 69%) of the students use computers almost every day, and most (more than 90%) of the CSU students use computers at least weekly (see response frequencies to question QUSE1 in Appendix A). About a third (over 34%) of the students spend 11 or more hours per week using a computer, and close to two thirds (over 61%) of the students use a computer more than five hours per week (see QUSEP1X in Appendix A). Additionally, most students use computers primarily for class or academics (see QUSE3X).

Home and campus are the most common locations for computer use among the students. More than four-fifths of the students use computers at home (QUSE1A\_3), and two-thirds use a computer on campus (QUSE1A\_1). About a quarter of the students use computers at work (QUSE1A\_2). For each location, of those indicating they use a computer at that location, most use computers at least weekly there (QUSE1B\_1, QUSE1B\_2, QUSE1B\_3, QUSE1B\_4).

CSU students think of themselves as skilled in, and enjoy computer use. Almost all (about 99%) of the students said they possessed minimal computer skills, and three quarters

consider themselves to have good or excellent skills (QUSE2). Over 90% indicated that they enjoy using computers.

**Table 1 - Student Computer Use**

	Percent	Weighted Percent
Students Who Use a Computer Every Day (QUSE1)	69.4%	68.8%
Students Who Use Computers 11 or More Hours Per Week (QUSE1)	35.6%	34.5%
Do You Use A Computer At Home? (QUSE1A_3)	83.3%	84.0%
Do You Use A Computer On Campus? (QUSE1A_1)	64.4%	63.0%
Do You Use A Computer At Your Employment? (QUSE1A_2)	27.5%	28.7%

Students also regard computers as very important. The students regard computers as very important for completing course work and achieving educational goals (QUSE4) as well as for their future employment goals (QUSE5). This is illustrated in Table 2.

**Table 2 - Student Computer Skill and Perceived Importance**

	Percent	Weighted Percent
Computer Skills are Good or Excellent - Student Self-Rating (QUSE2)	74.9%	74.9%
Students Who Enjoy Using Computers (QUSE2A)	93.3%	93.8%
Computers are Very Important for Course Work (QUSE4)	76.4%	75.7%
Computers are Very Important for Future Employment (QUSE5)	74.9%	75.3%

## Class Required Use

Many students take classes that require technology use. The students were asked about technology use in the past two terms (semesters or quarters). They were asked the numbers of classes they have taken that required (a) computer use in class, (b) computer use outside class, (c) e-mail use, (d) internet use, and (e) computer use to access library resources. More than half the students had a class in the last two terms that required regular use of a computer in the classroom (QCLASS1X). This is seen in Table 3. About 90% of the students have been required to use a computer regularly outside of class (QCLASS2X). Most (60% – 70%) have been required to use e-mail (QCLASS3X), use the internet (QCLASS4X), and use a computer to access library resources (QCLASS6X). Students seem to hold positive attitudes about their experience using

**Table 3 - Student Experiences Using Computers in Classes**

	Percent	Weighted Percent
Have Taken a Class Requiring In-Class Computer Use (QCLASS1)	54.2%	53.5%
Have Taken a Class Requiring Computer Use Outside Class (QCLASS2)	88.8%	88.5%
Have Taken a Class Requiring E-Mail Use (QCLASS3)	59.3%	57.4%
Have Taken a Class Requiring Internet Use (QCLASS4)	71.4%	69.7%
Have Taken a Class Requiring Computer Use for Library Resources (QCLASS6)	67.6%	67.2%
Class-Related Computer Use Experience was Very Good or Excellent (QCLASS7)	74.7%	74.9%

computers to meet course requirements. About three quarters of the CSU students rated their course-related computer experience as very good or excellent (QCLASS7). Almost everyone rated their course-related computer experience as at least fair.

### Campus Computing Services

The students were asked about the computing services on campus. Campus computing services were heavily used, and students were generally satisfied with the aspects of the computing services about which they were asked. About half the students used computing services on campus almost every day or weekly (QFAC1). About three quarters said they used on campus computing services at least once a semester/quarter. The students were asked about the availability of computers in on-campus labs when they are open (QFAC1A), the convenience of the hours that computer labs are open on campus (QFAC2), and the quality of consulting assistance or the help desk at on-campus labs (QFAC3). The most typical response to each of these questions was “good.” As seen in Table 4, for each item more than half the students rated these aspects as either good or excellent.

**Table 4 - Student Opinions of On-Campus Computing Facilities**

	Percent	Weighted Percent
Students Who Use Campus Computing Facilities At Least Once a Week (QFAC1)	47.8%	45.7%
Availability of Computers is Good or Excellent (QFAC1A)	54.6%	54.1%
Convenience of Lab Hours is Good or Excellent (QFAC2)	64.4%	64.2%
Consulting Assistance is Good or Excellent (QFAC3)	47.5%	46.8%

## Applications

The types of computer applications the students use, and their proficiency with different applications was examined. Students were asked how often they use(a) word processing programs, (b) spreadsheet programs, (c) the internet, (d) e-mail, (e) database programs, and (f) graphics programs. The results are summarized in Table 5. Word processing programs were the most commonly used. In fact, more than 80% said they used word processing programs frequently, and less than two percent said they never use word processing programs (QAPPWP1). The internet (QAPPNET1) and e-mail (QAPPEM1) were also frequently used by most students. Spreadsheets (QAPPSS1), databases (QAPPDB1), and graphics (QAPPPG1) are less frequently used. Each of these were used at least occasionally by a little less than half of the students.

**Table 5 - Students Reporting "Frequent" Use of Computer Applications**

	Percent	Weighted Percent
Frequently Use A Word Processing Program Such As Word Or WordPerfect? (QAPPWP1)	84.8%	84.3%
Frequently Explore Web Sites On The Internet Using Netscape, Internet Explorer, Etc.? (QAPPNET1)	61.9%	61.8%
Frequently Use Email? (QAPPEM1)	62.6%	61.7%
Frequently Use A Spreadsheet Program Such As Excel, Lotus Or Quattro Pro? (QAPPSS1)	20.5%	21.1%
Frequently Use A Database program Such As Access, dBase Or Paradox? (QAPPDB1)	12.2%	11.8%
Frequently Use a Presentation Or Graphics Program? (Ex: PowerPoint, Corel, Adobe or Harvard Graphics)? (QAPPPG1)	13.6%	14.0%

The students also reported on their computer skills relative to other students. The majority of the students felt they had good computer skills. When asked about their skill in using personal computers (QAPPWP2), about three quarters of the students said they had good or excellent skills compared to other students. This is shown in Table 6. Similarly, about three quarters of the students said that compared to other students they had good or excellent skills in using the internet (QAPPNET2).

**Table 6 - Student Self-Ratings of Computer Skills**

	Percent	Weighted Percent
Self-Rating of Computer Skill - Excellent or Good (QAPPWP2)	75.6%	75.3%
Self-Rating of Internet Skill - Excellent or Good (QAPPNET2)	77.1%	76.9%

### Computer Access

Almost all the CSU students have computer access. About 85% of the students own an operational computer (QCOMP1). As seen in Table 7, of those who don't own an operational computer, two thirds indicated that they had access to a computer for their class assignments outside the university (QCOMP2). This access was most typically at a friend's house (QCOMP2A2), though many had computer access for class assignments at a family member's house (QCOMP2A3) or their place of employment (QCOMP2A1).

**Table 7 - Student Access to Computing Off-Campus**

	Percent	Weighted Percent
Do You Currently Own An Operational Computer? (QCOMP1)	84.6%	85.5%
Do You Have Computer Access Outside the University For Class Assignments? (of % who do not own) (QCOMP2)	65.1%	66.9%

**Table 8 - Student Off-Campus Access - Type of Computer**

	Percent	Weighted Percent
Student Access Computer is IBM-Compatible (QCOMP4)	73.4%	74.5%
Student Access Computer is a Desktop (QCOMP3)	83.8%	84.5%
Student Has Access to a Modem (QCOMP11)	80.5%	81.5%

The typical system that CSU students use is an IBM-compatible machine (QCOMP4), as indicated in Table 8. It is also usually a desktop computer (QCOMP3). Four fifths of the students have a modem for their computer (QCOMP11), and about two-thirds of those with

**Table 9 - Student Remote Computer Access**

	Percent	Weighted Percent
Use Modem to Connect to Campus to Access Campus Resources and the Internet (QCOMP13)	48.0%	48.4%
Students Satisfied With Ability to Connect to Campus (QCOMP14A)	38.2%	38.3%
Students Satisfied With Access to Campus Resources (QCOMP15)	41.7%	42.2%
Have an Internet Service Provider or ISP Account that Provides Access to the Internet (QCOMP19)	59.7%	60.3%

modems use them to connect to campus resources and the internet (QCOMP13). Those using their modems to connect to campus computing resources are generally satisfied both with their ability to get connected (QCOMP14A), and with access to campus computing resources (QCOMP15). Three quarters of those with modems have an internet service provider (ISP) account (QCOMP19). Two thirds of those with an ISP use it between zero and five hours a week, and a third use it more than five hours per week (QCOMP20X). As indicated in Table 10, almost three quarters of those with internet access pay \$20 or less per month for that access (QCMP20AX).

**Table 10 - Student ISP Use and Cost**

	Percent	Weighted Percent
Students Who Pay \$20 or Less for ISP (QCOMP20)	73.6%	73.1%
Students Who Use ISP > 5 Hours Per Week (QCOMP20A)	35.7%	36.6%

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 11. Most (four out of five) of these people indicated they were more likely to buy an IBM-compatible system, and fewer than 1 out of five indicated they would buy a Macintosh system (QBUY2). Additionally, two thirds of the students stating they were likely to buy a computing system in the next year indicated that they were more likely to get a desktop system, and fewer than one out of five said they would buy a laptop (QBUY3).

**Table 11 - Student's Computer Purchase Interest**

	Percent	Weighted Percent
Students Who Are Likely to Purchase a Computer (QBUY1)	36.5%	36.1%
More Likely To Buy An IBM Compatible (% of those who expect to buy) (QBUY2)	74.2%	75.5%
More Likely To Buy a Desktop (% of those who expect to buy) (QBUY3)	65.2%	64.7%
Would Pay Up Front For This Computer? (% of those who expect to buy) (QBUY4)	49.6%	49.3%

#### Differences by Campus

Appendix C contains the unweighted average scores on key variables for each campus as well as the total CSU system to allow for comparisons of campuses to the CSU system as a whole. A consideration of these means reveals very little difference across campus on any of these variables. There were no sizeable differences across campus with respect to technology use, class requirements, or demographics. Students at CSU San Marcos did report a higher proportion of classes that required e-mail use than most other campuses. There was some minor variation in the number of hours worked per week (QDEM7). Two campuses were below the CSU system mean of 26.19 hours per week, and one campus was above it. Students from Cal Poly Pomona worked an average of 17.69 hours per week – two thirds (.68) of a standard deviation below the system mean, and students from CSU Humboldt worked an average of 19.35 hours per week – about a half (.55) a standard deviation below the system mean. Students from

Dominguez Hills, on the other hand, worked an average of 32.27 hours per week – about a half (.49) a standard deviation above the CSU system mean.

## PIRK PROGRAM

This section describes the attitudes of the students concerning a university-sponsored computing technology resource program. A university-sponsored computing technology resource 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.

### Importance of Access to 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. These results are displayed in Table 12.

**Table 12 - Importance of Access to Technology Resources**

	Percent	Weighted Percent
Software Suite Important For Self (QPIRK3A)	80.6%	80.7%
Software Suite Important For All Students (QPIRK3)	95.6%	95.3%
Dial-In Access Important For Self (QPIRK4A)	90.3%	90.1%
Dial-In Access Important For All Students (QPIRK4)	97.3%	97.2%
Help Desk Important For Self (QPIRK6A)	82.7%	82.8%
Help Desk Important For All Students (QPIRK6)	95.2%	95.1%
Computer Training Important For Self (QPIRK7A)	78.9%	79.1%
Computer Training Important For All Students (QPIRK7)	96.1%	96.1%

*Software Suite.* The students were asked the importance to them of having a CSU-standard software suite available for their own computer that would include a word processing program, a spreadsheet program, a graphics program, a web browser, and e-mail. More than half the students think this is very important, and most students (about 80%) think it is somewhat or very important (QPIRK3A). Students were also asked how important such a software suite would be to the entire student body. Interestingly, the students thought a software suite was more important for the entire student body than it was for them personally. In fact, almost two thirds of the students said it was very important for the entire student body (QPIRK3) compared to half who said it was very important for them personally. About 95% of the students said a software

suite was at least somewhat important to the entire student body compared to about 80% saying it was at least somewhat important to them personally.

*Local Dial-in Campus and Internet Access.* Student attitudes were also assessed with respect to local dial-in campus and internet access. They were asked how important dial-in access to the internet and campus electronic resources is to them personally. The majority of students said it was very important, and about 90% said it was somewhat important or very important (QPIRK4A). They were also asked about the importance of dial-in access to the entire student body. Again, people thought this resource was even more important for the entire student body than it was for them personally. Two thirds of the students regard dial-in access to the internet and campus electronic resources as very important, and about 97% of the students thought it was at least somewhat important (QPIRK4).

*24-hour Help Desk.* Another type of resource the students were asked about was a 24-hour telephone help desk to provide answers to questions about software, hardware, and access to network resources. About half the students indicated that this help service is very important to them personally, and over 80% of the students thought it is at least somewhat important (QPIRK6A). This service was also perceived as more important to the general student body. Almost two thirds of the CSU students view the 24-hour help desk as very important for the general student body, and about 95% regard it as at least somewhat important (QPIRK6).

*Web-based Computer Training Programs.* CSU students were asked about web-based computer training programs. This resource was also regarded as important. More than 40% view web-based computer training as important to them personally, and another third of the students see it as somewhat important to them (QPIRK7A). As with the other resources, web-

based computer training was considered more important for the general student body than it was for the individual respondent. Over 60% of the students stated that web-based training is very important for the general student body, and about 95% said that it is at least somewhat important (QPIRK7).

## Appendix A

### Frequency Table

**QUSE1 How Often Do You Use a Computer, For Any Purpose?**

		Frequency	Percent	Weighted Percent
Valid	1 Almost every day	2155	69.4	68.8
	2 Weekly	738	23.8	23.8
	3 Monthly	137	4.4	4.9
	4 At least once per semester/quarter	43	1.4	1.4
	5 Almost never	16	.5	.4
	6 Never	18	.6	.6
Total		3107	100.0	100.0

**QUSEP1X How Many Hours Per Week Do You Use a Computer?**

		Frequency	Percent	Weighted Percent
Valid	1.00 0 -- 5	955	30.7	30.4
	2.00 6 -- 10	839	27.0	27.0
	3.00 11 -- 15	378	12.2	11.9
	4.00 16 -- 20	254	8.2	8.1
	5.00 21 -- 25	126	4.1	4.4
	6.00 26 +	314	10.1	10.1
	Total	2866	92.2	91.8
Missing	98.00	21	.7	.6
	99.00	6	.2	.2
	System	214	6.9	7.4
	Total	241	7.8	8.2
Total		3107	100.0	100.0

**QUSE1A\_1 Do You Use A Computer On Campus?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	1088	35.0	36.4
	1 Chosen	2001	64.4	63.0
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1A\_2 Do You Use A Computer At Your Employment?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	2236	72.0	70.7
	1 Chosen	853	27.5	28.7
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1A\_3 Do You Use A Computer At Home?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	502	16.2	15.4
	1 Chosen	2587	83.3	84.0
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1A\_4 Do You Use A Computer At--Other?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	3004	96.7	96.6
	1 Chosen	85	2.7	2.7
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1A\_5 Do You Use A Computer-- Don't know?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1A\_6 Do You Use A Computer - Refused?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1A\_7 <QUSE1A> Considering all of the ways you may use a computer, at what locations do you use a computer?**

		Frequency	Percent	Weighted Percent
Valid	0	7	.2	.2
	1 On campus	3082	99.2	99.1
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QUSE1B\_1 How Often Do You Use A Computer On Campus?**

		Frequency	Percent	Weighted Percent
Valid	1 Almost every day	552	17.8	16.5
	2 Weekly	955	30.7	30.0
	3 Monthly	295	9.5	10.1
	4 At least once per semester/quarter	139	4.5	4.6
	5 Almost never	44	1.4	1.3
	6 Never	14	.5	.5
	Total	1999	64.3	62.9
Missing	8 Don't know	2	.1	.1
	System	1106	35.6	37.0
	Total	1108	35.7	37.1
Total		3107	100.0	100.0

**QUSEP21X Hours Per Week You Use Computers on Campus**

		Frequency	Percent	Weighted Percent
Valid	1.00 0 -- 5	1077	34.7	33.2
	2.00 5.1-10	308	9.9	9.7
	3.00 10.1-15	53	1.7	1.6
	4.00 15.1-20	35	1.1	1.0
	5.00 20.1-25	11	.4	.3
	6.00 25.1+	16	.5	.5
	Total	1500	48.3	46.3
Missing	98.00	7	.2	.2
	System	1600	51.5	53.5
	Total	1607	51.7	53.7
Total		3107	100.0	100.0

**QUSE1B\_2 How Often Do You Use A Computer At Your Employment**

		Frequency	Percent	Weighted Percent
Valid	1 Almost every day	669	21.5	22.2
	2 Weekly	148	4.8	5.2
	3 Monthly	24	.8	.8
	4 At least once per semester/quarter	4	.1	.1
	5 Almost never	4	.1	.1
	6 Never	3	.1	.1
	Total	852	27.4	28.6
Missing	8 Don't know	1	.0	.0
	System	2254	72.5	71.3
	Total	2255	72.6	71.4
Total		3107	100.0	100.0

**QUSEP22X How Many Hours Per Week Do You Use Computers at Your Employment?**

		Frequency	Percent	Weighted Percent
Valid	1.00 0-5	254	8.2	8.4
	2.00 6-10	150	4.8	4.9
	3.00 11-15	83	2.7	2.8
	4.00 16-20	112	3.6	3.8
	5.00 21-25	44	1.4	1.6
	6.00 26+	174	5.6	5.9
	Total	817	26.3	27.4
Missing	System	2290	73.7	72.6
Total		3107	100.0	100.0

**QUSE1B\_3 How Often Do You Use A Computer At Home?**

		Frequency	Percent	Weighted Percent
Valid	1 Almost every day	1733	55.8	55.5
	2 Weekly	732	23.6	24.2
	3 Monthly	91	2.9	3.2
	4 At least once per semester/quarter	13	.4	.4
	5 Almost never	10	.3	.4
	6 Never	4	.1	.2
	Total	2583	83.1	83.8
Missing	8 Don't know	3	.1	.1
	9 Refused	1	.0	.0
	System	520	16.7	16.0
	Total	524	16.9	16.2
Total		3107	100.0	100.0

**QUSE1B\_4 How Often Do you Use A Computer At - Other**

		Frequency	Percent	Weighted Percent
Valid	1 Almost every day	13	.4	.4
	2 Weekly	39	1.3	1.2
	3 Monthly	20	.6	.7
	4 At least once per semester/quarter	11	.4	.3
	5 Almost never	2	.1	.1
	Total	85	2.7	2.7
Missing	System	3022	97.3	97.3
Total		3107	100.0	100.0

**QUSEP23X Hours Per Week You Connect to Campus**

		Frequency	Percent	Weighted Percent
Valid	1.00 0-5	1024	33.0	33.3
	2.00 6-10	777	25.0	25.2
	3.00 11-15	301	9.7	9.8
	4.00 16-20	190	6.1	6.0
	5.00 21-25	52	1.7	1.7
	6.00 26+	103	3.3	3.2
	Total	2447	78.8	79.2
Missing	98.00	18	.6	.6
	System	642	20.7	20.2
	Total	660	21.2	20.8
Total		3107	100.0	100.0

**QUSE2 Your Skill Level in Using A Computer?**

		Frequency	Percent	Weighted Percent
Valid	1 No skills	32	1.0	1.1
	2 Minimal skills	744	23.9	23.9
	3 Good skills	1845	59.4	59.3
	4 Excellent skills	483	15.5	15.5
	Total	3104	99.9	99.9
Missing	8 Don't know	3	.1	.1
Total		3107	100.0	100.0

**QUSE2A How Much Would You Say You Enjoy Using A Computer?**

		Frequency	Percent	Weighted Percent
Valid	1 Great deal	1624	52.3	52.6
	2 Somewhat	1275	41.0	41.3
	3 Very little	153	4.9	4.5
	4 Not at all	52	1.7	1.5
	Total	3104	99.9	99.9
Missing	8 Don't know	3	.1	.1
Total		3107	100.0	100.0

**QUSE3X Percentage of Computer Use that is Class or Academic**

		Frequency	Percent	Weighted Percent
Valid	1.00 0% -- 20%	281	9.0	9.2
	2.00 21% -- 40%	362	11.7	12.3
	3.00 41% -- 60%	635	20.4	21.3
	4.00 61% -- 80%	788	25.4	24.8
	5.00 81% -- 100%	1009	32.5	31.5
	Total	3075	99.0	99.0
Missing	101.00	14	.5	.4
	System	18	.6	.6
	Total	32	1.0	1.0
Total		3107	100.0	100.0

**QUSE4 Importance Of A Computer For Completing Your Coursework Achieving Educational Goals**

		Frequency	Percent	Weighted Percent
Valid	1 Not at all	32	1.0	1.0
	2 Somewhat important	178	5.7	5.9
	3 Important	522	16.8	17.5
	4 Very Important	2375	76.4	75.7
	Total	3107	100.0	100.0

**QUSE5 How Important Is Computer Literacy For Future Employment Goals?**

		Frequency	Percent	Weighted Percent
Valid	1 Not at all important	25	.8	.8
	2 Somewhat important	235	7.6	7.4
	3 Important	514	16.5	16.5
	4 Very important	2327	74.9	75.3
	Total	3101	99.8	99.9
Missing	8 Don't know	5	.2	.1
	9 Refused	1	.0	.0
	Total	6	.2	.1
Total		3107	100.0	100.0

**QCLASS1 Number Of Classes Requiring You To Use A Computer Regularly In The Class (Last 2 quarters/semesters)**

		Frequency	Percent	Weighted Percent
Valid	0	1355	43.6	44.3
	1	754	24.3	23.7
	2	456	14.7	14.9
	3	186	6.0	6.1
	4	104	3.3	3.2
	5	61	2.0	2.0
	6	57	1.8	1.6
	7	22	.7	.7
	8	37	1.2	1.3
	9	15	.5	.3
	10	14	.5	.4
	11	3	.1	.1
	12	10	.3	.3
	13	2	.1	.0
	15 15 or more classes	7	.2	.2
Total		3083	99.2	99.2
Missing	16 Don't know	5	.2	.2
	17 Refused	1	.0	.0
	System	18	.6	.6
	Total	24	.8	.8
Total		3107	100.0	100.0

**QCLASS1X Proportion of Classes Using a Computer Regularly in CI**

		Frequency	Percent	Weighted Percent
Valid	.00 None (0%)	1413	45.5	46.1
	1.00 1% - 24%	733	23.6	24.1
	2.00 25% - 49%	473	15.2	14.5
	3.00 50% - 74%	245	7.9	7.8
	4.00 75% - 99%	64	2.1	1.8
	5.00 All (100%)	168	5.4	5.3
	Total	3096	99.6	99.7
Missing	System	11	.4	.3
Total		3107	100.0	100.0

**QCLASS2 Number Of Classes That Required Computer Use Outside Of The Class' Regular Meeting time? (Last 2 qtrs/semesters)**

		Frequency	Percent	Weighted Percent
Valid	0	238	7.7	8.1
	1	279	9.0	8.6
	2	373	12.0	11.8
	3	344	11.1	11.3
	4	377	12.1	12.7
	5	259	8.3	8.6
	6	272	8.8	8.3
	7	166	5.3	5.5
	8	265	8.5	8.6
	9	123	4.0	3.6
	10	167	5.4	5.3
	11	31	1.0	.9
	12	77	2.5	2.5
	13	18	.6	.5
	14	13	.4	.3
	15 15 or more classes	63	2.0	2.1
	Total	3065	98.6	98.6
Missing	16 Don't know	18	.6	.50
	17 Refused	6	.2	.2
	System	18	.6	.6
	Total	42	1.4	1.4
Total		3107	100.0	100.0

**QCLASS2X Proportion of Classes Using a Computer Regularly Outside CI**

		Frequency	Percent	Weighted Percent
Valid	.00 None (0%)	313	10.1	10.5
	1.00 1% - 24%	206	6.6	7.1
	2.00 25% - 49%	438	14.1	14.4
	3.00 50% - 74%	530	17.1	17.6
	4.00 75% - 99%	349	11.2	11.0
	5.00 All (100%)	1238	39.8	38.5
	Total	3074	98.9	99.0
Missing	System	33	1.1	1.0
Total		3107	100.0	100.0

**QCLASS3 Number Of Classes Over Past 2 Semesters/Quarters That Require Email Use**

		Frequency	Percent	Weighted Percent
Valid	0	1199	38.6	40.6
	1	643	20.7	19.8
	2	495	15.9	15.6
	3	264	8.5	7.9
	4	142	4.6	5.0
	5	82	2.6	2.6
	6	57	1.8	1.7
	7	37	1.2	1.1
	8	60	1.9	1.8
	9	17	.5	.5
	10	37	1.2	1.1
	11	5	.2	.1
	12	19	.6	.5
	13	8	.3	.2
	14	1	.0	.0
	15 15 or more classes	16	.5	.5
	Total	3082	99.2	99.2
Missing	16 Don't know	5	.2	.1
	17 Refused	2	.1	.1
	System	18	.6	.6
	Total	25	.8	.8
Total		3107	100.0	100.0

**QCLASS3X Proportion of Classes Requiring Use of E-Mail**

		Frequency	Percent	Weighted Percent
Valid	.00 None (0%)	1252	40.3	42.3
	1.00 1% - 24%	656	21.1	20.6
	2.00 25% - 49%	553	17.8	17.5
	3.00 50% - 74%	293	9.4	8.8
	4.00 75% - 99%	77	2.5	2.3
	5.00 All (100%)	263	8.5	8.2
	Total	3094	99.6	99.7
Missing	System	13	.4	.3
Total		3107	100.0	100.0

**QCLASS4 Number Of Classes That Required Internet Use? (Last 2 qtrs/semesters)**

		Frequency	Percent	Weighted Percent
Valid	0	791	25.5	27.3
	1	774	24.9	25.6
	2	608	19.6	19.1
	3	327	10.5	9.9
	4	192	6.2	6.2
	5	130	4.2	3.7
	6	74	2.4	1.9
	7	43	1.4	1.2
	8	53	1.7	1.6
	9	11	.4	.3
	10	30	1.0	.9
	11	3	.1	.1
	12	17	.5	.4
	13	4	.1	.2
	15 15 or more classes	9	.3	.3
Total		3066	98.7	98.6
Missing	16 Don't know	21	.7	.7
	17 Refused	2	.1	.1
	System	18	.6	.6
	Total	41	1.3	1.4
Total		3107	100.0	100.0

**QCLASS4X Proportion of Classes Requiring Use of**

		Frequency	Percent	Weighted Percent
Valid	.00 None (0%)	872	28.1	29.9
	1.00 1% - 24%	759	24.4	25.6
	2.00 25% - 49%	746	24.0	23.2
	3.00 50% - 74%	387	12.5	11.7
	4.00 75% - 99%	81	2.6	2.3
	5.00 All (100%)	247	7.9	7.0
	Total	3092	99.5	99.6
Missing	System	15	.5	.4
Total		3107	100.0	100.0

**QCLASS6 Number Of Classes That Required Computer Access To Library Resources? (Last 2 qtrs/semesters)**

		Frequency	Percent	Weighted Percent
Valid	0	920	29.6	30.0
	1	655	21.1	21.6
	2	516	16.6	16.5
	3	293	9.4	9.1
	4	223	7.2	7.0
	5	125	4.0	3.9
	6	95	3.1	3.1
	7	51	1.6	1.6
	8	74	2.4	2.6
	9	27	.9	.8
	10	46	1.5	1.3
	11	7	.2	.2
	12	23	.7	.6
	13	4	.1	.1
	14	2	.1	.1
	15 15 or more classes	13	.4	.4
	Total	3074	98.9	98.9
Missing	16 Don't know	14	.5	.5
	17 Refused	1	.0	.0
	System	18	.6	.6
	Total	33	1.1	1.1
Total		3107	100.0	100.0

**QCLASS6X Proportion of Classes Requiring Use of a Computer**

		Frequency	Percent	Weighted Percent
Valid	.00 None (0%)	987	31.8	32.2
	1.00 1% - 24%	624	20.1	21.3
	2.00 25% - 49%	622	20.0	19.1
	3.00 50% - 74%	396	12.7	12.2
	4.00 75% - 99%	112	3.6	3.5
	5.00 All (100%)	347	11.2	11.1
	Total	3088	99.4	99.4
Missing	System	19	.6	.6
Total		3107	100.0	100.0

**QCLASS7 Rate Your Experience Using Computers To Meet Your Course Requirements?**

		Frequency	Percent	Weighted Percent
Valid	1 Excellent	731	23.5	23.8
	2 Very Good	1592	51.2	51.1
	3 Fair	693	22.3	22.0
	4 Poor	60	1.9	1.9
	Total	3076	99.0	98.8
Missing	8 Don't know	11	.4	.4
	9 Refused	2	.1	.1
	System	18	.6	.6
	Total	31	1.0	1.2
Total		3107	100.0	100.0

**QFAC1 How Often Do You Use Computing Services On Campus?**

		Frequency	Percent	Weighted Percent
Valid	1 Almost every day	488	15.7	14.6
	2 Weekly,	996	32.1	31.2
	3 Monthly,	419	13.5	14.3
	4 At least once per semester/quarter	377	12.1	12.6
	5 Almost never	358	11.5	11.8
	6 Never	424	13.6	14.0
	Total	3062	98.6	98.5
Missing	8 Don't know	27	.9	.9
	System	18	.6	.6
	Total	45	1.4	1.5
Total		3107	100.0	100.0

**QFAC1A Availability Of Computers In On-Campus Labs When Open**

		Frequency	Percent	Weighted Percent
Valid	1 Excellent	536	17.3	16.5
	2 Good	1159	37.3	37.6
	3 Fair	774	24.9	24.9
	4 Poor	241	7.8	7.9
	Total	2710	87.2	86.8
Missing	8 Don't know	377	12.1	12.5
	9 Refused	2	.1	.0
	System	18	.6	.6
	Total	397	12.8	13.2
Total		3107	100.0	100.0

**QFAC2 Convenience Of Hours Labs Are Open On Campus?**

		Frequency	Percent	Weighted Percent
Valid	1 Excellent	719	23.1	22.1
	2 Good	1284	41.3	42.1
	3 Fair	518	16.7	16.9
	4 Poor	102	3.3	3.2
	Total	2623	84.4	84.3
Missing	8 Don't know	463	14.9	15.0
	9 Refused	3	.1	.1
	System	18	.6	.6
	Total	484	15.6	15.7
Total		3107	100.0	100.0

**QFAC3 Consulting Assistance Or Help Desk In Labs On Campus?**

		Frequency	Percent	Weighted Percent
Valid	1 Excellent	371	11.9	11.3
	2 Good	1107	35.6	35.5
	3 Fair	738	23.8	23.9
	4 Poor	248	8.0	7.8
	Total	2464	79.3	78.6
Missing	8 Don't know	622	20.0	20.7
	9 Refused	3	.1	.1
	System	18	.6	.6
	Total	643	20.7	21.4
Total		3107	100.0	100.0

**QAPPWP1 How Often Do You Use A Word Processing Program Such As Word Or WordPerfect?**

		Frequency	Percent	Weighted Percent
Valid	1 Frequently	2635	84.8	84.3
	2 Occasionally	317	10.2	11.0
	3 Rarely	83	2.7	2.5
	4 Never	53	1.7	1.6
	Total	3088	99.4	99.3
Missing	8 Don't know	1	.0	.0
	System	18	.6	.6
	Total	19	.6	.7
Total		3107	100.0	100.0

**QAPPSS1 How Often Do You Use A Spreadsheet Program Such As Excel, Lotus Or Quattro Pro?**

		Frequency	Percent	Weighted Percent
Valid	1 Frequently	636	20.5	21.1
	2 Occasionally	775	24.9	24.8
	3 Rarely	826	26.6	25.8
	4 Never	846	27.2	27.3
	Total	3083	99.2	99.1
Missing	8 Don't know	6	.2	.3
	System	18	.6	.6
	Total	24	.8	.9
Total		3107	100.0	100.0

**QAPPNET1 How Often Do You Explore Web Sites On The Internet Using Netscape, Internet Explorer, Etc.?**

		Frequency	Percent	Weighted Percent
Valid	1 Frequently	1922	61.9	61.8
	2 Occasionally	758	24.4	24.5
	3 Rarely	274	8.8	8.8
	4 Never	134	4.3	4.3
	Total	3088	99.4	99.3
Missing	8 Don't know	1	.0	.0
	System	18	.6	.6
	Total	19	.6	.7
Total		3107	100.0	100.0

**QAPPEM1 How Often Do You Use Email?**

		Frequency	Percent	Weighted Percent
Valid	1 Frequently	1946	62.6	61.7
	2 Occasionally	533	17.2	18.1
	3 Rarely	337	10.8	10.7
	4 Never	273	8.8	8.9
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QAPPDB1 How Often Do You Use A Database program Such As Access, dBase Or Paradox?**

		Frequency	Percent	Weighted Percent
Valid	1 Frequently	378	12.2	11.8
	2 Occasionally	816	26.3	26.4
	3 Rarely	931	30.0	30.5
	4 Never	950	30.6	30.1
	Total	3075	99.0	98.9
Missing	8 Don't know	14	.5	.5
	System	18	.6	.6
	Total	32	1.0	1.1
Total		3107	100.0	100.0

**QAPPPG1 How Often Do You Use a Presentation Or Graphics Program? (Ex: PowerPoint, Corel, Adobe or Harvard Graphics)?**

		Frequency	Percent	Weighted Percent
Valid	1 Frequently	423	13.6	14.0
	2 Occasionally	778	25.0	25.0
	3 Rarely	920	29.6	29.4
	4 Never	963	31.0	30.7
	Total	3084	99.3	99.2
Missing	8 Don't know	5	.2	.2
	System	18	.6	.6
	Total	23	.7	.8
Total		3107	100.0	100.0

**QAPPWP2 Skill in Using Personal Computer Compared To Other Students**

		Frequency	Percent	Weighted Percent
Valid	1 No skills	44	1.4	1.4
	2 Minimal skills	693	22.3	22.4
	3 Good skills	1799	57.9	57.8
	4 Excellent skills	549	17.7	17.5
	Total	3085	99.3	99.2
Missing	8 Don't know	4	.1	.2
	System	18	.6	.6
	Total	22	.7	.8
Total		3107	100.0	100.0

**QAPPNET2 Skill in Using Internet Access Compared To Other Students**

		Frequency	Percent	Weighted Percent
Valid	1 No skills	90	2.9	2.9
	2 Minimal skills	598	19.2	19.3
	3 Good skills	1634	52.6	52.6
	4 Excellent skills	761	24.5	24.3
	Total	3083	99.2	99.1
Missing	8 Don't know	6	.2	.2
	System	18	.6	.6
	Total	24	.8	.9
Total		3107	100.0	100.0

**QCOMP1 Do You Currently Own An Operational Computer?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	2627	84.6	85.5
	2 No	462	14.9	13.9
	Total	3089	99.4	99.4
Missing	System	18	.6	.6
Total		3107	100.0	100.0

**QCOMP1AR Years Respondent Has Owned Current Computer**

		Frequency	Percent	Weighted Percent
Valid	.00	547	17.6	17.2
	1.00	529	17.0	16.6
	2.00	563	18.1	18.1
	3.00	398	12.8	13.6
	4.00	583	18.8	19.8
	Total	2620	84.3	85.3
Missing	98.00	7	.2	.2
	System	480	15.4	14.5
	Total	487	15.7	14.7
Total		3107	100.0	100.0

**QCOMP2 Do You Have Computer Access Outside The University For Class Assignments?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	302	9.7	9.3
	2 No	160	5.1	4.6
	Total	462	14.9	13.9
Missing	System	2645	85.1	86.1
Total		3107	100.0	100.0

**QCOMP2A1 Do You Have Computer Access At Your Place of Employment?**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	235	7.6	7.0
	1 Chosen	67	2.2	2.2
	Total	302	9.7	9.3
Missing	System	2805	90.3	90.7
Total		3107	100.0	100.0

**QCOMP2A2 Do You Have Computer Access At A Friend's House**

		Frequency	Percent	Weighted Percent
Valid	0 Not chosen	160	5.1	5.0
	1 Chosen	142	4.6	4.3
	Total	302	9.7	9.3
Missing	System	2805	90.3	90.7
Total		3107	100.0	100.0

**QCOMP2A3 Do You Have Computer Access At A Family Member's House?**

		Frequency	Percent	Weighted Percent
Valid	0 Not Chosen	197	6.3	6.1
	1 Chosen	105	3.4	3.2
	Total	302	9.7	9.3
Missing	System	2805	90.3	90.7
Total		3107	100.0	100.0

**QCOMP2A4 Do You Have Computer Access Somewhere Else?**

		Frequency	Percent	Weighted Percent
Valid	0 Not Chosen	266	8.6	8.1
	1 Chosen	36	1.2	1.1
	Total	302	9.7	9.3
Missing	System	2805	90.3	90.7
Total		3107	100.0	100.0

**QCOMP2A5 <QCOMP2A> Is this computer at your place of employment, a friend or family member's home, or somewhere else?**

		Frequency	Percent	Weighted Percent
Valid	0	230	7.4	6.9
	1 Employment	72	2.3	2.4
	Total	302	9.7	9.3
Missing	System	2805	90.3	90.7
Total		3107	100.0	100.0

**QCOMP2A6 <QCOMP2A> Is this computer at your place of employment, a friend or family member's home, or somewhere else?**

		Frequency	Percent	weighted Percent
Valid	0	302	9.7	9.3
Missing	System	2805	90.3	90.7
Total		3107	100.0	100.0

**QCOMP2A7 Do You Have Computer Access At – Refused?**

		Frequency	Percent	Weighted Percent
Valid	1 Chosen	302	9.7	9.3
Missing	System	2805	90.3	90.7
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**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
	<b>Total</b>	<b>2927</b>	<b>94.2</b>	<b>94.7</b>
Missing	8 Don't know	2	.1	.1
	System	178	5.7	5.3
	<b>Total</b>	<b>180</b>	<b>5.8</b>	<b>5.3</b>
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**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
	<b>Total</b>	<b>2871</b>	<b>92.4</b>	<b>93.0</b>
Missing	8 Don't know	58	1.9	1.8
	System	178	5.7	5.3
	<b>Total</b>	<b>236</b>	<b>7.6</b>	<b>7.0</b>
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**QCOMP11 Do You Have A Modem For Your Computer?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	2502	80.5	81.5
	2 No	378	12.2	11.7
	<b>Total</b>	<b>2880</b>	<b>92.7</b>	<b>93.2</b>
Missing	8 Don't know	49	1.6	1.6
	System	178	5.7	5.3
	<b>Total</b>	<b>227</b>	<b>7.3</b>	<b>6.8</b>
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**QCOMP13 Do You Use Your Modem To Connect To Your Campus To Access Campus Resources And The Internet?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	1491	48.0	48.4
	2 No	1001	32.2	32.7
	Total	2492	80.2	81.1
Missing	8 Don't know	10	.3	.4
	System	605	19.5	18.5
	Total	615	19.8	18.9
Total		3107	100.0	100.0

**QCOMP14X Hours Per Week You Connect to Campus**

		Frequency	Percent	Weighted Percent
Valid	1.00 0-2	880	28.3	28.5
	2.00 2.1-4	218	7.0	7.0
	3.00 4.1-6	169	5.4	5.4
	4.00 6.1-8	45	1.4	1.4
	5.00 8.1+	131	4.2	4.4
	Total	1443	46.4	46.8
Missing	98.00	46	1.5	1.6
	99.00	2	.1	.1
	System	1616	52.0	51.6
	Total	1664	53.6	53.2
Total		3107	100.0	100.0

**QCOMP14A How Satisfied Are You With Your Ability To Get A Connection When Using Your Modem To Connect To Campus**

		Frequency	Percent	Weighted Percent
Valid	1 Very satisfied	499	16.1	15.9
	2 Somewhat satisfied	687	22.1	22.4
	3 Somewhat dissatisfied	206	6.6	6.9
	4 Very dissatisfied	63	2.0	2.1
	Total	1455	46.8	47.2
Missing	8 Don't know	31	1.0	1.0
	9 Refused	5	.2	.2
	System	1616	52.0	51.6
	Total	1652	53.2	52.8
Total		3107	100.0	100.0

**QCOMP15 Satisfaction With Access To Campus Computing Resources?**

		Frequency	Percent	Weighted Percent
Valid	1 Very satisfied	498	16.0	16.1
	2 Somewhat satisfied	798	25.7	26.1
	3 Somewhat dissatisfied	110	3.5	3.4
	4 Very dissatisfied	35	1.1	1.0
	Total	1441	46.4	46.7
Missing	8 Don't know	47	1.5	1.7
	9 Refused	3	.1	.1
	System	1616	52.0	51.6
	Total	1666	53.6	53.3
Total		3107	100.0	100.0

**QCOMP19 Do You Have an Internet Service Provider or ISP Account That Provides Access to the Internet?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	1856	59.7	60.3
	2 No	626	20.1	20.5
	Total	2482	79.9	80.8
Missing	8 Don't know	20	.6	.7
	System	605	19.5	18.5
	Total	625	20.1	19.2
Total		3107	100.0	100.0

**QCOMP20X Hours Per week You Use Your ISP Internet Access**

		Frequency	Percent	Weighted Percent
Valid	1.00 0-5	1193	38.4	38.3
	2.00 5.1-10	392	12.6	13.1
	3.00 10.1-15	105	3.4	3.4
	4.00 15.1-20	100	3.2	3.4
	5.00 20.1+	66	2.1	2.2
	Total	1856	59.7	60.3
Missing	System	1251	40.3	39.7
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

**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
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**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
<b>Total</b>		<b>3107</b>	<b>100.0</b>	<b>100.0</b>

**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
Total		3107	100.0	100.0

**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
Total		3107	100.0	100.0

**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

**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

**QDEM1 Are You A Full or Part Time Student?**

		Frequency	Percent	Weighted Percent
Valid	1 Full-time	2526	81.3	80.8
	2 Part-time	577	18.6	19.1
	Total	3103	99.9	99.8
Missing	8 Don't know	3	.1	.1
	9 Refused	1	.0	.0
	Total	4	.1	.2
Total		3107	100.0	100.0

**MAJOR**

		Frequency	Percent	Weighted Percent
Valid	0 Undeclared	499	16.1	15.3
	1 Agriculture/Natural Resources	58	1.9	1.4
	2 Architecture/Environmental Design	21	.7	.7
	3 Area Studies	2	.1	.0
	4 Biological Science	130	4.2	3.9
	5 Business Management	340	10.9	11.3
	6 Communications	82	2.6	2.9
	7 Computer and Information Sciences	167	5.4	5.6
	8 Education	256	8.2	7.9
	9 Engineering	143	4.6	5.5
	10 Fine and Applied Arts	98	3.2	3.3
	11 Foreign Languages	15	.5	.5
	12 Health Professions	124	4.0	4.6
	13 Home Economics	25	.8	1.2
	15 Letters	118	3.8	3.9
	16 Library Science	2	.1	.1
	17 Mathematics	48	1.5	1.4
	19 Physical Science	41	1.3	1.0
	20 Psychology	169	5.4	4.6
	21 Public Affairs	118	3.8	3.9
	22 Social Sciences	233	7.5	7.0
	23 Interdisciplinary Studies	25	.8	1.3
	34	20	.6	1.1
	45	6	.2	.3
	49 Interdisciplinary Studies	276	8.9	6.9
	56	9	.3	.4
	67	14	.5	.7
	78	12	.4	.6
	80	1	.0	.1
	89	20	.6	1.0
	99	35	1.1	1.7
	Total	3107	100.0	100.0

**MAJORSCH Major School**

		Frequency	Percent	Weighted Percent
Valid	1.00 Business	340	10.9	11.3
	2.00 Computer Science	167	5.4	5.6
	3.00 Education	256	8.2	7.9
	4.00 Humanities	231	7.4	7.6
	5.00 Inter-Disciplinary Studies	301	9.7	8.2
	6.00 Natural Sciences & Math	544	17.5	17.7
	7.00 Social Sciences	604	19.4	18.4
	8.00 Other	165	5.3	7.9
	9.00 Undeclared	499	16.1	15.3
	Total	3107	100.0	100.0

**QDEM3 Current living arrangements**

		Frequency	Percent	Weighted Percent
Valid	1 On-campus (in a dorm)	136	4.4	3.9
	2 Off-campus with parents	1073	34.5	37.2
	3 Off-campus with spouse or partner (and children)	859	27.6	25.5
	4 Off-campus in a fraternity or sorority house	7	.2	.3
	5 Off-campus with other roommates (Not your children)	600	19.3	18.9
	6 Off-campus by yourself (or with your children)	367	11.8	12.1
	7 Or something else	64	2.1	2.1
	Total	3106	100.0	100.0
Missing	9 Refused	1	.0	.0
Total		3107	100.0	100.0

**QDEM4 Do you have any children?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	746	24.0	21.4
	2 No	2358	75.9	78.5
	Total	3104	99.9	99.9
Missing	9 Refused	3	.1	.1
Total		3107	100.0	100.0

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

		Frequency	Percent	Weighted Percent
Valid	0	83	2.7	2.5
	1	307	9.9	9.0
	2	243	7.8	6.9
	3	81	2.6	2.1
	4	17	.5	.4
	5	9	.3	.2
	6	3	.1	.1
	7	1	.0	.0
	8	2	.1	.1
	Total	746	24.0	21.4
Missing	System	2361	76.0	78.6
Total		3107	100.0	100.0

**QDEM6 Are you currently employed?**

		Frequency	Percent	Weighed Percent
Valid	1 Yes	2077	66.8	67.1
	2 No	1027	33.1	32.8
	Total	3104	99.9	99.9
Missing	9 Refused	3	.1	.1
Total		3107	100.0	100.0

**QDEM7X How Many Hours Do You Work Per Week?**

		Frequency	Percent	Weighted Percent
Valid	1.00 0-5	55	1.8	1.7
	2.00 6-10	158	5.1	4.7
	3.00 11-15	249	8.0	8.1
	4.00 16-20	505	16.3	16.9
	5.00 21-25	243	7.8	8.4
	6.00 26-30	207	6.7	7.4
	7.00 31-40	507	16.3	15.3
	8.00 41+	149	4.8	4.6
		Total	2073	66.7
Missing	61.00	4	.1	.1
	System	1030	33.2	32.9
	Total	1034	33.3	33.0
Total		3107	100.0	100.0

**QDEM8 Students Annual Income Before Taxes**

		Frequency	Percent	Weighted Percent
Valid	1 Less than \$6,000	1242	40.0	39.1
	2 Between \$6,000 & \$12,000	764	24.6	24.9
	3 Between \$12,000 & \$24,000	429	13.8	14.4
	4 Between \$24,000 & \$36,000	293	9.4	9.4
	5 Between \$36,000 & \$48,000	114	3.7	3.5
	6 Between \$48,000 & \$60,000	75	2.4	2.4
	7 Over \$60,000	58	1.9	1.9
	Total	2975	95.8	95.7
Missing	8 Don't Know	80	2.6	2.7
	9 Refused	52	1.7	1.6
	Total	132	4.2	4.3
Total		3107	100.0	100.0

**QDEM9 Any Financial Assistance From Friend or Family member ?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	545	17.5	17.2
	2 No	624	20.1	19.9
	Total	1169	37.6	37.0
Missing	8 Don't Know	1	.0	.0
	9 Refused	5	.2	.2
	System	1932	62.2	62.7
	Total	1938	62.4	63.0
Total		3107	100.0	100.0

**QDEM10 Total Family Annual Income Before Taxes.**

		Frequency	Percent	Weighted Percent
Valid	1 Less than \$24,000	555	17.9	17.1
	2 Between \$24,000 & \$36,000	469	15.1	15.1
	3 Between \$36,000 & \$48,000	447	14.4	14.8
	4 Between \$48,000 & \$60,000	351	11.3	11.4
	5 Between \$60,000 & \$72,000	242	7.8	7.6
	6 Over \$72,000	469	15.1	15.4
	Total	2533	81.5	81.4
Missing	8 Don't Know	205	6.6	6.9
	9 Refused	82	2.6	2.6
	System	287	9.2	9.0
	Total	574	18.5	18.6
Total	3107	100.0	100.0	

**QDEM11 Receive Financial Aid This Semester Or Quarter?**

		Frequency	Percent	Weighted Percent
Valid	1 Yes	1444	46.5	46.5
	2 No	1652	53.2	53.1
	Total	3096	99.6	99.6
Missing	8 Don't Know	5	.2	.1
	9 Refused	6	.2	.3
	Total	11	.4	.4
Total	3107	100.0	100.0	

**D9 Respondent's Gender**

		Frequency	Percent	Weighted Percent
Valid	4 Male	1239	39.9	41.3
	5 Female	1868	60.1	58.7
	Total	3107	100.0	100.0

**ETHNIC Ethnic origin**

		Frequency	Percent	Weighted Percent
Valid	2 Black	263	8.5	7.6
	3 Hispanic	691	22.2	22.3
	5 Asian	562	18.1	21.4
	7 White	1591	51.2	48.7
	Total	3107	100.0	100.0

**AGEX Age Categories**

		Frequency	Percent	Weighted Percent
Valid	1.00 19 Years and Younger	490	15.8	15.5
	2.00 20-22	834	26.8	27.7
	3.00 23-24	405	13.0	13.7
	4.00 25-29	562	18.1	18.3
	5.00 30 Years and Older	816	26.3	24.8
	Total	3107	100.0	100.0

**LEVEL**

		Frequency	Percent	Weighted Percent
Valid	1 Lower Division	841	27.1	27.0
	3 Upper Division	1648	53.0	53.9
	5 Post bac	618	19.9	19.1
	Total	3107	100.0	100.0

**ENROLL**

		Frequency	Percent	Weighted Percent
Valid	1 Continuing student	2345	75.5	76.3
	2 Returning student	61	2.0	2.0
	3 Returning transfer student	28	.9	.8
	4 New transfer student	352	11.3	11.5
	5 1st time student	308	9.9	9.1
	6 Transitory student	13	.4	.3
	Total	3107	100.0	100.0

### GPAX

		Frequency	Percent	Weighted Percent
Valid	1.00 0.01-2.00	193	6.2	6.5
	2.00 2.10-2.50	437	14.1	15.2
	3.00 2.51-3.00	560	18.0	18.3
	4.00 3.01-3.50	545	17.5	16.6
	5.00 3.51-4.00	641	20.6	19.6
	Total		2376	76.5
Missing	.00	676	21.8	23.4
	900.00	55	1.8	.5
	Total	731	23.5	23.9
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
QUSEPR1 How Many Hours Per Week Do You Use A Computer? * CAMPUS2 Campus	2866	92.2%	241	7.8%	3107	100.0%
QUSEPR21 How Many Hours Per Week Do You Use Computers On Campus? * CAMPUS2 Campus	1500	48.3%	1607	51.7%	3107	100.0%
QUSE2 Your Skill Level in Using A Computer? * CAMPUS2 Campus	3104	99.9%	3	.1%	3107	100.0%
QUSE2A How Much Would You Say You Enjoy Using A Computer? * CAMPUS2 Campus	3104	99.9%	3	.1%	3107	100.0%
QUSE3 Percentage of Your Computer Use That Is Class or Academic * CAMPUS2 Campus	3075	99.0%	32	1.0%	3107	100.0%

#### Report

CAMPUS2 Campus	QUSEPR1 How Many Hours Per Week Do You Use A Computer?	QUSEPR21 How Many Hours Per Week Do You Use Computers On Campus?	QUSE2 Your Skill Level in Using A Computer?	QUSE2A How Much Would You Say You Enjoy Using A Computer?	QUSE3 Percentage of Your Computer Use That Is Class or Academic	
1.00 Bakersfield	Mean	12.53	6.13	2.92	1.57	67.41
	N	136	77	151	151	148
	Std. Deviation	11.35	6.02	.68	.69	28.69
2.00 Los Angeles	Mean	12.65	5.06	2.76	1.58	68.25
	N	144	72	160	160	159
	Std. Deviation	14.67	6.40	.67	.69	28.57
3.00 Chico	Mean	11.33	5.25	2.96	1.56	70.47
	N	152	95	156	156	156
	Std. Deviation	9.72	5.42	.60	.68	24.97

**Report**

CAMPUS2 Campus		QUSEPR1 How Many Hours Per Week Do You Use A Computer?	QUSEPR21 How Many Hours Per Week Do You Use Computers On Campus?	QUSE2 Your Skill Level in Using A Computer?	QUSE2A How Much Would You Say You Enjoy Using A Computer?	QUSE3 Percentage of Your Computer Use That Is Class or Academic
4.00 Dominguez Hills	Mean	11.71	4.18	2.82	1.42	62.32
	N	132	55	153	153	149
	Std. Deviation	12.04	4.10	.74	.62	28.80
5.00 Fresno	Mean	11.51	4.82	2.78	1.47	65.47
	N	136	67	153	153	148
	Std. Deviation	10.82	3.70	.62	.65	27.47
6.00 Fullerton	Mean	13.09	5.09	2.88	1.56	59.92
	N	139	65	154	154	153
	Std. Deviation	13.04	3.81	.61	.67	28.50
7.00 Hayward	Mean	12.03	4.30	2.86	1.57	60.70
	N	137	64	151	152	149
	Std. Deviation	11.35	4.41	.62	.62	28.89
8.00 Humboldt	Mean	9.95	5.27	2.80	1.83	73.53
	N	148	105	156	156	156
	Std. Deviation	7.62	4.87	.56	.72	22.71
9.00 Long Beach	Mean	12.56	3.73	2.87	1.49	62.31
	N	138	62	155	154	155
	Std. Deviation	14.18	2.63	.66	.59	28.39
10.00 Northridge	Mean	14.29	5.05	2.92	1.54	63.64
	N	143	80	159	159	157
	Std. Deviation	12.76	4.93	.67	.71	29.75
11.00 Pomona	Mean	12.75	4.63	2.95	1.52	58.90
	N	149	75	155	155	154
	Std. Deviation	11.74	4.44	.65	.61	27.04
12.00 Sacramento	Mean	12.98	4.67	3.04	1.50	67.49
	N	153	61	159	159	158
	Std. Deviation	10.92	4.19	.63	.54	27.73
13.00 San Bernardino	Mean	12.45	5.65	2.88	1.51	65.51
	N	137	65	155	155	154
	Std. Deviation	13.14	5.71	.70	.67	27.11
14.00 San Diego	Mean	11.61	5.04	2.90	1.56	65.39
	N	139	69	153	153	151
	Std. Deviation	10.23	4.09	.63	.61	26.59

**Report**

CAMPUS2 Campus		QUSEPR1 How Many Hours Per Week Do You Use A Computer?	QUSEPR21 How Many Hours Per Week Do You Use Computers On Campus?	QUSE2 Your Skill Level in Using A Computer?	QUSE2A How Much Would You Say You Enjoy Using A Computer?	QUSE3 Percentage of Your Computer Use That Is Class or Academic
15.00 San Francisco	Mean	14.03	5.63	2.87	1.62	63.76
	N	144	67	159	159	158
	Std. Deviation	12.05	6.93	.70	.72	26.57
16.00 San Jose	Mean	13.79	5.98	2.88	1.52	67.23
	N	150	60	159	159	157
	Std. Deviation	12.80	5.60	.70	.66	26.09
17.00 San Marcos	Mean	11.91	4.82	3.04	1.62	70.42
	N	150	87	153	153	152
	Std. Deviation	10.83	4.31	.67	.76	29.12
18.00 SLO	Mean	12.79	5.58	2.95	1.59	70.68
	N	141	106	150	150	150
	Std. Deviation	10.12	5.72	.62	.67	24.93
19.00 Sonoma	Mean	12.50	4.75	2.91	1.65	67.14
	N	151	91	155	155	154
	Std. Deviation	13.16	5.21	.63	.70	27.00
20.00 Stanislaus	Mean	15.12	6.47	2.92	1.51	69.34
	N	147	77	158	158	157
	Std. Deviation	12.98	6.42	.64	.69	27.90
Total	Mean	12.59	5.14	2.90	1.56	66.01
	N	2866	1500	3104	3104	3075
	Std. Deviation	11.89	5.11	.65	.67	27.57

# Means -- CLASS by Campus

## Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
QCLASS1X Proportion of Classes Using a Computer Regularly in Cl * CAMPUS2 Campus	3096	99.6%	11	.4%	3107	100.0%
QCLASS2X Proportion of Classes Using a Computer Regularly Outside Cl * CAMPUS2 Campus	3074	98.9%	33	1.1%	3107	100.0%
QCLASS3X Proportion of Classes Requiring Use of E-Mail * CAMPUS2 Campus	3094	99.6%	13	.4%	3107	100.0%
QCLASS4X Proportion of Classes Requiring Use of * CAMPUS2 Campus	3092	99.5%	15	.5%	3107	100.0%
QCLASS6X Proportion of Classes Requiring Use of a Computer * CAMPUS2 Campus	3088	99.4%	19	.6%	3107	100.0%

## Report

CAMPUS2 Campus		QCLASS1X Proportion of Classes Using a Computer Regularly in Cl	QCLASS2X Proportion of Classes Using a Computer Regularly Outside Cl	QCLASS3X Proportion of Classes Requiring Use of E-Mail	QCLASS4X Proportion of Classes Requiring Use of	QCLASS6X Proportion of Classes Requiring Use of a Computer
1.00 Bakersfield	Mean	1.3245	3.5629	1.1333	2.0265	2.1192
	N	151	151	150	151	151
	Std. Deviation	1.4857	1.6148	1.4455	1.6850	1.6849
2.00 Los Angeles	Mean	1.4250	3.2075	1.2453	1.5250	2.2484
	N	160	159	159	160	157
	Std. Deviation	1.6881	1.8387	1.3994	1.5335	1.7998
3.00 Chico	Mean	1.1603	3.6923	1.5161	1.7143	2.2885
	N	156	156	155	154	156
	Std. Deviation	1.2674	1.5683	1.3974	1.4221	1.6461

**Report**

CAMPUS2 Campus		QCLASS1X Proportion of Classes Using a Computer Regularly in CI	QCLASS2X Proportion of Classes Using a Computer Regularly Outside CI	QCLASS3X Proportion of Classes Requiring Use of E-Mail	QCLASS4X Proportion of Classes Requiring Use of	QCLASS6X Proportion of Classes Requiring Use of a Computer
4.00 Dominguez Hills	Mean	1.0795	3.0685	1.2384	1.4437	1.4276
	N	151	146	151	151	152
	Std. Deviation	1.4721	1.9357	1.5131	1.5605	1.5847
5.00 Fresno	Mean	.9869	3.3553	1.1176	1.2288	1.8684
	N	153	152	153	153	152
	Std. Deviation	1.3907	1.7583	1.3126	1.2003	1.7058
6.00 Fullerton	Mean	1.1558	3.1060	.9085	1.3725	1.6536
	N	154	151	153	153	153
	Std. Deviation	1.3868	1.6937	1.3247	1.3996	1.6195
7.00 Hayward	Mean	1.0197	3.0861	1.0987	1.4295	1.5658
	N	152	151	152	149	152
	Std. Deviation	1.3640	1.8109	1.4131	1.3914	1.6665
8.00 Humboldt	Mean	1.1923	3.3161	1.5577	1.7885	1.5064
	N	156	155	156	156	156
	Std. Deviation	1.2655	1.5698	1.4994	1.3199	1.3368
9.00 Long Beach	Mean	1.2143	3.1039	1.2645	1.3871	1.5065
	N	154	154	155	155	154
	Std. Deviation	1.3860	1.7533	1.4508	1.3694	1.5179
10.00 Northridge	Mean	1.1069	3.2308	1.5380	1.6139	1.6242
	N	159	156	158	158	157
	Std. Deviation	1.3435	1.7738	1.5827	1.3484	1.5459
11.00 Pomona	Mean	1.2516	3.1753	1.4026	1.8182	1.2857
	N	155	154	154	154	154
	Std. Deviation	1.4031	1.6652	1.6028	1.5570	1.5327
12.00 Sacramento	Mean	.9430	3.6329	1.4151	1.3270	1.6879
	N	158	158	159	159	157
	Std. Deviation	1.4727	1.5241	1.6238	1.4430	1.6285
13.00 San Bernardino	Mean	1.0132	3.2105	1.4516	1.5032	1.4737
	N	152	152	155	155	152
	Std. Deviation	1.4374	1.8220	1.6717	1.5348	1.6912
14.00 San Diego	Mean	.9145	3.4408	1.3464	1.2353	1.5098
	N	152	152	153	153	153
	Std. Deviation	1.1957	1.5936	1.5908	1.2966	1.5522

**Report**

CAMPUS2 Campus		QCLASS1X Proportion of Classes Using a Computer Regularly in CI	QCLASS2X Proportion of Classes Using a Computer Regularly Outside CI	QCLASS3X Proportion of Classes Requiring Use of E-Mail	QCLASS4X Proportion of Classes Requiring Use of	QCLASS6X Proportion of Classes Requiring Use of a Computer
15.00 San Francisco	Mean	.8553	3.0892	1.4780	1.4177	1.7610
	N	159	157	159	158	159
	Std. Deviation	1.2571	1.8790	1.7569	1.4507	1.8365
16.00 San Jose	Mean	1.1750	3.2750	1.0188	1.4375	1.7063
	N	160	160	160	160	160
	Std. Deviation	1.4211	1.8117	1.5519	1.4217	1.6159
17.00 San Marcos	Mean	1.5556	4.0658	2.1656	2.1250	1.7219
	N	153	152	151	152	151
	Std. Deviation	1.5513	1.4902	1.8777	1.6966	1.5965
18.00 SLO	Mean	1.2500	3.2230	1.6309	2.0933	1.2819
	N	148	148	149	150	149
	Std. Deviation	1.3991	1.5422	1.5172	1.4671	1.4891
19.00 Sonoma	Mean	1.0129	3.5163	1.7677	1.9161	1.9097
	N	155	153	155	155	155
	Std. Deviation	1.1677	1.6508	1.5111	1.4813	1.6331
20.00 Stanislaus	Mean	1.0443	3.3694	1.2803	1.7821	1.7532
	N	158	157	157	156	158
	Std. Deviation	1.4381	1.6419	1.4360	1.3692	1.5789
Total	Mean	1.1337	3.3370	1.3782	1.6077	1.6966
	N	3096	3074	3094	3092	3088
	Std. Deviation	1.4010	1.7143	1.5505	1.4728	1.6352

# 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%

## 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?	QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?
1.00 Bakersfield	Mean	1.75	1.38	1.51	1.31	1.70	1.38	1.79	1.36
	N	151	151	151	150	150	151	151	150
	Std. Deviation	.91	.51	.72	.48	.86	.59	.91	.53
2.00 Los Angeles	Mean	1.60	1.31	1.41	1.31	1.55	1.38	1.58	1.31
	N	160	158	160	160	160	159	159	158
	Std. Deviation	.79	.56	.68	.52	.78	.60	.71	.48
3.00 Chico	Mean	1.76	1.40	1.37	1.26	1.72	1.46	1.90	1.44
	N	156	155	156	156	156	156	156	154
	Std. Deviation	.98	.53	.67	.44	.81	.60	.91	.56
4.00 Dominguez Hills	Mean	1.60	1.33	1.57	1.38	1.58	1.33	1.56	1.22
	N	152	152	153	153	153	153	153	153
	Std. Deviation	.93	.55	.70	.56	.82	.55	.75	.43
5.00 Fresno	Mean	1.68	1.39	1.45	1.26	1.49	1.25	1.68	1.36
	N	150	148	152	152	152	150	152	152
	Std. Deviation	.81	.58	.70	.50	.81	.53	.83	.58
6.00 Fullerton	Mean	1.75	1.43	1.58	1.40	1.59	1.43	1.84	1.41
	N	152	148	154	151	153	150	154	151
	Std. Deviation	.94	.57	.77	.55	.71	.55	.93	.60
7.00 Hayward	Mean	1.70	1.36	1.55	1.31	1.65	1.34	1.80	1.37
	N	152	151	152	150	152	150	152	151
	Std. Deviation	.93	.56	.74	.52	.76	.53	.84	.54

**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?	QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?
8.00	Humboldt	Mean	1.81	1.49	1.46	1.37	1.76	1.49	1.89	1.50
		N	155	155	155	155	156	156	155	155
		Std. Deviation	.91	.62	.75	.52	.85	.63	.89	.59
9.00	Long Beach	Mean	1.65	1.37	1.49	1.35	1.67	1.38	1.76	1.42
		N	155	153	155	154	155	154	155	154
		Std. Deviation	.92	.48	.71	.53	.84	.55	.89	.55
10.00	Northridge	Mean	1.70	1.38	1.57	1.36	1.69	1.35	1.75	1.38
		N	157	156	158	157	157	158	158	157
		Std. Deviation	.94	.57	.77	.51	.84	.50	.83	.54
11.00	Pomona	Mean	1.77	1.44	1.61	1.43	1.79	1.52	1.87	1.49
		N	154	153	153	153	153	151	154	154
		Std. Deviation	.93	.56	.74	.55	.84	.62	.88	.63
12.00	Sacramento	Mean	1.76	1.40	1.51	1.32	1.85	1.49	1.91	1.43
		N	157	155	158	158	158	157	157	158
		Std. Deviation	.93	.55	.79	.51	.88	.66	.93	.57
13.00	San Bernardino	Mean	1.80	1.40	1.59	1.35	1.73	1.38	1.82	1.36
		N	154	152	155	154	154	154	155	149
		Std. Deviation	.95	.60	.81	.51	.87	.55	.90	.50
14.00	San Diego	Mean	1.84	1.45	1.58	1.34	1.65	1.32	1.94	1.37
		N	152	150	153	151	153	151	153	152
		Std. Deviation	.99	.59	.79	.52	.83	.55	.86	.50

**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?	QPIRK7 How Important Is Having Computer Training Availability For The General Student Body?	
15.00	San Francisco	Mean	1.82	1.43	1.52	1.30	1.76	1.38	1.81	1.45
		N	158	157	157	154	158	157	159	157
		Std. Deviation	1.00	.62	.79	.61	.92	.58	.92	.60
16.00	San Jose	Mean	1.75	1.40	1.49	1.33	1.72	1.46	1.84	1.41
		N	159	156	160	158	160	156	160	158
		Std. Deviation	.97	.64	.64	.48	.85	.65	.91	.58
17.00	San Marcos	Mean	1.81	1.33	1.48	1.28	1.79	1.45	1.99	1.44
		N	154	150	153	150	154	150	154	151
		Std. Deviation	.99	.54	.76	.49	.96	.67	.96	.55
18.00	SLO	Mean	1.61	1.43	1.34	1.30	1.81	1.53	1.98	1.56
		N	147	148	150	150	150	150	150	148
		Std. Deviation	.83	.59	.58	.49	.82	.60	.86	.61
19.00	Sonoma	Mean	1.79	1.33	1.49	1.29	1.66	1.30	1.85	1.46
		N	155	155	153	150	155	154	154	153
		Std. Deviation	.98	.55	.75	.52	.86	.51	.88	.57
20.00	Stanislaus	Mean	1.67	1.36	1.44	1.27	1.73	1.38	1.90	1.39
		N	158	155	158	157	158	157	158	157
		Std. Deviation	.92	.60	.67	.45	.88	.59	.91	.53
Total		Mean	1.73	1.39	1.50	1.33	1.70	1.40	1.82	1.41
		N	3088	3058	3096	3073	3097	3074	3099	3072
		Std. Deviation	.93	.57	.73	.51	.84	.59	.88	.56

# Means -- Demographics by Campus

## Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
QDEM7 How Many Hours Do You Work Per Week? * CAMPUS2 Campus	2073	66.7%	1034	33.3%	3107	100.0%
QDEM8 Students Annual Income Before Taxes * CAMPUS2 Campus	2975	95.8%	132	4.2%	3107	100.0%
QDEM10 Total Family Annual Income Before Taxes. * CAMPUS2 Campus	2533	81.5%	574	18.5%	3107	100.0%
AGE * CAMPUS2 Campus	3107	100.0%	0	.0%	3107	100.0%
GPA * CAMPUS2 Campus	2376	76.5%	731	23.5%	3107	100.0%

## Report

CAMPUS2 Campus		QDEM7 How Many Hours Do You Work Per Week?	QDEM8 Students Annual Income Before Taxes	QDEM10 Total Family Annual Income Before Taxes.	AGE	GPA
1.00 Bakersfield	Mean	28.49	2.24	2.78	28.49	299.89
	N	106	141	128	151	131
	Std. Deviation	13.00	1.39	1.64	9.87	68.10
2.00 Los Angeles	Mean	27.89	2.34	2.73	25.97	299.66
	N	109	152	140	160	119
	Std. Deviation	10.82	1.38	1.65	7.22	71.66
3.00 Chico	Mean	23.69	1.68	3.54	25.03	290.34
	N	72	150	119	156	109
	Std. Deviation	12.02	1.11	1.88	8.80	58.78
4.00 Dominguez Hills	Mean	32.27	2.82	3.24	29.56	309.47
	N	111	149	136	153	126
	Std. Deviation	13.18	1.68	1.81	10.40	64.84
5.00 Fresno	Mean	27.49	2.14	2.65	28.48	293.39
	N	105	148	125	153	127
	Std. Deviation	12.11	1.34	1.68	12.40	70.92
6.00 Fullerton	Mean	29.47	2.48	3.65	26.62	287.22
	N	112	144	130	154	124
	Std. Deviation	12.10	1.53	1.80	8.45	74.06

## Report

CAMPUS2 Campus		QDEM7 How Many Hours Do You Work Per Week?	QDEM8 Students Annual Income Before Taxes	QDEM10 Total Family Annual Income Before Taxes.	AGE	GPA
7.00 Hayward	Mean	27.04	2.43	3.54	27.42	289.67
	N	99	142	129	152	129
	Std. Deviation	12.93	1.62	1.75	8.81	67.53
8.00 Humboldt	Mean	19.35	1.50	3.02	24.13	305.38
	N	83	153	119	156	128
	Std. Deviation	11.38	.87	1.84	6.57	51.88
9.00 Long Beach	Mean	25.36	2.36	3.26	24.94	294.09
	N	110	147	129	155	112
	Std. Deviation	11.25	1.47	1.67	7.70	63.56
10.00 Northridge	Mean	24.92	2.33	3.34	26.73	293.26
	N	119	152	133	159	144
	Std. Deviation	11.50	1.38	1.73	8.71	64.14
11.00 Pomona	Mean	26.55	2.20	3.49	24.81	281.56
	N	99	148	133	155	135
	Std. Deviation	11.30	1.53	1.79	6.68	71.06
12.00 Sacramento	Mean	24.82	2.16	3.25	27.89	303.07
	N	108	155	119	159	122
	Std. Deviation	12.13	1.39	1.66	9.40	68.81
13.00 San Bernardino	Mean	29.84	2.43	3.34	29.55	300.58
	N	107	150	129	155	116
	Std. Deviation	14.42	1.63	1.72	11.65	75.37
14.00 San Diego	Mean	23.77	2.11	3.15	25.72	280.28
	N	101	149	124	153	128
	Std. Deviation	11.94	1.34	1.76	8.48	66.90
15.00 San Francisco	Mean	24.65	2.30	3.20	27.96	295.55
	N	101	154	126	159	128
	Std. Deviation	10.88	1.50	1.85	10.94	66.31
16.00 San Jose	Mean	27.60	2.59	3.62	26.94	307.78
	N	108	147	128	160	116
	Std. Deviation	12.12	1.77	1.81	8.41	64.00
17.00 San Marcos	Mean	27.27	2.38	3.34	27.10	313.49
	N	113	146	125	154	99
	Std. Deviation	13.23	1.59	1.76	9.78	68.44
18.00 SLO	Mean	17.69	1.75	3.49	24.58	351.00
	N	83	147	101	150	1
	Std. Deviation	9.67	1.01	1.99	4.19	.

**Report**

CAMPUS2 Campus		QDEM7 How Many Hours Do You Work Per Week?	QDEM8 Students Annual Income Before Taxes	QDEM10 Total Family Annual Income Before Taxes.	AGE	GPA
19.00 Sonoma	Mean	22.68	2.04	3.75	27.10	304.22
	N	110	150	123	155	124
	Std. Deviation	10.32	1.32	1.87	10.51	59.72
20.00 Stanislaus	Mean	28.15	2.48	2.96	30.54	316.72
	N	117	151	137	158	158
	Std. Deviation	14.10	1.53	1.66	11.17	56.00
Total	Mean	26.19	2.24	3.26	26.98	298.19
	N	2073	2975	2533	3107	2376
	Std. Deviation	12.49	1.46	1.78	9.35	66.52

## 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.