ST. CLOUD STATE UNIVERSITY SURVEY

ANNUAL SPRING SURVEY OF SCSU STUDENTS MARCH 2011

RESULTS FOR TECHNOLOGY FEE COMMITTEE

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I. INTRODUCTION TO THE REPORT AND METHODS

The SCSU Survey is an ongoing survey research extension of the Social Science Research Institute in the College of Social Sciences at St. Cloud State University. The SCSU Survey performs its research in the form of telephone interviews.

Dr. Stephen Frank began the survey in 1980 conducting several omnibus surveys a year of central Minnesota adults in conjunction with his Political Science classes. Presently, the omnibus surveys continue, but have shifted to a primary statewide focus. These statewide surveys are conducted once a year in the fall and focus on statewide issues such as election races, current events, and other important issues that are present in the state of Minnesota.

The primary mission of the SCSU Survey is to serve the academic community and public and nonprofit sector community through its commitment to high quality survey research and to provide education and experiential opportunities to researchers and students. We strive to assure that all SCSU students and faculty directors contribute to the research process, as all are essential in making a research project successful. This success is measured by our ability to obtain high quality survey data that is timely, accurate, and reliable, while maintaining an environment that promotes the professional and personal growth of each staff member. The survey procedures used by the SCSU Survey adhere to the highest quality academic standards. The SCSU Survey maintains the highest ethical standards in its procedures and methods. Both faculty and student directors demonstrate integrity and respect for dignity in all interactions with colleagues, clients, researchers, and survey participants.

II. SURVEY PERSONNEL

The Survey's faculty directors are Dr. Steve Frank (SCSU Professor of Political Science), Dr. Steven Wagner (SCSU Professor of Political Science), Dr. David Robinson (SCSU Professor of Statistics and Computer Networking). Dr. Michelle Kukoleca Hammes (SCSU Associate Professor of Political Science and Dr. Sandrine Zerbib (SCSU Assistant Professor of Sociology). The faculty directors are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.). The directors subscribe to the code of ethics of A.A.P.O.R.

A. Stephen I. Frank

Dr. Frank holds a Doctor of Philosophy in Political Science from Washington State University. Dr. Frank teaches courses in American Politics, Public Opinion and Research Methods at St. Cloud State University. Dr. Frank started the SCSU Survey in 1980, and since has played a major role in the development, administration and analysis of over 150 telephone surveys for local and state governments, school districts and a variety of nonprofit agencies. Dr. Frank has completed extensive postgraduate work in survey research at the University of Michigan. Dr. Frank coauthored with Dr. Wagner and published by Harcourt College, *"We Shocked the World!" A Case Study of Jesse Ventura's Election as Governor of Minnesota*. Revised Edition. He also recently published two academic book chapters: one appears in the current edition of Perspectives on Minnesota Government and Politics and the other, co-authored with Dr. Wagner, is contained in *Campaigns and Elections*, edited by Robert Watson and Colton Campbell. Dr. Frank is past chairperson of the SCSU

Department of Political Science and recently served as President of the Minnesota Political Science Association.

B. Steven C. Wagner

Dr. Wagner holds a Doctor of Philosophy in Political Science and a Master of Public Administration from Northern Illinois University. Dr. Wagner earned his Bachelor of Science in Political Science from Illinois State University. Dr. Wagner teaches courses in American Politics and Public and Nonprofit Management at St. Cloud State University. Dr. Wagner joined the SCSU Survey in 1997. Before coming to SCSU, Dr. Wagner taught in Kansas where he engaged in community-based survey research and before that was staff researcher for the U.S. General Accounting Office. Dr. Wagner has written many papers on taxation, and state politics and has published articles on voting behavior, federal funding of local services and organizational decision making. Dr. Wagner, with Dr. Frank, recently published two texts on Jesse Ventura's election as Minnesota's Governor and a book chapter on the campaign. Dr. Wagner currently serves the SCSU Department of Political Science as its chairperson.

C. Michelle Kukoleca Hammes

Dr. Kukoleca Hammes holds a Doctor of Philosophy in Political Science and a Masters in Political Science from the State University of New York at Binghamton. Dr. Kukoleca Hammes earned her Bachelor of Arts in Political Science from Niagara University. Kr. Kukoleca Hammes' is a comparativist with an area focus on North America and Western Europe. Her substantive focus is representative governmental institutions. She teaches courses in American Government, Introduction to Ideas and Institutions, Western European Politics, and a Capstone in Political Science at St. Cloud State University. Dr. Kukoleca Hammes, since joining the survey team, is using her extensive graduate school training in political methodology to aid in questionnaire construction and results analysis. She recently published a book chapter on Minnesota public participation in the Fifth Edition of *Perspectives on Minnesota Government and Politics*.

D. David H. Robinson

Dr. Robinson holds a Doctor of Philosophy in Statistics and a Masters in Statistics from the University of Iowa. Dr. Robinson earned his Bachelor of Science in Mathematics from Henderson State University. At St. Cloud State University, Dr. Robinson teaches courses in survey planning and contingency tables, statistical methods for the social sciences, probability and computer simulation, and other statistical applications. Since coming to SCSU in 1985 and before that time, Dr. Robinson has served as statistical consultant for numerous statistical analyses of survey results. He has coauthored a book on computer simulation and analysis, and has published articles in the areas of nonparametric statistics, multivariate statistics, analysis of baseball statistics, and statistical analysis of computer network performance. Dr. Robinson recently served as chairperson for the SCSU Department of Statistics and Computer Networking.

E. Sandrine Zerbib

Dr. Zerbib holds a Doctor of Philosophy in Sociology from the University of California Irvine and a Masters in Sociology from both California State University-Fullerton and University of Paris 10-Nanterre (France). Dr. Zerbib's ongoing research focuses on issues of immigration, sexuality and citizenship. Dr. Zerbib's current research analyzes the effect of domestic partnership laws on gay bi-

national couples leaving in France. She is currently collaborating with Dr. Downey on belly dance performance and gender politics. She teaches courses in Research Methods, Sociology of Gender, Immigration and Citizenship, and Advanced Research Methods

F. John Kulas

John Kulas is Associate Professor of Industrial and Organizational Psychology at Saint Cloud State University. His applied background includes current and past appointments as a test publisher, an internal HR practitioner, and an external organizational consultant (focusing primarily on topics of personnel selection and performance assessment). He has authored over 20 conference and journal articles, dealing with issues of measurement in organizational settings. His works can be found in sources such as the *Journal of Psychology, Organizational Research Methods, Journal of Applied Measurement, Journal of Business and Psychology, Social Justice Research,* and *Journal of Research in Personality*. He has received research awards from the Society for Industrial and Organizational Psychology and the American Psychological Society.

III. CALL CENTER SUPERVISORS AND INTERVIEWERS

Lead Student Directors

Mr. Brady A. Haggstrom
4rd Year Student, Political Science Major, Fergus Falls, MN

Ms. Julie Archer
4rd year student, History and Political Science Majors, Minnetonka, MN

Assistant Lead Directors

Mr. D. Zachary Kellar
2nd year student, Statistics Major, Callender, Iowa

Mr. Ricardo Martinez-Schuldt
3rd Year Student, Sociology Major, Clearwater, MN

Survey Lab Student Directors

Ms. Anna Behrens
3rd Year Student, Political Science and Public Relations Majors, Hawley, MN

Ms. Megan Thibodeau-Schuldt
3rd Year Student, Applied Sociology Major, Clearwater, MN

Ms. Maria Schweiss
3rd year student, Biology Major, Psychology Minor, Fairfax, MN

Mr. Sonny M. Sherman
4th Year Student, Sociology Major, Creative Writing Minor, Ely, MN

Mr. Lucas Edberg
4th Year Student, Mathematical Economics and Statistics Majors, Belle Plaine, MN.

Ms. Jacque Hardrath

4th Year Student, Criminal Justice and Statistics Majors, Computer Networking Applications Minor, Andover, MN.

Ms. Ayantu Tibeso

4th Year Student, International Relations Major, Minneapolis, MN.

Ms. Amanda Kannas

3rd Year Student, Political Science Major, International Relations Minor, Laverne, MN.

Student Technical Consultant

Daniel Paul Getzke

4rd year student**,** Computer Science Major, Eagan, MN.

Student Callers

The survey employs highly trained paid callers who undergo intensive training prior to calling. Student directors conducted both general training sessions and one-on-one training sessions as well as monitoring all calling shifts. Faculty directors monitor all training and calling. The callers came from the classes of Drs. Frank, Robinson, and Zerbib.

IV. Methodology

Introduction

The March 2011 St. Cloud State University Survey findings are based on telephone interviews with a representative sample of 546 currently enrolled SCSU students. The sample included both landline phones and cell phones. Interviews were conducted from March 20 to March 24, 2010 at St. Cloud State University Survey Lab. The sample was obtained from David Kosel, Center for Information Systems.

Sample Design

The sample was designed to represent all currently enrolled SCSU students with a phone number (landline or cell phone). The phone numbers were drawn systematically from a stratified database of all SCSU students: (a) 500 dorm residents were chosen from a population of 2,686 SCSU dorm residents with available phone numbers; (b) 1,500 off-campus residents were chosen from a population of 13,271 SCSU off-campus residents with available phone numbers.

Contact Procedures

Before calling began, the original sample was comprised of 2000 students, including 500 dorm residents and 1,500 off-campus residents. From this sample, 14 students were screened out for being born after 1993, and thus less than 18 years old. In completing the survey, 22 students were not called. Of the remaining 1964 students, 546 respondents completed the survey.

Several steps were taken to ensure that the telephone sample of students was representative of the larger SCSU student population. Phone numbers with no initial contact were called up to 11 times over different days and times to increase the possibility of contact. In addition, appointments were

made as necessary to interview the designated respondent at his/her convenience. Calling was completed between 4:30 pm to 9:30 pm to maximize contacts and ensure equal opportunities to respond among various respondent demographic groups. Attempts to convert initial refusals commenced almost immediately and continued throughout the survey. The final few nights of interviewing were almost exclusively devoted to contacting hard to reach respondents.

Technology

The SCSU Survey operates a Computer Assisted Telephone Interviewing (CATI) Lab on the St. Cloud State University campus. The CATI Lab is equipped with 19 interviewer stations; each includes a computer, a phone, and a headset. In addition to the interviewer stations, there is the Supervisor Station, which is used to monitor the survey while it is in progress. The SCSU Survey has its own server designated solely for the use of the SCSU Survey.

The SCSU Survey is licensed to use Sawtooth Software's Ci3 Questionnaire Authoring Version 4.2, a state-of-the-art windows-based computer-assisted interviewing package. This program allows us to develop virtually any type of questionnaire while at the same time programming edit and consistency checks and other quality control measures to ensure the most valid data. The instrument was pre-tested prior to interviewing to make certain that all equipment and programming was in working order and to verify that the questionnaire was clear.

All interview stations are networked for complete, ongoing sample management. Sawtooth Software's Ci3 software allows immediate data updating, ensuring maximum data integrity and allowing clients to get progress reports anytime. The Survey directors are able to review data for quality and consistency. Question answers are entered directly into the computer, thus keypunching is eliminated, which decreases human error and facilitates immediate data analysis. The calling system is programmed to store call record-keeping automatically, allowing interviewers and supervisors to focus on the interviewing task. Callbacks are programmed through the computer network and made on a schedule.

Cooperation Rate and Response Rate

The cooperation rate for the survey was 79%. The cooperation rate is determined by dividing the number of completed interviews (546), by the total of completed interviews, partial interviews, and refusals (total = 672).

The overall response rate for the survey was 34%. The response rate is determined by dividing the number of completed interviews (546), by the total of completed interviews, partial interviews, refusals, non-contacts, plus 90% of the cases with unknown eligibility (total = 1609).

Sample Error

The margin of sampling error for the complete set of weighted data is ±4 percent at the 95 percent confidence level. In all sample surveys there are other possible sources of error for which precise estimates cannot be calculated. These include interviewer and coder error, respondent misinterpretation, and analysis errors. When analysis is made of sub-samples such as respondent gender, the sample error may be larger.

Sample Weighting

Weighting is generally used in survey analysis to compensate for patterns of non-response that might bias results. The interviewed sample of all students was weighted to match parameters for dorm residence. All statistics reported are weighted.

Weighting was accomplished using statistical raking, a special iterative sample weighting technique that simultaneously balances the distributions of all variables. The use of these weights in statistical analysis ensures that the demographic characteristics of the sample closely approximate the demographic characteristics of the SCSU student population.

The total survey data set consisted of 83 variables, including multiple response options and demographic variables. The survey instrument contained 41 questions. Respondent gender, dorm resident or not, ethnic status, year born, international student or not and class standing were imported from the database. Of the 41 questions, there were six asked for the Computer Technology Fee Committee and two for the SCSU Volunteer Center. The complete questionnaire is viewable by going to the SCSU Survey web site and following the links to the spring SCSU student 2011 contract survey. http://www.stcloudstate.edu/scsusurvey.

Sample Disposition	
1964	**Total Numbers Dialed**
546	**Completed Interviews**
9	**Partial**
	Non-Contacts
137	Refusals and Never Calls
220	Callbacks and Gatekeepers
9	Hearing or Language Barrier
300	Answering Machine
9	Ill, Hospital, Out of Town
675	**Total Non-Contacts**
	Unknown Eligibility
316	No Answer
72	Busy or Call Blocking
33	Immediate Hang Up
421	Total Unknown Eligibility
379	**90% Assumed Eligible**
	Not Eligible
17	Business or Government
16	Computer or Fax
268	Non-Working or Wrong Number
12	No Longer in School
313	**Total Not Eligible**
33.9%	**AAPOR Response Rate #3**
78.9%	**AAPOR Cooperation Rate #3**

V. Demographics

Gender		
From SCSU Data Base		
Program	**Frequency**	**Percent**
Male	263	48
Female	282	52
Missing	1	<1
TOTAL	546	100%

Age Group		
From SCSU Data Base (Collapsed From Year of Birth)		
Program	**Frequency**	**Percent**
18-24 (or younger)	372	68
25-39 Years	131	24
40 Years and Older	41	8
TOTAL	545	100%

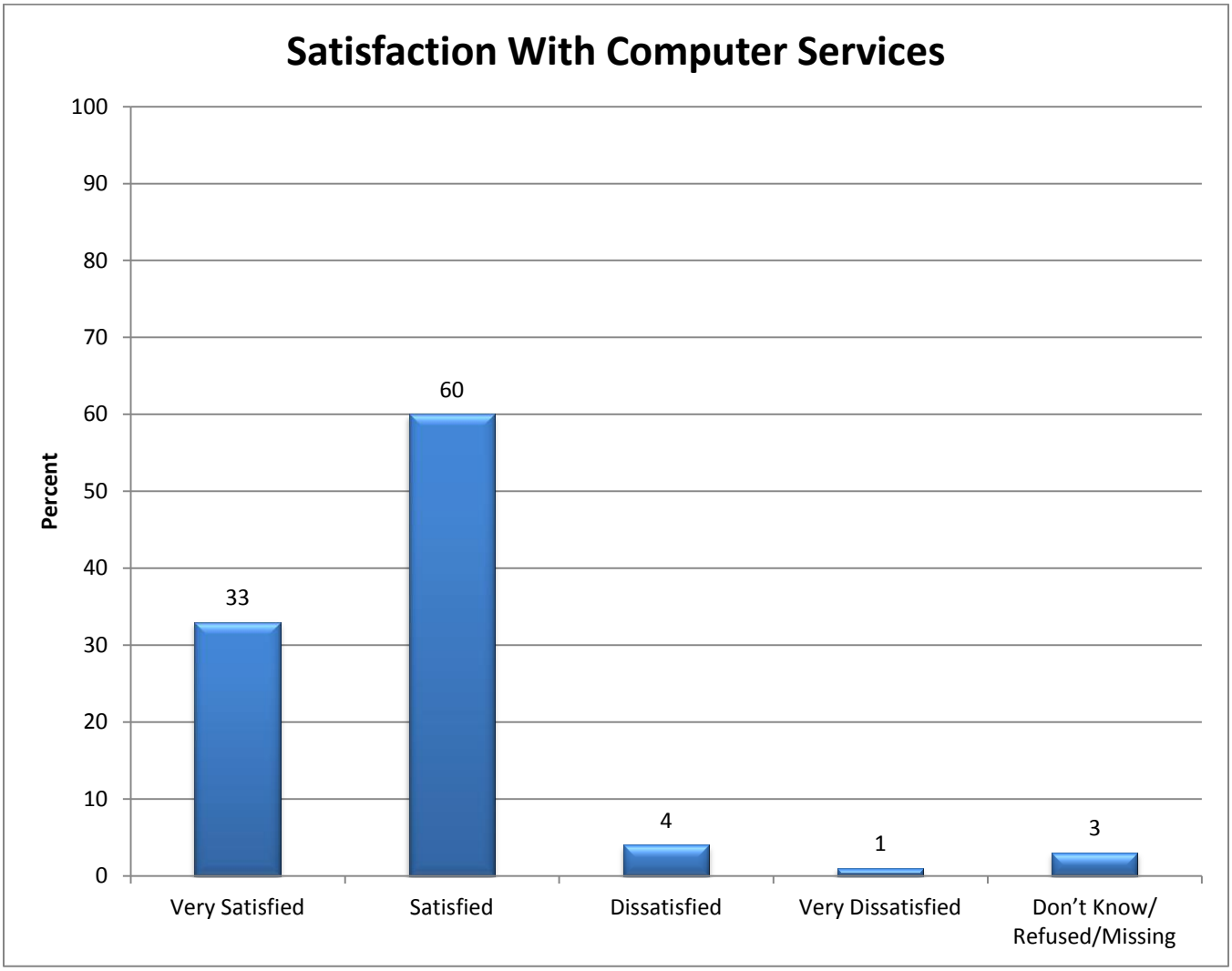
Residency		
From SCSU Data Base		
Program	**Frequency**	**Percent**
Off Campus	454	83
On Campus	92	17
TOTAL	546	100%

Ethnic Classification		
From SCSU Data Base		
Program	**Frequency**	**Percent**
Black	20	4
Asian	46	8
White	454	83
Hispanic	9	2
Native American	2	<1
Pacific Islander	0	0
Missing	15	3
TOTAL	546	100%

Class Standing		
From SCSU Data Base		
Program	**Frequency**	**Percent**
Freshman	83	15
Sophomore	106	19
Junior	101	19
Senior	149	27
Previous Degree	12	2
Special	25	5
Graduate Student	69	13
TOTAL	546	100%

VI. Substantive Findings

Question 1: Satisfaction with Computer Services		
Currently SCSU students pay a technology fee of $4.75 cents per credit. The fee is used to purchase and maintain over 400 computers in the General Access labs, provide access to the campus e-mail system and maintain 15 of the electronic classrooms. Generally, are you very satisfied, satisfied, dissatisfied, or very dissatisfied with the student-related computer services available to all students?		
	Frequency	**Percent**
Very Satisfied	181	33
Satisfied	328	60
Dissatisfied	21	4
Very Dissatisfied	1	<1
Don't Know/ Refused/Missing	15	3
TOTAL	546	100%



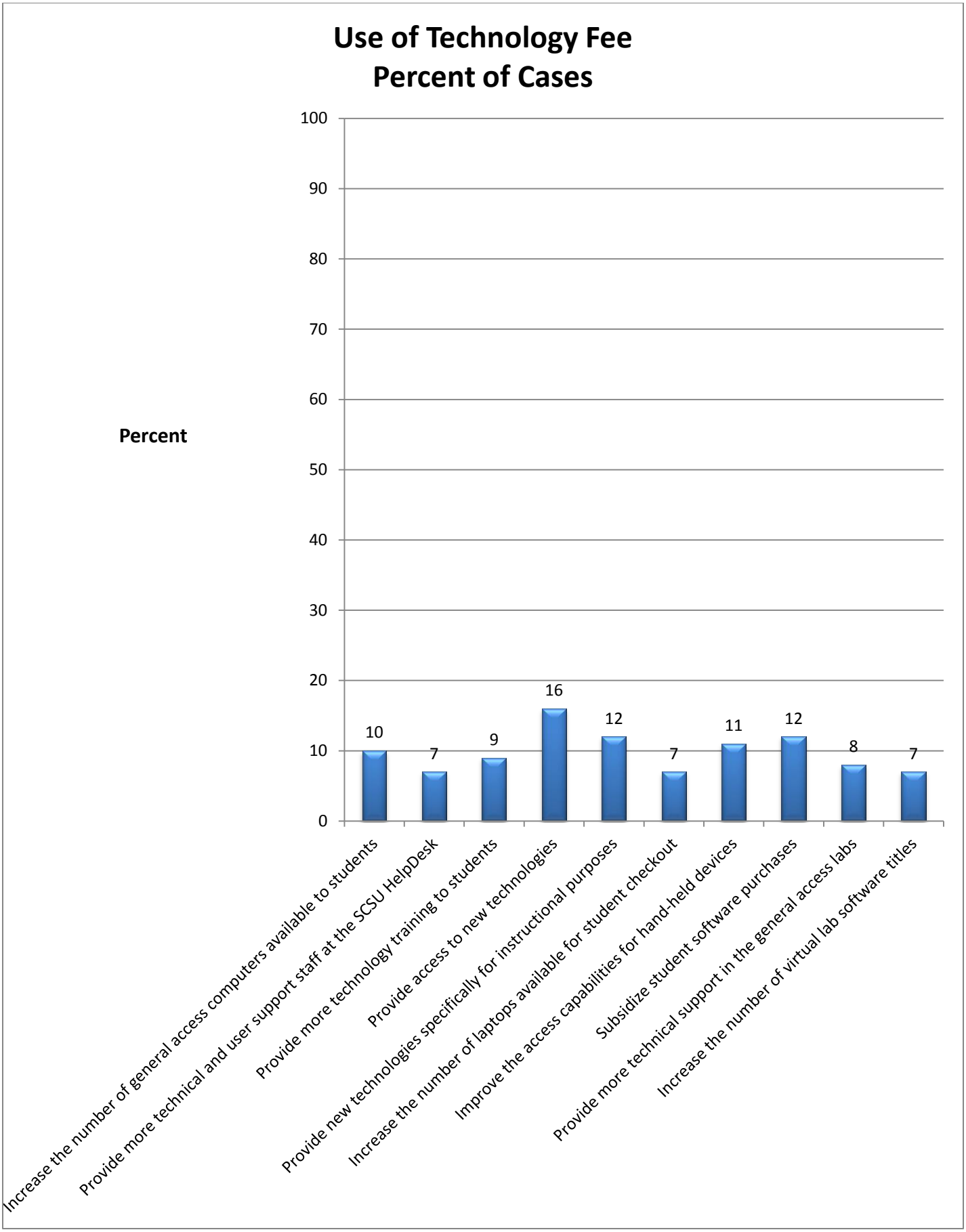
Satisfaction with Computer Services Over Time									
	2003	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
	$	**$ 4.00**	**$4.00**	**$4.00**	**$4.14**	**$**	**$4.28**	**$4.59**	**$4.75**
Very Satisfied	17	24	25	34		N/A	24	33	33
Satisfied	69	64	63	59		N/A	70	56	60
Dissatisfied	8	6	9	1		N/A	2	6	4
Very Dissatisfied	2	2	1	2		N/A	1	2	1

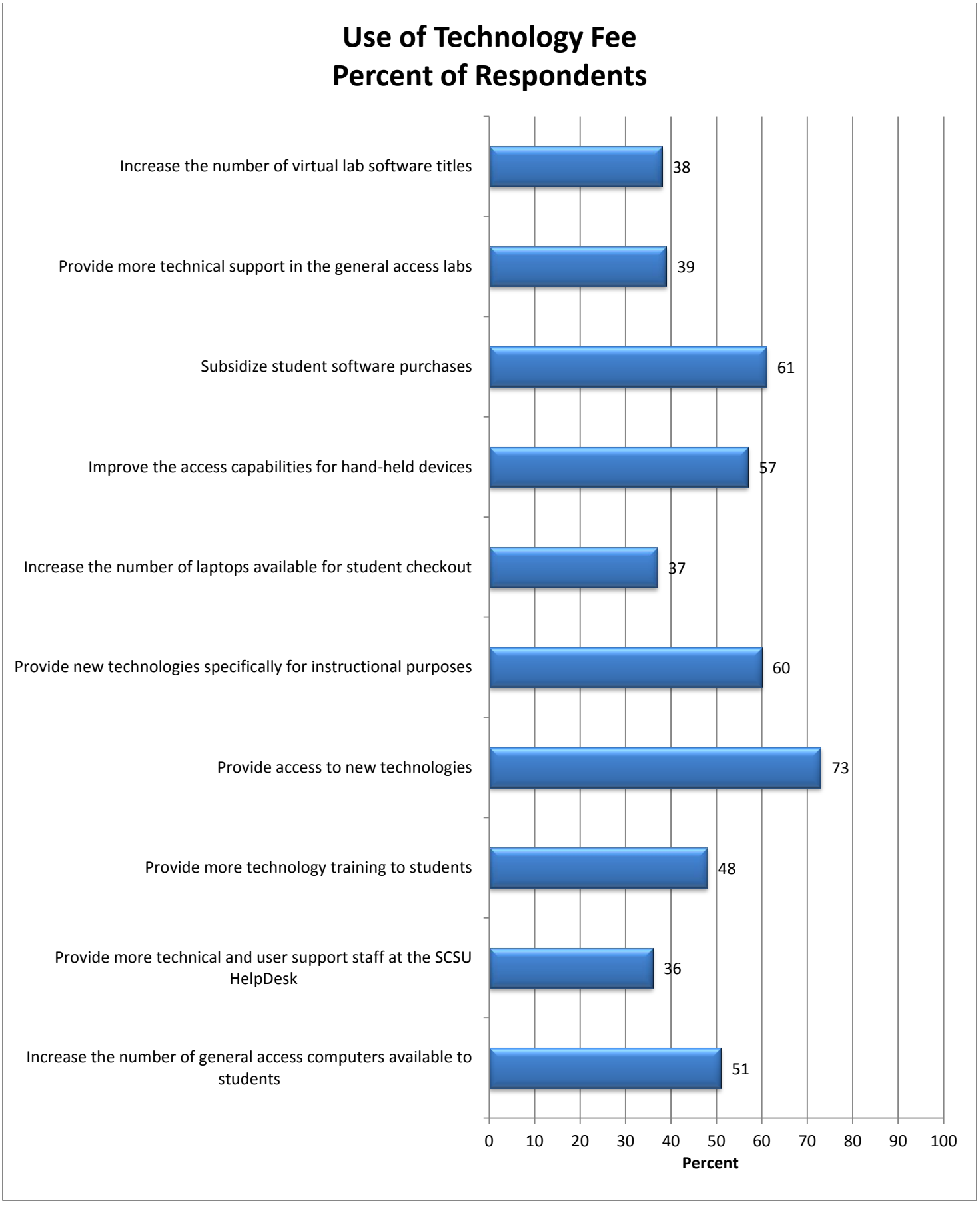
Question 2:
Use of Technology Fee

How would you spend the technology fee money if it were your choice? Please indicate whether you think the technology fee money should be spent on that technology or not.
Would you…
[READ RESPONSES 1-10-MULTIPLE RESPONSES ALLOWED]

Program	Frequency	Percent of Responses	Percent of Respondents
Increase the number of general access computers available to students	279	10	51
Provide more technical and user support staff at the SCSU HelpDesk	194	7	36
Provide more technology training to students	261	9	48
Provide access to new technologies	397	15	73
Provide new technologies specifically for instructional purposes	328	12	60
Increase the number of laptops available for student checkout	200	7	37
Improve the access capabilities for hand-held devices	310	11	57
Subsidize student software purchases	332	12	61
Provide more technical support in the general access labs	210	8	39
Increase the number of virtual lab software titles	206	7	38
Other (volunteered)	17	1	3
Don't Know/Refused/Missing	34	1	6
TOTAL	2768Responses from 546 Respondents	100%	≠ 100%[1]

[1] Will not total 100% since respondents could choice multiple responses.


Use of Technology Fee
Percent of Cases
Percent
100
90
80
70
60
50
40
30
20
10
0
10
7
9
16
12
7
11
12
8
7
Increase the number of general access computers available to students
Provide more technical and user support staff at the SCSU HelpDesk
Provide more technology training to students
Provide access to new technologies
Provide new technologies specifically for instructional purposes
Increase the number of laptops available for student checkout
Improve the access capabilities for hand-held devices
Subsidize student software purchases
Provide more technical support in the general access labs
Increase the number of virtual lab software titles


Use of Technology Fee
Percent of Respondents
Increase the number of virtual lab software titles
38
Provide more technical support in the general access labs
39
Subsidize student software purchases
61
Improve the access capabilities for hand-held devices
57
Increase the number of laptops available for student checkout
37
Provide new technologies specifically for instructional purposes
60
Provide access to new technologies
73
Provide more technology training to students
48
Provide more technical and user support staff at the SCSU HelpDesk
36
Increase the number of general access computers available to students
51
0
10
20
30
40
50
60
70
80
90
100
Percent

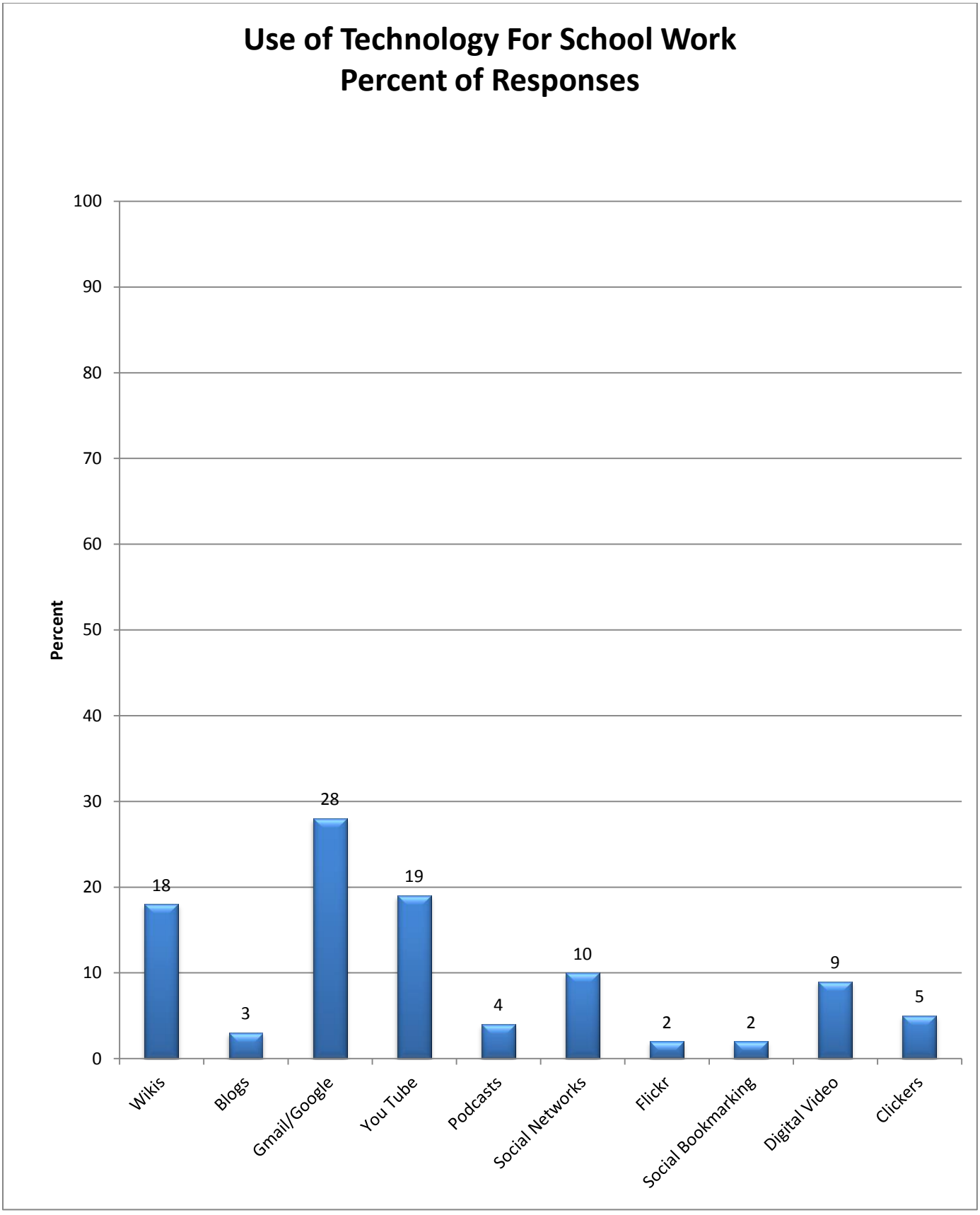
Question 3:
Use of Technology for School Work

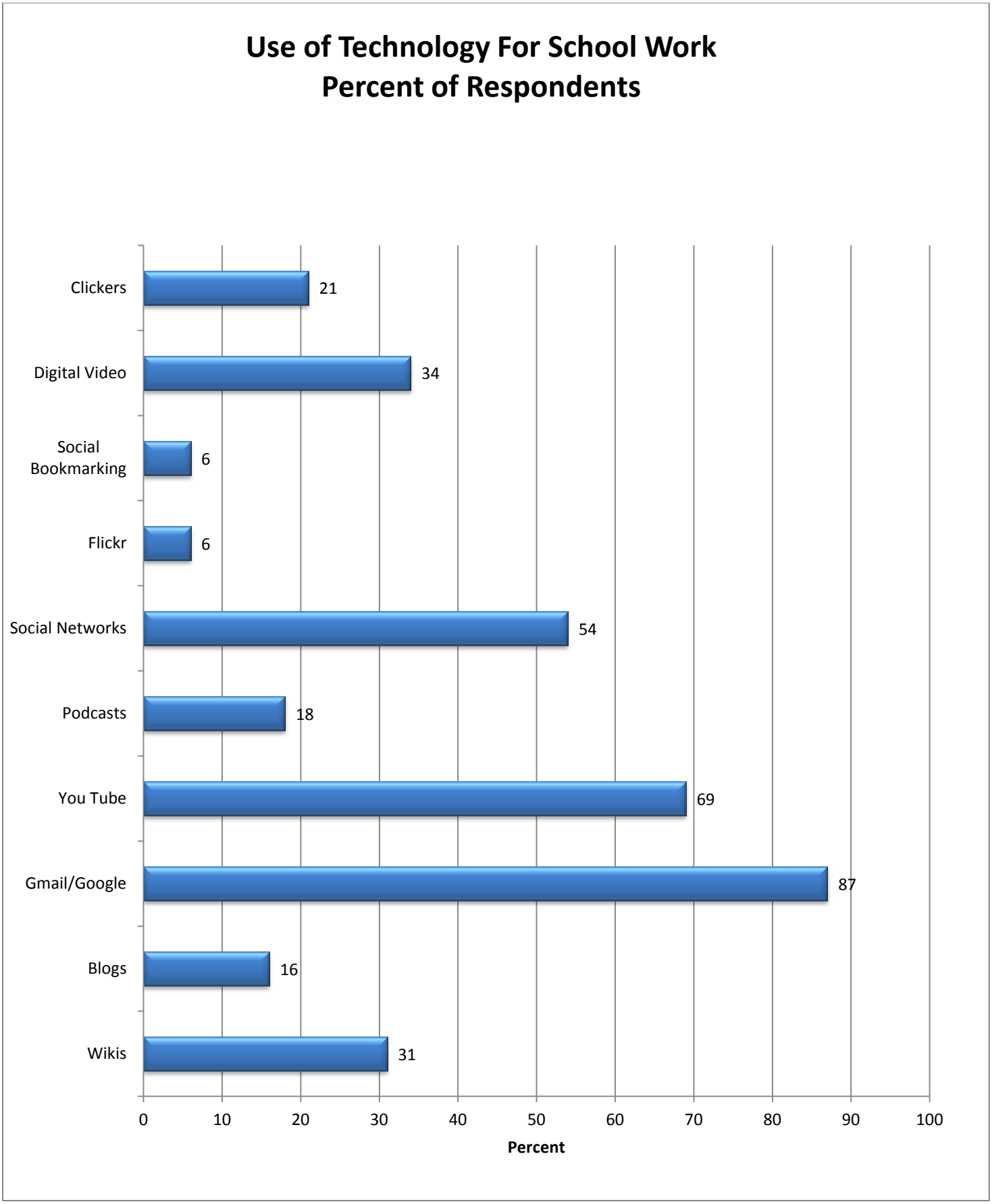
Please indicate the technologies you use for school work. Do you use?

[READ RESPONSES 1 THROUGH 10 - MULTIPLE RESPONSES ALLOWED]

Program	Frequency	Percent of Responses	Percent of Respondents
Wikis	171	9	31
Blogs	87	5	16
Gmail/Google	477	25	87
You Tube	376	20	69
Podcasts	100	5	18
Social Networks	297	16	54
Flickr	31	2	6
Social Bookmarking	35	2	6
Digital Video	183	10	34
Clickers	115	6	21
Other (volunteered)	12	<1	2
Don't Know/Refused/Missing	17	<1	3
TOTAL	1899Responses from 546Respondets	100%	≠ 100%[2]

[2] Will not total 100% since respondents could choice multiple responses.

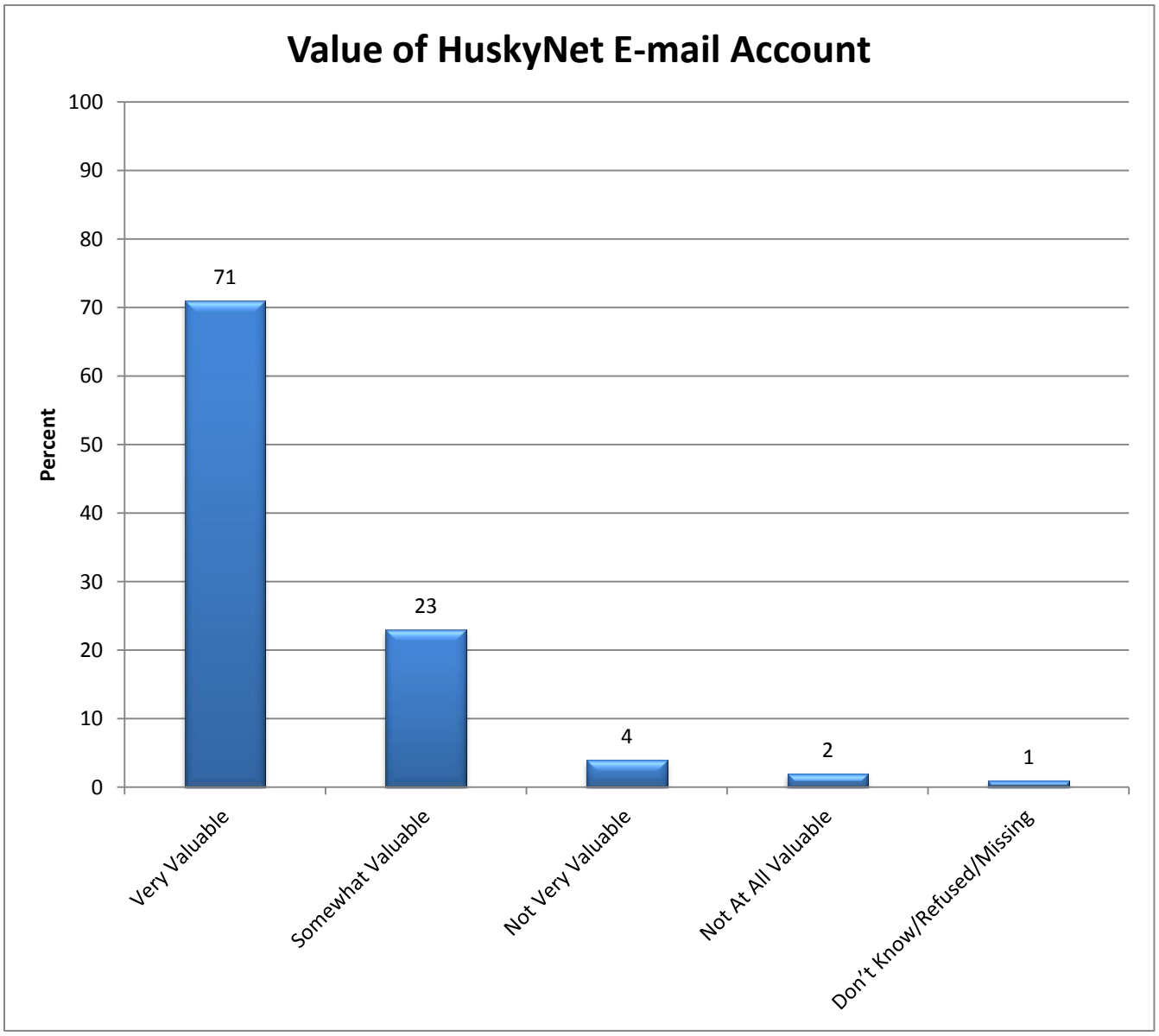

Use of Technology For School Work
Percent of Responses
Percent
100
90
80
70
60
50
40
30
20
10
0
18
3
28
19
4
10
2
2
9
5
Wikis
Blogs
Gmail/Google
You Tube
Podcasts
Social Networks
Flickr
Social Bookmarking
Digital Video
Clickers


Use of Technology For School Work
Percent of Respondents
Clickers
21
Digital Video
34
Social Bookmarking
6
Flickr
6
Social Networks
54
Podcasts
18
You Tube
69
Gmail/Google
87
Blogs
16
Wikis
31
0
10
20
30
40
50
60
70
80
90
100
Percent

Question 4:
Value of HuskyNet E-mail Account

Do you find having an SCSU/HuskyNet e-mail account to be very valuable, somewhat valuable, not very valuable, or not at all valuable?

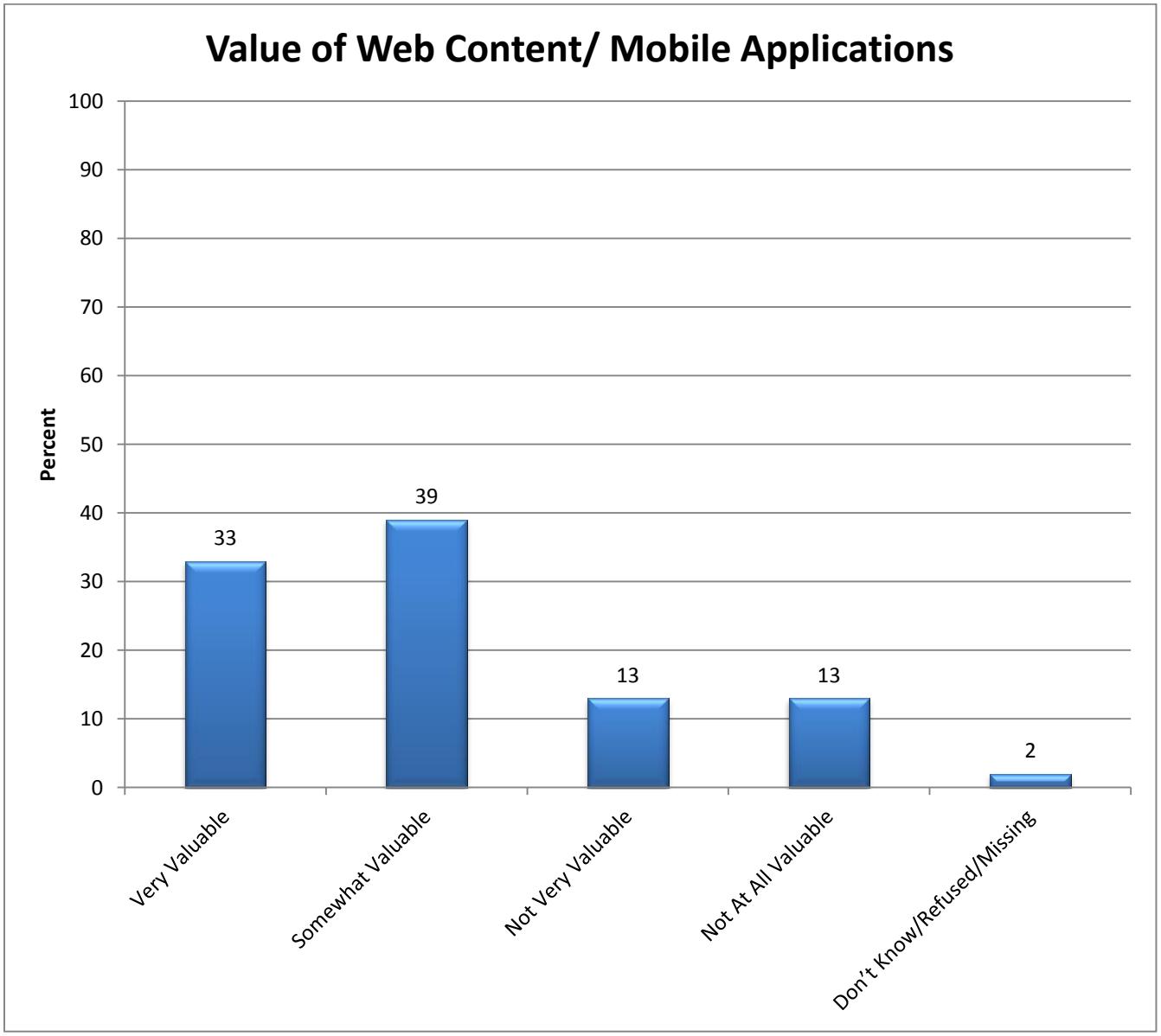
Program	Frequency	Percent
Very Valuable	387	71
Somewhat Valuable	126	23
Not Very Valuable	19	4
Not At All Valuable	9	2
Don't Know/Refused/Missing	4	<1
TOTAL	546	100%



Question 5:
Value of Web Content/ Mobile Applications

Would you find having web content/mobile applications from SCSU designed for your mobile device (Smartphone, iPhone, iTouch) to be very valuable, somewhat valuable, not very valuable, or not at all valuable?

Program	Frequency	Percent
Very Valuable	178	33
Somewhat Valuable	214	39
Not Very Valuable	71	13
Not At All Valuable	69	13
Don't Know/Refused/Missing	14	2
TOTAL	546	100%



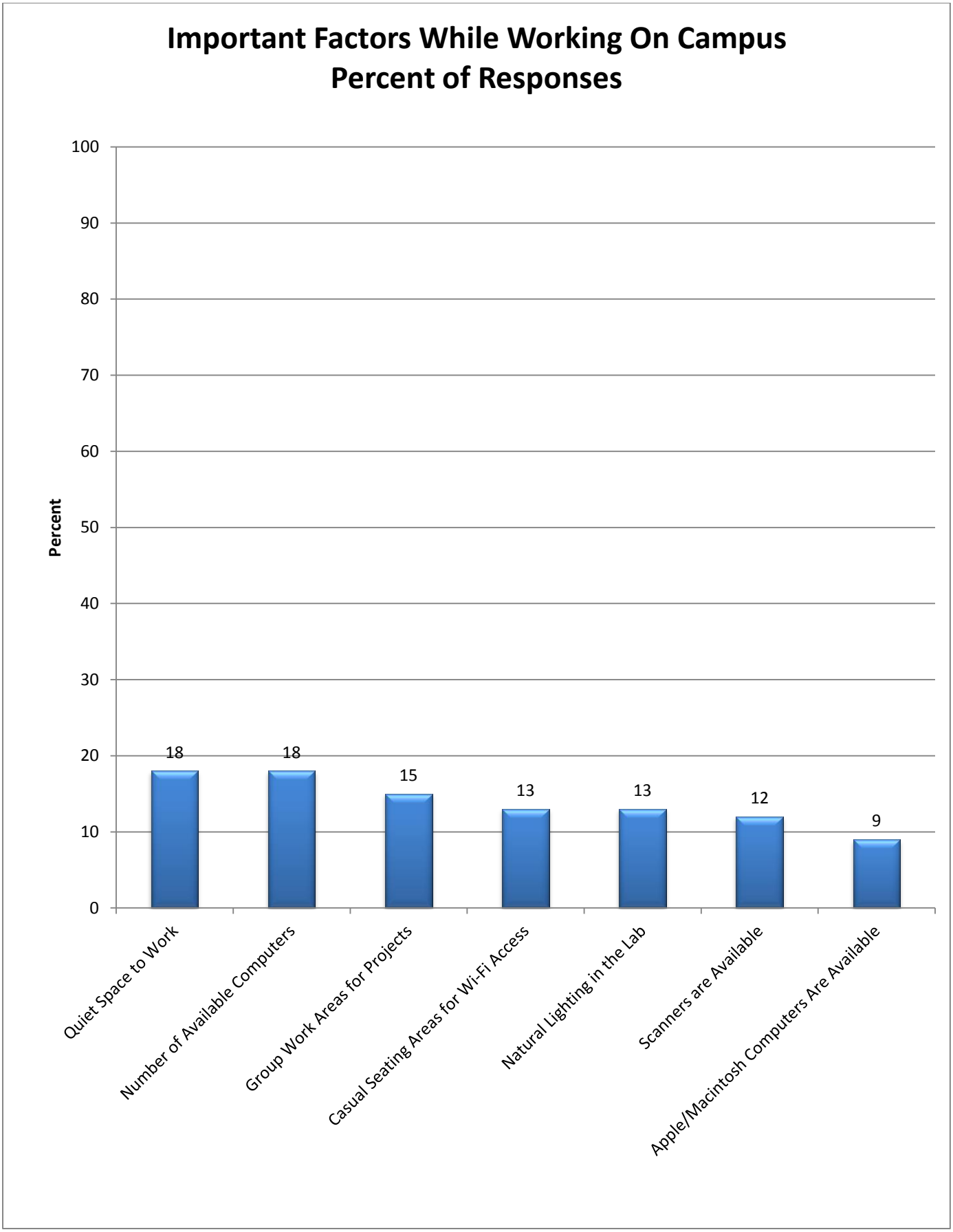
Question 6:
Important Factors While Working On Campus

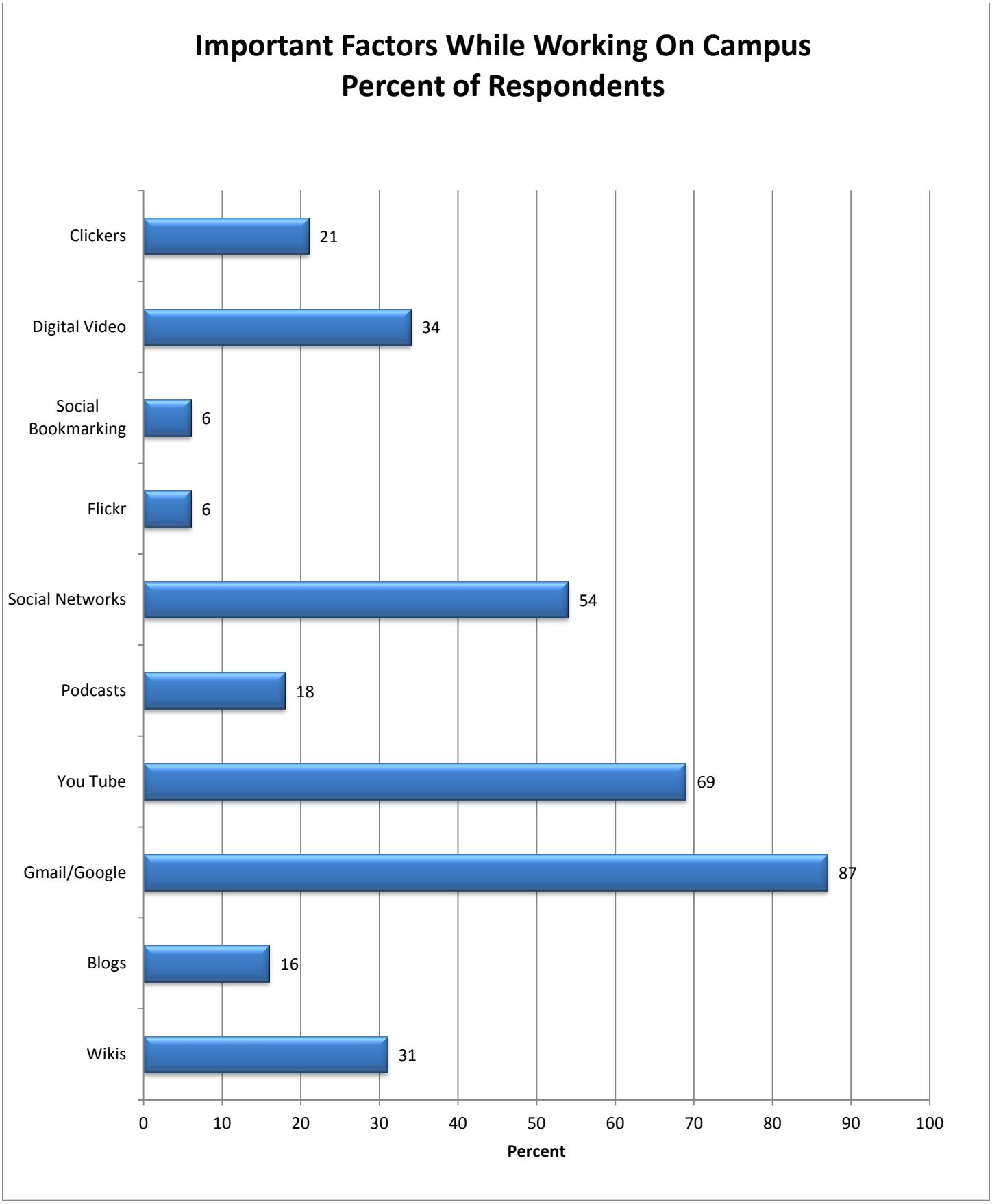
When using a computer lab on campus, which of the following are important to you?

[READ RESPONSES 1 THROUGH 7 - MULTIPLE RESPONSES ALLOWED]

Program	Frequency	Percent of Responses	Percent of Respondents
Quiet Space to Work	417	18	76
Number of Available Computers	433	18	79
Group Work Areas for Projects	364	15	67
Casual Seating Areas for Wi-Fi Access	312	13	57
Natural Lighting in the Lab	311	13	57
Scanners are Available	290	12	53
Apple/Macintosh Computers Are Available	203	9	37
Don't Know/Refused/Missing	35	2	6
TOTAL	2365Responses from 546Respondets	100%	≠ 100%[3]

[3] Will not total 100% since respondents could choice multiple responses.


Important Factors While Working On Campus
Percent of Responses
Percent
100
90
80
70
60
50
40
30
20
10
0
18
18
15
13
13
12
9
Quiet Space to Work
Number of Available Computers
Group Work Areas for Projects
Casual Seating Areas for Wi-Fi Access
Natural Lighting in the Lab
Scanners are Available
Apple/Macintosh Computers Are Available


Important Factors While Working On Campus
Percent of Respondents
Clickers
21
Digital Video
34
Social Bookmarking
6
Flickr
6
Social Networks
54
Podcasts
18
You Tube
69
Gmail/Google
87
Blogs
16
Wikis
31
0
10
20
30
40
50
60
70
80
90
100
Percent

VII. Crosstabulations

Gender * Are you satisfied with the student-related computer services? Crosstabulation

		Are you satisfied with the student-related computer services?				
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Gender	Male	32%	63%	5%		100%
	Female	36%	61%	3%	0%	100%
Total		34%	62%	4%	0%	100%

Living accomodations * Are you satisfied with the student-related computer services? Crosstabulation

		Are you satisfied with the student-related computer services?				
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Living accomodations	Off Campus	35%	61%	4%	0%	100%
	Dorm	27%	68%	4%		100%
Total		34%	62%	4%	0%	100%

Ethnicity * Are you satisfied with the student-related computer services? Crosstabulation

		Are you satisfied with the student-related computer services?				
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Ethnicity	Black	55%	35%	10%		100%
	Asian	29%	67%	4%		100%
	Caucasian	34%	63%	3%	0%	100%
	Hispanic	44%	56%			100%
	American Indian		50%	50%		100%
Total		34%	62%	4%	0%	100%

Student status (Domestic or International) * Are you satisfied with the student-related computer services? Crosstabulation

		Are you satisfied with the student-related computer services?				
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Student status (Domestic or International)	Domestic	34%	62%	4%	0%	100%
	International	42%	56%	3%		100%
Total		34%	62%	4%	0%	100%

Year in School * Are you satisfied with the student-related computer services? Crosstabulation

		Are you satisfied with the student-related computer services?				
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Year in School	Freshman	28%	68%	4%		100%
	Sophomore	37%	59%	3%	1%	100%
	Junior	29%	67%	4%		100%
	Senior	36%	59%	5%		100%
	Previous Degree	45%	55%			100%
	Special	14%	86%			100%
	Graduate	41%	53%	6%		100%
Total		34%	62%	4%	0%	100%

Gender * Is HuskyNet e-mail valuable? Crosstabulation

		Is HuskyNet e-mail valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Gender	Male	69%	26%	3%	2%	100%
	Female	74%	21%	4%	2%	100%
Total		71%	23%	4%	2%	100%

Living accomodations * Is HuskyNet e-mail valuable? Crosstabulation

		Is HuskyNet e-mail valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Living accomodations	Off Campus	69%	25%	4%	2%	100%
	Dorm	83%	15%	2%		100%
Total		72%	23%	4%	2%	100%

Ethnicity * Is HuskyNet e-mail valuable? Crosstabulation

		Is HuskyNet e-mail valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Ethnicity	Black	85%	10%		5%	100%
	Asian	62%	36%	2%		100%
	Caucasian	72%	23%	4%	2%	100%
	Hispanic	89%	11%			100%
	American Indian	100%				100%
Total		72%	23%	3%	2%	100%

Student status (Domestic or International) * Is HuskyNet e-mail valuable? Crosstabulation

		Is HuskyNet e-mail valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Student status (Domestic or International)	Domestic	71%	24%	4%	2%	100%
	International	78%	19%	3%		100%
Total		72%	23%	4%	2%	100%

Year in School * Is HuskyNet e-mail valuable? Crosstabulation

		Is HuskyNet e-mail valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Year in School	Freshman	72%	24%	4%		100%
	Sophomore	78%	20%		2%	100%
	Junior	69%	26%	3%	2%	100%
	Senior	78%	20%	1%	1%	100%
	Previous Degree	67%	25%	8%		100%
	Special	50%	25%	17%	8%	100%
	Graduate	57%	31%	9%	3%	100%
Total		71%	23%	4%	2%	100%

Gender * Would mobile apps be valuable? Crosstabulation

		Would mobile apps be valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Gender	Male	35%	40%	13%	12%	100%
	Female	32%	40%	14%	14%	100%
Total		34%	40%	13%	13%	100%

Living accomodations * Would mobile apps be valuable? Crosstabulation

		Would mobile apps be valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Living accomodations	Off Campus	34%	39%	14%	14%	100%
	Dorm	32%	48%	12%	9%	100%
Total		34%	40%	13%	13%	100%

Ethnicity * Would mobile apps be valuable? Crosstabulation

		Would mobile apps be valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Ethnicity	Black	44%	39%	6%	11%	100%
	Asian	35%	51%	7%	7%	100%
	Caucasian	33%	39%	15%	14%	100%
	Hispanic	44%	44%	11%		100%
	American Indian	50%	50%			100%
Total		34%	40%	14%	13%	100%

Student status (Domestic or International) * Would mobile apps be valuable? Crosstabulation

		Would mobile apps be valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Student status (Domestic or International)	Domestic	34%	39%	14%	13%	100%
	International	33%	56%	6%	6%	100%
Total		34%	40%	13%	13%	100%

Year in School * Would mobile apps be valuable? Crosstabulation

		Would mobile apps be valuable?				
		Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Total
Year in School	Freshman	28%	46%	16%	10%	100%
	Sophomore	38%	38%	13%	11%	100%
	Junior	29%	37%	15%	19%	100%
	Senior	38%	37%	13%	12%	100%
	Previous Degree	55%	18%	9%	18%	100%
	Special	21%	54%	13%	13%	100%
	Graduate	30%	48%	10%	12%	100%
Total		34%	40%	13%	13%	100%

gender*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Gender	Male	Count	98	36	224	161	45	140	14	13	96	54	5	257
		% within gender	38%	14%	87%	63%	18%	54%	5%	5%	37%	21%	2%	
	Female	Count	73	50	252	214	55	156	17	22	85	60	7	276
		% within gender	26%	18%	91%	77%	20%	57%	6%	8%	31%	22%	3%	
Total		Count	171	87	476	375	100	296	31	35	182	115	12	533

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

dorm*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Living accomodations	Off Campus	Count	138	69	395	303	82	238	26	28	150	85	11	444
		% within dorm	31%	15%	89%	68%	18%	54%	6%	6%	34%	19%	3%	
	Dorm	Count	33	18	82	72	18	59	5	7	33	29	1	90
		% within dorm	37%	20%	91%	80%	20%	65%	6%	8%	37%	33%	1%	
Total		Count	171	87	477	376	100	297	31	35	183	115	12	534

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

age*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Age	18-24	Count	128	57	328	273	62	224	25	28	110	95	7	366
		% within age	35%	16%	90%	75%	17%	61%	7%	8%	30%	26%	2%	
	25-39	Count	38	25	110	74	30	60	6	6	55	18	2	127
		% within age	30%	20%	87%	58%	23%	48%	5%	5%	43%	14%	2%	
	40+	Count	6	4	38	29	8	12	0	1	17	1	3	41
		% within age	15%	10%	93%	70%	20%	30%	0%	2%	42%	2%	7%	
Total		Count	171	87	477	376	100	297	31	35	183	115	12	534

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

ethnic*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Ethnicity	Black	Count	7	3	16	11	3	13	2	3	5	2	1	20
		% within ethnic	35%	15%	80%	55%	15%	65%	10%	15%	25%	10%	5%	
	Asian	Count	22	15	44	38	11	34	7	5	18	10	1	46
		% within ethnic	48%	32%	96%	82%	24%	74%	15%	11%	39%	22%	2%	
	Caucasian	Count	135	64	393	308	85	234	22	26	151	100	10	442
		% within ethnic	31%	14%	89%	70%	19%	53%	5%	6%	34%	23%	2%	
	Hispanic	Count	2	2	9	7	1	6	0	1	3	2	0	9
		% within ethnic	22%	24%	100%	76%	10%	68%	0%	12%	32%	22%	0%	
	American Indian	Count	1	1	2	2	0	1	0	0	2	0	0	2
		% within ethnic	47%	47%	100%	100%	0%	47%	0%	0%	100%	0%	0%	
Total		Count	167	84	463	365	100	289	31	35	179	113	12	519

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

intstud*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Student status (Domestic or International)	Domestic	Count	153	73	441	344	92	268	26	30	166	106	11	497
		% within intstud	31%	15%	89%	69%	18%	54%	5%	6%	33%	21%	2%	
	International	Count	18	14	35	31	8	28	5	5	17	8	1	37
		% within intstud	49%	37%	95%	84%	22%	76%	13%	13%	46%	22%	3%	
Total		Count	171	87	477	376	100	297	31	35	183	115	12	534

Percentages and totals are based on respondents.

intstud*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Student status (Domestic or International)	Domestic	Count	153	73	441	344	92	268	26	30	166	106	11	497
		% within intstud	31%	15%	89%	69%	18%	54%	5%	6%	33%	21%	2%	
	International	Count	18	14	35	31	8	28	5	5	17	8	1	37
		% within intstud	49%	37%	95%	84%	22%	76%	13%	13%	46%	22%	3%	
Total		Count	171	87	477	376	100	297	31	35	183	115	12	534

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

class*$comp3 Crosstabulation

			What do you use for school work?[a]											
			wikis	blogs	gmail/google	youtube	podcasts	social networks	flickr	social bookmarking	digital video	clickers	other	Total
Year in School	Freshman	Count	33	13	75	64	17	51	5	5	25	25	1	81
		% within class	40%	16%	92%	78%	21%	63%	6%	7%	31%	30%	1%	
	Sophomore	Count	36	14	97	82	16	62	9	3	37	32	0	106
		% within class	34%	13%	92%	77%	15%	59%	9%	3%	35%	30%	0%	
	Junior	Count	32	15	83	69	13	47	5	4	30	22	1	99
		% within class	33%	15%	84%	69%	13%	48%	5%	4%	31%	22%	1%	
	Senior	Count	43	25	131	100	31	89	7	15	47	22	3	145
		% within class	29%	17%	91%	69%	21%	61%	5%	11%	32%	15%	2%	
	Previous Degree	Count	3	0	8	6	2	2	0	0	4	3	0	10
		% within class	30%	0%	80%	60%	20%	20%	0%	0%	40%	30%	0%	
	Special	Count	9	6	21	14	4	13	1	2	3	4	2	25
		% within class	37%	24%	84%	56%	16%	51%	4%	8%	12%	16%	8%	
	Graduate	Count	15	13	61	42	17	33	4	5	36	6	5	67
		% within class	23%	20%	91%	62%	26%	48%	6%	7%	53%	9%	8%	
Total		Count	171	87	477	376	100	297	31	35	183	115	12	534

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

gender*$comp6 Crosstabulation

			Which are important on campus?[a]							
			quiet space	number computers	group work areas	casual wi-fi seating	natural light	scanners	apple and mac	Total
Gender	Male	Count	198	206	170	143	146	134	93	251
		% within gender	79%	82%	68%	57%	58%	53%	37%	
	Female	Count	218	226	193	168	165	155	109	260
		% within gender	84%	87%	74%	65%	63%	60%	42%	
Total		Count	416	432	363	311	310	289	202	511

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

dorm*$comp6 Crosstabulation

			Which are important on campus?[a]							
			quiet space	number computers	group work areas	casual wi-fi seating	natural light	scanners	apple and mac	Total
Living accomodations	Off Campus	Count	340	361	294	253	254	234	161	420
		% within dorm	81%	86%	70%	60%	60%	56%	38%	
	Dorm	Count	77	72	70	59	57	56	42	92
		% within dorm	83%	79%	76%	64%	62%	61%	46%	
Total		Count	417	433	364	312	311	290	203	512

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

age*$comp6 Crosstabulation

			Which are important on campus?[a]							
			quiet space	number computers	group work areas	casual wi-fi seating	natural light	scanners	apple and mac	Total
Age	18-24	Count	295	305	267	232	229	209	154	359
		% within age	82%	85%	74%	65%	64%	58%	43%	
	25-39	Count	92	100	74	63	63	58	35	119
		% within age	78%	84%	62%	53%	53%	49%	30%	
	40+	Count	30	28	24	16	19	23	13	35
		% within age	85%	79%	68%	47%	56%	65%	38%	
Total		Count	417	433	364	312	311	290	203	512

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

ethnic*$comp6 Crosstabulation

			Which are important on campus?[a]							
			quiet space	number computers	group work areas	casual wi-fi seating	natural light	scanners	apple and mac	Total
Ethnicity	Black	Count	17	17	15	13	13	14	11	20
		% within ethnic	86%	85%	75%	65%	65%	70%	55%	
	Asian	Count	36	36	37	30	22	26	21	44
		% within ethnic	81%	82%	84%	68%	50%	59%	47%	
	Caucasian	Count	341	356	295	252	256	234	162	422
		% within ethnic	81%	84%	70%	60%	61%	55%	38%	
	Hispanic	Count	7	9	6	5	6	7	3	9
		% within ethnic	78%	100%	68%	57%	68%	79%	32%	
	American Indian	Count	2	1	1	1	2	0	1	2
		% within ethnic	100%	47%	47%	47%	100%	0%	53%	
Total		Count	403	419	354	301	299	281	198	497

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

intstud*$comp6 Crosstabulation

			Which are important on campus?[a]							
			quiet space	number computers	group work areas	casual wi-fi seating	natural light	scanners	apple and mac	Total
Student status (Domestic or International)	Domestic	Count	387	402	338	288	291	270	187	476
		% within intstud	81%	84%	71%	61%	61%	57%	39%	
	International	Count	30	31	26	24	20	20	16	36
		% within intstud	83%	86%	72%	67%	55%	55%	44%	
Total		Count	417	433	364	312	311	290	203	512

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

class*$comp6 Crosstabulation

			Which are important on campus?[a]							
			quiet space	number computers	group work areas	casual wi-fi seating	natural light	scanners	apple and mac	Total
Year in School	Freshman	Count	68	69	64	54	54	53	39	83
		% within class	81%	83%	76%	65%	64%	64%	47%	
	Sophomore	Count	87	90	80	69	74	65	44	102
		% within class	85%	89%	79%	68%	73%	64%	44%	
	Junior	Count	76	78	60	52	56	45	30	95
		% within class	81%	82%	64%	55%	59%	48%	32%	
	Senior	Count	114	125	107	86	78	76	55	145
		% within class	79%	87%	74%	59%	54%	53%	38%	
	Previous Degree	Count	8	9	8	6	4	6	2	10
		% within class	80%	90%	80%	60%	40%	60%	20%	
	Special	Count	12	12	9	13	10	9	9	17
		% within class	70%	71%	53%	77%	59%	53%	53%	
	Graduate	Count	52	50	36	32	36	35	22	60
		% within class	87%	83%	60%	53%	59%	58%	37%	
Total		Count	417	433	364	312	311	290	203	512

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

gender*$comp2 Crosstabulation

			How would you spend tech fee money?[a]											
			increase general access computers	helpdesk support	more tech training for students	access to new tech	new tech for instruction	more laptops	better access for mobile devices	subsidize software purchase	tech support in general access labs	more virtual lab titles	other	Total
Gender	Male	Count	126	94	121	194	162	97	155	159	84	108	8	252
		% within gender	50%	37%	48%	77%	64%	39%	62%	63%	33%	43%	3%	
	Female	Count	152	99	139	202	165	102	154	174	125	97	9	268
		% within gender	57%	37%	52%	76%	61%	38%	57%	65%	47%	36%	3%	
Total		Count	278	193	260	396	327	200	309	332	209	205	17	520

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

dorm*$comp2 Crosstabulation

			How would you spend tech fee money?[a]											
			increase general access computers	helpdesk support	more tech training for students	access to new tech	new tech for instruction	more laptops	better access for mobile devices	subsidize software purchase	tech support in general access labs	more virtual lab titles	other	Total
Living accomodations	Off Campus	Count	236	162	220	331	271	163	259	280	171	172	12	433
		% within dorm	55%	37%	51%	77%	63%	38%	60%	65%	40%	40%	3%	
	Dorm	Count	43	32	40	66	57	37	51	53	39	34	4	88
		% within dorm	48%	36%	45%	75%	65%	41%	58%	60%	44%	38%	5%	
Total		Count	279	194	261	397	328	200	310	332	210	206	17	521

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

age*$comp2 Crosstabulation

			How would you spend tech fee money?[a]											
			increase general access computers	helpdesk support	more tech training for students	access to new tech	new tech for instruction	more laptops	better access for mobile devices	subsidize software purchase	tech support in general access labs	more virtual lab titles	other	Total
Age	18-24	Count	199	136	172	279	224	133	218	220	155	142	7	356
		% within age	56%	38%	48%	78%	63%	37%	61%	62%	44%	40%	2%	
	25-39	Count	64	44	67	94	80	49	71	82	43	52	7	125
		% within age	51%	35%	54%	75%	64%	39%	57%	65%	34%	42%	6%	
	40+	Count	15	14	22	25	25	17	21	31	12	12	3	40
		% within age	38%	36%	54%	62%	62%	44%	51%	77%	31%	31%	8%	
Total		Count	279	194	261	397	328	200	310	332	210	206	17	521

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

ethnic*$comp2 Crosstabulation

			How would you spend tech fee money?[a]											
			increase general access computers	helpdesk support	more tech training for students	access to new tech	new tech for instruction	more laptops	better access for mobile devices	subsidize software purchase	tech support in general access labs	more virtual lab titles	other	Total
Ethnicity	Black	Count	9	9	12	15	15	12	16	14	15	12	1	20
		% within ethnic	44%	46%	59%	75%	75%	61%	80%	70%	75%	61%	5%	
	Asian	Count	33	25	25	37	29	28	26	27	24	24	1	42
		% within ethnic	79%	60%	59%	88%	69%	66%	62%	64%	56%	57%	2%	
	Caucasian	Count	218	147	212	326	266	147	252	273	157	157	15	433
		% within ethnic	50%	34%	49%	75%	61%	34%	58%	63%	36%	36%	3%	
	Hispanic	Count	7	3	4	8	7	5	5	7	7	5	0	9
		% within ethnic	78%	35%	46%	88%	78%	56%	57%	78%	78%	54%	0%	
	American Indian	Count	1	1	0	2	2	0	2	2	0	2	0	2
		% within ethnic	53%	53%	0%	100%	100%	0%	100%	100%	0%	100%	0%	
Total		Count	268	186	252	388	318	192	301	323	202	200	17	506

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

intstud*$comp2 Crosstabulation

			How would you spend tech fee money?[a]											
			increase general access computers	helpdesk support	more tech training for students	access to new tech	new tech for instruction	more laptops	better access for mobile devices	subsidize software purchase	tech support in general access labs	more virtual lab titles	other	Total
Student status	Domestic	Count	249	170	236	364	301	175	287	305	187	184	16	485
		% within intstud	51%	35%	49%	75%	62%	36%	59%	63%	39%	38%	3%	
	International	Count	29	24	24	33	27	24	23	27	23	22	1	36
		% within intstud	80%	67%	67%	92%	75%	67%	63%	75%	63%	61%	3%	
Total		Count	279	194	261	397	328	200	310	332	210	206	17	521

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

class*$comp2 Crosstabulation

			How would you spend tech fee money?[a]											
			increase general access computers	helpdesk support	more tech training for students	access to new tech	new tech for instruction	more laptops	better access for mobile devices	subsidize software purchase	tech support in general access labs	more virtual lab titles	other	Total
Year in School	Freshman	Count	42	30	38	60	48	36	45	40	32	31	4	78
		% within class	55%	39%	49%	77%	62%	46%	58%	52%	41%	40%	6%	
	Sophomore	Count	53	44	58	86	69	40	66	74	54	43	1	104
		% within class	51%	43%	56%	83%	66%	38%	64%	71%	52%	41%	1%	
	Junior	Count	59	36	44	71	61	32	54	56	38	37	3	96
		% within class	61%	38%	46%	74%	64%	34%	56%	59%	40%	39%	3%	
	Senior	Count	79	48	66	112	90	50	87	99	51	51	3	145
		% within class	54%	33%	46%	77%	62%	34%	60%	68%	35%	35%	2%	
	Previous Degree	Count	3	2	3	7	8	5	8	5	2	6	1	11
		% within class	27%	18%	27%	64%	73%	45%	73%	45%	18%	55%	9%	
	Special	Count	8	8	9	13	7	9	10	8	9	6	0	20
		% within class	39%	40%	46%	65%	35%	45%	50%	41%	45%	31%	0%	
	Graduate	Count	35	26	42	49	45	28	40	50	24	32	4	67
		% within class	51%	38%	62%	73%	67%	41%	59%	74%	36%	47%	6%	
Total		Count	279	194	261	397	328	200	310	332	210	206	17	521

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.