ST. CLOUD STATE UNIVERSITY SURVEY

ANNUAL SPRING SURVEY OF SCSU STUDENTS
MARCH 2011

RESULTS FOR TECHNOLOGY FEE COMMITTEE
STEPHEN I. FRANK
PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE
CO-DIRECTOR, SCSU SURVEY
COLLEGE OF SOCIAL SCIENCES
ST. CLOUD STATE UNIVERSITY

MICHELLE KUKOLECA HAMMES
ASSOCIATE PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE
CO-DIRECTOR, SCSU SURVEY
COLLEGE OF SOCIAL SCIENCES
ST. CLOUD STATE UNIVERSITY

JOHN KULAS
ASSOCIATE PROFESSOR, I/O PSYCHOLOGY
CO-DIRECTOR, SCSU SURVEY
COLLEGE OF SOCIAL SCIENCES
ST. CLOUD STATE UNIVERSITY

DAVID ROBINSON
PROFESSOR, DEPARTMENT OF STATISTICS AND COMPUTER NETWORKING
CO-DIRECTOR, SCSU SURVEY
COLLEGE OF SCIENCE AND ENGINEERING
ST. CLOUD STATE UNIVERSITY

STEVEN C. WAGNER
PROFESSOR, AND CHAIRPERSON, DEPARTMENT OF POLITICAL SCIENCE
CO-DIRECTOR, SCSU SURVEY
COLLEGE OF SOCIAL SCIENCES
ST. CLOUD STATE UNIVERSITY

SANDRINE ZERBIB
ASSISTANT PROFESSOR, DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY
CO-DIRECTOR, SCSU SURVEY
COLLEGE OF SOCIAL SCIENCES
ST. CLOUD STATE UNIVERSITY
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. Dr. 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 Hardrat
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](http://www.stcloudstate.edu/scsusurvey).
<table>
<thead>
<tr>
<th>Sample Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964        Total Numbers Dialed</td>
</tr>
<tr>
<td>546         Completed Interviews</td>
</tr>
<tr>
<td>9           Partial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>137     Refusals and Never Calls</td>
</tr>
<tr>
<td>220     Callbacks and Gatekeepers</td>
</tr>
<tr>
<td>9       Hearing or Language Barrier</td>
</tr>
<tr>
<td>300     Answering Machine</td>
</tr>
<tr>
<td>9       Ill, Hospital, Out of Town</td>
</tr>
<tr>
<td>675     Total Non-Contacts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unknown Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>316       No Answer</td>
</tr>
<tr>
<td>72        Busy or Call Blocking</td>
</tr>
<tr>
<td>33        Immediate Hang Up</td>
</tr>
<tr>
<td>421       Total Unknown Eligibility</td>
</tr>
<tr>
<td>379       90% Assumed Eligible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>17         Business or Government</td>
</tr>
<tr>
<td>16         Computer or Fax</td>
</tr>
<tr>
<td>268       Non-Working or Wrong Number</td>
</tr>
<tr>
<td>12         No Longer in School</td>
</tr>
<tr>
<td>313       Total Not Eligible</td>
</tr>
</tbody>
</table>

| 33.9%  AAPOR Response Rate #3        |
| 78.9%  AAPOR Cooperation Rate #3     |
## Demographics

### Gender
From SCSU Data Base

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>263</td>
<td>48</td>
</tr>
<tr>
<td>Female</td>
<td>282</td>
<td>52</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>546</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Age Group
From SCSU Data Base
(Collapsed From Year of Birth)

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24 (or younger)</td>
<td>372</td>
<td>68</td>
</tr>
<tr>
<td>25-39 Years</td>
<td>131</td>
<td>24</td>
</tr>
<tr>
<td>40 Years and Older</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>545</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Residency
From SCSU Data Base

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus</td>
<td>454</td>
<td>83</td>
</tr>
<tr>
<td>On Campus</td>
<td>92</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>546</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Ethnic Classification
From SCSU Data Base

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>White</td>
<td>454</td>
<td>83</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Missing</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>546</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Class Standing
From SCSU Data Base

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>83</td>
<td>15</td>
</tr>
<tr>
<td>Sophomore</td>
<td>106</td>
<td>19</td>
</tr>
<tr>
<td>Junior</td>
<td>101</td>
<td>19</td>
</tr>
<tr>
<td>Senior</td>
<td>149</td>
<td>27</td>
</tr>
<tr>
<td>Previous Degree</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Special</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>546</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>181</td>
<td>33</td>
</tr>
<tr>
<td>Satisfied</td>
<td>328</td>
<td>60</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Don’t Know/Refused/Missing</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>546</td>
<td>100%</td>
</tr>
</tbody>
</table>

Satisfaction With Computer Services
## Satisfaction with Computer Services Over Time

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$4.00</td>
<td>$4.00</td>
<td>$4.00</td>
<td>$4.14</td>
<td>$</td>
<td>$4.28</td>
<td>$4.59</td>
<td>$4.75</td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>17</td>
<td>24</td>
<td>25</td>
<td>34</td>
<td>N/A</td>
<td>24</td>
<td>33</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>69</td>
<td>64</td>
<td>63</td>
<td>59</td>
<td>N/A</td>
<td>70</td>
<td>56</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>N/A</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
**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]

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

Responses from 546 Respondents

≠ 100%¹

¹ Will not total 100% since respondents could choose multiple responses.
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%
## 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]

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent of Responses</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wikis</td>
<td>171</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>Blogs</td>
<td>87</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Gmail/Google</td>
<td>477</td>
<td>25</td>
<td>87</td>
</tr>
<tr>
<td>You Tube</td>
<td>376</td>
<td>20</td>
<td>69</td>
</tr>
<tr>
<td>Podcasts</td>
<td>100</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Social Networks</td>
<td>297</td>
<td>16</td>
<td>54</td>
</tr>
<tr>
<td>Flickr</td>
<td>31</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Social Bookmarking</td>
<td>35</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Digital Video</td>
<td>183</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>Clickers</td>
<td>115</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Other (volunteered)</td>
<td>12</td>
<td>&lt;1</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know/Refused/Missing</td>
<td>17</td>
<td>&lt;1</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1899</strong></td>
<td><strong>100%</strong></td>
<td><strong>≠ 100%</strong></td>
</tr>
</tbody>
</table>

TOTAL responses: 1899 from 546 respondents

---

2 Will not total 100% since respondents could choose multiple responses.
Use of Technology For School Work
Percent of Responses

Percent

Wiki: 18
Blogs: 3
Gmail/Google: 28
YouTube: 19
Podcasts: 4
Social Networks: 10
Flickr: 2
Social Bookmarking: 2
Digital Video: 9
Clickers: 5

18
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%
**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?

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Valuable</td>
<td>387</td>
<td>71</td>
</tr>
<tr>
<td>Somewhat Valuable</td>
<td>126</td>
<td>23</td>
</tr>
<tr>
<td>Not Very Valuable</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Not At All Valuable</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Don’t Know/Refused/Missing</td>
<td>4</td>
<td>&lt;1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>546</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

---

**Value of HuskyNet E-mail Account**

![Bar chart showing the distribution of responses to the question about the value of HuskyNet E-mail account.](image)
## 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?

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Valuable</td>
<td>178</td>
<td>33</td>
</tr>
<tr>
<td>Somewhat Valuable</td>
<td>214</td>
<td>39</td>
</tr>
<tr>
<td>Not Very Valuable</td>
<td>71</td>
<td>13</td>
</tr>
<tr>
<td>Not At All Valuable</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>Don’t Know/Refused/Missing</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>546</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Value of Web Content/ Mobile Applications

![Chart showing percentages of responses to the question about the value of web content/mobile applications.](chart.png)
<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent of Responses</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Space to Work</td>
<td>417</td>
<td>18</td>
<td>76</td>
</tr>
<tr>
<td>Number of Available Computers</td>
<td>433</td>
<td>18</td>
<td>79</td>
</tr>
<tr>
<td>Group Work Areas for Projects</td>
<td>364</td>
<td>15</td>
<td>67</td>
</tr>
<tr>
<td>Casual Seating Areas for Wi-Fi Access</td>
<td>312</td>
<td>13</td>
<td>57</td>
</tr>
<tr>
<td>Natural Lighting in the Lab</td>
<td>311</td>
<td>13</td>
<td>57</td>
</tr>
<tr>
<td>Scanners are Available</td>
<td>290</td>
<td>12</td>
<td>53</td>
</tr>
<tr>
<td>Apple/Macintosh Computers Are Available</td>
<td>203</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Don’t Know/Refused/Missing</td>
<td>35</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2365</td>
<td>100%</td>
<td>≠ 100%</td>
</tr>
</tbody>
</table>

TOTAL Responses from 546 Respondents

---

Footnote: Will not total 100% since respondents could choose multiple responses.
Important Factors While Working On Campus
Percent of Responses

- Quiet Space to Work: 18%
- Number of Available Computers: 18%
- Group Work Areas for Projects: 15%
- Casual Seating Areas for Wi-Fi Access: 13%
- Natural Lighting in the Lab: 13%
- Scanners are Available: 12%
- Apple/Macintosh Computers Are Available: 9%
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%
### Gender * Are you satisfied with the student-related computer services? Crosstabulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32%</td>
<td>63%</td>
<td>5%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>36%</td>
<td>61%</td>
<td>3%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Living accommodations</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus</td>
<td>35%</td>
<td>61%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Dorm</td>
<td>27%</td>
<td>68%</td>
<td>4%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>29%</td>
<td>67%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>34%</td>
<td>63%</td>
<td>3%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44%</td>
<td>56%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>American Indian</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student status (Domestic or International)</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>34%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>International</td>
<td>42%</td>
<td>56%</td>
<td>3%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Year in School * Are you satisfied with the student-related computer services? Crosstabulation

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>28%</td>
<td>68%</td>
<td>4%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>37%</td>
<td>59%</td>
<td>3%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Junior</td>
<td>29%</td>
<td>67%</td>
<td>4%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Senior</td>
<td>36%</td>
<td>59%</td>
<td>5%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Previous Degree</td>
<td>45%</td>
<td>55%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Special</td>
<td>14%</td>
<td>86%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Graduate</td>
<td>41%</td>
<td>53%</td>
<td>6%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Gender * Is HuskyNet e-mail valuable? Crosstabulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>69%</td>
<td>26%</td>
<td>3%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>74%</td>
<td>21%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>71%</td>
<td>23%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Living accommodations * Is HuskyNet e-mail valuable? Crosstabulation

<table>
<thead>
<tr>
<th>Living accommodations</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus</td>
<td>69%</td>
<td>25%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Dorm</td>
<td>83%</td>
<td>15%</td>
<td>2%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>72%</td>
<td>23%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Ethnicity * Is HuskyNet e-mail valuable? Crosstabulation

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>85%</td>
<td>10%</td>
<td></td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>62%</td>
<td>36%</td>
<td>2%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>72%</td>
<td>23%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>89%</td>
<td>11%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>American Indian</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72%</strong></td>
<td><strong>23%</strong></td>
<td><strong>3%</strong></td>
<td><strong>2%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student status (Domestic or International)</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>71%</td>
<td>24%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>International</td>
<td>78%</td>
<td>19%</td>
<td>3%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72%</strong></td>
<td><strong>23%</strong></td>
<td><strong>4%</strong></td>
<td><strong>2%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>72%</td>
<td>24%</td>
<td>4%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>78%</td>
<td>20%</td>
<td></td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Junior</td>
<td>69%</td>
<td>26%</td>
<td>3%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Senior</td>
<td>78%</td>
<td>20%</td>
<td>1%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Previous Degree</td>
<td>67%</td>
<td>25%</td>
<td>8%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Special</td>
<td>50%</td>
<td>25%</td>
<td>17%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate</td>
<td>57%</td>
<td>31%</td>
<td>9%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71%</strong></td>
<td><strong>23%</strong></td>
<td><strong>4%</strong></td>
<td><strong>2%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Gender * Would mobile apps be valuable? Crosstabulation

<table>
<thead>
<tr>
<th>Would mobile apps be valuable?</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35%</td>
<td>40%</td>
<td>13%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>32%</td>
<td>40%</td>
<td>14%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>40%</td>
<td>13%</td>
<td>13%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Living accomodations * Would mobile apps be valuable? Crosstabulation

<table>
<thead>
<tr>
<th>Would mobile apps be valuable?</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living accommodations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off Campus</td>
<td>34%</td>
<td>39%</td>
<td>14%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>Dorm</td>
<td>32%</td>
<td>48%</td>
<td>12%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>34%</td>
<td>40%</td>
<td>13%</td>
<td>13%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Ethnicity * Would mobile apps be valuable? Crosstabulation

<table>
<thead>
<tr>
<th>Would mobile apps be valuable?</th>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Not very valuable</th>
<th>Not at all valuable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>44%</td>
<td>39%</td>
<td>6%</td>
<td>11%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>35%</td>
<td>51%</td>
<td>7%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>33%</td>
<td>39%</td>
<td>15%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44%</td>
<td>44%</td>
<td>11%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>American Indian</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
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### Student status (Domestic or International) * Would mobile apps be valuable? Crosstabulation

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### Year in School * Would mobile apps be valuable? Crosstabulation

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### gender*$comp3 Crosstabulation

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<th>youtube</th>
<th>podcasts</th>
<th>social networks</th>
<th>flickr</th>
<th>social bookmarking</th>
<th>digital</th>
<th>video</th>
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Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

### dorm*$comp3 Crosstabulation

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<th>youtube</th>
<th>podcasts</th>
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<th>video</th>
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Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.
# age*$comp3 Crosstabulation

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<th>youtube</th>
<th>podcasts</th>
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Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.
### ethnic Crosstabulation

What do you use for school work?  

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Percentages and totals are based on respondents.  
a. Dichotomy group tabulated at value 1.

### intstud Crosstabulation

What do you use for school work?  

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<th>youtube</th>
<th>podcasts</th>
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Percentages and totals are based on respondents.
### intstud$comp3 Crosstabulation

**What do you use for school work?**

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<th>podcasts</th>
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<td>3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>within intstud</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Count</td>
<td>171</td>
<td>87</td>
<td>477</td>
<td>376</td>
<td>100</td>
<td>31</td>
<td>35</td>
<td>183</td>
<td>115</td>
<td>12</td>
<td>534</td>
</tr>
</tbody>
</table>

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.
### What do you use for school work?\(^a\)

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Count</th>
<th>% within class</th>
<th>wikis</th>
<th>blogs</th>
<th>google</th>
<th>youtube</th>
<th>podcasts</th>
<th>social networks</th>
<th>flickr</th>
<th>social bookmarking</th>
<th>video</th>
<th>clickers</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>33</td>
<td>40%</td>
<td>13</td>
<td>16%</td>
<td>75</td>
<td>92%</td>
<td>64</td>
<td>21%</td>
<td>51</td>
<td>6%</td>
<td>5</td>
<td>7%</td>
<td>1</td>
<td>81</td>
</tr>
<tr>
<td>Sophomore</td>
<td>36</td>
<td>34%</td>
<td>14</td>
<td>13%</td>
<td>97</td>
<td>92%</td>
<td>82</td>
<td>15%</td>
<td>62</td>
<td>9%</td>
<td>3</td>
<td>3%</td>
<td>0</td>
<td>106</td>
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<tr>
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<td>33%</td>
<td>15</td>
<td>15%</td>
<td>83</td>
<td>84%</td>
<td>69</td>
<td>13%</td>
<td>47</td>
<td>5%</td>
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<td>4%</td>
<td>1</td>
<td>99</td>
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<tr>
<td>Senior</td>
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<td>29%</td>
<td>25</td>
<td>17%</td>
<td>131</td>
<td>91%</td>
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<td>21%</td>
<td>89</td>
<td>5%</td>
<td>7</td>
<td>11%</td>
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<td>145</td>
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<td>Previous Degree</td>
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<td>0</td>
<td>0%</td>
<td>8</td>
<td>80%</td>
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<td>51%</td>
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<td>4%</td>
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<td>171</td>
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<td>477</td>
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<td>376</td>
<td>31%</td>
<td>297</td>
<td>7%</td>
<td>35</td>
<td>53%</td>
<td>12</td>
<td>534</td>
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Percentages and totals are based on respondents.

\(^a\) Dichotomy group tabulated at value 1.
### gender$comp6 Crosstabulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Count</th>
<th>% within gender</th>
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<td></td>
<td>93</td>
<td>37%</td>
</tr>
<tr>
<td>Female</td>
<td>Count</td>
<td>218</td>
<td>84%</td>
</tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<td>42%</td>
</tr>
</tbody>
</table>

Total | Count | 416   | 363   | 311   | 310   | 289   | 202   | 511   |

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

### dorm$comp6 Crosstabulation

<table>
<thead>
<tr>
<th>Living accommodations</th>
<th>Off Campus</th>
<th>Count</th>
<th>% within dorm</th>
</tr>
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<tbody>
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</tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>234</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>161</td>
<td>38%</td>
</tr>
<tr>
<td>Dorm</td>
<td>Count</td>
<td>77</td>
<td>83%</td>
</tr>
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<td></td>
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<td>72</td>
<td>79%</td>
</tr>
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</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>57</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>42</td>
<td>46%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
<th>quiet space</th>
<th>number of computers</th>
<th>group work areas</th>
<th>casual wi-fi seating</th>
<th>natural light</th>
<th>scanners</th>
<th>apple and mac</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>295</td>
<td>305</td>
<td>267</td>
<td>232</td>
<td>229</td>
<td>209</td>
<td>154</td>
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</tr>
<tr>
<td></td>
<td>% within age</td>
<td>82%</td>
<td>85%</td>
<td>74%</td>
<td>65%</td>
<td>64%</td>
<td>58%</td>
<td>43%</td>
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</tr>
<tr>
<td>25-39</td>
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<td>63</td>
<td>58</td>
<td>35</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% within age</td>
<td>78%</td>
<td>84%</td>
<td>62%</td>
<td>53%</td>
<td>53%</td>
<td>49%</td>
<td>30%</td>
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<td>40+</td>
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<td>16</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>% within age</td>
<td>85%</td>
<td>79%</td>
<td>68%</td>
<td>47%</td>
<td>56%</td>
<td>65%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>417</td>
<td>433</td>
<td>364</td>
<td>312</td>
<td>311</td>
<td>290</td>
<td>203</td>
<td>512</td>
</tr>
</tbody>
</table>

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

### ethnic$comp6 Crosstabulation

<table>
<thead>
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<th>Ethnicity</th>
<th>Count</th>
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<th>number of computers</th>
<th>group work areas</th>
<th>casual wi-fi seating</th>
<th>natural light</th>
<th>scanners</th>
<th>apple and mac</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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</tr>
<tr>
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<td>85%</td>
<td>75%</td>
<td>65%</td>
<td>65%</td>
<td>70%</td>
<td>55%</td>
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<td>82%</td>
<td>84%</td>
<td>68%</td>
<td>50%</td>
<td>59%</td>
<td>47%</td>
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<td>70%</td>
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<td>61%</td>
<td>55%</td>
<td>38%</td>
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<td>7</td>
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</tr>
<tr>
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<td>% within ethnic</td>
<td>78%</td>
<td>100%</td>
<td>68%</td>
<td>57%</td>
<td>68%</td>
<td>79%</td>
<td>32%</td>
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</tr>
<tr>
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<td>2</td>
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</tr>
<tr>
<td></td>
<td>% within ethnic</td>
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<td>47%</td>
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<td>47%</td>
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</table>

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.
### Crosstabulation

Which are important on campus?\(^a\)

<table>
<thead>
<tr>
<th></th>
<th>quiet space</th>
<th>number of computers</th>
<th>group work areas</th>
<th>casual wi-fi seating</th>
<th>natural light</th>
<th>scanners</th>
<th>apple and mac</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student status</strong> (Domestic or International)</td>
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<td>84%</td>
<td>71%</td>
<td>61%</td>
<td>61%</td>
<td>57%</td>
<td>39%</td>
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<tr>
<td>International</td>
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<td>% within intstud</td>
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<td>44%</td>
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<tr>
<td><strong>Total</strong></td>
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<td>433</td>
<td>364</td>
<td>312</td>
<td>311</td>
<td>290</td>
<td>203</td>
</tr>
</tbody>
</table>

Percentages and totals are based on respondents.

\(a\). Dichotomy group tabulated at value 1.
Which are important on campus?*

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Count</th>
<th>quiet</th>
<th>number</th>
<th>group work</th>
<th>casual wi-fi seating</th>
<th>natural light</th>
<th>scanners</th>
<th>apple and mac</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
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<td>65%</td>
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<td>47%</td>
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<tr>
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<td>83%</td>
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<td>53%</td>
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<td>58%</td>
<td>37%</td>
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</tr>
<tr>
<td>Total</td>
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<td>364</td>
<td>312</td>
<td>311</td>
<td>290</td>
<td>203</td>
<td>512</td>
</tr>
</tbody>
</table>

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.
### gender$comp2 Crosstabulation

<table>
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<tr>
<th>How would you spend tech fee money?a</th>
<th>tech support</th>
<th>more tech</th>
<th>tech increase</th>
<th>more tech for</th>
<th>more tech for</th>
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</tr>
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<tbody>
<tr>
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<td>access</td>
<td>instruction</td>
<td>new tech</td>
<td>software</td>
</tr>
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Percentages and totals are based on respondents.
ad. Dichotomy group tabulated at value 1.

### dorm$comp2 Crosstabulation

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Percentages and totals are based on respondents.
ad. Dichotomy group tabulated at value 1.
### age*$comp2 Crosstabulation

How would you spend tech fee money?*

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Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.
**Ethnicity Crosstabulation**

How would you spend tech fee money? a

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<th></th>
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<th>More helpdesk support</th>
<th>Better access to new technology</th>
<th>More tech training</th>
<th>More laptops for mobile devices</th>
<th>More software purchase for virtual labs</th>
<th>More tech support in general access</th>
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Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.
### intstud*comp2 Crosstabulation

**How would you spend tech fee money?**

<table>
<thead>
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<th>tech support</th>
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<th>access to new tech</th>
<th>better access for instruction</th>
<th>more laptops for mobile devices</th>
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<th>general access to labs</th>
<th>virtual lab titles</th>
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Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.
### How would you spend tech fee money?\(^a\)

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</table>

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\(^a\) Dichotomy group tabulated at value 1.