

EXECUTIVE SUMMARY SPRING 2005 STUDENT TECHNOLOGY SURVEY

Description of Survey

Between January and June 2005 researchers at the Social and Behavioral Research Institute at CSU San Marcos (SBRl) conducted a telephone survey of a representative sample of California State University students. This survey is the third in a series of biennial studies undertaken to provide information about CSU student opinion of, use of, and satisfaction with computing and network resources and services within the scope of the technology infrastructure as defined in the CSU Integrated Technology Strategy (ITS).

All three surveys, administered beginning in 2001, asked CSU students about their 1) views on the importance of information technology, 2) perceptions of the availability to and their use of these resources, and 3) satisfaction with the quantity and quality of the technology and support available to them. The results of the 2001 survey provided baseline information. Comparisons of the results of the 2003 and 2005 surveys with the baseline data permit identification of trends in CSU student use of, opinions about, and satisfaction with technology resources that may have occurred during the first two years of ITS implementation.

Attached to this summary of general findings is an overview of the results of all three survey administrations. A detailed study of the survey prepared by SBRl analysts can be viewed or downloaded from the CSU Technology Data Collection and Reporting website by clicking on *Biennial Technology User Surveys*:
http://its.calstate.edu/documents/Data_Collection/III_Biennial_Surveys/III_Biennial_Surveys.shtml

General Findings

The Student Technology Survey covers three broad areas: attitudes regarding information technology, its availability and use, and satisfaction with resources and services. Key findings from the 2005 survey and significant changes from patterns reported in 2001 and 2003 are noted below.

Attitudes

- Students regard computer literacy as very important to their employment goals, according this item the highest of all of the importance ratings in the 2005 survey. They also believe that their universities prepare them only somewhat adequately for the technology skills they will need upon graduation.
- CSU students continue to believe computing and network resources are very important for the completion of their schoolwork. The importance attached to these resources has ranked successively higher in each administration of the survey.
- Access to course instruction online—that is, “anytime, anyplace” learning—is also still considered to be very important, ranking a close third in importance in the 2005 survey.
- Availability of training programs to improve basic computer skills is also considered to be very important, a view that has prevailed since 2001.
- Students are of divided opinion regarding the value of online instructional activities; online information resources, however, are viewed as very valuable.

Access

- Almost all students say they have access to the computer hardware and software they need to complete their work.
- Almost 90 percent of CSU students access their campus computer network from off campus. Four out of five of these students do so using a high-speed Internet connection (DSL or cable).
- Almost one-fourth of CSU students now connect to the campus network using wireless technology.

Use:

- Over half (57.8 percent) of the time students spend on computers is related to their academic work.

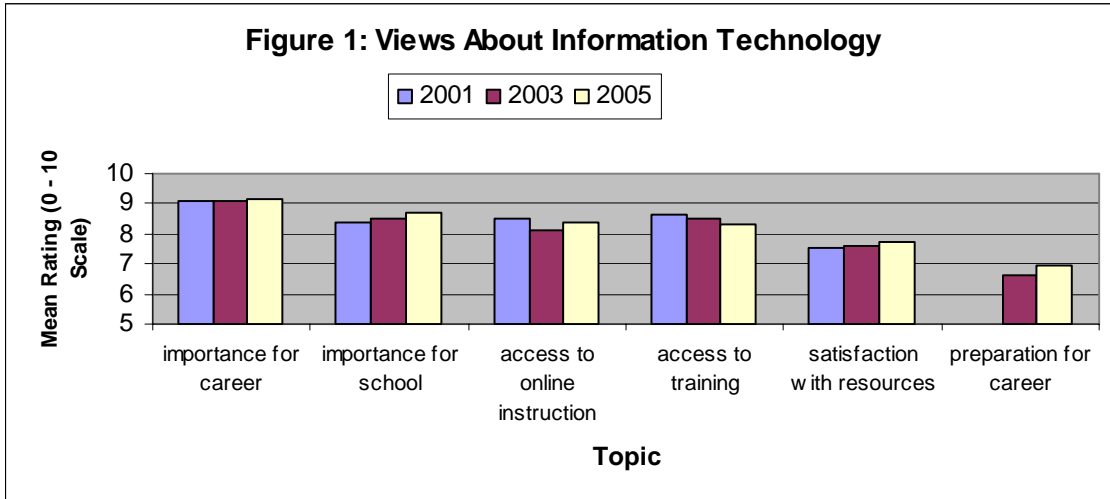
- Almost all students report taking at least one class in the past two years that required them to use the Internet. The higher the student's class level, the greater the number of classes requiring Internet use.
- The proportion of classes requiring use of e-mail increased significantly, from 31 percent in 2001 to 51 percent in 2005. The number of classes held wholly or partially in a computer laboratory or in a computer-equipped classroom increased over previous survey years to almost one in five.
- About 3 percent of the classes students took in 2005 were taught completely online, up somewhat from 2003; 10 percent of regular classes included some online component.
- Eight out of 10 CSU students use electronic information resources in connection with their coursework.
- Most students now use a campus online administrative information system to get information about grades (95.4 percent) or registration (93.6 percent). About half of the students use the systems for information about billing (60.4 percent), financial aid (52.6 percent), or to check on their progress toward degree completion (49.5 percent).
- Two-thirds of CSU students use campus e-mail accounts.
- Almost half of the students (46.9 percent) look to campus computer-lab staff when they need technical assistance. About one in three students gets help from a peer, slightly more than the number who receive help from a telephone call center or a walk-in help desk.
- Only one in eight students participates in campus-sponsored basic computer skills training programs or activities.

Satisfaction

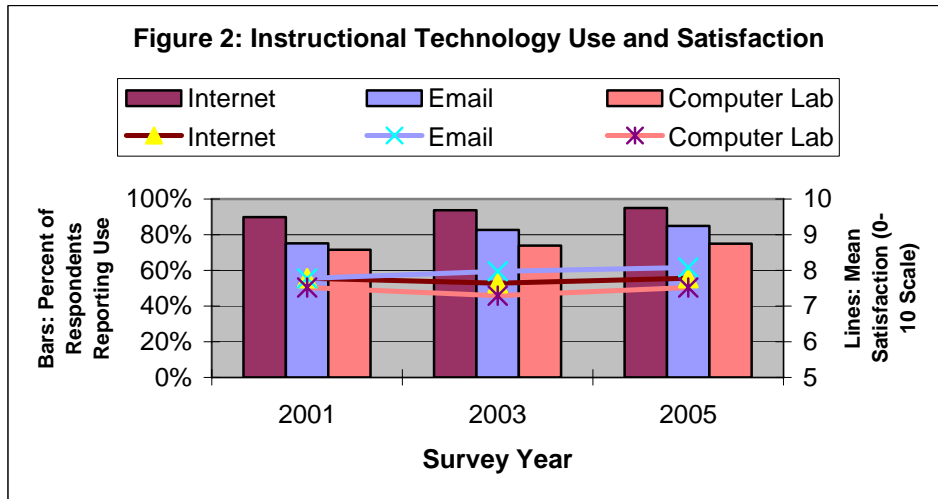
- CSU students express general satisfaction with the information technology resources and services available to them. On a 0–10 scale where 10 means “extremely satisfied” and 0 means “not at all satisfied”, the lowest mean score was 6.17, well above the threshold of dissatisfaction (5.00). The highest mean score was 8.75. Except for the outlier at the low end, the mean satisfaction scores range quite evenly across a narrow band of less than one point on the 11-point scale (from 7.52 to 8.47).
- Students are most satisfied (mean scores above 8.0) with the use of campus administrative information systems to access information about their grades, registration status, billing, and financial aid. They are also very satisfied with remote access to the campus network and the network itself, and with some technical support services.
- Satisfaction with electronic information resources and with the use of various instructional technologies is almost as high (mean scores from 7.5 to 8.0).
- Satisfaction with online learning is in 2005, as in the two previous surveys, markedly lower (mean score of 6.17). The responses of 1,617 students (over one-half of the entire survey sample) suggest that students who elect to take such courses are less satisfied with the experience than with regular classroom instruction. The standard deviation of 2.401, however, indicates widely diverse reactions to the online learning experience. This relatively low satisfaction rating contrasts sharply with the strong demand for access to online learning noted above.

Major Trends over the Six-Year Period

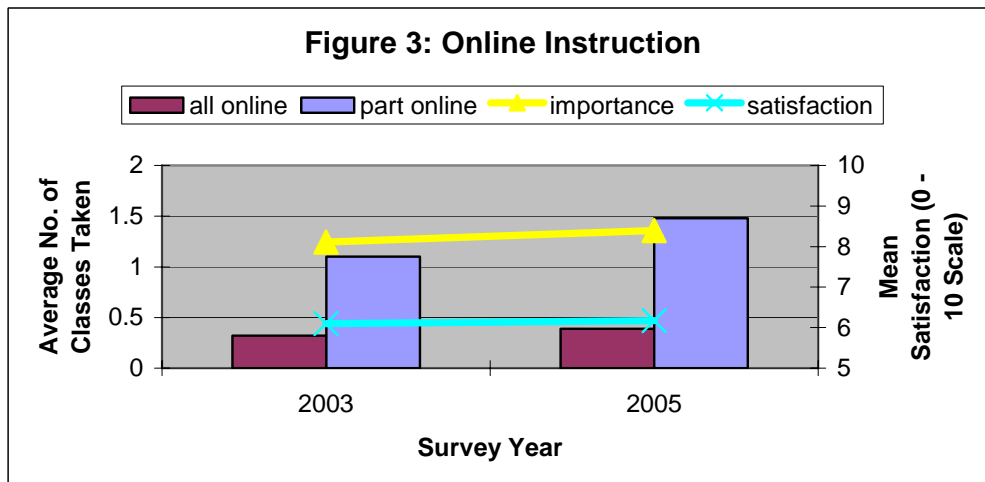
- Views about the importance of information technology have changed very little over the three survey administrations (Figure 1).



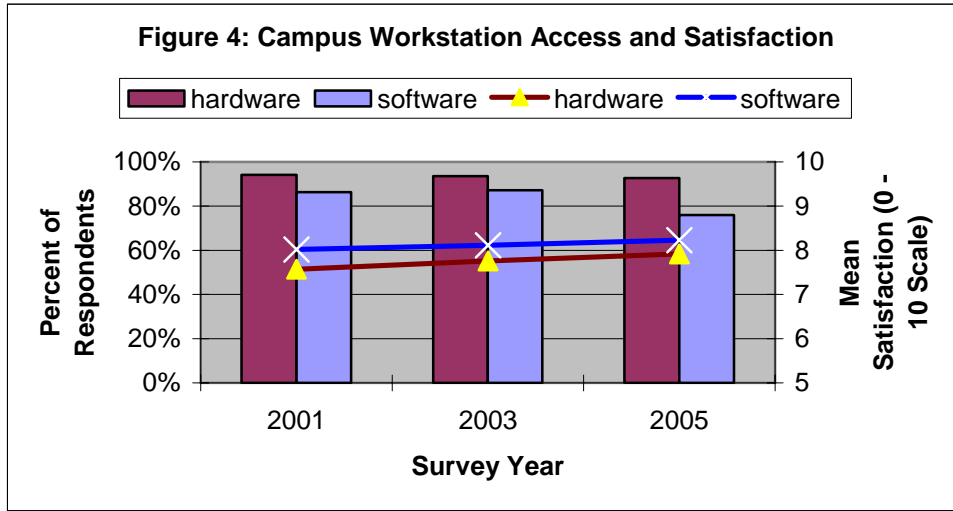
- Use of instructional technology continues to increase with little change in the level of satisfaction (Figure 2).



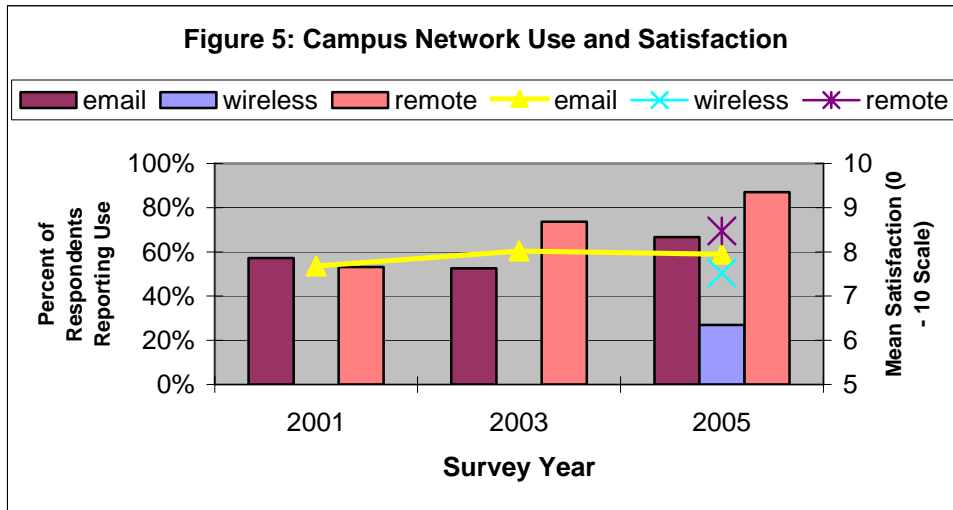
- Both participation in and perception of the importance of online instruction have increased slightly, while satisfaction has remained relatively low (Figure 3).



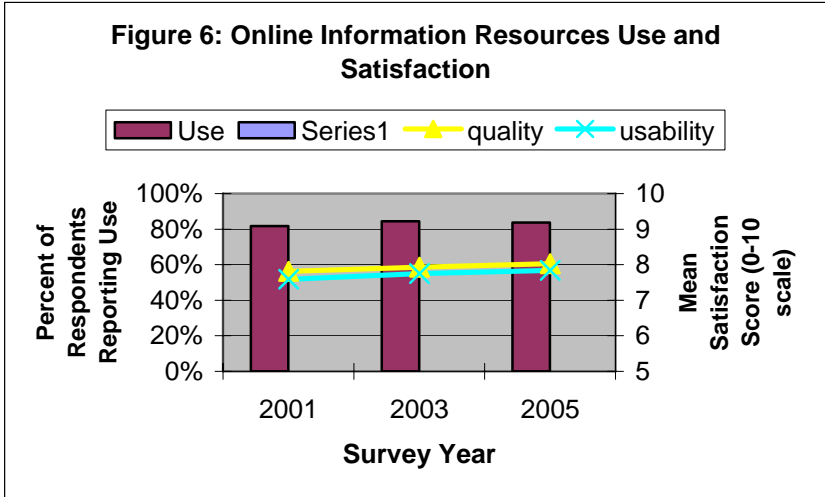
- Almost all students have access to and use university provided computers. The level of satisfaction has grown continuously.



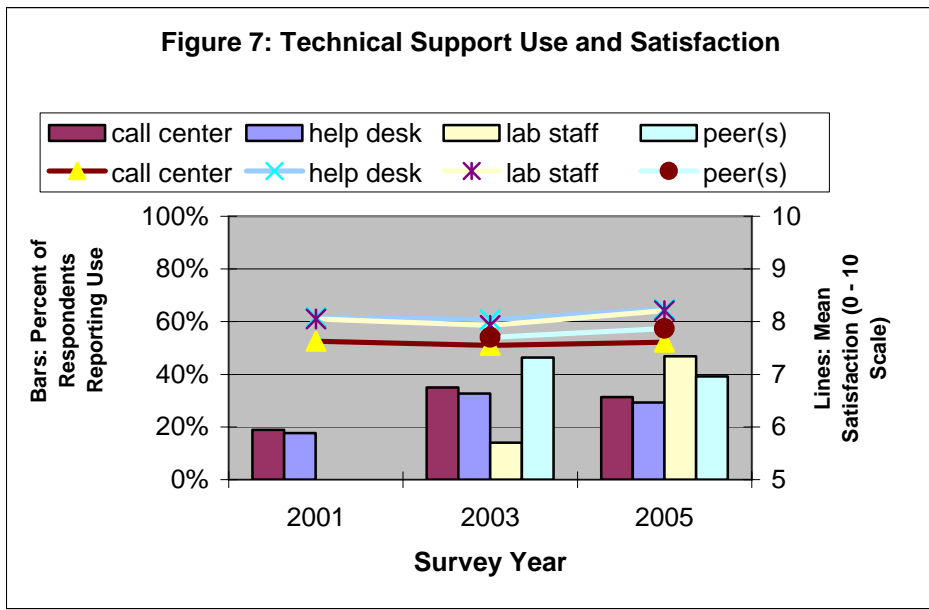
- Student use of campus computer networks continues to increase. Students now access the campus network more frequently from off campus than from on-campus. Most students do so via broadband Internet service providers. The level of satisfaction is generally high.



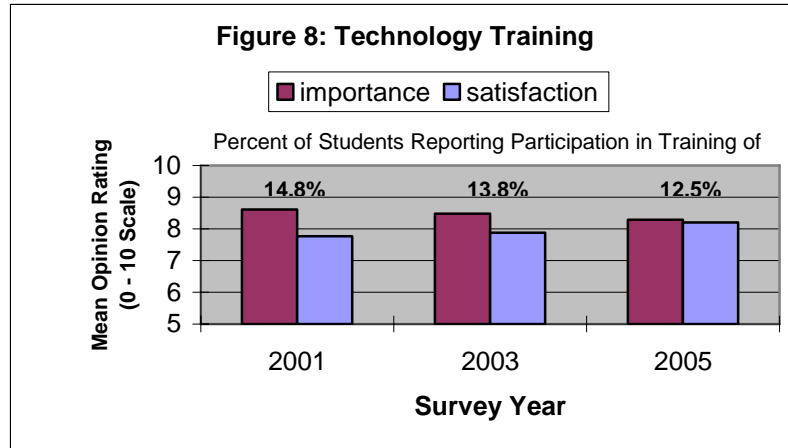
- Almost all students access information resources electronically; satisfaction with the quality of the resources and the ease of use of the online technology continues to grow.



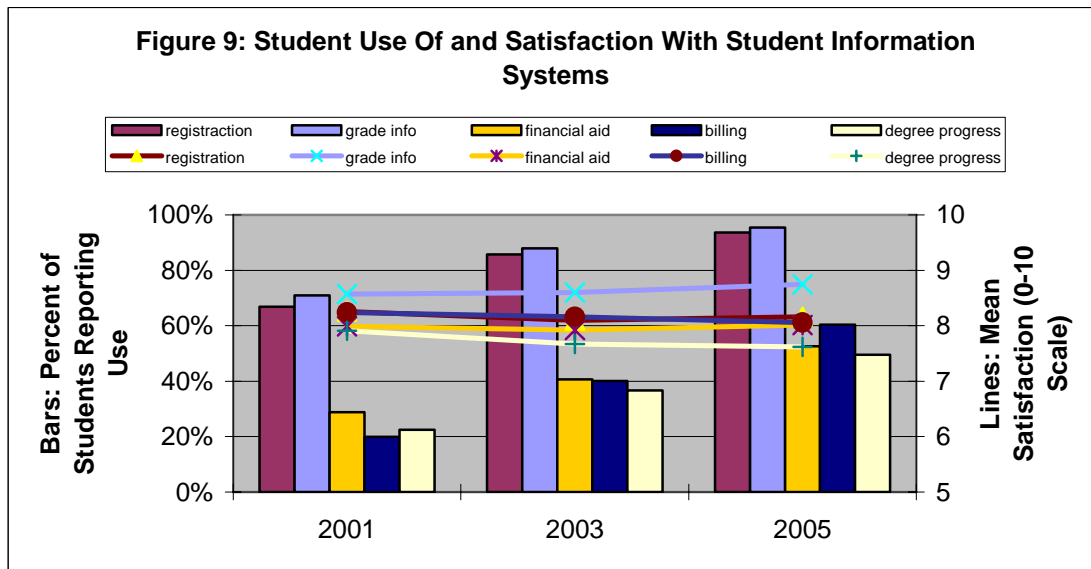
- Student use of technical support services has remained relatively low, with negligible differences in the level of satisfaction by source of support and little change over time.



- Student participation in technology training has declined, as has students' perception of its importance. Satisfaction has increased, however, among students who take part in training activities.

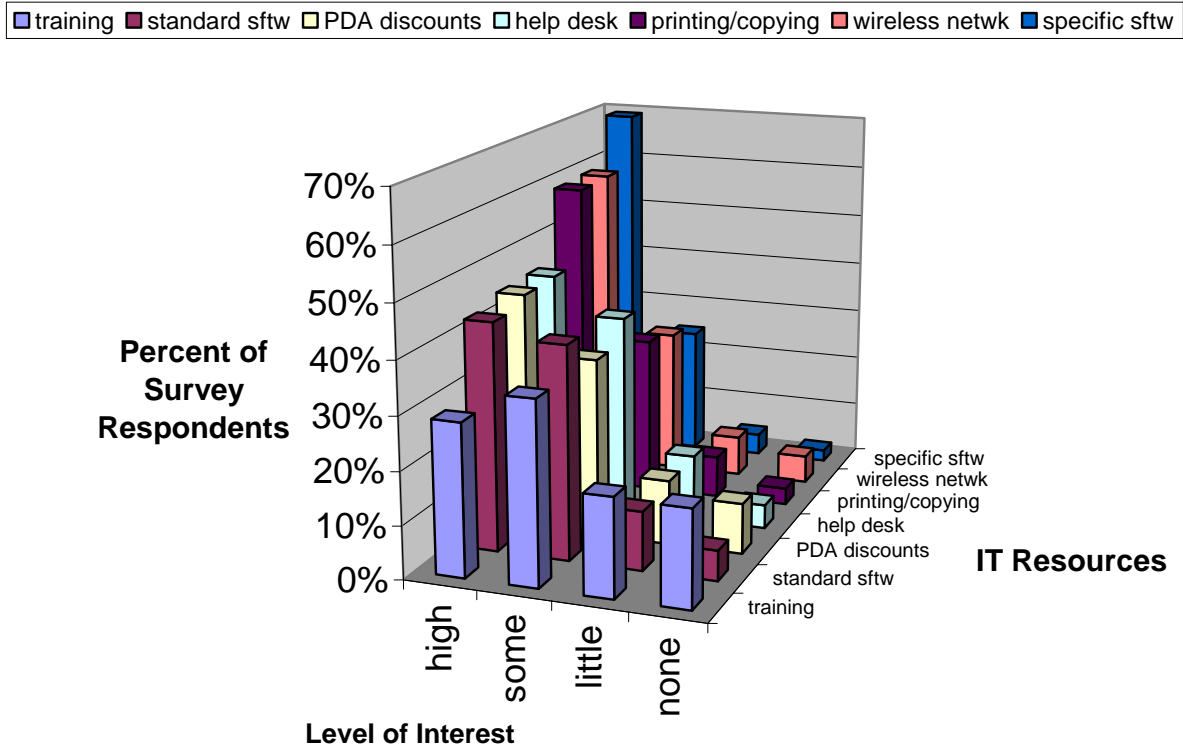


- Student use of administrative information systems has increased steadily since 2001. Satisfaction varies by the system used and by the level of familiarity with the system.

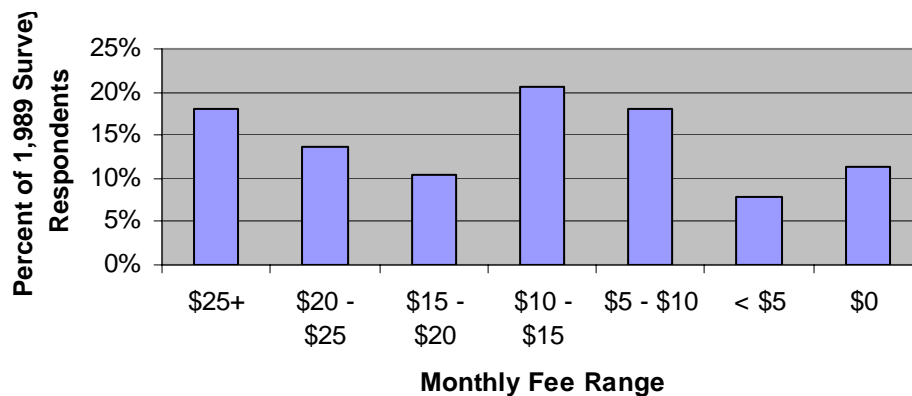


- The sample responded to a series of questions concerning technology fees. First, respondents were given the following lead-in to these questions: "The CSU has been investigating ways to make personal computing resources more available to students both on and off campus. I would like to ask you a few questions regarding some of the resources and services that could be available to CSU students in the future. We would like to know your interest in some computing resources and services, and the value you place on them." Figure 10 shows that roughly 80 to 90 percent of respondents said they were "very" or "somewhat" interested in the IT resources and services listed.
- Second, respondents were asked how much they would be willing to pay per month "if the CSU system would bundle several of these resources and services as a package." Roughly two-thirds of the sample volunteered an answer and gave an average monthly amount of \$20. Among the remaining one-third of respondents, 41 percent gave an amount of \$10 or more per month, and 73 percent would pay \$5 or more per month. When data from the total sample were combined (Figure 11), 63 percent of CSU students would pay \$10 per month or more, and 19 percent said they would pay nothing or less than \$5. These percentages showed no statistically significant variations by student ethnicity, employment, or financial aid status.

Student Interest in IT Resources



Student Willingness to Pay Montly Technology Fee



Survey Methodology

Researchers at SBRI interviewed a total of 3,188 students from 21 CSU campuses. The California Maritime Academy and CSU Channel Islands were excluded because the number of students at these campuses is insufficient to provide statistically reliable information. Approximately 150 individuals (from 148 to 156) at each campus participated in the survey.

Survey participants were selected by class level (lower division, upper division and post baccalaureate status), ethnicity, and academic discipline to reflect the student population of the California State University system. The sample population for the 2005 survey matches generally the system profile as noted below.

Class Status

Class Level	CSU Student Enrollment Fall 2004	Survey Participants Spring 2005	Over/Under Representation
Lower Division	21.5%	28.7%	+7.2%
Upper Division	57.6%	51.2%	-6.4%
Post baccalaureate	21.0%	20.1%	-0.9%

Source: *Enrollment Summary – Fall 2004*. Analytic Studies, CSU Office of the Chancellor

Ethnicity

Ethnic Group	CSU Student Enrollment Fall 2004	Survey Participants Spring 2005	Over/Under Representation
African American	6.9%	6.8%	-0.1%
Asian & Asian American, Filipino, Pacific Islanders	21.3%	16.4%	-4.9%
Latino/Hispanic	25.7%	23.0%	-2.7%
American Indian (Other Non-White)	0.9%	1.1%	+0.2%
White	45.3%	50.0%	+4.7%
Unknown	16.4%	2.8%	-13.6%

Source: *CSU Enrollment by Ethnic Group, Fall 2004 Profile*. Analytic Studies, CSU Office of the Chancellor

Discipline Division

Discipline Division	CSU Student Enrollment Fall 2004	Survey Participants Spring 2005	Over/Under Representation
Fine & Applied Art	5.5%	5.0%	-0.4%
Business-Management	17.7%	13.2%	-4.5%
Education	8.8%	7.9%	-0.9%
Engineering & Information Sc.	11.1%	9.7%	-1.4%
Humanities	5.4%	5.5%	+0.1%
Sciences and Mathematics	6.4%	7.4%	+1.0%
Behavioral/Social Sciences	21.8%	22.2%	+0.3%
Professional & Technical	8.8%	8.1%	-0.7%
Undeclared	6.9%	10.9%	+4.0%
Interdisciplinary Studies	7.7%	10.2%	+2.5%

Source: *Student Enrollment in Degree Programs, Fall 2004 Profile*. Analytic Studies, CSU Office of the Chancellor

Gender

Gender	All CSU Students Fall 2004	Survey Participants Spring 2005	Over/Under Representation
Female	58.98%	60.38%	-1.40%
Male	41.02%	39.62%	-1.40%

Source: *Enrollment Summary – Fall 2004*. Analytic Studies, CSU Office of the Chancellor

Survey Design

To measure student access to technology resources and services, interviewers asked participants yes/no questions about their use, or the availability to them, of specific computing and network technologies and services. Respondents who reported use of these resources or services were then asked to rate their satisfaction with each resource or service on a 0–10 scale where zero means “not at all satisfied” and 10 means “completely satisfied.” Students were also asked for their opinion about general issues related to the use of information technology in connection with their work at the university using a 0–10 scale.

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.†</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>
Global											
General											
QGLOB1	Importance of computing/network resources to school work	3180	99.7%	1.74	8.68	<u>0.19</u>	***				
		3150	99.8%	1.86	8.49	<u>0.09</u>	*				
		3191	99.6%	1.92	8.40						
QGLOB2	Satisfaction with campus computing/technology resources	3135	98.3%	1.75	7.71	<u>0.09</u>	ns				
		3097	98.1%	1.85	7.62	<u>0.11</u>	*				
		3117	97.3%	1.82	7.51						
QUSE9	Importance of computer literacy for future employment	3183	99.8%	1.41	9.18	<u>0.10</u>	*				
		3152	99.9%	1.55	9.08	<u>-0.04</u>	ns				
		3195	99.7%	1.52	9.12						
Q1A8	How well university has prepared with technology skills	3025	94.9%	2.39	6.96	<u>0.36</u>	***				
		3036	96.2%	2.48	6.60	<u>6.60</u>					
Classroom Use 1A											
General											
Q1C0	N classes taken over last 2 years	3107	97.5%	7.13	14.66	<u>-0.40</u>	ns				
		3103	98.3%	7.40	15.06	<u>0.63</u>	**				
		3155	98.5%	7.21	14.43						
Q1A3	Importance of having electronic access to instruction any time/place	3079	96.6%	2.08	8.39	<u>0.28</u>	***				
		3086	97.8%	2.16	8.11	<u>-0.37</u>	***				
		3135	97.8%	2.09	8.48						
QUSE7	Percent of computer use related to class or academic purposes	3172	99.5%	25.53	57.82	<u>3.91</u>	***				
		3131	99.2%	26.38	53.91	<u>-1.70</u>					
		3191	99.6%	27.28	55.61						

†The relative significance of changes in responses between the 2001 survey (lower row, in red), the 2003 survey (middle row, in blue) and the 2005 survey (upper row) is indicated by asterisks:

* The probability that the observed change is attributable to substantive, not random, factors is from 95% to 98%;

** The probability that the observed change is attributable to substantive, not random, factors is 99% or greater;

*** The chances that the observed change is due to random rather than substantive factors is 1 in 1,000 or less;

ns The change was not statistically significant.

Absence of an indication of significance means the change between survey administrations did not include a comparable question, or that the number of responses was insufficient for statistical analysis.

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.†</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>
Technologies											
Q1C1	Number of classes in which Internet use was required	3102	97.3%	6.80	8.94	<u>1.31</u>	***				
		3095	98.1%	6.52	7.63	<u>1.50</u>					
		3147	98.2%	5.89	6.13						
Q1C1b	Satisfaction with use of Internet to help fulfill course requirements	2962	92.9%	1.77	7.87	<u>0.23</u>	***				
		2896	91.8%	1.94	7.64	<u>-0.14</u>	ns				
		2812	87.8%	1.93	7.78						
Q1C3	N classes last 2 years which required use of e-mail	3086	96.8%	6.83	7.29	<u>1.67</u>	***				
		3090	97.9%	6.07	5.62	<u>1.36</u>					
		3151	98.3%	5.49	4.26						
Q1C3c	Satisfaction with use of e-mail to help fulfill course requirements	2727	85.5%	1.96	8.08	<u>0.11</u>	*				
		2539	80.4%	2.06	7.97	<u>7.97</u>					
Q1C4	N classes last 2 years conducted in a computer classroom or lab	3100	97.2%	3.39	2.47	<u>0.06</u>	ns				
		3099	98.2%	3.14	2.41	<u>0.26</u>					
		3149	98.3%	2.77	2.15						
Q1C4b	Satisfaction with use of computer lab to help fulfill course requirements	2225	69.8%	2.03	7.52	<u>0.23</u>	***				
		2283	72.3%	2.14	7.29	<u>7.29</u>					
Online											
Q1A1B	N classes taught completely online	3105	97.4%	1.19	0.39	<u>0.07</u>					
		3101	98.3%	1.16	0.32	<u>0.32</u>					
Q1A2B1	Satisfaction with online courses cf. to regular classroom instruction	1617	50.7%	2.40	6.17	<u>0.07</u>	ns				
		1512	47.9%	2.33	6.10	<u>6.10</u>					
Q1A2B	N classes taught partially online	3103	97.3%	2.78	1.00	<u>-0.08</u>	***				
		3100	98.2%	2.04	1.08	<u>1.08</u>					
qmi1v	Value of online GE courses	3116	97.7%	2.94	5.34	<u>5.34</u>					

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.†</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>
qmi2v	Value of required online chat rooms or BBs	3165	99.3%	2.76	5.81	5.81					
qmi3v	Value of required electronic library reserves	3139	98.5%	2.34	7.44	7.44					
qmi4v	Value of required online tutorials	3112	97.6%	2.57	5.80	5.80					
qmi5v	Value of online group projects	3138	98.4%	2.83	5.07	5.07					
qmi6v	Value of interactive virtual labs	3061	96.0%	2.60	6.03	6.03					
qmi1u	Taken GE course(s) completely online (2 yrs)	3183	99.8%					11.9%	<u>11.9%</u>	88.1%	<u>88.1%</u>
qmi2u	Taken course(s) requiring online chat or BB (2 yrs)	3185	99.9%					55.9%	<u>55.9%</u>	44.1%	<u>44.1%</u>
qmi3u	Taken course(s) requiring electronic library resources (2 yrs)	3178	99.7%					65.2%	<u>65.2%</u>	34.8%	<u>34.8%</u>
qmi4u	Taken course(s) requiring online tutorial (2 yrs)	3172	99.5%					27.7%	<u>27.7%</u>	72.3%	<u>72.3%</u>
qmi5u	Taken course(s) requiring online group project (2 yrs)	3180	99.7%					29.4%	<u>29.4%</u>	70.6%	<u>70.6%</u>
qmi6u	Taken course(s) requiring virtual lab (2 yrs)	3175	99.6%					21.8%	<u>21.8%</u>	78.2%	<u>78.2%</u>

Online Info Resources 1D

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
Q1D1	Used electronic info resources (ILL, DB, searches, catalogs)	3176	99.6%					83.7%	<u>-0.7%</u>	16.3%	<u>0.7%</u>
		3142	99.6%				**	84.4%	<u>2.6%</u>	15.6%	<u>-2.6%</u>
		3189	99.5%					81.8%		18.2%	
Q1D1a	Satisfaction with <u>quality</u> of electronic info resources through library	2649	83.1%	1.67	8.03	<u>0.10</u>	ns				
		2641	83.7%	1.69	7.93	<u>0.12</u>	*				
		2602	81.2%	1.70	7.81						
Q1D1c	Satisfaction with <u>ease of use</u> of electronic info resources through library	2643	82.9%	1.74	7.84	<u>0.09</u>					
		2640	83.7%	1.77	7.75	<u>0.16</u>	**				
		2597	81.1%	1.85	7.59						

Administrative IS 3A

q3aregu	Uses campus online IS for registration info	3182	99.8%					93.6%	<u>7.8%</u>	6.4%	<u>-7.8%</u>
		3147	99.7%				***	85.8%	<u>19.0%</u>	14.2%	<u>-19.0%</u>
		3194	99.7%					66.8%		33.2%	
q3aregs	Satisfaction with online access to registration info	2973	93.3%	1.95	8.16	<u>0.06</u>					
		2698	85.5%	2.08	8.10	<u>-0.16</u>	**				
		2134	66.6%	1.85	8.26						
q3agrdu	Uses campus online IS for grade info	3184	99.9%					95.4%	<u>7.5%</u>	4.6%	<u>-7.5%</u>
		3148	99.7%				***	87.9%	<u>16.8%</u>	12.1%	<u>-16.8%</u>
		3194	99.7%					71.0%		29.0%	
q3agrds	Satisfaction with online access to grade info	3036	95.2%	1.70	8.75	<u>0.15</u>					
		2763	87.5%	1.87	8.60	<u>0.03</u>	ns				
		2268	70.8%	1.88	8.57						
q3afinu	Uses campus online IS for financial aid info	3158	99.1%					52.6%	<u>11.9%</u>	47.4%	<u>-11.9%</u>
		3127	99.1%				***	40.7%	<u>12.0%</u>	59.3%	<u>-12.0%</u>
		3191	99.6%					28.8%		71.2%	
q3afins	Satisfaction with online access to financial aid info	1657	52.0%	1.92	8.01	<u>0.09</u>					
		1272	40.3%	2.02	7.92	<u>-0.07</u>	ns				
		915	28.6%	1.98	7.99						

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
q3abilu	Uses campus online IS for billing info	3173	99.5%					60.4%	<u>20.3%</u>	39.6%	<u>-20.3%</u>
		3138	99.4%				***	40.1%	<u>20.2%</u>	59.9%	<u>-20.2%</u>
		3192	99.6%					19.9%		80.1%	
q3qbils	Satisfaction with online access to billing info	1913	60.0%	2.04	8.06	<u>-0.10</u>					
		1257	39.8%	1.96	8.16	<u>-0.08</u>	ns				
		631	19.7%	1.85	8.24						
q3adegu	Uses campus online IS for degree progress info	3153	98.9%					49.5%	<u>12.8%</u>	50.5%	<u>-12.8%</u>
		3123	99.0%				***	36.7%	<u>14.3%</u>	63.3%	<u>-14.3%</u>
		3185	99.4%					22.4%		77.6%	
q3adegs	Satisfaction with online access to degree progress info	1562	49.0%	2.26	7.62	<u>-0.05</u>					
		1143	36.2%	2.12	7.67	<u>-0.24</u>	*				
		713	22.3%	1.98	7.91						

Workstation Access 4A

Hardware

Q14A1	Access to a university-provided computer workstation	3132	98.2%				*	92.6%	<u>-1.0%</u>	7.4%	<u>1.0%</u>
		3094	98.0%				ns	93.5%	<u>-0.5%</u>	6.5%	<u>0.5%</u>
		3142	98.1%					94.1%		5.9%	
Q4A1c	Satisfaction with available university-provided computer workstation(s)	2792	87.6%	1.96	7.92	<u>0.16</u>	**				
		2768	87.7%	1.96	7.76	<u>0.19</u>	***				
		2806	87.6%	2.02	7.57						

Software

Q4A2	Access to university-provided software needed for school work	2979	93.4%				***	75.9%	<u>-8.6%</u>	24.1%	<u>8.6%</u>
		2752	87.2%				ns	84.5%	<u>-1.1%</u>	15.5%	<u>1.1%</u>
		2764	86.3%					85.6%		14.4%	
Q4A2c	Satisfaction with university-provided software	2213	69.4%	1.75	8.23	<u>0.12</u>	ns				
		2262	71.7%	1.70	8.11	<u>0.09</u>	ns				
		2282	71.2%	1.76	8.02						

Network Access 4B

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
General											
Q4B3b	Satisfaction with modem/DSL... to access campus network	2209	69.3%	1.71	8.47	<u>1.04</u>					
		1482	47.0%	2.18	7.43	<u>-0.11</u>					
		1682	52.5%	2.27	7.54						
E-Mail Service											
Q4B2a1	Used campus-provided e-mail account	3186	99.9%				***	66.7%	<u>14.1%</u>	33.3%	<u>-14.1%</u>
		3153	99.9%					52.6%	<u>52.6%</u>	47.4%	<u>47.4%</u>
Q4B2b	Satisfaction with access to campus e-mail services	2114	66.3%	2.21	7.95	<u>-0.07</u>	ns				
		1652	52.3%	2.21	8.02	<u>0.34</u>					
		1825	57.0%	2.28	7.68						
Broadband											
Q4B3a	Used modem/cable/DSL/ISDN to access campus network	3177	99.7%				***	87.1%	<u>13.4%</u>	12.9%	<u>-13.4%</u>
		3142	99.6%					73.7%	<u>73.7%</u>	26.3%	<u>26.3%</u>
qdsl	Cable or DSL access at home	2759	86.5%					80.1%	<u>80.1%</u>	19.9%	<u>19.9%</u>
Wireless											
QWIRL2	Used campus wireless network	2701	84.7%					27.0%	<u>27.0%</u>	73.0%	<u>73.0%</u>
QWIRL3	Satisfaction with using campus wireless network	725	22.7%	2.21	7.52	<u>7.52</u>					

Tech Support 4A

General											
Q4A4_6	Used none of listed support services	3188	100.0%					9.3%	<u>8.4%</u>	90.7%	<u>-8.4%</u>
		3156	100.0%					0.9%	<u>0.9%</u>	99.1%	<u>99.1%</u>
Telephone Call Center											
Q4A4_1	Used call center or online help desk services	2899	90.9%				***	31.4%	<u>-3.7%</u>	68.6%	<u>3.7%</u>
		2894	91.7%				***	35.0%	<u>9.5%</u>	65.0%	<u>-9.5%</u>
		1882	58.7%					25.5%		74.5%	

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
Q4A4_1S	Satisfaction with call center or online help desk services	899	28.2%	2.11	7.61	0.06	ns				
		994	31.5%	1.96	7.55	-0.08	ns				
		354	11.0%	2.30	7.63						
Walk-in Help Desk											
Q4A4_2	Used walk-in help desk services	2899	90.9%				***	29.3%	-3.4%	70.7%	3.4%
		2894	91.7%				***	32.7%	5.1%	67.3%	-5.1%
		2224	69.4%					27.7%		72.3%	
Q4A4_2S	Satisfaction with walk-in help desk services	842	26.4%	1.73	8.24	0.20	*				
		943	29.9%	1.77	8.04	-0.05	ns				
		614	19.2%	1.92	8.09						
Computer Lab Staff											
Q4A4_3	Used computer lab staff for support services	2899	90.9%				***	46.9%	46.9%	53.1%	53.1%
			0.0%					14.0%		86.0%	
		2186	68.2%								
Q4A4_3S	Satisfaction with computer lab staff services	1351	42.4%	1.77	8.21	0.28	***				
		1751	55.5%	1.82	7.93	-0.12	ns				
		1011	31.6%	1.94	8.05						
Q4A4_4	Used other students for tech support services	2899	90.9%				***	39.2%	-7.2%	60.8%	7.2%
		2894	91.7%					46.4%	46.4%	53.6%	53.6%
Q4A4_4S	Satisfaction with other student help	1135	35.6%	1.71	7.87	0.17	*				
		1340	42.5%	1.73	7.70	7.70					
Other Service											
Q4A4_5	Used professor/instructor for help services	3188	100.0%				***	3.8%	1.7%	96.2%	-1.7%
		3156	100.0%					2.1%	2.1%	97.9%	97.9%

Training 4A

General											
Q4A7	Importance of campus-provided training opportunities	3153	98.9%	2.15	8.29	-0.19	**				
		3138	99.4%	1.97	8.48	-0.13	**				
		3186	99.4%	1.94	8.61						

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.†</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>	
Q4A7A	Used campus training activities or programs	3179	99.7%					*	12.5%	<u>-1.3%</u>	87.5%	<u>1.3%</u>
		3153	99.9%					ns	13.8%	<u>-1.0%</u>	86.2%	<u>1.0%</u>
		3195	99.7%						14.8%		85.2%	
Q4A8a1	Staisfaction with training activities/programs	387	12.1%	1.70	8.20	0.11		ns				
		434	13.8%	4.70	8.09	0.13		ns				
		464	14.5%	4.68	7.96							
Computer-based												
Q4A8A_1	Used computer-based training resources	398	12.5%					***	37.4%	<u>-13.6%</u>	62.6%	<u>13.6%</u>
		435	13.8%					**	51.0%	<u>-10.6%</u>	49.0%	<u>10.6%</u>
		474	14.8%						61.6%		38.4%	
Instructor-led												
Q4A8A_2	Used training workshop(s)	398	12.5%					*	53.5%	<u>-8.3%</u>	46.5%	<u>8.3%</u>
		435	13.8%					*	61.8%	<u>7.4%</u>	38.2%	<u>-7.4%</u>
		474	14.8%						54.4%		45.6%	
"Other training"												
Q4A8A_3	Used 'other' training resources	398	12.5%					***	19.8%	<u>16.2%</u>	80.2%	<u>-16.2%</u>
		435	13.8%						3.7%	<u>-0.3%</u>	96.3%	<u>0.3%</u>
		474	14.8%						4.0%		96.0%	
Q4A8A_4	Don't know if used training resources	398	12.5%					2.8%	<u>2.8%</u>	97.2%	<u>97.2%</u>	