

EXECUTIVE SUMMARY

SPRING 2007 STUDENT TECHNOLOGY SURVEY

Description of Survey

Between January and June 2007 researchers at the Social and Behavioral Research Institute at CSU San Marcos (SBRI) conducted a telephone survey of a representative sample of California State University students. This survey is the fourth in a series of biennial studies undertaken to provide information about CSU student opinion about, 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).

In surveys administered in 2001, 2003 and 2005 CSU students were asked 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, 2005 and 2007 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 since 2001.

The results of these three surveys—reported in the November 2005 *Measures of Success*—revealed a high degree of consensus and stability with respect to access and use of computing and network resources and to the level of satisfaction with both. Because little new information could be gained from asking these questions a fourth time, the decision was made to place more emphasis in the 2007 survey on broader issues related to student use of information technology. Consequently, just over a third of the questions in the 2007 survey are either new or substantially changed from previous surveys.

Attached to this summary of general findings is an overview of the results of responses to questions common to the 2001, 2003, 2005 and 2007 surveys. Detailed studies of the 2001, 2003 and 2005 surveys prepared by SBRI analysts can be viewed or downloaded from the CSU Technology Data Collection and Reporting website by clicking on *Biennial Technology User Surveys*:

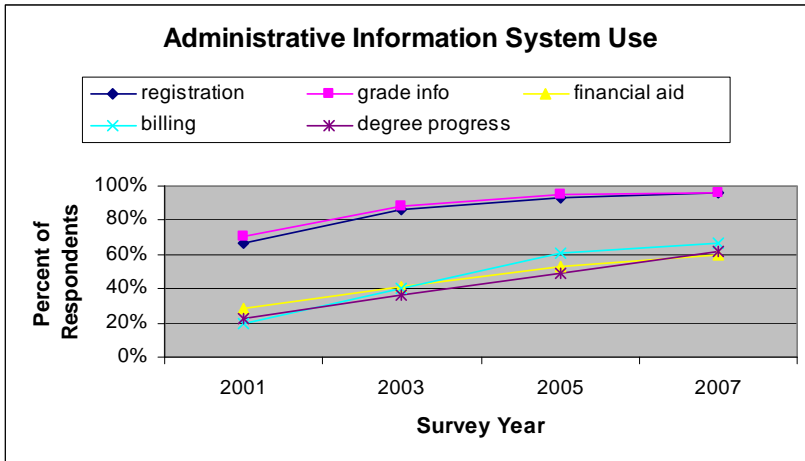
http://its.calstate.edu/documents/Data_Collection/III_Biennial_Surveys/III_Biennial_Surveys.shtml

General Findings

The Student Technology Survey covers two broad areas: use of information technologies, and attitudes regarding their use. The 2007 survey differs from the three earlier administrations in asking fewer questions about quantity of access to resources and more questions about the impact of technology on the quality of their student experience in and out of the classroom. Key findings from the 2007 survey and significant changes from patterns reported in previous surveys are noted below.

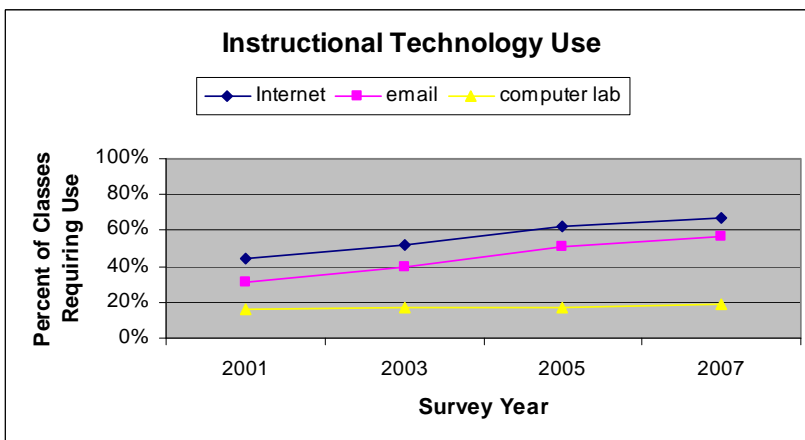
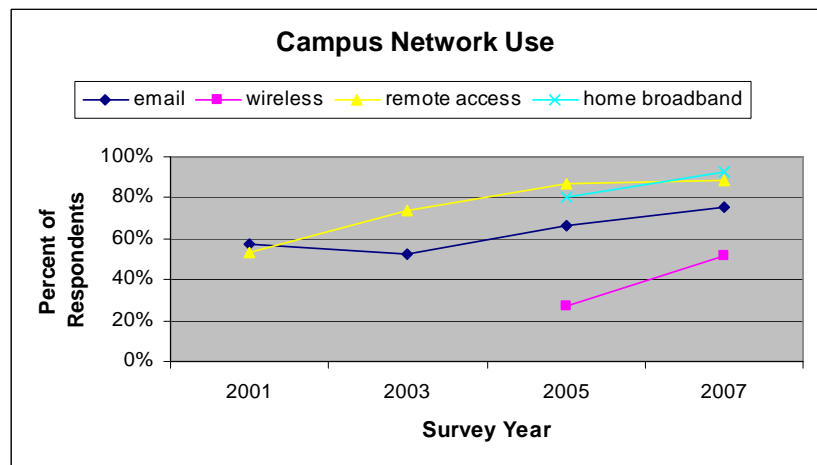
Use of Information Technologies in Connection with the University

The increase in student use of information technology over the eight-year period is striking and consistent. Of the categories of use measured in the MOS surveys, only one, training, shows evidence of declining interest.

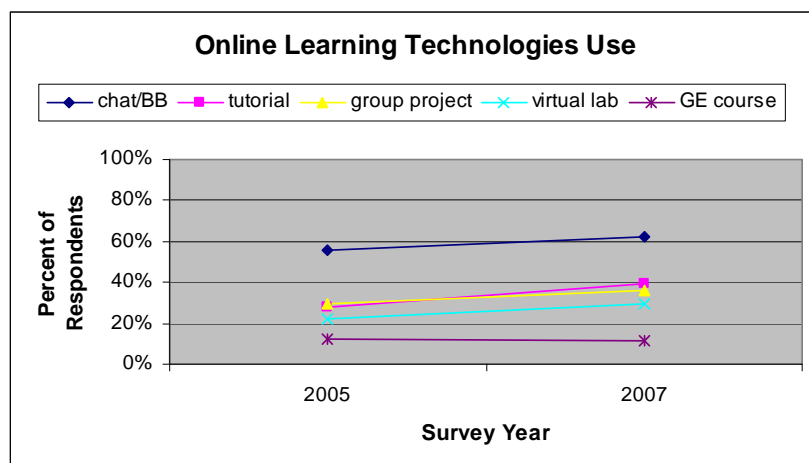


Student use of campus administrative information systems increased at an annual average rate of just under 30% since tracking began in 2001. As of 2007, almost all CSU students report use of the systems for registration and grade information. Growth in use of the systems doubled over the same period for financial aid and tripled for billing transactions, and monitoring progress to degree. Satisfaction ratings remained quite high, fluctuating in a narrow band between 7.62 and 8.75 where 0 equates to “not at all satisfied” and 10 to “extremely satisfied”.

Campus data network use has increased dramatically since 2001, particularly in the area of wireless and remote networking. Whereas two years ago only one in four students reported use of the campus wireless network, in 2007 more than one half of the students did so. Over 90% of CSU students now enjoy broadband connectivity from their residence. They rated satisfaction with network services quite highly, a mean score of 7.43 in 2003 to 8.56 in 2007.



The number of classes in which instructors required students to use the Internet and email increased at an average rate of about 6% per year since surveying began. Required use of computer labs also grew, but at a much slower rate. In 2007, students were required to use the Internet and email in about two of every three classes they took. Satisfaction with the required use of these technologies has remained quite high (7.78 and above) for the Internet and email, and relatively high (7.29 to 7.52) for computer labs.

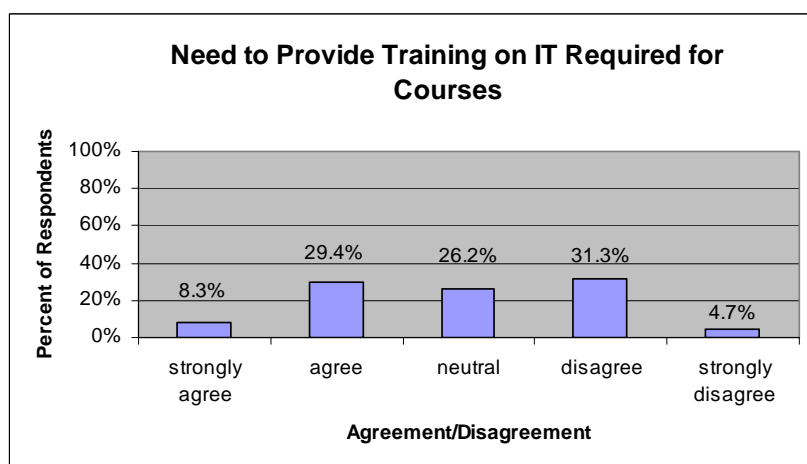
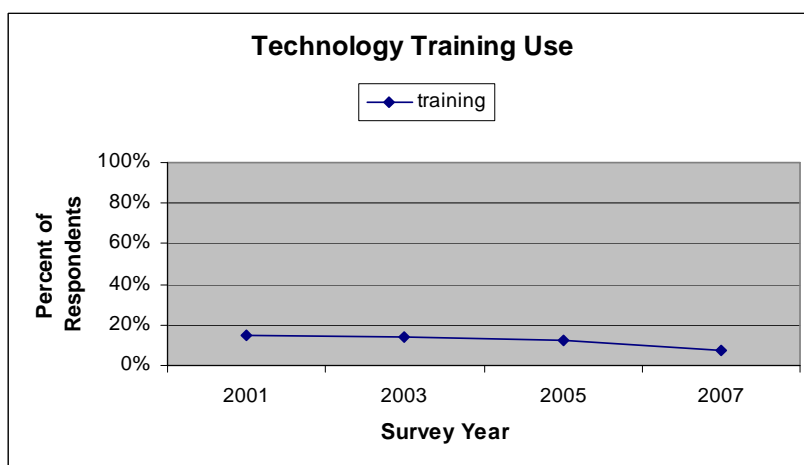


Tracking of the required use of specific, online learning technologies began only two years ago. Growth in the use of these instructional tools has been significant with the exception of online GE courses. The biggest increases have occurred in the use of the most technologically sophisticated applications: online tutorials (43%) and laboratory simulations (35%). This suggests that the investment of talent and resources to create and maintain these interactive learning objects is beginning to pay dividends.

Students reporting experience with these technologies were asked how valuable to the learning process they considered them to be.

The mean score ratings for all five applications in the 2005 and 2007 administrations clustered in the low 5 to low 6 range on the zero-to-ten scale. Virtual labs received the highest ratings (6.03 in 2005 and 6.14 in 2007); online GE courses scored lowest (5.34 in 2005, 5.24 in 2007). The survey did not include questions designed to distinguish whether the online learning environment itself or the way the environment was used might be the cause of the low satisfaction.

Participation in campus-provided technology training programs or activities has decreased an average of almost 12% each year since the 2001 survey administration. In 2007, fewer than one in ten students took part in campus training activities. Reasons for this decline are not evident from the survey data. Dissatisfaction with campus programs does not appear to be the cause, however, since students who did report experience with them tended to rate them positively (7.96 to 8.20). Given the fact that almost all CSU students own their own computers, use the Internet daily and have high-speed Internet connections from home, there may be little demand for campuses to provide training in the basic computer and network technology.



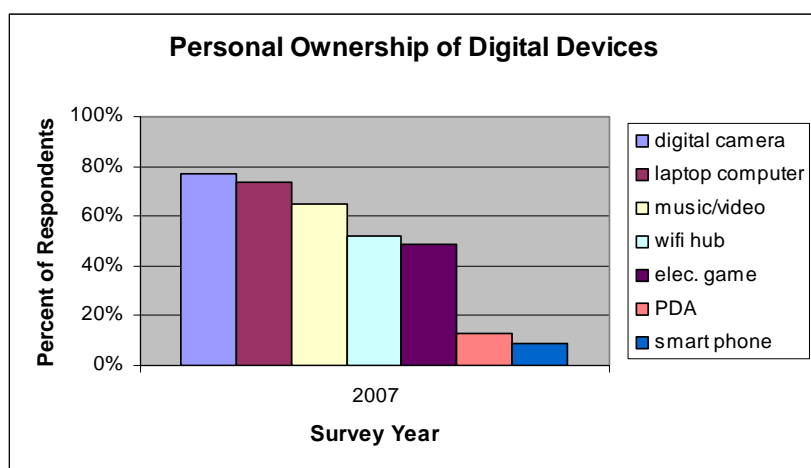
In the 2007 survey students were asked whether their campus “needs to provide more training on the information technology that is required for courses.” Such technologies range from commonly used productivity tools to complex, discipline specific computing and network applications. Opinion was about evenly divided as to the need, with a quarter of the students taking no position. The response to this question supports the suggestions that students are acquiring the technology skills they need from sources other than campus training programs.

Technical Support

The format of questions about students' use of and satisfaction with technical support provided by their campuses was changed for the 2007 survey, thus rendering comparison of results impossible. Previous surveys asked students in what way (telephone, walk-in) and from what source (call center, computer lab, help desk) they obtained help. The survey results did not provide a useful understanding of students' evolving needs for support services. The 2007 survey therefore focused on software and hardware support services generally. About one in three students reported that they had received campus technical support when they experienced a problem with university software; just over one in four when they had a problem with a university computer workstation. They expressed quite high satisfaction with the support, reflected in mean scores of 7.66 (on the 0 to 10 scale) for software support and 7.94 for hardware support.

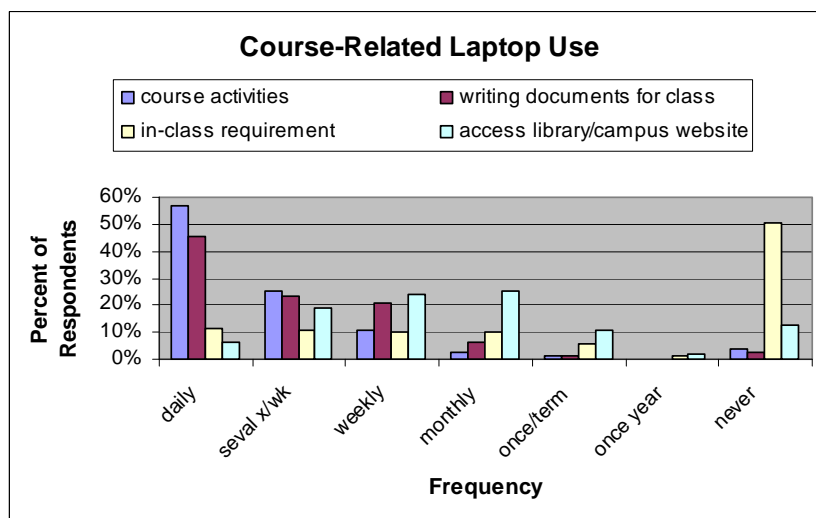
Personal Use of Information Technology

Among the new questions in the 2007 survey was a set aimed at providing a broader understanding of what digital devices students own and use in addition to those specifically related to interactions with the university.



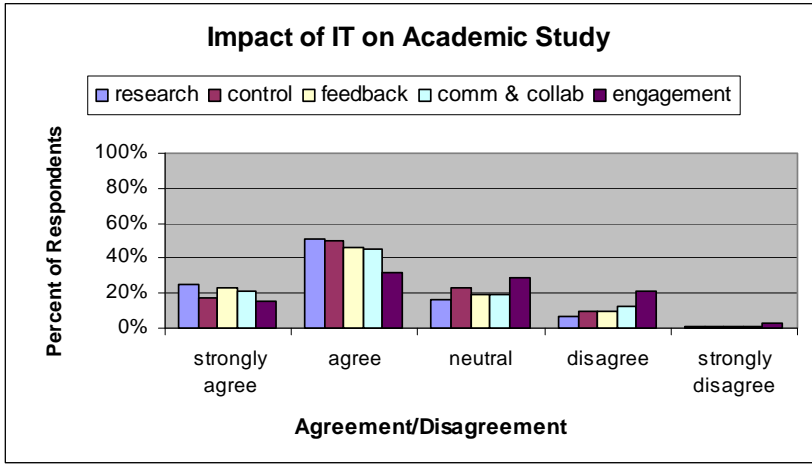
From an educational perspective the most surprising (and welcome) finding is that close to eight out of ten students report owning a laptop computer. Moreover, they make extensive use of the laptops in their academic work.

Just under on half of students who own a laptop use it on a daily basis in connection with courses. The heaviest daily or almost daily use is in connection with course assignments and preparing written work. Use of the laptop during class, to take lecture notes, for example, accounts for just over ten percent of daily use, and many never use it for this purpose. Of the students who said they own laptops, four out of five of them use the laptops to access electronic library resources and/or campus websites.



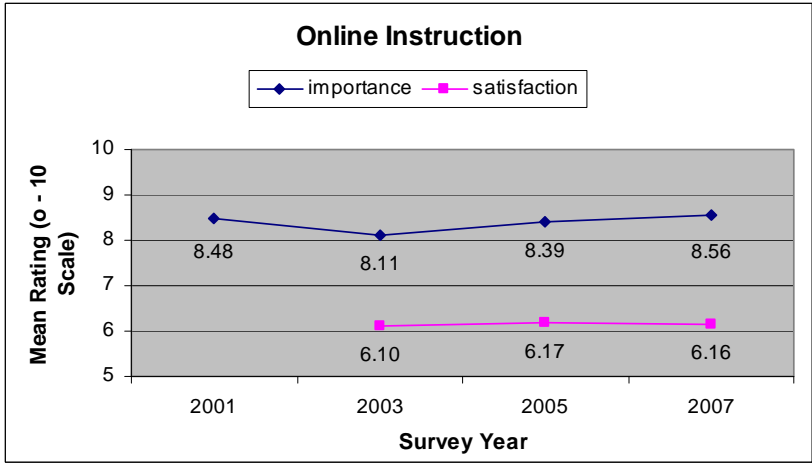
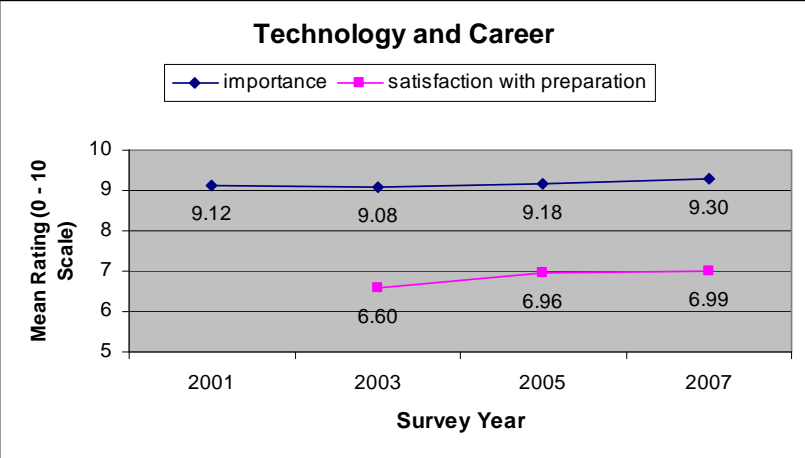
Attitudes Toward Technology

In the 2007 survey researchers asked students about perceptions of the impact information technology use in courses was having on key aspects of their academic experience.



Over sixty percent “agreed” or “agreed strongly” that use of information technology in courses: “helped them do better research”; allowed them to “take greater control of course activities”; “resulted in more prompt feedback from instructors”; “helped them to communicate and collaborate better with classmates”. Asked whether use of IT caused them to “engage more” in course or the coursework, just under half of the students (47.2%) “agreed” or “strongly agreed” that they were more engaged, a third disagreed, and the remainder (28.4%) expressed no opinion.

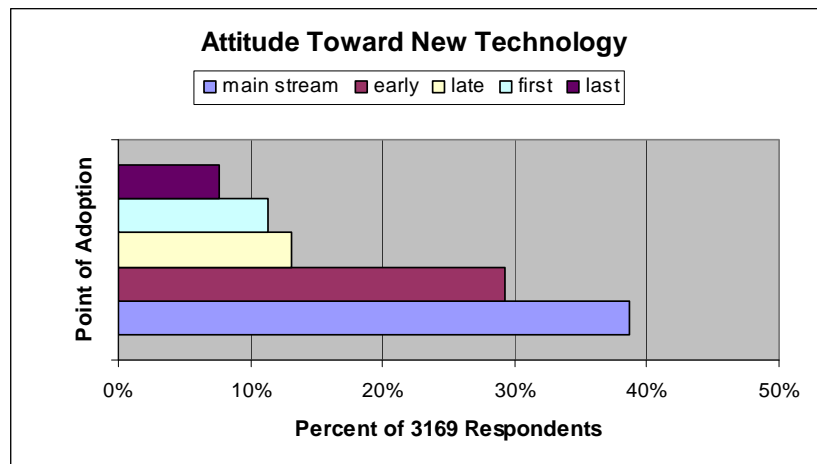
In each of the four technology surveys students were asked to rate “the importance of computer literacy for their future employment goals.” Responses to this question have consistently ranked highest of all mean scores in the biennial survey. Responses to the companion question, “how well has your university prepared you for the technology skills you will need at graduation,” have just as consistently ranked among the lowest of any satisfaction item. The relatively low average satisfaction ratings might be attributable to very high expectations. They might also, of course, stem from perceptions of inadequate preparation. Other survey items are not helpful in understanding why the disparity is so great between ratings for importance and for satisfaction.



Availability of online instruction has been ranked second in importance only to the technology preparation for future employment in all four survey administrations. Just as consistently, students have rated “satisfaction with online courses compared to regular classroom instruction” the lowest of any similar question in the survey. Whether the low satisfaction ratings are linked to high expectations, or reflect dissatisfaction with the modality of online learning or with instructional practices is unclear.

A question was added to the 2007 survey aimed at conveying a general understanding of how students relate to rapid and continual changes in information technology. Researchers asked them to choose the statement that best describes their interest in using new technologies.

Not surprisingly, the largest group (38%) fell into the main stream, saying that they “usually use new technologies when most people they know do.” The early adopters comprised the second largest group (29%). They said they “like new technologies and use them before most people they know do.” Thirteen percent said they were late adopters, among “the last people to use new technologies.” Almost as many, slightly more than the 11 percent, said they “love new technologies and are among the first to experiment with and use them.” The smallest group (7%) said they are “skeptical of new technologies and use them only when they have to.”



Survey Methodology

Researchers at SBRI interviewed a total of 3,182 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 2007 survey matches closely the system profile as noted below.

Class Status

| Class Level | CSU Student Enrollment Fall 2006 | Survey Participants Spring 2007 | Over/Under Representation |
|--------------------|----------------------------------|---------------------------------|---------------------------|
| Lower Division | 29.4% | 30.2% | +0.8% |
| Upper Division | 53.2% | 53.0% | -0.1% |
| Post baccalaureate | 17.4% | 16.7% | -0.7% |

Source: CSU AS Term Enrollment Summary, Tbl. 1 – Fall 2006

Ethnicity

| Ethnic Group | CSU Student Enrollment Fall 2006 | Survey Participants Spring 2007 | Over/Under Representation |
|---|----------------------------------|---------------------------------|---------------------------|
| African American | 7.2% | 7.0% | -0.2% |
| Asian & Asian American, Filipino, Pacific Islanders | 20.9% | 15.0% | -5.9% |
| Latino/Hispanic | 26.9% | 24.3% | -2.7% |
| American Indian (Other Non-White) | 0.8% | 1.6% | +0.8% |
| White | 44.2% | 47.5% | +3.3% |
| Unknown, decline to state | 14.3% | 4.7% | -9.7% |

Source: CSU AS Enrollment by Ethnic Group, Tbl. 3.0 -- Fall 2006.

Discipline Division

| Discipline Division | CSU Student Enrollment Fall 2006 | Survey Participants Spring 2007 | Over/Under Representation |
|-------------------------------|----------------------------------|---------------------------------|---------------------------|
| Fine & Applied Art | 5.4% | 3.8% | -1.6% |
| Business-Management | 18.3% | 14.0% | -4.3% |
| Education | 8.2% | 7.5% | -0.7% |
| Engineering & Information Sc. | 9.7% | 9.2% | -0.6% |
| Humanities | 5.3% | 4.4% | -0.9% |
| Sciences and Mathematics | 7.1% | 6.4% | -0.7% |
| Behavioral/Social Sciences | 22.9% | 20.9% | -1.9% |
| Professional & Technical | 8.4% | 7.6% | -0.8% |
| Undeclared | 8.4% | 12.4% | +3.9% |
| Interdisciplinary Studies | 6.3% | 7.1% | +0.8% |

Source: CSU AS Enrollment in Degree Programs, Tbl. 13D -- Fall 2006.

Gender

| Gender | All CSU Students Fall 2006 | Survey Participants Spring 2007 | Over/Under Representation |
|--------|----------------------------|---------------------------------|---------------------------|
| Female | 58.67% | 58.36% | -0.31% |
| Male | 41.33% | 41.64% | +0.31% |

Source: CSU AS Term Enrollment Summary, Tbl. 1 – Fall 2006.

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.

Spring 2007 Students Technology Survey Responses

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif. | †Yes (% pt.) | Change | No (% pt.) | Change |
|----------------|--|---------------|----------|-------|------|--------|---------|--------------|--------|------------|--------|
| Global | | | | | | | | | | | |
| General | | | | | | | | | | | |
| QGLOB2 | Satisfaction with campus computing/technology resources | 3113 | 97.8% | 1.57 | 7.91 | 0.20 | | | | | |
| | | 3135 | 98.3% | 1.75 | 7.71 | 0.09 | ns | | | | |
| | | 3097 | 98.1% | 1.85 | 7.62 | 0.11 | * | | | | |
| | | 3117 | 97.3% | 1.82 | 7.51 | | | | | | |
| Q1A3 | Importance of having electronic access to instruction any time/place | 3050 | 95.9% | 1.98 | 8.56 | 0.17 | ** | | | | |
| | | 3079 | 96.6% | 2.08 | 8.39 | 0.28 | *** | | | | |
| | | 3086 | 97.8% | 2.16 | 8.11 | -0.37 | *** | | | | |
| | | 3135 | 97.8% | 2.09 | 8.48 | | | | | | |
| QUSE9 | Importance of computer literacy for future employment | 3168 | 99.6% | 1.28 | 9.30 | 0.12 | ** | | | | |
| | | 3183 | 99.8% | 1.41 | 9.18 | 0.10 | * | | | | |
| | | 3152 | 99.9% | 1.55 | 9.08 | -0.04 | ns | | | | |
| | | 3195 | 99.7% | 1.52 | 9.12 | | | | | | |
| Q1A8 | How well university has prepared with technology skills | 3049 | 95.8% | 2.33 | 6.99 | 0.03 | ns | | | | |
| | | 3025 | 94.9% | 2.39 | 6.96 | 0.36 | *** | | | | |
| | | 3036 | 96.2% | 2.48 | 6.60 | | | | | | |
| qe2_11 | Preferred mode of communication by campus | 3177 | 99.8% | | | | | | | | |
| | | instant msg | 58 | 1.8% | | | | | | | |
| | | Email | 2438 | 76.7% | | | | | | | |
| | | text msg | 217 | 6.8% | | | | | | | |
| | | web portal | 198 | 6.2% | | | | | | | |
| | | mail | 255 | 8.0% | | | | | | | |
| | | no preference | 11 | 0.3% | | | | | | | |

†The relative significance of changes in responses between successive survey administrations 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.

The results of the 2001 survey appear in red in the bottom row. 2003 results appear in blue in the row second from the bottom. The second row from the top reports 2005 results in purple. The 2007 results are shown in black in the top row.

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.

Absence of data from previous survey administrations results when questions are added to the survey or their content is modified to preclude longitudinal comparisons.

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif.† | Yes (% pt.) | Change | No (% pt.) | Change |
|---------|---|--------|----------|----|------|--------|----------|-------------|--------|------------|--------|
| qe3_42 | Respondent's attitude toward technology | 3169 | 99.6% | | | | | | | | |
| | love, first use | 359 | 11.3% | | | | | | | | |
| | like, early use | 928 | 29.3% | | | | | | | | |
| | main stream | 1225 | 38.7% | | | | | | | | |
| | late use | 415 | 13.1% | | | | | | | | |
| | reluctant use | 242 | 7.6% | | | | | | | | |

Classroom Use 1A

General

| | | | | | | | | | | | | |
|--------|--|----------------|-------|-------|-------|-------|-----|--|--|--|--|--|
| Q1C0 | N classes taken over last 2 years | 3069 | 96.4% | 7.33 | 14.41 | -0.25 | | | | | | |
| | | 3107 | 97.5% | 7.13 | 14.66 | -0.40 | ns | | | | | |
| | | 3103 | 98.3% | 7.40 | 15.06 | 0.63 | ** | | | | | |
| | | 3155 | 98.5% | 7.21 | 14.43 | | | | | | | |
| QUSE7 | Percent of computer use related to class or academic purposes | 3159 | 99.3% | 24.55 | 54.27 | -3.55 | | | | | | |
| | | 3172 | 99.5% | 25.53 | 57.82 | 3.91 | *** | | | | | |
| | | 3131 | 99.2% | 26.38 | 53.91 | -1.70 | | | | | | |
| | | 3191 | 99.6% | 27.28 | 55.61 | | | | | | | |
| qe3_19 | I am more engaged in courses requiring use of technology | 3170 | 99.6% | | | | | | | | | |
| | | strongly agree | 486 | 15.3% | | | | | | | | |
| | | agree | 1011 | 31.9% | | | | | | | | |
| | | neutral | 899 | 28.4% | | | | | | | | |
| | | disagree | 669 | 21.1% | | | | | | | | |
| | | strongly disag | 105 | 3.3% | | | | | | | | |
| qe3_20 | Instructors use IT well in courses | 3176 | 99.8% | | | | | | | | | |
| | | strongly agree | 451 | 14.2% | | | | | | | | |
| | | agree | 1930 | 60.8% | | | | | | | | |
| | | neutral | 532 | 16.8% | | | | | | | | |
| | | disagree | 226 | 7.1% | | | | | | | | |
| | | strongly disag | 37 | 1.2% | | | | | | | | |
| qe3_21 | Campus needs to provide more training on IT required for courses | 3172 | 99.7% | | | | | | | | | |
| | | strongly agree | 264 | 8.3% | | | | | | | | |
| | | agree | 933 | 29.4% | | | | | | | | |
| | | neutral | 831 | 26.2% | | | | | | | | |
| | | disagree | 994 | 31.3% | | | | | | | | |
| | | strongly disag | 150 | 4.7% | | | | | | | | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif.† | Yes (% pt.) | Change | No (% pt.) | Change |
|---------------------|---|----------------|----------|------|-------|--------|----------|-------------|--------|------------|--------|
| qe3_22 | IT use enables better communication and collaboration with peers | 3173 | 99.7% | | | | | | | | |
| | | strongly agree | | 670 | 21.1% | | | | | | |
| | | agree | | 1437 | 45.3% | | | | | | |
| | | neutral | | 622 | 19.6% | | | | | | |
| | | disagree | | 402 | 12.7% | | | | | | |
| | | strongly disag | | 42 | 1.3% | | | | | | |
| qe3_23 | IT use enables more prompt feedback from instructor | 3164 | 99.4% | | | | | | | | |
| | | strongly agree | | 734 | 23.2% | | | | | | |
| | | agree | | 1471 | 46.5% | | | | | | |
| | | neutral | | 617 | 19.5% | | | | | | |
| | | disagree | | 310 | 9.8% | | | | | | |
| | | strongly disag | | 32 | 1.0% | | | | | | |
| qe3_24 | IT use enables me to take greater control of my course activities | 3170 | 99.6% | | | | | | | | |
| | | strongly agree | | 551 | 17.4% | | | | | | |
| | | agree | | 1571 | 49.6% | | | | | | |
| | | neutral | | 724 | 22.8% | | | | | | |
| | | disagree | | 296 | 9.3% | | | | | | |
| | | strongly disag | | 28 | 0.9% | | | | | | |
| qe3_25 | IT use helps me do better research | 3173 | 99.7% | | | | | | | | |
| | | strongly agree | | 797 | 25.1% | | | | | | |
| | | agree | | 1611 | 50.8% | | | | | | |
| | | neutral | | 530 | 16.7% | | | | | | |
| | | disagree | | 215 | 6.8% | | | | | | |
| | | strongly disag | | 20 | 0.6% | | | | | | |
| Technologies | | | | | | | | | | | |
| Q1C1 | Number of classes in which Internet use was required | 3054 | 96.0% | 6.82 | 9.35 | 0.41 | ns | | | | |
| | | 3102 | 97.3% | 6.80 | 8.94 | 1.31 | *** | | | | |
| | | 3095 | 98.1% | 6.52 | 7.63 | 1.50 | | | | | |
| | | 3147 | 98.2% | 5.89 | 6.13 | | | | | | |
| Q1C1b | Satisfaction with use of Internet to help fulfill course requirements | 2953 | 92.8% | 1.81 | 7.78 | -0.09 | ns | | | | |
| | | 2962 | 92.9% | 1.77 | 7.87 | 0.23 | *** | | | | |
| | | 2896 | 91.8% | 1.94 | 7.64 | -0.14 | ns | | | | |
| | | 2812 | 87.8% | 1.93 | 7.78 | | | | | | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif.† | Yes (% pt.) | Change | No (% pt.) | Change |
|---------------|---|--------|----------|------|------|--------------|----------|-------------|--------|------------|--------|
| Q1C3 | N classes last 2 years which required use of e-mail | 3043 | 95.6% | 7.13 | 7.87 | <u>0.58</u> | ** | | | | |
| | | 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 | 2693 | 84.6% | 1.92 | 8.10 | <u>0.02</u> | ns | | | | |
| | | 2727 | 85.5% | 1.96 | 8.08 | <u>0.11</u> | * | | | | |
| | | 2539 | 80.4% | 2.06 | 7.97 | | | | | | |
| Q1C4 | N classes last 2 years conducted in a computer classroom or lab | 3063 | 96.3% | 3.47 | 2.60 | <u>0.13</u> | ns | | | | |
| | | 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 | 2241 | 70.4% | 2.06 | 7.47 | <u>-0.05</u> | ns | | | | |
| | | 2225 | 69.8% | 2.03 | 7.52 | <u>0.23</u> | *** | | | | |
| | | 2283 | 72.3% | 2.14 | 7.29 | | | | | | |
| Q1C1P | Proportion of classes taken requiring Internet use | 3053 | 95.9% | 0.33 | 0.67 | <u>0.05</u> | | | | | |
| | | 3102 | 97.3% | 0.34 | 0.62 | <u>0.10</u> | | | | | |
| | | 3095 | 98.1% | 0.34 | 0.52 | <u>0.08</u> | *** | | | | |
| | | 3147 | 98.2% | 0.33 | 0.44 | | | | | | |
| Q1C3P | Proportion of classes taken requiring e-mail use | 3042 | 95.6% | 0.38 | 0.56 | <u>0.06</u> | | | | | |
| | | 3086 | 96.8% | 0.38 | 0.51 | <u>0.11</u> | | | | | |
| | | 3090 | 97.9% | 0.36 | 0.39 | <u>0.08</u> | *** | | | | |
| | | 3151 | 98.3% | 0.34 | 0.31 | | | | | | |
| Q1C4P | Proportion of classes taken requiring computer classroom or lab | 3062 | 96.2% | 0.23 | 0.19 | <u>0.02</u> | | | | | |
| | | 3100 | 97.2% | 0.21 | 0.17 | <u>0.01</u> | | | | | |
| | | 3099 | 98.2% | 0.20 | 0.17 | <u>0.01</u> | ns | | | | |
| | | 3149 | 98.3% | 0.20 | 0.16 | | | | | | |
| Online | | | | | | | | | | | |
| Q1A1B | N classes taught completely online | 3067 | 96.4% | 1.40 | 0.51 | <u>0.12</u> | ** | | | | |
| | | 3105 | 97.4% | 1.19 | 0.39 | <u>0.07</u> | | | | | |
| | | 3101 | 98.3% | 1.16 | 0.32 | | | | | | |
| Q1A2B1 | Satisfaction with online courses cf. to regular classroom instruction | 1688 | 53.0% | 2.38 | 6.16 | <u>-0.01</u> | ns | | | | |
| | | 1617 | 50.7% | 2.40 | 6.17 | <u>0.07</u> | ns | | | | |
| | | 1512 | 47.9% | 2.33 | 6.10 | | | | | | |

| <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> |
|----------------|--|---------------|-----------------|-----------|-------------|---------------|----------------|---------------------|---------------|-------------------|---------------|
| Q1A2B | N classes taught partially online | 3058 | 96.1% | 3.18 | 1.75 | <u>0.75</u> | *** | | | | |
| | | 3103 | 97.3% | 2.78 | 1.00 | <u>-0.08</u> | *** | | | | |
| | | 3100 | 98.2% | 2.04 | 1.08 | | | | | | |
| qmi1v | Value of online GE courses | 3042 | 95.6% | 2.69 | 5.24 | <u>-0.10</u> | ns | | | | |
| | | 3116 | 97.7% | 2.94 | 5.34 | | | | | | |
| qmi2v | Value of required online chat rooms or BBs | 3129 | 98.3% | 2.68 | 5.93 | <u>0.12</u> | ns | | | | |
| | | 3165 | 99.3% | 2.76 | 5.81 | | | | | | |
| qmi4v | Value of required online tutorials | 3025 | 95.1% | 2.54 | 5.84 | <u>0.04</u> | ns | | | | |
| | | 3112 | 97.6% | 2.57 | 5.80 | | | | | | |
| qmi5v | Value of online group projects | 3071 | 96.5% | 2.76 | 5.02 | <u>-0.05</u> | ns | | | | |
| | | 3138 | 98.4% | 2.83 | 5.07 | | | | | | |
| qmi6v | Value of interactive virtual labs | 2952 | 92.8% | 2.51 | 6.14 | <u>0.11</u> | ns | | | | |
| | | 3061 | 96.0% | 2.60 | 6.03 | | | | | | |
| qmi1u | Taken GE course(s) completely online (2 yrs) | 3178 | 99.9% | | | | ns | 11.2% | <u>-0.7%</u> | 88.8% | <u>0.7%</u> |
| | | 3183 | 99.8% | | | | | 11.9% | | 88.1% | |
| qmi2u | Taken course(s) requiring online chat or BB (2 yrs) | 3174 | 99.7% | | | | *** | 62.0% | <u>6.2%</u> | 38.0% | <u>-6.2%</u> |
| | | 3185 | 99.9% | | | | | 55.9% | | 44.1% | |
| qmi4u | Taken course(s) requiring online tutorial (2 yrs) | 3145 | 98.8% | | | | *** | 39.7% | <u>12.0%</u> | 60.3% | <u>-12.0%</u> |
| | | 3172 | 99.5% | | | | | 27.7% | | 72.3% | |
| qmi5u | Taken course(s) requiring online group project (2 yrs) | 3171 | 99.7% | | | | *** | 36.3% | <u>6.9%</u> | 63.7% | <u>-6.9%</u> |
| | | 3180 | 99.7% | | | | | 29.4% | | 70.6% | |
| qmi6u | Taken course(s) requiring virtual lab (2 yrs) | 3166 | 99.5% | | | | *** | 29.5% | <u>7.7%</u> | 70.5% | <u>-7.7%</u> |
| | | 3175 | 99.6% | | | | | 21.8% | | 78.2% | |
| compon1p | Proportion of classes taken completely online | 3066 | 96.4% | 0.13 | 0.04 | | | | | | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif.† | Yes (% pt.) | Change | No (% pt.) | Change |
|----------|--|--------|----------|------|------|--------|----------|-------------|--------|------------|--------|
| parton1p | Proportion of classes taken partially online | 3057 | 96.1% | 0.21 | 0.13 | | | | | | |

Online Info Resources 1D

| | | | | | | | | | | | |
|-------|---|------|-------|------|------|--------------|----|-------|--------------|-------|--------------|
| Q1D1 | Used electronic info resources (ILL, DB, searches, catalogs) | 3173 | 99.7% | | | | | 84.2% | <u>0.6%</u> | 15.8% | <u>-0.6%</u> |
| | | 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 | 2663 | 83.7% | 1.64 | 8.00 | <u>-0.03</u> | | | | | |
| | | 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 | 2662 | 83.7% | 1.79 | 7.74 | <u>-0.10</u> | | | | | |
| | | 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 | | | | | | |
| qmi3v | Value of required electronic library reserves | 3113 | 97.8% | 2.23 | 7.37 | <u>-0.07</u> | ns | | | | |
| | | 3139 | 98.5% | 2.34 | 7.44 | | | | | | |
| qmi3u | Taken course(s) requiring electronic library resources (2 yrs) | 3164 | 99.4% | | | | * | 67.9% | <u>2.8%</u> | 32.1% | <u>-2.8%</u> |
| | | 3178 | 99.7% | | | | | 65.2% | | 34.8% | |

Administrative IS 3A

| | | | | | | | | | | | |
|---------|--|------|-------|------|------|--------------|-----|-------|--------------|-------|---------------|
| q3aregu | Uses campus online IS for registration info | 3175 | 99.8% | | | | *** | 96.1% | <u>2.5%</u> | 3.9% | <u>-2.5%</u> |
| | | 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 | 3050 | 95.9% | 1.92 | 8.20 | <u>0.04</u> | ns | | | | |
| | | 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 | 3172 | 99.7% | | | | * | 96.4% | <u>1.1%</u> | 3.6% | <u>-1.1%</u> |
| | | 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% | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif. | †Yes (% pt.) | ‡change | No (% pt.) | Change |
|---------|---|--------|----------|------|------|--------------|---------|--------------|--------------|------------|---------------|
| q3agrds | Satisfaction with online access to grade info | 3052 | 95.9% | 1.62 | 8.72 | <u>-0.03</u> | ns | | | | |
| | | 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 | 3154 | 99.1% | | | | *** | 60.0% | <u>7.4%</u> | 40.0% | <u>-7.4%</u> |
| | | 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 | 1888 | 59.3% | 1.91 | 8.05 | <u>0.04</u> | ns | | | | |
| | | 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 | | | | | | |
| q3abilu | Uses campus online IS for billing info | 3161 | 99.3% | | | | *** | 66.5% | <u>6.1%</u> | 33.5% | <u>-6.1%</u> |
| | | 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% | |
| q3abils | Satisfaction with online access to billing info | 2100 | 66.0% | 1.89 | 8.23 | <u>0.17</u> | ** | | | | |
| | | 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 | 3161 | 99.3% | | | | *** | 61.6% | <u>12.1%</u> | 38.4% | <u>-12.1%</u> |
| | | 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 | 1946 | 61.2% | 2.09 | 7.78 | <u>0.16</u> | * | | | | |
| | | 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 | | | | | | |

Personal Use

Technologies

| | | | | | | | | | | | |
|-------|---------------------------------|------|-------|--|--|--|--|-------|--|-------|--|
| qe2_3 | Uses personal digital assistant | 3144 | 98.8% | | | | | 12.8% | | 87.2% | |
| qe2_4 | Uses smart phone | 3175 | 99.8% | | | | | 8.9% | | 91.1% | |

| <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> |
|----------------|---|---------------|-----------------|-----------|-------------|---------------|-----------------|--------------------|---------------|-------------------|---------------|
| qe2_5 | Uses electronic music or video device | 3182 | 100.0% | | | | | 64.8% | | 35.2% | |
| qe2_6 | Uses digital camera | 3182 | 100.0% | | | | | 77.2% | | 22.8% | |
| qe2_7 | Uses electronic game device | 3180 | 99.9% | | | | | 48.4% | | 51.6% | |
| qe2_8 | Uses wireless network hub | 3162 | 99.4% | | | | | 52.2% | | 47.8% | |
| Laptop | | | | | | | | | | | |
| qe9_1 | Uses laptop computer | 3179 | 99.9% | | | | | 73.5% | | 26.5% | |
| qe2_13x | Use of laptop computer for course activities | 2332 | 73.3% | | | | | | | | |
| | | daily | 1320 | 56.6% | | | | | | | |
| | | several x/wk | 583 | 25.0% | | | | | | | |
| | | weekly | 248 | 10.6% | | | | | | | |
| | | monthly | 55 | 2.4% | | | | | | | |
| | | once/term | 32 | 1.4% | | | | | | | |
| | | once yearly | 8 | 0.3% | | | | | | | |
| | | never | 86 | 3.7% | | | | | | | |
| qe2_14x | Use of laptop to access library or campus website | 2244 | 70.5% | | | | | | | | |
| | | daily | 136 | 6.1% | | | | | | | |
| | | several x/wk | 419 | 18.7% | | | | | | | |
| | | weekly | 540 | 24.1% | | | | | | | |
| | | monthly | 571 | 25.4% | | | | | | | |
| | | once/term | 245 | 10.9% | | | | | | | |
| | | once yearly | 47 | 2.1% | | | | | | | |
| | | never | 286 | 12.7% | | | | | | | |
| qe2_15x | Use of laptop in class | 2246 | 70.6% | | | | | | | | |
| | | daily | 251 | 11.2% | | | | | | | |
| | | several x/wk | 243 | 10.8% | | | | | | | |
| | | weekly | 222 | 9.9% | | | | | | | |
| | | monthly | 231 | 10.3% | | | | | | | |
| | | once/term | 132 | 5.9% | | | | | | | |
| | | once yearly | 31 | 1.4% | | | | | | | |
| | | never | 1136 | 50.6% | | | | | | | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif. | †Yes (% pt.) | Change | No (% pt.) | Change |
|---------|--|--------|----------|----|------|--------|---------|--------------|--------|------------|--------|
| qe2_16x | Use of laptop for course-related writing | 2248 | 70.6% | | | | | | | | |
| | daily | 1016 | 45.2% | | | | | | | | |
| | several x/wk | 530 | 23.6% | | | | | | | | |
| | weekly | 469 | 20.9% | | | | | | | | |
| | monthly | 145 | 6.5% | | | | | | | | |
| | once/term | 32 | 1.4% | | | | | | | | |
| | once yearly | 5 | 0.2% | | | | | | | | |
| | never | 51 | 2.3% | | | | | | | | |

Network Access 4B

E-Mail Service

| | | | | | | | | | | | |
|--------|-------------------------------------|------|-------|--|--|--|-----|-------|--------------|-------|---------------|
| Q4B2a1 | Used campus-provided e-mail account | 3177 | 99.8% | | | | *** | 75.8% | <u>9.1%</u> | 24.2% | <u>-9.1%</u> |
| | | 3186 | 99.9% | | | | *** | 66.7% | <u>14.1%</u> | 33.3% | <u>-14.1%</u> |
| | | 3153 | 99.9% | | | | | 52.6% | | 47.4% | |

| | | | | | | | | | | | |
|-------|--|------|-------|------|------|--------------|----|--|--|--|--|
| Q4B2b | Satisfaction with access to campus e-mail services | 2388 | 75.0% | 2.23 | 7.95 | <u>0.00</u> | ns | | | | |
| | | 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 | | | | | | |

| | | | | | | | | | | | |
|-------|---------------------------------|------|-------|--|--|--|--|--|--|--|--|
| qe2_9 | Number of active email accounts | 3174 | 99.7% | | | | | | | | |
| | 0 | 9 | 0.3% | | | | | | | | |
| | 1 | 729 | 23.0% | | | | | | | | |
| | 2 | 1366 | 43.0% | | | | | | | | |
| | 3 | 692 | 21.8% | | | | | | | | |
| | 4 | 235 | 7.4% | | | | | | | | |
| | 5 | 81 | 2.6% | | | | | | | | |
| | 6 - 9 | 48 | 1.5% | | | | | | | | |
| | 6 - 9 | 14 | 0 | | | | | | | | |

| | | | | | | | | | | | |
|--------|-------------------------|------|-------|--|--|--|--|--|--|--|--|
| qe2_10 | preferred email account | 3136 | 98.6% | | | | | | | | |
| | university | 689 | 22.0% | | | | | | | | |
| | other | 2447 | 78.0% | | | | | | | | |

Broadband

| | | | | | | | | | | | |
|-------|--|------|-------|--|--|--|-----|-------|--------------|-------|---------------|
| Q4B3a | Used modem/cable/DSL/ISDN to access campus network | 3165 | 99.5% | | | | ns | 88.9% | <u>1.8%</u> | 11.1% | <u>-1.8%</u> |
| | | 3177 | 99.7% | | | | *** | 87.1% | <u>13.4%</u> | 12.9% | <u>-13.4%</u> |
| | | 3142 | 99.6% | | | | | 73.7% | | 26.3% | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif. | †Yes (% pt.) | ‡change | No (% pt.) | Change |
|---------|---|--------|----------|------|------|--------------|---------|--------------|---------|------------|--------|
| Q4B3b | Satisfaction with modem/DSL... to access campus network | 2209 | 69.4% | 1.65 | 8.56 | <u>0.09</u> | ns | | | | |
| | | 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 | | | | | | |

| | | | | | | | | | | | |
|------|-----------------------------|------|-------|--|--|--|-----|-------|--------------|-------|---------------|
| qdsl | Cable or DSL access at home | 2805 | 88.2% | | | | *** | 93.0% | <u>12.8%</u> | 7.0% | <u>-12.8%</u> |
| | | 2759 | 86.5% | | | | | 80.1% | | 19.9% | |

Wireless

| | | | | | | | | | | | |
|--------|------------------------------|------|-------|--|--|--|-----|-------|--------------|-------|---------------|
| QWIRL2 | Used campus wireless network | 3165 | 99.5% | | | | *** | 51.3% | <u>24.3%</u> | 48.7% | <u>-24.3%</u> |
| | | 2701 | 84.7% | | | | | 27.0% | | 73.0% | |

| | | | | | | | | | | | |
|--------|---|------|-------|------|------|-------------|----|--|--|--|--|
| QWIRL3 | Satisfaction with using campus wireless network | 1620 | 50.9% | 2.18 | 7.65 | <u>0.13</u> | ns | | | | |
| | | 725 | 22.7% | 2.21 | 7.52 | | | | | | |

Tech Support 4A

Tech Support

| | | | | | | | | | | | |
|--------|--|------|-------|--|--|--|--|-------|--|-------|--|
| qhelp1 | Uses campus support for problem with university software | 3167 | 99.5% | | | | | 34.9% | | 65.1% | |
|--------|--|------|-------|--|--|--|--|-------|--|-------|--|

| | | | | | | | | | | | |
|--------|--|------|-------|------|------|--|--|--|--|--|--|
| qhelp2 | Satisfaction with campus support for software problems | 1103 | 34.7% | 2.36 | 7.66 | | | | | | |
|--------|--|------|-------|------|------|--|--|--|--|--|--|

| | | | | | | | | | | | |
|--------|--|------|-------|--|--|--|--|-------|--|-------|--|
| qhelp3 | Uses campus support for problem with university hardware | 3166 | 99.5% | | | | | 28.1% | | 71.9% | |
|--------|--|------|-------|--|--|--|--|-------|--|-------|--|

| | | | | | | | | | | | |
|--------|--|-----|-------|------|------|--|--|--|--|--|--|
| qhelp4 | Satisfaction with campus support for hardware problems | 886 | 27.8% | 2.10 | 7.94 | | | | | | |
|--------|--|-----|-------|------|------|--|--|--|--|--|--|

Training 4A

General

| | | | | | | | | | | | |
|-------|---|------|-------|--|--|--|-----|-------|--------------|-------|-------------|
| Q4A7A | Used campus training activities or programs | 3177 | 99.8% | | | | *** | 7.6% | <u>-4.9%</u> | 92.4% | <u>4.9%</u> |
| | | 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% | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif.† | Yes (% pt.) | Change | No (% pt.) | Change |
|---------|--|--------|----------|------|------|--------------|----------|-------------|--------|------------|--------|
| Q4A8a1 | Staisfaction with training activities/programs | 243 | 7.6% | 1.87 | 7.84 | <u>-0.36</u> | | | | | |
| | | 387 | 12.1% | 1.70 | 8.20 | <u>0.11</u> | | | | | ns |
| | | 434 | 13.8% | 4.70 | 8.09 | <u>0.13</u> | | | | | ns |
| | | 464 | 14.5% | 4.68 | 7.96 | | | | | | |

Respondent Characteristics

| | | | | | | | | | | | |
|-----|------------------|------|--------|------|-------|--------------|--|--|--|--|--|
| AGE | respondent's age | 3182 | 100.0% | 9.02 | 25.46 | <u>-1.86</u> | | | | | |
| | | 3153 | 98.9% | 9.46 | 27.32 | <u>0.51</u> | | | | | |
| | | 3156 | 100.0% | 9.57 | 26.81 | | | | | | |
| | | | 0.0% | | | | | | | | |

| | | | | | | | | | | | | |
|--------|--------|--------|--------|-------|-------------|--|--------------|--|--|--|--|--|
| QDEM2 | Gender | 3182 | 100.0% | | | | | | | | | |
| | | 3188 | 100.0% | | | | | | | | | |
| | | 3156 | 100.0% | | | | | | | | | |
| | | | 0.0% | | | | | | | | | |
| | | male | 1325 | 41.6% | | | <u>2.0%</u> | | | | | |
| | | male | 1263 | 39.6% | | | <u>-1.4%</u> | | | | | |
| | | female | 1857 | 58.4% | | | <u>-2.0%</u> | | | | | |
| female | 1925 | 60.4% | | | <u>1.4%</u> | | | | | | | |

| | | | | | | | | | | | |
|---------|-----------|------|--------|--|--|--|--|--|--|--|--|
| CAMPCOD | Campus ID | 3182 | 100.0% | | | | | | | | |
| | | 3188 | 100.0% | | | | | | | | |
| | | 3156 | 100.0% | | | | | | | | |

| | | | | | | | | | | | | |
|---------|-------------|-----------|--------|-------|--|--|--------------|--|--|--|--|--|
| LEVCODE | Grade level | 3182 | 100.0% | | | | | | | | | |
| | | 3188 | 100.0% | | | | | | | | | |
| | | 3156 | 100.0% | | | | | | | | | |
| | | freshman | 516 | 16.2% | | | <u>-0.1%</u> | | | | | |
| | | freshman | 519 | 16.3% | | | <u>-1.1%</u> | | | | | |
| | | sophomore | 446 | 14.0% | | | <u>1.6%</u> | | | | | |
| | | sophomore | 395 | 12.4% | | | <u>0.4%</u> | | | | | |
| | | junior | 677 | 21.3% | | | <u>-1.9%</u> | | | | | |
| | | junior | 739 | 23.2% | | | <u>2.1%</u> | | | | | |
| | | senior | 1011 | 31.8% | | | <u>3.8%</u> | | | | | |
| | | senior | 893 | 28.0% | | | <u>-1.5%</u> | | | | | |
| | | graduate | 532 | 16.7% | | | <u>-3.4%</u> | | | | | |
| | | graduate | 893 | 28.0% | | | <u>-1.5%</u> | | | | | |
| | | | 642 | 20.1% | | | <u>-0.0%</u> | | | | | |

| Item ID | Question | Number | % of All | SD | Mean | Change | Signif.† | Yes (% pt.) | Change | No (% pt.) | Change | |
|---------|---|---------------|----------|-------|-------|--------|----------|-------------|--------|------------|--------|--|
| CLLEVEL | Class level | 3182 | 100.0% | | | | | | | | | |
| | | 3188 | 100.0% | | | | | | | | | |
| | | 3156 | 100.0% | | | | | | | | | |
| | | lower div | 962 | 30.2% | | 1.6% | | | | | | |
| | | lower div | 914 | 28.7% | | -0.6% | | | | | | |
| | | upper div | 1688 | 53.0% | | 1.9% | | | | | | |
| | | upper div | 1632 | 51.2% | | 0.7% | | | | | | |
| | | post bacc | 532 | 16.7% | | -3.4% | | | | | | |
| | | post bacc | 642 | 20.1% | | -0.0% | | | | | | |
| ETHNIC | Ethnic code | 3063 | 96.3% | | | | | | | | | |
| | | 2216 | 69.5% | | | | | | | | | |
| | | 3117 | 98.8% | | | | | | | | | |
| | | white | 1511 | 49.3% | | -12.7% | | | | | | |
| | | white | 1374 | 62.0% | | 9.2% | | | | | | |
| | | hispanic | 772 | 25.2% | | 2.1% | | | | | | |
| | | hispanic | 512 | 23.1% | | 0.3% | | | | | | |
| | | african amer. | 223 | 7.3% | | -1.7% | | | | | | |
| | | african amer. | 199 | 9.0% | | 2.1% | | | | | | |
| | | asian | 476 | 15.5% | | 11.6% | | | | | | |
| | | asian | 87 | 3.9% | | -13.0% | | | | | | |
| | | amer. indian | 52 | 1.7% | | 0.1% | | | | | | |
| | | 8700.0% | 35 | 1.6% | | 1.4% | | | | | | |
| | | other | 29 | 0.9% | | 0.5% | | | | | | |
| | | other | 9 | 0.4% | | 0.0% | | | | | | |
| QDEMA_1 | number of hours respondent works per week | 3161 | 99.3% | 16.05 | 17.19 | -0.93 | | | | | | |
| | | 3174 | 99.6% | 16.56 | 18.12 | -9.49 | | | | | | |
| | | 2197 | 69.6% | 12.85 | 27.61 | | | | | | | |
| QDEMA | employed | 3177 | 99.8% | | | | | 65.6% | -1.6% | 34.4% | 1.6% | |
| | | 3184 | 99.9% | | | | | 67.3% | | 32.7% | | |

| <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> |
|----------------|-------------------|---------------|-----------------|-----------|---------------|---------------|-----------------|--------------------|---------------|-------------------|---------------|
| enrol | Enrollment status | 3182 | 100.0% | | | | | | | | |
| | | 3188 | 100.0% | | | | | | | | |
| | continuing UG | 2356 | 74.0% | | <u>4.2%</u> | | | | | | |
| | continuing UG | 2226 | 69.8% | | | | | | | | |
| | returning UG | 7 | 0.2% | | <u>-0.6%</u> | | | | | | |
| | returning UG | 27 | 0.8% | | | | | | | | |
| | UG retrng trnsf | 15 | 0.5% | | <u>-0.2%</u> | | | | | | |
| | UG retrng trnsf | 20 | 0.6% | | | | | | | | |
| | UG transfer | 197 | 6.2% | | <u>-5.5%</u> | | | | | | |
| | UG transfer | 373 | 11.7% | | | | | | | | |
| | first-time fresh | 49 | 1.5% | | <u>-14.0%</u> | | | | | | |
| | | 373 | 11.7% | | | | | | | | |
| | transitory UG | 26 | 0.8% | | <u>0.2%</u> | | | | | | |
| | transitory UG | 21 | 0.7% | | | | | | | | |