The Public Computer Centers Project: Coloradans Benefit from Access and Training

A Closer Look

January 2013

Robbie Marks
Keith Curry Lance

LRS
Library Research Service

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by

Robbie Marks

Keith Curry Lance

For more information about this report, contact:

Library Research Service
201 East Colfax Avenue, Suite 309
Denver, CO 80203-1799
303.866.6900
Web site: www.LRS.org

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In September 2010, the Colorado State Library (CSL) secured a $2.3 million Broadband Technology Opportunity Program (BTOP) grant through the U.S. Department of Commerce's National Telecommunications and Information Administration and the American Recovery and Reinvestment Act. The CSL BTOP grant, totaling $3.3 million, includes $754,000 from the Bill & Melinda Gates Foundation and $316,234 worth of matching and in-kind donations from CSL, local libraries, and community organizations.

Executive Summary

Since the spring of 2011, Coloradans of varying ages and stages—in communities large and small across the state—have been taking advantage of the opportunity to use 88 Public Computer Centers (PCCs), free of charge, individually during open access time as well as by taking computer classes. Located primarily in public libraries (or other public spaces in communities without libraries), the PCCs offer a variety of computer equipment and services based on community needs. Grant funding for the PCCs, totaling $3.3 million, was obtained in 2010 from the federal government's Broadband Technology Opportunity Program (BTOP) and the Bill & Melinda Gates Foundation, as well as through matching and in-kind donations from the Colorado State Library, local libraries, and community organizations statewide.

During the winter and spring of 2012, more than 7,300 adult users (18 years and older) of these BTOP PCCs were surveyed by the Library Research Service, a unit of the Colorado State Library, to understand who is benefiting—and in what ways—from open access to PCC computers as well as computer classes. The findings indicate that respondents experienced a variety of outcomes as a result of their use of the PCCs.

Who uses PCCs? Demographic Profile[1]

There are several conspicuous demographic differences among open access users and computer class attendees. While the two groups were very similar on educational attainment, in other ways—age, computer access, job-seeking and employment status, and locale—they were quite different.

- Older users were least likely to use computers during open access time but most likely to attend computer classes.
- Computer class attendees were more likely to be female.
- Most PCC users in both groups had at least some college—many a bachelor's degree or higher. Approximately one-third of each group was high school graduates. Those without a high school diploma were fewest in both user groups.
- Both open access users and computer class attendees were equally divided between urban and rural locales.
- Class attendees were more likely than open access users to have regular access to computers elsewhere.

[1] Percentages may not sum to 100 because of non-respondents.

- Job-seekers were more likely to be open access users than computer class attendees.
- Employed/self-employed and unemployed individuals were more likely to be open access users, while retired individuals were more likely to be computer class attendees.

Summary of PCC User Demographics

Demographic	Open Access	Computer Classes
Age	Used equally—17-19%—by adults in most age ranges: 18-24, 25-34, 35-44, 45-64 Least often used by ages 65+—8%	Most popular with ages 65+—35% attended Least popular with ages 18-24—3% attended
Gender	46%: female 45%: male	64%: female 29%: male
Education	22%: bachelor's degree + 30%: some college/associate's 36%: high school graduates 7%: not high school graduates	24%: bachelor's degree + 25%: some college/associate's 35%: high school graduates 10%: not high school graduates
Locale	50%/50%: rural/urban	50%/50%: rural/urban
Computer Access	40% have access to computers elsewhere	71% have access to computers elsewhere
Job-Seeking Status	36%: seeking a job	27%: seeking a job
Employment Status	40%: employed/self-employed 29%: unemployed 12%: retired 6%: homemakers	36%: retired 30%: employed/self-employed 19%: unemployed 9%: homemakers

What immediate outcomes do PCC users experience?[2]

Open Access Users

The most popular immediate outcomes reported by open access users of PCCs were:

- To communicate with someone (52%)
- To look for employment (38%)
- To use a printer, scanner, or fax (33%)

For each of these activities, there were some noteworthy demographic differences.

[2]Chi-square tests were used for all cross-tabular comparisons. Only those comparisons that are statistically significant ($p \leq .05$) are reported here.

According to survey results from open access sessions, 40 percent or more of PCC users between the ages of 18-54 said they used PCC computers to look for employment.

To Communicate with Someone

Use of PCCs to communicate with someone varied based on age, educational attainment, and alternative computer access. The youngest and oldest users (versus those in-between), better-educated users, and those without alternative computer access were more likely to report such use of their PCCs.

Outcome: To Communicate with Someone			
More likely to select this outcome		***Less likely to select this outcome***	
Youngest and oldest age groups (ages 18-24 and 65+)	58%	Ages 35-44	48%
Respondents with bachelor's degree +	55%	Respondents with less than high school education	49%
Respondents without regular computer access outside of PCC	55%	Respondents with regular computer access outside of PCC	49%

To Look for Employment

Age, gender, locale, and computer access distinguished who reported looking for employment via PCCs. Users below age 55, men, urban dwellers, and those without alternative computer access were more likely to report looking for employment at their PCCs.

Outcome: To Look for Employment			
More likely to select this outcome		***Less likely to select this outcome***	
Younger age groups (18-54)	40%-44%	Older age groups (55+)	9%-31%
Men	42%	Women	33%
Respondents in urban PCCs	46%	Respondents in rural PCCs	29%
Respondents without regular computer access outside of PCC	44%	Respondents with regular computer access outside of PCC	29%

To Use a Printer, Scanner, or Fax

There were also notable differences in reported use of PCC printers, scanners, and fax machines based on age, gender, educational attainment, computer access, and employment status. Older users, women, those with more education, those with alternative computer access, and retired users were more likely to report such PCC use.

Outcome: To Use a Printer, Scanner, or Fax			
More likely to select this outcome		***Less likely to select this outcome***	
Oldest age group (65+)	41%	Ages 18-24	26%
Women	37%	Men	28%
Respondents with bachelor's degree +	40%	Respondents with less than high school education	22%
Respondents with regular computer access outside of PCC	39%	Respondents without regular computer access outside of PCC	28%
Retirees	38%	Unemployed	26%

Computer Class Attendees[3]

On the computer class survey, respondents were presented with a list of outcomes, and asked to identify which they got better at "after taking today's class." The most common responses were:

- Using a computer (68%)
- Using the Internet (49%)
- Using software (38%)
- Using a search engine (37%)
- Finding, saving, or organizing files (33%)

For each of these outcomes, there were some noteworthy demographic differences.

Nearly 7 out of 10 computer skills class attendees reported bettering their use of computers after completing class activities.

Using a Computer

For the outcome "using a computer," differences were observed in terms of respondents' age, gender, education, locale, computer access, and job-seeking status. Older respondents (25+), men, those with less education, rural dwellers, those without alternative computer access, and those looking for a job were more likely to report this outcome of attending PCC computer classes.

Outcome: Using a Computer			
More likely to select this outcome		***Less likely to select this outcome***	
Older age groups	63%-82%	Ages 18-24	48%
Men	77%	Women	64%

[3] When considering the class survey results, it is important to keep in mind that a) class offerings varied amongst the different PCC locales, and b) individual class attendees may have responded to the survey multiple times if they took multiple classes.

More likely to select this outcome		Less likely to select this outcome	
Respondents with less than high school education	82%	Respondents with bachelor's degree +	55%
Respondents in rural PCCs	73%	Respondents in urban PCCs	62%
Respondents without regular computer access outside of PCC	78%	Respondents with regular computer access outside of PCC	63%
Respondents looking for a job	73%	Respondents not looking for a job	65%

Using the Internet

Urban-rural locale and job-seeking status influenced who reported learning how to use the Internet. Rural dwellers and those looking for a job were more likely to report this outcome as a result of attending PCC computer classes.

Compared with respondents who were not looking for jobs, those who were looking were more likely to report that they got better at using the Internet, software, and/or search engines after taking a PCC class.

Outcome: Using the Internet			
More likely to select this outcome		***Less likely to select this outcome***	
Respondents in rural PCCs	57%	Respondents in urban PCCs	40%
Respondents looking for a job	56%	Respondents not looking for a job	44%

Using Software

Age, locale, employment status, and job-seeking status were factors in terms of which class attendees reported learning how to use software. Younger users, rural dwellers, the unemployed, and those looking for a job were more likely to report this outcome after attending PCC computer classes.

Outcome: Using Software			
More likely to select this outcome		***Less likely to select this outcome***	
Ages 18-24	65%	Ages 65+	29%
Respondents in rural PCCs	44%	Respondents in urban PCCs	33%
Unemployed	47%	Retired	29%
Respondents looking for a job	46%	Respondents not looking for a job	34%

Using a Search Engine

Respondents who reported the outcome "using a search engine" differed by urban-rural locale and job-seeking status. Rural dwellers and those looking for a job were more likely to report this reason for attending PCC computer classes.

Outcome: Using a Search Engine			
More likely to select this outcome		***Less likely to select this outcome***	
Respondents in rural PCCs	43%	Respondents in urban PCCs	32%
Respondents looking for a job	45%	Respondents not looking for a job	33%

Finding/Saving/Organizing Files

Educational attainment and job-seeking status were factors in terms of who reported the outcome "finding, saving, and organizing files." For respondents who had less than a bachelor's degree, those with more education were more likely to attend PCC computer classes for this purpose. Those with a bachelor's degree or more, however, were least likely to cite this purpose for attending classes. Regarding job-seeking status, those looking for a job were more likely to attend classes for this purpose.

Outcome: Finding/Saving/Organizing Files			
More likely to select this outcome		***Less likely to select this outcome***	
Respondents with less than high school education	28%	Respondents with bachelor's degree +	22%
High school graduate	34%		
Respondents with associate's degree/ some college	44%		
Respondents looking for a job	39%	Respondents not looking for a job	29%

Coloradans of all types used their PCCs, either by taking advantage of open access time or attending computer classes or both. They also reported benefiting from their PCC experiences in a variety of ways. The full report expands upon this summary of major findings by exploring in detail the range of outcomes that PCC users experienced, and how these differed based on demographics. Understanding these differences can inform PCC administrators as they plan and utilize their resources now and in the future.

Introduction

BTOP funding resulted in building or enhancing public computer centers at 88 sites around Colorado.

In what ways do Coloradans benefit from access to computers and computer skills training? Results of state-wide surveys of more than 7,300 Public Computer Center (PCC) users, conducted by the Library Research Service (LRS), a unit of the Colorado State Library (CSL), provide answers to this question. This report contains information gleaned from these surveys including why patrons use PCCs, how such use helps them, and what benefits they experienced from attending computer skills classes.

LRS undertook this evaluation as one aspect of a $3.3 million Broadband Technology Opportunity Program (BTOP) grant, awarded in September 2010, comprised of funds from the federal government ($2.3 million), the Bill & Melinda Gates Foundation ($754,000), and matching or in-kind donations from CSL, local libraries, and community organizations ($316,234).

BTOP funding enabled 50 grantees to build or enhance PCCs at 88 sites around the state. BTOP grantees' participation, both urban and rural, focused on PCC locales in areas with high poverty rates, ethnic diversity, low broadband penetration, and/or limited access to public computers. Located primarily in public libraries (or other spaces in communities without libraries), the PCCs offer a variety of computer equipment services based on community needs.

The goals of the project were as follows:

- Increase public access to high speed broadband services in high-need/low-income communities.
- Serve vulnerable populations (including the unemployed, underemployed, non-English speakers, seniors, and people with disabilities).
- Support job search and career advancement.
- Increase digital literacy.
- Enhance access to libraries and computers through ADA compliance.

The BTOP PCCs offered patrons open access (free use) time either on-site or through laptop loan programs. Many of these PCCs also offered computer training classes—either at the PCC itself or made available to the community through mobile laptop labs; class topics included computer skills, job seeking, and business resources.

During two 5-week periods in 2012, outcome surveys were administered to PCC patrons using open-access computers as well as to those taking classes. Their responses, detailed in this report, enhance our understanding of the value that BTOP-funded PCCs provide to Colorado citizens.

Methodology

In the winter (January 9 to February 13) and spring (April 16 to May 21) of 2012, LRS, in collaboration with the BTOP PCCs around the state, administered open access surveys which asked users what they did while they were on the computer during open lab time, as well as class surveys that asked attendees what they had learned from taking computer classes. Surveys were made available in both English and Spanish. To participate in the survey, respondents needed to be 18 years of age or older.

Demographic Information

Both the class and open access surveys asked respondents to identify their gender, age, highest level of education completed, employment status, job-seeking status, and if they had regular access to a computer other than at the PCC.

Open access survey participants were asked to provide information regarding their use of the PCC and how the PCC helps them or their community.

Open Access Survey

This survey, administered on paper with the exception of one PCC that offered the survey online as well as on paper, focused on how respondents used PCC computers during open access time (see Appendix A). The survey asked participants to check all the answers that applied to the following prompt: *"While I was on a computer in the computer center today, I…"*

- Looked for employment (ex: job search, resume, application)
- Used the computer for entertainment (ex: videos, music, games)
- Used software (ex: Google Docs, Microsoft Excel, Microsoft Word, Adobe Photoshop)
- Used a dating site (ex: Match.com, eHarmony)
- Made an online purchase or posted an item for sale
- Found resources for business
- Found health information
- Researched family or local history
- Communicated with someone (ex: email, chat, Facebook)
- Found information about hobbies, travel, or other personal interests
- Used government resources (ex: licenses, taxes, unemployment, disability, welfare, immigration)
- Did schoolwork
- Managed finances (ex: bill paying, banking, investments)
- Used library resources (ex: catalog, databases)
- Used the printer
- Other (please describe)

The survey also prompted, in open-ended format: *"Please tell us how the computer center helps you or your community."*

Once an hour during the winter and spring survey administration periods, PCC staff asked every patron using the computers during open access time to take the survey.

Computer Skills Class Survey

LRS created three different surveys to learn about patron experiences from classes that focused on: (1) computer skills, (2) employment skills, and (3) business skills. However, statistically significant amounts of data were obtained *only* from respondents who completed the computer class survey (see Appendix B). That survey asked respondents to check all the answers that applied to the following prompt: *"After taking today's class, I am better able to…"*

Computer class survey participants were asked to provide information about what they learned and how it may help them personally.

- Use a computer (ex: use the mouse and/or keyboard, print)
- Use the Internet
- Use a search engine (ex: Google, Bing, Yahoo)
- Navigate a webpage (ex: click on links, use drop-down menus)
- Send, receive, and/or manage emails
- Find information about hobbies, family history, finances, or other personal interests
- Use social networking sites (ex: Facebook, Twitter, LinkedIn)
- Use library resources (ex: catalog, databases)
- Use software (ex: Word, Google Docs, Photoshop, Excel, QuickBooks)
- Find, save, and/or organize files on the computer
- View and/or share digital photos
- Maintain online security and privacy
- Make an online purchase or post an item for sale
- Create or edit a website
- Other – please specify

The survey also prompted, in open-ended format: *"Please tell us how the skills you learned in this class may help you."*

At the end of each class during both the winter and spring survey administration periods, instructors directed attendees to a specific URL to take the survey online.

Results

LRS received 7,327 valid survey responses (i.e., those that identified at least one outcome) across both surveys (open access and computer skills class) and both administration periods. The winter and spring responses were combined for each survey type to boost the sample size for analysis purposes.

The findings reported below have been organized into two sections: (1) results from the open access survey and (2) results from the computer skills class survey.

Open access survey respondents were split fairly evenly across most age ranges, excepting those aged 65 and older.

Open Access Survey

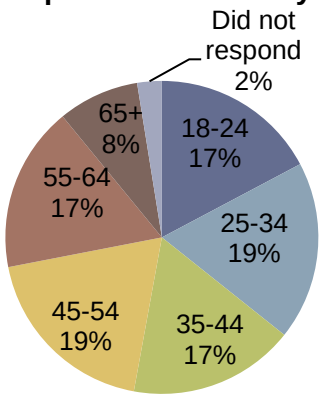
Demographics

A total of 6,653 valid responses were obtained from the open access survey detailing how patrons used the PCCs during open access time. During the winter administration period, 3,911 people (59% of respondents) took the survey at 65 PCCs; 2,742 people (41%) responded at 68 PCCs in the spring. Half of the respondents took the survey at PCCs located in urban areas (3,342), and half at rural sites (3,311).[4]

Ages

Survey respondents' ages were distributed relatively evenly across 5 of the 6 age brackets (see Chart 1). These brackets constitute the 5 younger age-range groups: 17 percent of respondents identified themselves as being 18-24 years of age; 19 percent said they were 25-34 years old; 17 percent stated their age as between 35-44; 19 percent gave their age range as 45-54; and 17 percent were 55-64 years old. The smallest group, by half or more, consisted of those aged 65 and older, or 8 percent.

Chart 1
Age Group
Open Access Survey



Gender

Forty-five percent of respondents identified as male, 46 percent as female, and 9 percent did not respond to this item.

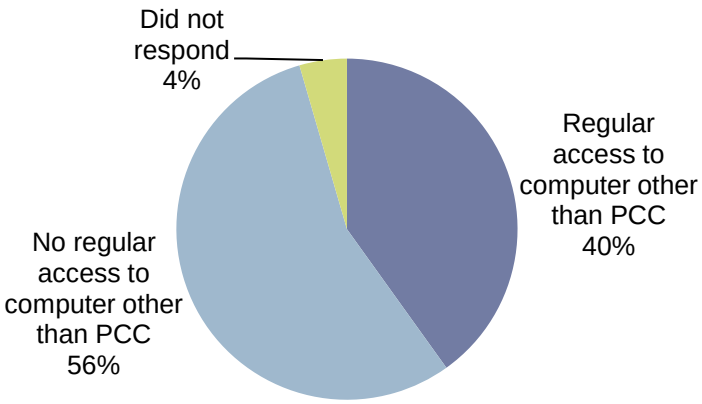
[4] The Colorado Department of Local Affairs Demography Division's designations of counties as rural or urban were used to determine PCCs' urban/rural status. See http://www.ruralcolorado.org/ for more information.

The PCC provided the only regular access to a computer for more than half of open access survey respondents.

Regular Computer Access

More than half of respondents (56%) indicated that they did not have regular access to a computer other than at a PCC (see Chart 2).

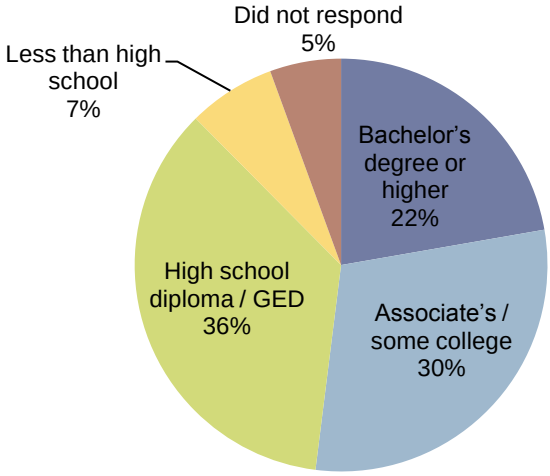
Chart 2
Respondents' Access to a Computer Other Than PCC
Open Access Survey



Education

In terms of their highest level of education completed, a bit more than one-third of the respondents (36%) had attained either a high school diploma or a GED; 30% held an associate's degree or attended some amount of college; and about one-fifth (22%) had acquired a bachelor's degree or higher. Seven percent of respondents had not completed high school (see Chart 3).

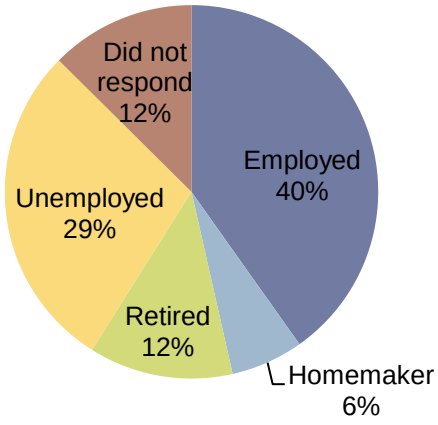
Chart 3
Highest Level of Education Completed
Open Access Survey



Employment Status

Two-fifths of respondents (40%) were either employed by others or self-employed (see Chart 4). Twenty-nine percent indicated they were unemployed. About 1 in 8 (12%) indicated they were retired, while the remaining 6 percent identified as homemakers.

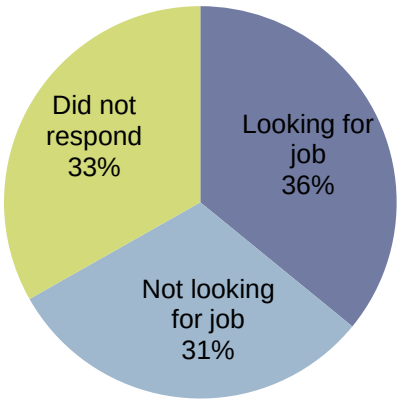
Chart 4
Employment Status
Open Access Survey



Job-Seeking Status

The question about job-seeking status ("Looking" or "Not Looking") garnered the lowest response rate, with 1 out of 3 not responding (see Chart 5). Thirty-six percent of respondents said they were looking for a job while 31 percent were not looking for work.

Chart 5
Job-Seeking Status
Open Access Survey



Survey results were divided relatively evenly among those who reported looking for work, and those not looking for work.

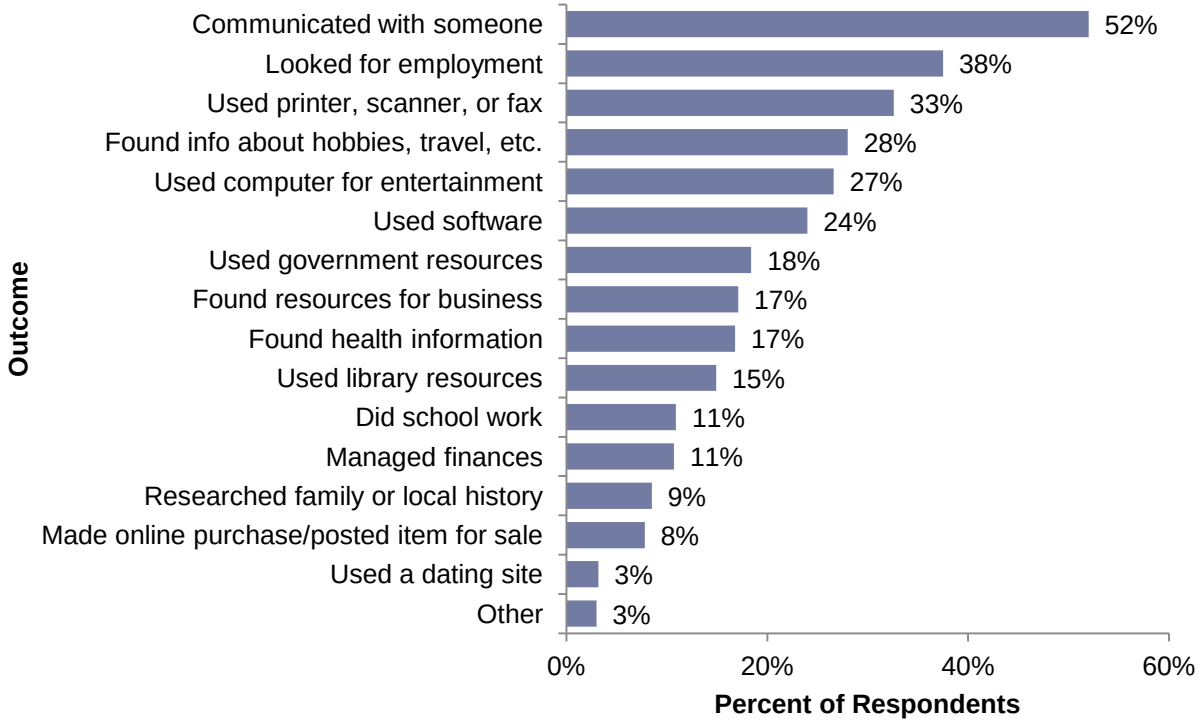
Outcomes

How Patrons Use PCCs

The most common outcome of PCC open access users was to communicate with someone.

In answer to the prompt, *"While I was on a computer in the computer center today, I…,"* more than half (52%) of the respondents answered "communicated with someone" (see Chart 6). More than one-third looked for employment (38%). One-third used the printer, scanner, or fax (33%). About one-fourth either found information about hobbies, travel, or other personal interests (28%); used a computer for entertainment (27%); and/or used software such as Google Docs, Excel, Word, or Photoshop (24%). Close to 1 in 5 used government resources (18%), found resources for business (17%), and/or found health information (17%). Some 15% used library resources (databases, catalog, etc.). Eleven percent did school work—and another 11% managed finances. Nine percent researched family or local history. Eight percent made online purchases or posted an item for sale. Significantly fewer respondents (3%) used a dating site or did something other than the activities mentioned above. "Other" activities included applying to college, administering a web site, and teaching others how to search.

Chart 6
Outcomes of Using Public Computing Centers
Open Access Outcome Survey



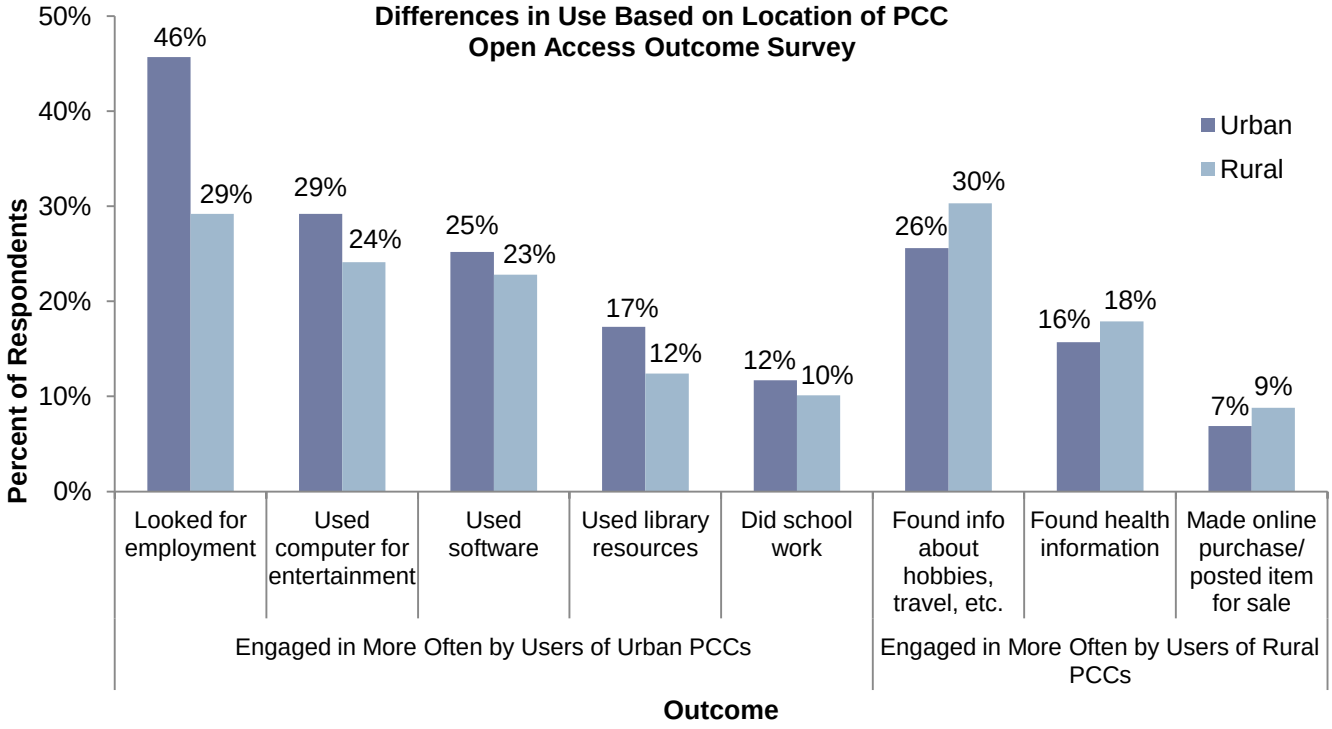
Use by PCC Location[5]

Eight of the 16 outcomes tracked in the survey were performed in equal measure by both rural and urban users. For instance, approximately 50% of respondents in both settings reported they communicated with someone while using the PCCs—and roughly 1 in 3 urban and rural respondents alike used PCC resources to print, scan, or fax.

Nearly half of survey respondents in urban areas indicated they looked for employment on PCC computers.

In what instances did significant differences appear? As depicted in Chart 7, close to half (46%) of urban respondents used PCC computers to look for employment. Their rural counterparts reported a much lower rate for this use (29%). Urban respondents also made more use of PCCs for: entertainment (29% vs. 24%), software (25% vs. 23%), library resources (17% vs. 12%), and doing school work (12% vs. 10%). Conversely, rural patrons made more use of PCCs for activities including: found information about hobbies, travel, or other personal interests (30% vs. 26%); found health information (18% vs. 16%); and made an online purchase or posted an item for sale (9% vs. 7%).

Chart 7
Differences in Use Based on Location of PCC
Open Access Outcome Survey



[5] Chi-square tests were used for all cross-tabular comparisons. Only those comparisons that are statistically significant ($p \leq .05$) are reported here.

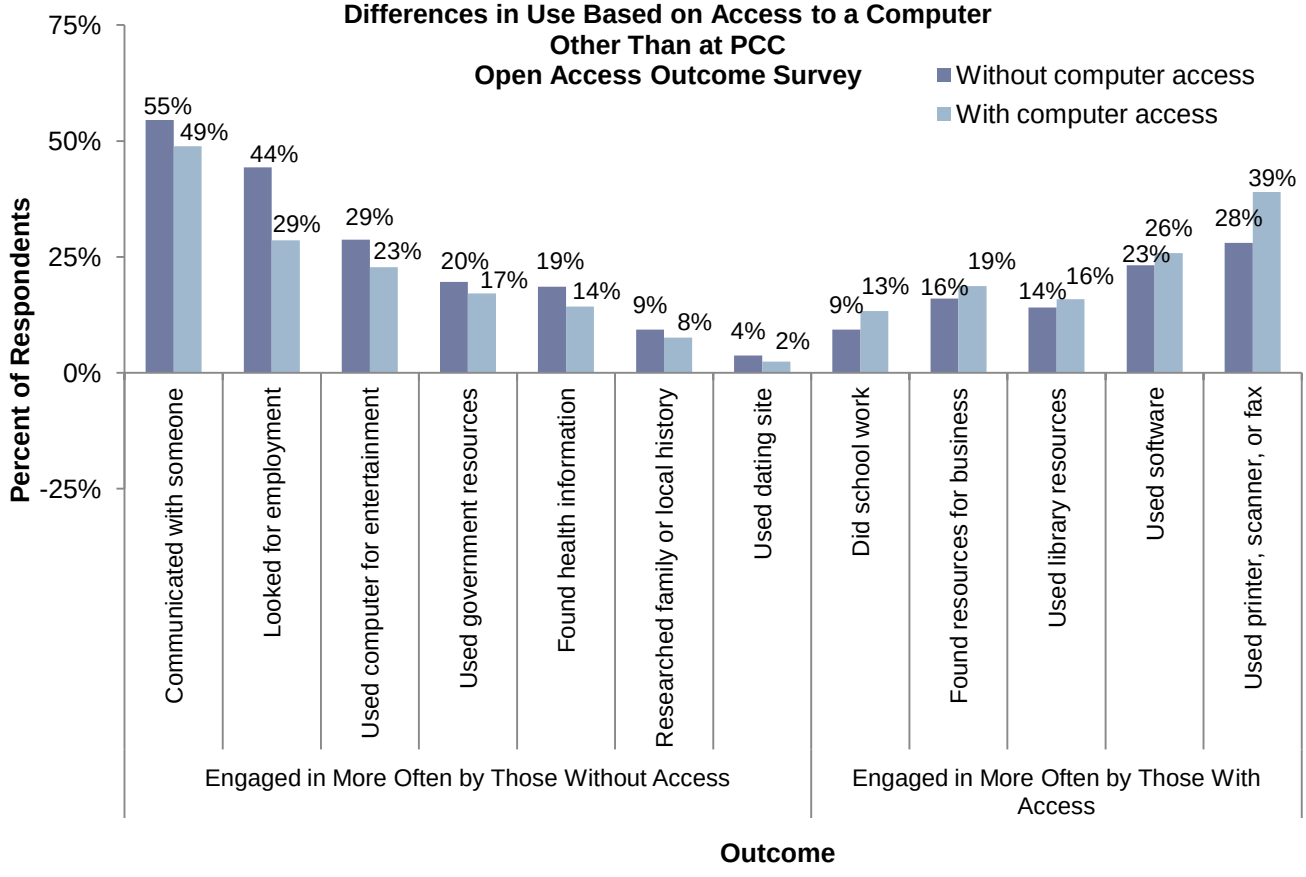
Use by Computer Access

Those without regular computer access other than the PCC engaged more often in communicating with others, looking for employment, and entertainment than their counterparts with regular computer access.

When compared with patrons who had regular access to computers outside of the PCC, patrons *without* alternative computer access used the PCC in the largest numbers for two particular activities (see Chart 8): communicating with someone (55% vs. 49%) and looking for employment (44% vs. 29%). Other activities more often engaged in by PCC patrons *without* alternative computer access included: using computers for entertainment (29% vs. 23%), using government resources (20% vs. 17%), finding health information (19% vs. 14%), and researching family or local history (9% vs. 8%). In addition, those *without* alternative computer access to the PCC used dating sites at double the amount of those who *did* have access to other computers, although the use numbers were relatively low overall (4% vs. 2%).

Respondents *with* regular access to another computer outside of a PCC made significantly more use of a PCC printer, scanner, or fax than did those *without* alternative computer access (39% vs. 28%). They were also more likely to use software (26% vs. 23%) and library resources (16% vs. 14%) as well as find resources for business (19% vs. 16%) on PCC computers then did those *without* alternative computer access. They also made significantly more use of the PCC facilities to do school work (13% vs. 9%).

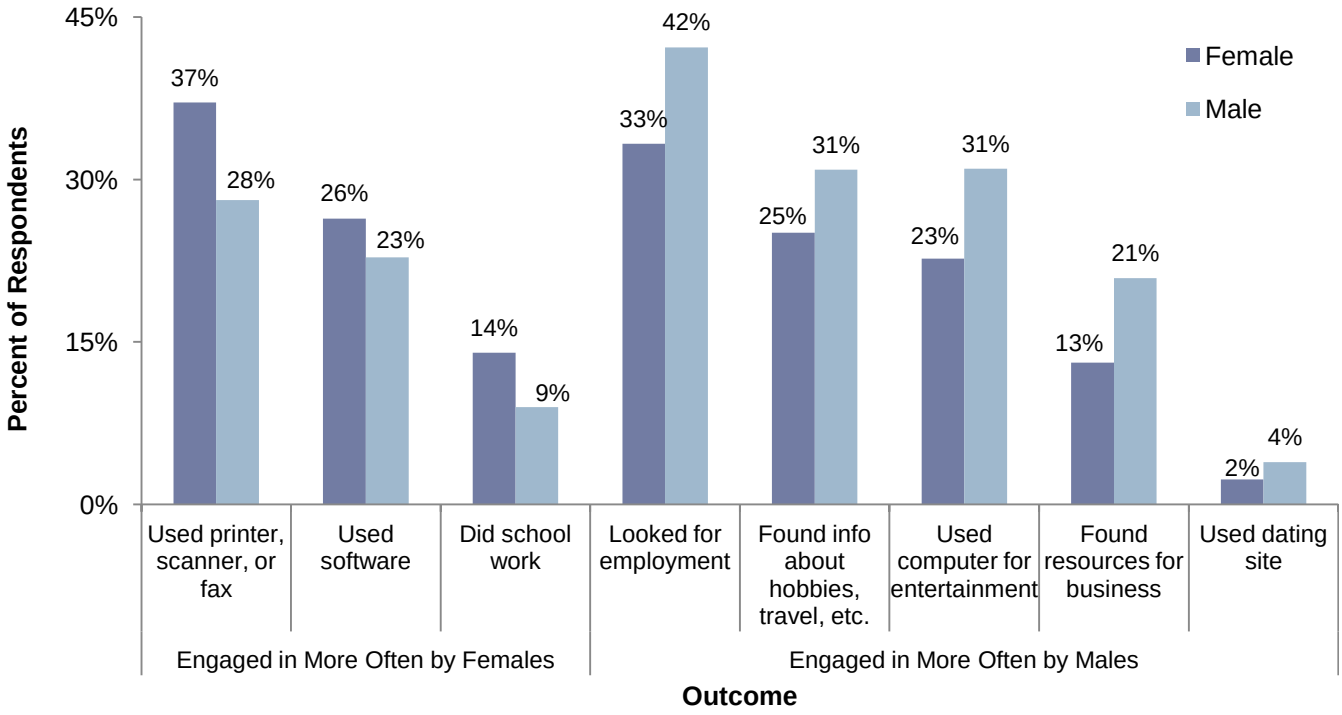
Chart 8
Differences in Use Based on Access to a Computer Other Than at PCC
Open Access Outcome Survey



Use by Gender

While survey results showed that about half of the 16 activities were mentioned relatively equally by male and female PCC users, the rest of the activities were significantly more often engaged in by one gender (see Chart 9). More female respondents than males used PCC equipment to print, scan, or fax (37% vs. 28%); work with software (26% vs. 23%); and do school work (14% vs. 9%). Conversely, more men than women said they used the PCC computers to look for employment (42% vs. 33%); find information about hobbies, travel, or other personal interests (31% vs. 25%); for entertainment (31% vs. 23%); and to find resources for business (21% vs. 13%). Though the overall numbers were relatively small, twice as many men as women used PCC computers to visit online dating sites (4% vs. 2%).

Chart 9
Differences in Use Based on Gender
Open Access Outcome Survey



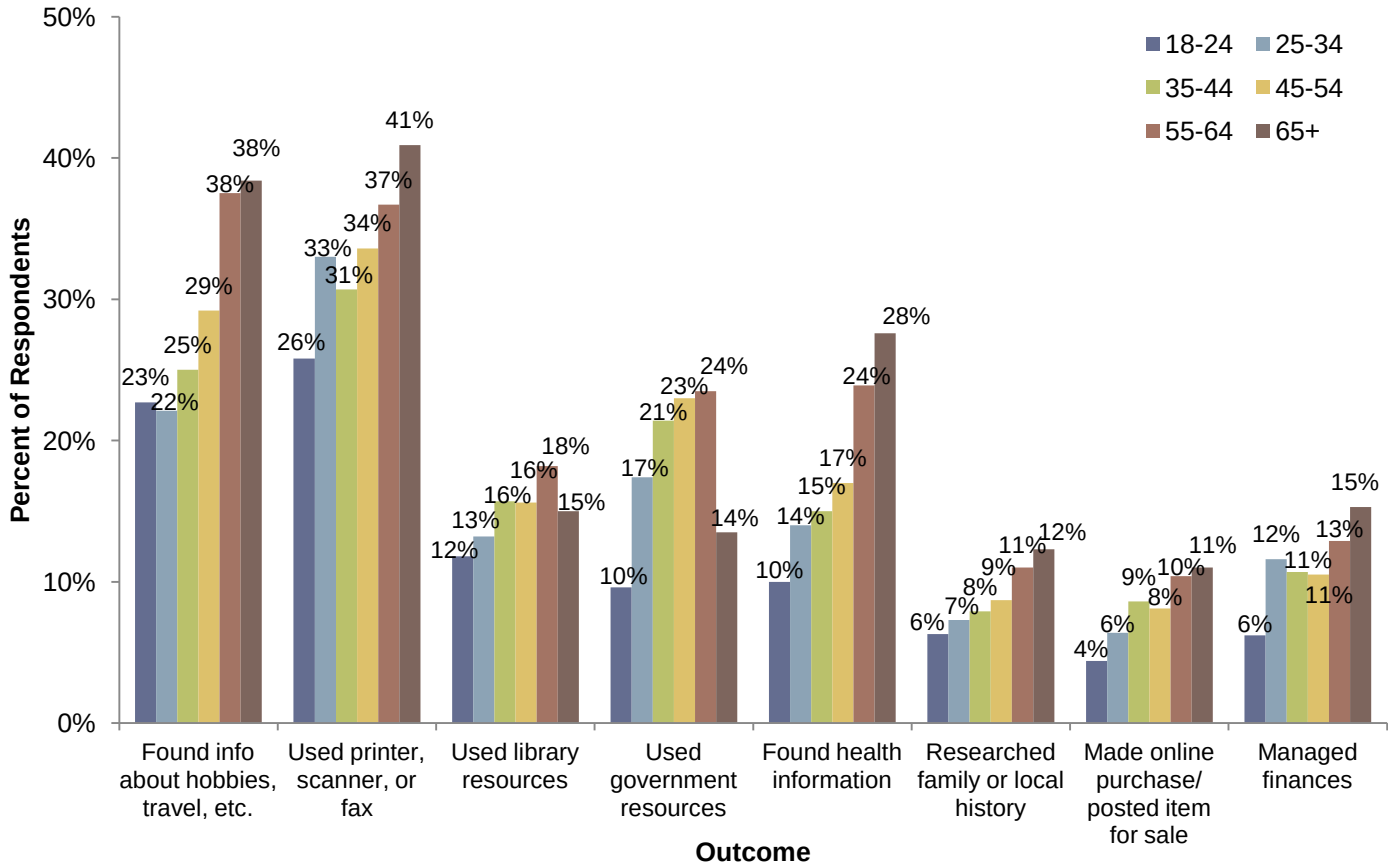
Use by Age

For 6 of the 16 activities tracked, PCC respondents' usage statistics generally increased along with patrons' age ranges: 18-24, 25-34, 35-44, 45-54, 55-64, and 65+ (see Chart 10). Those fitting into this pattern included: found information about hobbies, travel, and other personal interests (ranged from 22% to 38%); used printer, scanner, or fax (ranged from 26% to 41%); and found health information (ranged from 10% to

28%—a nearly 3-fold increase by the oldest group compared to the youngest group). Also showing a significant gain in use when comparing the youngest to oldest groups were: researched family or local history (ranged from 6% to 12%—double the use from one end of the spectrum to the other); made an online purchase or posted item for sale (ranged from 4% to 11%—nearly three times as much from end to end); and managed finances (6% to 15%).

Two other outcomes showed higher participation as age increased—but only until patrons reached the 55-64 age group. Amongst those 65+, use for these purposes decreased significantly: used library resources (ranged from 12% to 18% and then down to 15% for the oldest users) and used government resources (ranged from 10% to 24% and then down to 14% for the oldest users).

Chart 10
Outcomes Engaged in More Often by Older Respondents
Open Access Outcome Survey

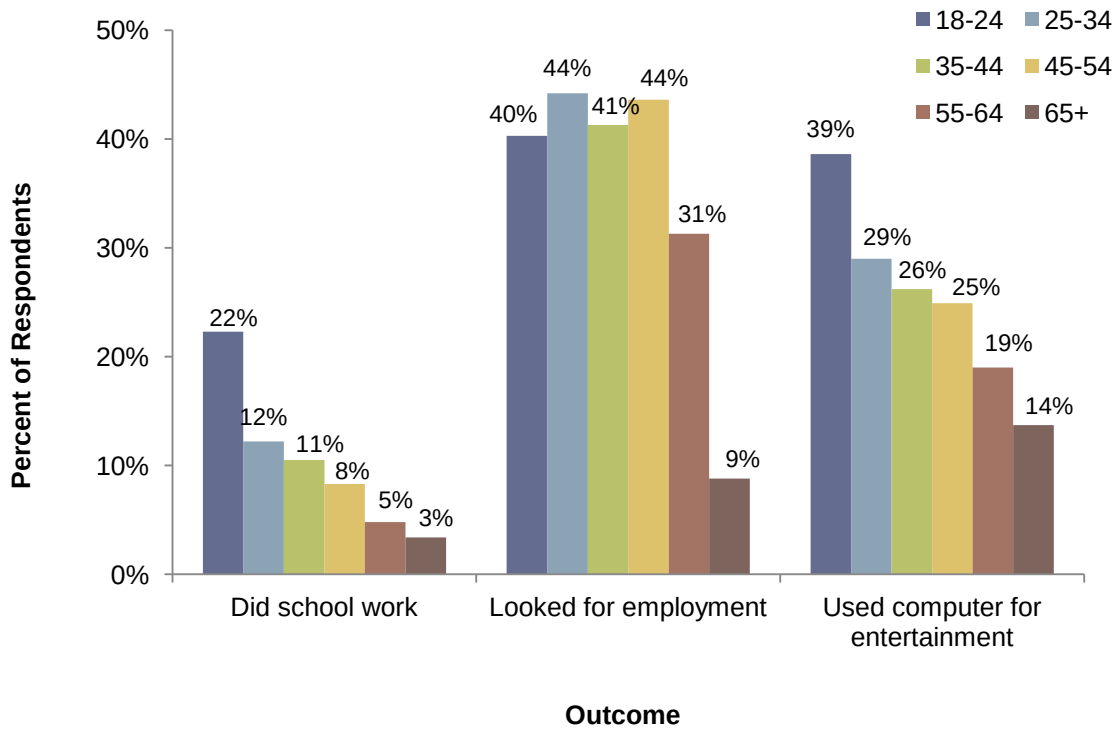


For 2 of the 16 activities tracked, the pattern was reversed. Use for these activities decreased as patrons' ages increased: did school work (ranged from 22% to 3%—more than 7-fold decrease from one end of the range to the other) and used

computer for entertainment (39% to 13%—3 times as high for the youngest compared to the oldest).

Younger patrons in the age ranges 18-54 (40%-44%) reported using PCC computers to "look for employment" more often than did their older counterparts (see Chart 11). PCC use for employment opportunities fell to 31 percent among those 55-64 years old and then to 9 percent for PCC patrons 65 and older.

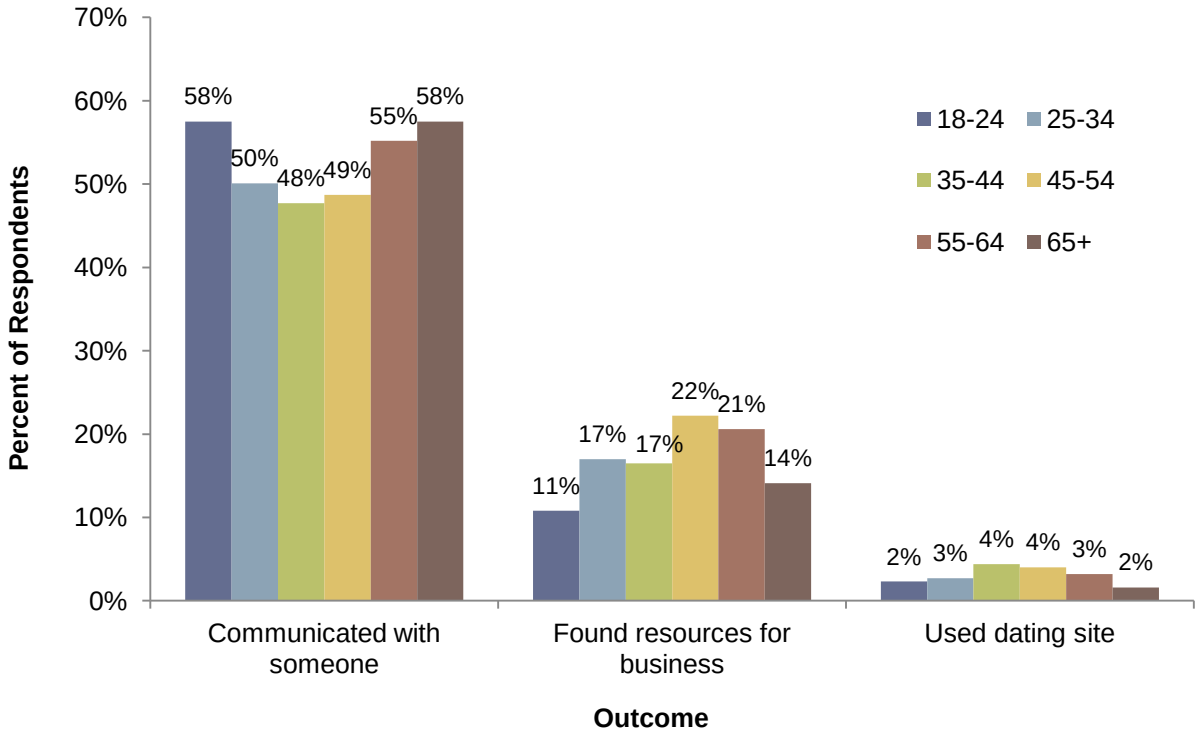
Chart 11
Outcomes Engaged in More Often by Younger Respondents
Open Access Outcome Survey



When compared to the youngest and oldest users, respondents in middle age brackets reported significantly more engagement in 2 activities. The first, "found business resources," reached a peak of 22 percent use for ages 45-54, compared with use by 11 percent for those aged 18-24 and 14 percent for respondents 65+. Also, PCC patrons in the middle age groups used dating sites at twice the rate of the youngest and oldest cohorts (4% for ages 35-54 vs. 2% for those aged 18-24 or 65+). In contrast, patrons of the middle age groups reported communicating with someone significantly *less* often than did users in the oldest and youngest age groups (48-49% for ages 35-54 vs. 58% by both the youngest and the oldest cohorts).

Younger respondents were more likely to use computer time to do school work or seek entertainment than were older respondents.

Chart 12
Differences in Use Based on Age Group
Open Access Outcome Survey



Use by Education Status

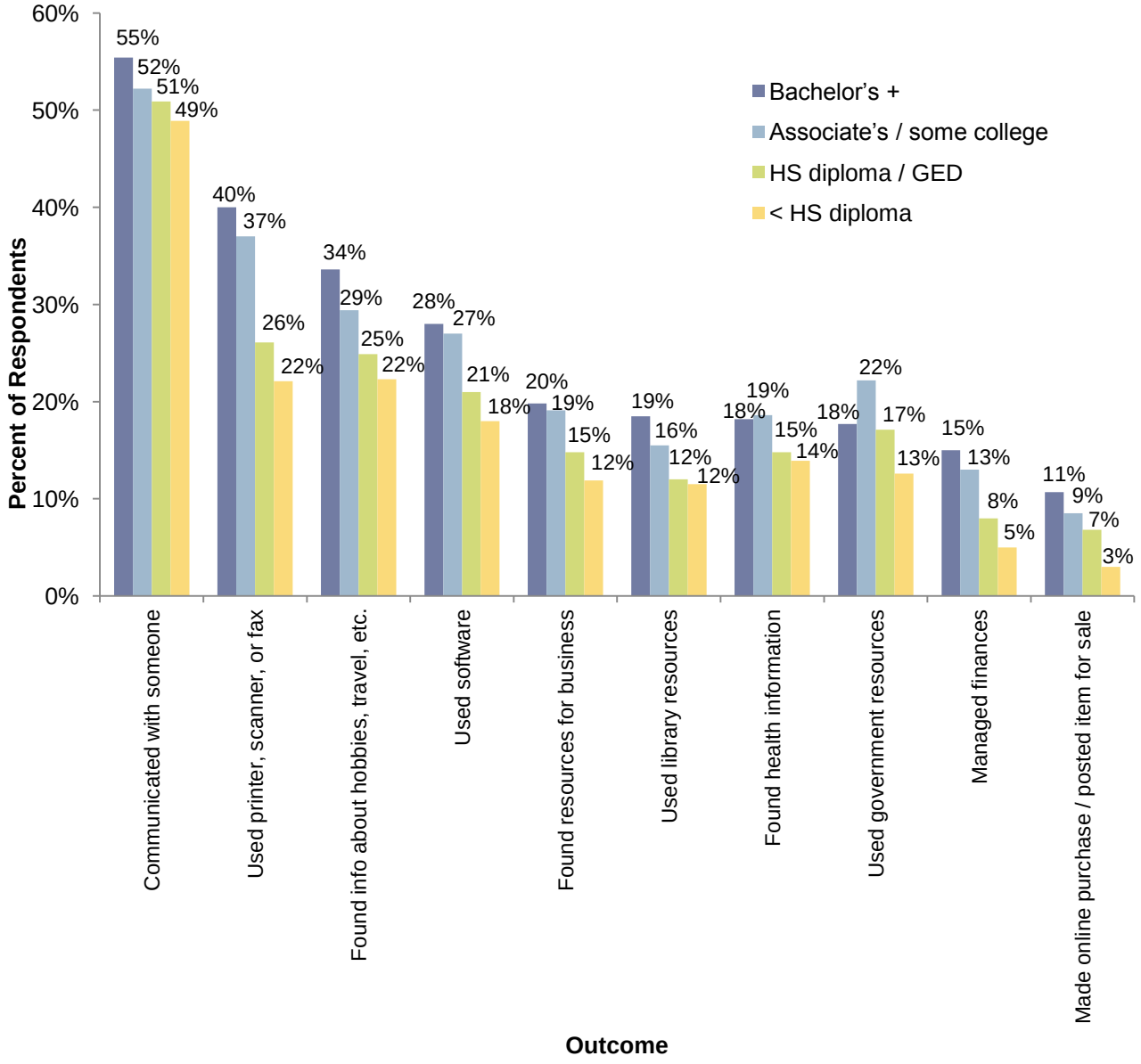
More highly educated users of PCCs engaged in 10 of the 16 activities significantly more often compared with less-educated users (see Chart 13). Of those activities, 4 showed the greatest proportional differences, in declining order from the most highly educated users (bachelor's degree or higher) to the least-educated users (those holding neither a high school diploma nor a GED): made online purchase/posted item for sale (ranged from 11% to 3%—nearly a 4:1 difference); managed finances (ranged from 15% to 5%—a 3:1 margin); used printer, scanner, or fax (ranged from 40% to 22%); and found resources for business (ranged from 20% to 12%).

Less dramatic—but still significant differences in activities performed—in declining order, from most highly educated users to least formally educated users included: communicated with someone (ranged from 55% to 49%); found information about hobbies, travel, or other personal interests (ranged from 34% to 22%); used software (ranged from 28% to 18%); and used library resources (ranged from 19% to 12%).

For 2 activity types, the highest rate of use occurred by respondents who had attained associate's degrees or completed some college: used government resources (22%

vs. 13% of those not completing high school) and found health information (19% vs. 14% of those without a high school diploma).

Chart 13
Outcomes Engaged in More Often by Better-Educated Respondents
Open Access Outcome Survey



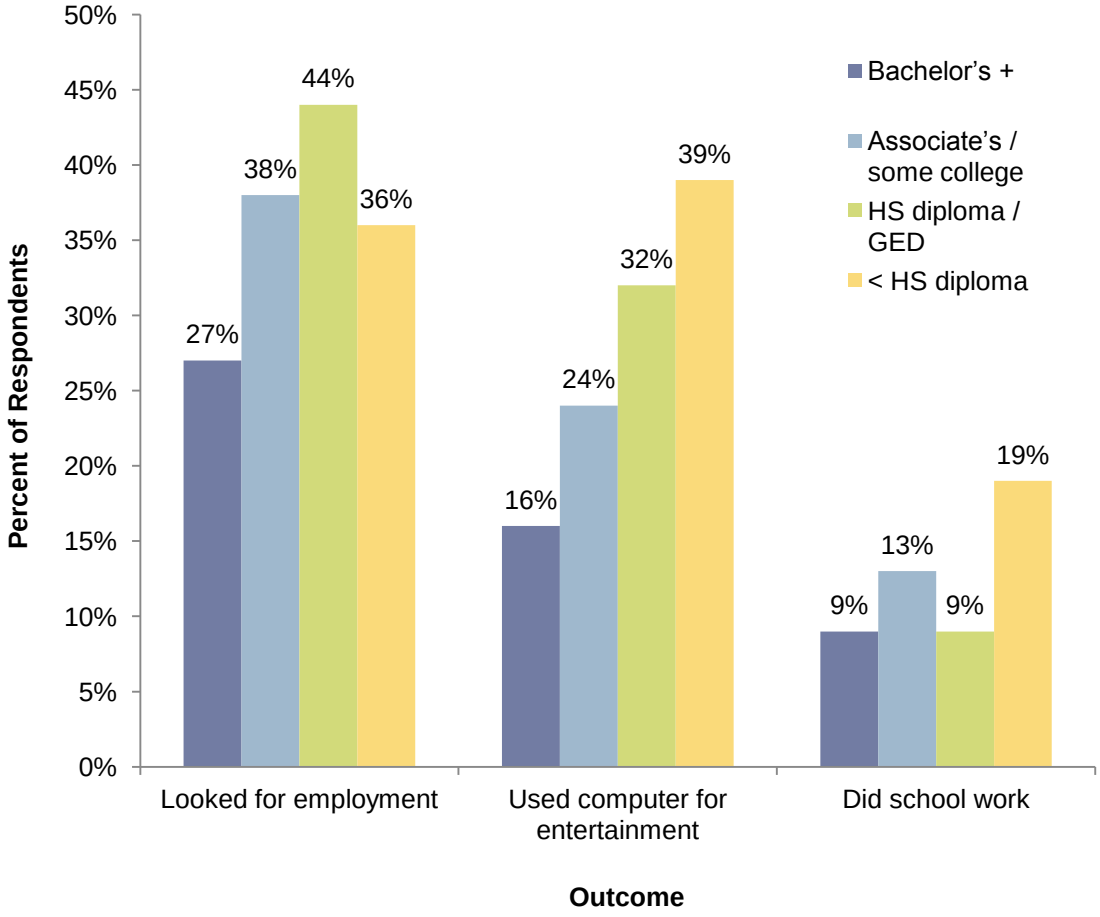
"Used computer for entertainment" proved to be the only PCC activity for which use increased consistently as education level decreased; the range began at 16 percent (for those holding a bachelor's degree or higher) and rose to 39 percent for those who had not completed high school (see Chart 14).

The outcome "looking for employment" was mentioned most often by respondents with a high school diploma (44%). Following thereafter: those with an associate's degree or some

college (38%), PCC users who had not completed high school (36%), and respondents who had obtained a bachelor's degree or higher (27%),

Respondents who had not completed high school were most likely to select the outcome "did school work" (19%). Those whose highest educational attainment was either an associate's degree or some amount of college mentioned this outcome at a rate of 13 percent. About 1 in 10 respondents (9%) who had completed bachelor's degrees or higher or whose formal education ended with a high school diploma or GED mentioned doing school work on PCC computers.

Chart 14
Outcomes Engaged in More Often by Less-Educated Respondents
Open Access Outcome Survey



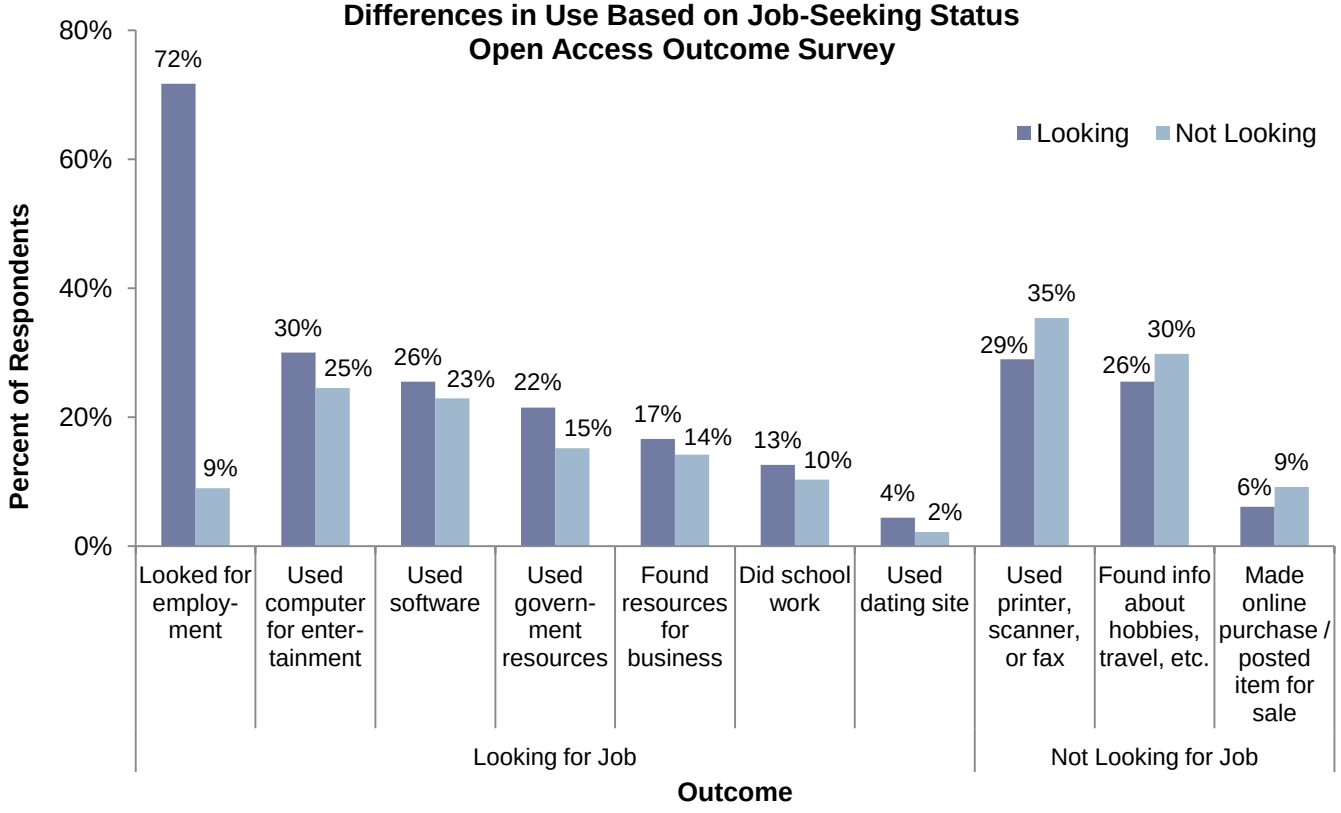
Use by Job-Seeking Status

Nearly three-fourths of respondents (72%) who identified themselves as looking for a job said they used the PCC computers to look for employment—as did 9 percent of those

identifying as not looking for a job (see Chart 15). Other PCC activities more often engaged in by those looking for a job (as compared to those not looking for a job) include: used computer for entertainment (30% vs. 25%); used software (26% vs. 23%); used government resources (22% vs. 15%); found resources for business (17% vs. 14%); did school work (13% vs. 10%); and used a dating site (4% vs. 2%—double the number).

Those who self-identified as not looking for work significantly more often mentioned 3 outcomes compared to those who responded they were looking for work: used printer, scanner, or fax (35% vs. 29%); found information about hobbies, travel, or other personal interests (30% vs. 26%); and made an online purchase or posted an item for sale (9% vs. 6%).

Chart 15
Differences in Use Based on Job-Seeking Status
Open Access Outcome Survey

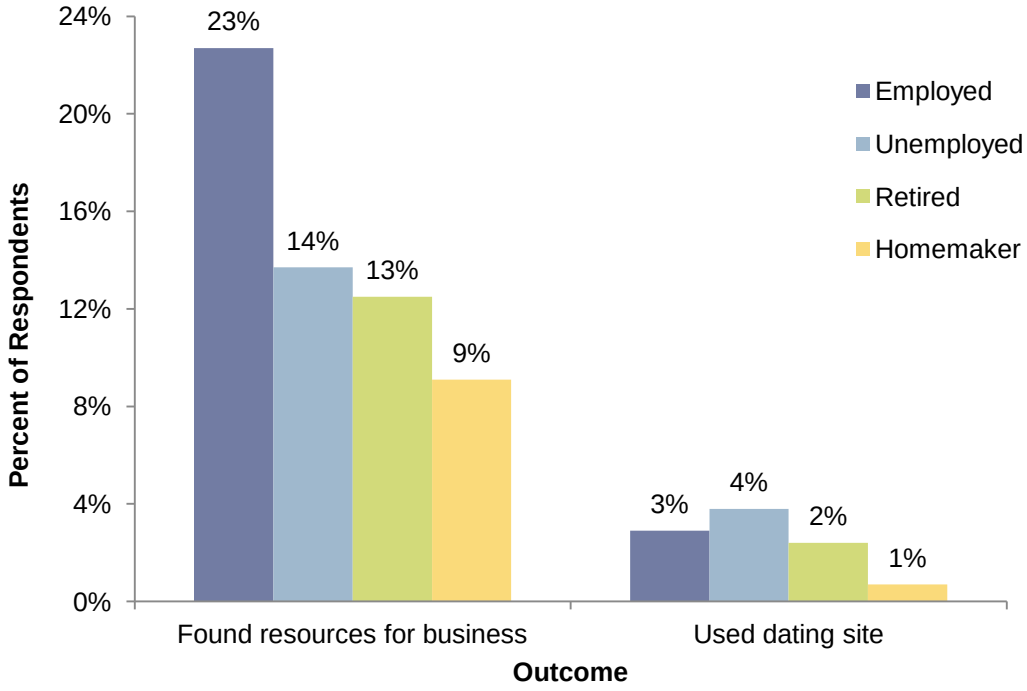


Use by Employment Status

When comparing outcomes across all work-related user types (employed, unemployed, retired, homemaker), respondents identifying as employed or self-employed used the PCCs to find business resources far more often than did any other group (23% employed, 14% unemployed, 13% retired, and 9% homemakers). In smaller numbers, but with significant differences among them, unemployed respondents (4%) reported using a dating site more than the other groups: 3

percent of employed (or self-employed) respondents used PCCs to access dating sites, while 2 percent of retirees and 1 percent of homemakers mentioned doing so (see Chart 16).

Chart 16
Differences in Use Based on Employment Status
Open Access Outcome Survey



Open-Ended Survey Responses

The survey also prompted, in open-ended format: *"Please tell us how the computer center helps you or your community."* Below are some highlights from these responses.

- *"Accessibility to a computer is essential, in today's world. When you are denied that, due to circumstances, etc., you can feel, and in many ways are, cut off from the world. I am grateful to the [library], for this service."*
- *"At this center I am able to do all kinds of things for our business I file my sales taxes check our bank accounts and I recently applied for a loan and did all the paperwork here. It also allow me to keep in touch with my family through email and facebook and I also pay my bills I am very thankful to have this great resource available."*
- *"Gives me the ability to purchase items not available locally and stay in touch with friends in other states."*
- *"Helps me keep in touch w/childrens teachers when I have no internet access."*

- *"I am a low income senior and cannot afford to buy a lap top so having a computer available to me for free is not only convenient but a necessity."*
- *"I have a computer but do not currently have internet success. I also do not have microsoft office so it's helps that I can use it here to build my resume and look for jobs."*
- *"I find that it is such a useful resource, especially since most all employment requires some type of online application, or preemployment testing. I also find that just being able to keep in touch with individuals who either do not have phone, (or cell phone) being able to have the resources to utilize e-mail makes life simpler. Thank you for this resource!"*
- *"I have no access to a printer other than at the library."*
- *"I live 45 minutes away from here, so I really appreciate being able to use the library computer when I need one while I'm in town (since I don't have a lap-top). thank you for this invaluable service."*
- *"I tutor a student using your resources."*
- *"I visit the computer center to print my homework assignments and letters to my grandmother."*
- *"This computer center is very helpful. I was able to renew my license online and look for health information. Thank you."*
- *"Accessing the internet is super important in our modern world. In a rural place… high speed internet can be either very expensive or impossible to get. I very much appreciate the ability to have endless information and communication opportunities..."*
- *"It allows me someone without internet access to stay connected to the internet, it also allows me the opportunity to apply to jobs so I can have the chance to get hired and find a home...instead of a car."*
- *"It helps me stay in contact with my family which is something that means a lot to me. We appreciate the services offered here very much."*
- *"It helps me to get my classes for college set up and to keep in touch with friends."*
- *"Keeps me in touch w/ my family, and helps me research necessary items I need to purchase w/ in my budget."*
- *"It provide access to computers and internet - for example my personal computer is down at the moment so I used the library to finish up some very important business that had to be done today!!"*
- *"My son and I both need to use a computer for school assignments. We can't afford to get a computer at this time."*
- *"Safe & good place to meet new and old members of the community. Also helpful to have employees around*

"Probably the most valuable resource, dollar for dollar, available to community. I have found jobs… researched…located tax information, and have done school work over the years. Thank you !!"

-Open Access Survey Respondent

to help those of us who aren't technologically up to date.Thank you!"

- *"The computer center is a wonderful resource for retirees to continue learning & keeps us in the loop for keeping up with technology. Also a great resource for those not able to afford internet at home!"*
- *"The computers here are a valuable community asset, we have no local tv radio stations, limited cable/internet services to our homes and would be at a great loss without our library computers!"*
- *"The access to the internet afforded by the public library is most probably the only reason that I am not absolutely bereft of any and all computer skills. Were it not for this access, as well as the assistance rendered via the classes offered; I would most likely be unemployed, if not unemployable, at this, would be, most inopportune moment."*
- *"When money is tight & you are trying to cut expenses, it is wonderful to have an option for internet access."*

Computer Skills Class Survey[6]

Demographics

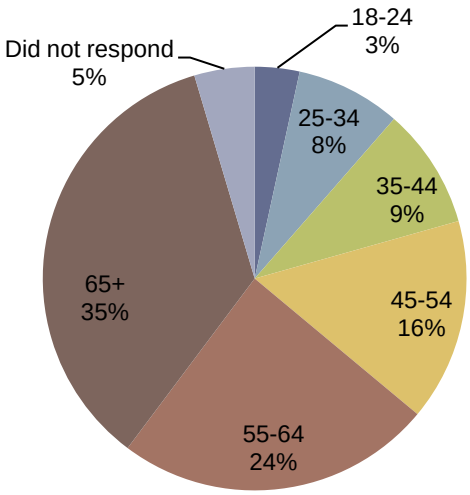
In total, LRS received 674 valid responses to the computer skills class survey. A total of 379 responses (56%) were received during the winter administration period from 29 PCCs; an additional 295 (44%) came in response to spring administration period classes at 26 PCCs. Half (337) of the 674 survey respondents attended classes in rural locales. The other half participated in classes in urban areas.

Ages

Participation in PCC computer skills classes was highest with the oldest cohort, ages 65+, at 35 percent, and steadily decreased with each age-range group (see Chart 17). Following in descending order: ages 55-64 (24%); ages 45-54 (15%); 35-44 (9%); 25-34 (8%); and 18-24 (3%).

[6] When interpreting the results for the computer class survey, it is important to note that class topics varied among the different PCCs, and that individual class attendees may have responded to the survey multiple times if they took multiple classes.

Chart 17
Age Group
Computer Class Survey

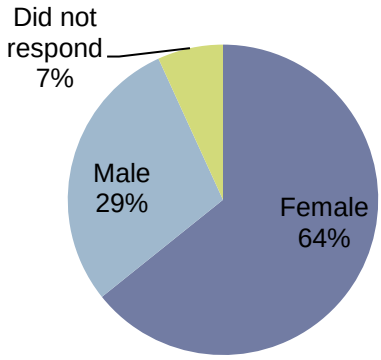


More than one-third of PCC computer class respondents were 65 years old or older.

Gender

As shown in Chart 18, nearly two-thirds of computer skills class survey respondents identified as women (64%). Less than a third identified as men (29%).

Chart 18
Gender
Computer Class Survey

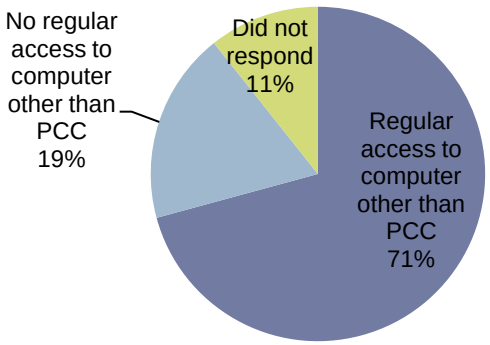


Regular Computer Access

Nearly 3 out of 4 respondents (71%) had regular access to a computer *othe*r than at the PCC (see Chart 19).

Almost 3 out of 4 computer class survey respondents had regular access to a computer other than at the PCC.

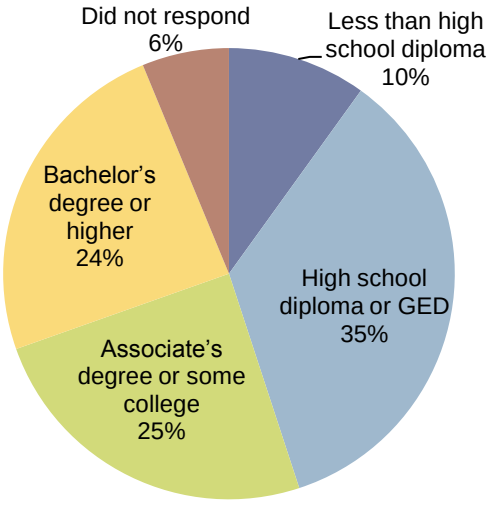
Chart 19
Respondents' Access to a Computer Other Than at PCC
Computer Class Survey



Education

Regarding class attendees' highest completed level of education, more than one-third (35%) indicated they had earned a high school diploma or received a GED (see Chart 20). One out of 4 (25%) held an associate's degree or had attended some college. An additional 24 percent held a bachelor's degree or higher. One-tenth of respondents reported not completing high school.

Chart 20
Highest Level of Education Completed
Computer Class Survey



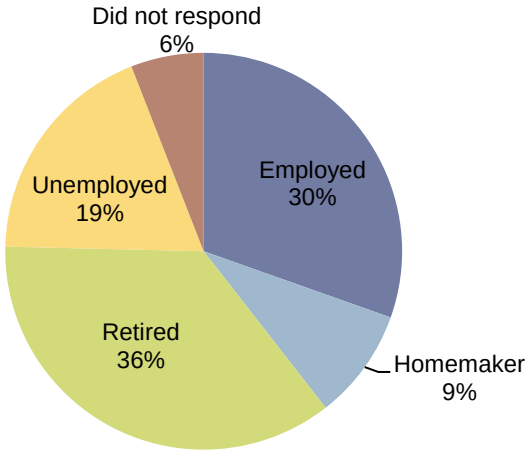
Employment Status

Close to one-third of class attendees (30%) identified their employment status as either employed by others or self-

employed. A slightly larger number (36%) reported they were retired. Attendees identifying as unemployed (19%) constituted approximately 1 of 5 participants and about 1 in 10 (9%) indicated they were homemakers (see Chart 21)."

Two-thirds of computer class survey respondents were either retired or employed.

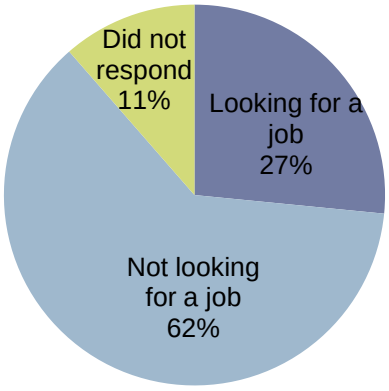
Chart 21
Employment Status
Computer Class Survey



Job–Seeking Status

Approximately 3 out of 5 respondents stated they were not looking for a job at the time of the survey (62%; see Chart 22). Slightly more than a quarter indicated they were looking for a job (27%).

Chart 22
Job-Seeking Status
Computer Class Survey

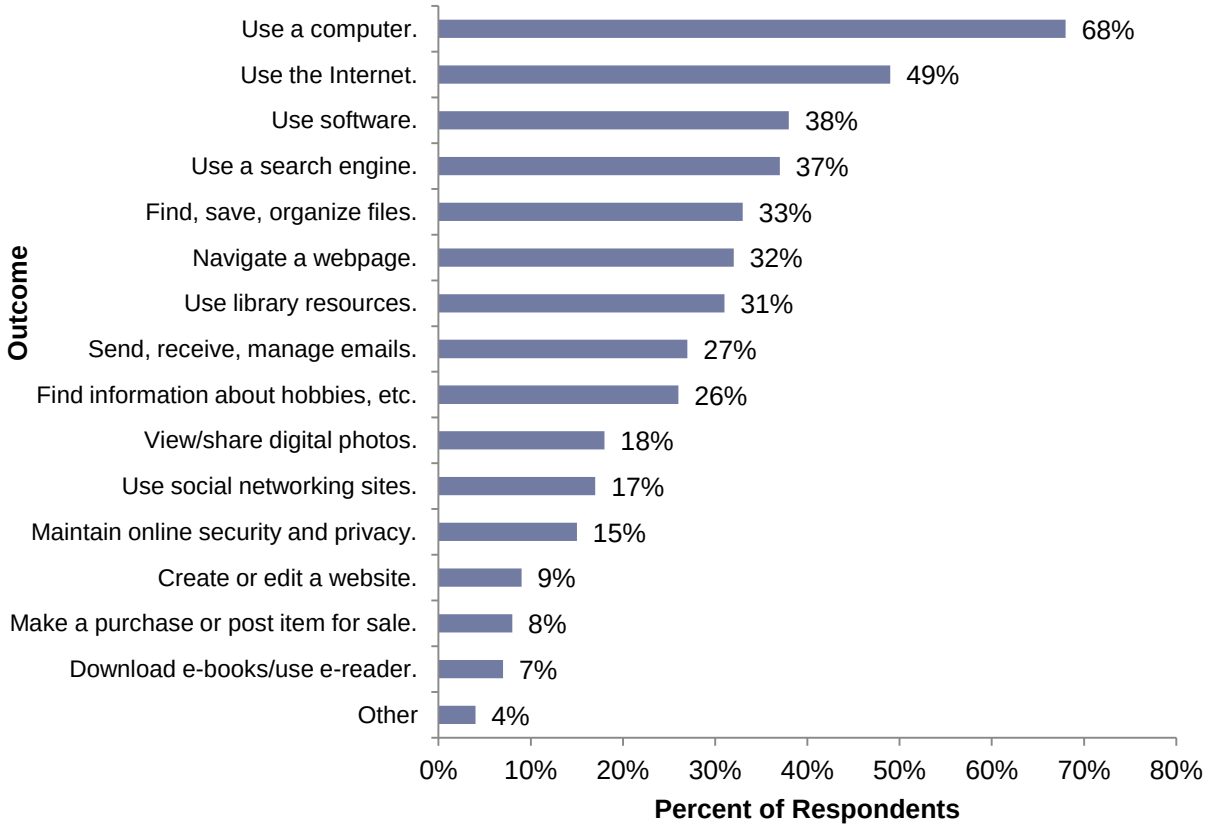


Outcomes

How Users Benefitted from Computer Classes

In answer to the prompt, *"After today's class, I am better able to…* (check all that apply)," results showed a little more than two-thirds (68%) of all responding class attendees answered "Use a computer" (see Chart 23). About half (49%) said, "Use the Internet." Close to 2 in 5 said they were better able to use software (38%) and use a search engine (37%), and about one-third were better able to manage files (33%), navigate a web page (32%), and use library resources (31%). A little more than one-quarter of the respondents replied that they could better manage email (27%) or find information about personal interests (26%). Nearly 1 in 5 indicated increased ability to manage digital photos (18%) or use social networking sites (17%). Respondents also said they had become better able to maintain online security and privacy (15%), create or edit a website (9%), buy or sell an item online (8%), and use e-books (7%). Four percent of respondents indicated "other" outcomes, such as improving skills at updating an operating system or bettering their ability to download and manage apps.

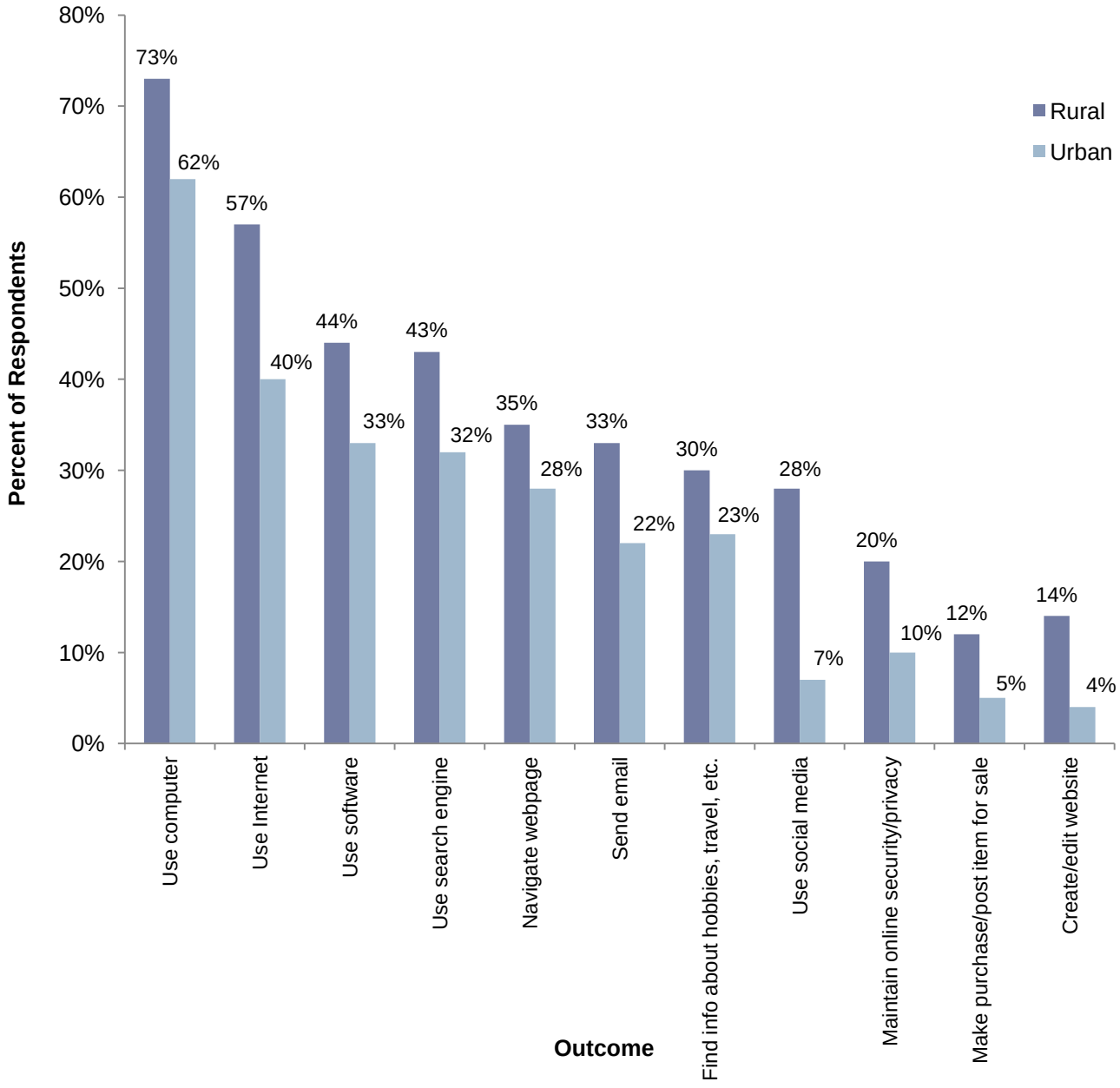
Chart 23
Outcomes of Taking Computer Classes
Computer Class Survey



Use by PCC Location

Compared to their urban counterparts, participants who took classes in rural PCCs stated improvement significantly more often in 11 of the 15 outcomes (see Chart 24). Among the greatest differences (a 2:1 margin or larger): create or edit a website (14% rural vs. 4% urban); use social media (28% vs. 7%); maintain online security/privacy (20% vs. 10%); and make online purchases/sales (12% vs. 5%).

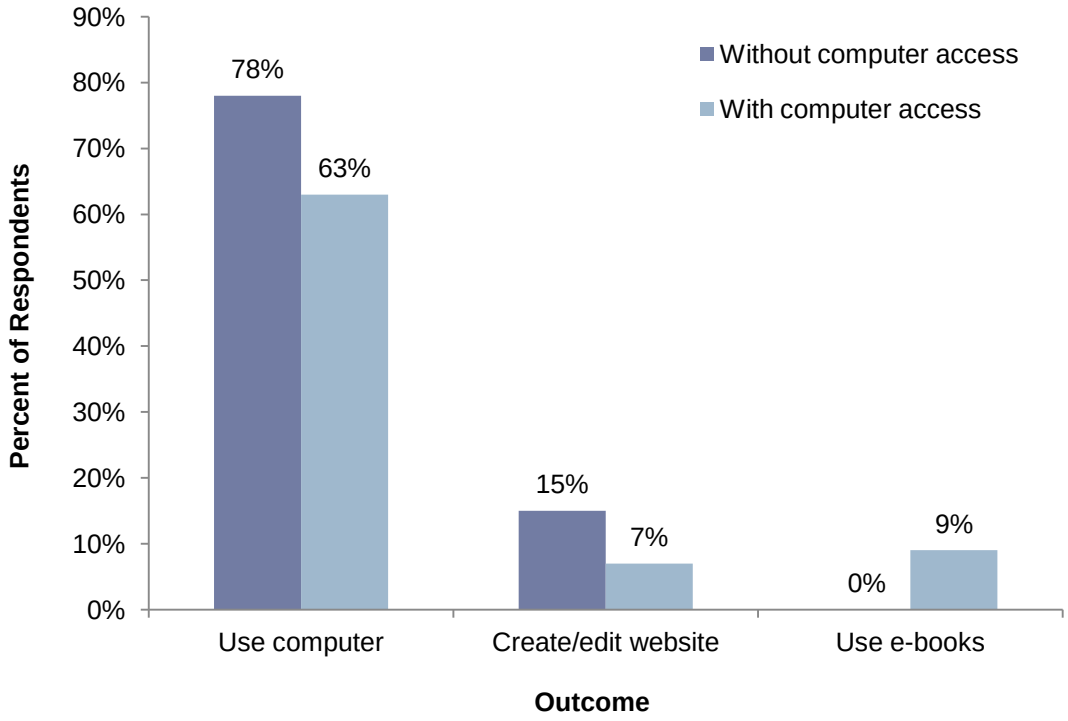
Chart 24
Participant Outcomes Based on Location of PCC
Computer Class Survey



Use by Computer Access

For 2 activities, class attendees *without* alternative computer access showed a significantly different mention of skills gain (compared to those with other computer access): using a computer (78% without access vs. 63% with access) and creating or editing a website (15% vs. 7%) (see Chart 25). Those *with* alternative access to a computer were the only ones who mentioned bettering their ability to use e-books (9% *with* access vs. none *without* access).

Chart 25
Participant Outcomes Based on Access to a Computer Other Than at PCC
Computer Class Survey

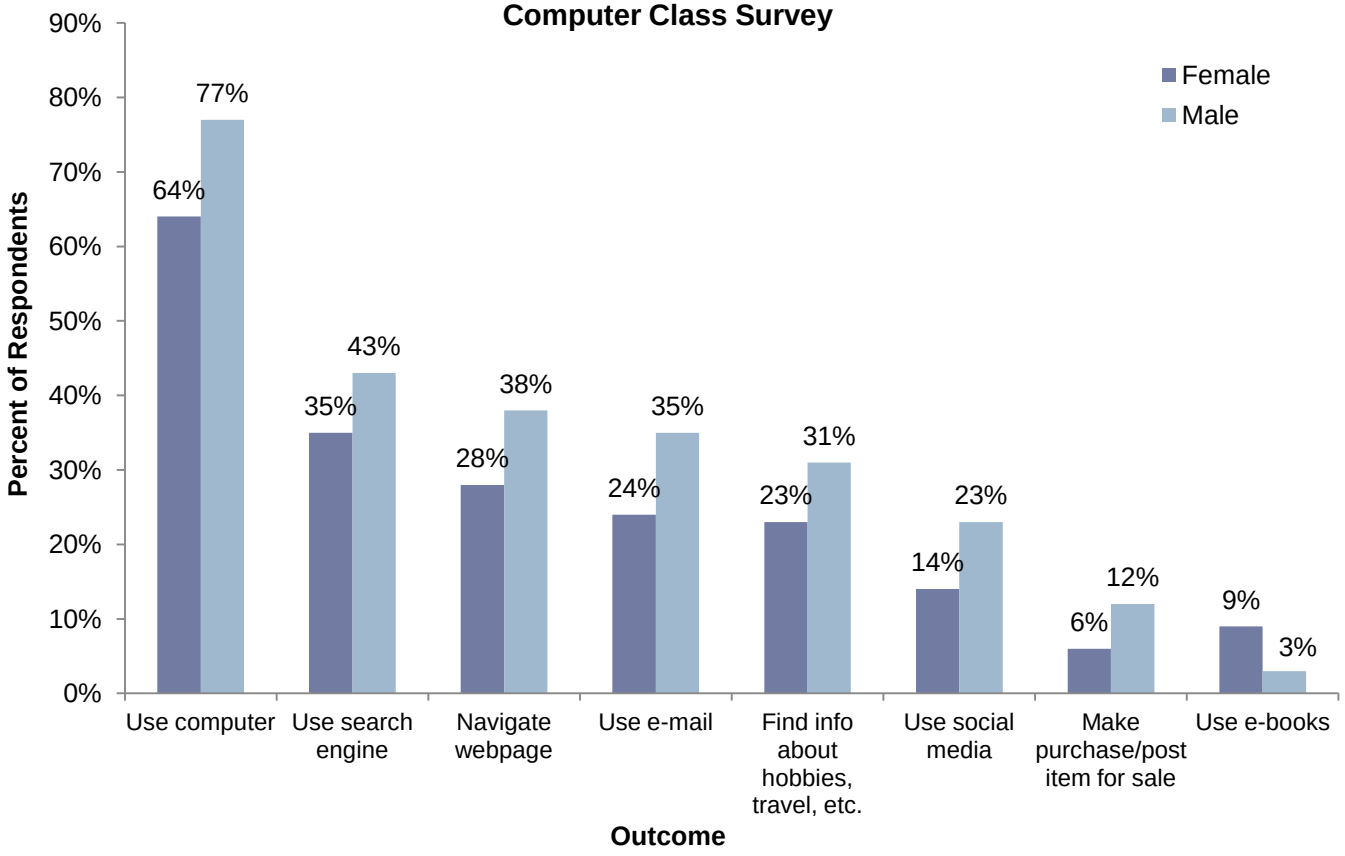


Females reported more improvement in using e-books than their male counterparts as a result of a PCC class.

Use by Gender

Male class attendees indicated improvement with 7 of the 15 tracked activities significantly more frequently than did females: using a computer (77% male vs. 64% female); using a search engine (43% vs. 35%); navigating a webpage (38% vs. 28%); using email (35% vs. 24%); finding information about interests (31% vs. 23%); using social media (23% vs. 14%) and making online purchases/sales (12% vs. 6%). Female attendees mentioned improvement with using e-books significantly more often (9% vs. 3%; see Chart 26).

Chart 26
Participant Outcomes by Gender
Computer Class Survey



Use by Age

Five activities are worthy of special mention regarding age and activity improvement (see Chart 27).

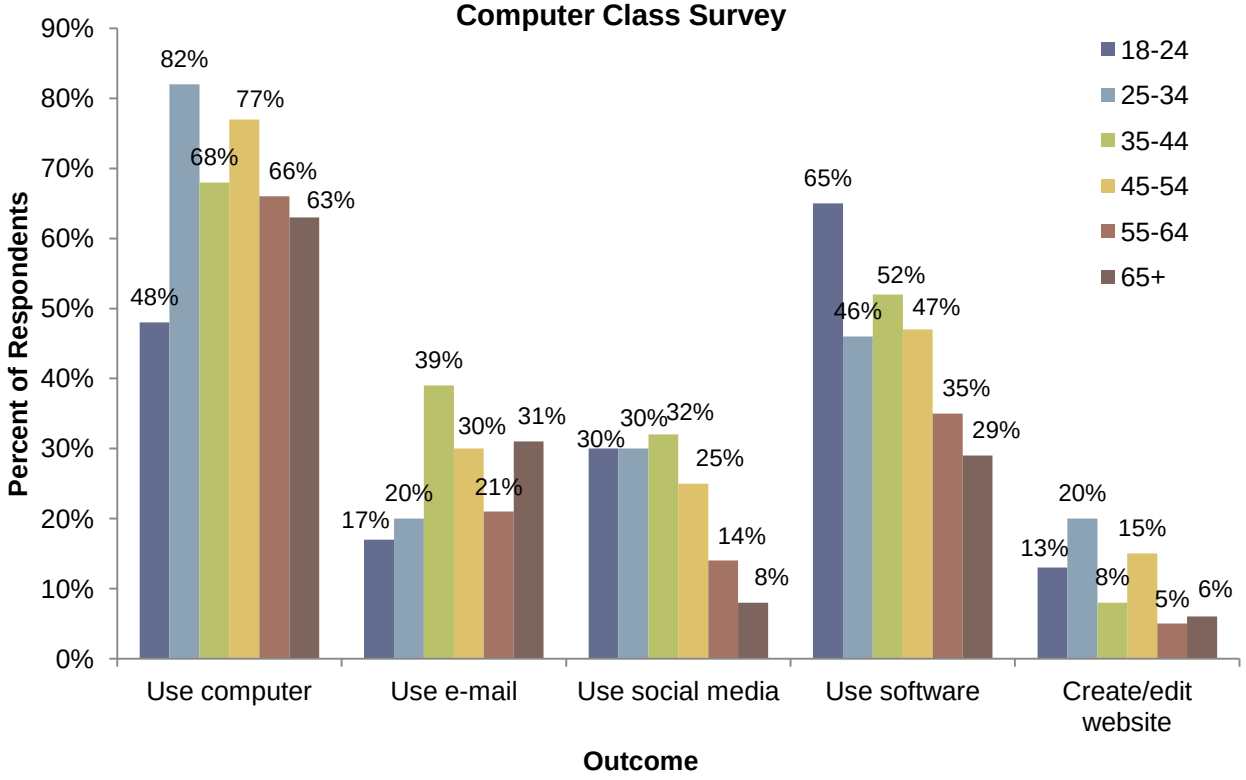
Only about half (48%) of the youngest cohort surveyed (18-24) mentioned bettering their ability to "use a computer"; whereas this was mentioned by four-fifths (82%) of 25-34-year-olds, three-fourths (77%) of 45-54-year-olds, and about two-thirds of those in the 35-44 (68%), 55-64 (66%), and 65+ (63%) age groups.

For 2 activities, the mention of ability-improvement generally trended downward from youngest to oldest: use of social media (30% youngest to 8% oldest) and use of software (65% to 29%).

Participants 54 and younger, particularly those in the 25-34 and 45-54 age ranges, noted improvement in their ability to create or edit web pages (13% of 18-24; 20% of 25-34; 8% of 35-44; 15% of 45-54). Relatively few attendees of older age groups mentioned improvement in this area (5% of 55-64 and 6% of 65+).

Nearly two-thirds (65%) of the youngest age group, 18-24, mentioned improving their software skills after taking a PCC class.

Chart 27
Participant Outcomes by Age Group
Computer Class Survey



As formal education levels decreased, increasing numbers of respondents noted improvement in using computers and social media.

Use by Education Status

Through the lens of education-attainment status, 5 activities showed significant differences in skill gain amongst class attendees (see Chart 28). For 2 outcomes, “use computer” and “use social networking sites,” increasing numbers of participants noted improvement as formal education levels decreased. Those without a high school diploma most often mentioned becoming better able to undertake these operations (82% use computer, 28% use social networking sites) after their class experience—followed by high school graduates (71% and 18%), people with some college experience or an associate’s degree (66% and 17%), and participants with bachelor’s degrees or higher (55% and 9%).

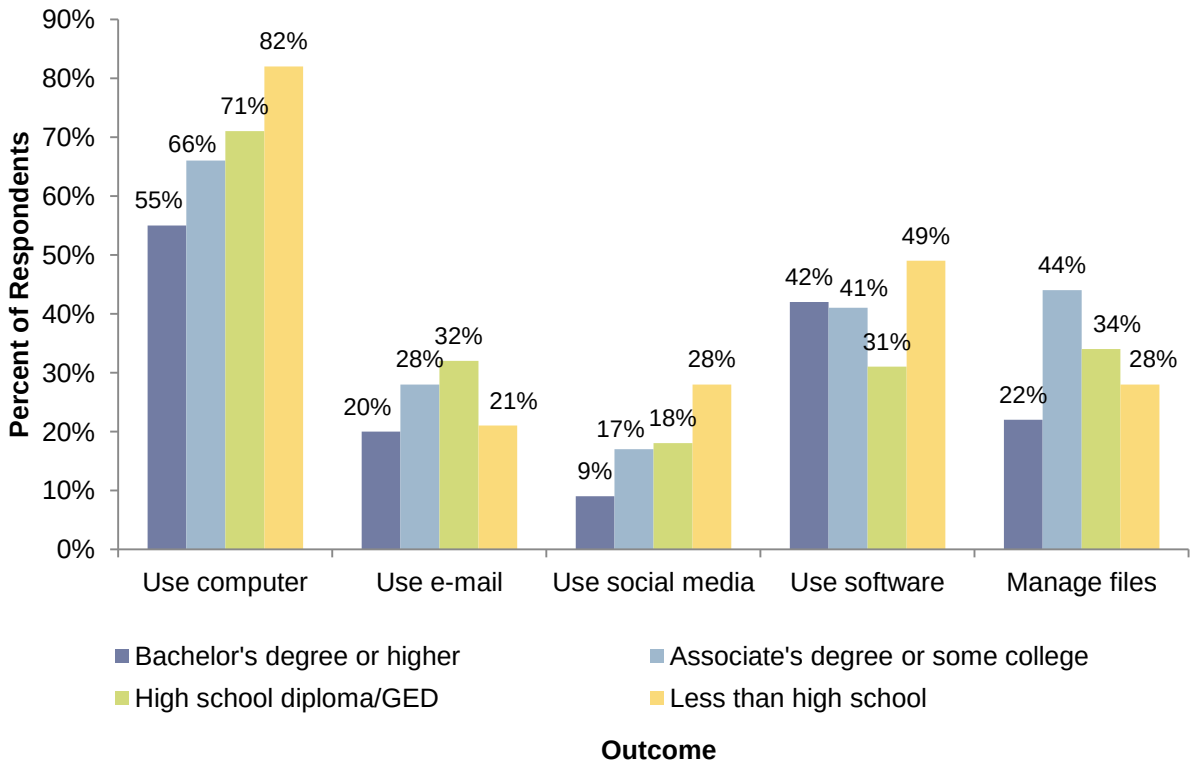
About half of the participants without high school diplomas (49%) and 2 in 5 of those with bachelor’s degrees or higher (42%) or associate’s degrees or some college (41%) indicated improvement in using software, whereas less than one-third of attendees with a high school diploma or GED (31%) did so.

High school graduates and those with some college experience or associate’s degrees (32% and 28%, respectively) mentioned improvement at sending, receiving, and managing email at nearly a 3:2 ratio compared with

participants with bachelor's degrees or higher (20%) and those without high school diplomas (21%).

Responses from attendees with associate's degrees (or some college experience) mentioned improvement with finding, saving, and organizing files twice as frequently as those with bachelor's degrees or higher (44% vs. 22%). High school graduates and those who had not completed high school also mentioned improving in this activity more often (34% and 28% respectively) than those with the highest levels of education attainment.

Chart 28
Participant Outcomes by Highest Level of Education Completed
Computer Class Survey



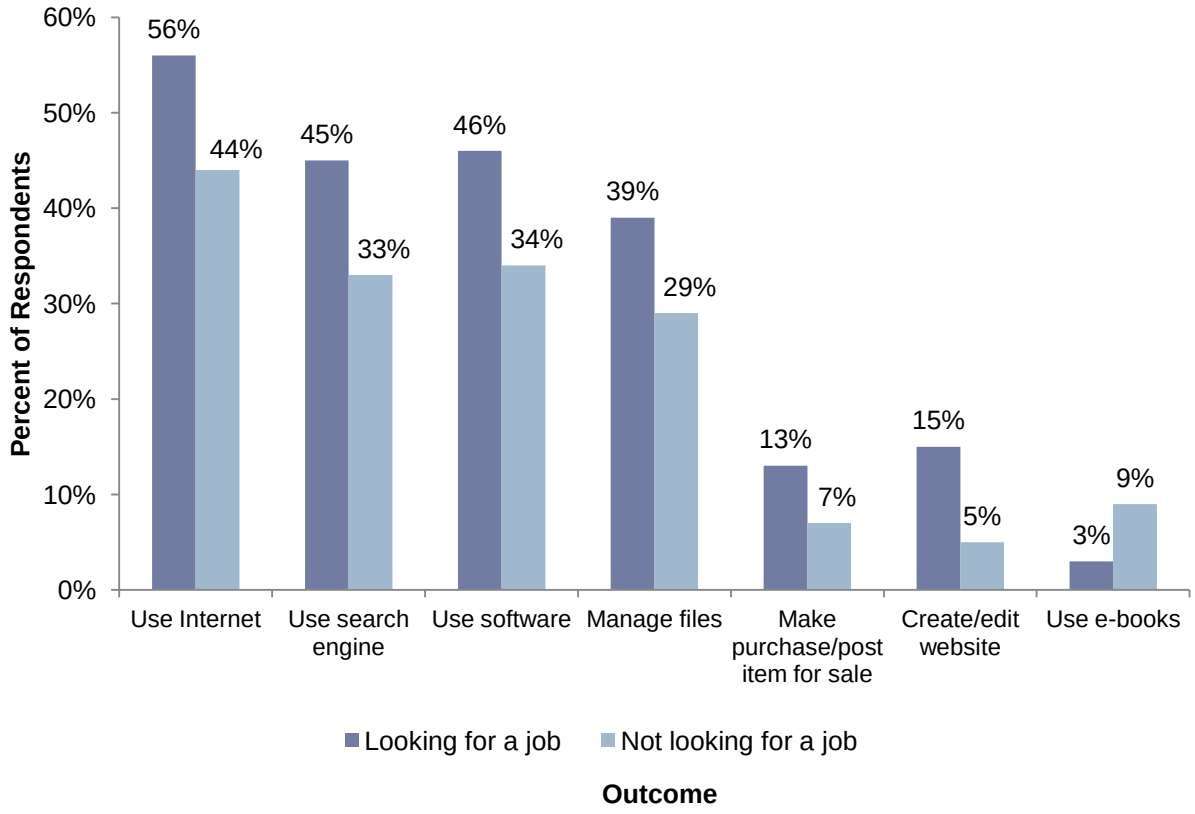
Use by Job-Seeking Status

Class attendees who identified themselves as looking for a job mentioned improving their skills significantly more often in 6 particular activities than those identifying as not looking for a job (see Chart 29). Survey results for the activity "create or edit a website" showed the greatest margin of difference among these groups. Of those *not* looking for a job, 5 percent mentioned increasing their abilities in this area while 15 percent of those who *are* looking for a job noted improved skills with creating or editing a website following the class. Other significant activities with marked differences between the "looking" and "not looking" groups include: managing files

(39% looking, 29% not looking); using a search engine (45% vs. 33%); using software (46% vs. 34%); and using the Internet (56% vs. 44%).

Respondents who are *not* looking for jobs made significantly more mention of improvement in using e-books then did participants who *are* looking for jobs (9% vs. 3%).

Chart 29
Participant Outcomes by Job-Seeking Status
Computer Class Survey

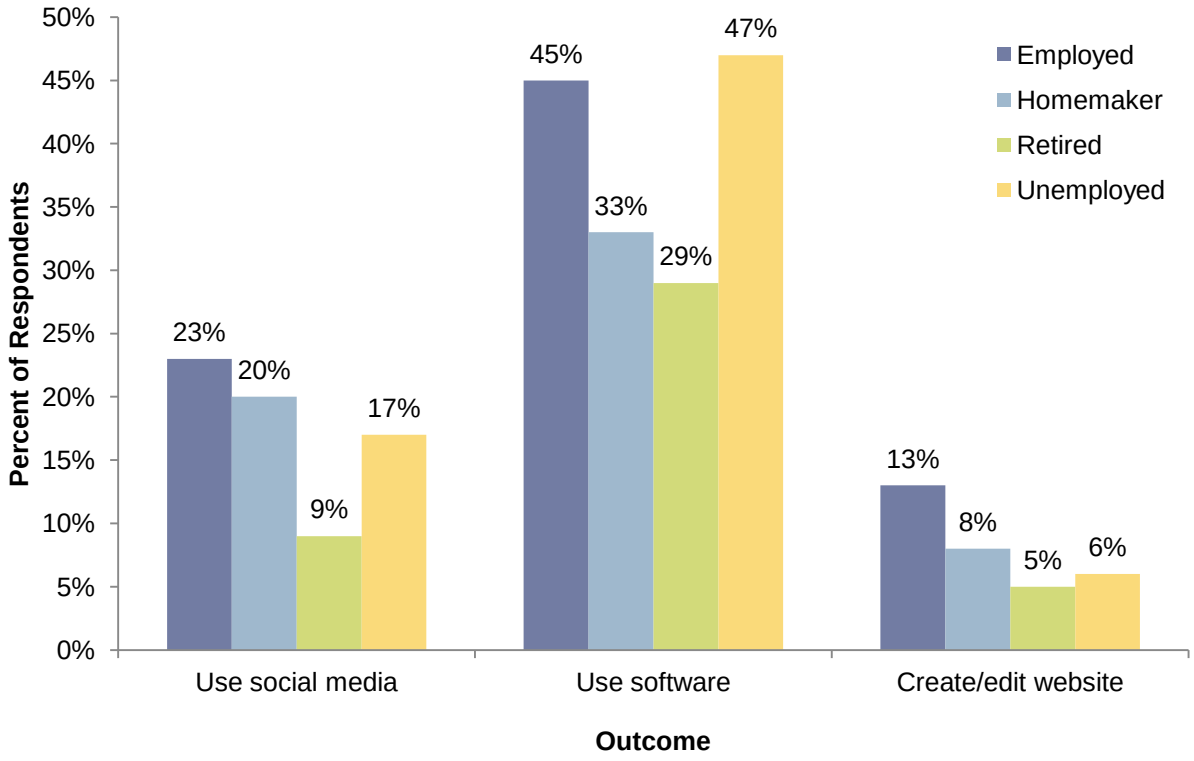


Use by Employment Status

Nearly half of both employed (45%) and unemployed (47%) survey respondents reported improvement in using software after taking a PCC class.

In 3 particular activity areas, when compared to other cohorts, survey results showed significantly less frequent mention of skills improvement by attendees identifying as retired (see Chart 30). “Use social media” was less frequently mentioned as a skills improvement area for retirees when compared to other groups (9% retirees; 17% unemployed; 20% homemaker; 23% employed or self-employed). Another such difference was reported regarding “creating or editing a website” (5% retired; 6% unemployed; 8% homemaker; 13% employed or self-employed). Improvement at “using software” was noted by nearly half of the employed or self-employed (45%) and unemployed cohorts (47%) as well as by one-third of homemakers; 29% of retirees responded likewise.

Chart 30
Participant Outcomes by Employment Status
Computer Class Survey



Open-Ended Survey Responses

Survey respondents were also asked to provide open-ended feedback to the prompt: *"Please tell us how the skills you learned in this class may help you."* Below are some of the responses from this section.

- *"The skills I learned today will help with my current job and any future ones. I can use these same skills at home. Thank you for the opportunity."*
- *"New adventures have opened up to me now. Friends and family are easier to reach and the information available is amazing. I started late on computers (2011) and this class has helped greatly."*
- *"It helped me feel more comfortable with the computer. Loved the class and great teacher who really wants us to learn. She just a great job."*
- *"Instructor was thorough & patient. Taught us not to be afraid."*
- *"I received a promotion at work thanks to [the PCC instructor] and my computer skills I am learning."*
- *"I will be able to use the [library] website from home, and do research using the [library] website. I now know how to access websites and save favorites."*

"The HTML & CSS Basics class allowed me to learn a skill that I had no experience in prior to this class. The instructor was knowledgeable. The information was easy to understand. The option of providing this type of class would not be possible without a convenient and updated technology lab."

-PCC Class Survey Respondent

- *"I had taken a basic email class before, but didn't know how to organize emails or send attachments. It also helped me navigate around the email page and use features that I didn't know were available."*
- *"I do historical talks- this can help me make presentations more interesting. Good instructor."*
- *"I am excited to use these new skills to check out books on my e-reader and on my i-pod. I have not been able to figure all of this out on my own."*
- *"I am currently seeking a job as an Admin. Asst. or Exec. Asst. I need to use Power Point, so now I have a good intro."*

Conclusion

Coloradans across the state have taken advantage of BTOP PCCs to obtain access to computers and to develop their computer skills.

PCC User Profile:

Age

Open access times attracted adults of all ages—those from ages 18 to 64 fairly evenly, and those ages 65 and older only slightly less. In contrast, computer class attendees tended to be older.

Gender

While open access users were as likely to be male as female, class attendees were predominantly female.

Educational Attainment

A quarter of both PCC user groups had college degrees, half attended at least some college, and a third was high school graduates.

Locale

Open access users and computer class attendees used PCCs in urban and rural locations equally.

Alternative Access to Computers

Compared with open access users, class attendees were more likely to have regular access to a computer outside of the PCCs.

Job-Seeking Status

Job seekers made up about one-third of open access users, and about one-fourth of class attendees.

Employment Status

Close to half of open access users were employed or self-employed and only about 1 in 10 were retired, whereas more than one-third of class attendees were retirees.

Open Access User Outcomes

Of open access users, more than half used their PCCs to communicate with someone, around a third looked for employment or used computer equipment (printer, scanner, fax), and about a quarter sought information about hobbies, travel, or other personal interests, used computers for entertainment, or learned to use software.

Computer Class Attendee Outcomes

Of class attendees, approximately two-thirds learned to use a computer; nearly half, the Internet; about a third, software, or a search engine. A similar proportion learned how to manage files, navigate a web page, and use library resources. About a quarter learned to manage their email and to find information about personal interests.

Voices of PCC Users

In open-ended survey responses, PCC users provided illuminating insights into how PCC resources and classes helped them and their communities. Some themes that emerged were:

1) *Connection to the world*: Respondents frequently equated Internet access with connection to the world—and wrote messages of thanks for the availability of hardware, software, and helpful/knowledgeable staff. Students told of using PCC resources to register for courses, do homework, and print out class assignments. Business people noted the benefits of having Internet access when away from home offices or on breaks. Seniors expressed excitement at having PCC-provided opportunities to engage with current computer-centered technologies. Job seekers wrote of their gratitude for PCC computers and Internet service to learn about available positions, fill out online-only job applications, and create and update resumes. PCC computer class attendees told of career-enhancing competencies gained and technology fears overcome.
2) *Pocketbook issues*: Patrons around the state commented on basic pocketbook issues: the costs associated with owning and maintaining computers and computer peripherals (unaffordable to many PCC users)—plus the price of Internet access, not to mention *high-speed* Internet access—were key

Respondents frequently equated Internet access with connection to the world—and wrote messages of thanks for the availability of hardware, software, and helpful/knowledgeable staff.

Across demographic groups, users expressed the relief they've experienced being able to use PCC facilities when their own computers and peripherals crashed.

reasons for appreciating PCC facilities and staff. A broad spectrum of PCC users valued being able to rely on PCCs to correspond with friends and family, locally and around the world, via email and social networking sites. Across demographic groups, users expressed the relief they've experienced being able to use PCC facilities when their own computers and peripherals crashed. PCC users also appreciated gaining access to PCC printers to create hard copies of desired information.

Next Steps

How can the results of this evaluation be put to use? Both class attendees and open access users reported substantial engagement with their PCCs. However, the activities with which people engaged and how they felt helped or better able to do something through those PCC experiences varied from group to group. Understanding the demographic constituencies drawn to different activities—and the more granular ways PCCs served user needs—can help BTOP administrators around the state better plan and utilize resources both now and in the future.

Appendix A: Open Access Survey

Computer Center Survey

[PCC Name]

Please take a moment to answer this anonymous survey. It asks you some questions about how you use this computer center and how it may have helped you. **You must be at least 18 years old to participate.**

Section 1: Please check all that apply.

While I was on a computer in the computer center today, I . . .

- ☐ Looked for employment (ex: job search, resume, application).
- ☐ Used the computer for entertainment (ex: videos, music, games).
- ☐ Used software (ex: Google Docs, Excel, Word, Photoshop).
- ☐ Used a dating site (ex: Match.com, eHarmony).
- ☐ Made an online purchase or posted an item for sale.
- ☐ Found resources for business.
- ☐ Found health information.
- ☐ Researched family or local history.
- ☐ Communicated with someone (ex: email, chat, Facebook).
- ☐ Found information about hobbies, travel, or other personal interests.
- ☐ Used government resources (ex: licenses, taxes, unemployment, disability, welfare, immigration).
- ☐ Did schoolwork.
- ☐ Managed finances (ex: bill paying, banking, investments).
- ☐ Used library resources (ex: catalog, databases).
- ☐ Used the printer.
- ☐ Other (please describe): _____

_____

Section 2: Please tell us about yourself. Check only one for each category.

Gender: ☐ Male ☐ Female

Age: ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65+

What's the highest level of education you've completed?

☐ Less than high school diploma ☐ High school diploma or GED ☐ Associate's degree or some college ☐ Bachelor's degree or higher

Employment status: ☐ Employed/self-employed ☐ Homemaker ☐ Retired ☐ Unemployed

Job-seeking status: ☐ Not looking for a job ☐ Looking for a job

Do you have regular access to a computer other than at this computer center? ☐ Yes ☐ No

Section 3: Please tell us how the computer center helps you or your community.

Thank you! If you have questions about your rights as a respondent to this survey, please contact the Library Research Service at lrs@lrs.org.

Appendix B: Computer Class Survey

Computer Center Computer Skills Survey

[PCC Name]

Please take a moment to answer this anonymous survey. It asks you some questions about how this computer class may have helped you. **You must be at least 18 years old to participate.**

This survey asks about lots of topics, some that were covered in this class and some that weren't. Let us know how this class may have helped you by checking all the answers that apply.

After taking today's class, I am better able to . . .

- ☐ Use a computer (ex: use the mouse and/or keyboard, print).
- ☐ Use the Internet.
- ☐ Use a search engine (ex: Google, Bing, Yahoo).
- ☐ Navigate a webpage (ex: click on links, use drop-down menus).
- ☐ Send, receive, and/or manage emails.
- ☐ Find information about hobbies, family history, finances, or other personal interests.
- ☐ Use social networking sites (ex: Facebook, Twitter, LinkedIn).
- ☐ Use library resources (ex: catalog, databases).
- ☐ Use software (ex: Word, Google Docs, Photoshop, Excel, Quickbooks)
- ☐ Find, save, and/or organize files on the computer.
- ☐ View and/or share digital photos.
- ☐ Maintain online security and privacy.
- ☐ Make an online purchase or post an item for sale.
- ☐ Create or edit a website.
- ☐ Other—please specify: _____

_____

Please tell us how the skills you learned in this class may help you. Continue on reverse if necessary.

Please tell us about yourself. Check only one for each category.

Do you have regular access to a computer other than at this computer center?

☐ Yes ☐ No

Gender: ☐ Male ☐ Female

Age: ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65 +

What is the highest level of education you've completed?

☐ Less than high school diploma ☐ High school diploma or GED ☐ Associate's degree or some college ☐ Bachelor's degree or higher

Employment status:

☐Employed/self-employed ☐ Homemaker ☐ Retired ☐ Unemployed

Job seeking status:

☐ Not looking for a job ☐ Looking for a job

Thank you! If you have questions about your rights as a respondent to this survey, please contact the Library Research Service at lrs@lrs.org.