

Public Library Usage Among College Students

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Public libraries are a staple in the United States, especially for individuals who are economically disadvantaged, have children, or are without access to computers and the internet. These aforementioned individuals use the library for programming such as book clubs and story hours, internet and computer usage, as well as access to print and audio visual materials. These institutions are not new, however. Public libraries have existed in the United States in their current form since 1833 (Brady & Franky, 2015). They are completely tax funded, and they loan out materials to those with library cards for a short time at no cost. These libraries serve everyone in the community from the young, old, rich, and poor.

There are also libraries that are more specific in their subject matter or the population they serve. These libraries are commonly referred to as academic libraries. They are provided to college students, staff, and scholars to meet their needs and are typically located on a university's campus. These libraries are designed to help students with their coursework, yet students may still venture out to smaller, community based public libraries because of comfort level, familiarity, financial, or familial reasons. However, does this phenomenon occur because college students are more socialized to visit public libraries, or are academic libraries not meeting the needs of all students enrolled at the university? There is currently not much literature that explores why college students use public libraries in addition to or instead of academic libraries. A study has not been conducted in over a decade addressing public library usage among college students, and in that decade of scant literature, public libraries have undergone major changes to the services and programs they provide for their patrons. No longer are they just places to rent books or seek research assistance from a librarian or information

professional. While these services still exist, they have expanded to include access to e-books, television and movie streaming, and video game downloads (Zickuhr, Rainie, & Purcell, 2013).

The literature has also yet to explore how public library usage occurs among college students in Appalachia. The Appalachian region is one that is known for its low socioeconomic status and lack of resources, all of which typically result in high public library usage. West Virginia, which is the only state to be completely submerged in the Appalachian region, has 173 physical library locations, with 33% being county level public libraries (National Center for Education Statistics, 2008). Currently, there is no existing research that focuses on college students in Appalachia or specifically West Virginia. Do those attending college or that are from West Virginia visit the public library more than students from other other regions of the US? They already meet most of the criteria of typical public library users, and thus these students would be likely to visit these public libraries.

Academic Versus Public Libraries: Differences Between Them

Before we begin looking at Appalachian college students, however, we need to establish what the difference is between a public library and an academic library. One of the major differences is the population they serve. Academic libraries are designed for the university community, whether that be students or faculty, while public libraries can be of use to anyone (Guion, 2014). Public libraries allow anyone with library cards to check out their materials. Academic libraries do not. One must be enrolled at the university or a faculty member in order to use or rent materials. The collections at each of these respected institutions vary as well. Academic libraries consist mainly of current research and other academic works such as dissertations, theses, and scholarly journals. Public libraries have a wide range of materials from fiction and nonfiction books, movies, video games, and audio books. As seen in the chart below,

public and academic libraries contrast in several ways with their collections, populations, loan periods, and services offered. The information included is from Drinko Library on Marshall University’s campus, and the Cabell County Public Library that is located in close proximity to campus. Both of these libraries are located in West Virginia, and will be the ones referred to in present research.

Cabell County Public Library	Drinko Library
Population Served: Everyone	Population Served: University Community
Book Rental: 3 Weeks	Book Rental: 6 Weeks (for students)
Technology Checkout: None	Technology Checkout: Laptops, webcams, DVD drives, calculators, cameras, laser pointers, HDMI cables, calculators, and headphones
Programming: Book clubs, story hours, book sales, author events, movie showings, adult crafts, genealogy workshops, creative writing groups, etc.	Programming: Reading events, book clubs, art exhibits, informational presentations, etc
Patron Services: Printing, copy machines, faxing, scanning, notary services, meeting room rental, information & referral, blind & handicapped services, literacy services, genealogy, academic, & job databases	Patron Services: Printing, copy machines, scanning, study room rental, interlibrary loan, ez-borrow, textbook loan program, academic databases
Collection: Adult fiction, nonfiction, local history, DVDS, CD’s, CD-books, playaways, juvenile and young adult fiction and nonfiction, books for blind and handicapped persons	Collection: Scholarly journals, dissertations, theses, academic books, DVD’s, bound periodicals

It is important to note that while Marshall University does have another library on campus as well as two others located off campus, Drinko is widely used among students and is the preferred place to study and visit. Also, even though Drinko Library does not provide as much programming for students as public libraries do, there are events on campus outside of the

library; however, the focus of this study is on the library and programming they provide. In regards to the Cabell County Public Library or CCPL, it will be the one referenced for the public library in Huntington. While Huntington does have smaller branch locations in addition to the CCPL, many college students from other areas are not familiar with them and mostly migrate to the CCPL, as it's the closest one to campus.

Who Uses Academic Libraries?

The current literature suggests that students from lower socioeconomic backgrounds or who are first-generation college students are significantly less likely to use the services at an academic library (Soria, Nackerud, & Peterson, 2015). These students likely do not check out materials or use online databases for access to journals and articles. This could take place because these students do not have time to physically visit the academic library due to outside employment, or these students are already familiar with public libraries and the services they offer (Soria et al., 2015). Because of their lower financial standing, they have likely already used a public library in some capacity prior to enrolling at the university, as the bulk of a public library's patronage are those who are economically disadvantaged (Antell, 2004). Soria, Nackerud, & Peterson found that standardized test scores in high school also indicated the frequency of academic library usage when entering college, particularly during a student's first year. If a student scored higher on the ACT or SAT, they were more likely to engage in the services and programs offered at their campus library than those who scored lower (Soria et al., 2015). However, is this lack of academic library usage among certain students related to lack of knowledge of how libraries work? VanHoose (2012) suggests that college students as a whole lack interest in learning about the programs and services that they offer. Could this be because their needs are fulfilled by the public library? Or do college students overestimate their own

research skills? Traditional college students typically have some research skills when entering the university because of their frequent use of the internet and other electronics. They are already somewhat savvy with using research databases and requesting books (Kunkel, Weaver, & Cook, 1996). Therefore traditional students may not feel the need to ask for help from campus librarians or learn about services further than those who come to college later in life or did not come of age with technology at their fingertips.

Non-Traditional College Students

Antell (2004) says that non-traditional college students are the ones who make up the majority of students who physically visit public libraries. She found that the patronage she interviewed for her study were older, had children of their own, or were commuter students. They visited the public library for their own convenience or for other personal reasons. Some of the recurring themes that Antell discovered were that students with children went to public libraries to do their homework because of the programming they offered. Public libraries had story hours and toys to occupy kids, but academic libraries were not as family friendly (2004). Academic libraries also proved to be daunting to first generation and nontraditional college students who were not as familiar with the research environment. Some struggled to locate the resources they needed for their classes, or they found the staff to be less friendly and willing to help on campus (2004). Meanwhile, Stone and Collins said that more mature students, such as graduate students, those who are older, and upperclassmen are more flexible in their choice of library. If needed, these students are willing to visit a public library or use their online resources to secure the materials they need more so than their younger counterparts (2012). Since these students are older and typically more mature, they may have outside commitments that require their time outside of school. This could include children and part or full-time jobs. These

obligations likely influence the student's decision to visit a public library. Perhaps they are not on campus as often as the freshman living in a dorm. The public library may be at a more convenient location for them to study and ask for reference assistance than the one located on campus.

Another sector of non-traditional college students that are users of the public library include those who are foreign exchange students. Asher and Case (2008) found that students who did not speak English as their first language were heavy public library users. They suggested that this usage occurs because these students may not have the economic resources to accommodate them on campus. They are also likely commuter students, as many of those in a foreign exchange program live with families off campus who sponsor them. Therefore the public library may be at a more convenient location for them versus trekking back to campus on weekends to work on homework and other assignments (2008).

As a whole, public library usage among non-traditional students does not seem to be that their needs are not being met by the campus library. Rather, their public library usage is one of personal convenience rather than academic libraries not meeting their needs or lacking in the services they provide.

Millennials Usage of Public Libraries

Millennials, on the other hand, make up the majority of the student body on campus. They are the traditional college students living in dorms and apartments nearby universities, and they are the ones who are in closest proximity to the campus library. Currently there is not a study that has examined if millennials use the public library in addition to or instead of the academic libraries provided for them. However, they are the generation that several researchers claim use public libraries the most. Recent research from Geiger (2017) says that millennials are

the most likely generation of Americans to be using public libraries. They are four in ten times more likely than the elder population to use online library services (Geiger, 2017). These services can range from access to ebooks and magazines, research databases, television and movie streaming, and free video game downloads (Zickuhr, Rainie, & Purcell, 2013). These services are unique to public libraries, and they are often not available in the same quantity or at all through an academic institution's library. Students who want access to fiction books and movies, for instance, will need to make the trek off campus to a public library to find what they want. According to Morris (2017), millennials are the generation with the most need for inexpensive and free access to print and audio visual materials. Millennials are still early in their careers and in school, and public libraries provide them with materials they could otherwise not access or afford. Millennials are less likely than other generations to physically visit public libraries, however (Peet, 2014). They are more likely to engage in a public library's digital resources and use their website, but they do not typically venture out to public libraries. This is because 98% of Millennials use the internet, so they are more likely to look into the online services offered versus older generations (Peet, 2014).

Scholarly Rationale

The term 'millennial' is one that covers a generational cohort that spans from 1982 to 2002. That twenty year bracket is one that encompasses everyone from ages 35 to 16. This is upperclassmen in high school, college students, recent college graduates and those early in their career, and many young parents with children. Most of the current literature arguing that millennials are using public libraries have not defined which millennials they are referring to. Is it the high school student who is still targeted by young adult programming at their local library? The college student who finds the library to be a more welcoming location for research

assistance? Or the young parent who brings her children to story hour? Future research needs to clearly define which millennials they are referring to when making blanket statements, as well as specifically look at college students and their usage of public libraries. With research saying that millennials are using public libraries and others saying that the older non-traditional students with families are using them, does this mean that all college students are venturing off campus to a public library at some point in their college careers? The current literature seems to suggest that all students, whether they are traditional or nontraditional, have at some point gone to a public library to meet their needs. Therefore my research should yield that college students across all demographics are engaging with public libraries in either a physical or digital capacity.

Qualitative Methods

The study used a mixed methods approach of an online Qualtrics survey that was shared on the researcher's personal Facebook account and distributed via email by University Communications to all registered students at Marshall University. It was approved by the Marshall IRB under study number 1125591-1 and titled "Public Library Usage Among College Students." It was conducted from January 23 to February 12, 2018 and received 268 responses, of which 255 were able to be used. When accessing the survey, students read the consent form provided at the beginning, and by saying yes, they agreed to take part in the study and that they were age eighteen or older. They also affirmed they were college students before answering any further questions. See Appendix A for consent form.

Qualitative Data

The Qualtrics survey was comprised of open-ended questions to gauge student attitudes and perceptions of public libraries with a short demographics section at the end. Participants typed their answers into text entry boxes for each question. The survey questions are as follows.

1. Do you think that college students use the public library?
2. What programming would entice you to visit a public library?
3. What services would entice you to visit a public library?
4. Do you think that public libraries are a dying industry?
5. Why are public libraries important?
6. What is your age?
7. What is your gender identity?
8. Do you consider yourself a traditional college student?

This self-selected group of students interested in public libraries provided data that was split in their attitudes regarding public libraries. 120 respondents out of 255, or 47%, answered positively about public libraries and whether their peers visited them, while 128 out of 255, or 50%, answered negatively. The remaining seven respondents did not understand the difference between a public and a campus library, and their responses account for less than one percent of the data. When answering about which programs and services would entice them to visit a public library, the most common themes that emerged were better computers and software, life skill classes, author events and signings, and informational speakers. Other less-common programming ideas were new/popular/rare books, book clubs, free movie showings, local history materials and events, wine/beer/food tastings, video game nights, art/craft clubs, family friendly programming, giveaways/prizes, writing workshops, and access to e-books and journals.

Meanwhile, 157 out of 255 participants or 62% said they believed that public libraries were a dying industry. Since this is qualitative data, it is not known if their reactions and own public library usage reflect whether they feel that public libraries are dying. Despite this statistic, however, the majority of respondents did say they felt public libraries were important in

the next question. Many of them cited the free services offered, family friendly environment, and safe community space as reasons that public libraries were important. Respondents also cited other reasons for its importance including literacy, housing of knowledge, programming, presence of librarians and other informational specialists. The most common answer, however, was that libraries were for everyone. Around 33% of respondents or 84 out of 255 answered that public libraries were important because they existed for the entire population. Many cited their grandparents or younger siblings and cousins as users, even if they themselves did not personally go. One participant wrote: “My grandmother goes to the public library one day every week. She's in her 80s, not exactly wealthy, and is still reading new books every week of her life. It's invaluable for health and for providing culture and education to everyone, not just affluent people.”

In terms of demographics and the variables being tested, 71% of the respondents were female and 29% were male, 15% had children and 84% did not, 51% were traditional students, 36% were nontraditional students, and 13% were unsure of what type of student they were. Despite the bulk of literature arguing that nontraditional students were the ones visiting a public library, their answers did not reflect higher usage or more positive views than traditional students. Those who self-identified as graduate students in their answers did have a higher frequency of public library usage than undergraduates, stating that they ventured to the public library at some point for research materials when working on their thesis. None of the questions on the Qualtrics survey asked that students report their own public library usage, so if they did not venture that information or self-identify as a public library user then they were not recorded as such. It is also important to note that this is not a representative sample.

Qualitative Analysis

The majority of respondents, regardless of their own public library usage, did point out the importance of public libraries for those of lower socioeconomic status and/or without internet access. One participant wrote: “Libraries exist to give everyone, no matter color, class, or creed, access to knowledge. Even though the Internet can provide a lot of that for people, I think libraries are more effective in providing culture.”

Another noticeable theme that emerged was that the programming and services that respondents said would entice them to visit a public library are already in place at many institutions. Some of the most common suggestions that respondents said include free movie showings, informational speakers, and author events and signings. The Cabell County Public Library, which is located less than a mile where the respondents attend school, already has these programs in place. Many public libraries, regardless of their locale, offer these as free programs for patrons, even for those without a library card. This suggests that public libraries should consider targeting college students in their advertising, or on the flip side, academic libraries taking note and implementing some of the programming suggestions.

Quantitative Methods.

Additionally, the study used a survey of students taking the general education classes of Marshall University’s Department of Sociology and Anthropology that was developed and administered by the department’s Senior Seminar course. It was approved by the Marshall IRB under study number 725823-6 titled “Capstone Survey.” The survey was conducted between January 31 and February 13, 2018, where the students entered 13 classes on the Huntington campus, read the consent statement, passed out the forms, and collected the forms through a slit on the top of a box to ensure anonymity. One class from the Teays Valley and the Mid-Ohio Valley Center campuses were administered by their instructors. The total population of in-class

students on Huntington campus was 422, from which we received 291 responses for a rate of 69%, the population from remote campuses was 25, from which we received 21 for a rate of 84%. The population of students in the department's general education courses are generally representative of the broader student body at Marshall who are taking general education courses.

Quantitative Data

The capstone survey was constructed with a section for basic demographics, a section asking how often respondents engaged in given behaviors, and a section of statements which the respondent would indicate four levels strongly disagree (1) to strongly agree (5) with neutral recorded but not prompted (see Appendix B for a copy of the consent form and survey). The questions asked specifically about libraries in a how often format are as follows below.

1. How often have you visited a public library since coming to Marshall?
2. How often do you get help from librarians at Marshall?
3. How often did you visit a public library before coming to college?

Overall, around 51% of students said they visited a public library either often or sometimes prior to enrolling at Marshall University, and 49% of them said they have visited a public library since becoming a college student. Around 27% of them ask for help from Marshall librarians. Respondents who were more likely to have visited a public library prior to coming to college were those who attended to news frequently, were involved in extracurricular clubs, and used the tutoring services provided by the university. Students who reported being food insecure or were users of the free tutoring service were more likely to get help from librarians at Marshall.

Library questions were also included in the section where respondents could agree or disagree with statements. They are as follows.

1. Public libraries are no longer useful in the internet age.
2. I prefer e-copies to physical copies of books.
3. Public libraries offer more than just books to their patrons.

Those who identified as conservative were more likely to say that libraries were no longer useful in the internet age and that they preferred eBooks to a physical copy of a book. Conservatives were less likely to say that libraries offered more than just books for their patrons as well. The capstone survey included a conservative ideology scale, which had a Cronbach $\alpha = .71$, and 16% of students scored above midpoint (i.e. the average of “neutral” for the 5 questions). The questions on this scale are as follows.

1. Mankind is supposed to exercise dominion over the earth.
2. America is letting in too many immigrants.
3. Sometimes it's okay for a species to die off for people to have jobs.
4. I support the coal companies doing what they need to for job creation.
5. The government is spending too much on the environment.

Another group of students who were less likely to engage with public libraries were those who scored above midpoint on the *partiers* scale. These students were more likely to agree that public libraries were no longer needed in the internet age. The *partier* scale had a Cronbach $\alpha = .72$, with 36% of students above the midpoint. The questions used in this scale are below.

1. Go out to a bar/dance club.
2. Attend or host a private party at someone's house/apartment.
3. Drink Alcoholic beverages.

Quantitative Analysis

One of the most interesting findings from the capstone survey was that conservatives generally held negative perceptions and opinions about public libraries across all questions included about them. This idea of political ideology influencing one's decision to use a public library has not yet been explored in the literature, and these findings suggest that one's political party can and does influence their usage and attitudes surrounding public libraries. Another unanticipated finding was that students who scored above the midpoint on the partier and jock scales were less likely to visit public libraries or view them favorably. This could be because their interests are elsewhere, and libraries of any type are generally associated with school and studying. This also has not been explored in the literature. Previous research has focused more on whether a student is traditional or non-traditional, not on what "type" of student that respondents are. Future research could examine this notion of students being jocks, partiers, and nerds in regards to their public library usage.

Those who frequented public libraries was not surprising. Those who used public libraries or regarded them favorably were those who attended to news frequently, were involved in extracurricular activities at school, used the tutoring services provided by the university, or identified as being food insecure. Those who watch and read news frequently are already interested in information and current affairs, both of which the public library can provide further information about. Extracurricular activities and clubs at school generally get students off campus and involved in the communities, which may be the reason why they visit the public library more than those who do not elect to join these groups. Those who use the tutoring service provided by the university are already interested in free services and will likely continue to sought them out. Finally, those who identify as being food insecure are likely from a lower

socioeconomic status and are familiar with public libraries because of the free services and access to community programs that they provide.

A theme that was discovered in Qualtrics that did not come up in the capstone survey was rural students being heavier public library users. This response was mentioned several times via Qualtrics, but was not found to be statistically significant on the capstone survey. Students were asked to identify what kind of area they came from, whether that be a large city, small city, town, or rural area, but students from a rural area were not found to be more or less likely to visit a public library. This could be explored further, especially in regards to Appalachia and West Virginia.

It should also be mentioned that the majority of respondents who took the capstone survey were underclassmen, with 57% being freshmen and 27% being sophomores, so the results are skewed in favor of younger students. There were very few upperclassmen and non-traditional students who took the survey, so the same findings can not be derived from their behavior. However, the findings do support that millennials, who made up the majority of the sample, are using public libraries to some degree and capacity.

Conclusions

This study concludes that college students primarily rely on the academic libraries provided and designed for them on campus. They recognize the importance of public libraries and understand their function in communities, and they are willing to visit them if needed for their reading material. College students are also overwhelmingly supportive of public libraries, even though this demographic is not the target population of these institutions.

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Appendix A.

Anonymous Survey Consent

You are invited to participate in a research project entitled “Public Library Usage Among College Students” designed to analyze whether college students use public libraries in addition to or instead of the academic libraries provided to them on campus. The study is being conducted by Marty Laubach and Brianna Shelton from Marshall University and has been approved by the Marshall University Institutional Review Board (IRB). This research is being conducted as part of the sociology senior capstone for Brianna Shelton.

This survey is comprised of open ended questions, as well as a short demographics section. Each question has a text box that participants may type their answers in. The survey should take about ten minutes to complete. Your replies will be anonymous, so do not type your name anywhere on the form. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you choose to not participate in this research study or to withdraw. If you choose not to participate you can leave the survey site. You may choose to not answer any question by simply leaving it blank. Once you complete the survey you can delete your browsing history for added security. Completing the on-line survey indicates your consent for use of the answers you supply. If you have any questions about the study you may contact Marty Laubach at (304) 696-2798.

If you have any questions concerning your rights as a research participant you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

By completing this survey you are also confirming that you are **18 years of age or older**.

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Table 1. Demographic Makeup of General Education Students in Capstone Survey

		Frequency	Percent	Valid Percent	Cumulative Percent
age by group					
Valid	1 18-20	239	76.4	76.8	77.2
	2 21-24	51	16.3	16.4	93.6
	3 25-29	10	3.2	3.2	96.8
	4 30+	10	3.2	3.2	100
	Total	311	99.4	100	
Missing	System	3	0.6		
Total		313	100		
gender_id					
Valid	1 male	110	35.1	35.8	35.8
	2 agender	3	1	1	36.8
	3 female	194	62	63.2	100
	Total	307	98.1	100	
Missing	System	6	1.9		
Total		313	100		
Race					
Valid	.00 not given	2	0.6	0.6	0.6
	1.00 white	255	81.5	81.5	82.1
	2.00 African Am	19	6.1	6.1	88.2
	3.00 Asian	5	1.6	1.6	89.8
	5.00 other	2	0.6	0.6	90.4
	6.00 international	10	3.2	3.2	93.6
	7.00 multiple	5	1.6	1.6	95.2
	Total	15	4.8	4.8	100
College class					
	1 Freshman	169	54	56.9	56.9
	2 Sophomore	78	24.9	26.3	83.2
	3 Junior	27	8.6	9.1	92.3
	4 Senior	21	6.7	7.1	99.3
	5 Grad student	1	0.3	0.3	99.7
	Total	297	94.6	100	
Missing	System	17	5.4		
		313	100		
		Frequency	Percent	Valid Percent	Cumulative Percent
College					

Valid	1.00 CAM	26	8.3	8.6	8.6
	2.00 CITE	15	4.8	5	13.6
	3.00 COB	9	2.9	3	16.6
	4.00 COEPD	12	3.8	4	20.6
	5.00 COHP	101	32.3	33.6	54.2
	6.00 COLA	61	19.5	20.3	74.4
	7.00 COS	61	19.5	20.3	94.7
	8.00 RBA	5	1.6	1.7	96.3
	9.00 UC	11	3.5	3.7	100
	Total	301	96.2	100	
Missing	0	12	3.8		
Total		313	100		
parent_class					
Valid	1 on assistance	11	3.5	3.7	3.7
	2 working class	68	21.7	22.6	26.2
	3 lower middle	44	14.1	14.6	40.9
	4 middle	109	34.8	36.2	77.1
	5 upper middle class	61	19.5	20.3	97.3
	Total	8	2.6	2.7	100
Missing	0 no answer	301	96.2	100	
	System	12	3.8		
	Total	313	100		
Total		11	3.5	3.7	3.7
Household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 traditional	178	56.9	60.3	60.3
	2.00 extended	9	2.9	3.1	63.4
	3.00 blended (step-)	40	12.8	13.6	76.9
	4.00 single father	7	2.2	2.4	79.3
	5.00 single mother	61	19.5	20.7	100
	Total	295	94.2	100	
Missing	0	18	5.8		
Total		313	100		
		Frequency	Percent	Valid Percent	Cumulative Percent
education mother					
Valid	1 no HS degree	7	2.2	2.3	2.3
	2 HS degree	85	27.2	27.9	30.2
	3 some college	26	8.3	8.5	38.7

	4 Associate	53	16.9	17.4	56.1
	5 Baccalaureate	83	26.5	27.2	83.3
	6 Graduate/professional	42	13.4	13.8	97
	7 Doctoral	9	2.9	3	100
	Total	305	97.4	100	
Missing	System	8	2.6		
Total		313	100		
education father					
Valid	1 no HS degree	22	7	7.4	7.4
	2 HS degree	109	34.8	36.7	44.1
	3 some college	37	11.8	12.5	56.6
	4 Associate	23	7.3	7.7	64.3
	5 Baccalaureate	61	19.5	20.5	84.8
	6 Graduate/professional	33	10.5	11.1	96
	7 Doctoral	12	3.8	4	100
	Total	297	94.9	100	
Missing	System	16	5.1		
Total		313	100		
First generation student					
Valid	no	225	71.9	71.9	71.9
	yes	88	28.1	28.1	100
	Total	313	100	100	
Urban					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 rural	69	22	23.5	23.5
	2.00 small-town	130	41.5	44.2	67.7
	3.00 small city	75	24	25.5	93.2
	4.00 large city	19	6.1	6.5	99.7
	Total	294	93.9	100	
Missing	System	20	6.1		
Total		313	100		
		Frequency	Percent	Valid Percent	Cumulative Percent
State residence					
Valid	.00 not given	25	8	8	8
	1.00 WV	232	74.1	74.1	82.1
	2.00 adjacent northern	24	7.7	7.7	89.8

	3.00 adjacent southern	13	4.2	4.2	93.9
	4.00 other not adjacent	15	4.8	4.8	98.7
	5.00 international	4	1.3	1.3	100
	Total	313	100	100	
Religion respondent					
Valid	1 Evangelical	102	32.6	33.8	33.8
	2 Charismatic	10	3.2	3.3	37.1
	3 Mainline Protestant	23	7.3	7.6	44.7
	4 Nondenom Christian	39	12.5	12.9	57.6
	5 Catholic	18	5.8	6	63.6
	6 Other Spiritualist	31	9.9	10.3	73.8
	7 None	71	22.7	23.5	97.4
	8 Other Religion	8	2.6	2.6	100
	Total	302	96.5	100	
Missing	System	11	3.5		
Total		313	100		
Respondent religiosity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 not important	81	25.9	26.3	26.3
	1.00 important	112	35.8	36.4	62.7
	2.00 very important	115	36.7	37.3	100
	Total	308	98.4	100	
Missing	System	5	1.6		
Total		313	100		
Family religion					
Valid	.00 different from parents	110	35.1	35.1	35.1
	1.00 same as mother	32	10.2	10.2	45.4
	2.00 same as father	13	4.2	4.2	49.5
	3.00 same as both	158	50.5	50.5	100
	Total	313	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
Political identity					
Valid	1 other liberal	46	14.7	14.9	14.9
	2 democrat	72	23	23.4	38.3
	3 moderate	51	16.3	16.6	54.9
	5 republican	61	19.5	19.8	74.7
	6 other conservative	6	1.9	1.9	76.6

	7 dont care	71	22.7	23.1	99.7
	Total	308	98.4	100	
Missing	System	6	1.6		
Total		313	100		
Frequency of attending to news					
Valid	1.00 never	38	12.1	12.5	12.5
	2.00 monthly	21	6.7	6.9	19.5
	3.00 2-3 times/month	35	11.2	11.6	31
	4.00 once/week	44	14.1	14.5	45.5
	5.00 2-3 times/week	82	26.2	27.1	72.6
	6.00 Daily	83	26.5	27.4	100
	Total	303	96.8	100	
Missing	System	10	3.2		
Total		313	100		
Job hours					
Valid	.00 none	104	33.2	38.8	38.8
	1.00 1 thru10	15	4.8	5.6	44.4
	2.00 11 thru 20	75	24	28	72.4
	3.00 21 thru 30	46	14.7	17.2	89.6
	4.00 30+	28	8.9	10.4	100
	Total	268	85.6	100	
Missing	System	45	14.4		
Total		313	100		
		Frequency	Percent	Valid Percent	Cumulative Percent
Study hours					
Valid	.00 none	9	2.9	3.1	3.1
	1.00 1 thru10	195	62.3	66.3	69.4
	2.00 11 thru 20	70	22.4	23.8	93.2
	3.00 21 thru 30	16	5.1	5.4	98.6
	4.00 30+	4	1.3	1.4	100
	Total	294	93.9	100	
Missing	System	19	6.1		
Total		313	100		
Took AP					
Valid	1 none at high school	34	10.9	11.8	11.8
	2 available but didnt take	54	17.3	18.8	30.6
	3 1	50	16	17.4	47.9

	4 2	45	14.4	15.6	63.5
	5 3	33	10.5	11.5	75
	6 4+	72	23	25	100
	Total	288	92	100	
Missing	System	25	8.0		
Total		313	100		
Sexual preference					
Valid	0 no answer	12	3.8	3.5	3.5
	1 heterosexual	240	76.7	76.7	80.2
	2 bisexual	32	10.2	10.2	90.4
	3 homosexual	23	7.3	7.3	97.8
	4 other	6	1.9	1.9	99.7
	Total	313	100	100	
People I know bi- or homosexual					
Valid	0 no answer	11	3.5	3.5	3.5
	1 none	18	5.8	5.8	9.3
	2 one	9	2.9	2.9	12.1
	3 few	145	46.3	46.3	58.5
	4 many	130	41.5	41.5	100
	Total	313	100	100	

Appendix B.

Survey Consent

You are invited to participate in a research project entitled “Capstone Survey,” designed to compile a wide range of data from Marshall students. The survey is being conducted by students in a Sociology and Anthropology Capstone class of Marty Laubach of Marshall University.

This survey asks you to fill out the non-identifying questionnaire concerning your basic background, attitudes, and perceptions. The survey should take approximately 15 minutes to complete. Your replies will be anonymous, so do not put your name anywhere on the instrument. Participation is voluntary and if you choose not to answer any or all questions, you can submit the partially or completely blank form. When you submit the form, please place it in the closed box with the slit on the top so that nobody can see your responses. Submitting this survey form indicates your consent for use of the answers you supply.

If you have any questions about the study you may contact Dr Marty Laubach at (304) 696-2798. If you have any questions concerning your rights as a research participant, please contact the Marshall University Office of Research Integrity at (304) 696-7320.

By completing and returning this survey, you are also confirming that you are 18 years of age or older.

You may keep this copy of this consent form for your records.

Age 18-20 21-24 25-29 30+	Gender id: Trans? Male - Agender - Fem	Race (circle all that apply) White – African Am – Asian Am – Native Am – Other – International	
Transfer student: Y N	GPA:	Major:	
Class: Fr – So – Jr – Sr	Switched majors: 0—1— 2+	College: CAM-COB-COEPD-COHP-COLA-RBA-COS-CITE- UC	
I am in college because: out of high school—lost job—keep job—get promotion—change career—kids gone—divorce			
Financial aid I receive: loans—grants—scholarships—veterans benefits—government assistance—other—none			
The parent(s) I lived with are: on assistance—working class—lower middle—middle—upper middle—upper class			
I mostly grew up with: mother—father—step mother—step father—siblings—step siblings—other family—adopted			
Highest education: Mother Not HS – HS – technical – Assoc – Bac – Grad – Doctor		Highest education: Father Not HS – HS – technical – Assoc – Bac – Grad – Doctor	
Home: rural—small town—small city—large city		State residence: WV– KY– OH– VA– PA– NC– other– international	
<u>Religion</u> 1 Evangelical (e.g. Baptist, Church of Christ, Faith Christian) 2 Charismatic (e.g. Pentecostal, Holiness, Assembly of God) 3 Mainline protestant (e.g. Lutheran, Presbyterian, Methodist, Episcopal) 4 Non-denominational Christian 5 Catholic 6 Spiritual but no organized religion (e.g. New Age, NeoPagan, Native American) 7 None 8 Other (e.g. Muslim, Hindu)		Me Me Me Me Me Me Me Me	Father Father Father Father Father Father Father Father Father Father Father
How important is religion: (0= not important, 1=somewhat important 2= very important)		<u>To Me</u> 0—1—2	<u>Father</u> 0— 1—2
Extracurricular groups I am involved in college? 0—1—2—3—4—5+		In high school: 0—1—2—3—4—5+	
Political identity: other liberal—democrat—moderate—republican—other conservative—don't care			
I attend to news: Daily—2-3 times/week—once/week—2-3 times/month—monthly— never			
Average hours per week worked in job:		Average hours per week studying:	
Number of people I help support: 0—1—2—3 +		Number of children I have : 0—1—2—3 +	
Took college prep, AP, dual credit courses: (none at my high school)—(available but I didn't take)—1—2—3—4+			

<i>Sexual preference:</i> Hetero – bisexual – homosex – other	<i>People I know bi- or homosexual:</i> none—one—few—many			
<i>People I know who attended college:</i> grandparent—parent—brother/sister—cousin—uncle—friend—family friend				
<i>People I know are military veterans:</i> grandparent—parent—brother/sister—cousin—uncle—friend—family friend				
<i>People I know are current military:</i> grandparent—parent—brother/sister—cousin—uncle—friend—family friend				
<i>People I know in labor unions:</i> grandparent—parent—brother/sister—cousin—uncle—friend—family friend				
<i>My military status:</i> None—Guard—Reserve—ROTC—active—vet	<i>I am aware of veteran programs on campus:</i> Yes—No			
<i>Circle each you do often:</i> weights—running—cardio—yoga—meditation—martial art—walk 1 mile—none of these				
<i>How often do you</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rare</i>	<i>Never</i>
Play amateur sports	Often	Some	Rare	Never
Play role-playing game at gathering of friends/group (e.g. D&D, LARP)	Often	Some	Rare	Never
Visited a public library since I came to Marshall	Often	Some	Rare	Never
Preserve foods by canning, smoking, or other methods	Often	Some	Rare	Never
Drink alcoholic beverages	Often	Some	Rare	Never
Post messages about people or activities that should be publically shamed	Often	Some	Rare	Never
Use condoms when I engage in sexual activity	Often	Some	Rare	Never
Go out to a bar/dance club	Often	Some	Rare	Never
Get help from librarians at Marshall	Often	Some	Rare	Never
Use Marshall's free tutoring system	Often	Some	Rare	Never
Visited a public library before I came to college	Often	Some	Rare	Never
Stay inside with computer games or social media instead of going out	Often	Some	Rare	Never
Go hunting or fishing	Often	Some	Rare	Never
Play online multiplayer computer games (e.g. World of Warcraft)	Often	Some	Rare	Never
Find myself "food insecure," unsure that I will have enough to eat for the day	Often	Some	Rare	Never
Give what a waitress or waiter would consider a "good tip"	Often	Some	Rare	Never
Collect artifacts like arrowheads	Often	Some	Rare	Never
Learned life skills people used before modernization and industrialization	Often	Some	Rare	Never
Engage in sport fan activity (tailgate, game parties around the TV)	Often	Some	Rare	Never
Do outdoor activities	Often	Some	Rare	Never
Am sexually active	Often	Some	Rare	Never
Engage in social media activity (e.g. facebook, twitter, snapchat, 4chan)	Often	Some	Rare	Never
Use the MU transit system	Often	Some	Rare	Never
Go to restaurants that are not "fast food"	Often	Some	Rare	Never
Engage in non-sport fandom activity (e.g. bands, e-games, cosplay)	Often	Some	Rare	Never
Attend or host a private party at someone's house/apartment	Often	Some	Rare	Never
Play collectable card games (e.g. Magic: The Gathering, Pokemon)	Often	Some	Rare	Never
Post on social media defenses of friends you feel are being attacked	Often	Some	Rare	Never
I make time for myself to reflect inwardly	Often	Some	Rare	Never

<i>Circle your level of agreement for each statement:</i>	<i>Strong agree</i>	<i>Agree</i>	<i>Dis-agree</i>	<i>Strong disagree</i>
I am as willing to shame people I know online as strangers for wrongdoing	SA	A	D	SD
The faculty here at Marshall are mostly very open and helpful	SA	A	D	SD
I should not have to take classes that are not part of my major	SA	A	D	SD
It's crazy for people to spend real money for items in computer games	SA	A	D	SD
I fact-check online accusations against anyone before reposting	SA	A	D	SD
I tip a regular percent or amount unless the service or meal is really bad	SA	A	D	SD
Studying ancient myths tells us a lot about our own society	SA	A	D	SD
I tip higher for celebrations than just regular meals	SA	A	D	SD
Unions have declined because government and big businesses hurt them	SA	A	D	SD
I ensure a server gets a good tip even if someone else picks up the check	SA	A	D	SD
I came to college knowing what job I want when I leave	SA	A	D	SD
I would prefer restaurants pay a living wage than have servers rely on tips	SA	A	D	SD
Public libraries are no longer useful in the internet age	SA	A	D	SD
People should have artifact collections (arrowheads) analyzed by professionals	SA	A	D	SD
I am likely to leave female servers a higher tip than male servers	SA	A	D	SD
Sometimes I feel society could collapse and I would have to care for myself	SA	A	D	SD
I have life skills to offer a group if society collapsed	SA	A	D	SD
It is better for the servers if I tip in cash rather than on a card	SA	A	D	SD
Fairy tales can be found hidden throughout pop culture	SA	A	D	SD
I leave my waiter/waitress a tip based on their appearance	SA	A	D	SD
Sometimes it is OK if species die off for people to have jobs	SA	A	D	SD
I support the coal companies doing what they need to for job creation	SA	A	D	SD
I prefer e-books to physical copies of books	SA	A	D	SD
It was easy to find help when I was confused about issues at Marshall	SA	A	D	SD
I would be willing to share knowledge of family remedies with outsiders	SA	A	D	SD
Handmade items are generally better quality than factory made items	SA	A	D	SD
The foreign language requirements hindered my interest in liberal arts majors	SA	A	D	SD
Despite school and other stresses, I am generally happy and healthy	SA	A	D	SD
It is easier to keep with healthy practices with a group setting	SA	A	D	SD
I feel less responsible to ensure the server gets a good tip if I am in a group	SA	A	D	SD
Unions hurt workers more than help them	SA	A	D	SD
I am being treated like a good and valued person by admin at Marshall	SA	A	D	SD
I would like to learn how to survive off the grid	SA	A	D	SD
I am being treated like a good and valued person by teachers at Marshall	SA	A	D	SD
I leave a smaller tip if the food takes too long or is cooked incorrectly	SA	A	D	SD

I expect most public figures to turn out to be hypocrites on some issue	SA	A	D	SD
People who work with their hands should be given more respect	SA	A	D	SD
I have been criticized by family or friends for spending too much time online	SA	A	D	SD
Veterans are not treated well by this country	SA	A	D	SD
People who dig or find artifacts (arrowheads) should report finds to authorities	SA	A	D	SD
I would rather buy things made by people close to home	SA	A	D	SD
People who claim to fight for social justice are just pushing their special interest	SA	A	D	SD
I feel better about myself when I participate in a spiritual group	SA	A	D	SD
Online public shaming often goes too far	SA	A	D	SD
I would rather make things for people than work for a big corporation	SA	A	D	SD
Recent veterans seem more angry than civilians	SA	A	D	SD
I would rather live by hills and hollows than on flat lands	SA	A	D	SD
I base a tip more on server attitude/friendliness than on their efficiency	SA	A	D	SD
I believe I can achieve success in life	SA	A	D	SD
The government is spending too much on the environment	SA	A	D	SD
I am more likely to use a condom with a stranger than an acquaintance	SA	A	D	SD
Mankind is supposed to exercise dominion over the earth	SA	A	D	SD
If I couldn't get to a doctor I would use a home remedy	SA	A	D	SD
For most common problems I prefer home remedies to doctors	SA	A	D	SD
Public libraries offer more than books to their patrons	SA	A	D	SD
I feel better about myself when I exercise with a group	SA	A	D	SD
America is letting in too many immigrants	SA	A	D	SD
I am more likely to use a condom when sober than when intoxicated	SA	A	D	SD
The government spends too much on veterans' benefits	SA	A	D	SD
I like movies that are based on childhood fairy tales	SA	A	D	SD
I could survive well by myself off the societal grid	SA	A	D	SD
I would get better grades if teachers did a better job of teaching	SA	A	D	SD
I liked fairy tales as a child and will tell them to my children	SA	A	D	SD
I look for computer games based on fairy tales and myths from various cultures	SA	A	D	SD
Recent veterans have difficulty adjusting to civilian life	SA	A	D	SD
It is morally acceptable to sell artifacts (arrowheads) to collectors	SA	A	D	SD
Most of the news I see on my social media is trustworthy	SA	A	D	SD
I fact-check material I see online	SA	A	D	SD
I would rather vote for a hypocrite from my party than any opposite candidate	SA	A	D	SD
I will tell a server if my meal is not satisfactory	SA	A	D	SD
You can learn a lot about other cultures by studying their myths and fairy tales	SA	A	D	SD
Appalachian music and crafts are special and should be preserved	SA	A	D	SD
It is a valuable use of social media to shame public hypocrites	SA	A	D	SD
I use condoms every time I engage in sexual activity	SA	A	D	SD
Fairy tales I heard as a child taught me something about society	SA	A	D	SD
The math requirements hindered my interest in science majors	SA	A	D	SD
I will have to move away from Appalachia for a job in my field	SA	A	D	SD

I look for friends in groups that emphasize spirituality, health, or nature	SA	A	D	SD
I have improved home remedies I was taught (e.g. ingredients, methods)	SA	A	D	SD
Spiritual/religious practices are important aspects of my well-being	SA	A	D	SD
I am more likely to use a condom with someone from another school	SA	A	D	SD
I want to work in a unionized job when I graduate	SA	A	D	SD
I would pay to get skills if I could avoid laboring through learning and practice	SA	A	D	SD