



Newspaper Readership

April 2000

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Purpose

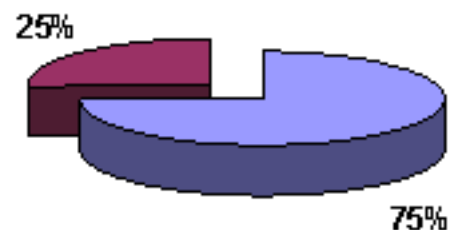
The purpose of this survey was to study the impact of extending the on-campus newspaper readership program on a pilot basis to off-campus students.

Highlights

A majority of those off-campus students who chose to participate reported that reading newspapers regularly added to their overall education. Participants were more willing than non-participants to pay for such a program.

Participation Rate[^]

- N = 600 (75%) agreed to participate
- N = 203 (25%) did not agree to participate

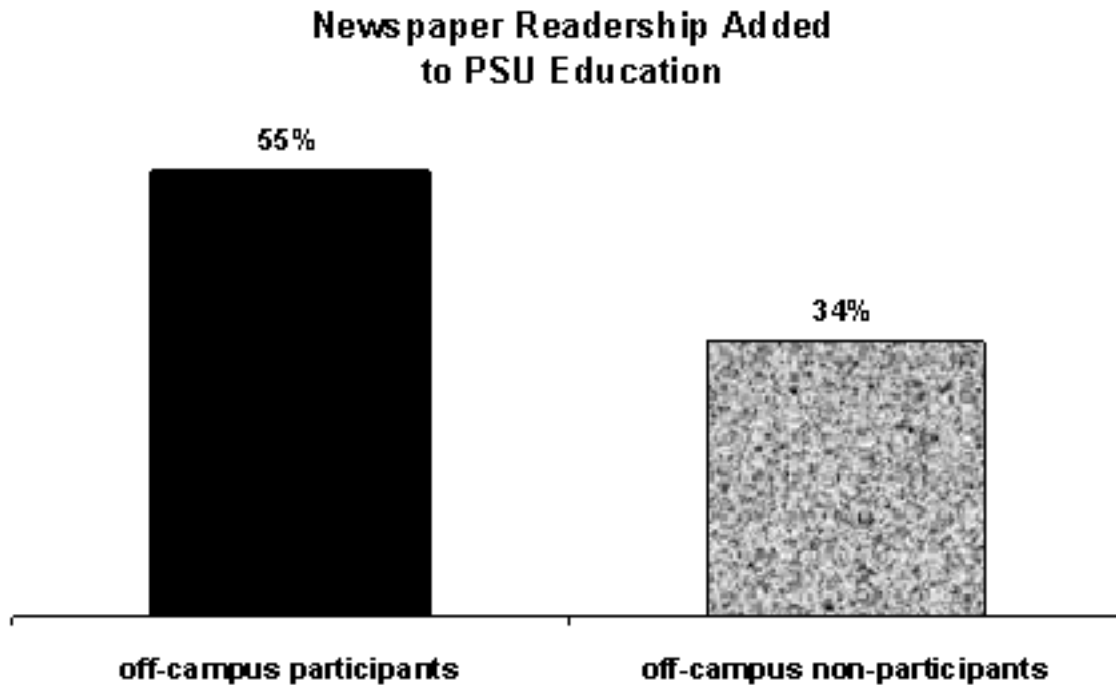


[^] Survey respondents included:

- a. off-campus students randomly selected who participated in pilot
- b. off-campus students randomly selected who did not participate in pilot
- c. off-campus students who requested to participate in pilot
- d. control group of on-campus students in the residence halls

Findings

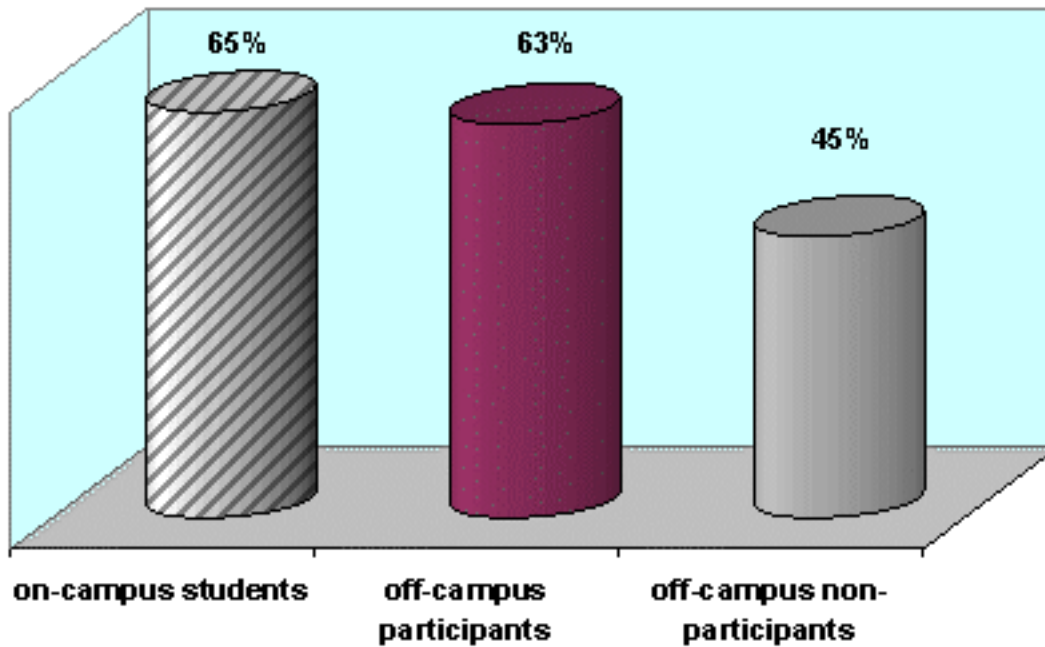
- Off-campus students who participated in the newspaper readership pilot program (55%) were significantly more likely than off-campus students who chose not to participate (34%) to declare that regular newspaper readership added to their overall PSU education.*



* Statistically significant at the .05 level

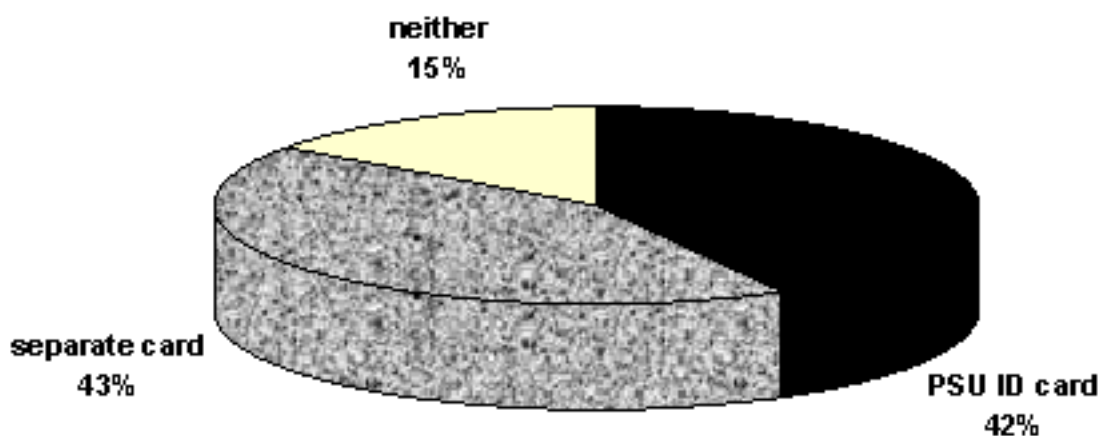
- The on-campus control group (49%) who had access to newspapers through the residence halls also felt regular readership contributed to their PSU education.
- Those who participated in the newspaper readership program in the residence halls or through the off-campus pilot program were more willing to potentially pay \$15 per semester.

Willing to Pay Semester Fee for Newspaper Program



- There were no differences in "willingness to pay" among student groups by gender, ethnicity, grade category, semester standing, or having classes which required newspapers.
- Equal percentages of students favored having newspaper charges added to their tuition and paying for a separate 'access card' fee.

Payment Plan for Newspapers



- On-campus students who plan to move off campus next year preferred adding charges to tuition (53%) and using their PSU ID card rather than paying a fee for a separate card (33%).
- More off-campus students liked the newspaper delivery units that dispensed one rather

than multiple papers.

Preference for Newspaper Delivery Option

49% single paper units

23% multiple paper units

28% no preference

● Off-campus non-participants were significantly more likely than participants to access news through radio and less likely to access news through printed newspapers.*

News Media Used

	off-campus participants	off-campus non-participants	on-campus participants
radio	37%	49%	28%
TV	86%	87%	82%
internet	66%	64%	73%
magazines	57%	61%	50%
newspapers	99%	87%	92%

* Statistically significant at the .05 level

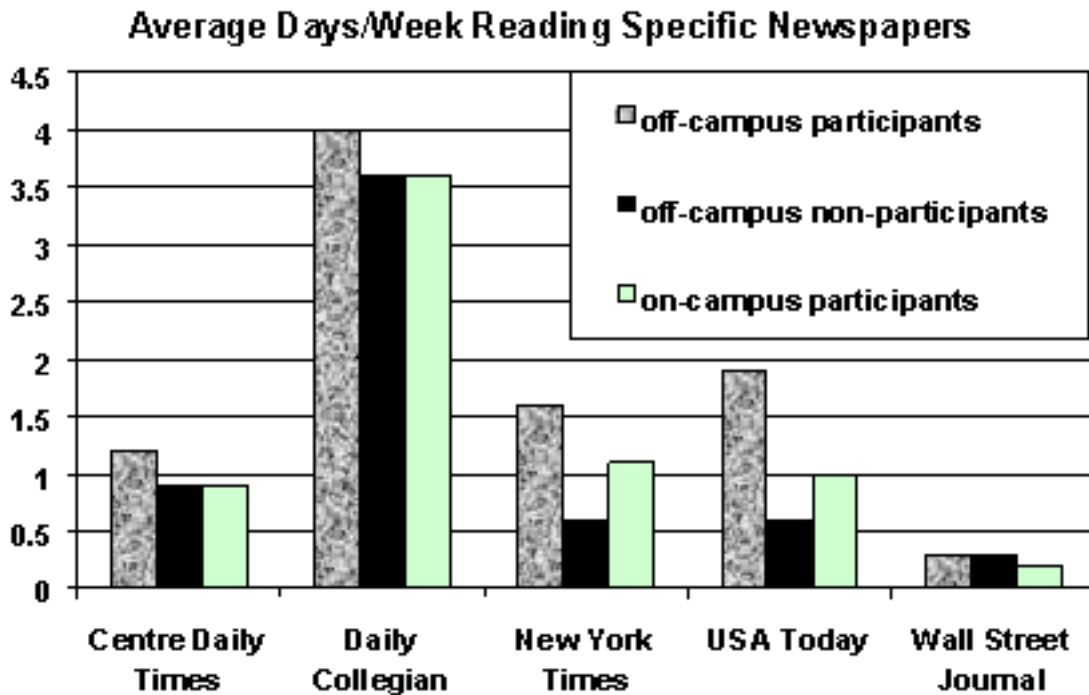
● Students were asked to note their single 'preferred source' of news.

Preferred Single News Source

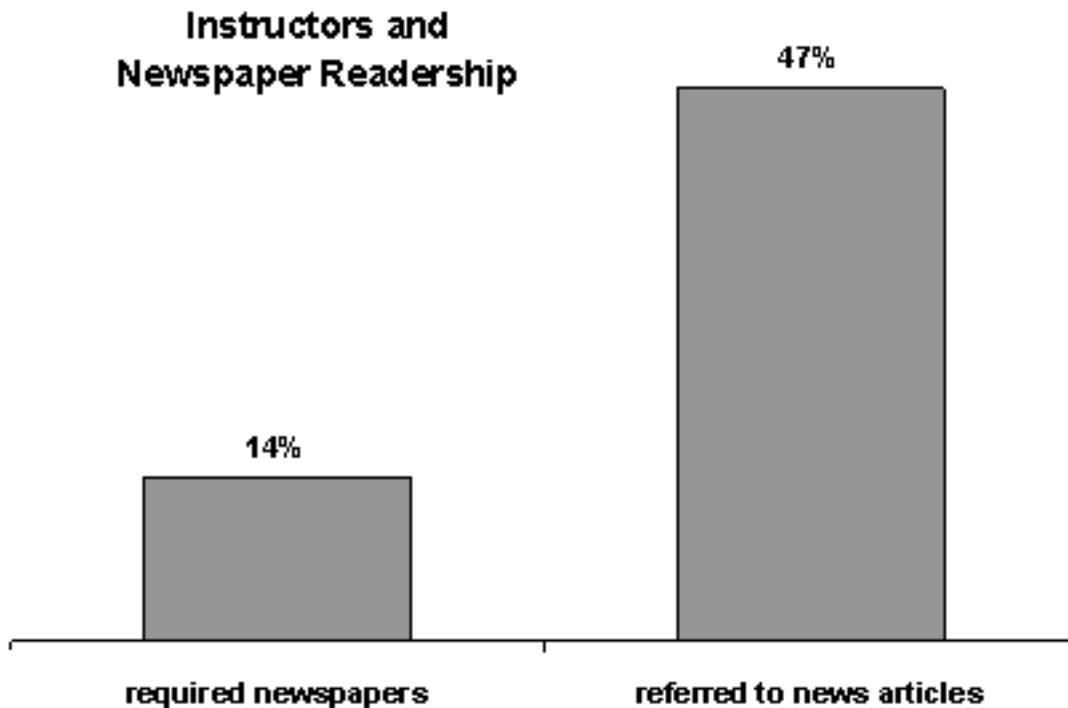
	off-campus participants	off-campus non-participants	on-campus participants
radio	2%	8%	1%
TV	27%	43%	35%

internet	9%	15%	18%
magazines	<1%	2%	1%
newspapers	61%	31%	45%

- There were few differences in the average number of days a week students spent reading specific newspapers.



- Fourteen percent of survey respondents had instructors this semester who required they read newspapers; 47% of the other instructors who did not require newspapers referred to news articles as part of their class presentations.



- On-campus students in the residence hall newspaper program and students who participated in the off-campus pilot newspaper program were more likely to report associating educational outcomes with regular newspaper readership.

Educational Outcomes of Newspaper Readership

Educational Outcome	off-campus participants	off-campus non-participants	on-campus
opinions about national issues	86%	75%	84%
feeling informed about University	69%	63%	79%
feeling informed about community	57%	60%	60%
understanding public policy and law	49%	48%	49%
able to discuss current events	84%	76%	80%
participating in class discussions	41%	36%	29%

connecting real life and class concepts	34%	31%	29%
gaining historical insight	35%	26%	31%
developing strategies to pursue own goals	25%	29%	22%
evaluating use of language and statistics	36%	37%	37%
understanding ethical dilemmas	47%	45%	46%

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