

2020 Our Husky Compact Assessment in Technology

Department of Residential Life

St. Cloud State University

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Executive Summary

St. Cloud State University (SCSU) has developed these six goal areas called “Our Husky Compact”. Our Husky Compact embodies the essential and cross-cutting attributes of a St. Cloud State education that students and faculty value (*Our Husky Compact*). In the 2020-2021 academic year, the focus is on “Integrate Existing and Evolving Technologies.” As a part of Student Life and Development, Department of Residential Life conducted a quantitative assessment in the general use of technologies in SCSU residence halls.

The goal of the assessment is to observe the preference of using technology and evaluate how the technology is used in engagement programs among residence halls at SCSU. By obtaining some insights in those areas, Residential Life will be able to understand the current status of technology use within residence halls as well as what areas they need to focus on improving to further develop student-department relationship that achieves Our Husky Compact measures.

The assessment focuses on three basic areas of interest that are heavily related to engagement use: scheduling, communication, and meetings. To capture both departmental perspective and student perspective, assessment is done both students and student staff (Community Advisors, CAs) that facilitate engagement programs.

To collect data for the assessment, two surveys are implemented among residence halls, one for CAs and the other for the students. Both surveys are constructed in two parts where the first part asks about the preference in using technology, and the second part measures the fluency and the

use of technology. Total of 31 responses from CAs and 101 responses from students were collected in survey via emails and promotions from Residential Life staff. Demographic and enrollment data were obtained separately from Residential Life and Analytics and Institutional Research database.

Below are some of the most useful and important insights that were obtained from the assessment:

- For scheduling, more than half of students and staff prefer online app. Still, about 1/3 of them prefer hand-written schedule mainly because it is easier for them to keep their schedule with.
- For communication, about 60% of students and staff prefer emailing, while some prefer phone, and only few prefer in-person communication.
- For meeting, more than 60% prefer online meeting, while a bit more than 25% prefer in-person meeting because either it is easier to be in for them or they want a possible in-person connection from it.
- Zoom and Microsoft Outlook are prominently used by the staff to the students
- CA indicated that the department needs improvement of using technology in engagement and communication, whereas the students suggested that there is not one particular area.
- Students do not use some technology even if they are fluent with them.
- Students tend to be less fluent in meeting applications compared to scheduling and communication applications.
- Staff tend to be more fluent in technology and use more of it compared to students.
- Fluency and usage do not vary much between residence halls.

- Female students are slightly more fluent in technology and use more it than male students.
- Younger students tend to vary in fluency and usage than older students.
- Newer classes (freshmen, sophomore) tend to be slightly more fluent in technology and use more it than older classes.
- School of Education and Herberger Business School students tend to be slightly more fluent in technology than other students.

Assessment Plan

The general purpose of the assessment is measuring how Our Husky Compact goal in technology is achieved within Department of Residential Life (Res Life). To be more specific to the department, the assessment is set to measure the technology use and preference in student engagement program within residence halls at SCSU. In this assessment, student engagement program entails a broad range of student and department relationship, which include basic interactions between student and department staff.

To measure those criteria, the areas of interests are divided into three basic topics: scheduling, communication, and meetings. These three areas are essential for students and student staff in both being part of and facilitating engagement programs. To observe any differences on the topics between student and the department, student staff that are part of engagement programs (community advisors, or CAs) are subject to the assessment along with the residence hall students as many engagement programs occur closely between students and CAs. Community advisors are assigned to each floor at residence halls to supervise and engage students in that floor.

Surveys were implemented to obtain data about technology use and preference. First portion of the survey asks about the preference in using technology, and the second part measures the fluency and the use of technology. In addition to the survey data, demographic and enrollment data were obtained from SCSU database. Using the first part of the survey data with basic tables and bar plots, the report shows how much and what kind of technology is involved in student engagement program. The second part of the survey data, which is used to generate technology

fluency and usage score, is joined by the demographic/enrollment data and used to analyze the differences of fluency and use of technology in different groups with some descriptive statistics and statistical hypothesis testing.

Survey and Data Summary

As mentioned in assessment plan, surveys were designed to obtain data about technology use and preference. Two surveys were constructed, one for residence hall students and the other for student staff (CAs), and both surveys are consisted of two parts. The surveys were built and distributed via Qualtrics, and the full surveys are attached in Appendix B: Survey Questions. Below is the brief explanation of the survey.

First part of the survey is intended to observe how much of technology is used in three areas (scheduling, communication, and meetings) and the kind of technology being used. In CA survey, questions are about how they schedule, communicate, and meet with the students that they supervise. On the other hand, the student survey asks questions about their experience with CA about technology in those areas.

Second part of the survey measures the fluency and the use of technology. Similarly, they are sectioned into the three areas of interest, but the second part asks whether the survey taker knows how to use or frequently uses simple features in related online applications that are commonly used in college setting. Scheduling section is about scheduling applications (ex. Outlook, Google Calendar), communication section is about email applications, and the meeting section is about video call applications (ex. Zoom, MS Teams). There are five features that are asked for each section, which is described below:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Scheduling Application 1. Create a weekly/recurrent schedule 2. Set a reminder for the schedule 3. Categorize the schedule 4. Set up a meeting with other attendees 5. Make the schedule private | <ul style="list-style-type: none"> • Email Application 1. Forward an email 2. Categorize/organize in groups and folders 3. Format texts 4. Sort or filter the inbox 5. Prioritize/flag an email | <ul style="list-style-type: none"> • Video Call Application 1. Schedule a weekly/recurrent meeting 2. Make the meeting private (set passcode) 3. Share contents or draw on whiteboard 4. Require other attendees 5. Use polls |
|---|---|---|

The surveys were published on November 3rd, 2020 via emails on the students' and the student staff's school accounts as a weblink. Additional promotion of the survey was done by student staff and residence halls' front desks. At the end of the survey period on December 2nd, 2020, total of 101 responses were collected from the students and 31 responses of CAs were collected.

Once the surveys were collected, the responses were extracted into the statistical software R. Using R, the data were tested for unfinished responses, duplicate entries, incorrect student ID entries, CA entries on student survey. Unfinished or CA entries in student survey were deleted, duplicate entries were handled by deleting the previous responses (choosing the latest response), and incorrect student ID entries were manually corrected by comparing their first and last name entered to the survey and the demographic data.

Two types scores are generated from the second part of the survey: technology fluency score and technology usage score. Each section has its own scores, so there are 3 fluency scores and 3 usage score for scheduling, communication, and meetings, which makes total of 6 scores. In terms of score calculation, if the survey taker answers "yes" to the question of whether they know how to use the feature, the fluency score in that section goes up by one. Likewise, if the

survey taker answers yes to whether they use the feature frequently, the usage score in that section goes up by one. Therefore, for each score, the score can be as high as 5 and as low as 0. Check Appendix B: Survey Questions for actual survey format that is used.

Demographic and enrollment data were collected via Residential Life and Analytics and Institutional Research database. These data tables were joined to the survey data via student ID number. The data include Student's hall assignment, preferred gender, date of birth, college/school (ex. School of Liberal Arts), and class (year in college). Age data is added to the data using date of birth.

Research Questions

Department of Residential Life is seeking to measure preference, usage, and fluency of technology by the student staff (community advisors) and residence hall students. In addition to them, the department is looking for areas of improvements for technology use with various groups within the residence hall students. The main questions being analyzed in this report are:

- Which method is most used in scheduling, communication, and meetings, separately?
- What are some of the common reasons why students and staff prefer non-technological methods for scheduling, communication, and meetings?
- Which areas of Res Life needs an improvement in using technology?
- Which groups in residence hall needs special attention for technology fluency and use?

Findings

- Most Used Method in Each Area

- Scheduling

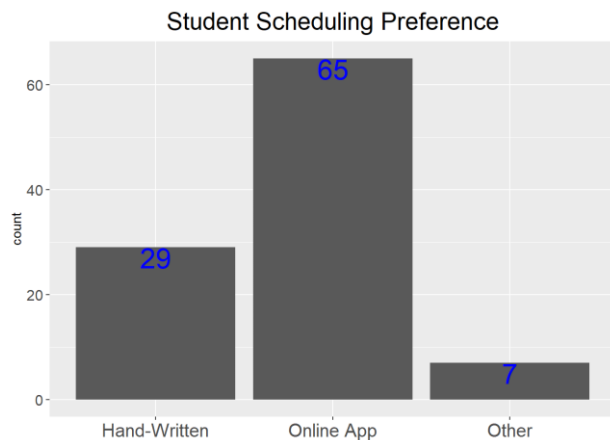


Figure 1

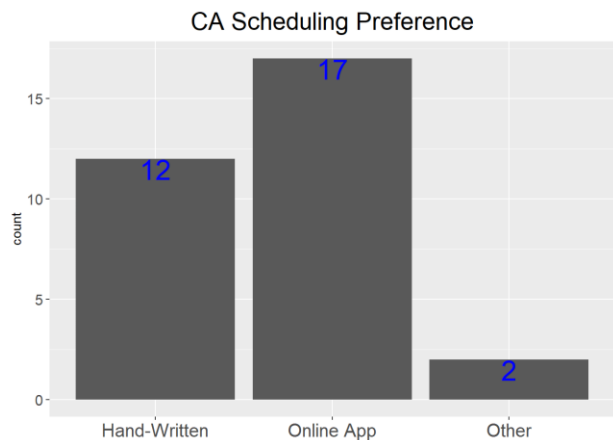


Figure 2

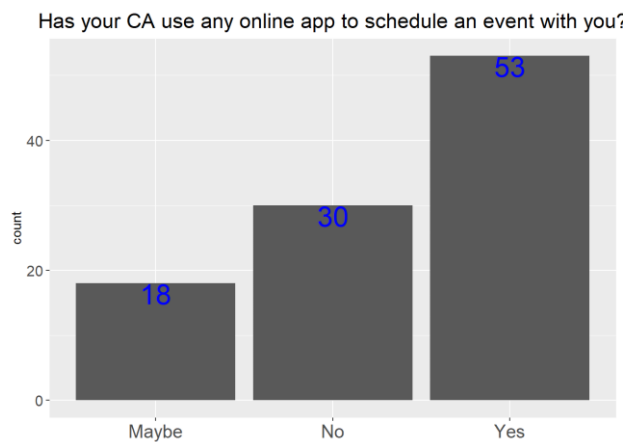


Figure 3

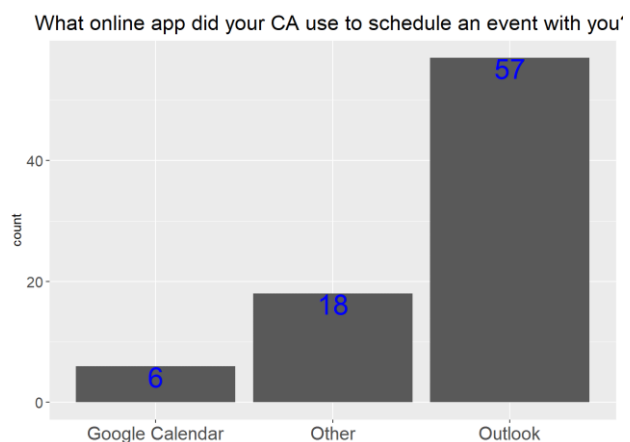


Figure 4

For both students and staff, online application is the most used method compared to other methods (around 65% and 55%, respectively). However, there are still 29% of the students and 39% of the staff that prefer hand-written schedules. Students' experience shows that the majority of CAs (52%) have use online applications to schedule time with students.

Among the scheduling applications, Microsoft Soft Outlook is used the most as 80%. This result is expected as MS Office is SCSU's primary operation system. There are a few CAs that used google calendar, and the rest of them are mainly non-scheduling applications such as Group Me, Instagram, or Google Sheets.

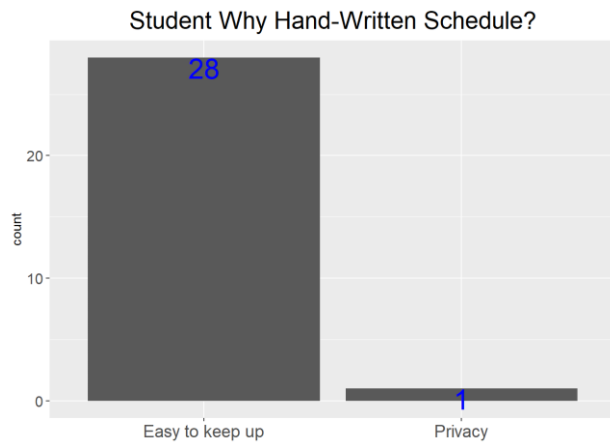


Figure 5

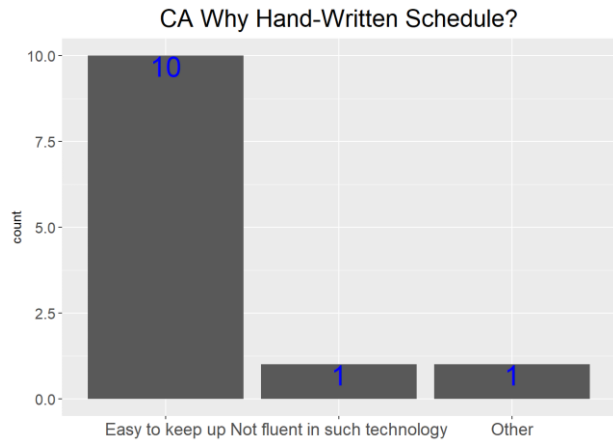


Figure 6

Almost all of the students and staff that prefer hand-written schedule over other scheduling applications answered that they prefer hand-written schedule since it is easy to keep up. Only one CA said it is due to their influency in using other technology.

- Communication

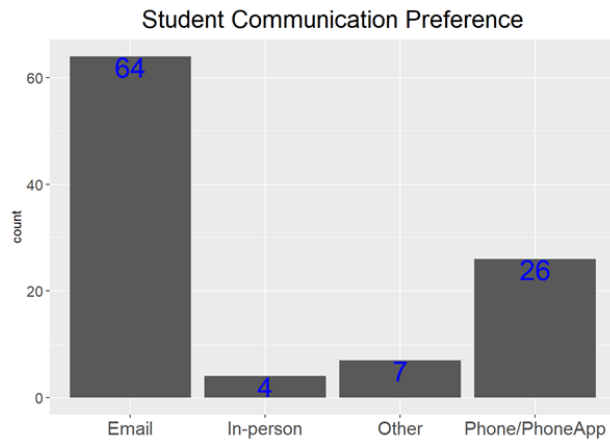


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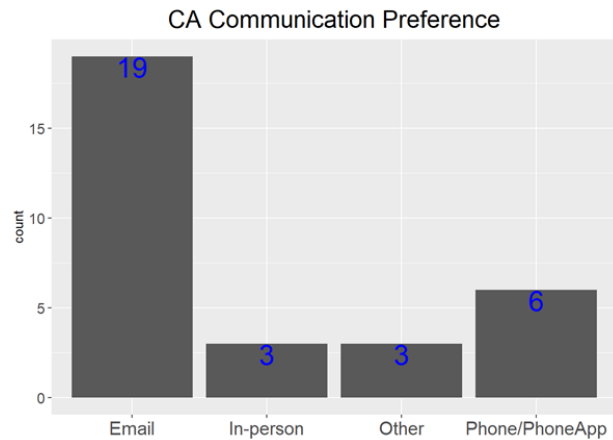


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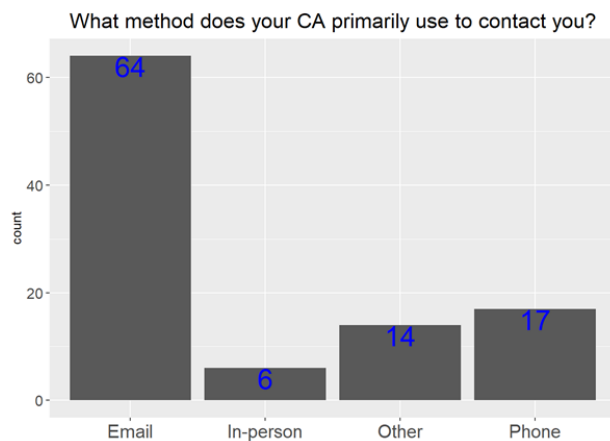


Figure 9

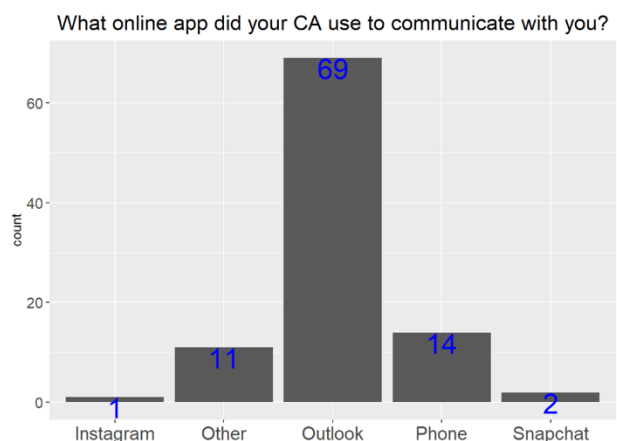


Figure 10

All of students, staff, and students' experience showed similar pattern in communication preference. Majority, around 60%, prefers email, some prefer phone and phone apps, and a few prefer in-person. Many of "other" entries are false entry for phone apps (especially Group Me) and some cases that their CAs do not communication for some students.

Once again, MS Outlook scored the highest as 71% for the online communication application as expected. Some are the phone calls and messages, and others are all Group Me and other phone apps.

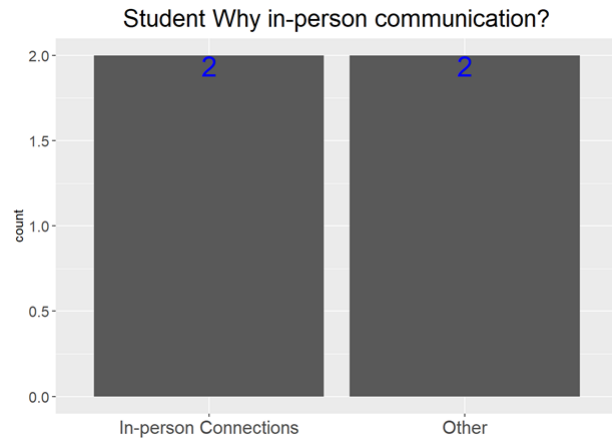


Figure 11

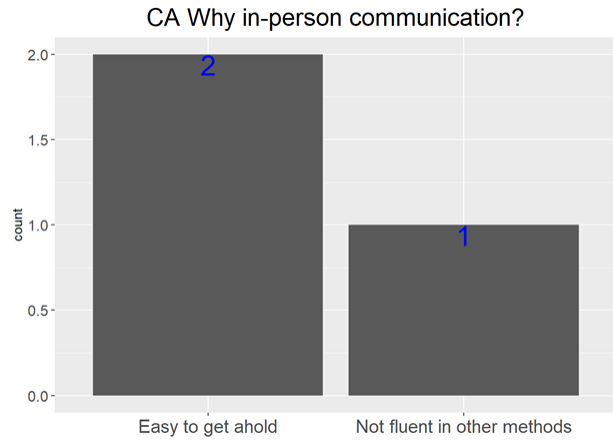


Figure 12

For those that prefer in-person, the sample sizes are too small to tell what the majority is.

- Meeting

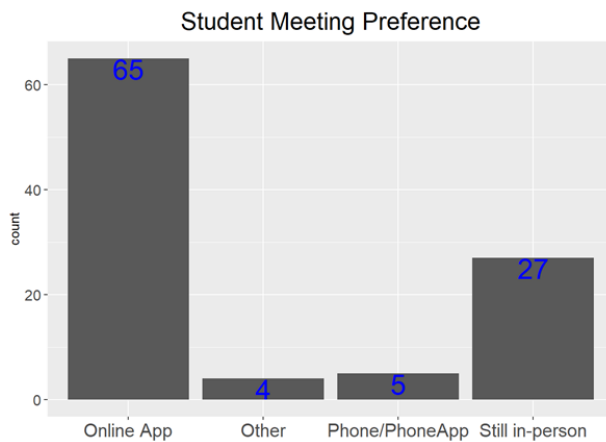


Figure 13

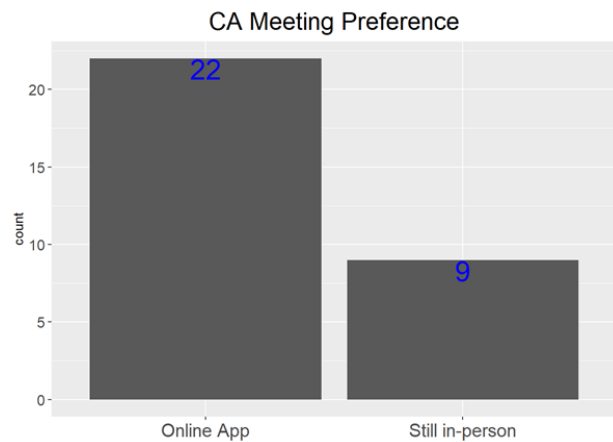


Figure 14

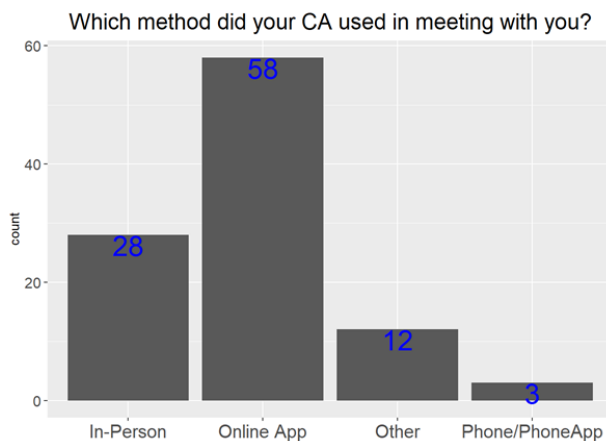


Figure 15

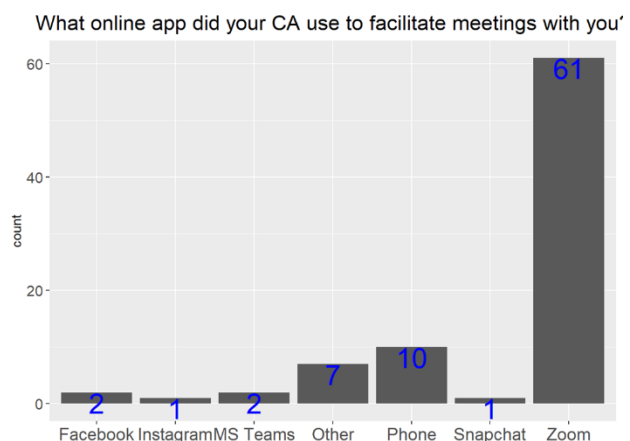


Figure 16

The question specifically asked what method they prefer if the in-person meetings are not desirable. 64% of the students and 71% of the staff prefer online application for meetings, but quite a large proportion of them (27% and 29%, respectively) still prefer in-person regardless. Most of “other” entries are false entry for no meetings. The student experience shows that most meetings are done over the online app and some of them did in-person.

For online meeting/video call applications, Zoom is outstandingly the most used by 73%. Other methods include phone and some other social media.

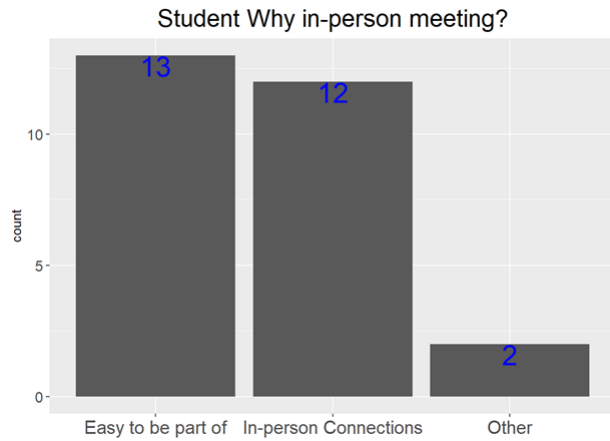


Figure 17

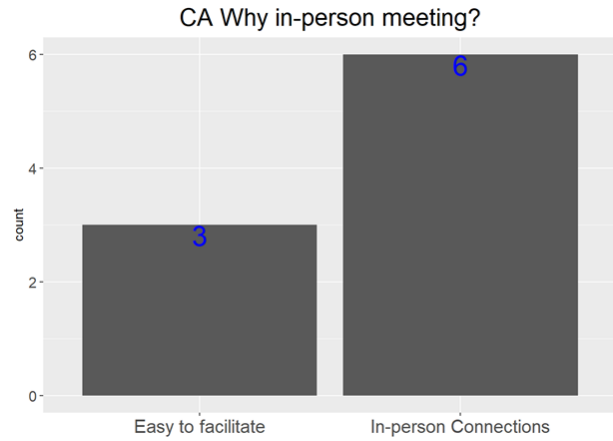


Figure 18

Staff that prefer in-person answered the reason as for possible in-person connections. On the other hand, for students, being easy to be part of is slightly more common than in-person connections.

- Areas of Improvements for Technology Use in Res Life

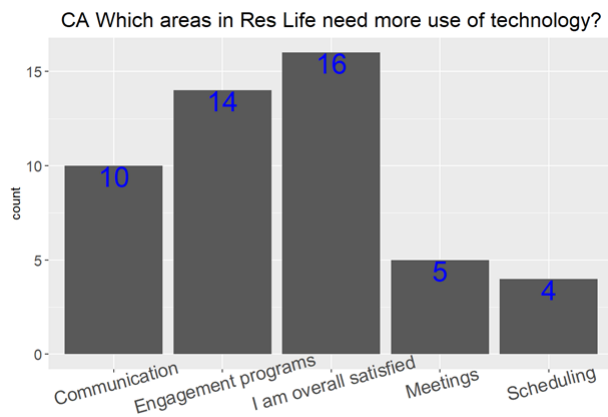


Figure 19

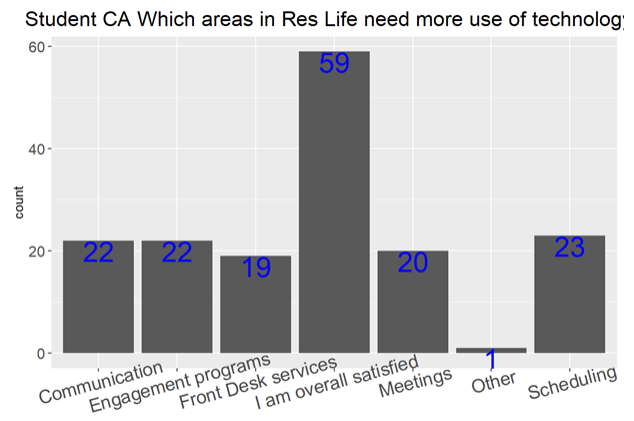


Figure 20

Besides the satisfied responses, many staff pointed out engagement programs and communication being the areas of improvements. Meetings and scheduling came after.

For students, there is overall even responses for each area besides satisfied ones. Therefore, it can be reasonable to assume that students do not have any specific area that needs an improvement for technology use. Instead, this can be interpreted that about 40% students think that there needs an improvement for technology use for overall areas.

- Technology Fluency

This part of analysis requires some basic understanding of statistical knowledge, so if you are not familiar with statistical concepts, refer Appendix A: Basic Statistics for brief statistical reviews.

The main goal of technology fluency analysis is to analyze how different groups of students vary in the two scores that are set up for each 3 areas. However, due to small sample sizes, there is no statistically significant factors found throughout the analysis. Therefore, the analysis focuses on the size of p-value and the mean differences of the groups. Additionally, for some group comparisons, nonparametric tests are used to compensate the small sample sizes. The scores are from student data, unless stated otherwise.

- Mean Scores

	Fluency	Usage
<i>Scheduling</i>	3.594059	1.49505
<i>Communication</i>	3.752475	1.178218
<i>Meeting</i>	3.059406	1.39604

Figure 21

As shown in *Figure 21*, the average scores are much lower in usage compared to fluency.

Interestingly, students scored highest in communication for fluency, but lowest for usage.

- Fluency vs. Usage

Scheduling	Communication	Meeting
2.09	2.57	1.66

Figure 22. Mean Fluency Score minus Mean Usage Score.

Figure 22 shows the mean difference between fluency score and usage score. The score difference is the largest in communication and smallest in meeting.

- Scheduling vs. Communication vs. Meeting

Paired t-test is used to test for the difference of each pair.

p-Value & Mean Difference	Fluency	Usage
<i>Scheduling vs. Communication</i>	0.2575 -0.16	0.02431** 0.32
<i>Scheduling vs. Meeting</i>	0.00017*** 0.53	0.5469 0.099
<i>Communication vs. Meeting</i>	< 0.001*** 0.69	0.1583 -0.22

Figure 23. p-values and mean differences for three areas.

In fluency score, scheduling vs. meeting pair and communication vs. meeting pair show significant difference in their mean scores. This implies that meeting's fluency score is lower than other two areas. On the other hand, usage scores show significant difference in scheduling and communication. Scheduling usage score seems to be higher than communication usage score.

- Student Staff vs Student

Since there are more than 30 responses in both student staff and student surveys, two-sample t-test is used to test for the difference between staff scores and student scores. Note that the inequality next to the data indicates the alternative hypothesis (staff – student) based on the sign of the mean differences.

p-Value & Mean Difference	Fluency	Usage
<i>Scheduling</i>	0.4118 (>)	0.2765 (<)
	0.08335995	-0.2047269
<i>Communication</i>	0.2708 (>)	0.3129 (>)
	0.1830086	0.1766209
<i>Meeting</i>	0.07205 (>)	0.272 (<)
	0.5212392	-0.2024912

Figure 24. p-values and mean differences for student staff vs. student.

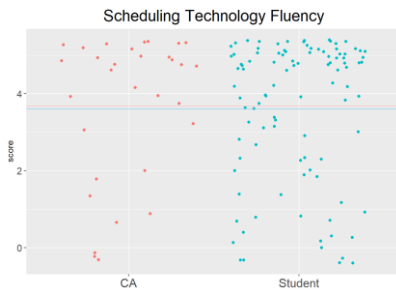


Figure 25

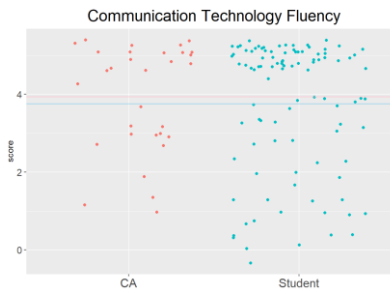


Figure 26

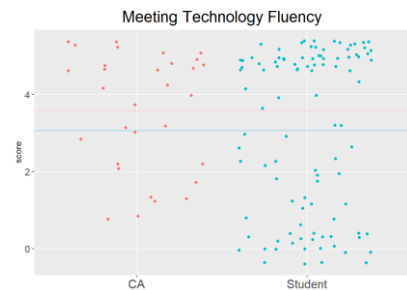


Figure 27

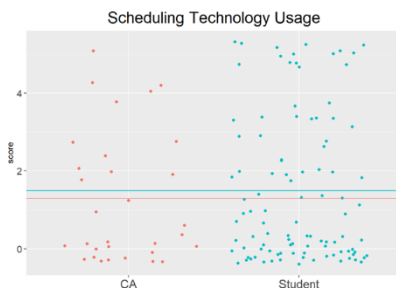


Figure 28

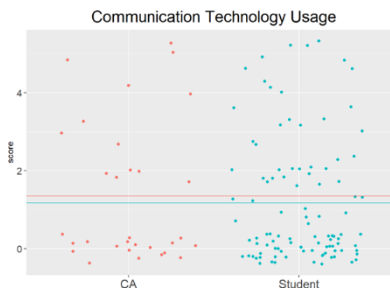


Figure 29

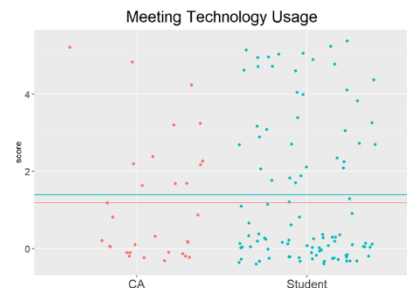


Figure 30

The direction of inequalities suggests that the staff are slightly more fluent than students.

However, in term of usage, there is mix direction in three areas, leaving no noticeable remarks.

- Residence Halls

Breaking groups into their residence halls makes the sample size to fall below 20 for most of them. Therefore, nonparametric multiple comparison testing method Kruskal Wallis test is used to test for the difference in scores by halls.

p-Value	Fluency	Usage
<i>Scheduling</i>	0.7488	0.3257
<i>Communication</i>	0.7372	0.8792
<i>Meeting</i>	0.5163	0.7785

Figure 31. p-values for comparison by residence halls.

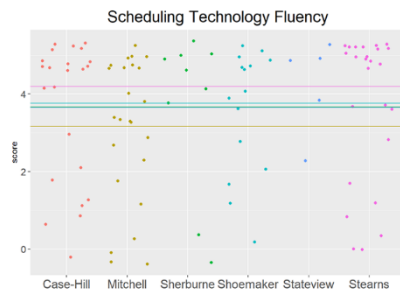


Figure 32

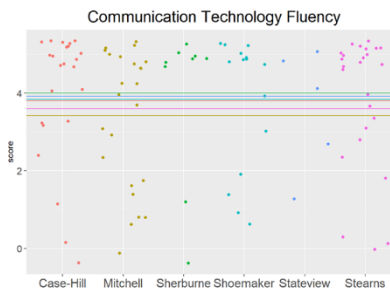


Figure 33

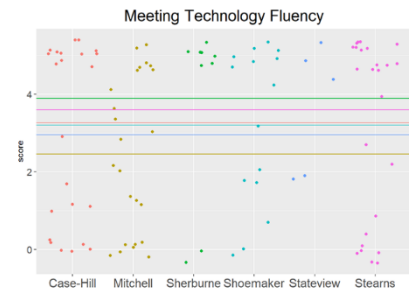


Figure 34

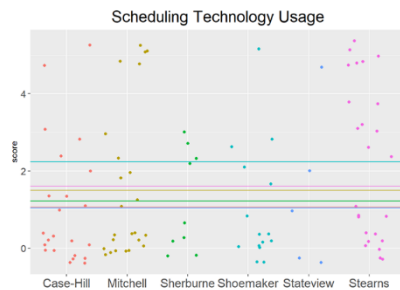


Figure 35

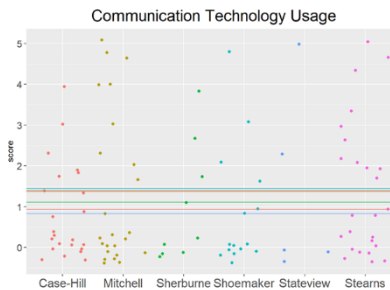


Figure 36

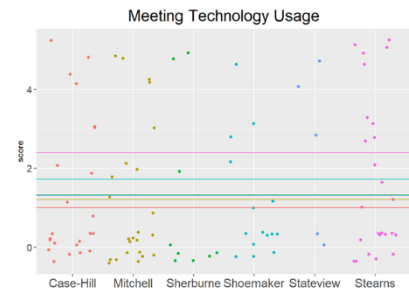


Figure 37

The comparison tests do not show any significance nor do the plots by halls represent any consistent outcome across different scores. So, the scores may be overall even across the residence halls.

- Gender

There are 70 females, 30 males, and 1 unknown. To avoid any outlying influence of single observation, the unknown response is ignored for this part of analysis. Then, since each group has at least 30 sample size, two-sample t-test is used to test the difference in scores by gender.

p-Value & Mean Difference		Fluency	Usage
<i>Scheduling</i>		0.807	0.9621
		-0.0952381	0.01904762
<i>Communication</i>		0.3256	0.4778
		0.4190476	0.2571429
<i>Meeting</i>		0.6385	0.9372
		0.2238095	-0.03333333

Figure 38. p-values and mean differences for comparison by gender.

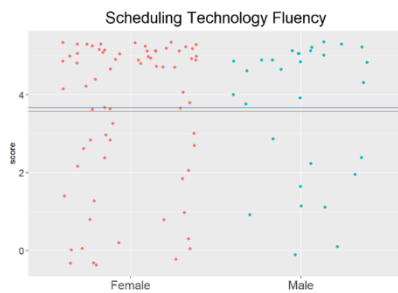


Figure 39

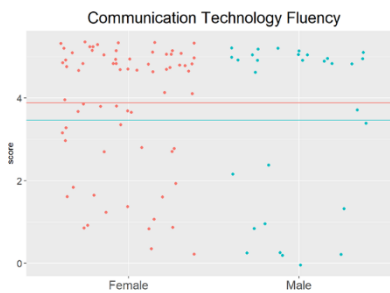


Figure 40

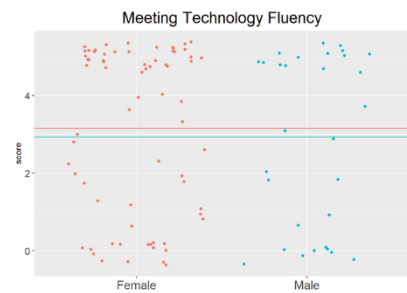


Figure 41

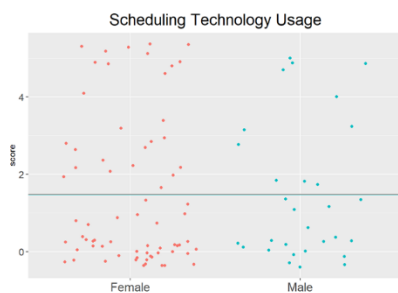


Figure 42

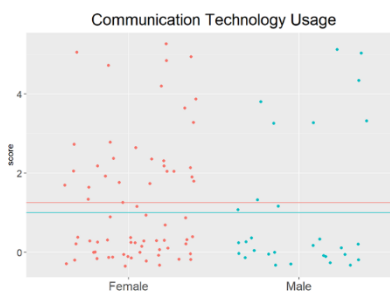


Figure 43

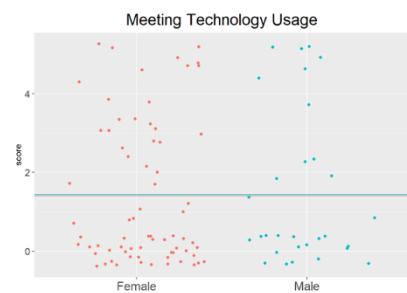


Figure 44

The tests do not show any significance difference in gender. However, in 4 scores, females scored higher than males, whereas they tie in other two scores. Especially in communication fluency score, females averagely scored 0.42 more than males. Therefore, it may be true that females are slightly more fluent in technology and use more it than males.

- Age

Since age is a continuous value, Pearson correlation test is used to test for the correlation between score and the age. Note that the average age of the total population is 20.0495.

p-Value & Correlation	Fluency	Usage
<i>Scheduling</i>	0.8191 0.02545569	0.7798 -0.02238248
<i>Communication</i>	0.6321 0.05050889	0.3633 -0.08420549
<i>Meeting</i>	0.6432 0.04948217	0.4092 0.08743197

Figure 45. p-values and correlations by age.

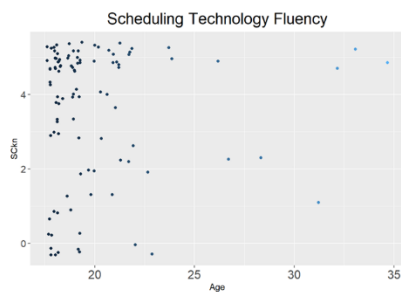


Figure 46

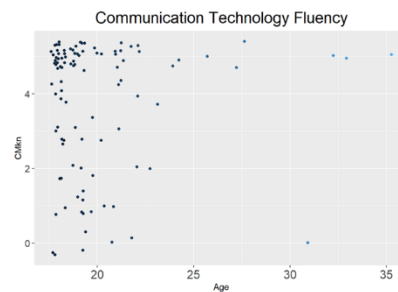


Figure 47

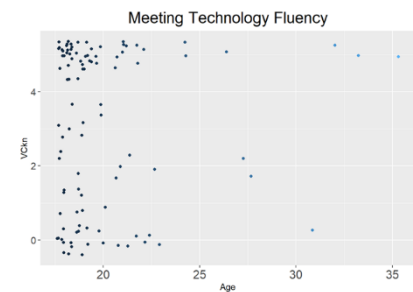


Figure 48

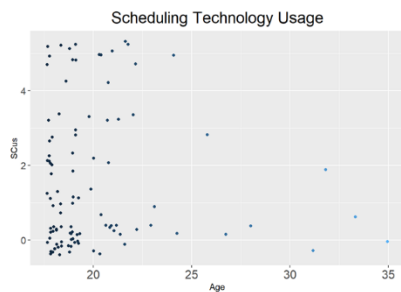


Figure 49

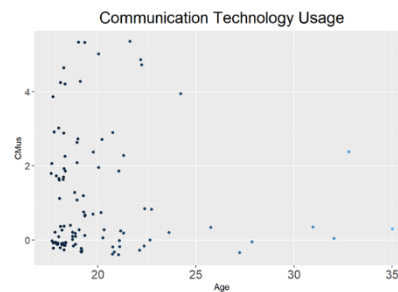


Figure 50

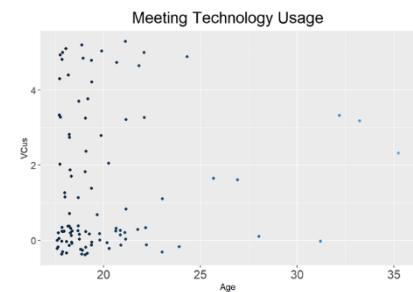


Figure 51

As Figure 45 shows, the correlation between age and scores are very close to 0. Therefore, age and scores are almost uncorrelated. However, looking at Figures 46-51, students that are older than 30 tend to be overall fluent, while their usage are low. Also, there is a large variability between younger students, while the older students tend to be more consistent.

- Class (Year in College)

Among 101 students, 56 are freshmen, 19 are sophomore, 16 are junior, and 10 are senior.

Considering the small sample sizes, nonparametric multiple comparison method Kruskal Wallis test is used for class comparison.

p-Value	Fluency	Usage
<i>Scheduling</i>	0.5821	0.7798
<i>Communication</i>	0.4648	0.6105
<i>Meeting</i>	0.5588	0.9497

Figure 52. p-values for comparison by class.

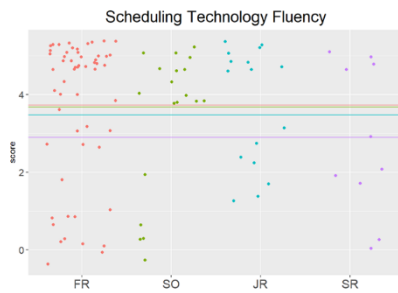


Figure 53

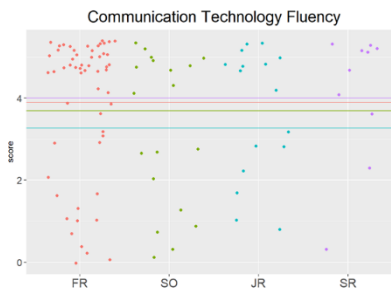


Figure 54

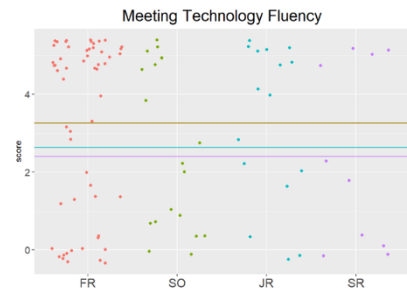


Figure 55

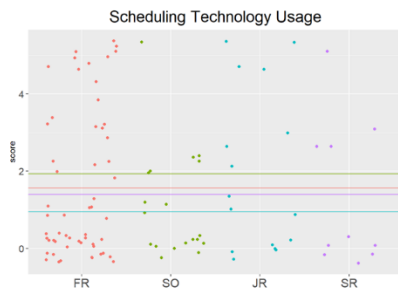


Figure 56

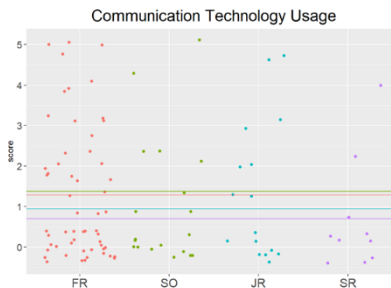


Figure 57

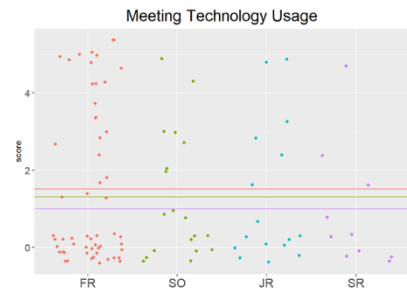


Figure 58

There is not any significant difference detected by the test. However, in 4 areas, seniors scored the lowest. Additionally, sophomores and freshmen tend to score higher than the other upper classes. Therefore, it may be true that newer classes tend to be more fluent in technology and use it more often.

- School/College

Among 101 students, 24 students are in College Liberal Arts (CLA), 34 are in College of Science and Engineering (COSE), 11 are in Herberger Business School (HBS), 7 are in School of Education (SOE), 14 are in School of Health and Human Services (SHH), 7 are in School of Public Affairs (SOPA), 1 is in University College, and 3 are unknown. To reduce the outlying effect of small groups, University College and unknown responses are ignored for this part of analysis. Since other groups are still small as well, nonparametric method Kruskal Wallis test is used for school/college differences again.

p-Value	Fluency	Usage
<i>Scheduling</i>	0.2118	0.941
<i>Communication</i>	0.3359	0.5728
<i>Meeting</i>	0.1835	0.4004

Figure 59. p-values for comparison by school/college.

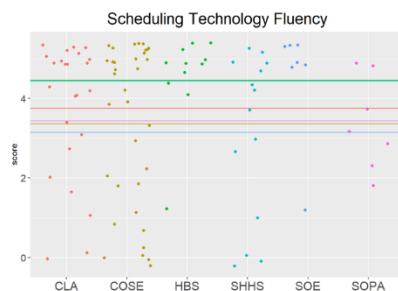


Figure 60

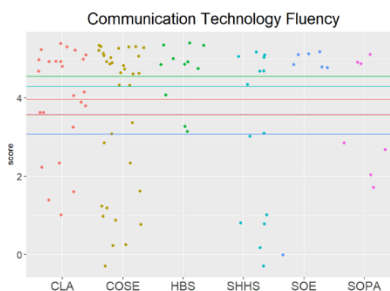


Figure 61

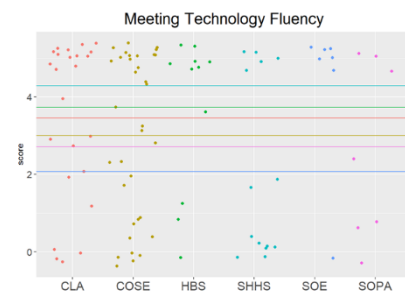


Figure 62

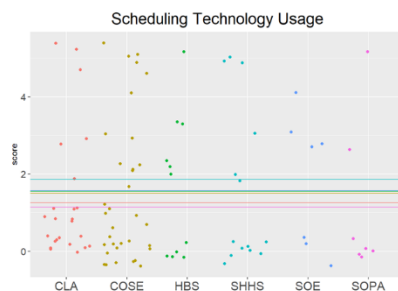


Figure 63

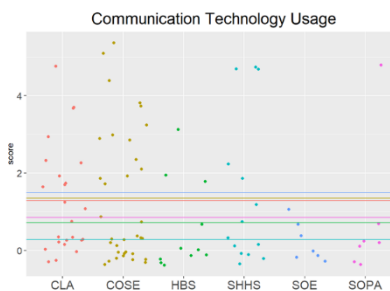


Figure 64

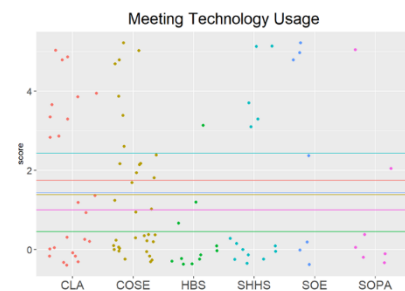


Figure 65

Fluency scores have low p-values compared to the usage, therefore there may be some noticeable differences in fluency scores between school/college. *Figure 60-65* suggest that SOE and HBS have higher fluency scores than others, while usage scores do not have any clear trend.

Conclusion

As Our Husky Compact emphasize the goal of 2020 as “Integrate Existing and Evolving Technologies,” this assessment allows the Department of Residential Life to review the current status of the technological use and knowledge within the department and of the students living in residence halls. The Department can decide where to focus on for improving technological usage in its engagement programs based on the insights obtained from the assessment.

Via some statistical analysis, the following information about technology preference and usage was revealed:

- For scheduling, more than half of students and staff prefer online app. Still, about 1/3 of them prefer hand-written schedule mainly because it is easier for them to keep their schedule with.
- For communication, about 60% of students and staff prefer emailing, while some prefer phone, and only few prefer in-person communication.
- For meeting, more than 60% prefer online meeting, while a bit more than 25% prefer in-person meeting because either it is easier to be in for them or they want a possible in-person connection from it.
- Zoom and Microsoft Outlook are prominently used by the staff to the students
- CA indicated that the department needs improvement of using technology in engagement and communication, whereas the students suggested that there is not one particular area.
- Students do not use some technology even if they are fluent with them.

- Students tend to be less fluent in meeting applications compared to scheduling and communication applications.
- Staff tend to be more fluent in technology and use more of it compared to students.
- Fluency and usage do not vary much between residence halls.
- Female students are slightly more fluent in technology and use more it than male students.
- Younger students tend to vary in fluency and usage than older students.
- Newer classes (freshmen, sophomore) tend to be slightly more fluent in technology and use more it than older classes.
- School of Education and Herberger Business School students tend to be slightly more fluent in technology than other students.

There are many of demographic and enrollment comparisons did not suggest statistically significant outcomes, therefore the structure of the assessment, especially kind of data and survey questions may need re-evaluation and modification. Despite these challenges, this assessment was an opportunity for the Department to build the basis of technology assessment for the Department. Using the given insights and measures, Residential Life can identify and set specific goals for technology use in the future.

Appendix

- **Appendix A: Basic Statistics**

- Statistical Hypothesis Testing:

Process of obtaining the probability of the given data showing specific trend enough while assuming that there is no trend.

- p-Value:

Probability obtained from the statistical hypothesis testing.

- Parametric Methods:

Used for data that can be assumed as some form. Normally, large sample sized data tend to form a certain distribution (normal distribution). Commonly used for large sample data.

- Nonparametric Methods:

Used for data that cannot be assumed to have any form. Normally, small sample sized data do not form normal distribution. Commonly used for small sample data.

- t-Test:

A type of hypothesis testing to see if the given data is different enough from an expected value (parametric method).

- Two-Sample t-Test:

A type of t-test to see if two (unpaired) data show a large enough difference considering their variability and mean while assuming normality. In this case, p-value indicates the probability of given data showing large enough difference assuming that there is no difference.

- Paired t-Test:

A type of t-test to see if paired data show a large enough difference considering their variability and mean while assuming normality.

- Kruskal Wallis Test:

A type of nonparametric method to test for data with more than two sets (multiple comparisons). In this case, p-value indicates the probability of at least one pair of the given data showing large enough difference assuming that there is no difference.

- **Appendix B: Survey Questions**
- Part1: Use of Technology - Student Staff Survey

SC Which method do you prefer in creating your schedule?

- ☐ Online scheduling app (Outlook, Google Calendar, Phone App, ...)
- ☐ Hand-written schedule
- ☐ Other: Type your answer & the reason why you prefer this method
-

Display This Question:

If Which method do you prefer in creating your schedule? = 2

SC-2 What is your primary reason that you prefer hand-written schedule over other online applications?

- ☐ Hand-written schedule is easier to keep up with/create
- ☐ I am not fluent in using such applications
- ☐ It is due to privacy reasons
- ☐ Other: Type your answer _____
-

CT What is your primary method of contacting students that you supervise?

- ☐ Email
- ☐ Phone (texts, calls, related phone apps)
- ☐ In-person
- ☐ Other: Type your answer & the reason why you prefer this method
-
-

Display This Question:

If What is your primary method of contacting students that you supervise? = 3

CT-3 What is the primary reason you prefer contacting in person than other methods?

- ☐ It is easier to get ahold of students
- ☐ I prefer to make in-person connections than other ways
- ☐ I am not fluent in using other methods
- ☐ Other: Type your answer _____

MT Which method do you prefer in facilitating any meetings with your students if in-person is undesirable?

- ☐ Video call apps (Zoom, Teams, ...)
- ☐ Phone (videocalls, related phone apps)
- ☐ I will find a way to do it in-person
- ☐ Other: Type your answer & the reason why you prefer this method

Display This Question:

If Which method do you prefer in facilitating any meetings with your students if in-person is undesi... = 3

MT-3 Why do you prefer in-person meetings than any others?

- ☐ Possible personal connections
- ☐ Easier to facilitate
- ☐ I am not fluent in using other methods
- ☐ Other: Type your answer _____

FD Which areas of tasks need more use of technology? (Choose all that applies)

- ☐ Scheduling
 - ☐ Communication
 - ☐ Meetings
 - ☐ Engagement programs
 - ☐ I am overall satisfied
 - ☐ Other: Type your answer _____
-

FD-1 Explain your answer for the question above

- Part1: Use of Technology - Student Survey

SC0 Has your CA used any online scheduling application (Outlook, Google Calendar) to schedule an event (ex. meeting) with you?

- ☐ Yes
- ☐ Maybe
- ☐ No

Display This Question:

If SC0 = Yes

Or SC0 = Maybe

SC0-1 In response to the previous question, which online application was used? (Choose all that applies)

- ☐ Outlook (School Email)
- ☐ Google Calendar
- ☐ Other: Type your answer _____

SC Which method do you prefer in creating your schedule?

- ☐ Online scheduling app (Outlook, Google Calendar, Phone App, ...)
- ☐ Hand-written schedule
- ☐ Other: Type your answer & the reason why you prefer this method

-

Display This Question:

If SC = Hand-written schedule

SC-2 What is your primary reason that you prefer hand-written schedule over other online applications?

- ☐ Hand-written schedule is easier to keep up with/create
 - ☐ I am not fluent in using such applications
 - ☐ It is due to privacy reasons
 - ☐ Other: Type your answer _____
-

CT0 Which method does your CA primarily use to contact you? (Choose one that is most frequently used)

- ☐ Email
 - ☐ Phone
 - ☐ In-person
 - ☐ Other: Type your answer _____
-

Display This Question:

If CT0 = Email

Or CT0 = Phone

CT0-1 In response to the previous question, what application is used?

- ☐ Outlook (school email)
 - ☐ Phone call/message
 - ☐ Instagram
 - ☐ Facebook
 - ☐ Snapchat
 - ☐ Other: Type your answer _____
-

CT Which method do you prefer your CA to use when they need to contact you?

- ☐ Email
 - ☐ Phone (texts, calls, related phone apps)
 - ☐ In-person
 - ☐ Other: Type your answer & the reason why you prefer this method

-

Display This Question:

If CT = In-person

CT-3 What is the primary reason you prefer contacting in person than other methods?

- ☐ It is easier to get ahold of
 - ☐ I prefer to make in-person connections than other ways
 - ☐ I am not fluent in using other methods
 - ☐ Other: Type your answer _____
-

MT0 Which method has your CA primarily used in facilitating any meetings with you?

- ☐ Video call apps (ex. Zoom, MS Teams)
 - ☐ Phone/Phone apps
 - ☐ In-person
 - ☐ Other: Type your answer _____
-

Display This Question:

If MT0 = Video call apps (ex. Zoom, MS Teams)

Or MT0 = Phone/Phone apps

MT0-1 In response to the previous question, what application is used?

☐

Zoom

☐

MS Teams

☐

Phone call/message

☐

Instagram

☐

Facebook

☐

Snapchat

☐

Other: Type your answer _____

MT Which method do you prefer your CA to use to facilitate any meetings with you or/and other students if in-person is undesirable?

☐

Video call apps (Zoom, Teams, ...)

☐

Phone (videocalls, related phone apps)

☐

I will still prefer in-person

☐

Other: Type your answer & the reason why you prefer this method

Display This Question:

If MT = I will still prefer in-person

MT-3 Why do you prefer in-person meetings than any others?

- ☐ Possible personal connections
 - ☐ Easier to be part of
 - ☐ I am not fluent in using other methods
 - ☐ Other: Type your answer _____
-

FD Which areas in Res Life tasks need more use of technology? (Choose all that applies)

- ☐ Scheduling
 - ☐ Communication
 - ☐ Meetings
 - ☐ Engagement programs
 - ☐ Front Desk services
 - ☐ I am overall satisfied
 - ☐ Other: Type your answer _____
-

FD-1 Explain your answer for the question above

- Part 2: Technology Fluency (Same for both Student Staff and Student)

In Outlook, Google Calendar, or any other online scheduling applications, do you ____:

	Choose all that applies	
	Know how to use this feature	Use this feature frequently
Create a weekly (or recurrent) schedule	<input type="checkbox"/>	<input type="checkbox"/>
Set reminder for your schedule	<input type="checkbox"/>	<input type="checkbox"/>
Categorize your schedule	<input type="checkbox"/>	<input type="checkbox"/>
Set up a meeting with other attendees	<input type="checkbox"/>	<input type="checkbox"/>
Make it private	<input type="checkbox"/>	<input type="checkbox"/>

In Outlook (school email application), do you ____:

	Choose all that applies (leave it blank if doesn't apply)	
	Know how to use this feature	Use this feature frequently
Forward an email	<input type="checkbox"/>	<input type="checkbox"/>
Categorize/organize in groups and folders	<input type="checkbox"/>	<input type="checkbox"/>
Format your texts	<input type="checkbox"/>	<input type="checkbox"/>
Sort or filter your inbox	<input type="checkbox"/>	<input type="checkbox"/>
Prioritize/flag an email	<input type="checkbox"/>	<input type="checkbox"/>

In Zoom, MS Teams, or any other meeting applications, do you _____:

	Choose all that applies (leave it blank if doesn't apply)	
	Know how to use this feature	Use this feature frequently
Schedule a weekly (or recurrent) meeting	<input type="checkbox"/>	<input type="checkbox"/>
Make it private (require passcode)	<input type="checkbox"/>	<input type="checkbox"/>
Share contents or draw on whiteboard	<input type="checkbox"/>	<input type="checkbox"/>
Require other attendees	<input type="checkbox"/>	<input type="checkbox"/>
Use polls	<input type="checkbox"/>	<input type="checkbox"/>

References

“Dimensions of Our Husky Compact.” *Our Husky Compact*, St. Cloud State University,
<https://www.stcloudstate.edu/ourhuskycompact/dimensions/default.aspx>.