STUDY SERIES
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**Ethnographic Study of the Group Quarters Population
in the 2010 Census: College Student Residence Halls**

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1   Executive Summary

Residence halls on college campuses constitute one of the largest group quarter types identified by the US Census Bureau. Contemporary residence halls are quite different from the dormitories of the past where men lived separately from women. Today, residence halls vary in size, style, and culture even within a single college campus. It is possible to be in a nurturing freshman-only hall, an honors hall, or a mega-hall with thousands of residents. Yet among today's students, few of these rooms even have a telephone plugged into the wall; the students use their mobile phones as their primary communication device. They rely on the resources found on the Internet for their classes and to provide them their new social life. Time is a valued commodity in this fast-paced environment and April 2010 was the first time these 18-22 year olds had ever completed a decennial.

This study was conducted in the Spring of 2010 on a large college campus in the southwestern US. The project incorporated a multi-method approach that is congruent with an ethnographic study. Prior to the distribution of the 2010 Census, a research team took detailed field notes and conducted interviews to better understand residence halls and the media and message habits of 2010 college students. Direct observation of the enumeration and post-decennial interviews allowed the researchers to better understand concerns with the enumeration and the dynamic factors that could affect a future census coverage measurement effort. To capitalize on the fact that this was a large campus, the interviews examined several different residence halls and the attitudes of both staff and residents. Shortly after the residence hall enumeration, staff from Census Bureau headquarters (HQ) conducted a post-enumeration coverage measurement-like survey to see if it was feasible to conduct a coverage measurement operation in this type of group quarters. Residents from three of the residence halls on this same campus were selected to participate. Unlike the typical Census Coverage Measurement operation, which utilizes in-person interviews, this survey used a self-administered paper questionnaire. The contracted researchers assisted HQ staff by conducting a post-survey focus group to help understand the social perceptions of residence hall members who experienced a coverage measurement-like survey. The data were analyzed using ethnographic thematic analysis as well as coding and constant comparative analysis. The major findings were organized around four research questions: What is a 2010 residence hall? What enumeration problems existed in the residence halls during the 2010 Census? What communication media and technologies are most helpful to reach a college student population? What are the social and dynamic factors in a residence hall that affect a coverage measurement? The residence hall findings focus on describing who lives in a residence hall, the organizational culture differences among halls, the importance of security, flexible supervision, and the programming requirements on the staff.

The problems found in the 2010 enumeration in the residence halls were sorted into seven categories and a final best practices category. Those categories were: limited awareness, timing on a college campus, myths about the census, varying distribution practices, temporary status, family conversations, staff concerns, and I'm too busy. The communication media used to reach a college population represented a combination of traditional media—e.g., flyers posted around campus—and a variety of electronic and computer-mediated communication tools. It is important to note that the messages allowed inside the residence halls are restricted. Using paper-based 2010 Census forms was not necessarily a poor choice, especially considering that they were distributed through an organized organizational structure with established rules concerning mandatory meetings, yet having online options for form distribution and information would have

been helpful. We also present a summary of how students use newer media in 2010 and three case studies elaborate on these practices. The final findings concerning the social and dynamic factors affecting a post-enumeration coverage measurement survey are presented in three major themes: The unique factors present in the pilot coverage measurement study, the completion paradox, and the nanny state created by organizational control.

1.1 Coverage measurement recommendations

- **Timing: Move the residence hall 2020 enumeration date one to two months earlier**
The current timing of the 2010 decennial in residence halls (April 1-May 15) makes it almost impossible to conduct a coverage measurement before the residents have moved out of their halls at the end of the semester (or quarter).

- **Timing & Methods: Combine the coverage measurement with administrative check-out procedures**
Considering the protective culture of the residence halls, the extremely busy end of the semester, and residence hall staff's desire for efficiency, it makes sense to combine the coverage measurement survey with an existing administrative procedure at the residence hall. We propose additional studies to assess the impact of the timing of the post-enumeration coverage measurement survey in combination with various administrative processes. An experiment designed to manipulate the effects of conducting a separate coverage measurement versus combining the re-enumeration with check-out could reveal an appropriate strategy.

- **Use different data collection modes for the coverage measurement survey**
The redundancy and media expectation findings from this study suggest that using the same data collection mode (self-administered paper in this case) for both surveys might introduce some systematic response bias that is more statistically troublesome than using a combination of administration records. We propose conducting a series of experimental studies to determine how to use different data collection mode to capture attention and then convince the students to complete the 2020 Census. One of these studies would be patterned after the Advance Letter Study (Goldstein & Jennings, 2002) where the authors found that sending a letter prior to making a phone call positively influenced response rate.

- **Market the coverage measurement using an education frame**
Since these coverage measurements will occur on a college student population, it is important to help them understand why they should care about the survey, especially when it is the second one they will receive and it will feel redundant. The goal is to establish relevancy and one potential way is explain why a repeated measure is important. We propose conducting several experiments where the messages provided are manipulated to justify why they should complete the coverage measurement survey. This type of study would be similar to the confidential wording and mandatory appeals experimental study by Dillman, Singer, Clark, and Treat (1996).

- **Provide training and resources for the residence hall staff**
The residence hall staff needs to know what is expected of them and they must have access to Census Bureau materials to help them properly explain the process to their residents. We propose

that the Census Bureau Group Quarters Operation targeted materials for college students that are easy to find on the Internet and are specifically for their situation as a group quarter.

- **Assess the impact incentives would have on participation**

College students in 2010 are heavily motivated by incentives. We recommend that the Census Bureau assess this recommendation and consider providing some program funding (likely in the form of food) to the residence halls as an incentive for participation. We believe that the value of this particular incentive (food) is not likely to change in the next decade.

1.2 Broad residence-hall-specific recommendations for the census and census coverage measurement survey

- **Resident Advisors should be facilitators, not enumerators**

The Resident Advisors (RAs) in our study were very conscientious and most of them did a good job, but we feel that placing that much responsibility on an untrained, unpaid, non-Census worker is unfair and can compromise data integrity. We are also assuming that there will be some type of online enumeration option for 2020, which will reduce the number of residence hall members needing to be enumerated in person. RAs would make excellent census facilitators and, if provided appropriate tools, they are willing to host programs about the census and post instructions for accessing the forms.

- **Forewarn staff and students**

To better prepare all parties for census form completion, giving all university staff and students multiple messages that provide advance warning (termed forewarning) is recommended.

- **Develop cooperative relationships with residence halls**

One of the biggest differences between enumerating the broad population when compared to a group quarter has to do with how an organization functions to control (at least to some extent) its residents. Instead of individuals making decisions to either participate or not, the organization serves as an additional gatekeeper to individual participation. By creating a stronger collaboration between the university and the census, these hurdles can be addressed more easily.

1.3 Broad census data collection modes and communication channel specific recommendations

- **Use data collection modes to administer the census that meet media expectations and provide options**

While it is difficult to predict whether the current media expectations for surveys like the census will be the same in 2020 as they were in 2010, we can broaden our understanding of these new media disconnects to make recommendations for 2020. It is important to realize that using paper-based forms and requiring students to appear in person to be enumerated represented a media disconnect from how they are accustomed to taking a survey. It is most common that these students take online surveys. We recommend that the Census Bureau conduct studies approximately five years from the next decennial and consider using technology that fits within the norm of how surveys are administered to the college student population.

- **Use a multiple communication channel approach to reach the college student population**

While the census tends to use mass media channels (most notably TV, radio, and direct mail), other types of communication campaigns recognize the importance of interpersonal and organizational channels for communication. We recommend that the Census Bureau use interpersonal channels, such as notifying parents about how their students will need to be enumerated. In combination with these interpersonal channels, we also recommend relying on organizational channels for information dissemination. Using a trusted organization as a communication channel allows the census to harness the credibility of several organizations—residence halls, the University, and student organizations—to deliver the messages.

- **Provide stakeholders with easy ways to seek information**

During the past decade there has been a trend away from providing information, to having people pull the information (most often from an electronic resource) when they need it. The college student population is fairly adept at finding information on the Internet, but they are also impatient when their search yields limited information. We recommend several things to overcome this problem in the 2020 Census. First, there must be Internet-based tools targeted to the college student population. This information should have a section that provides information on residence halls (and probably apartments as well). Having a list of Frequently Asked Questions (FAQs) may be a great resource for students and the staff facilitating the enumeration.

2   Introduction

The goal of this study, which is one of seven independent studies of seven Group Quarters (GQ) populations, was to understand the process of enumerating individuals living in residence halls during the 2010 Census. We sought to discover what types of census enumeration of residence halls would lead to the most complete and accurate count of these populations. We also sought to understand whether a post-enumeration within-group-quarters' person coverage measurement operation would be feasible in future decennial censuses for these populations. For this study, the first and second authors (Stephens and Heller) each performed portions of the fieldwork and ethnographic research based on their expertise and experience in these areas; the third author, the Census Bureau lead researcher (Chan) guided the design of the study, conducted the pilot coverage measurement-like survey and the overall implementation and reporting of the findings. (See Chan 2012a for more details of the overall coverage measurement study research on all seven GQ populations.)

3   Background

3.1   Life on the 2010 college campus

One, two, three…twenty-seven, actually almost everyone I saw in that large open space was either connected to an iPod or a mobile phone. Several people were briskly walking and sharing a conversation, but those conversations were often interrupted by, "Let me take this call." Conversations often reflected the reality of living through social networks, one student told another one, "I did not see that on Facebook." One person was sitting on a bench, laptop open while checking email, chemistry textbook open, and his fingers were flying quickly because he was obviously sending a text message. The pace was hurried and heavily influenced by the communication technologies they so prominently displayed. One student jumped because she was almost hit by a car; she was quite engrossed in the text message she was sending while practically running across the intersection. Students on this college campus might have been physically present walking between classes, but quite often they were mentally disconnected from their current location and they were immersed in the conversations they had through their technologies.

Even capturing their attention was challenging. On elevators, people talked out loud and others were embarrassed when they responded only to realize that the other people had their Bluetooth engaged and they were not talking to them. Even a quick hello went unheard, or the person dipped her head to remove the earbud long enough to listen and respond. College professors increasingly complained that students spent class time with their laptops open to Facebook or YouTube, or they were sending text messages with their BlackBerries and iPhones. There was a time when parents complained about divided attention between the TV and conversation; the 2010 college generation live in a divided attention world where they are constantly connected to technology.

3.2   Study objectives

This description paints a picture of student behavior on a college campus in 2010. It is important to understand that a college campus is a busy place filled with a variety of

technologies and even more messages. Capturing the attention of this group of people can be challenging because attention is a scarce resource and competition for it is stiff.

The objective of this study is to provide an in-depth analysis of the residence hall type of group quarters (GQ) and provide recommendations for conducting future coverage measurement operations of this population. Residence halls are defined as a group quarter because they are a group living arrangement managed by an organization (the University in this case). In 2000 residence halls constituted the largest category of group quarters with approximately 2.1 million residence hall members (Jonas, 2003). In 2010 the residence halls were scheduled to be enumerated between April 1 and May 15, 2010. The census employees worked with the residence hall administrators to arrange for the housing staff to distribute and collect the individual forms. The only Census Coverage Measurement conducted in residence hall facilities occurred as a pilot test of three residence halls in the University reported in this study.

To accomplish the research objectives, we will first present an ethnographic understanding of the people who live in this type of GQ and how this GQ functions. A major objective of this study is to better understand the culture of a residence hall. This explanation is presented in response to the first research question (RQ) in this study: What is a 2010 residence hall?

The next three research questions in this study focus specifically on the 2010 Census enumeration in the residence halls, the results from a pilot coverage measurement-like survey , and an explanation for how college students' use of media might help researchers better understand how to reach college students with messages in the future. Those three research questions are: RQ2: What enumeration problems existed in the residence halls during the 2010 Census?; RQ3: What communication media and technologies are most helpful to reach a college student population?; RQ4: What are the social and dynamic factors in a residence hall that affect a coverage measurement? The responses to these questions allow researchers to better understand residence halls and coverage measurement options for this type of GQ.

3.3   Literature review

3.3.1   Organizational hierarchy, culture, and control

One of the unique aspects of a group quarter as compared to an individual household-type living arrangement is the control that a central organization has over access to the individuals living in the facility. Organizations can be defined in many ways and entire academic disciplines—i.e., organizational studies and organizational communication—have evolved to study how organizations and their members function. Some concepts highly relevant to group quarters, specifically residence halls, are hierarchy, control, and organizational culture. Organizations typically function through a series of managerial levels. In residence halls these levels are represented by titles such as Housing Director, Area Coordinator, Hall Coordinator, and Residence Advisor. Hierarchies can take many forms, but in the residence halls studied here, there is a fairly linear chain of command, and on many topics the Residence Advisors are given flexibility in how they accomplish their goals and objectives. Organizations also have cultures, a term adapted from anthropology and heavily researched in the 1980s. It is important to conceptualize organizational culture considering there are many diverse opinions. Trice and Beyer's (1993) definition of culture views it as a collective phenomenon that provides individuals with accepted ways to express and affirm their beliefs. In the process, uncertainty and

ambiguity are managed using abstract shared belief systems, or ideologies. Ideologies link action and fundamental beliefs (Trice & Beyer, 1993). These often change over time, can have multiple meanings, and are influenced by the past (Trice & Beyer, 1993). Ideologies are manifested through the use of concrete cultural forms such as symbols, language, narratives, and practice (Trice & Beyer, 1993). These cultural forms are called artifacts in Ed Schein's (1992) popular book on organizational leadership and culture. He provides a concrete list of artifacts that can provide clues about the culture of an organization.

While much of the early research on organizational culture presumed that a single culture, called a strong culture (Deal & Kennedy, 1982), united all the members. By the late 1980s scholars began to promote the idea that subcultures exist inside organizations. Van Maanen and Barley (1985) define subcultures as "a subset of an organization's members who interact regularly with one another, identify themselves as a distinct group within the organization, share a set of problems commonly defined to be the problems of all and routinely take action on the basis of collective understandings unique to the group" (p. 38). Cauldron (1992) provides an insightful summary of the relationship when she says that in the 1980s, management gurus focused on convincing corporate America that "corporate culture is a uniform force, a single rudder that guides organizations." In the 1990s the same consultants realized that "corporate culture is not a single engine driving the boat; it more closely resembles a collection of oars paddled by employees who have conflicting ideas about the daily course of business." (p. 61).

The concept of organizational culture and subcultures are particularly relevant for the study of residence halls as a GQ. The housing office for the University sets the tone for an overarching organizational culture, yet the individual residence halls clearly have unique cultures that can be considered subcultures.

The final organizational concept highly relevant in study is the notion of control and concertive control. Most organizations make at least some centralized decisions for their members, and they do this overtly. Yet another concept well developed in the organizational studies literature is the notion of concertive control, defined as organizational members invoking norms of interaction to control one another (Barker, 1983). In residence halls, both types of control are seen. Furthermore, concertive control offers an intriguing perspective on how organizational member control one another, something seen with the residence hall advisors in this study.

3.3.2   Census Coverage Measurement Study and Terminologies

Group quarters were excluded from the 2000 and 2010 census coverage measurement programs. The Post Enumeration Survey associated with the 1990 Census was the last formal evaluation of population coverage in group quarters. This study is part of a larger project designed to make recommendations concerning future Census Coverage Measurement Study options; hence, several survey terms need to be defined. A coverage measurement survey is a second enumeration that occurs on the same population that was previously enumerated (Bell & Cohen, 2008). This procedure can be considered a test/retest type of measurement that is designed to assess a type of reliability.

Two additional terms are relevant to any type of enumeration, but they are especially relevant when conducting a coverage measurement study. Response rate concerns the percentage of people who participate and the questionnaire items that are completed (Groves, Cialdini, &

Couper (1992). Ideally, the Census Bureau wants everyone to participate, but in reality, there is some non-response. Finally, respondent burden (Sharp & Frankel, 1983) is considered the time and effort a person must expend to participate in a study. Burden is an important ethical consideration, but it also relates to the response rate.

A final concept highly relevant to the study of a college student population is survey fatigue. Students are no strangers to surveys. In fact, they are regularly studied and asked to participate in surveys to the point of saturation for many (Porter, Whitcomb, & Weitzer, 2004). Students regularly participate in research from both the institution and academic research sponsors, instructor evaluations, and any number of other online surveys that come their way. Students can experience some overload when it comes to being studied, and therefore experience what is known as survey fatigue (Porter, Whitcomb, & Weitzer, 2004; Sharp & Frankel, 1983). This happens when students take too many surveys, and thus, they become tired or uninterested in completing more.

4   Methods

This study incorporated a multi-method approach that is congruent with an ethnographic study. Prior to the distribution of the 2010 Census forms, a research team took detailed field notes and conducted interviews to better understand residence halls and the media and message habits of 2010 college students. Direct observation of the enumeration was used as an additional method to collect data. Post-census interviews allowed the researchers to better understand the problems with the enumeration and the dynamic factors that could affect a future coverage measurement effort. Finally, a focus group was conducted to help the researchers understand the social perceptions of residence hall members that experience a coverage measurement. We will discuss each method next.

4.1   General details of the study participants and location

Data collection for this ethnographic study occurred at a large, southwestern university with a large student population. The university is considered a premier research and educational institution. The target population of students was those who live on campus in university residence halls. This particular campus has more than 10 on-campus housing units, which vary in size and layout. Halls range from the largest complex with more than 2000 residents to much smaller house-type units that house slightly more than 100 students, and in this report all names of the halls used are pseudonyms. The majority of participants in this study have lived on campus only one or two years, and most are early in their college careers. Participant ages ranged between 18 – 22 years old, with the majority of students aged 19 – 20.

4.2   Field note and informal interview method

This ethnographic study included immersing ourselves in the culture of the residence life community on the target campus. Schwartzman (1993) explains that when working in an organization, "ethnography is a cyclical process that provides researchers with a way to examine cultures from the inside out" (p. 72). To accomplish this objective, a research team approach was used and it included three undergraduate students, a graduate student, and the principal investigator (PI). All of the undergraduate students lived on campus in the residence halls. One

was a resident advisor (RA) located in Jackel Hall, one lived in Belfont Hall, and one lived in Kesserman Hall. There was one additional undergraduate student who lived in Ackerman Hall who did not meet with our group, was not funded by this project, but she still provided some field notes. The graduate student and the PI had past experience working as an RA and a Hall Director.

The research team met every week during the semester beginning with Wednesday, January, 27th and ending on Wednesday, May 4th. The goal of the research team was to take field notes concerning how college students use media on campus. See Appendix A for the research team meeting weekly schedule. These students were trained to take field notes and to conduct interviews concerning student media use. The students also conducted informal interviews and the interview schedule is included as Appendix B.

Several days before the census was to be administered on campus, the student team members were asked to let the PI know about any census-related activities happening in the residence halls. Both students in the target halls, Ackerman and Kesserman, were able to let the PI visit the halls on the evenings of the actual enumeration. The detailed field notes and enumeration procedures were provided to the study sponsor in a separate report. The other team members shared their experiences with the decennial census and the post-enumeration coverage measurement-like survey with the PI and graduate research assistant.

Concurrent with the research team meetings, the graduate assistant and PI searched the entire campus for any census-related posters, flyers, and activities. These were documented using photos and through field notes. In addition, the graduate assistant and PI searched the university website, the internet, Facebook pages, and Twitter posts for any additional census-related activities. The graduate assistant attended one of the early rallies on campus and the PI attended one of the rallies closer to the actual campus enumeration. These two team members also took notes concerning the residence halls at this university including the security and the structure of on-campus housing, while informally speaking with students living in non-group quarters like apartment complexes.

4.3   Interview method

4.3.1   Recruitment procedures

Two days after the 2010 Census forms were completed in the residence halls, both researchers used a snowball sampling approach to request resident and staff interviews. The first group approached by the researchers was the undergraduate student research team that had been working on examining student media use all semester. One member of that research team was a residence hall advisor, and two other members of the team were located in the target residence halls of Ackerson and Belfont. These team members assisted in the snowball sampling process. In addition, there were two hall coordinators interviewed who represented Belfont Hall and Williams Hall. At the request of the sponsor, the team focused on obtaining interviews beyond the three halls that were also included in the pilot coverage measurement study (those were Ackerson, Belfont, and Williams Hall). Because those three halls represent some of the smallest residence halls on this campus, the team focused the interview efforts on the largest residence hall on campus, Jackel Hall.

The resulting snowball sample includes 23 participants: 16 interviews with residents and seven interviews with staff of the residence halls. Twelve of the respondents were female and 11 were male. The respondents were recruited from a number of resident halls. About half of the 23

interviews were conducted with residents (n=8) and advisors (n=4) from Jackel Hallwith the remaining 11 interviews representing a mix of halls. One interview (Dormont) represented a non-University-owned residence hall still on the same campus. The following table provides demographic details for the study participants.

Table 1. Demographics for post-enumeration interview participants

Residence Hall	Subject Label	Sex
Ackerson	Resident 16	Female
Belfont	Hall Coordinator 2	Female
Belfont	Resident Advisor 5	Female
Belfont	Resident 9	Female
Williams	Hall Coordinator 1	Male
Jackel	Resident Advisor 1	Female
Jackel	Resident Advisor 2	Male
Jackel	Resident Advisor 3	Male
Jackel	Resident Advisor 4	Male
Jackel	Resident 2	Female
Jackel	Resident 4	Female
Jackel	Resident 5	Female
Jackel	Resident 7	Male
Jackel	Resident 8	Male
Jackel	Resident 11	Male
Jackel	Resident 13	Female
Jackel	Resident 15	Male
Smithers	Resident 1	Male
Santa Maria	Resident 3	Female
Santa Maria	Resident 6	Female
Kesserman	Resident 10	Female
Dormont	Resident 12	Male
Melrose	Resident 14	Male

4.3.2   In-depth interview schedule

There were two interview schedules constructed: one for residents and one for staff. The interview schedules were designed primarily to address the questions recommended by the study sponsor concerning attitudes and opinions of residence hall members and staff toward the 2010 Census. The PI also used field notes and prior knowledge of residence halls/University campus to develop the schedule. The other questions were designed to better understand how students use communication media and how organizations try to reach this population with information. See Appendix C for a copy of the student interview schedule and Appendix D for a copy of the staff interview schedule.

4.3.3   Data collection

The interviews were conducted in several different types of environments to accommodate the needs of the interviewees. The hall coordinator (HC) interviews were conducted in their offices, while residence hall advisors were often interviewed in offices or quiet meeting areas. The residents were interviewed in offices, in their rooms, and in quiet

meeting areas. All interviews began with the participants reading and signing the informed consent form for audio taping the interview.

The interviews lasted between 12 minutes and 40 minutes, they were all audio recorded, and their resulting verbatim transcription resulted in 240 pages of single space text. A copy of the transcribed, raw interview data has been provided to the study sponsor.

4.4   Focus group method

Focus groups allow researchers to "explore topics and generate hypotheses" (Morgan, 1988, p. 21). They are usually valued for their ability to have multiple participants interact and discuss research topics. The data from a focus group can either serve as data in its entirety, or it can be combined with additional data collection methods such as interviews or participant observation (Morgan, 1988).

4.4.1   Coverage measurement-like survey

The lead census researcher conducted a pilot coverage measurement-like survey (CMS) with students at two different universities (one of the two was the same university selected for this ethnographic study) prior to the closing of their residence halls (Chan 2012). Of interest to this study, the CMS was originally designed to be an interviewer-administered in-person questionnaire. Due to security concern, the university resident halls administration had agreed to allow their residents to participate in the pilot coverage measurement-like survey (CMS) only if it was a self-administered questionnaire similar to the 2010 Census (the same data collection mode was used for the second university). The self-administered coverage measurement-like survey packets were mailed via Federal Express service to three selected residence hall directors at this university after the decennial GQ operation closed out at this university. This contrasts with the 2010 Census Coverage Measurement Operation, which utilized interviewer-administered in-person interviews for the housing unit coverage study. Each survey packet contained a cover letter, the self-administered paper questionnaire with instructions on how to complete the questionnaire and a return-envelope. The students were asked to return the completed questionnaire, sealed in the return envelope, to their respective residence assistant. Approximately 65 percent of the 468 resident hall students selected for the study completed the CMS. For more details regarding the pilot CMS, see Chan (2012).

A focus group was conducted at this selected site to collect feedback from resident hall participants who have experienced both the census and the CMS regarding their perception of the decennial operation and the CMS. To better understand how the focus group timeline worked along with the 2010 census and the pilot CMS, see Table 2.

Table 2. Census and Post-Enumeration Coverage Measurement-like Survey timeline

Date	Activity
April 12-14, 2010	2010 Census forms distributed
April 20, 2010	Coverage Measurement-like Survey arrived at halls
April 27, 2010	Coverage Measurement-like Survey data received
April 28, 2010	Students received email about coverage measurement-like survey focus group

April 30, 2010	Focus group participants recruited	
May 3, 2010	Focus group held	
May 6, 2010	Students began vacating residence halls	

4.4.2 Focus group recruitment procedures

One week after the post-enumeration coverage measurement-like survey was distributed in the residence halls, residents were emailed about the opportunity to participate in a focus group. Student email addresses were gathered from the target university (the list was an incomplete population due to residents who restricted their privacy). Participants were told that the focus group would last 90 minutes and they would receive $50 in exchange for their participation. They were asked to call or email Dr. Chan to verify their participation. Dr. Chan and Dr. Stephens set the following criteria for focus group recruitment: (1) equal representation among the three residence halls, (2) gender mix, and (3) ethnic and race mix. All participants were between the ages of 18 and 22. We recruited a total of 10 participants and all 10 participated. See Table 3 for a complete list of study participants.

Table 3. Demographics characteristics of focus group participants

Hall	Race	Sex
Ackerson	Asian	Female
Ackerson	White	Female
Ackerson	White	Male
Belfont	Hispanic	Male
Belfont	Hispanic	Male
Belfont	White	Male
Williams	Asian	Female
Williams	Black & Native American	Female
Williams	Hispanic	Female
Williams	White	Male

4.4.3 Focus group question schedule

The focus group questions were designed with three general objectives: (1) to gain an understanding of perceptions of the 2010 Census, (2) to gather insight into the perceptions of the coverage measurement survey, and (3) to understand ways that students in residence halls get information. There were three clear sections designed into the question protocol. First, the students focused on the 2010 Census independent from the coverage measurement-like questionnaire. Second, the students were asked to think about how they use media and how others try to reach them with information. Finally, the students were handed a copy of the pilot questionnaire and asked to reflect on their perceptions of the study. See Appendix E for a copy of the focus group interview schedule.

4.4.4 Data collection

The focus group was conducted in a comfortable setting that encouraged the participants to relax, enjoy food, and share in an open environment. It was located in a conference room in

the target university. In addition to the focus group participants, there were three other people present: the facilitator, Dr. Stephens; the research assistant, Abigail Heller; and the Census GQ Study Manager, Dr. Chan. Standard protocol information concerning confidentiality and the study purpose was read to the participants, and they completed informed consent documents. Next, participants were asked to select a pseudonym that would identify them throughout the focus group. They were encouraged to choose normal names that would not distract, but rather provide a degree of confidentiality. Those names were written on folded tent cards and placed in front of each student. The focus group facilitator referred to the focus group participants by their pseudonyms throughout the entire focus group.

Once the pseudonyms were chosen, voice recorders were turned on, and each member introduced him or herself and told where he or she resides on campus. Of the 10 participants, eight participated very heavily with no one participant dominating the conversation. The remaining two participants provided comments when specifically probed, but their personalities were not of the type to offer their own opinions freely. Approximately one-quarter of the questions were asked to all ten participants to ensure participation. Diversity of opinions was sought in many situations by using the phrase, "That is one perspective, does anyone else have a different perspective?"

Upon the conclusion of the focus group, the participants were allowed to ask questions, were asked to sign their payment vouchers, and received their payment.

4.5   Data analysis

The first two authors used an iterative process of interview data and field note collection, writing theoretical memos, reviewing existing literature, and conducting member checks (Corbin & Strauss, 1990). The data were transcribed, resulting in 135 pages of single spaced text for the interviews and 32 pages of single spaced text for the focus groups. These data were analyzed using two different, yet complementary analysis strategies: ethnographic theme analysis and a finer-grained coding that resulted in code reports for each interview question asked (a copy of this 500+ page document has been provided to the study sponsor). There was a separate data analysis conducted on the focus group data and this was provided to the study sponsor in a separate report.

The primary researcher coded all the raw data transcripts consisting of interview and focus group data into what can be described as "codes…shorthand devices to label, separate, compile, and organize data" (Charmaz, 1983). Glaser and Strauss (1967) call this first data coding process open coding and a copy of these codes was provided to the study sponsor. After the open coding, the primary researcher used axial coding to collapse the open codes into broader categories and to identify meaningful respondent quotes that illuminate the categories. In addition, the primary researcher took a step back from the detailed coding to examine the data from an ethnographic perspective. This included writing detailed notes of the developing cultural perspective on residence halls as a group quarter.

The secondary researcher read the transcripts and used her knowledge of the study as a whole to provide a conceptual thematic approach to the data. She developed conceptual themes using a less structured process with the goal of creating more conceptual themes related to culture and action and housed in rich-thick ethnographic descriptions (Gertz, 1973). This data analysis triangulation technique is championed by Morgan (1988), who finds value in using two methods to discover the themes in the data. It has been acknowledged that multiple researchers can overcome biases in having a single researcher analyze the data alone (Douglas, 1976). When

both analysis processes were complete, the researchers met to discuss the finer details of their analyses and develop the preliminary major categories/themes that addressed the four research questions in the study.

The focus group responses specific to the coverage measurement-like survey were subjected to a finer grained analysis to provide details to answer the fourth research question. There were 93 open codes in the coverage measurement-like survey section of the focus group transcripts. After the constant comparative analysis and the ethnographic theme development, five core themes emerged. See Appendix F for this list of codes organized into the five categories. The goal in this phase of the coding was to condense the data into meaningful themes that can inform the research objectives of understanding the social and practical issues in conducting a coverage measurement.

5   Limitations

The biggest limitation of this study was that only one University was included in the study. It is difficult to know how representative this University is compared to other institutions nationwide. To help contextualize this limitation, we provided some broad details in the overall snowball sample. Another attempt to increase the generalizability of the findings was that we deliberately included a wide range of residence halls in the study. Fortunately this University had many sizes and types of residence halls available for study.

Another limitation is that residence halls are security access buildings and the PI had limited access to the inside of these facilities. To overcome this limitation, the PI used a research team of students to provide the inside look at the residence halls. These students were able to record internal events through field notes that illuminate the findings gained in other methods of data collection.

The PI also had limited access to the upper management in this University and relied on communications between the study sponsor and the upper management in the Housing Office for understandings of their role in the 2010 Census. The research also relied on snowball sampling for the interviews; however, every staff member and resident invited to participate consented.

6   Results

6.1   Research Question 1: What is a residence hall?

6.1.1   Who lives in a residence hall?

"What, they are going to count us? Oh, my parents will take care of that; they do my taxes," said Sam, a college freshman. The residence halls are heavily populated by freshmen—or first year college students who are typically 18 or 19 years old. It was only eight months ago that they left home and moved into their college residence hall. There are many speculations in the popular press concerning this generation—Generation Y or the Millennials—but in general most people agree that this generation is still heavily reliant on their families and autonomy is not valued as highly as it was in prior generations. Many of the residence halls try to create a nurturing and inclusive community; one tactic to create this environment is to have older, trained students called residence hall advisors (RAs) who not only enforce rules but also plan programs for the residents. But despite this new community, the connection to home remains strong for many of these young adults.

6.1.2 Residence halls as organizational structures with diverse cultures

On this college campus, the residence halls are spread throughout campus and many are stand-alone buildings. They vary in size from slightly over 100 residents to more than 2000 residents. The smaller halls do not always have their own hall coordinator, but every hall has multiple RAs who are responsible for between 30 and 70 residents. The hall coordinators report to area coordinators, and on this particular campus there are three of those positions. The area coordinators report to a central housing office that had an acting leader during the time of the 2010 enumeration.

After visiting ten different residence halls on this campus, there were several similar characteristics and several key differentiators. Residence halls primarily provide housing for college students. In most situations, these halls also provide Internet access, phone access (though the wall jacks are rarely used), centralized mail services, close access to food options, some furniture, secure living quarters, access to shared spaces (e.g., TV rooms, sitting areas), and at least minimal supervision.

Messaging Through the Bathroom. The bathroom arrangement is a defining characteristic for many residents. Community bathrooms contain toilets in one section of the open space and showers in another space. These are quite similar to the bathrooms found in gyms. If both genders are located on the same floor, they designate at least one community bathroom for each gender. In many cases, the residents have at least a sink and mirror in their actual semi-private bedroom. Private bathrooms mean that two (or occasionally one) residents have their own toilet, sink, and shower. Semi-private bathrooms typically imply that residents in two (or possibly three or four) rooms share a bathroom. The reason that these bathrooms are highly relevant to this project is the role that the community bathroom plays in the distribution of messages. The most important messages for residents are placed on a flyer and taped to the door of the community bathroom. There is an assumption that it is very hard to miss those flyers because that is the one place that all residents need to visit. This is not necessarily the case in residence halls with more private bathrooms. Reaching residents with bathroom door messaging is not possible in the more private bathroom arrangements.

Jackel Hall. Every hall has a different personality that is fairly obvious by the physical artifacts. Jackel Hall represents a cross between a high-rise hotel and the stark, cinder blocks found in a prison. Sections of this hall are very old and the rooms are small and dark. Some of the floors have community bathrooms and others have private or semi-private bathrooms. There are some floors that are mixed gender, while others segregate gender by floors.

Belfont Hall. Belfont hall is a smaller residence hall that is gender-segregated by floor. Several residents in this hall have private rooms, although all the bathrooms are community-style. This hall is fairly quiet, occupied by more upper-level students, and the residents are fairly autonomous. There are not many shared spaces, and the few that exist are dominated by a big screen TV and uncomfortable industrial furniture.

Ackerson Hall. Walking in to Ackerson Hall, it is possible to wonder if this is part of the same campus. The elegant hardwood floors are well-maintained in the rooms and the shared spaces. There are many shared spaces with comfortable furniture, nice art, great lighting, and elaborately carved wood tables and chairs. There is even a music room in this hall with a piano. The walls are covered with wooden bookcases and in the quiet study areas, the bookcases have current periodicals. It looks like the stereotypical "honors dorm," or a classic English prep

school. It is the type of residence hall where students "live there" and the diverse shared spaces encourage more than simply studying.

Williams Hall. Williams Hall can best be described as a pod formation. There are several separate buildings that make up this hall. Each building has its own shared space connected to the rooms; the residents get so comfortable with their shared space that they leave their laptops and videogames sitting out when they leave to go to class. This hall consists almost entirely of freshman and the residents who return to the hall assume leadership roles for the next freshman class. There is such a focus on scheduling event for this hall that they get extra funding for food (used to attract the student to events). These residents socialize and get to know one another very well.

Dormont Hall. To provide some contrast to the University-owned residence halls, Dormont Hall is a privately owned residence hall located on the campus of the University. This high-rise building resembles Jackel Hall in size and room accommodations. Yet this hall also has a private pool, a private dining facility, and is more expensive than the University-owned options.

6.1.3 Security is a priority at residence halls

It is important to understand that students living on this campus in the University housing are kept very secure. There is key card access to every exterior door and the staff were very quick to ask unescorted people why they were in the hall. Because of this situation, the researchers never entered a residence hall unescorted. Several of the undergraduate students served as escorts and gave the research team tours of their buildings to help better understand the basic structure and functioning inside the halls. There were many signs posted throughout the residence halls that educate the residents about security.

6.1.4 Varied role of supervision

It is important to understand that the 2010 residence hall is not a highly rule-driven environment. On this campus it was very common to see halls with one floor of females and another floor of males with no movement restrictions between those floors. Furthermore, several halls have mixed genders on the same floor. There is one room of males and the next room contains females. In an effort to empower their residents, the philosophy of the residence hall organization as a whole is to allow individual halls, and sometimes floors, to set their own rules. For example, quiet hours are often very important when living in a tightly packed space. One of the floors voted for more restrictive quiet hours than others in their building.

6.1.5 Scheduled events in the halls

Similar to most organizations, some of the RAs could be considered micro-managers of their residents while others barely knew their residents' names. All the RAs had program scheduling goals that were part of their job responsibility. These programs were typically on topics such as study habits, alcohol and drug awareness, cultural awareness, roommate communication, and getting acquainted programs. Some RAs embraced this program scheduling role and achieved program turnouts of over 100 residents. While these numbers were not typical, RAs reported that holding a video game contest program with prizes can really pull the residents out of their rooms. One RA explains, "Programming is an acquired skill. You get participants to

come with advertisements, food, t-shirts, gift cards, prizes. My most successful program was about applying to graduate school where maybe 40 people came." Programs that are not fun are not well attended. Essentially students claim that they pay attention when clearly there is something in it for them (money, food, entertainment, etc.).

In addition to the RA's role in programming success, some residence halls have more of an organizational culture that values programming. For example, the predominantly freshmen residence halls spend much of their time encouraging their residents to interact and become an integrated part of the University. These halls get extra money allocated for food to encourage participation in their programs. The extent and success of programming seems to be a combination of the residence hall's subculture and the RAs' creativity and persuasive abilities.

6.1.6   Summary of RQ1 findings

A residence hall is considered a GQ, but in many ways these halls are similar to a security-access apartment complex. There are few restrictive rules and the in-coming students can prioritize the halls where they prefer to live. The biggest differences are that residence halls are located physically on campus and there is an overaching philosophy of the residence hall organization that focuses on creating a learning community. It is important to understand this cultural value and the mission of the organization because the residents, and often the staff, are unaware of how controlled they are in this environment.

6.2   Research Question 2: What enumeration problems exist in residence halls?

To address this research question, the coded data from both the interviews and focus groups were organized to create eight different categories of problems: limited awareness, timing on a college campus, myths about the census, varying distribution practices, temporary status, family conversations, staff concerns, pay, and I'm too busy. It is important to realize that there were also some best practices that emerged as the coded data were being categorized; which are presented in the final section addressing this RQ.

6.2.1   Limited awareness of the decennial census, the "non-event"

The word that we began using to explain the 2010 Census on this college campus was "non-event." There was very little mention of the census on the campus. There was a Facebook page set up by a member of the census office from a local major city, but there was not much interaction and only one other Target University student even made a comment on that page. There was essentially no interaction on the Facebook page. The turnout for two rallies held on campus was very small, and the city where the university was located held a city-wide rally on the Friday of Spring Break, March 12, 2010. There were very few flyers posted on campus and very few news stories or articles covered the census in the campus publications. We found this a bit surprising because this student population was only 10 years old during the 2000 Census. The 2010 Census was an opportunity to educate this population about the census, yet there was little university-targeted marketing in this city and on this campus. Hidden in the minutes of one meeting of University executives was a mention that the university would support the efforts of the census, but that was the extent of University-sponsored, publically available information.

To better understand this observation, we searched other universities in the same state in the southwestern US. It appeared that one university with a predominately minority population

produced considerably more information concerning the census. Another university had a higher percentage of minority students also had more information available concerning the census.

6.2.2   Spring on a college campus: A timing issue for the census

March and early April are a very busy time on this college campus, and by early to mid-May the residents have moved out of their residence halls. One hall coordinator explained: "Summer school is housed in our buildings, so, between May 19 and a week later, another group moves in. If a resident had not filled out a census form and they [the Census workers] come looking too late, someone else will be living there."

Students get a week of Spring Break the second week in March, and when they return it is time for Student Government Elections and the last round of tests and major projects before their final exams. Some students have the added pressure of knowing that the spring semester could determine their fate in college because the grades they earned in the fall semester have put them in jeopardy of continuing their college career. The weather is becoming warm and the outdoor temptations (e.g., going to the lake, playing outdoor sports) are increasing. This is also a heavy recruitment time for student organizations trying to elect officers for the coming year and increasing their membership. Everywhere one looks on campus there are flyers, posters, sidewalk chalk messages, information tables, brochures, and students trying to capture others' attention. The student newspaper carries stories and advertising messages, as do the local TV and radio stations in an attempt to publicize end-of-the-year events. Finally, many students are frantically looking for summer employment, either in the University city or in their home city. Some people thrive in this message-centric environment, while others do everything they can to bury their heads and stay focused. In addition to the visual messages, there are also many forms of electronic messaging. Every student organization has a Facebook page, sends email messages, and some are even using Twitter and other micro-blogging tools (despite the fact that the major users of tools like Twitter are currently a generation older). There are messages broadcast on YouTube and sent through mobile phone apps (software applications). There are also document-sharing tools like GoogleDocs and SlideShare that allow people to craft, collaborate, and share messages with many others.

6.2.3   Myths about the census and surveys

Almost all the respondents commented that the form was easy and it took much less time than they expected. The students were fairly annoyed at first because they thought it would be a hassle, but once they looked at it, they realized it was very quick and simple. Even though some of them had heard that it was only 10 questions, they did not seem to believe that it would only take them a few minutes to complete.

It seemed that most students had resigned themselves to doing it**.** Megan said, "I basically had to do it." There were some rumors floating around about the consequences of not doing it, aside from the bothersome RA. Megan said, "I heard it was illegal for you not to fill out the Census." Kevin had more information about the consequences that was getting a little closer to the point: "And they told us the negative incentives for not showing up. Getting fined like 5000 bucks for not filling out a little piece of paper is a pretty big deal." Indeed, this is true. College students are notoriously broke, and this might be a big enough reason to complete the form. One rumor was that a census worker would be escorted throughout the building to collect forms from those who did not complete them.

One of the most insightful sets of comments that explained a common misunderstanding of the 2010 Census was past experience filling out what was most likely the American Community Survey (ACS), but the three participants who had experience with the ACS equated that with the 2010 Census. These participants found the longer forms stressful and the immigrant children are the ones completing these forms for their families. They imagined that the 2010 Census would be that long and this created dread at the thought of needing to find the time to complete it.

There are also myths surrounding what to expect from participating in any data collection effort. The college student population participates in many studies because they are located at a research institution. There are some courses that require students to participate in research and there are research participation extra credit opportunities as well. These questionnaires, experiments, interviews, and focus groups are never brief. They contain multiple item measures, include many variables, and typically take 10-30 minutes to complete. Students are taught in research classes that brief questionnaires are incomplete and not well-designed research. Even though the students in the residence halls have probably only experienced a few of these studies (because they are typically freshmen or sophomores), they have developed an understanding that questionnaires are long. Combine their University study experience with the variability in the customer satisfaction surveys they have completed (they do these on their SmartPhones now and sometimes get paid for doing them), they are not likely to believe that any questionnaire will really be short.

There were some concerns about questions from the 2010 Census and how participants should fill out the form. Answering the race and ethnicity questions proved difficult because some participants found the options incomplete (particularly for mixed races), and others found these questions redundant. One resident explained, "My roommate is ½ Venezuelan and ½ Spanish and she did not know how to fill it out. I think she checked white because she considers herself more European than Latino. Her dad is Spanish." Another resident quite vocally expressed her concern with the race options: "With the census, when it said Negro… that upset me. It's too close… to nigger. It is too close. I don't use the word. I am blessed to be here. But. don't call me that. Don't."

Interview and focus group participants told stories of students putting false information on the form and being confused because their friends in apartments received their forms almost a month before they did. One RA explained that one of her residents was concerned about the government coming to get him.

6.2.4 Distribution practices varied

The residence hall staff at this University exercised considerable autonomy in how they engaged their residents, but some policies and rules did trickle down from upper management. In the case of the 2010 Census, the RAs were instructed to have meetings to facilitate the completion of the forms. The RAs interpreted this rule in several different ways. First, there was the "Census Party" approach like the one held in Williams Hall. The RAs stressed the party/collective nature, and one said, "We are going to get together and do our census—or censai—really quickly." RAs also used Facebook groups and email to communicate their messages.

The second form of meeting can be considered a "Come and Get it" approach. In some halls the forms were set out on tables that had no one watching them and the residents picked up their forms. The final type of meeting was really a lack of meeting. Residents completed the

forms on their own, especially if they missed the formal meeting, and the forms were often slid under the doors to their rooms. Several students commented that they appreciated being able to complete the forms on their own timetable.

The resident advisors on this campus often talk with one another to plan programs. With the lack of forewarning and time allowed to distribute forms, these RAs had to rush around to make the deadline. The days and times for the meetings varied and this made it impossible for RAs to coordinate programs. On RA explains, "My frustration is that not all the residence halls did it at the same time, which created programming issues. I sent out an email to other RAs telling them to forward it to their list servs and residents about the competition…And a lot of people, they sent me emails saying like we haven't got our census forms yet, so I can't compete in this."

6.2.5   I'm temporarily here

One of the most often-voiced concerns for students living in the residence halls was their perception that a residence hall is a temporary placement, so many thought it should not count as their home on the 2010 Census. Three different residents illustrate the confusion around this concept well: "Wait, do you mean this where you live-live? Because no, I don't live-live here. I live-live in City 2 with my family;" "I view my college residence as my home and my original home, home-home. So, it's like live-live;" and "Some people view College City as their home now and then they have a hometown."

One RA explained that she heard a variety of comments in the same vein from her residents. Her questions ranged from: "'Why do I have to do this?", "Doesn't this already go to my parents house?", "Doesn't this already go to my main address?" to "I don't want to do this. This is dumb, I'm not even going to live here next year." Other students asked, "Why am I filling this out, this isn't even my address. I'll be gone in a month." Several other RAs also heard these types of comments and one said that her biggest frustration was that "a lot of my residents had already filled them out at home."

6.2.6   Family conversations

The most common conversation that students had concerning the 2010 Census was with their family members. Several parents worried when their sons and daughters had not received a form by April 1, 2010. Some of these conversations led students to search online for information about taking their census online and if or when it would be administered in their residence hall. Several students contacted their parents to see if they should fill one out on campus or to verify if they were counted at their family home. In addition to parental conversations, students also helped out cousins and siblings when they had questions about completing their forms.

6.2.7   Staff concerns

The staff was overworked, but they appeared to do a good job and were very conscientious. The hall coordinators felt guilty about the time it took their RAs to do this additional job and not get more pay. The RAs were doing anything they could to reach residents including knocking on doors at midnight, slipping forms under doors, and waiting in the middle of the hallway to catch residents. They worked very hard, and many of them knew effective methods for reaching their residents. The RAs were under a lot of pressure during a busy time of

the semester. They were poorly trained and were handling documents and receiving questions from residents that sometimes put them in awkward positions.

Every staff member interviewed for this study had serious concerns about the distribution method and the time it took to facilitate the enumeration. These were busy RAs during a busy time of the semester. One hall coordinator explained: "A lot of pressure. Well, let me tell you, not everyone was happy about the turnaround time. And, actually, a few of my staff members, the RAs, were like 'Are we getting paid the fee that people who are hired to do this get paid?'" Another hall coordinator expressed his concerns about the liability on his staff: "I had concerns about the fact that these Federal documents were going to be distributed by 18-19 year old student leaders. There was a pressure for them to have high response rates. I didn't personally believe that it was in the best interest. If this is a Federal thing that goes through Federal mail-- and we always hear things, you can't tamper with mail, you can't tamper with these types of things… and we were more concerned about a response rate."

6.2.8 Unsure of their role

RAs were torn between wanting to help their residents when they had questions about completing the forms and keeping their distance. Quite often the RAs did not know what to tell the students and with their limited training, the response quality was likely highly varied. One RA explains, "People asked about why we were doing this." Also, "I had a lot of international students ask why they had to fill it out as well, and I wasn't really sure what the answer was to that question." Another RA did not know if she could get involved or not. "Some of them had questions like my parents already filled it out…. Or why do I fill it out." Also, roommates asked, "Do we fill this out jointly?"

Many RAs had to track down residents who had not attended the original meeting and they wanted to be careful in handling the forms, but sometimes they did slide them under doors. One RA explains, "Well some of them are… actually, I have football players. So some of them are really busy with their practice and all stuff like that. I didn't want to slide it under the door because what if the roommate picked it up and filled it out for them. You don't want to get wrong information." While this RA was concerned about data integrity, several residents reported receiving forms under their door unannounced or in the middle of the night.

6.2.9 Not everyone got a form

The staff who were interviewed were very conscientious people, and they wanted to do a good job even though they were frustrated. The thing that concerned several of them the most was that not everyone on their floor received a form. In two cases, RAs we interviewed did not receive their own forms. The following comments reflect their concerns: "I am just curious why some of us didn't get the census. Still to this day I haven't gotten mine. And I still have residents asking me about where theirs are." Another RA expressed her concern: "And the thing is, I never even got mine [census], so I never even got to fill it out. Cuz there was some mix up I think with census forms and so I didn't have a couple for some of my residents. And I know a lot of other RAs faced the same problems. Missing 4-5 out of 54." A final RA provided additional details: "So all in total, by the time I turned it in, I didn't have forms for maybe three to four of my residents. One of my residents, he received an envelope, but then there was no form inside."

6.2.10 I'm simply too busy

Time is an essential aspect of the census that students mentioned repeatedly in almost every interview. Students value their time, and they find they have competing interests. Many students mentioned how a planned wing meeting for census completion was an inconvenience. Students claimed they were simply too busy to fill out their forms. Many students discussed the inconvenience of having to take time out of their day: "I think it's just time conflicts, the fact that they have to spend time out of the day to go fill something out—that they could just do it online while they're sitting at the computer." Another student also explained that doing it on the "computer might be a lot easier, especially for college students, when we're jumbling so much stuff."

The rationale for this lack of time ranged from class, work, or organizational activities, all outside the hall. Others had competing interests within the halls. Students reported having homework, papers, and television as things that would interfere with their ability to attend a meeting. For example, one resident said, "Between American-Idol or census, American-Idol wins." For many students, it was simply inconvenient to leave the room, walk down the hall, and complete the form. One participant explained that it "throws a wrench in their schedule, and they're like, 'Oh, I don't have time for that, I'll get it later'."

6.2.11 Best practices

Having census parties and combining the census with other programs were clever ways to capture the attention of the residents and have them complete their forms. One resident fondly remembers her RA talking about having a census party where they all meet to fill them out. There were two additional strategies used to encourage participation. The first is a persuasive threat appeal: One RA used a sign with a picture of Uncle Sam that said, "You have to come, it's required." These appeals captured the attention of the residents as well. One resident said, "And they told us the negative incentives for not showing up. Getting fined like 5000 bucks for not filling out a little piece of paper is a pretty big deal." Another resident said, "I think the large fine thing kinda scared some guys on my floor."

Another best practice refers to the length of the 2010 Census. These students all felt that answering the questions was an easy and fast process. One student said she could do it every year if they sent it to her.

The most obvious best practice revealed in the data was the use of forewarnings. A forewarning can be considered contacting people before their response is needed. In the case of the 2010 Census, these forewarnings came in many forms, ranging from emails to posted flyers, to Facebook messages. The timing of these messages varied from several hours before the "Census Meeting," to weeks in advance. In the focus group, all but one participant remembered getting multiple emails about the census. One person remembered the emails coming from different people like the University, the Hall Coordinator, and the RA.

Not only did the residents remember these forewarnings, they were helpful for planning purposes. Several residents commented that the advance warning really helped them plan around their work schedules. One RA used the forewarning as a way to let residents know that if they missed the mandatory meeting, she would make other arrangements to get them their forms. This planning was very much appreciated, but it did not always occur in all media. Three residents from the same residence hall recalled seeing no signs about the Census Meeting, but they did recall seeing email messages.

6.2.12 Summary of findings for RQ2

There were eight major categories of problems observed in the residence halls for the 2010 Census. The most concerning questions are around the staff concerns and distribution of the actual forms. The observations and the interviews both confirmed that the practices varied from being precisely what the census and the University representatives expected to (1) problems with lost forms, (2) forms slipped under doors, and (3) harassing students to gain higher completion rates. It is also important to note that there were many good practices that emerged from the data collection. Many of these best practices will be further discussed in the recommendations in Section 6 Recommendations of this report.

6.3   Research Question 3: What communication media and technology are most helpful to reach a college student in a residence hall?

It is obvious to see that in 2010, these college students living in residence halls are very connected to their mobile technologies. An important piece of background information is presented first and that is the limited number of messages allowed inside the residence halls. One of the surprising findings was that traditional media are also used, heavily in some situations. Paper 2010 Census forms were not necessarily a poor choice, especially when distributed through a coherent organizational structure with established rules concerning mandatory meetings. Having online options for form distribution and information would have been helpful. This section ends with a summary of student use across several media and three media use case studies (included in Appendix G) are summarized.

6.3.1 They say flyering rules!

It is important to note that the residence halls protect their residents from solicitation. Most people (residents and staff) knew that putting flyers under the doors of residents was illegal and that all posted materials have to be approved. One RA said, "…so we even have to kick the little Girl Scouts out too."

The top medium mentioned to reach college students was flyering—the posting of an 8.5x11 sheet of paper with a message. This was mentioned much more than electronic media, yet when talking about how students communicate with others, that process is almost exclusively electronically mediated. One resident said, "Email is definitely fast, but posting it is definitely the effective way." The question that this raises is whether people are consciously aware of how media and messages affect them. We do not know if they actually stop and read the flyers or if they are aware that there are a ton of flyers around them with messages every day. This question is supported further by comments from residents about the overload they felt when they encountered many flyers.

6.3.2 Postal mail is dead

"Just check your mail. It will only be 10 short questions," said the 2010 Census advertisements. Many of the students heard these advertisements. "I have not checked my mail except once this semester," said one college student. "The only things I get in the mail are grocery coupons, so why should I check it?" said Tammy. The postal mail is only useful for one

thing for most college students, PACKAGES! These can be care packages from home or products they ordered on the Internet. And when residents get a package, they receive an email from the residential post office staff alerting them to come physically and pick it up. If the student does not come quickly, they use multiple types of messages to reach the student because the packages take up space in the often tiny mail rooms. This behavior might explain Andy's comment concerning receiving regular mail, "I have to go and check to see if I have mail. That takes time and I don't have to check to see if I have an email message. Those come directly to my computer."

6.3.3 Enumeration in the residence halls

Since college students in general seem to value the postal mail very little today, it can be seen as fortunate that college students living in residence halls did not need to check their postal mail for their census form. On this college campus, the forms were administered directly in the residence halls. There is a central housing office that makes the decisions concerning how the thousands of residence hall students receive information like the census. On this campus, the individual halls are tightly controlled with security systems and even resident email lists are closely guarded. "Many companies see college students in residence halls as a captive audience, so we have an official policy that governs what information we share with the students, and it is not much," said a hall coordinator.

6.3.4 Multiple types of media are still used for other activities being promoted

One of the objectives of our field note data collection was to understand better how college students can be reached with media today. Our research team took photos around the campus to illustrate the diverse ways that media are used to capture the attention of the college students. What stands out in these notes and photos is that mixes of traditional media (even writing with chalk on sidewalks) along with technology tools (like Facebook) are typically used in every type of attention-gathering initiative. Our team took detailed notes as the campaigning for student body president occurred. This information was everywhere on campus, including written on the whiteboards of classrooms and on the balloons people tied to their backpacks as they went through their days. Multiple methods for reaching people can tend to increase participation; sometimes increases of as much as 3 percent in voting situations have been seen when a simple text message reminds people to head to the polls (Dale & Strauss, 2009).

6.3.5 Current trends in student media use

Census. Several students saw TV commercials about the 2010 Census and most saw the signs RAs posted in their residence halls. The most common way that they heard about the 2010 Census was through University-sponsored email messages, their own searching online, and TV shows like the *Colbert Report*.

Other organizations. Student organizations and RAs use many different media to reach students with messages. Flyers and bulletin boards in the residence halls and around campus were frequently mentioned as dominant media. Personal contact is also a traditional yet useful way to reach students. Electronic media such as email and social media are also used to capture attention. It is noteworthy that many students mentioned that combination approaches are frequently used.

Daily media use. Students are in close agreement concerning how media are used today. See Table 4 below for a breakdown of uses by media type. Text messaging is prolific, used for friends, and informal. It appears to be an acceptable way to communicate with parents, but it is reported as being weird when a professor texts a student. One student explained this comment by saying, "I had one professor that we all gave her our cell phone numbers, and she would like text us when we had things due. It was really convenient, it was just weird."

Facebook is considered "the law" by many students. Things are "Facebook Official" when people post their relationship and friendships online. It is used for recreational reasons, and it is important to note that one student mentioned that too many Facebook notifications get obnoxious and overload her.

Email is a formal, professional way to communicate. It is used "with adults," and some students report checking it up to 40 times a day. Students like that email is asynchronous and it seems to fit almost any communication situation. This is the medium that students would consider closest to universal.

Postal mail is not checked unless students get Netflix or checks sent in the mail. One student summarizes why postal mail is essentially dead for the college student: "I don't get any magazine subscriptions or anything, so I don't really have a point. I just get junk mail occasionally, so I just don't check it."

Other media forms like Twitter are not used regularly by these students. It is important to note that many students use media not only to communicate or complete school-related activities, many use their media to pass the time. Rather than sitting on the bus, they play a game on their phone. Rather than waiting at a restaurant for a friend to show up, they check text messages or email via their phone. This is different from previous generations, this generation is used to technology being available at all times (Jackson, Dorton, & Heindl, 2010).

Some students watch TV, but others do not at all because they consider themselves busy with school. Several students commented about seeing *The Colbert Report's* or John Stewart's commentary on television poking fun at completing the 2010 Census. Research has shown that college students often watch these shows and report getting their news from these shows as well. One student mentioned hearing about the census on the radio.

A final set of comments concerned differences between college and high school media use and these comments can be considered quite varied. For example, Facebook is the dominant social media site for college students, while high school students still use tools like MySpace (Please note that this is an accurate statement for the time that these data were collected in 2010. Those social media practices have already shifted and things like Instagram are replacing MySpace in 2013.)

These are very relevant for the participants since many of them are freshmen and high school is still clearly remembered. These varied comments likely reflect different organizational cultures, and media use is often a key component in those cultures. Table 4 summarizes media use by these college students.

Table 4. Media and uses

Device	Audience	Frequency	Purpose
Texting	Friends, some family	Constant	Social
Facebook	Friends, some family	Constant	Social
Email	Professional,	Constant	Professional

		often universal		
Postal Mail	Family, professional	Rare	Varied
Twitter	Friends, some professional	Rare	Social
Television	NA	Varied	Entertainment
Radio	NA	Rare	Entertainment

6.3.6 Case studies of student communication media use

Part of the ethnographic analysis of these data was having research members generate case studies from their interviews to narratively demonstrate how students used media in 2010. In most of the interviews, students identify Facebook or texting as their favorite communication medium. Out of ten interviews conducted for this study, we chose three to develop into case studies. The first case study provides an account of Tiffany, a college student who lives on and through Facebook. Her case illustrates the diverse uses of Facebook and the reliance that much of the current generation has on this particular social networking site. The second case is about Ricky, a junior engineering major who uses communication technology to keep in touch with his family—including his grandparents. He values personal relationships and shares how communication technology works with his values. Finally, there is Jason who complains about how little time he has. Jason shows us the breadth of communication technologies used today, often at the same time. See Appendix H for the complete case studies.

6.3.7 Summary of findings for RQ3

When using media to reach college students in residence halls, it appears that a mix of technologies is important. Students do not check postal mail, but other forms of paper like flyers are a good way to capture their attention. Email is essentially the universal communication medium while text messaging and Facebook are for social relationships. TV and radio are being used considerably less with some people reporting getting all their news through online channels. The findings also indicate that students report being overloaded in all these media at some times. This is a fast paced, highly connected generation that is never without their mobile communication technologies.

6.4 Research Question 4: Social and dynamic factors that affect the coverage measure?

When examining the data as a whole, several major organizational, social, and dynamic factors emerged that should be considered when a coverage measurement study is attempted. This study is fortunate that we actually piloted a coverage measure-liked survey on three residence halls at the Target University. We begin by discussing the findings from that pilot test, then we provide three larger conceptual themes that help unite the understanding of the culture that could affect a future coverage measurement.

6.4.1 Analysis of the pilot coverage measurement-like survey

The analysis revealed four major themes:
1. Importance signaled differently from the 2010 Census (9 open codes)
2. Strategies for completing the coverage measurement-like study (19 open codes)

3.	Redundancy perceptions (17 open codes)
4.	General perceptions about the coverage measurement-like study and its questions (35 open codes)
5.	Focus group participation (5 open codes)

1.	*Importance Signaling.* The focus group participants did not take the coverage measurement-like study as seriously as they had the 2010 Census for several reasons. The residence hall staff did not send the same type of message that they had sent for the 2010 Census. For the follow-up survey, the RAs apologized, used request language instead of mandatory in two of the three halls, seemed less serious, and had longer deadlines. One resident summed it up by saying, "I thought it was a follow-up, so I just took it to be not important."

2.	*Completion Strategies.* Much like the 2010 Census, the RAs had to come up with strategies to have the residents complete the study. The halls varied widely in how they handled this second survey. Belfont communicated that the follow-up was also mandatory. In that hall, some RAs held wing meetings, while a different one even combined it with a fire safety program; this hall had the highest response rate by far at 87.7 percent. Williams had the lowest response rate at 50.5 percent and their strategy was one of expressing apologies and concern for bothering the residents. The third re-enumerated hall, Ackerman had a 59.9 percent response rate.
	Williams's and Ackerman's strategies for delivering the coverage measurement-like survey varied by RA. Some chose to go to the doors to deliver the survey, some bothered their residents with email messages until they completed it, some slipped the forms under the doors in the middle of the night. One resident explained his perception of the random hours of the night strategy, "It felt like secret agent [action], so I got excited. Then I was like, I feel like I just filled out these questions."
	Several residents revealed that they only filled out the coverage measurement-like survey because they were loyal to their RA and did not want them to get in trouble. This was a unique motivation shared only in response to the coverage measurement-like survey, not the 2010 Census. This could be because of the apology strategy invoked by the RAs, but it could also be an acknowledgement that they were going above and beyond their normal duties at a difficult time in the semester.

3.	*Redundancy Perceptions.* Filling out the same questions again was viewed as annoying and unnecessary. Yet some people completed it with little thought except that the 2010 Census had been quick, so this one would likely be as well. The following comments reflect the negative perceptions associated with the redundancy: "I just did this last week. I'm not going to do it again." Another resident said, "It was fine the first time, but really, another one?" A final resident explained that she was very busy during the week of the coverage measurement-like study and she felt like she already answered the questions. The sentiment of "not again" echoed from almost every participant in the focus group.
	Some residents offered suggestions for how to make the second survey feel less redundant. The major suggestion was to have a larger span of time between the measures. One resident said, "If they had spread it apart, people would've been like, 'Oh it's been a while. Maybe this is completely separate. I have to do this one too.' They would have been less annoyed."

4.   *Perceptions of Coverage Study and Questions.* Some of the focus group participants knew it was a follow-up survey, and one even explained that it was "a meta-survey, a survey about a survey." Yet most of the participants had not read the instructions and one did not even realize it was from the Census Bureau.

Some equated doing a follow-up survey with being audited for a prior error. One person thought she did it (the 2010 Census) wrong the first time and actually blamed herself for making the whole hall have to repeat the survey. She said she thought "I'm going to get it right this time. Last time I was so paranoid…I must have messed up. I messed it up for this whole residence hall. I was wrong." Another one equated the reasoning for a second survey with taxes: "I guess we did something wrong. Kind of like with the taxes, you fill out your taxes and if you hear back from them, it's like you're getting audited; you did something wrong." A final resident expresses his view on having to complete a second survey: "Well, I guess we've got to do it. We don't want to get in trouble a second time."

The colors used on the coverage measurement-like survey matched the colors of the target university, so one female participant thought it was Target University-affiliated (interesting, that was not intentional). She thought that the target university wanted census-type data for their use. She thought: "It's like a rip-off of the census." Another problem encountered was that one participant tried to remember his responses to the 2010 Census because he wanted to be consistent, "I felt like I needed to make sure they were both the same." He struggled to remember if he had said he was Hispanic, Latino, or Spanish in the 2010 Census.

The two biggest concerns the participants had about the coverage measurement-like survey surrounded where they actually live and their race/ethnicity. One student reported stopping to question: "Wait, do you mean this where you live-live? Because no, I don't live-live here. I live-live in City 2 with my family." She explained the perception held by many college students that they are only living in a residence hall temporarily. There were several comments about race and ethnicity as well. People wanted options for mixed races and finer details on the races listed on the form, or the same variability of options that other races/ethnicities had. Finally the residents said that they would not take the time to fill in open-ended response boxes.

5.   *Focus group recruitment affected response rate.* One of the biggest surprises in the focus group was that approximately one-third of the participants were not going to fill out the coverage measurement-like survey or they had not filled it out when they received the email about the focus group. From their comments, it is plausible to assume that the email invitation for the focus group likely affected the behavior of some residents by reminding them to complete the second survey. When students did not complete it, the reason most frequently given was that people are simply lazy.

6.4.2 Completion paradox: It was easy, but I probably wouldn't have done it

The census was both an inconvenience and nothing much at all, and this perception is highly relevant as future coverage measurement study approaches are considered. Rebecca, in her typical directness, said if the RA hadn't come to find her she would have ignored it, "Honestly, I probably wouldn't have done it because I am lazy and was working on school." For Beth it was more important that the RA be there to help because she was a census neophyte: "Because I didn't know where I was supposed to get it. Because like I don't… it wouldn't have showed up in the mail, I don't know. They just made it really easy for me to do." For some, it

was a matter of low awareness of the event (or better yet, the reality that the census was a non-event for these students). Sarah explained why, "I didn't know it happened."

Almost everyone agreed, it was easy to complete. Time and time again, people just shrugged their shoulders and said the same thing Sarah did: "It was really easy and simple." In fact some people found it so easy to do, they are willing to go above and beyond. Rebecca explained, "It took like a second. And now that I know it, only, like I'll do it every year. Cuz it literally took like one second to do. So, you know, I can do that."

For many residents, fear was the best motivator for getting the census completed. Although many students were unaware of the consequences of not completing the form, they shared some diverse responses that often focused on using words of force and aggression in their rationale. Rebecca did not attend the initial distribution meeting, and explained, "They passed it out and then hunted us down if we didn't go." Being hunted down by an RA was echoed over and over in other interviews: Megan, Kevin, and Ryan all used similar wording. And that is exactly what the RAs were shooting for with their approach to distribution. One RA's email was entitled "Because the Government Says So." Another RA, John, said he was given a similar type of message from his managers about the distribution; he explained, "I mean, actually we were just given the forms and told you need to make sure all the residents do this." Julie answered questions about why it is required by saying, "So it's just maybe through intimidation or just telling them that you guys have to fill this out. It's for your own benefit."

Many students said that if the census were available online, it would have been more convenient to simply fill out the form when it was a more appropriate time. This call for electronic access was echoed with some regularity and some students looked for ways to complete the 2010 Census online but they were unsuccessful. This harkens back to a comment from a hall coordinator who explained, "In the back of everyone's mind is this concept of 'my time, my time, my time.'" It's a precious commodity that people are constantly aware of in this environment.

6.4.3 The residence hall as a nanny state

Perhaps one of the most illuminating facets to emerge from these interviews is the idea that the residence halls form what is colloquially called a Nanny State. A nanny state is one in which laws and actions are taken on behalf of the citizenry in an effort to protect the people from their own uneducated mistakes. This concept took hold in America as the non-smoking bans began to take place. People were upset that a Nanny State was created whereby the government decided what was best for citizens.

Such an environment exists within the residence halls on this campus. The main target of protection is information; however, it does seep into other areas as well. For many of those who work in the residence halls, this ideological approach is all about protecting the students' rights. Information is not given out, nor it is allowed to be brought into the residence halls; one hall coordinator (HC) noted: "there is a big effort to serve as a firewall." "Spam" type mail (also known as junk mail) is something that they work hard to protect their residents from: "There is kind of a lock down on what gets distributed. I think the concept is there are traditional age students, 18-19, if we let one thing come through like an unsolicited credit card thing, whether it's that or whether it's 'Hey come out to fee pizza night and a movie' either way, there is a precedent." He went on to explain that this sort of policing "even at other universities, the housing department really usually does this crackdown." For something to get posted in a

residence hall, it must be approved through an office within the housing department. If something is not approved, it is removed and the distributor is contacted about the incident. For many who work within in this system, it is understood that some just know more or better than those residents who are living there. One HC limits his emails, as he tries to "limit those media because I want them to respond when they ought to." Rather than allowing students to create systems by which they can juggle information, the residence halls make those determinations on behalf of the students. The same HC said, "I'm not a micro-manager, but I do protect this email thing." In an effort to assist these students, they also do programming that will teach life skills: cooking, time management, safe sex, and financial management. Students teach students life skills that they feel will be useful.

Information is not the only thing that is monitored. RAs are often aware of exactly who is in the hall pretty much "all the time." When people are sneaking in and out of residence halls, "It's immediately noticed and reported." RAs report doing "wellness checks" on students; every few weeks they stop in and check in on residents, particularly those whom they rarely see. This monitoring of coming and going was echoed frequently.

The atmosphere of the Nanny State was further enforced during the census enumeration. Despite efforts to protect students from outside information, some students were bombarded with internal emails regarding the enumeration, some receiving as many as four. Floors were often plastered with posters notifying students about the enumeration process for their floor or hall. One student said that "on the flyer it was kind of threatening," while another explained, "It was just, like, mandatory was the biggest word", thus increasing the atmosphere of a controlled state. For many RAs, the threat of hunting down residents served as the impetus for completion for many students. Yet the RAs were merely following orders from those above. RAs explained that they not only took theirs but also had to "make sure" residents completed theirs. When students completed their forms, some RAs took the information privacy strictly, "It was very confidential. She wasn't allowed to see anything…. Her main instruction was to not let her see them, she would get in trouble," explained one female resident. This added duty was frustrating to RAs for a variety of reasons, but they were, in this case, the enforcers to get everyone counted: "Arguing with people who are my age, but also my responsibility is certainly my biggest frustration." To further enforce this, despite the short turnaround time, there were census workers in a conference room checking in forms as they were returned. When some halls were chosen for a re-enumeration, there was a sense that somehow this Nanny State system had let down those who they were trying to protect: "I felt really bad for the student leaders because I promised to protect them; and I felt really bad for their students because they promised to protect their students from this kind of overload."

How do the students respond? For many, they may not even know. If information is being stopped, students would not know about it. For the rest of the interactions in this Nanny State, it tends to be a mixed feeling of appreciation and irritation. One student had her roommate's boyfriend move into the room. When he didn't leave, she was irritated that the RA did not step in to help. She also expressed dismay over her RA's ability to effectively promote programs within the hall. Another student said she stopped going to floor meetings over the fact that they were useless and unnecessary.

6.4.4   Summary of findings for RQ4

There are parts of all the research questions that inform the social and dynamic factors in residence halls that could affect a coverage measurement survey. Many of these are assembled in

the recommendation section. What is important for this research question is that several things were different when comparing the enumeration and the pilot coverage measurement survey. It is helpful for the Census Bureau to recognize how the attitudes create a completion paradox and the controlling state of the residence hall—termed the "nanny state" here—play important roles in affecting the success of its census and the completion of a coverage measurement survey.

7   Recommendations

7.1   Conclusions

A coverage measurement in residence halls is a plausible and useful tool for future enumeration processes. However, there are several key lessons learned that may be useful to improve the success rate of future coverage measurements. In addition, we offer recommendations that provide insight and future research directions when working with residence halls and a college student population. The following recommendations are meant to provide a direction for future research that can produce a successful 2020 coverage measurement of residence halls.

7.2   Recommendations specific to Census Coverage Measurement

- **Move the residence hall 2020 enumeration date one to two months earlier**
The current timing of the 2010 Census in residence halls (April 1-May 15) makes it almost impossible to conduct a coverage measurement before the residents have moved out of their halls at the end of the semester (or quarter). We consistently heard that residents moved out as early as the first week of May and everyone had to be moved out of the halls by May 19, 2010. Timing of a survey is critical, and Porter, Whitcomb, and Weitzer (2004) found that timing can affect completion rates. As students run toward the end of the semester, they will likely become less willing to comply with additional burdens, such as completing the Census or a re-enumeration.
    If the census occurs earlier, it leaves at least three weeks before the residents are re-enumerated. That is still a quick turn around, but when examined in the context of the next two recommendations, this is likely feasible. The goal is to time the two measurements well before and immediately after final exam period for the students.
    Additional research is needed to verify that this time schedule will work with colleges and universities operating on a quarter system. It is also important to note that many spring break times (typically 1 week) are during the proposed time and this will need to be considered.

- **Combine the coverage measurement with administrative check-out procedures**
Considering the protective culture of the residence halls, the extremely busy end of the semester, and residence hall staff's desire for efficiency, it makes sense to combine the coverage measurement with an existing administrative procedure. It is important to note that room check out is not necessarily an in-person process in 2010 because there is an option for residents to fill out paperwork and leave it with the RA. In this situation, the residents waive their right to contest any fines assessed for damage to their room. This type of automated checkout resembles contemporary hotel check out options where people verify their bill and check out without needing the help of a person. We anticipate that this automated trend will continue and we believe that this will move to an online checkout system. If this occurs, the Census Bureau can

work with the universities being re-enumerated to place a link to an online form. If this level of automation does not occur prior to 2020, it will be possible to put the re-enumeration form with the paper check-out documents and have the residence hall staff facilitate collection of those documents.

We propose additional studies to assess the impact of the timing of the re-enumeration in combination with various administrative processes. An experiment designed to manipulate the effects of conducting a separate coverage measurement versus combining the re-enumeration with check-out could reveal an appropriate strategy.

- **Use different data collection modes for the coverage measurement survey**

The redundancy and media expectation findings from this study suggest that using the same data collection mode (self-administered paper in this case) for both surveys might introduce some systematic response bias that is more statistically troublesome than using a combination of administration records. Currently, there are several major concerns about using online surveys including data security and response rates. We are making an assumption that there will be a non-paper option for the 2020 Census. The issue likely to remain is the lower response rates seen by online surveys. We are fortunate in the residence hall group quarter that these facilities are housed on University campuses and the accessibility to computers is likely to continue to increase. The results presented here clearly demonstrated the desire that many students had for an online option. The challenge will be getting an acceptable response rate in an online environment.

We propose conducting a series of studies to determine how to use different communication media to capture attention and then convince the students to complete the 2020 Census. One of these studies would be patterned after the Advance Letter studies (e.g., Goldstein & Jennings, 2002) where they found that sending a paper-based letter prior to making a phone call positively influenced response rate. It is likely that the data collection modes and communication media used in combination to test for the 2020 Census will need to be different than prior studies. We would suggest looking at email as a central communication channel because the findings from this study suggest that email has a sense of professionalism and permanence.

There are several recent studies that have examined combinations of media used when communicating redundant messages. The re-enumeration is a similar process and can borrow some of this communication research to apply to this context. In one study, the researchers experimentally manipulated media sequence (email and face-to-face communication combinations) and message redundancy and found that a mixed media sequence was rated more effective and generated a higher behavioral response than a message using the same medium two times in a row (Stephens & Rains, 2010). Essentially, two email messages in a row were less effective than combining email with face-to-face communication. These authors also found that overload perceptions might be mitigated by using a mixed media sequence, so not only was the repeated media less effective, but it also caused more overload than using a mix of media. Of course it is important to see that the medium does not have an unpredictable effect on the study, but the mixed mode delivery of a coverage measurement might offer promising results and increased response rates.

- **Market the coverage measurement using an education frame**

In the current pilot study, there were few explanations provided to the hall staff on the reasons behind the coverage measurement. There were some instructions printed on the coverage measurement-like survey, but most of the students did not read those instructions. Since these coverage measurements will occur on a college student population, it is important to help them see why they should care about the survey, especially when it is the second one they receive. The goal is to establish relevancy, and one potential way is to explain why a repeated measure is important.

We propose conducting several experiments where the messages provided about why they should complete the coverage measurement are manipulated. This type of study would be similar to the confidential wording and mandatory wording experiment al study by Dillman, Singer, Clark, and Treat (1996). Our findings suggest that the mandatory message wording was very effective on the college students who participated in this study, and this wording might be the most effective for a coverage measurement study as well. In addition, we would suggest testing educational messages and possibly civic-mindedness or altruistic messages as well. Despite the fact that studies have suggested that the altruistic messages have limited effect, they are important to test on a future statistical sample of college students. Most college students living in residence halls are 18-20 years old. They have limited civic experience and many of them will not have even voted in an election.

- **Provide training and resources for the residence hall staff**

The residence hall staff need to know what is expected of them, and they must have access to Census Bureau materials to help them explain the process to their residents. In this 2010 study, if the RAs had had access to a website that contained frequently asked questions (FAQs) specifically focused on residence halls, they would have felt more confident in answering their residents' questions. It is not uncommon to see students use their SmartPhones to search for answers to their questions, and they often share what they find with others. Despite the fact that our research team was able to find some FAQs by searching on the Internet, it took very specific search terms, and we found most of the materials after the enumeration and coverage measurement took place. Our interviewees were frustrated that they could not find answers to their questions online.

We propose that the Census Bureau create targeted materials for college students that are easy to find on the Internet and are targeted specifically for their situation as a group quarter. It will be important to conduct some focus groups with hall staff prior to the next census and determine what tools and in which communication media they need in order to help them feel confident about their role in the 2020 Census. In 2010, a telephone hotline along with an internet-based FAQ site would have been very helpful. These minimally trained, full-time students (who are also the RAs) need some informational support.

- **Assess the impact incentives would have on participation**

College students in 2010 are heavily motivated by incentives. During the in-depth interviews, the residence hall staff stressed the role that free food (pizza parties) had on participation. The incentives likely do not need to be large, but incentives can be seen as a way to capture the attention of an audience that thinks it is very busy. It is probable that free food will remain an important incentive for this demographic even in 10 years. We recommend that the Census

Bureau assess this recommendation and consider providing some programming funding to the residence halls as an incentive for participation.

7.3   Broad residence-hall-specific recommendations

- **RAs should be facilitators, not enumerators**

The RAs in our study were very conscientious and most of them did a good job, but we feel that placing too much responsibility on an untrained, unpaid, non-census worker is unfair and can compromise data integrity. The actual enumeration practices varied widely, 2010 Census forms were left unattended, some were slid under residence hall doors, and some students and RAs never even received the forms. The RAs and Hall Coordinators were worried about losing forms and some gave the students misinformation. Finally, these were not sworn enumerators and we feel that the cost of doing a complete training with that many residence hall staff in all residence halls outweighs the cost of having official census enumerators.

    We are assuming that there will be some type of online enumeration option for 2020 Census that will reduce the number of residence hall members needing to enumerate in person. RAs would make excellent census facilitators, and if they are provided helpful tools, they are willing to host programs about the census and post instructions for accessing the forms.

    We realize that there are logistic challenges to this recommendation. The RAs are in an ideal spot to gently pressure the residents to complete the form and by providing each RA with a list and having them be responsible for following up on non-responding residents, we suspect that the response rate would be quite high in some halls. Yet we are concerned about the data stewardship issues and these need to be weighed against the response rate desires.

- **Forewarn staff and students**

To better prepare all involved parties for census form completion, giving all university staff and studies multiple messages that provide advance warning (termed forewarning) is recommended. Giving RAs and students more time to prepare will allow people to collaborate on hall activities, plan a comprehensive strategy for distribution (if the Census Bureau decides to keep RAs in an enumeration role), and accommodate time schedules. Many RAs reported not feeling like they had enough time to prepare and work with counterparts. Using pre-notifications such as emails, text messages, and possibly social networking can help increase the visibility and participation in the census.

    This is a generation that likes to feel special and stay connected (Jackson, Dorton & Heindl, 2010). By understanding this characteristic, Barack Obama was able to garner voter support from this generation by having an easy message and keeping this age group informed (Jackson et al., 2010). This gave them investment in his campaign, and more teen and young adults voted than ever before. This method for targeting youth is essential. Increasing the value perception and urgency for participation in the census should begin early, and it should use digital communication channels.

- **Provide training materials**

Many RAs reported feeling they were not given enough information to properly distribute the 2010 census form, while many Hall Coordinators reported strong concerns about liability issues that may ensue throughout this process. Providing training materials to the university is an important consideration regardless of the distribution role the RAs play in 2020 Census. While

we do not expect the Census Bureau to deliver an in-person training session to every university across the United States, a booklet (perhaps downloadable via a secure website) that would be distributed to RAs and HCs would be a useful tool. This tool could give those responsible for distribution a resource for suggestions for distribution, security, privacy, and expectations-- an invaluable tool for helping RAs navigate this process.

- **Develop cooperative relationships with residence halls**

One of the biggest differences between enumerating the broad population when compared to a group quarter has to do with how an organization functions to control (at least to some extent) its residents. Instead of individuals making decisions to either participate or not, the organization serves as an additional gatekeeper to individual participation. By creating a stronger collaboration between the university and the Census Bureau, these hurdles can be addressed more easily. While there are certainly complications when organizations are included, there are also opportunities to harness the power that organizations have over their members. One example that has received some research is the frequent practice of having employees support non-profit organizations by donating money, often pre-tax, directly to the non-profit. The employing organization provides its employees with an easy way to donate money. The non-profits who have negotiated these arrangements have been very clever because there is a certain amount of pressure exerted on the employee when their employing organization offers them this opportunity (Mize-Smith & Davenport, 2008).

Organizational hierarchies exist in every group quarter location. These levels of management often make decisions that have to be implemented by their employees. Sometimes the employees are empowered to participate in the decision-making and other times the employees are simply told how to make things happen. Managers can serve gatekeeping functions and as this study found, they can serve as such strong gatekeepers that they want control over how every aspect of contacting their residents happens.

There are many positive things about working with an organization to help administer a major project like the census. The organization can serve as a meta-channel to disseminate information through multiple communication media (Stephens, Rimal, & Flora, 2004). Colleges and universities are well aware of the changing demands upon students throughout the semester. By better collaborating with target universities, the Census Bureau can ensure higher success rates for the enumeration and a coverage measurement survey. For instance, the current measure was distributed at an extremely busy and stressful time of the semester. By more closely working with the university, it may become apparent that distribution may be more effective at a different time of the year, perhaps during end-of-the-year checkout. At this time, students are required to complete a variety of documentation, and this could be simply another form to complete.

7.4   Broad census data collection modes and communication channel specific recommendations

- **Use data collection modes to administer the census that meet media expectations and provide options**

While it is difficult to predict whether the current media expectations for surveys like the census will be the same in 2020 as they were in 2010, we can broaden our understanding of these media disconnects to make recommendations for 2020. The 2010 college students rarely check the

postal mail; expect to be able to find information online, and regularly receive emails that have embedded links so they click on the link to be seamlessly transported to an online survey system. These students expect to have things delivered to them where their response will require minimal effort. This is best explained by one student who commented that he rarely got postal mail so he does not check it often. He knew that someone would send him a message when he received mail; hence, going to check the mail became a waste of time for him. This is highly relevant to a residence hall because that is exactly what the RAs do for the residents. When the residents get a package or have so much mail it fills their box, they receive an email notification to pick up their mail.

The 2010 Census was provided in paper form, where students had to attend a meeting in person to complete it. This is what we term a media disconnect because the students expected to complete a survey-like form online and they prefer asynchronous media that allow them to control the time they complete the form. Yet it is important to note that in this residence hall organization, there was a precedent for attending mandatory floor meetings. This was an institutional norm that helped to mitigate the media disconnect. In other residence halls, there might not be these strong institutional norms that help facilitate compliance with a request that violates media expectations.

The Census Bureau might consider using technologies that are cutting edge at time of the next census, even if the technology is used to inform and forewarn the students and not to distribute census forms. During the last political election, there were several technological avenues utilized by different candidates. Most notably, Barack Obama was able to mobilize voters through utilizing cutting-edge media outlets such as YouTube, Facebook, web alerts, and text messaging (Everett, 2009). By using non-traditional media outlets for campaigning, he was able to successfully connect, sway, and mobilize voters. These are avenues that could have been utilized to reach college students during the 2010 Census, but were not. There were no banners in emails, no websites with targeted information, and no links in social networking sites. Even traditional media were sparse. Few posters were seen and television ads for the census had older, known actors that the students would likely not recognize. Obama used available technology to win the White House, which is an opportunity that can be a useful model for anyone seeking to connect to larger, more diverse audiences.

- **Use a multiple communication channel approach to reach the college student population**
The findings from this study suggest that college students are in a "temporary" living state and their perspective of "home" varies. Quite often they consider their "home" the one where their family lives. In addition to being in temporary housing, these students still rely on their families and parents to make decisions for them. While the census tends to use mass media channels (most notably TV, radio, and direct mail), other types of communication campaigns recognize the importance of interpersonal and organizational channels for communication. Much of the related research in this area is found in health campaign communication. This research suggests that using a combination of interpersonal and mass media can help accomplish health behavioral changes (e.g., Rogers & Storey, 1987). In addition, more recent research suggests that organizations can serve as an important channel for the dissemination of health information (Stephens, Rimal, & Flora, 2004).

Both interpersonal and organizational communication channels offer a unique trust advantage over mass media. Imagine being a parent and receiving the following message from the US Census Bureau:

Congratulations on having a student in college. We want to ask your help in having your students be counted in the proper place. If your students live at college (in the residence hall) most of the year, please do not count them with your family and encourage your students to complete their forms at their residence hall.

This is an example of how the interpersonal communication channel of parents can help reach the target population of college students living in a residence hall.

Organizations also provide a specific, often trusted, communication channel (called a meta-channel because there are many separate channels under the organizational umbrella; Stephens et al., 2004) where census messages can be filtered through to the target residence hall students. During the next enumeration, we recommend that the Census Bureau find ways to use informational messages that forewarn students about the process that are filtered through the residence halls. Using a trusted organization as a communication channels allows the Census Bureau to harness the residence hall's credibility to deliver the messages. This would rely not only on traditional methods, but also emerging technologies of that moment. In this current census cycle, text messaging and Facebook were two underutilized avenues that could have easily generated more interest and participation. While television is perhaps still useful, with the advent of such things as TiVo and OnDemand options, people are sitting through fewer commercials today. Therefore, the need for visibility needs to be more diverse and in new avenues. If television commercials are to be used, it becomes necessary to market the census as a young, hip, valuable-to-me marketing campaign that gives value to college students that is more tangible than just representation in the US House of Representatives.

Even though this was the study of one university, it is important to point out that the perception of the residence halls' credibility does vary between halls and likely between Universities. It might be helpful to rely on the University or College as the organization for dissemination if the residence halls are less organized or centralized. Student organizations offer an additional channel because in 2010 at the Target University the Hispanic Business Student Association invited the Census Bureau to their meeting and they gave away free census-related materials. These are all examples of how to harness some of the organizational credibility of the University, College, or student organization to deliver the message.

- **Provide stakeholders with easy ways to seek information**

For many students, filling out a paper form is not problematic. Rather the lack of accurate, accessible information is what is most frustrating. During the past decade there has been a trend away from providing information, to having people pull the information (most often from an electronic resource) when they need it. One of the student comments reflects this reality, "I wouldn't know where to get it, unless I searched online."

When RAs distributed forms without much information, they were put in a frustrating position. Many RAs did not know what to tell residents whose parents had already counted them at home, so they just made something up. In addition, students reported being unable to find helpful information on the enumeration in the residence halls when they searched the Internet. The college student population is fairly adept at finding information on the Internet, but they are also impatient when their search yields limited information.

We recommend several things to overcome this problem in the 2020 Census. First, there must be Internet-based tools targeted to the college student. This information should have a section that provides information on residence halls (and probably apartments as well). Having a list of Frequently Asked Questions (FAQs) may be a great resource for students and the staff facilitating the enumeration. When a student explains that he does not need to complete the form, the RA would have a census website dedicated to college students that would explain this issue. While the issues may not be identical in the next census, examples of useful FAQs for the 2010 Census could have answered the following questions: Why do I need to complete this? What do I do if my parents counted me at home? What do I fill out if I am bi-racial? Do I count just myself or both myself and my roommate?

7.5   Recommendation summary

The 2010 college students are members of the generation that will be leading the new media development efforts that will be relevant for the next census. Knowing information about them is vital to the 2020 Census and beyond. Most college students in 2020 will have no prior experience with the census, and they will be fairly recent graduates from high school. College students are in many ways a captive, naïve, audience; therefore, the Census Bureau has an opportunity to educate this demographic group. Perhaps there are ways to begin the education process when these students are still in high school. At the very least, the 2020 Census should not sneak up on these students. They should be aware it is coming and aware of how they should be counted before they receive a form at their residence hall or in their apartments. Using data collection modes that are consistent with contemporary media expectation and relevant to this population group is important to increase their participation in future enumeration attempts. The recommendations and suggested research in this report provides some concrete ways to accomplish this objective.

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9 Appendix A

Exploring How College Students Use Communication Technologies
Research Team Schedule – meetings 1 hour/week
Wednesday's 9:45-10:45am in CMA 7.114C

Week	Week of	Meeting Activity	Bring to our meeting
1	Jan. 18th	Keri & Abby Prepare Team Binders	
2	Jan. 27h	Introduction to Research Project	• Learning to take field notes • Review case study to show where headed
3	Feb. 3rd	More discussion of observations/field notes	• Field notes of your own media use behaviors
4	Feb. 10th	Analyzing field notes/basics of thematic analysis	• Field notes of your 1st set of observations of others' media use
5	Feb. 17th	Training on interviewing basics	• Analyzed field notes (themes) • Field notes to date typed up
6	Feb. 24th	More advanced interviewing details	• Field notes from first attempt to take field notes and do an informal follow-up interview • Transcribing interview data
7	Mar. 3rd	Discussion of common themes to date	• Field notes from additional interviews and observations • Writing up a case study • Updated themes
8	Mar. 10th	No formal meeting	• Complete 5-8 interviews • Choose 1 interview for case
Spring Break			
9	Mar. 24th	Case study write-up & brainstorming	• Bring an outline of case
10	Mar. 31st	Case study details & Current events unfolding	• Bring complete draft of case
11	April 7th	Perspectives on paper as a medium	• Bring feedback on cases
12	April 14th	Interviews on current events	• Bring revised case study
13	April 21st	Broader perspective on student media use	• Field notes & interview notes
14	April 28th	TBA	• Field notes & interview notes
15	May 5th	Project wrap-up	• Final case study & digital copies of all field notes and interviews

10   Appendix B

Draft Interview Schedule
We are interested in understanding how college students use technologies to communicate.

1.   Tell me about the types of communication media and devices you use.
Probe: email? Cell phones? Text messaging? IM? Facebook, Videochat
Probe: Which do you like best?

2.   We hear from many students that they use different technologies with different people (or groups of people). Is that the case for you and will you describe this?
Probe: They might use gchat for close friends, email with professors, etc.

3.   How would you describe the Millennial Generation's (current traditional aged college students) use of communication technology?
Probe: Is this any different from professors' use of communication technology? What about parents? What about younger siblings?

4.   What strategies do you use to handle your different communication technologies?
Probe: Do you get too much communication using certain channels?

5.   I'd like to have you think about traditional communication channels next. What is your opinion of the types of things you get in the postal mail?
Probe: Do you read it? Do you like it? Do you send it?

6.   What about your use of paper newspapers? Do you use them?

7.   Next, I'd like you to think about things posted around campus. How often do you look at the flyers posted around campus?
Probe: Are you more likely to look at flyers posted in your residence hall? Eating places? Apartments? Buildings around campus?
Probe: Why do you think that is the case?

8.   What is the best way to reach college students with information?
Probe: Do they go to certain websites? Does Facebook work? Does attending organizational meetings work?

9.   Is there anything about your use of communication technology that I did not ask about, but I should have asked?

Thank you very much for your time.

Part 2: Draft Interview Schedule specific to Census Activities.

For residence hall staff

10.   How do organizations typically use media to reach your residents?
Probe: How well does that work?

11.   What communication technologies do you yourself use on a regular basis?
Probe: How do you communicate with your residents? -text, phone, etc.

12.   What challenges do you face when trying to plan programs for your residents?

13.   Now we will shift gears and talk specifically about your experiences related to the 2010 Decennial Census.

14.   In your opinion, how did the distribution and collection of the Census forms work for your residents?

15.   What other organizations contact you to collect information from your residents?

16.   Does that process usually work or does it create problems for you and your colleagues?
Probe: Time of year, time of the semester, reaching students, getting participation, bothering the staff

17.   How often do you have residents who pay for a room, but don't live there at all during the semester.

11   Appendix C

Interview Schedule of Student Decennial Debriefing Interviews – Keri Stephens & Abby Heller
Read Statement from the Census & Have them completed signed form – Turn on recorder.

1.   Please tell me about your experience with the 2010 Census.

2.   In your opinion, how did the distribution and collection of the Census forms work for your resident hall?

3.   What is your biggest impression or frustration?

4.   Do you know how many students did not complete a decennial form?
a.   What were their reasons for not responding?
b.   When the students did complete them, what were their reasons?
c.   Were the students well informed about the process?

5.   Do you know of situations where residents pay for a room in this residence hall but does not live here during the semester?

6.   When do students start moving out of your residence hall?

7.   How do organizations typically use media to reach you?
a.   How well does that work?

8.   What communication technologies do you yourself use on a regular basis?
a.   How do you communicate with your friends and family? -text, phone, etc.

Thank you very much for your time.

12 Appendix D

Interview Schedule of Staff Decennial Debriefing Interviews – Keri Stephens & Abby Heller

Read Statement from the Census & Have them completed signed form – Turn on recorder.

1.   Please tell me about your experience with the 2010 Census.

2.   In your opinion, how did the distribution and collection of the Census forms work for your residents?

3.   What is your biggest impression or frustration?

4.   Do you know how many students did not complete a decennial form?
Probe: What were their reasons for not responding?
     When the students did complete them, what were their reasons?

5.   What other organizations contact you to collect information from your residents?

6.   Does that process usually work or does it create problems for you and your colleagues?
Probe: Time of year, time of the semester, reaching students, getting participation, bothering the staff

7.   How often do you have residents who pay for a room, but don't live there at all during the semester.

8.   When do students start moving out of your residence hall?

9.   How do organizations typically use media to reach your residents?
Probe: How well does that work?

10.   What communication technologies do you yourself use on a regular basis?
Probe: How do you communicate with your residents? -text, phone, etc.

11.   What challenges do you face when trying to plan programs for your residents?

Thank you very much for your time.

13   Appendix E

Focus Group Question Schedule
1.5 hours – 10 participants – Refreshments
Welcome , Confidentially statement & Consent forms
Quick introductions and creations of pseudonyms – **Time 9:10am**

1.   Please tell me about your experience with the 2010 Census.
a.   Do they know the difference between the Decennial and the Residence Study? Show them

2.   Let's focus first on the brief form you filled out first in your residence hall. In your opinion, how did the distribution and collection of the Decennial forms work for your hall?

3.   Did you have any impressions or frustrations?

4.   Do you know of students who complained about completing that form? What did they say?

5.   Do you know of students who did not complete the decennial form at all?
a.   What do you think were their reasons for not responding?

6.   Did any of you talk to your family or other people at home about the Census?

7.   Let's talk about how you were informed about the Census distribution in your residence hall?
a.   Probes – emails, flyers, RA's involvement
b.   What did you think would happen if you did not complete it?

8.   Let's think about how other organizations try to reach you in your residence halls. How does that typically happen? Probes – flyers, email messages, Facebook. – What is most convenient?

Time should be no later than 9:45 to begin this 15 minute segment.
9.   Next, I'd like to shift gears a bit and ask you about how you use send and receive information (communicate) on a daily basis. What communication devices do you typically use?

Probes – email, Facebook, computer, laptop, landline phone
a.   What is your view of postal mail? Do you check it?

Time should be no later than 10am – 30 minutes for this section – the most of any section

10.   Now I would like pass out a copy of the second survey, called the Residence Study that you may have also completed this past week.
What did you think when you heard that you would have a second survey from the Census?

a.   What do you think is the purpose of this second survey?

11.   Did you have any impressions or frustrations?

12.   How was this survey distributed in your residence hall? How well did that work?

13.   Do you know people who did not complete it? Why? Any consequences?

14.   Can you think of other ways that this could have been distributed? * dwell here
a.   How are other surveys delivered to you?

15.   Let's look at the actual form. What sections were confusing, strange, or frustrating?
a.   Probe, could things be worded differently?

16.   How was the timing of this second survey – about right, too soon after the first one?

17.   As we are wrapping up, I always like to ask if there are any related questions that you think I should have asked, but did not?

14 Appendix F

Coverage Measurement – 93 open codes

Coverage Theme #1: Importance Signaled Differently from 2010 Census = 9 codes
- Not a priority to complete it
- Did not know the due data
- Did not seem as serious
- Time was longer for completing it
- "I thought it was a follow-up, so I just took it to be not important."
- Importance signaling was either present or absent
- "There was no meeting, no residence hall email, RA email, nothing" so not important
- Please do this means much less than it is required by law
- Second one did not have the importance or legal fines mentioned.

Coverage Theme #2: Strategies for Completing (positive & negative) = 19 codes
- His RA combined the Census with a fire safety inspection - Belfont
- Halls varied
- RA email harassed him until he completed it.
- RA will bug you if you do not return it
- It was easy, so did it
- Just did it mechanically
- I just needed something to do so I filled it out
- Forms were slid under doors after technically due
- Mandatory was still stressed in Belfont even on the second document.
- Slipped under door at random hours in the night – "felt like secret agent, so I got excited. Then I was like, "I feel like I just filled out these questions."
- Slid under door and did it alone
- Second meeting for the follow-up survey
- Done the same way for both
- Coming to your door was not stressed for the follow up study

Loyalty to RA in this 2nd Survey
- "What is the point of having us do this?" I asked the RA. They both had blank stares and said they did not know but would get in trouble if there were not enough turned in.
- Loyalty toward the RA – did it to keep them out of trouble
- Motivation was to help the RA
- RA said dorm was chosen and then was very apologetic
- Seeing the RA and getting email reminders motivated her to complete it

Coverage Theme #3: Redundancy Perceptions = 20 codes
- "I was just like, it wasn't a big deal the first time, but not again."
- "Oh just another one of those census things, pretty quick."
- "It was fine the first time, but really, another one?"
- This one looked longer

- Initially, I did not even open it.
- I just needed something to do so I filled it out
- "I thought it was a follow-up, so I just took it to be not important."
- I heard we were chosen for a follow-up
- Negative impression because RA (in Williams) sent apology email that made it seem long
- People were reluctant to do it again
- "I guess we did something wrong. Kind of like with the taxes, you fill out your taxes and if you hear back from them, it's like you're getting auditor; you did something wrong."
- "Well I guess we've got to do it. We don't want to get in trouble a second time."
- It was not a punishment, just annoying to do it again
- One person thought she did it wrong the first time. "I'm going to get it right this time. Last time I was so paranoid.I must have messed up. I messed it up for this whole residence hall. I was wrong."
- It's a "toss up" whether I would throw this away or actually fill it out
- I read the instructions and thought "Not again"
- I was busy that week and had already done the first one.
- Spread them out more because "I just did this last week. I'm not going to do it again."
- "If they had spread it apart, people would've been like, 'Oh, it's been a while. Maybe this is completely separate. I have to do this one, too.' They would have been less annoyed."
- Redundancy is annoying.

Coverage Theme #4: Perceptions of the Coverage Study and Questions = 32 codes
- I thought it looked like the Census, except Target University affiliated. "It's like a rip-off of the census."
- The colors being burnt orange made her think of the Target University affiliation.
- She did not see the Census logo
- She thought that Target University wanted to do their own census because the government has one.
- She was shocked as we discussed it and she looked at the form again that she missed so many details the first time she filled out the coverage study.
- Don't read instructions
- Look for shortcuts on instructions
- I read my RA's instructors
- End of the form made me take it less seriously. They were trying to get feedback on their survey.
- Meta-survey – survey about a survey
- I read the instructions and understood
- Timing was so quick I remember the questions from the first one. I remember my responses
- "I felt like I needed to make sure they were both the same, because I was kind of confused about five and six." He mentioned that he could not remember what he put. Was he Hispanic, Latin or, or Spanish?

4a. Questions about Questions

- Roommate is ½ Venezuelan and ½ Spanish and did not know how to fill it out. I think she checked white "because she considers herself more European than Latino." Her dad is Spanish
- What does most of the time mean – overanalyzed this in great detail in her mind.
- "Wait, do you mean this where you live-live? Because no, I don't live-live her. I live-live in City2 with my family."
- "I view my college residence as my home and my original home, home-home. So, it's like live-live."
- Some people view City as their home now and then they have a hometown.
- Open ended questions were bad because people did not take the time to fill it out
- Give them a click box and make it easy.
- On the one-ended questions only one person said she put thought into her answer and it was to explain that she might have answered a question wrong and she did not want to be wrong.
- Overall questions were very easy
- On Question 12 people found it confusing about if you own two homes.
- Redundant questions on how to contact you

4c. Reasons Why Other's Did not Complete Coverage Study
- Other people did not fill it out because they are lazy
- "He just didn't feel like going downstairs to turn it in."
- It was lazy

Coverage Theme #5. Study Email Influence:
- Everyone in the room filled out the coverage measurement survey but several did so only after agreeing to participate in the focus group.
- Would not have done it the second time if not for the email
- Did not fill it out until the focus group invitation
- My idea – that follow-up email probably enhanced the response rate considerably even for the people who did not attend the focus group.
- Not everyone filled it out, but the money motivated him

Coverage Theme #6: Suggestion from Students = 13 codes
- They could have put the two together – going to get "uneven results"
- Students did not know why either one was important.
- Should have advertising and education to tell them what is in it for them
- It would be better to do both at once. "You're already on autopilot filling it out; you might as well just get two done."
- Spread them out more because "I just did this last week. I'm not going to do it again."
- "If they had spread it apart, people would've been like, 'Oh, it's been a while. Maybe this is completely separate. I have to do this one, too.' They would have been less annoyed."

6a. Media For Follow-up
- If a follow-up were delivered another way, it should be an online survey
- Email would be great
- Postal mail would be bad. I don't check my postal mail
- I don't check it regularly

- Only people who check their mail was on the one who get Netflix regularly and one who is paid though the postal mail.
- Even parents email not, not postal mail.

"I don't get any magazine subscriptions or anything, so I don't really have a point. I just get junk mail occasionally, so I just don't check it."

15   Appendix G

Theme #4: Reaching College Students with Media = 84 open codes
Media use in Census
TV
- Mia liked the commercials on TV because they reminded her.
- Friends in apartments found this annoying because the commercials were annoying, they put their form aside, lost it, and a Census worker has come to the door twice now.
Email and online
- Almost everyone in the focus group got multiple emails about the Census. Lisa did not.
- Mom did want her to fill it out. Jane thought she was late getting hers so "I actually went to the site, but I couldn't –basically it wouldn't allow me to take it. But there was also no information that filled me in about when I would because I was a college student." Jane further explains that there was a link on line that said, "Take your Census here, and I clicked on it and it linked me to something that was not, that didn't allow me to take the Census. But it also didn't really have any information at all.
Signs
- Most students saw signs, except the folks in Ackerson. Half of the Williams participants saw signs. All three from Belfont saw the signs.
Postal Mail
- Student figures that for some people who got it in the mail "It's probably still sitting under that stack of old coupons."
Other organizations reach you
Flyers & Bulletin Boards
- Bulletin board are helpful
- Flyers work
- Combo of email and flyers
Email
- Emails work well
- Combo of email and flyers
- Email did come about the Census
Personal Contact
- RA lets them know about events – some are more connected (RA was in Williams)
- Hispanic Business Student Association had Census at meetings – gave free stuff away
- Target University Sister Campus – student visited and saw Census things on their campus
Facebook
- Facebook is a good way to send messages to everyone
- Getting people to go to events promoted on Facebook is hard.
Capturing Attention
- Programs that are not fun are not attended.
- Free food
- Way to save us money works
- Free stuff from the Census was nice (cool bag, paper fan)
4b. Media use on a daily basis
Text messaging   ***Descriptor***   ***Code evidence***

Prolific	Everybody texts	
Informal	Text is informal	
For Friends	Friends call or text	"We're chill" (on the same level) when we shoot one another texts
		Friends I text or call
		Text for friend
For Parents	Likes that parents can text	
		If her mom texted she could communicate with her while she was in class
Text overload	Overload on text, so now avoids them	
Not for all	"I had one professor that we all gave her our cell phone numbers, and she would like text us when we had done thing. It was really convenient, it was just weird."	
	It is an age difference thing that makes it weird to get a text from someone you don't know	

Facebook	*Descriptor*	*Code evidence*
Law	Facebook official	Once something is on Facebook (like a relationship) it is official
		"Facebook is pretty much law right now"
		If you don't RSVP on Facebook, you are not attending
		Telling someone is not enough, must be on Facebook
Recreation	Facebook for recreational	
Overload	Facebook notifications get obnoxious and overload me	

Email	*Descriptor*	*Code evidence*
Formality	For formal things	Email is official
Asynchronous	Email is useful because you can get back to others at your convenience.	
For Adults	"With adults and authoritative figures" you use email.	
Less familiar	Email with people less familiar	
Frequency	Check email 20 times a day	
	Check email 40 times a day.	
Prolific	Only reachable through email	
	Email goes through his phone like a conduit. It is the way he contacts everyone	
	"Email definitely kind of fits everything, in a way."	
Written messages are the most universal		
Census-related	I got a university-wide email and it said, "You can take your census here and it had a link…I clicked on it and went to the site. It was pretty much like a dead end."	
	Another student saw the link in the email	

Phone	*Descriptor*	*Code evidence*
Official	Calling someone on the phone is official	

Prolific	On phone more than the computer, but thinks she is not representative.
Synchronous	Phone is bad because people are busy
	"The phone is for me to use to contact other people, not for other people to contact me. "
	I want control over my communication
No Vmail	I never check my voicemail
Missed calls	Phone is on silent always, so misses calls
No Phone	Having no phone (when broken) can be liberating
SmartPhone	Desire for autonomy – SmartPhone keeps you too connected
	She does not want a smart phone – portability is the problem

Survey on a phone – usually too long
Surveys should be taken on a computer

Postal Mail	*Descriptor*	*Code evidence*
Checking	Postal mail would be bad.	I don't check my postal mail
		I don't check it regularly
		Only people who check their mail was on the one who get Netflix regularly and one who is paid though the postal mail.
		Even parents email, postal mail.
		"I don't get any magazine subscriptions or anything, so I don't really have a point. I just get junk mail occasionally, so I just don't check it."

Twitter, not as popular

TV/Radio
- Comedy Central – Colbert learned about the Census
- I say the 10 questions 10 minutes on TV
- I saw either Colbert or Jon Stewart joking around about helping our economy and doing the Census
- Don't watch TV now that I am so busy in college
- One student learned about Census on the radio

High School
- In high school there was much less email
- High school called
- Organizations smaller in high school
- College communicate by email
- PowerPoint every morning in high school
- Varies – media culture specific to high schools
- Some high schools use email extensively

16   Appendix H

Case Studies of Student Media Use in 2010

Living on Facebook

  "I feel like I know what Tiffany is doing everyday even though she doesn't work here anymore," said Mel Jacob, the supervisor for the Jackel Mail Service Center. This statement is very true. If one is friends with Tiffany on Facebook, it is highly likely one will know what she is up to every second, minute, and hour of everyday. Standing no more than 5 feet tall, Tiffany is short and petite and can easily be overlooked because of her slight frame. However, a little attention reveals that she is a loud and opinionated firecracker. Tiffany is no wallflower, especially more so online and through social media network sites such as Facebook and Twitter. At the start of each day before she hops in the shower and brushes her teeth, Tiffany wakes up and checks into her Twitter and Facebook accounts: "I catch up on everything that was posted between the time I went to bed and the time I woke up." Tiffany wants to know what everybody is doing and, in turn, lets others know about her mood, such as not wanting to be awake or expressing exasperation over the coming events of the day. Depending on her mood, she will even send text messages to people saying, "Hello" or "What are you up to?" It is a rarity to see Tiffany without her mobile device. Tiffany tackles everyday with her Blackberry, her trusted sidekick that seems permanently attached to her hand. Throughout the day, as she walks to class, eats lunch, and listens to lectures, she checks her accounts via her mobile device. There is never a moment that Tiffany is without her Blackberry. Lastly, before Tiffany does goes to bed, she notifies everyone on Facebook and Twitter by updating her status, "Hey I am going to bed. Have sweet dreams."

  Tiffany is very aware of how reliant she is on her Blackberry. She seems convinced that she would not be able to function without it because her "parents are so far away," and without it she would even resort to using e-mail or payphones as a means of communication. Tiffany does not talk, but she texts a lot, it's her main mode of communication. Tiffany believes "text messaging in general is a good way" to reach students because "most students have it." She likes text messaging because it is readily available: "I can do it in seconds." Tiffany estimates that she can receive up to 300 text messages per day, many times they are a replacement for a conversation, "There is one person who I can have a conversation with that lasts from two in the afternoon till midnight." If a friend of Tiffany's does not have text messaging, then she "might catch them on Facebook."

  Tiffany is an avid Facebooker and Tweeter. However she points out that there is a distinction between the two social network sites: "Twitter is all about status updates." Tiffany can update her status all she wants and people cannot complain that she updates five million times. People can simply choose to unfollow her if they are bothered by her constant tweets. And she does post everything, "I will post anything from my boss yelled at me today or I just kissed a guy. It doesn't matter." Unlike other run-of-the-mill Twitter users, Tiffany does not utilize the network to uncover events or stalk celebrities; she has a Twitter account purely for her own personal entertainment. She likes to follow sarcastic people like Perez Hilton and Michael Ian Black because "they come up with the funniest things to say." Tiffany also follows real people

like her two best friends and even a few College basketball and football players that she knows. She likes interesting tweets; however, as soon as they start doing "stupid stuff" she will unfollow them. Although MySpace preceded Facebook and Twitter, Tiffany found it too complicated. Facebook was fresh and new, and feels like it is more uniform and simpler. Unlike MySpace, she does not have to physically edit her profile. Tiffany ultimately gave up on MySpace because she "wanted to find out more information than [just] who commented on whose profile." She loves Facebook because of the status updates and chat.

Out of Twitter and Facebook, Facebook is by far her favorite because "it gives her more information about people." Also, Tiffany believes that she can do most of the stuff on Twitter on Facebook as well. Tiffany likes to post about what she is up to. She loves to upload pictures "because everybody likes to see what you're doing." She also loves to leave happy birthday messages on people's walls because she does not "have their phone numbers and they live too far away." Staying connected seems to be Tiffany's main objective. Tiffany loves to update about every single event that has happened to her whether it is about the book she is reading or a shoe falling out the sky and smacking her across the forehead. Tiffany has been reprimanded for updating her Facebook status too much, which resulted in her trying to regulate herself: "I limited myself to like once an hour um updating my Facebook status." She wants to let people know that she is alive and also that "I am going to work [and that] I won't be able to talk for a few hours."

It is pretty interesting to note that Tiffany actually gave up Facebook for Lent. As such, Twitter became Tiffany's substitute for Facebook. Due to academic reasons, Tiffany actually had to break her vow because her classmate sent her a link that required a response. Tiffany justifies her actions by not looking at her notifications, reading her messages, or looking at her wall. April 4th is the exact date that Lent will be over; however, she might postpone getting reacquainted with Facebook until the next day after an upcoming test, depending on how her studying goes. Tiffany believes that February 17th was the last time she spoke to people on Facebook. "There are literally people that I only talk to on Facebook," she exclaims. It is highly likely that Tiffany will be on Facebook for awhile because she talks to a lot of people and "has to catch up on their lives." Before Lent her updates were pretty varied: "It just depends on the situation. It could be every 5 minutes or every 5 hours."

Tiffany acknowledges that Facebook is a distraction for her, noting that she spends at least four hours a day on the site. Instead of paying attention during class lectures or studying, Tiffany will be on Facebook instead. Tiffany reasons why she spends so much time on Facebook is because she has so many friends on the site that she is unable to talk to on the daily basis and spends a lot of time going over their pages. The apple does not fall far from the tree, for it seems Tiffany's mother relies on Facebook to keep tabs on her also. During Lent, her mother freaked out numerous times because she was not receiving Facebook messages from Tiffany. "I don't know what is wrong with you because you are not on Facebook anymore," she said. She also demanded that Tiffany contact her more so she can know what is going on. Another perk that Facebook offers is their fan pages. She really enjoys fan pages especially funny ones such as, "I send text messages to people who are in the same room with me" or "I always feel better about myself when I find out my ex is dating someone uglier than me." She says it gives her insight "on how people think especially [her] friends if they becomes fans."
Although technology is great, Tiffany believes "Facebook, Twitter, and text messaging are hindering our communication abilities." She would rather have a conversation through text messaging than on the phone. Tiffany likes texting because "it is not necessary for [her] to

respond [instantaneously]." She likes to craft her messages and it also "allows [her] to catch herself." Tiffany also does not use Skype or video chat because it is "almost like face to face interaction." She admits, "I don't do well with phone conversation and video chat is a lot like phone conversation." It stunts communication growth. "We are almost antisocial because we don't talk on the phone as much and are not using face to face contact," she believes people are not being social. She notes, "You get on your Facebook and see all of your friends but are still sitting alone all day." She says technology is beneficial to some such as text messaging for deaf and phone conversations for the blind. Tiffany does mention it is awkward when she sees her Facebook friends who are just online acquaintances. "It is really awkward," for she does not share any common characteristics with them except that they took the same class together. Tiffany is really bothered by the idea of not knowing what to say and how they are going to react to her comments.

Tiffany's policy for adding friends on Facebook is simple: if she doesn't know the person in real life, she's not going to add him or her. She does not censor herself [on Twitter], does not have a problem telling people how she feels or what is up with her life. Therefore, "if I don't know you, then you are not going to be privileged to that information." Tiffany says she feels pressure knowing that the older generation of adults is on Facebook: "I don't censor myself but I censor what I say or how I say it." She does not cuss as much on Facebook as she used to and she also avoids bad mouthing her parents or calling her professors dumb. Her hometown is a population of 4,000 so word gets around quickly. It is a highly likely the [older generation adults] are going to notify her parents saying, "You would not believe what your daughter just said on Facebook."

Tiffany believes it has become expected of people to have Facebook and Twitter. There is peer pressure but the "pressure is more on the older generation to learn how to [navigate] these [new technologies.]" Tiffany complains about her professor who does not even own a cell phone or have internet at his residence because he says it is not necessary: "How is anybody supposed to contact you if you are not at home or at work?" Tiffany utilizes technology differently with various people. With professors she e-mails, calls their office phone, and visits their office during office hours. With her parents however, "9 out of 10 times it is just a short little text message." If the conversation is not practical over text, then she will call them. With her friends also, since they know that she does not "like talking over the phone, we just text message." Her grandparents do not know how to text message or understand it so she phones them instead, she explains "I think it does depend on our relationship as to how I contact you."

Tiffany is not news oriented. Picking up the newspaper is a rare occurrence for her. She "hears about big things through other people," by talking to them or through their Facebook or Twitter pages. Tiffany does however follow a local weather station for weather and traffic updates and Just Jared for celebrity news. Tiffany rarely looks at advertisements on campus unless it has "big text or someone [she] knows on the poster" then she will take the 5 seconds to scan it. The last significant thing Tiffany received in the mail "communication wise" was in January. It was scrap of paper from her little brother that had "Happy Birthday" messages from his friends and him: "That little thing is posted on my bulletin board. I am not going to throw it away. It is special." Other than that, Tiffany just gets bills, magazines and packages through the mail.

In conclusion, Tiffany believes the reason why Facebook and Twitter are so important to kids these day "because everybody, regardless of how humble is conceited." People want to feel important and having comments on their Facebook and Twitter pages, accomplishes that goal. It

is interesting to note that Tiffany loves to update her status especially with bad things, which she admits is "kind of abnormal." Tiffany does it because she is optimistic. For example, if someone is having a bad day somebody else is probably having a worse one. She goes on to say that it could be her or someone else but "if I can be that person who had a worse day than somebody else then I feel better about myself because I helped someone else feel better about themselves." Tiffany also likes to post about little things such as "I am reading a new book" on the off chance that it becomes interesting to someone else. "I probably am conceited but at the same time I like to give people new ideas and make them feel better," says Tiffany.

Media Meets Culture

      At first glance, Ricky appears to be an average college male: about 5'10", Asian, and 21 years old. As an engineering student, he works diligently on "homework" while he really sits in a fluffy chair, chatting with some friends on Facebook. He has a book open in his lap and appears to be to be working on calculus, or at least attempting it. An iPhone sits open in his lap, ready to be used to quickly respond to text messages. His unexpected bubbly personality is easily detectable through his expressive mannerisms: he laughs out loud at his friend's Facebook comment, and he stops to chat with another student walking by, with whom he seems to already be acquainted. After talking explicitly with his hands for a few minutes, the two high-five and the friend leaves. Ricky returns to his work and as he smiles at people around the room, his grin is contagious and his eyes catch mine. Ricky is much more amiable than the typical studying student, and quickly it is clear that the essence of Ricky goes much deeper than simple high-fives and smiles.

      Staying in touch with family and friends is Ricky's main goal of utilizing communication technologies. He describes how his relatives communicate through a constant email thread sent weekly to all cousins, aunts, uncles, and grandparents. This is a successful process because in his opinion, email is the easiest way to include everyone. It is obvious that in his family, keeping everyone up to date, even the grandparents, is a top priority, "…because they (the grandparents) have finally figured out how to use email, they now love it". This idea of inclusion could be because of the commonly recognized Asian custom of 'respecting the elders', and incorporating them into younger family member's lives. Ricky's family email thread is the first insight into his emotional connection to communication. He also describes how he has recently been calling his immediate family more than usual because "a lot of stuff has been going on". This proves that for Ricky, the more face-to-face and voice contact when dealing with personal or family difficulties, the better.

      When asked about his opinion of uses of communication technologies in different cultures, Ricky describes how recently he has been working on a collaborative project with students in Peru for one of his classes. Their main mode of communication is email. Ricky commented how on his end, the emails are very brief, to the point, and business-like, "[it is amazing that] even over great distances, you can send really quick and short emails. But for them, they want to be very through…with no shortcuts." These lengthy emails that he receives in return are very detailed and personal, "it is like I'm getting to know him". Ricky believes that in the United States, informality within a medium such as email is almost expected, but for less developed, collective cultures like Peru, email is simply an extension of the spoken word and should be just as personal and special: "I hope they don't change [their habits]. As much as I like our society and how we communicate, it is kind of impersonal". It was fascinating how much Ricky respected the emphasis that other cultures put on personalizing communication, and how he hopes that their society does not become like the United States. He really believes that communication can be a vehicle to foster intimacy, yet clearly he feels rather limited because he lives in American culture where everything is fast-paced and distant.

      Ricky has a special place in his heart for traditional means of communication, specifically postal mail. Sarcastically at first, he calls it "an adorable way to stay in touch". On a more serious note, he recognizes that in today's society, it is "nearly impossible to maintain" a relationship through the mail. He says with a light-hearted grin, "All I get in my mailbox these days are coupons from HEB!" He seems disappointed that he never gets letters and describes how gratifying receiving actual mail is: "There is just like this pizzazz and warm feeling about

getting something in your mailbox." Yet Ricky understands why people choose to go electronic: it is faster and less expensive. "Give it 20 years" he declares. "Postal mail likely will die out". Even so, it is ironic that Ricky loves the personal closeness that comes with taking the extra effort to write letters, yet he himself cannot even find the time to write one to someone, "it is just not efficient".

Anything less than a personal touch coming from others is unacceptable for Ricky in his relationships. In his day to day life, it is highly probable that he will deny requests from those who ask for help through impersonal mediums. He specifically describes that when other students want something from him, he will most likely say 'No' unless they reach out to him through a medium other than email. "I would [say no], or just judge them," he says laughingly, "if they are asking me for help through an email. It's like, 'Come on', you couldn't even pick up the phone?" When getting to know new people, Ricky admits that "I will use Facebook to find out less personal information," as he sips on an energy drink. "Facebook is an impersonal thing," he adds. It is interesting that even though Facebook is considered to be very impersonal, it is quickly becoming society's main mode of social networking. There seems to be a deep truth of sensitivity behind Ricky's laughing exterior about his interactions with new people; a persona that is easily wounded by the impersonality of today's communication mediums.

The emotional side of communication technologies is clearly the most important factor for Ricky when deciding how to and with whom to communicate. With his family, he makes it a top priority to include everyone, "We have an ongoing email thread with like 12 people", which is a little atypical for weekly family communication. He is also very affected by the ways that people choose to reach out to him, "If people want something from me, I want them to approach me more formally". This greatly affects how he judges their personality and therefore how he decides to respond for future interactions. Yet when that extra effort is not reciprocated, Ricky would be likely to cut the non-responder right out of his life. Being a 21-year-old, college male, engineering major, Ricky's desire to have a personal connection definitely breaks the mold when it comes to using communication media.

There is something to be learned from Ricky's emotional connection-based perspective. It is important to recognize that even in a fast-paced world, a personal touch still does not go unnoticed or unappreciated. But why do Americans continue to forge down a path of impersonality and deadlines? The most significant thing to remember is that relationships with people are what matter, and our current way of putting our individual priorities first and other's feelings last is sure to climax at a socially unsatisfactory conclusion that is individually hurtful on a very personal level.

Time Management and Media

Time is such an important thing in peoples' lives, especially in college students' busy schedules. Sometimes we find that there just is not enough time to do everything in a day. Many people have a job in addition to school, and when we add on a family with busy social life, things just get so complicated. The one thing that we use to manage our jobs and social life is technology. Technology has become such a huge part of our lives that many people don't even realize how much we use it. What does this have to do with time? Well, even though most people don't notice it, technology is morphing into a high-tech time-saving method used to communicate with people in our lives. Before someone had to make a long distance phone call that would probably take more than half an hour, just to let a best friend know how things were going. Now all a person has to do is press a button on the phone and inform hundreds of people in a network how the day was.

Jason was sitting alone in a noisy study area and, like most college students, was buried in his laptop with a journal, his iPod, and his phone out next to it. He was constantly going back and forth between typing on his laptop and either checking or texting on his phone. He looked as if he were on a mission to gather information between the two devices and his appearance was very put together. He was tall, white, light brunette hair, and wearing shorts and a t-shirt. As I approached him, he was very friendly and was eager to help with my research. He seemed like an extremely social guy from the tone of his voice and inviting body language; judging by the way he instantly responded to me, it seemed as though he would have lots to say about communicating with different kinds of people. It was not surprising that he was involved in a fraternity, had a job, and talked a lot about his dedication to school. His outgoing attitude and openness is what gave it away. What made him stand out the most was that even though he had no idea he was doing this, he incorporated the subject of time in almost all of his answers. "I don't have time which really sucks," was one of the points he repeated, making the point clear. He blamed having no time on school by saying he was always so busy studying and keeping up with his organization. Basically the idea of saving time and finding ways to be more efficient when using technology was extremely present throughout the interview.

He mentioned how important email was to his daily routine. He pointed to a pink icon on his laptop that gathered all his emails from various accounts into one simple screen, "They'll compile on here and it's so much easier to use." In essence, he uses the tool to manage his social and professional communication. He mentioned that his phone is his number one technology form. He said he calls occasionally, texts a whole lot, and uses his SmartPhone to receive all his social media alerts. He emphasized that he had a SmartPhone and how it's ability to feed him with all the news was amazing, "In fact, I also have this groovy app that actually lets you mix all the social feeds where you collect all your social media into one thing and you can scroll across it and get your news feed [all at once]." Having already mentioned this concept with his email feature, he seemed to enjoy the fact that he received this mass amount of information all at once instead of spending useless time at each website. As mentioned before, the program on his computer does the exact same thing on his phone with his multiple email accounts. I brought it to his attention how similar it was to his phone usage and he seemed to have never realized it: "Basically yea, and again because I hate going to websites, logging in, anything like that just takes too much time."

He talked about his job and fraternity in more detail pointing out that even his work schedule was emailed to him. "From my experience being in a fraternity, Facebook is probably the best way to get a hold of people because kids check their Facebook more so than they do

their email," he explained. Although Facebook really did the trick when it came to social information, he made it clear that important information was best via email. He said he likes using his laptop more than his phone, "I think it's easier to use… if I had the time I would rather sit down [and use it]… but the phone is more mobile," so he ends up using his phone more frequently. Anything he could possibly do to not waste time, he did; he avoids logging into websites or taking time out of his busy schedule to use his laptop when he's on the go. Jason seemed in love with his Smart Phone by the way he mentioned it in almost every topic throughout the interview. His biggest love was that, "It alerts you on the spot." Having a device that lets a person know when a notification arrives, whether it be on Facebook or a job email, is so much more efficient then having to log on and wait for information to flow in. All people have to do is set their phone on vibrate and the information will come to them in a fast and appropriate manner. This is the exact reason technology is taking over traditional methods of communication like the postal mail, "I hate [the mail]. I get all my mail online, anything I have the option of turning off I do." It is simply slow and a hassle for people and their busy lives now.

Time, fast, easy, practical: all adjectives to describe Jason's use of technology. He is no different than most college students around the world. We find ourselves finding more and more ways to reduce the time we spend communicate only so we can communicate some more, and of course to study.