Final Marketing Research Deck

Group 6, Sec 03
Saniyya Aggarwal, Milton Cheung,
Kanon Ciarrocchi, Francesca Fallow,
Alejandra Robles, Hariz Yusuf

December 7, 2021
Topic: LGBTQ+ students

CAMPUSCONCIERGE

Table of Contents

Executive Summary

Executive Summary – Research Overview

Our client is Campus Concierge. Their mission is to "be the Southeast's all-in-one resource for students and their families." They provide tailored services such as moving in/out assistance to help support students throughout their college journey. Our topic for this presentation is the LGBTQ+ community after the company expressed interest in expanding their resources to understand their concerns, issues, and how to better address them to allow students to be more confident.

Our management decision problem is "What is the value proposition of Campus Concierge for students of the LGBTQ+ community?". We formulated six research problems that would help Campus Concierge better understand the MDP. The six research questions ranged from identifying the current resources and their effectiveness in the LGBTQ+ community, determining campus involvement, investigating the success of a Campus Concierge system within the community, and identifying social media habits.

Executive Summary – Methods

To begin the process of formulating our research problems, we conducted secondary research to find areas of interest within the LGBTQ+ community. A brief summary of secondary findings include many states censoring LGBTQ+ topics in education, identifying that the current LGBTQ+ resource system is flawed, the importance of being educated campus, student expectations and reality do not match, campus LGBTQ+ resource centers are more important than ever, and the impact of social media on identity development for members of the LGBTQ+ community.

Our survey research was done to understand the perception of Campus Concierge among the LGBTQ+ community and ultimately found out the value proposition of Campus Concierge to the LGBTQ+ community. Our sample was among self-identified LGBTQ+ individuals between the ages 18-23 who are university students. Our survey questions first addressed our individual research problems with a mixture of rating and open ended questions. Later, through the analysis of our survey questions, we better understood the impact of each research problem on the overall MDP for the client.

Executive Summary – Results

Finally after conducting analyses on each research problem using SPSS, we are able to provide a comprehensive analysis and recommendations addressing the MDP to ultimately help the company expand into the LGBTQ+ community.

Some actions that Campus Concierge can take include:

1. Focus on solving the most pressing areas of discomfort for the respondents in our sample; lack of inclusive course selection options and housing options.
2. Differentiate themselves from existing LGBTQ+ resources by ensuring their employees provide an excellent service and pioneering new ways to attract and retain potential consumers.
3. Work hand -in-hand with college campuses to be more inclusive and educated on the needs and interests of the LGBQ+ community by encouraging engagement and identity confidence through social and networking events.
4. Educate key audiences who are unfamiliar and unperceptive, and therefore may have negative connotations, to the idea of college concierge/hospitality services through educational and informational marketing campaigns.
5. Campus concierge advertise more in colleges so that LGBTQ+ students are more aware and interested in joining them. This could be done by making testimonials of past clients and reaching out to different LGBTQ+ communities and sharing it with them.
6. Collaborate directly with universities to promote Campus Concierge's services on the social media platforms that LGBTQ+ students are most present on.

Client

Marketing Mix

Our main target market is the LGBTQ+ communities located on college campuses.

PRODUCT
A college concierge service that helps the LGBTQ+ communities with their college needs - Dorm arrangements, mental health, emotional support, etc.

PRICE
Our packages start at $650 per academic year and our A La Carte Service begins at $195 for 3 hours
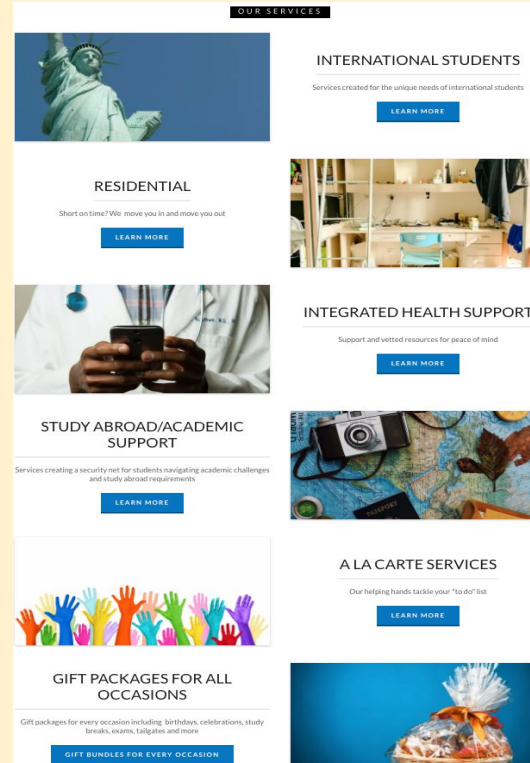
PLACE
Northeastern University Campus

PROMOTION
Social media (Instagram, Facebook) and word of mouth

Topic

Management Decision Problem

What is the value proposition of Campus Concierge for students of the LGBTQ+ community?

There is a lack of...

- ❏ Education around the LGBTQ+ community
- ❏ LGBTQ+ resources
    - ❏ Safety concerns
    - ❏ Gender housing concerns
- ❏ Understanding around the LGBTQ+ community and how to address their unique concerns
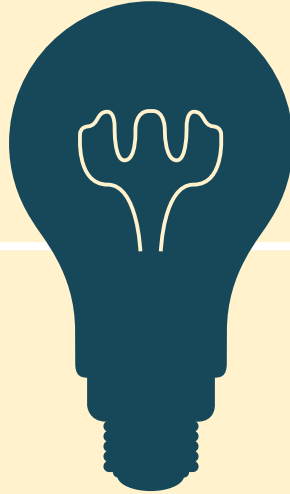
Therefore...

- ❏ Services should be created that will make students in the LGBTQ+ community more confident when navigating college.

RP1: Francesca

Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

RP2: Milton

Evaluate the effectiveness of currently available LGBTQ+ resources.

RP3: Alejandra

Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community.

RP4: Hariz

Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

RP5: Saniyya

Investigate how likely students would be to use this service.

RP6: Kanon

Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

Research Problems

Sample

Target Population

❏ College Concierge targets **university students** and **prospective students** of the LGBTQ+ community, **domestically** and **internationally**
❏ Ages **16-24**
❏ **From upper-middle socioeconomic class families**
❏ Students who are part of the LGBTQ+ community
❏ LGBTQ+ students require **specialized needs or attention** especially in the transition period to college.

Specific Challenges:

❏ Students of this community typically **experience inadequate attention or care** from university-provided services that aims to serve the community.
❏ LGBTQ+ students will seek out College Concierge services that will **ease any qualms and hardship** while experiencing college life away from home.
  ❏ Medical concerns
  ❏ Housing
  ❏ Identity development/maintenance
  ❏ Community and support

Sampling Frames

	Francesca	Milton	Alejandra	Kanon	Saniyya	Hariz
Population #1	LGBTQ+ Students	LGBTQ+ Students	LGBTQ+ Students at Northeastern	LGBTQ+ Students	LGBTQ+ Students	LGBTQ+ Students in the US
Sampling Frame #1	Members of NEU's LGBTQA Resource Center lgbtq@northeastern.edu	Members of NEU's Out in Business outinbusinessnu@gmail.com	Members of NEU's Out in STEM northeastern@chapters.ostem.org	Members of NEU's Grad Q neugradq@gmail.com	Members of The Alliance for Diversity in Science and Engineering northeasternadse@gmail.com	Members of NU Pride nupride.info@gmail.com
Population #2	LGBTQ+ Students' in greek life	LGBTQ+ Organization Employees	LGBTQ+ Students at other college campuses	LGBTQ+ students at Northeastern and other colleges	LGBTQ+ Students at other college campuses	Prospective International LGBTQ+ Students'
Sampling Frame #3	Panhellenic communities	Email newsletter list	Social media post in a College Group	LGBTQ+ Students at other college campuses	Facebook groups, social media posts in college groups	Facebook groups, Facebook group message, Instagram.

Survey

Survey Research: Participants

Our original sample size included 102 participants which was consequently filtered down to a sample size of **n=69 people** due one or more of the following reasons:
- Participant did not complete the survey fully
- Participant did not identify as a member of the LGBTQ+ community
- Participant did not consent for their responses to be used (i.e. answered 'No' or did not answer our first question)
- Participant completed the survey in an unusually short amount of time (<1 minute)

Our sample can be described as self-identified LGBTQ+ individuals between the ages 18-23 who are university students and generally find LGBTQ+ targeted resources to be of great importance.

Survey Research: Participants

Desired Target Population Sample Characteristics	Actual Target Population Sample Characteristics
- Age 16-24 - Incoming or current university students - Upper-middle socioeconomic class - Part of the LGBTQ+ community - Requiring specialized needs and attention related to their being LGBTQ+	- Age 18-23 - Current university students - Part of the LGBTQ+ community - Value LGBTQ+ oriented resources

Of the 69 valid responses,
- 17.4% of participants did not find any importance or relevance in the presence of faculty with preparedness for LGBTQ+ related issues
- 23.2% did not find any importance or relevance in the availability of counseling services for sexual assault recovery
- 17.4% did not find any importance or relevance in the presence of LGBTQ+ student organizations
- 27.9% did not find any importance or relevance in the availability of counseling services for negative weight control-related issues

Survey Research: Participants

We've asked our participants the following demographic and psychographic questions to detail the sample characteristics mentioned:

Age

[   ]

Are you primarily on campus or online at your college/university?

○ In-Person
○ Online
○ Hybrid/Mix of both

Do you identify as a member of the LGBTQ+ community?

○ Yes, I do.
○ No, I do not.

→

How important are these needs/areas of assistance in your current life.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Student organizations/groups related to peer support for those in the LGBTQ+ community	○	○	○	○	○
The availability of counseling services related to/for sexual assault recovery and victims	○	○	○	○	○
The presence of campus faculty that have gone through preparedness training to assist with the needs of LGBTQ+ students	○	○	○	○	○
The availability of counseling services related to recovery from negative weight control behaviors	○	○	○	○	○

Survey Research: Procedures

Participants completed an online Qualtrics questionnaire, allowing us to gather the insight provided throughout this presentation. *(Please refer to the Qualtrics Survey in the Appendix)*

The average completion time for our questionnaire was determined to be **4.28 minutes**, with a standard deviation of **8.25 minutes** (n=69).

Analysis

Research Problem
1

Secondary Research Findings: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

❏ The prevalence rate of experiencing sexual victimization is almost double among heterosexual students compared to LGBTQ+ students
  ❏ However, there is still an undeniable need for unique support groups and counseling services for LGBTQ+ students that have experienced sexual victimization (Bhochhibhoya, 2021)
❏ Many states have laws censoring LGBTQ+ topics in local secondary schools, thus teachers steer away from teaching those subjects
  ❏ Therefore, in college it is important that LGBTQ+ students arrive on a campus that is well educated, particularly professors and faculty, through preparation programs (Christensen, 2021)
❏ LGBTQ+ students who feel unsafe in their schools more frequently engage in negative weight control behaviors as a way to cope
  ❏ Creating a safe school environment is therefore of utmost importance. As important, however, is the need for counseling and assistance for LGBTQ+ students who are facing challenges with unhealthy weight control behaviors, such as vomiting, fasting or use of diuretics (Lessard, 2021)
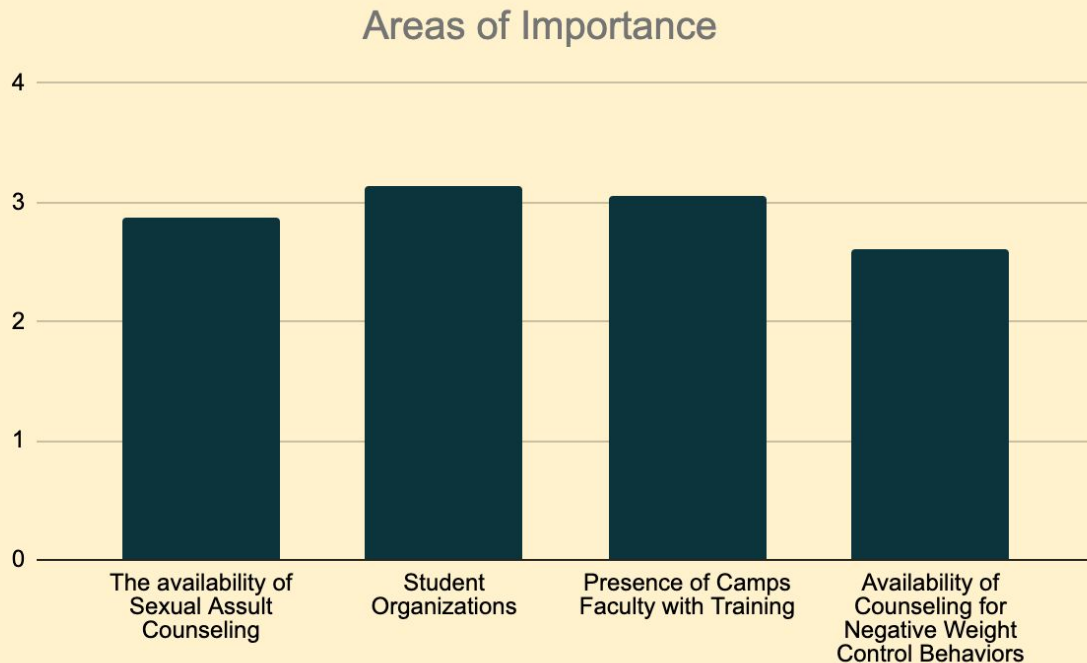
Univariate Results: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

A descriptive analysis revealed that student organizations and peer groups (M = 3.14/5, SD = 1.42) was the area of most importance to respondents in our sample. Followed by the presence of trained faculty (M = 3.06, SD = 1.28), counseling services for sexual assult victims (M = 2.88, SD = 1.33), and finally counseling services for negative weight control behaviors (M = 2.60, SD = 1.36).

How important are these needs/areas of assistance in your current life.

|	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Student organizations/groups related to peer support for those in the LGBTQ+ community	O	O	O	O	O
The availability of counseling services related to/for sexual assault recovery and victims	O	O	O	O	O
The presence of campus faculty that have gone through preparedness training to assist with the needs of LGBTQ+ students	O	O	O	O	O
The availability of counseling services related to recovery from negative weight control behaviors	O	O	O	O	O

Univariate Results Data Visualization: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

Areas of Importance

Multivariate Results: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

A paired samples t-test that paired student organizations and peer groups (M = 3.14, SD = 1.42) with counseling services for sexual assult victims (M = 2.88, SD = 1.33, p = .092) and the presence of trained faculty (M = 3.06, SD = 1.28) with counseling services for negative weight control behaviors (M = 2.60, SD = 1.36, p = .003) was conducted. The results showed that there was not a significant difference between the perceived importance of either pairs of these factors for the respondents in our sample.

Multivariate Results: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.
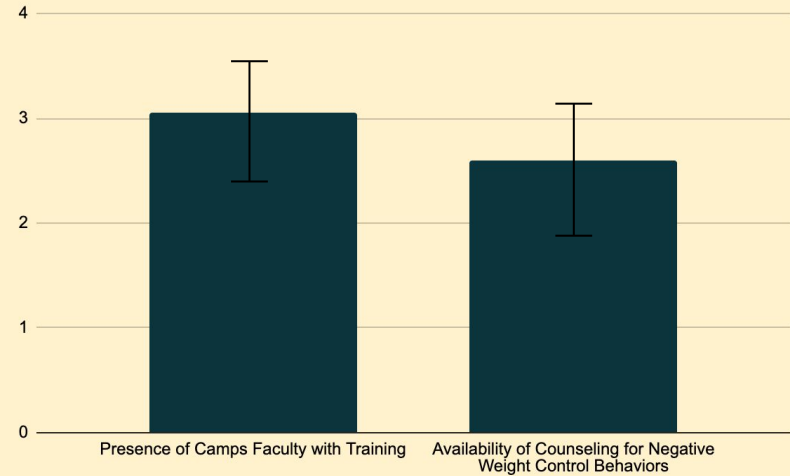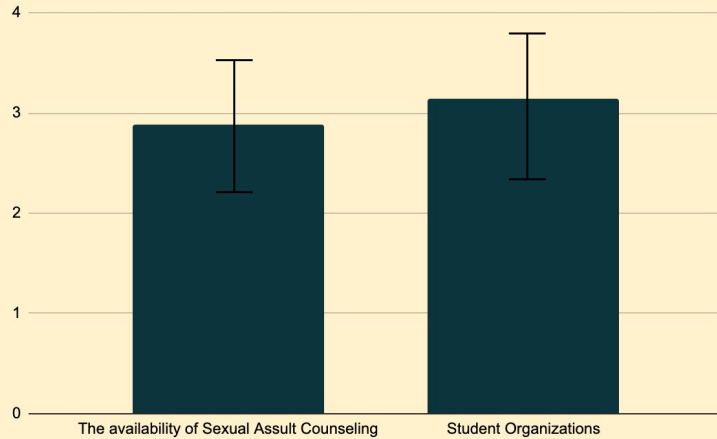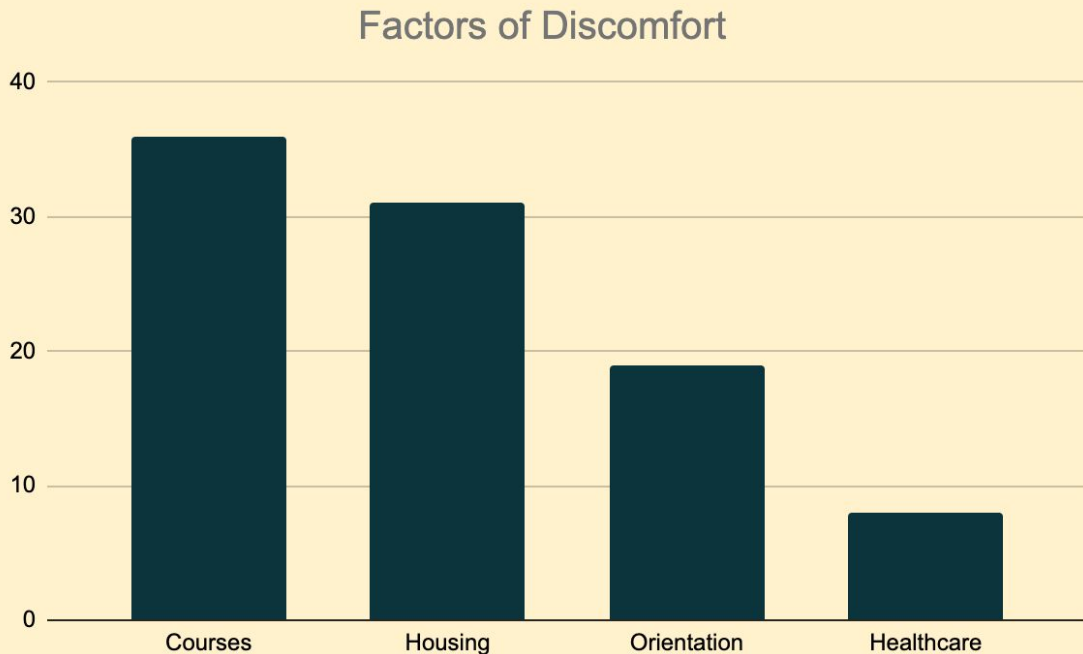
Univariate Results: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

Are any of these factors currently present on your campus that make you feel unsafe or uncomfortable?

☐ Lack of access to inclusive housing

☐ Lack of courses providing education on LGTBQ+ topics

☐ Lack of health insurance or medical providers that include transgender healthcare

☐ Lack of new student orientation with support for LGBTQ+ students

☐ Other

A frequency analysis revealed that 52% (the highest percentage) of the respondents (N=36, SD = 0) in our sample found that their school had a lack of courses providing education on LGBTQ+ topics.

Univariate Results Data Visualization: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

Factors of Discomfort

Summary and Insights: RP1 – Identify the unique needs and areas of assistance that students in the LGBTQ+ community would prioritize.

Summary: In conclusion, although the respondents in our sample have potentially unique needs compared to their peers, there was not one individual factor that stood out as the most important. Overall, they ranked their needs and areas of assistance as relatively similar, perhaps suggesting a focus on a well rounded solution might be appropriate. However, there was seemingly a definitive set of factors that caused them most uncomfort. The most notable was the lack of inclusivity in course availability.

Insights: Our findings show that all areas of assistance were fairly high in importance, leading us to suggest that Campus Concierge develop a package that finds a way to assist in all areas. Regarding the areas of discomfort, we suggest that Campus Concierge develops a service to assist LGTBQ+ students design their course load by doing research into course that might interest them. If they find a lack of those at their school, they can assist in finding online courses or local colleges that offer transferable credit. In terms of inclusive housing, we suggest that Campus Concierge develops somewhat of a matching service, in which they can pair up LGBTQ+ students looking to room with each other. Additionally, this service can help advocate for them to live off campus and find that housing if desired.

Research Problem
2

# Secondary Research Findings: RP2 – Evaluate the effectiveness of currently available LGBTQ+ resources.

- ❏ LGBTQ+ resources do not successfully reach the target population
    - ❏ 48% of the population visit/use the resources everyday or most days while 42% said they never use the resources (Hays, 2020)
- ❏ The current structure of LGBTQ+ resources is flawed
    - ❏ Intense emotional toll follows employees outside the work environment as they do not feel equipped to process these feelings at work (Mandala 2021)
- ❏ LGBTQ+ resources are fairly new to universities and have room for improvement
    - ❏ Likely due to political and educational contexts, only 62% of universities in the U.S. have LGBTQ+ support resources (Coley, 2020)

Univariate Results: RP2 – Evaluate the effectiveness of currently available LGBTQ+ resources.

How likely are you to recommend Northeastern's LGBTQ+ resources to your friends and colleagues?

○ Extremely unlikely

○ Somewhat unlikely

○ Neither likely nor unlikely

○ Somewhat likely

○ Extremely likely

How likely are you to recommend Northeastern's LGBTQ+ resources to your friends and colleagues?
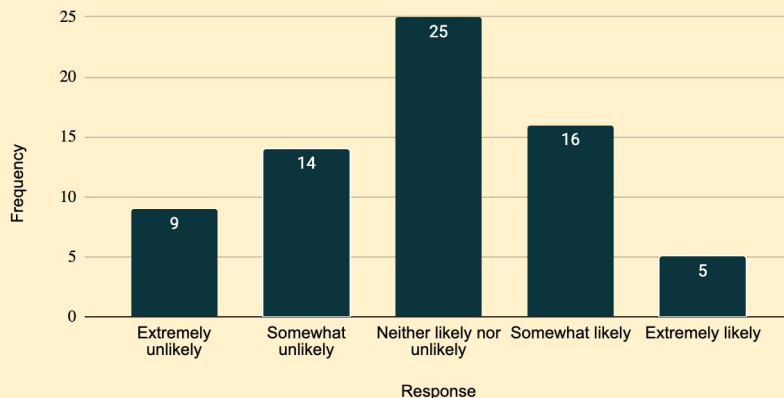
A frequency analysis revealed that only five participants, or 7.25% of our sample population (N=69), would reliably recommend Northeastern's LGBTQ+ resources.

Univariate Results: RP2 – Evaluate the effectiveness of currently available LGBTQ+ resources.

How do you feel about Northeastern's LGBTQ+ resources in regard to its ability to satisfy the needs of the LGBTQ+ community?

○ Extremely unsatisfied

○ Unsatisfied

○ Neither unsatisfied or satisfied

○ Satisfied

○ Extremely satisfied

How do you feel about Northeastern's LGBTQ+ resources in regard to its ability to satisfy the needs of the LGBTQ+ community?
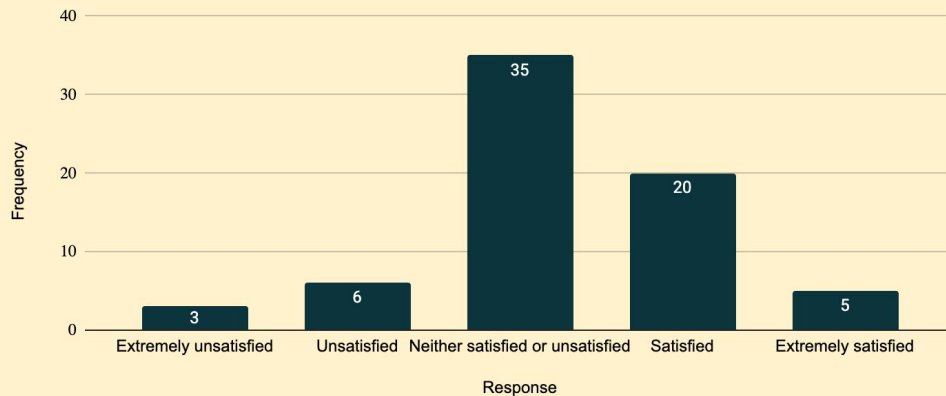
A frequency analysis revealed that only 25 participants, or 36.23% of our sample population (N=69), are satisfied with Northeastern's current LGBTQ+ resources and its ability to satisfy the needs of the LGBTQ+ community.

Univariate Results: RP2 – Evaluate the effectiveness of currently available LGBTQ+ resources.

How many times in the past month would you estimate you've used Northeastern's LGBTQ+ resources?

How many times in the past month would you estimate you've used Northeastern's LGBTQ+ resources?
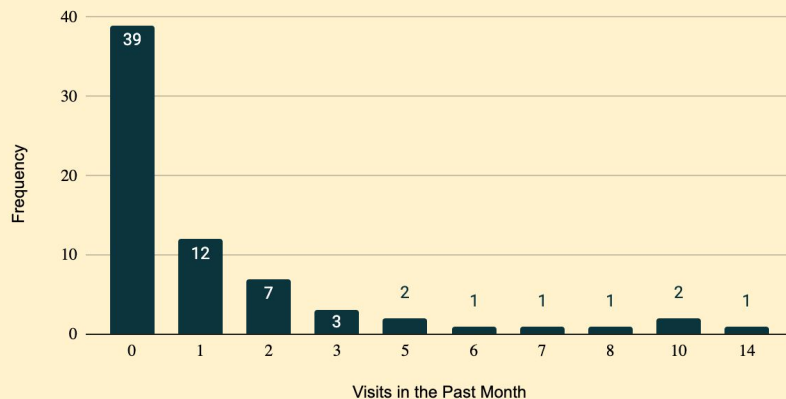
A frequency analysis revealed that 56.5% of our sample (N=69) have not used Northeastern's LGBTQ+ resources in the past month.

Multivariate Results: RP2 – Evaluate the effectiveness of currently available LGBTQ+ resources.

A correlational analysis was conducted to interpret the relationship between students' likeliness to recommend current LGBTQ+ resources and their age.

We were able to determine that though there was a slight positive correlation (r=.36), the statistical results were insignificant and therefore not conclusive as to whether a relationship between the two variables exist.

Likeliness to Recommend Resources vs. Age
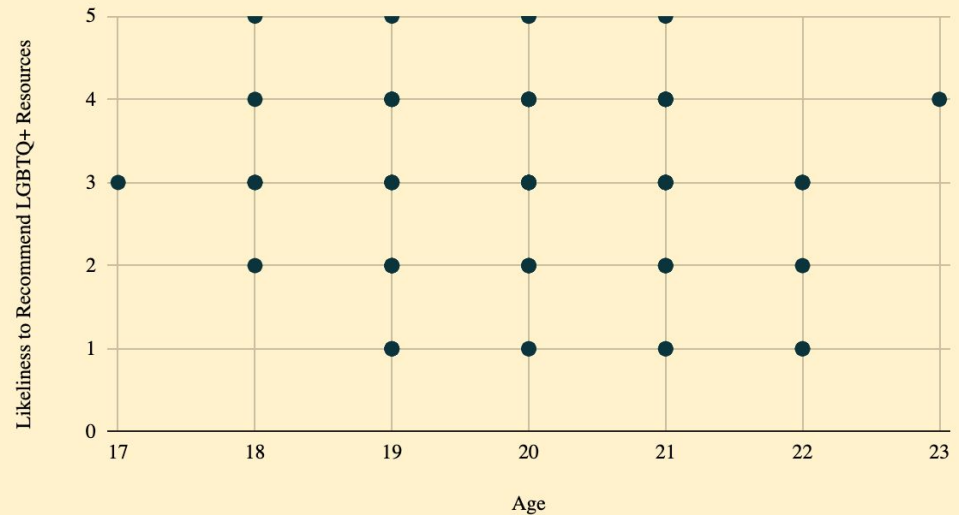
Summary and Insights: RP2 – Evaluate the effectiveness of currently available LGBTQ+ resources.

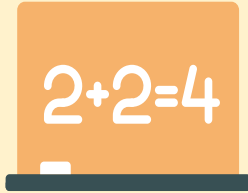**Summary:** From secondary sources and our survey data, it seems that LGBTQ+ resources are largely ineffective on college campuses. Though there are a handful of enthusiastic users with strong opinions on the effectiveness of these resources, it seems that an overwhelmingly large majority of students are unaware, indifferent, or just simply choose to not use the currently available LGBTQ+ resources.

Insights: Though we cannot conclusively pinpoint why LGBTQ+ resources are largely ignored or unused, it is apparent that the currently available LGBTQ+ resources are not very effective. An actionable insight for college concierge would be to find a way to differentiate themselves from existing resources (e.g. counseling services, support groups, social organizations, etc). Differentiation might look like: providing exceptional service and promoting College Concierge's services differently from how current resources are marketed.

Research Problem

3

Secondary Research Findings: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

"To see an LGBT resource center is sort of a beacon of light for a student who is scared, and isolated."
LGBTQ+ community members want to see campuses that have strong LGBTQ+ resources, full-time staff to address student needs, make referrals across campus, develop peer mentoring program, and maintain a safe space on campus (Mishkin).

College campuses should bring visibility to LGBTQ+ communities to improve student's lives

Gender-inclusive housing and restrooms, educational workshops, antidiscrimination policies, Pride Month campaigns, and celebratory events such as National Coming Out Day ("Experience Guide").

VISIBILITY

Involvement in student organizations connects LGBTQ+ students to new friends.

Educational opportunities, expression outlets, student-run spaces teach valuable skills such as program planning, budgeting, fundraising, and leadership ("Experience Guide").

INVOLVEMENT

Being an educated campus is important.

Offer information on LGBTQ+ students in orientations for new students, faculty, and staff to create equitable learning environments

Including LGBTQ+ topics among multicultural diversity to provide opportunities for deeper exploration (Renn, 2018).

CAMPUS

Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

How would you rate your college experience as a member of the LGBTQ+ community?

○ Extremely dissatisfied

○ Somewhat dissatisfied

○ Neither satisfied nor dissatisfied

○ Somewhat satisfied

○ Extremely satisfied

A descriptive analysis revealed that the majority of respondents in our sample felt somewhat satisfied (mean = 3.53/5, sd = 1.072) with their college experience as a member of the LGBTQ+ community. Followed by neither satisfied nor dissatisfied, extremely satisfied, somewhat satisfied, and only one respondent for extremely dissatisfied.

Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

A descriptive analysis revealed that the majority of respondents in our sample felt somewhat satisfied (mean = 3.53/5, sd = 1.072) with their college experience as a member of the LGBTQ+ community

How would you rate your college experience as a member of the LGBTQ+ community?
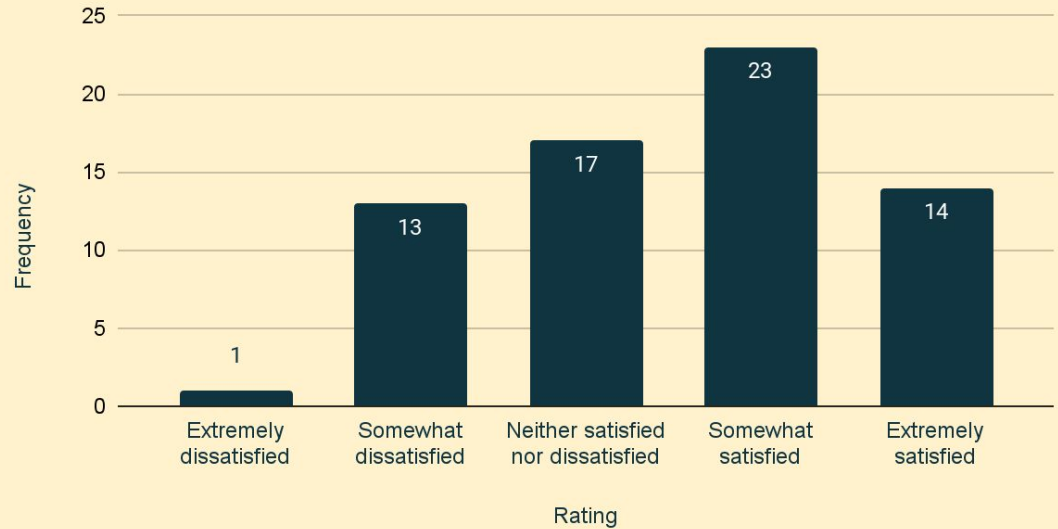
Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

How would you rate your identity confidence at your current college campus?

○ Extremely unconfident

○ Somewhat unconfident

○ Neither confident nor unconfident

○ Somewhat confident

○ Extremely confident

A descriptive analysis revealed that the majority of respondents in our sample felt somewhat confident (mean = 3.54/5, sd = 1.028) with their identity at their current college campus. Followed by neither confident not unconfident, somewhat unconfident, and extremely confident. No respondents indicated that the extremely unconfident option.

Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

A descriptive analysis revealed that the majority of respondents in our sample felt somewhat confident (mean = 3.54/5, sd = 1.028) with their identity at their current college campus.

How would you rate your identity confidence at your current college campus?
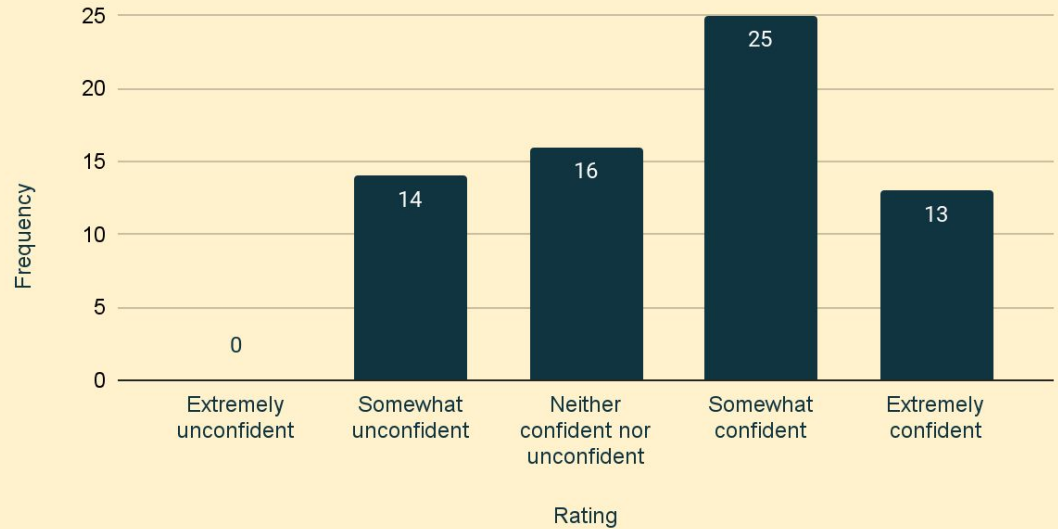
Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

A descriptive analysis revealed that interest/hobby clubs (mean = 31.64/100, sd = 28.549) hold the most interest among the respondents in our sample. Followed by the academic clubs (mean = 18.25, sd = 21.158), greek life (mean = 13.46, sd = 23.498), on campus employment (mean = 13.16, sd = 17.555), sports (mean = 13.01, sd = 19.822), and finally research (10.48, sd = 15.08)

Divide 100 points on the following campus activities and your interest in joining these activities.

Sports	0
Research	0
Academic clubs	0
Interest/Hobby clubs	0
Greek life	0
On campus employment	0
Total	0

Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

A descriptive analysis revealed that interest/hobby clubs (mean = 31.64/100, sd = 28.549) hold the most interest among the respondents in our sample.

Divide 100 points on the following campus activities and your interest in joining these activities.
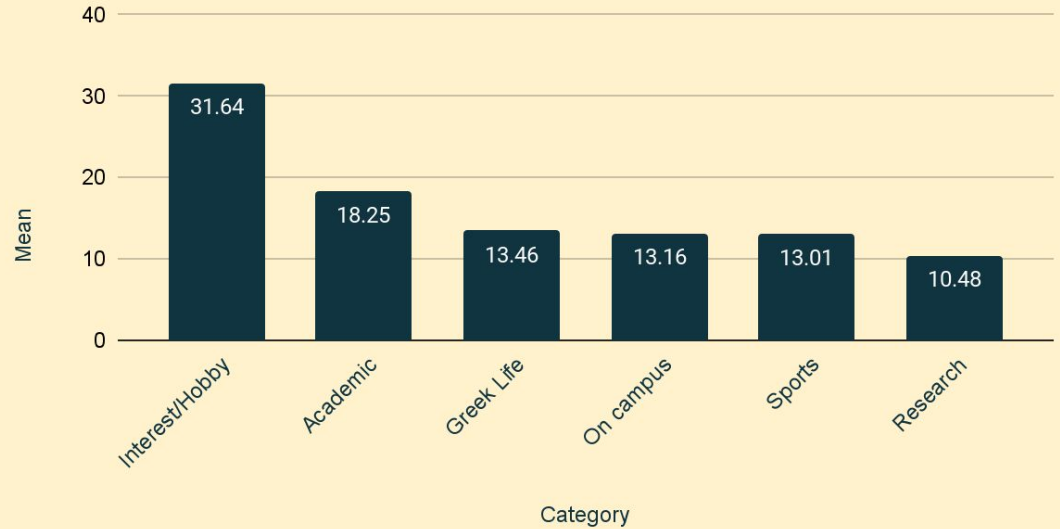
Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

Are there resources, clubs, activities, or organizations that you wish your college worked with pertaining to your experience as a member of the LGBTQ+ community?

A frequency analysis revealed that 98.6% (N=69) of the respondents to our survey did not mention the theme of greek life in their response. While the remaining 1.4%, or one respondent, mentioned the theme of greek life in their open ended response.

Univariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

A frequency analysis revealed that 98.6% (N=69) of the respondents to our survey did not mention the theme of greek life in their response.
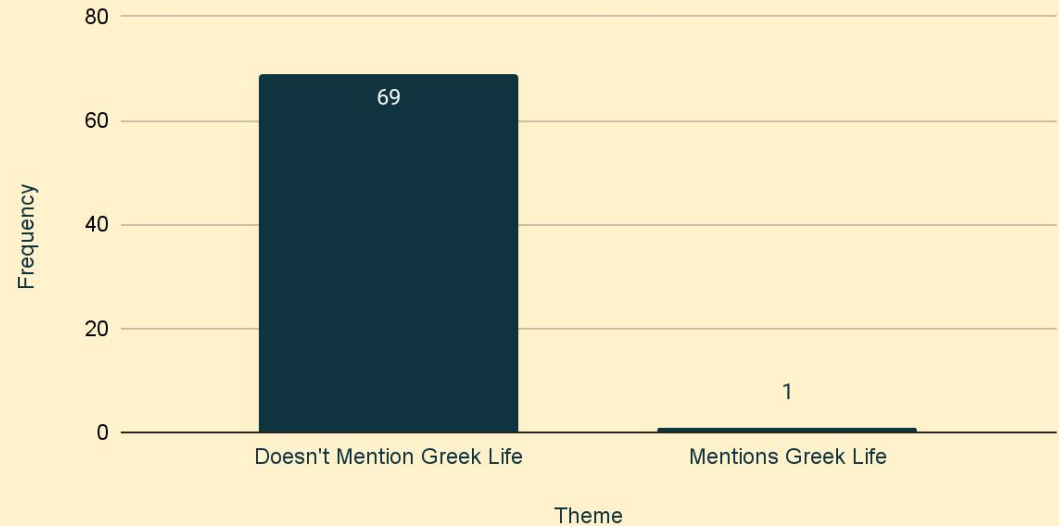
Are there resources, clubs, activities, or organizations that you wish your college worked with pertaining to your experience as a member of the

Multivariate Results: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

A correlation analysis was conducted to investigate the relationship between respondent's age and their rating of how confident respondents are with their identity at their current college campus. At first, we believed this may look like a negative correlation between the two variables, however after further evaluation into the p-value we fail to reject the null hypothesis. Therefore we found that there is no degree of correlation between the two variables. This signifies that age of students of the LGBTQ+ community (N = 69) is not correlated to identity confidence therefore there are other factors that influence this confidence variable among our respondents.

Age v.s. Rating of Identity Confidence
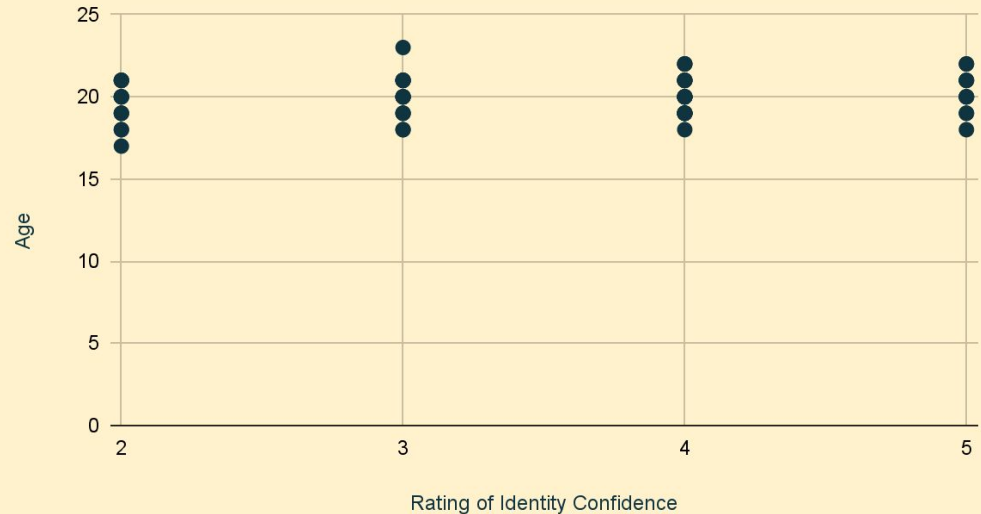
Summary and Insights: RP3 – Determine the areas of involvement in clubs and activities for students in the LGBTQ+ community's.

Summary: In conclusion, our investigation of the LGBTQ+ community and the areas of involvement in activities and clubs at their college campuses show that students are overall satisfied with their college experience, feel somewhat confident in their identity although it does not seem to correlate with age, and place high importance to interest/hobby and academic clubs. As mentioned in the secondary research findings, student involvement and campus LGBTQ+ resources improve student's lives through forming connections and feeling welcomed. Therefore it is important to understand that to how student's interest in these areas of involvement are important to their college experiences and identity confidence.

Insights: Some actionable insights we recommend to the client for addressing the MDP is to provide services that tailor towards the areas of involvement of the LGBTQ+ community such as interest/hobby clubs. Therefore, we suggest that Campus Concierge work with college campuses to increase engagement of members in the LGBTQ+ community through social or networking events with students and administrators. One example could be creating a resource pamphlet, containing contact information of campus members willing to be a resource, on how members of the LGBTQ+ community can start their own clubs on their college campus. In accordance with the secondary research findings, this in turn would make both Campus Concierge and the college campus more inclusive and educated on the needs and interests of the LGBTQ+ community by encouraging engagement and identity confidence.

Research Problem

4

Secondary Research Findings: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

- **University healthcare** and **wellness systems** are **not adequately meeting the needs of the LGBTQ+ students**
  - Students look to off-campus resources for support.
  - LGBTQ+ students seek **specific** and additional help in terms of feeling comfortable during the **transition** period to college, including
    housing and **healthcare**. (Mollet et al., 2020)
- Access to **on-campus, off-campus, and community** is important for **feelings of support** (Hill, 2020)
- College concierge services are **becoming more common** due to the pandemic (Pardee, 2020)
  - A select few offer services specifically tailored to the LGBTQ+ community.
    - Implies lack of demand. Service could be too costly? Bad connotation?
  - Found that academic college concierge services are high in demand for all students.

Univariate Results: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

How familiar are you with a college concierge service such as Campus Concierge?

○ Unfamiliar

○ Somewhat unfamiliar

○ Neutral

○ Somewhat familiar

○ Familiar

A descriptive analysis revealed that students of the LGBTQ+ community (N=69) are unfamiliar (mean = 2.09, sd = 1.36) with college concierge services, such as Campus Concierge. A frequency analysis supports this revealing that 55% (the highest percentage) of the respondents (N=69, SD = 0) in our sample are unfamiliar with college concierge services, such as Campus Concierge, and only 23% are somewhat familiar with college concierge services.

Univariate Results: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.
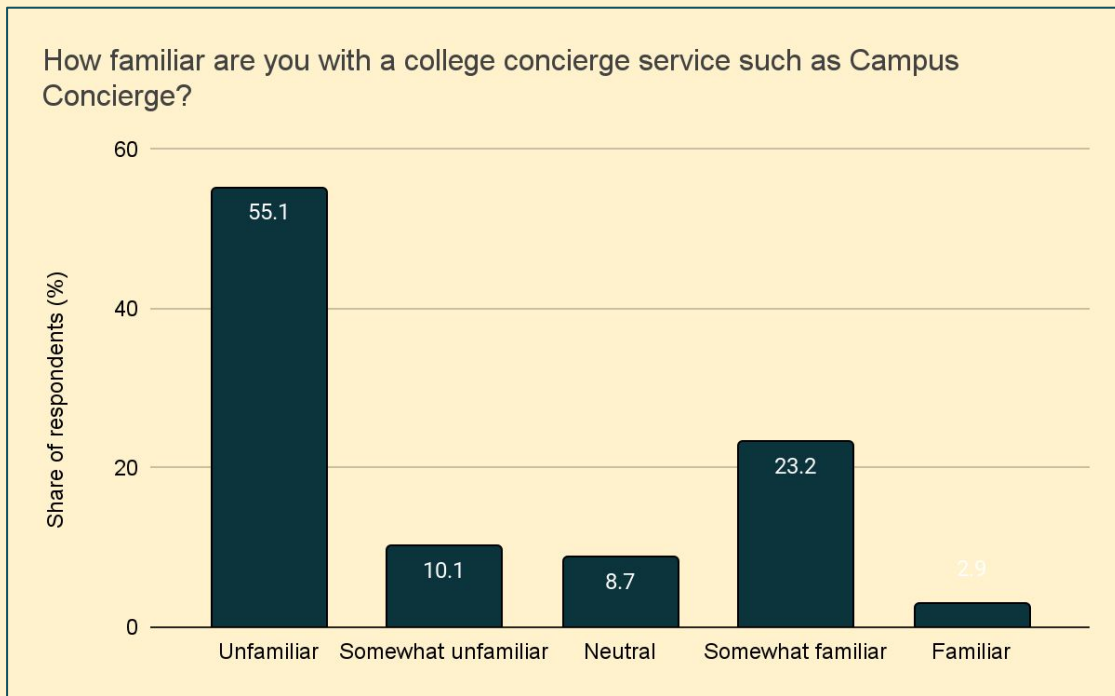
A descriptive analysis revealed that students of the LGBTQ+ community (N=69) are unfamiliar (mean = 2.09, sd = 1.36) with college concierge services, such as Campus Concierge. A frequency analysis supports this revealing that 55% (the highest percentage) of the respondents (N=69, SD = 0) in our sample are unfamiliar with college concierge services, such as Campus Concierge, and only 23% are somewhat familiar with college concierge services.

How familiar are you with a college concierge service such as Campus Concierge?

Category	Share of respondents (%)
Unfamiliar	55.1
Somewhat unfamiliar	10.1
Neutral	8.7
Somewhat familiar	23.2
Familiar	2.9

Univariate Results: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

Does a college concierge service that is specifically tailored to the LGBTQ+ community interest you?

○ Yes

○ No

A frequency analysis revealed that that 81% of students of the LGBTQ+ community (N=69) are not interested in a college concierge service, such as Campus Concierge.

Univariate Results: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

In regards to a college concierge service, such as Campus Concierge, how applicable are these keywords?

Unnecessary	○ ○ ○ ○ ○	Necessary
Thrifty	○ ○ ○ ○ ○	Luxurious
Redundant	○ ○ ○ ○ ○	Helpful
Inconvenient	○ ○ ○ ○ ○	Convenient
Affordable	○ ○ ○ ○ ○	Expensive
Useless	○ ○ ○ ○ ○	Useful
Accessible	○ ○ ○ ○ ○	Exclusive

A descriptive analysis revealed that students of the LGBTQ+ community found college concierge services, such as Campus Concierge, to be unnecessary (mean = 1.98, sd = 1.21) and expensive (mean = 3.86, sd = 1.19). A frequency analysis further supports this by revealing that 57% of respondents (N = 69) found a college concierge service, such as Campus Concierge, to be unnecessary, 30% — luxurious, 37.7% — expensive, 26% — exclusive.

Univariate Results: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

A descriptive analysis revealed that students of the LGBTQ+ community found college concierge services, such as Campus Concierge, to be unnecessary (mean = 1.98, sd = 1.21). A frequency analysis further supports this by revealing that 57% of respondents (N = 69) found a college concierge service, such as Campus Concierge, to be unnecessary, 30% — luxurious, 37.7% — expensive, 26% — exclusive.
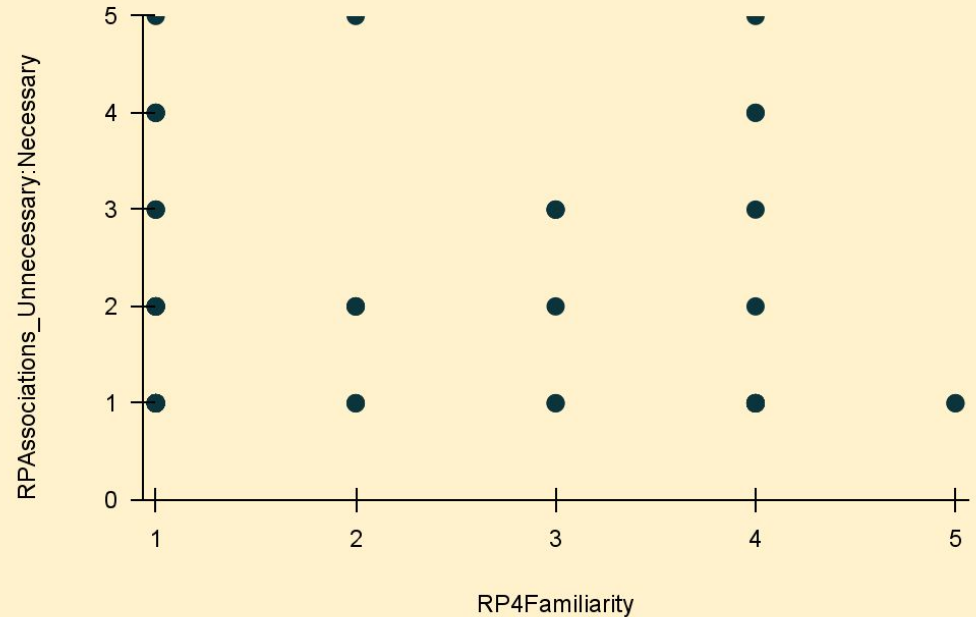
In regards to a college concierge service, such as Campus Concierge, how applicable are the words; "Unnecessary:Necessary'?
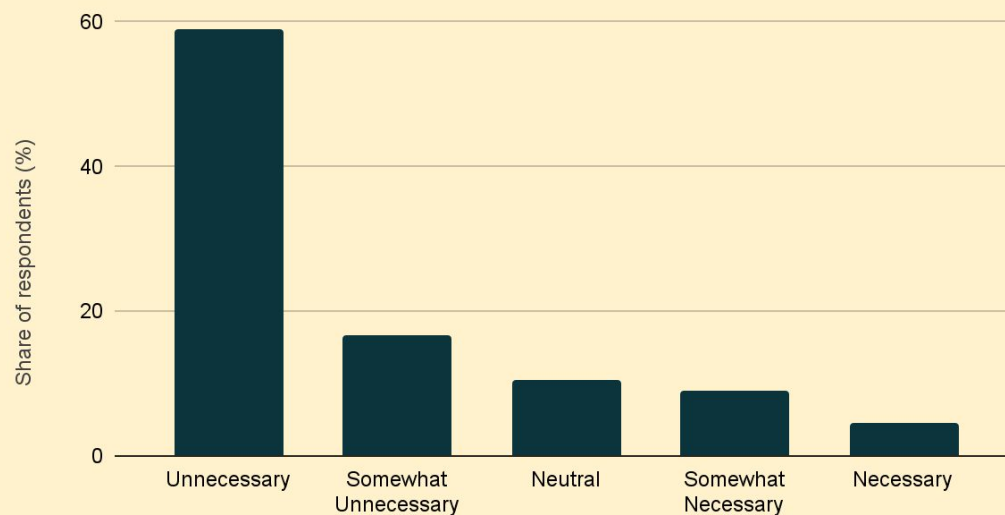
Multivariate Results: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

A correlation analysis was conducted to investigate the relationship between participants familiarity with a college concierge service, such as Campus Concierge, and the degree to which they associate such services with the word(s), 'Unnecessary:Necessary,' and found that there is no degree of correlation between the two variables (r = 0.0, p = 1.0). This signifies that students of the LGBTQ+ community (N = 69) deem such services unnecessary despite their level of familiarity with such services.

RPAssociations_Unnecessary:Necessary vs. RP4Familiarity

Summary & Insights: RP4 – Investigate the perceptions and impressions of a college concierge service for students of the LGBTQ+ community.

Summary: Our investigation of the perceptions of students of the LGBTQ+ community has revealed that students in this community are not interested in college concierge services, such as Campus Concierge, despite their degree of familiarity with such services. Participants perceive such services as unnecessary, expensive, and exclusive. Therefore, college concierge services, such as Campus Concierge, offers little-to-no value proposition when targeting students of the LGBTQ+ community directly.

Insights: Some actionable insights we recommend to the client for addressing the MDP is to focus on educating students, including students of the LGBTQ+ community, on what their service is, through an informative marketing campaign. This will allow prospective students and clients to learn more about and understand the services Campus Concierge provides, and hopefully change their perceptions of such services. This should be done without directly targeting and tailoring services to serve a specific community, in this case, happens to be the LGBTQ+ community. When framed directly targeting the LGBTQ+ community specifically, responses skewed unperceptive and negative.

Research Problem

5

Secondary Research Findings: RP5 – Investigate how likely students would be to use this service.

SAFETY

Since LGBTQ+ students are more likely to **experience harassing behavior**, **intimate partner violence** and **stalking** than heterosexual students, they would be very likely to use a college concierge service catering to their needs. (Friedman, 2020)

2 in 3 LGBTQ+ college students have experienced sexual harassment at least once in a 2019 campus climate survey by the Assosiation of American Universities. (Jaramillo,2019)

CONVENIENCE

Previous college concierge's that have been used have not been fully convenient and/or had adequate guidance. (Bland, 2016)

Scholars argue that LGBTQ+ campus centers are more important than ever. Due to COVID-19, many students returned to unsupportive homes and the unexpected shift into these traumatic environments has increased the need for additional support services on college campuses itself. (Friedman, 2020)

Univariate Results: RP5 – Investigate how likely students would be to use this service.

RP5Likely

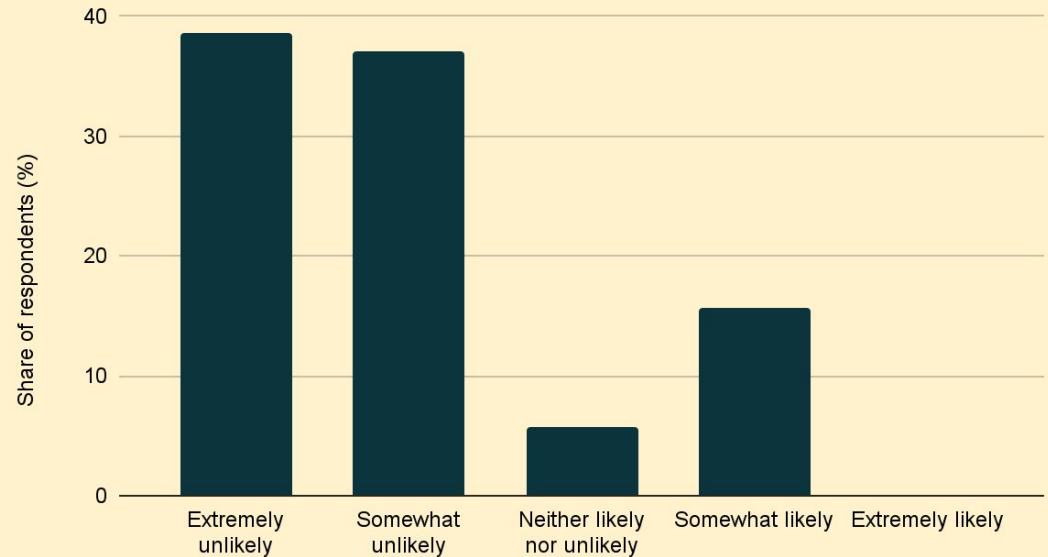How likely would you be to use a service like this?

○ Extremely unlikely

○ Somewhat unlikely

○ Neither likely nor unlikely

○ Somewhat likely

○ Extremely likely

A descriptive analysis revealed that students of the LGBTQ+ community (N=69) are somewhat unlikely (mean = 1.99, sd = 1.06) to use a service like the Campus Concierge. These options were followed by neither likely nor unlikely, somewhat likely, or extremely likely to use a service like the one we provide. A frequency analysis followed this result by showing that 39.7% of the people are extremely unlikely to use this service (N = 68), followed by 38.2% who would be somewhat unlikely.

Univariate Results: RP5 – Investigate how likely students would be to use this service.

A descriptive analysis revealed that students of the LGBTQ+ community (N=69) are somewhat unlikely (mean = 1.99, sd = 1.06) to use a service like the Campus Concierge. These options were followed by neither likely nor unlikely, somewhat likely, or extremely likely to use a service like the one we provide. A frequency analysis followed this result by showing that 39.7% of the people are extremely unlikely to use this service (N = 68), followed by 38.2% who would be somewhat unlikely.

How likely would you be to use a service like this?

Univariate Results: RP5 – Investigate how likely students would be to use this service.

RP5Comfortability

How comfortable would you be to use a college concierge service?

○ Extremely uncomfortable

○ Somewhat uncomfortable

○ Neither comfortable nor uncomfortable

○ Somewhat comfortable

○ Extremely comfortable

A frequency analysis revealed that 32% of the people surveyed (N = 69) would be neither comfortable nor uncomfortable using a college concierge service. 14.5% - extremely uncomfortable, 29% - Somewhat uncomfortable, 17.4% - Somewhat comfortable, 7.2% - Extremely uncomfortable.

Univariate Results: RP5 – Investigate how likely students would be to use this service.

A frequency analysis revealed that 32% of the people surveyed (N = 69) would be neither comfortable nor uncomfortable using a college concierge service. 14.5% - extremely uncomfortable, 29% - Somewhat uncomfortable, 17.4% - Somewhat comfortable, 7.2% - Extremely uncomfortable.

vs. How comfortable would you be to use a college concierge service?
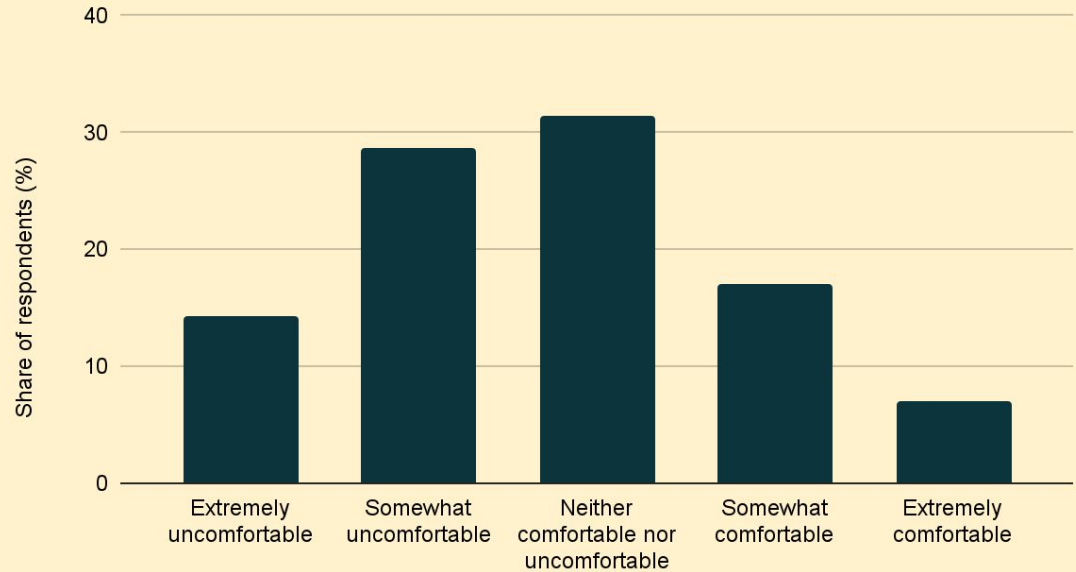
Univariate Results: RP5 – Investigate how likely students would be to use this service.

RP5Importance

Which of the following aspects are important to you? (Choose all that apply.)

☐ Price
☐ Convenience
☐ Reliability
☐ Overall quality of service

A frequency analysis revealed that overall quality of service (47 respondents) was the most important for the LGBTQ+ community (n=70). Next, was the reliability of the service (36 respondents). After that, was the price (32 respondents), and then the convenience (19 respondents). The mean for all of the factors was 1, and the standard deviation was 0.

Univariate Results: RP5 – Investigate how likely students would be to use this service.

A frequency analysis revealed that overall quality of service (47 respondents) was the most important for the LGBTQ+ community (n=70). Next, was the reliability of the service (36 respondents). After that, was the price (32 respondents), and then the convenience (19 respondents). The mean for all of the factors was 1, and the standard deviation was 0.


Which of the following aspects are important to you?
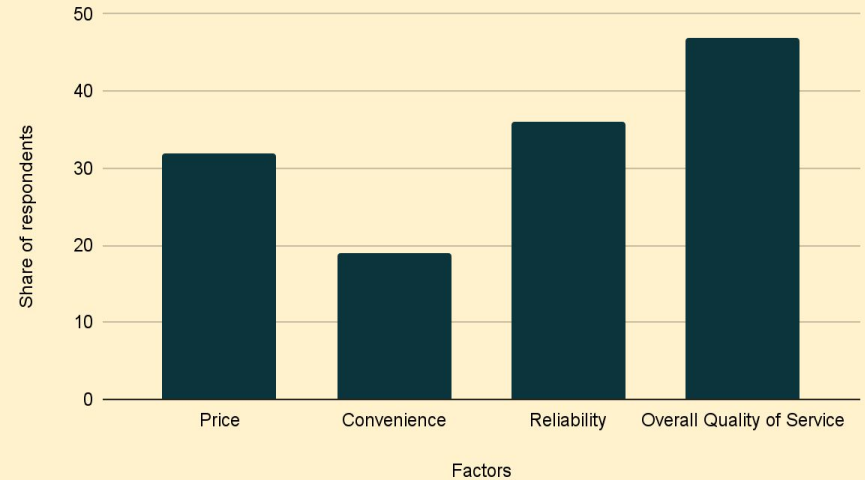
Multivariate Analysis: RP5 – Investigate how likely students would be to use this service.

A correlation analysis was conducted between age and the likelihood of people using the college concierge service. It was found that the pearson correlation value was -0.302, which means there was a weak negative correlation to almost no correlation, and no significant link between the age and the likelihood of using the college concierge service. (r=0.14)

Likelihood of using the College Concierge service vs. Age
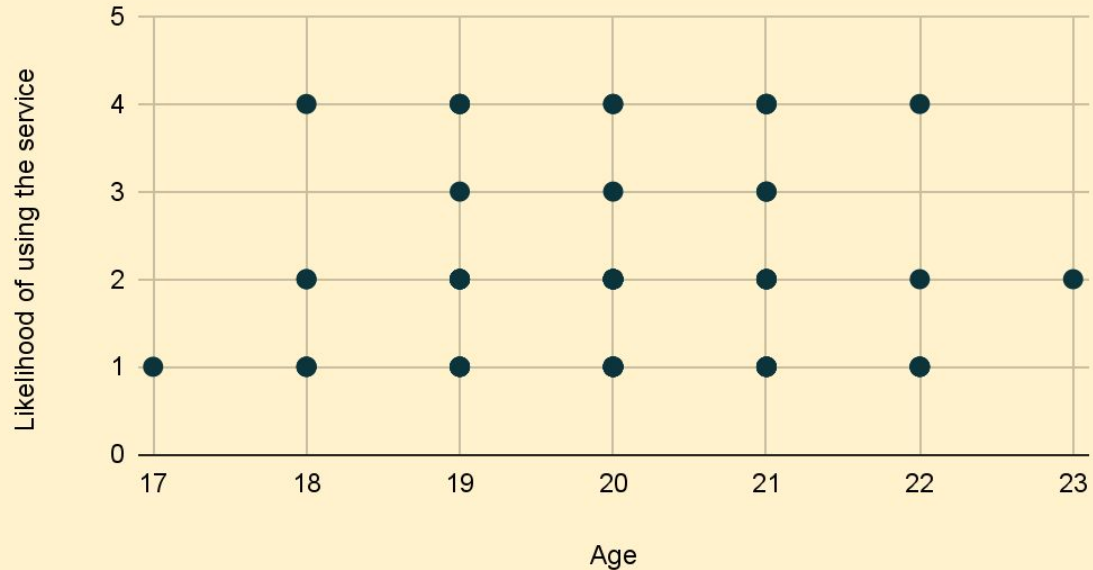
Summary and Insights: RP5 – Investigate how likely students would be to use this service

Summary: In conclusion, our investigation of the LGBTQ+ community and the likelihood of using the campus concierge service show that the community is somewhat unlikely to use a service like this, they possess neutral feelings about being comfortable using the service, and the overall quality of the service as well as the reliability of it mattered to them the most.

Insights: In terms of the insights, we suggest that campus concierge advertise more in colleges so that LGBTQ+ students are more aware and interested in joining them. Also, they should make sure that they cater specifically to the needs of LGBTQ+ communities by making sure that they are comfortable and willing to be a part of campus concierge. This could be done by making testimonials of past clients and reaching out to different LGBTQ+ communities and sharing it with them.

Research Problem

6

Secondary Research Findings: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

There is some hesitancy from the LGBTQ+ community for disclosing information about their personal lives through social media sites, but they felt more comfortable communicating through social media than in face-to-face settings

WHAT?

❏ Millennials, Gen X, and Baby Boomers's media use is the greatest on LGBTQ+ websites/blogs (Shaulova & Biagi, 2019)

❏ There is the greatest decrease in media use for reading LGBTQ+ magazines and newspapers

❏ The greatest increase in media use is visiting LGBTQ+ news websites/apps

WHERE?

❏ Most popular platform was found to be Facebook, then Tumblr and Twitter (Lucero, 2017)

❏ Participants identified Tumblr and Twitter as places where they feel safe online

HOW?

❏ Many use Facebook to join groups and organizations, and to "come out"

❏ It exposes them to diverse performances of gender and sexuality, thus facilitating identity development (Talbot, 2020)

❏ Finding groups online is helpful to some but intimidating to others

❏ Some don't feel comfortable expressing their identity on Facebook because they are connected to their families

Univariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

How many hours a week do you spend on social media?

○ Less than 2 hours

○ 2-10 hours

○ 10-20 hours

○ More than 20 hours

A descriptive analysis revealed that students of the LGBTQ+ community (N=67) spend an average of around 10-20 hours a week on social media. (mean = 2.73, sd =0.91). A frequency analysis revealed that the amount of time spent on social media per week that was most common among respondents was 10-20 hours. 24.8% of respondents (N=69) spend 10-20 hours a week on social media. This was followed by 2-10 hours, and then more than 20 hours. 5.9% of respondents (N=69) spend less than 2 hours a week on social media.

Univariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

A descriptive analysis revealed that students of the LGBTQ+ community (N=69) spend an average of around 10-20 hours a week on social media. (mean = 2.73, sd =0.91). A frequency analysis revealed that the amount of time spent on social media per week that was most common among respondents was 10-20 hours. 24.8% of respondents (N=69) spend 10-20 hours a week on social media.

How many hours a week do you spend on social media?
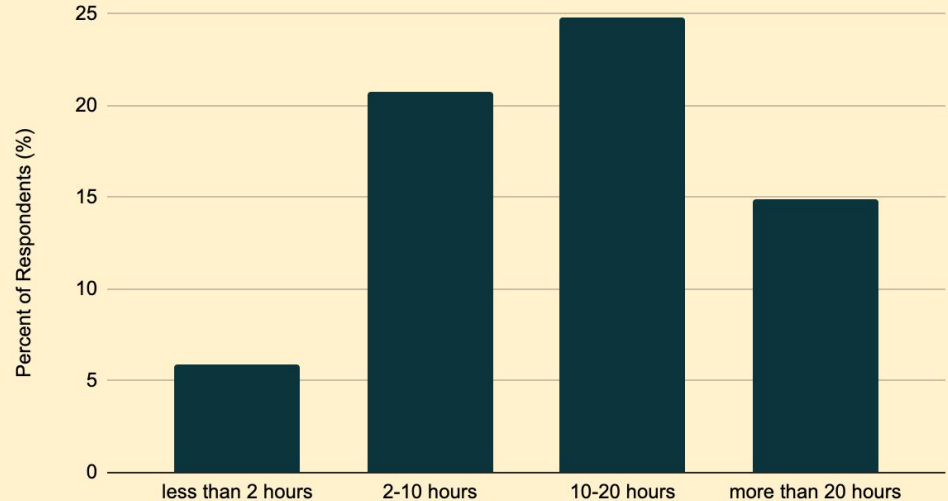
Univariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

Divide 100 points on the following social media platforms based on how often you use them.

Tiktok	0
Instagram	0
Facebook	0
Twitter	0
Tumblr	0
Total	0

A descriptive analysis revealed that the respondents use Instagram, on average, the most out of the social media platforms listed. The average amount of points allotted to Instagram was 37.53 (mean=37.53, sd=21.09, N=69). Instagram was followed by TikTok, Twitter, Facebook, then Tumblr. Instagram had the highest mean, but it also had one of the highest standard deviations. Facebook, with the lowest standard deviation, had a lower mean, but the respondents were more consistent with the points they allotted.

Univariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

A descriptive analysis revealed that the respondents use Instagram, on average, the most out of the social media platforms listed. The average amount of points allotted to Instagram was 37.53 (sd=21.09, N=69).

Divide 100 points on the following social media platforms based on how often you use them.
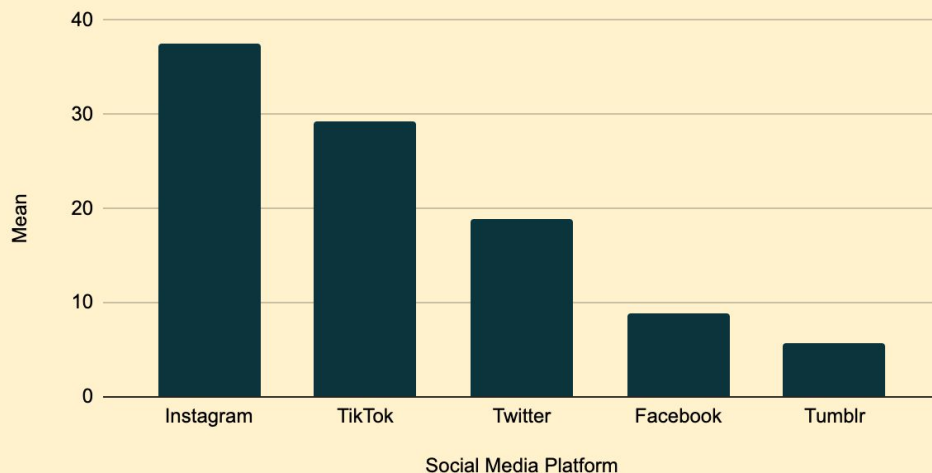
Univariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

How likely are you to look up information about a college concierge service on these social media platforms?

	Extremely unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Extremely likely
TikTok	○	○	○	○	○
Instagram	○	○	○	○	○
Facebook	○	○	○	○	○
Twitter	○	○	○	○	○
Tumblr	○	○	○	○	○

A descriptive analysis revealed that students of the LGBTQ+ community (N=69) are most likely to look up information about a college concierge service on Instagram out of the provided social media platforms (mean = 2.56, sd =1.58). Instagram was followed by Facebook, Twitter, TikTok, then Tumblr. A frequency analysis conducted for each social media platform revealed that the platform with the most amount of respondents that responded with "extremely likely" was Facebook (15.4%, N=69). Facebook was followed by Instagram, TikTok, then Twitter and Tumblr.

Univariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.
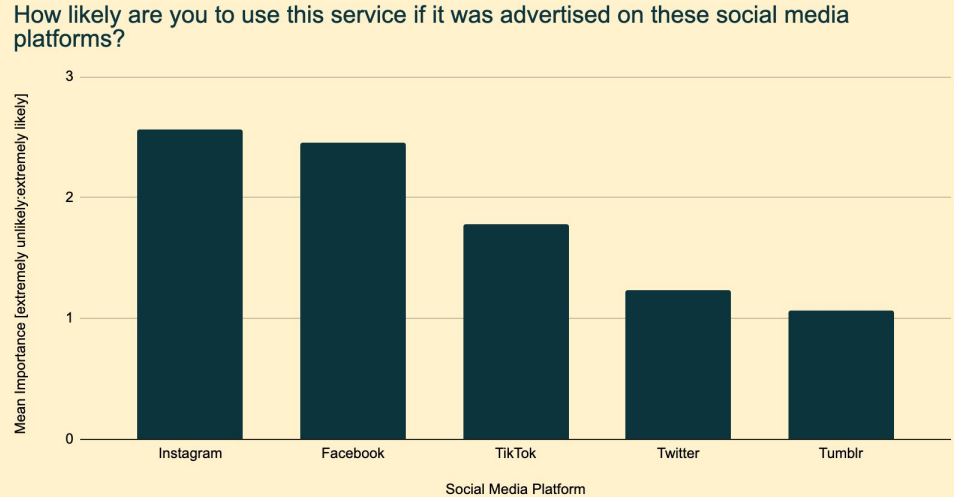
A descriptive analysis revealed that students of the LGBTQ+ community (N=69) are most likely to look up information about a college concierge service on Instagram out of the provided social media platforms (mean = 2.56, sd =1.58). Instagram was followed by Facebook, Twitter, TikTok, then Tumblr.

How likely are you to use this service if it was advertised on these social media platforms?
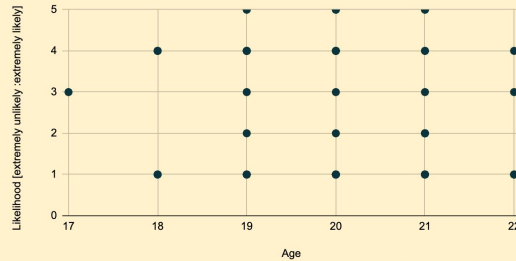
Multivariate Results: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

A correlation analysis was conducted to investigate the relationship between participants likelihood to look information about a college concierge service on social media, and their grade year. It was found that there is no degree of correlation between the variables (TikTok r=-0.0 p=0.9, Instagram r=-.1 p=0.3, Facebook r=0.1 p=0.3, Twitter r=0.1 p=0.4, Tumblr r=0.0 p=0.9). This signifies that students of the LGBTQ+ community's (N = 69) grade year do not have a significant relationship with their likelihood of looking up information about a college concierge service.

Likelihood to Look Up Information About a College Concierge Service on TikTok vs. Age
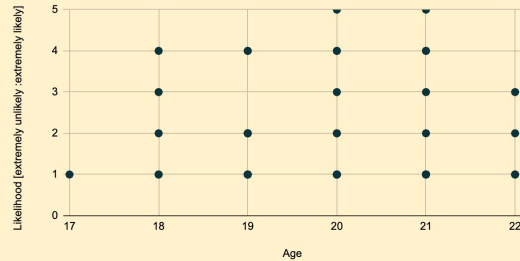
Likelihood to Look Up Information About a College Concierge Service on Instagram vs Age

Likelihood of Looking Up Information About a College Concierge Service on Facebook vs. Age
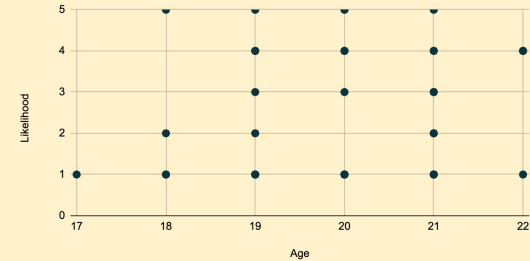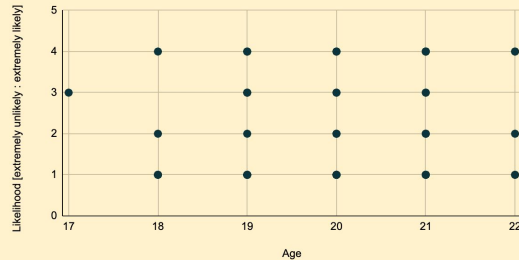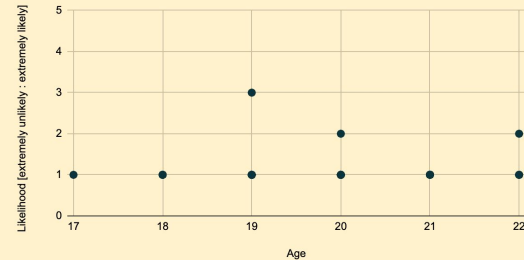

Likelihood of Looking Up Information About a College Concierge Service on Twitter vs. Age

Likelihood of Looking Up Information About a College Concierge on Tumblr vs. Age

Summary and Insights: RP6 – Identify social media habits of the LGBTQ+ community to determine the best platform and accounts for advertising.

Summary: In conclusion, our investigation of the LGBTQ+ community and their use of social media show that these students spend around 10-20 hours a week on social media, spend the most of this time on Instagram, and are most likely to use Instagram to look information about a college concierge service. As mentioned in the secondary research findings, LGBTQ+ students may use platforms like Twitter and Facebook to find community and a sense of safety, but the survey research findings show that sense of belonging on a platform may not correlate with comfort in looking for services specifically tailored for them.

Insights: We recommend for Campus Concierge to work directly with colleges to increase awareness toward students. Since our survey research findings show that students have little interest/awareness of the idea of a college concierge service, partnering with schools may show students how valuable of a service it may be for them. They can collaborate with clubs/organizations that LGBTQ+ people are in to promote their service on their social media pages.

Recommendations

Final Insights: MDP – What is the value proposition of Campus Concierge for students of the LGBTQ+ community?

Overall, we believe that members of the LGBTQ+ community are not interested in a college concierge service according to our survey results. However there are some actions that Campus Concierge can take to be educated and better address any concerns with LGBTQ+ community members who may potentially use the service.

Some actions that Campus Concierge can take include:

1. Focus on solving the most pressing areas of discomfort for the respondents in our sample; lack of inclusive course selection options and housing options.
2. Differentiate themselves from existing LGBTQ+ resources by ensuring their employees provide an excellent service and pioneering new ways to attract and retain potential consumers.
3. Work hand -in-hand with college campuses to be more inclusive and educated on the needs and interests of the LGBQ+ community by encouraging engagement and identity confidence through social and networking events.
4. Educate key audiences who are unfamiliar and unperceptive, and therefore may have negative connotations, to the idea of college concierge/hospitality services through educational and informational marketing campaigns.
5. Campus concierge advertise more in colleges so that LGBTQ+ students are more aware and interested in joining them. This could be done by making testimonials of past clients and reaching out to different LGBTQ+ communities and sharing it with them.
6. Collaborate more directly with universities to promote Campus Concierge's services on the social media platforms that LGBTQ+ students are most present on.

Thank You!

Any Questions?

Appendix

Appendix A: Recruitment Schedule

Francesca	Milton	Alejandra	Kanon	Saniyya	Hariz
- **Personal Contacts** (friends and family) - **Social Media Contacts** (Posts in Facebook groups for greek life organizations) - **Organizations** (NEU's LGBTQA Resource Center lgbtq@northeastern.edu)	- **Personal Contacts** (friends and family) - **Social Media Contacts** (Facebook Group Message) - **Organizations** (NEU Out in Business outinbusinessnu@gmail.com)	- **Personal Contacts** (friends and family) - **Social Media Contacts** (Social media post in a College Group and NEU's LGBTQA Instagram Page (nu_lgbtqa) - **Organizations** (NEU Out in STEM northeastern@chapters.ostem.org)	- **Personal Contacts** (friends and family) - **Social Media Contacts** (Facebook groups of Northeastern and other colleges) - **Organizations** (NEU Grad Q neugradq@gmail.com)	- **Personal Contacts** (friends and family) - **Social Media Contacts** (Facebook groups, social media posts in college groups) - **Organizations** (NU Pride nupride.info@gmail.com) (Alliance for Diversity in Science and Engineering northeasternadse@gmail.com)	- **Personal Contacts** (**Friends and family**) - **Social Media Contacts** (Google Forms sent out/posted to members of the community via socmed, LGBT groups) - **Organizations** (NU Pride nupride.info@gmail.com)

Appendix B: Qualtrics Questionnaire

Page 1 of 13

MKTG 3401 - Campus Concierge

Start of Block: Consent Form

Q1 Northeastern University

Name of Investigator(s): Saniyya Aggarwal, Milton Cheung, Kanon Ciarrocchi, Francesca Fallow, Alejandra Robles, and Hariz Yusuf

Title of Project: Campus Concierge LBGTQ+ Survey

Request to Participate in Research:
We would like to invite you to participate in a web-based online survey. The survey is part of a research study whose purpose is to understand the LGBTQ+ community with concerns, issues, and how to address them.
This survey should take about 5 minutes to complete. We are asking you to participate in this study because our research study targets students and their college experiences. You must be at least 18 years old to take this survey. The decision to participate in this research project is voluntary. You do not have to participate and you can refuse to answer any question. Even if you begin the web-based online survey, you can stop at any time.
There are no foreseeable risks or discomforts to you for taking part in this study. There are no direct benefits to you for participating in this study. However, your responses may help us learn more about the unique needs of the LGBTQ+ community. You will not be paid for your participation in this study.
Your part in this study is anonymous to the researcher(s). However, because of the nature of web based surveys, it is possible that respondents could be identified by the IP address or other electronic record associated with the response. Neither the researcher nor anyone involved with this survey will be capturing those data. Any reports or publications based on this research will use only group data and will not identify you or any individual as being affiliated with this project.

If you have any questions about this study, please feel free to contact Alejandra Robles at robles.a@northeastern.edu, the team liaison for this student research project. By clicking on the "accept" button below you are indicating that you consent to participate in this study. Please print out a copy of this consent form for your records.

Thank you for your time,

Page 2 of 13

Saniyya Aggarwal, Milton Cheung, Kanon Ciarrocchi, Francesca Fallow, Alejandra Robles, and Hariz Yusuf

○ Yes, I agree. (1)

○ No, I do not agree. (2)

Skip To: End of Survey If Northeastern University Name of Investigator(s): Saniyya Aggarwal, Milton Cheung, Kanon Ciarrocch... = No, I do not agree.

End of Block: Consent Form

Start of Block: RP#1

Page 3 of 13

RP#1a How important are these needs/areas of assistance in your current life.
(Interval/Continuous)
This question will give the client insight as to what area requires the most attention for those in the LGBTQ+ community.

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
Student organizations/groups related to peer support for those in the LGBTQ+ community (1)	○	○	○	○	○
The availability of counseling services related to/for sexual assault recovery and victims (2)	○	○	○	○	○
The presence of campus faculty that have gone through preparedness training to assist with the needs of LGBTQ+ students (3)	○	○	○	○	○
The availability of counseling services related to recovery from negative weight control behaviors (4)	○	○	○	○	○

Appendix B: Qualtrics Questionnaire

RP#1B Are any of these factors currently present on your campus that make you feel unsafe or uncomfortable? (Nominal/Categorical)
This question will provide insight into what is lacking on most campuses that the client could fill.

- ☐ Lack of access to inclusive housing (1)
- ☐ Lack of courses providing education on LGTBQ+ topics (2)
- ☐ Lack of health insurance or medical providers that include transgender healthcare (3)
- ☐ Lack of new student orientation with support for LGBTQ+ students (4)
- ☐ Other (5) _____

RP#1C Have you ever reached out to external organizations for assistance during your college career? If you feel comfortable answering, where did you go for that help? (Open/Categorical)
This question will provide insight into competition and what has worked int the past.

_____

End of Block: RP#1

Start of Block: RP#2 Evaluate the effectiveness of currently available LGBTQ+ resources.

RP#2A How likely are you to recommend Northeastern's LGBTQ+ tailored services to your friends and colleagues? (Interval/Continuous)
From this question, we'd get better insight into the NPS students would give existing LGBTQ+ services.

- ○ Extremely likely (1)
- ○ Somewhat likely (2)
- ○ Neither likely nor unlikely (3)
- ○ Somewhat unlikely (4)
- ○ Extremely unlikely (5)

RP#2B How do you feel about Northeastern's LGBTQ+ resources in regard to its ability to satisfy the needs of the LGBTQ+ community? (Interval/Continuous)
Allows us to gain insight into the overall level of satisfaction (or lack thereof) held towards the existing Northeastern LGBTQ+ resources.

- ○ Extremely satisfied (1)
- ○ Satisfied (2)
- ○ Neither unsatisfied or satisfied (3)
- ○ Unsatisfied (4)
- ○ Extremely unsatisfied (5)

RP#2C How many times in the past month would you estimate you've used Northeastern's LGBTQ+ resources? (Open/Categorical)
Allows us to identify the frequency of visits and usage for the existing resources. This information becomes more valuable if we can benchmark it against the same resource from different schools.

_____

End of Block: RP#2 Evaluate the effectiveness of currently available LGBTQ+ resources.

Start of Block: RP #3

RP#3A How would you rate your college experience as a member of the LGBTQ+ community? (Interval/Continuous)
This question allows us to determine how members of the LGBTQ+ community think of their college experience as satisfactory.

- ○ Extremely satisfied (1)
- ○ Somewhat satisfied (2)
- ○ Neither satisfied nor dissatisfied (3)
- ○ Somewhat dissatisfied (4)
- ○ Extremely dissatisfied (5)

RP#3B How would you rate your identity confidence at your current college campus? (Interval/Continuous)
We can determine the level of confidence with their identity at their college campus.

- ○ Extremely confident (1)
- ○ Somewhat confident (2)
- ○ Neither confident nor unconfident (3)
- ○ Somewhat unconfident (4)
- ○ Extremely unconfident (5)

Appendix B: Qualtrics Questionnaire

Page 7 of 13

RP#3C Divide 100 points on the following campus activities and your interest in joining these activities. (Ratio/Continuous)
We can associate ratings with activites, events, and areas of involvement that members of the LGBTQ+ community are interested in. Also lets Campus Concierge know what areas to target their services towards such as specific programs, organizations, etc.

Sports : _____ (1)
Research : _____ (2)
Academic clubs : _____ (3)
Interest/Hobby clubs : _____ (4)
Greek life : _____ (5)
On campus employment : _____ (6)
Total : _____

RP#3D Are there resources, clubs, activities, or organizations that you wish your college worked with pertaining to your experience as a member of the LGBTQ+ community? (Open/Categorical)
We can determine if there are any specific organizations, resources, clubs, or activities that are lacking at college campuses and what members of the LGBTQ+ community want to see more of.

_____

End of Block: RP #3

Start of Block: RP#4

RP#4a How familiar are you with a college concierge service such as Campus Concierge? (Interval/Continuous)
Determines participants' understanding of the service.

○ Very familiar (1)

○ Somewhat familiar (2)

○ Neutral (3)

○ Somewhat unfamliliar (4)

○ Unfamiliar (5)

Page 8 of 13

RP#4b Does a college concierge service that is specifically tailored to the LGBTQ+ community interest you? (Nominal/Categorical)
Determines the percentage of students, participants of survey, that are interested or not interested in a college concierge service.

○ Yes (1)

○ No (2)

RP#4c In regards to a college concierge service, such as Campus Concierge, how applicable are these keywords? (1 – Least applicable. 10 — Most applicable.) (Ratio/Continuous)
Best suited for exploring perceptions and/or connotations. Determines participants' understanding of ther service based on keywords/emotions. Best suited for exploring individual perceptions.

	1	2	3	4	5	6	7	8	9	10
Necessary ()										
Luxurious ()										
Helpful ()										
Convenient ()										
Expensive ()										
Valuable ()										

End of Block: RP#4

Start of Block: Description of service to gain perception and analyze interest.

Q1 Campus Concierge is the Southeast's all-in-one resource for students and their families. From moving in to moving out, and everything in-between, we assist with the expected and the unexpected. Life is busier and more complicated than ever and Campus Concierge is here to support your student.

End of Block: Description of service to gain perception and analyze interest.

Page 9 of 13

Start of Block: RP #5

RP#5A How likely would you be to use a service like this? (Interval/Continuous)
This question gives us insight on whether participants are interested in a college concierge service after reading a description of what the service provides.

○ Extremely likely (1)

○ Somewhat likely (2)

○ Neither likely nor unlikely (3)

○ Somewhat unlikely (4)

○ Extremely unlikely (5)

RP#5B How comfortable would you feel when using a college concierge service? (Interval/Continuous)
This question allows us to understand how comfortable participants feel if they were to use a college concierge service.

○ Extremely comfortable (1)

○ Somewhat comfortable (2)

○ Neither comfortable nor uncomfortable (3)

○ Somewhat uncomfortable (4)

○ Extremely uncomfortable (5)

Appendix B: Qualtrics Questionnaire

RP#5C From past experience, what have you liked about it? (Nominal/Categorical)
This question lets us determine if participants have ever used a college concierge service before and what they liked about it.

○ Price (1)

○ Convenience (2)

○ Reliability (3)

○ Overall quality of service (4)

○ I have not had past experience with this kind of service (5)

End of Block: RP #5

Start of Block: RP#6

RP#6A How many hours a week do you spend on social media? (Nominal/Categorical)
We can see if a social media advertisement would actually reach our target market.

○ Less than 2 hours (1)

○ 2-10 hours (2)

○ 10-20 hours (3)

○ More than 20 hours (4)

RP#6B Divide 100 points on the following social media platforms based on how often you use them. (Ratio/Continuous)
We gain insight into which social media platforms our target market are most present on. We can use this to decide where to advertise the business.
Tiktok : _____ (1)
Instagram : _____ (2)
Facebook : _____ (3)
Twitter : _____ (4)
Tumblr : _____ (5)
Total : _____

RP#6C How likely are you to use this service if it was advertised on these social media platforms? (Interval/Continuous)
We can understand which platforms our target market would take an advertisement most seriously on.

	Extremely unlikely (1)	Somewhat unlikely (2)	Neither likely nor unlikely (3)	Somewhat likely (4)	Extremely likely (5)
TikTok (1)	○	○	○	○	○
Instagram (2)	○	○	○	○	○
Facebook (3)	○	○	○	○	○
Twitter (4)	○	○	○	○	○
Tumblr (5)	○	○	○	○	○

End of Block: RP#6

Start of Block: Demographics

Q1 Where do you attend college? (Insight on where the participant goes to college)

_____

Q2 Gender (Insight on gender proportion of participants)

○ Male (1)

○ Female (2)

○ Non-binary / third gender (3)

○ Other (4) _____

Q3 Age (Insight on age of participants)

_____

Q4 Are you primarily on campus or online at your college/university? (Insight on how inperson/virtual experiences can affect participant's answers)

○ In-Person (1)

○ Online (2)

○ Hybrid/Mix of both (3)

Appendix B: Qualtrics Questionnaire

Q5 What's your grade year? (Insight on grade year of participants to see if there is any correlation between newer students to knowledge of resources at their college)

○ Incoming Freshman (1)

○ First Year (2)

○ Second Year (3)

○ Third Year (4)

○ Fourth Year (5)

○ Fifth Year (6)

Q6 What is your sexual orientation? (Insight on sexual orientation of participants, especially targeting LGBTQ+ community)

_____

End of Block: Demographics

References

References

Bhochhibhoya, S., Maness, S. B., Cheney, M., & Larson, D. (2019). Risk Factors for Sexual Violence Among College Students in Dating Relationships: An Ecological Approach. Journal of Interpersonal Violence, 36(15–16), 7722–7746. https://doi.org/10.1177/0886260519835875

Birch, Hannah G., "Campus Concierge: A Business Plan to "Do College Better"" (2016). Finance Undergraduate Honors Theses. 33. http://scholarworks.uark.edu/finnuht/33

Boice-Pardee, H. (2020). Campus concierge: covid-19 trend or wave of the future? Student Affairs Today, 23(9), 7–7. https://doi.org/10.1002/say.30823

Brooks, R.B. (2014, March 11). College Guide for LGBTQ Students. BestColleges.com. https://www.bestcolleges.com/resources/lgbtq-student-guide/

Catherine V Talbot, A. T. (n.d.). The management of LGBTQ+ identities on social media: A student perspective - Catherine v Talbot, Amelia Talbot, Danielle J Roe, Pam Briggs, 2020. SAGE Journals. Retrieved October 6, 2021, from https://journals.sagepub.com/doi/full/10.1177/1461444820981009.

Christensen, J. E., Larson, K. E., & Dykes, F. O. (2021). Using a school-wide coaching framework to create safe and inclusive spaces for students who identify as LGBTQ. Preventing School Failure: Alternative Education for Children and Youth, 65(4), 371–378. https://doi.org/10.1080/1045988x.2021.1925868

Coley, J. S., & Das, D. (2020). Creating Safe Spaces: Opportunities, Resources, and LGBTQ Student Groups at U.S. Colleges and Universities. Socius: Sociological Research for a Dynamic World, 6, 237802312097147. https://doi.org/10.1177/2378023120971472

References

Hays, A. (2019). A Question of Space: Surveying Student Usage of LGBTQ Resources in the LGBTQ Student Center Library and the Campus Library. Publications and Research. https://academicworks.cuny.edu/si_pubs/159/

Hill, R. L., Nguyen, D. J., Kilgo, C. A., Lange, A. C., Shea, H. D., Renn, K. A., & Woodford, M. R. (2020). How LGBTQ+ students thrive in college. Journal of Student Affairs Research and Practice, 58(3), 267–281. https://doi.org/10.1080/19496591.2020.1738241

Hood, L., Sherrell, D., Pfeffer, C. A., & Mann, E. S. (2018). LGBTQ college students' experiences with University Health Services: An exploratory study. Journal of Homosexuality, 66(6), 797–814. https://doi.org/10.1080/00918369.2018.1484234

Jaekel, K. S. (2021). Supporting LGBTQ students through precarity: Policies and practices for inclusion. New Directions for Community Colleges, 2021, 33–42. https://doi.org/10.1002/cc.20481

Lessard, L.M., & Juvonen, J. (2021, accepted). The academic benefits of maintaining friendships across the transition to high school. Journal of School Psychology.

Lucero, L. (2017). Safe spaces in online places: social media and LGBTQ youth. Multicultural Education Review, 9(2), 117–128. https://doi.org/10.1080/2005615x.2017.1313482

Mandala, C. R., & Ortiz, S. M. (2021). Queerness Is a Particular Liability: Feeling Rules in College and University LGBTQ Centers. Journal of Homosexuality, 1–21. https://doi.org/10.1080/00918369.2021.1984754

References

Mollet, A., Weaver, K. E., Holmes, J. M., Linley, J. L., Hurley, E., & Renn, K. A. (2020). Queer in residence: Exploring the on-campus housing experiences of Queer College Students. Journal of Student Affairs Research and Practice, 58(1), 1–14. https://doi.org/10.1080/19496591.2020.1717962

New report details experiences of LGBTQ college students | Video. (2018). NJ Spotlight News. Retrieved October 15, 2021, from https://www.njspotlight.com/video/new-report-details-experiences-of-lgbtq-college-students/

Renn, Kristen. (2018). Higher Education Today. https://www.higheredtoday.org/2017/04/10/lgbtq-students-higher-education/

Shaulova, E., & Biagi, L. (n.d.). LGBTQ media in the U.S. Statista. Retrieved from https://www.statista.com/study/61085/lgbtq-media-in-the-united-states/

Achieve Concierge. (2020, October 15). *Standing with LQBTQ+ teens against bullying.* Achieve Concierge. Retrieved October 15, 2021, from https://achieveconcierge.com/blog/stand-with-lgbtq-teens-against-bullying/.

LGBTQ services. University of Miami Health System. (n.d.). Retrieved October 15, 2021, from https://umiamihealth.org/en/treatments-and-services/lgbtq-services.

Jaramillo, C. (2019, June 27). *Students discuss sexual assault in the LGBTQ community*. FIU News. Retrieved October 15, 2021, from https://news.fiu.edu/2019/sexual-assault-disproportionately-affects-lgbtq-students.

Basken, P., Lem, P., Sokol, D., & Connelly, S. (2016, January 25). *The students with no support network*. Times Higher Education (THE). Retrieved October 15, 2021, from https://www.timeshighereducation.com/blog/students-no-support-network.