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ST. CLOUD STATE UNIVERSITY STUDENT SURVEY-2006

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**A SCIENTIFIC TELEPHONE SURVEY
CONDUCTED
BY AND FOR THE
SCSU SURVEY STUDENT DIRECTORS
ST. CLOUD STATE UNIVERSITY
BY
ST. CLOUD STATE UNIVERSITY SURVEY**

April 2006

**ST. CLOUD STATE UNIVERSITY
SURVEY
SOCIAL SCIENCE RESEARCH INSTITUTE
COLLEGE OF SOCIAL SCIENCES**

PRINCIPAL INVESTIGATORS

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**SCSU SURVEY HOMEPAGE
<http://web.stcloudstate.edu/scsusurvey>**

Drs. Frank, Wagner and Kukoleca Hammes are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.) and subscribe to the code of ethics of the A.A.P.O.R.

The SCSU Survey is an ongoing survey research extension of the Social Science Research Institute in the College of Social Sciences at St. Cloud State University. The SCSU Survey performs its research in the form of telephone interviews. Telephone interviews are but one of many types of research employed by researchers to collect data randomly. The telephone survey is now the instrument of choice for a growing number of researchers.

Dr. Stephen Frank began the survey in 1980 conducting several omnibus surveys a year of central Minnesota adults in conjunction with his Political Science classes. Presently, the omnibus surveys continue, but have shifted to a primary statewide focus. These statewide surveys are conducted once a year in the fall and focus on statewide issues such as election races, current events, and other important issues that are present in the state of Minnesota. Besides the annual fall survey, the SCSU Survey conducts an annual spring survey of SCSU students on various issues such as campus safety, alcohol and drug use, and race relations. Lastly, the SCSU Survey conducts contract surveys for various public and private sector clients. The Survey provides a useful service for the people and institutions of the State of Minnesota by furnishing valid data of the opinions, behaviors, and characteristics of adult Minnesotans.

The primary mission of the SCSU Survey is to serve the academic community and public and nonprofit sector community through its commitment to high quality survey research and to provide education and experiential opportunities to researchers and students. We strive to assure that all SCSU students and faculty directors contribute to the research process, as all are essential in making a research project successful. This success is measured by our ability to obtain high quality survey data that is timely, accurate, and reliable, while maintaining an environment that promotes the professional and personal growth of each staff member. The survey procedures used by the SCSU Survey adhere to the highest quality academic standards. The SCSU Survey maintains the highest ethical standards in its procedures and methods. Both faculty and student directors demonstrate integrity and respect for dignity in all interactions with colleagues, clients, researchers, and survey participants.

II. SURVEY PERSONNEL

The Survey's faculty directors are Dr. Steve Frank (SCSU Professor of Political Science), Dr. Steven Wagner (SCSU Professor of Political Science) and Dr. Michelle Kukoleca Hammes (SCSU Associate Professor of Political Science). The faculty directors are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.). The directors subscribe to the code of ethics of A.A.P.O.R.

A Stephen I. Frank

Dr. Frank holds a Doctor of Philosophy in Political Science from Washington State University. Dr. Frank teaches courses in American Politics, Public Opinion and Research Methods at St. Cloud State University. Dr. Frank started the SCSU Survey in 1980, and since has played a major role in the development, administration and analysis of over 150 telephone surveys for local and state governments, school districts and a variety of nonprofit agencies. Dr. Frank has completed extensive postgraduate work in survey research at the University of Michigan. Dr. Frank coauthored with Dr. Wagner and published by Harcourt College, *"We Shocked the World!" A Case Study of Jesse Ventura's Election as Governor of Minnesota*. Revised Edition. He also recently published two academic book chapters: one appears in the current edition of Perspectives on Minnesota Government and Politics and the other, co-authored with Dr. Wagner, is contained in *Campaigns and Elections*, edited by Robert Watson and Colton Campbell. Dr. Frank is past chairperson of the SCSU Department of Political Science and recently served as President of the Minnesota Political Science Association.

B. Steven C. Wagner

Dr. Wagner holds a Doctor of Philosophy in Political Science and a Master of Public Administration from Northern Illinois University. Dr. Wagner earned his Bachelor of Science in Political Science from Illinois State University. Dr. Wagner teaches courses in American Politics and Public and Nonprofit Management at St. Cloud State University. Dr. Wagner joined the SCSU Survey in 1997. Before coming to SCSU, Dr. Wagner taught in Kansas where he engaged in community-based survey research and before that was staff researcher for the U.S. General Accounting Office. Dr. Wagner has written many papers on taxation, and state politics and has published articles on voting behavior, federal funding of local services and organizational decision making. Dr. Wagner, with Dr. Frank, recently published two texts on Jesse Ventura's election as Minnesota's Governor and a book chapter on the campaign. Dr. Wagner is presently serving as chair of the Department of Political Science.

C. Michelle Kukoleca Hammes

Dr. Kukoleca Hammes holds a Doctor of Philosophy in Political Science and a Masters in Political Science from the State University of New York at Binghamton. Dr. Kukoleca Hammes earned her Bachelor of Arts in Political Science from Niagara University. Kr. Kukoleca Hammes' is a comparativist with an area focus on North America and Western Europe. Her substantive focus is representative governmental institutions. She teaches courses in American Government, Introduction to Ideas and Institutions, Western European Politics, and a Capstone in Political Science at St. Cloud State University. Dr. Kukoleca Hammes, since joining the survey team, is using her extensive graduate school training in political methodology to aid in questionnaire construction and results

analysis. She recently published a book chapter on Minnesota public participation in the Fifth Edition of *Perspectives on Minnesota Government and Politics*.

D. Supervisors and Interviewers

Without the assistance of survey student directors, this project would not have been completed.

STUDENT SUPERVISING DIRECTOR

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Ms. Sara Lohrman, 3rd Year Student, Political Science Major, Public Administration minor, Willmar, Minnesota.

SURVEY LAB STUDENT DIRECTORS

Ms. Ngoc Phan, 4th Year Student, Political Science Major, Sociology Minor, St. Cloud, Minnesota

Ms. Nicole Severson, 4th Year Student, Public Administration Major, Photo Journalism Minor, Sauk Rapids, Minnesota

Mr. Will Floersheim, 2nd Year Student, Political Science and Social Studies Education Major, Little Falls, Minnesota

Ms. Elizabeth Walters 4th Year student, Statistics Major, Spanish Minor Burnsville, Minnesota

Mr. Mathew Bromelkap, 3rd Year student, Political Science Major, Maple Grove, Minnesota

Ms. Heather Schwebach, 3rd Year Student, Psychology Major, Management Minor, Lennox, South Dakota

Mr. Tim Ehlinger, 2nd Year Student, Social Studies Education with Emphasis in Sociology, Avon, Minnesota

Ms. Jackie Swanson, 3rd Year Student, Political Science Major, International Relations minor, Brainerd, MN.

Ms. Brittany Speich, 3rd Year Student, Political Science and Public Relations, Bayport, MN.

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STUDENT TECHNICAL CONSULTANT

Mr. Jason Amunrud, 4th Year Student, Computer Science Major, Shoreview, Minnesota

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After five or more hours of training and screening, approximately 22 students from Dr. Frank's Political Science 201 (Political Science Research Methods) and a few from his 195 classes (Introductory American National Government) plus several paid student callers completed the calling. Student and faculty directors monitored the calling shifts. Student directors conducted both general training sessions and one-on-one training sessions as well as monitoring all calling shifts.

III. METHODOLOGY

The SCSU Survey operates the CATI Lab in Stewart Hall 324. The CATI Lab, which stands for Computer Assisted Telephone Interviewing Lab, is equipped with 13 interviewer stations that each includes a computer, a phone, and a headset. In addition to the interviewer stations, there is the Supervisor Station, which is used to monitor the survey while it is in progress. The SCSU Survey has its own server designated solely for the use of the SCSU Survey.

The SCSU Survey is licensed to use Sawtooth Software's Ci3 Questionnaire Authoring Version 4.1, a state-of-the-art windows-based computer-assisted interviewing package. This program allows us to develop virtually any type of questionnaire while at the same time programming edit and consistency checks and other quality control measures to insure the most valid data. Interviewing with Ci3 offers many advantages:

1. Complete control of what the interviewer sees;
2. Automatic skip or branch patterns based on previous answers, combinations of answers, or even mathematical computations performed on answers;
3. Randomization of response categories or question order;
4. Customized questionnaires using respondents' previous responses, and,
5. Incorporation of data from the sample directly into the sample database.

In addition, all interview stations are networked for complete, ongoing sample management. Sawtooth Software's Ci3 allows immediate data updating,

ensuring maximum data integrity and allowing clients to get progress reports anytime. The Survey directors are able to review data for quality and consistency. Question answers are entered directly into the computer, thus keypunching is eliminated, which decreases human error and facilitates immediate data analysis. The calling system is programmed to store call record keeping automatically, allowing interviewers and supervisors to focus on the interviewing task. Callbacks are programmed through the computer network and made on a schedule. Each number is called ten times. Interrupted surveys are easily completed. Persons who are willing to be interviewed can do so when it is convenient to them, improving the quality of their responses.

Calls were made at various times during the week (Monday through Thursday, 4:30 to 9:30) and on Sunday afternoon and evening to maximize contacts and ensure equal opportunities to respond among various demographic groups. The calling system maintains full and detailed records, including the number of attempts made to each number and the disposition of each attempt. Initial refusals were contacted and many were converted to completions. The survey was administered on April 2-April 10.

Several steps were taken to ensure that the telephone sample of SCSU students was representative of the larger student population. The sample was drawn proportional to the currently enrolled student population by the Minnesota State College and University (MnSCU) Regional Center. The sample was comprised of 1,600 currently enrolled students who had a telephone anywhere in the state of Minnesota. Our interest was to interview currently active full and part time students. The sample was screened to remove duplicate names and invalid telephone numbers from the sample. Although the same sample generation procedures this year mirrored past years, we found many student telephone numbers dated. Once the student directors and interviewers found current not-working numbers, they looked up the respondent names in the current campus telephone book to locate current telephone numbers. These current telephone numbers were then used to contact the respondents. In order to reach hard-to-get respondents each number was called up to ten times over different days and times and appointments made as necessary to interview the designated respondent at her/his convenience.

The sample consists of 502 respondents. In samples of 502 interviews, the sample error due to sampling and other random effects is approximately plus/minus four percent at the 95 percent confidence level. This means that if one were to have drawn 20 samples of the student population and administered the same instrument it would be expected that the overall findings would be greater/lesser than four percent only one time in twenty. In all surveys there are other possible sources of error for which precise estimates are not calculated. These include interviewer and coder error, respondent misinterpretation, and analysis errors. When analysis is made of sub-samples such as respondents

who live in university residence halls, or when the sample is broken down by variables such as gender, the sample error may be larger.

The demographics such as gender, dorm resident, ethnic status, year of birth, etc. of the sample match known characteristics of the student population very well. Because of this no weighting of the sample was deemed necessary.

The cooperation rate of the survey was 81 percent. A cooperation rate of 81 percent is 30_percentage points above the average for professional marketing firms. Cooperation rate means that once we reached an eligible respondent, more than eight of ten respondents agreed to participate in the survey. The cooperation rate is determined by adding the number of completed interviews (502) to the total number of refusals (118) and dividing the number of completed interview (502) by the sum of the completions and refusals (620).

Average time of survey-about 15.5 minutes.

The total survey consisted of 58 asked questions and 10 imported from the sample data base. Respondent gender, place of residence, year of birth, ethnic status, citizenship and class standing were imported from the database. Of the 58 questions, most are reported herein and the remainder are asked for various departments and operating units of SCSU and are reported to those units. Three questions are multiple response questions. The complete questionnaire is viewable by going to the SCSU Survey web site and following the links to the spring SCSU student 2006 survey.

Table 1: Calling Record	
Disposition Record	Frequency
Completed Calls	502
Not Working Numbers	80
Not Eligible – Respondent not available during the period of the study, language problems, hearing problems, illness, out of state.	6
Callbacks – Appointments made but contact could not be made with designated respondent.	143
Refusals – Attempt to re-contact and convert refusals to a completion was made for all refusals.	118
Answering Machine – Live contact could not be made even after 10 calls.	550
Business Phones	2
No Answers – Probable non-working numbers.	13
Fax/Modem	70
Busy	8

Cell Phone	
Call Blocking	6
No longer a student	4
No longer resident at phone number, new number not available, wrong number	80+
.Other-partially completed but not finished, miscellaneous	13
Total Calls Placed	1600
Total starting sample, including duplicate names and invalid phone numbers	1600

**FROM SCSU INSTITUTIONAL RESEARCH
Spring 2006 SCSU Enrolled Student Profile (30th Day Record)**

**Note:
ethnic
and other
% will be
different
when
unknowns
are
removed**

	<u>Headcount</u>	<u>Percentage of Total Enrollment</u>
Total Enrollment¹	15,080	100%
ETHNICITY		
Student of Color	853	5.66%
<i>American Indian or Alaska Native</i>	117	0.78%
<i>Asian</i>	307	2.04%
<i>Black or African American</i>	327	2.17%
<i>Hispanic or Latino</i>	92	0.61%
<i>Native Hawaiian/Other Pacific Islander</i>	10	0.07%
International ²	866	5.74%
White	11,761	77.99%
Unknown	1,600	10.61%
GENDER		
Unknown	65	0.43%
Female	8,232	54.59%
Male	6,783	44.98%
STATUS (note from Inst Research (full time party needs to be reversed))		
Full-Time	3,782	25.08%
Part-Time	11,298	74.92%
RESIDENT STATUS		

Unknown	39	0.26%
Resident	12,854	85.24%
Non-Resident	2,187	14.50%
NEW UNDERGRADUATE STUDENTS		
New Entering Freshmen	145	0.96%
New Transfers	520	3.45%
LEVEL		
Graduate	1,498	9.93%
Undergraduate	13,582	90.07%
<i>Freshmen</i>	2,375	15.75%
<i>Sophomore</i>	2,864	18.99%
<i>Junior</i>	2,966	19.67%
<i>Senior</i>	3,979	26.39%
<i>Other</i>	1,398	9.27%
AGE		
Birthdate Missing	242	1.60%
UNDER 18	520	3.45%
18-19	3,032	20.11%
20-21	4,214	27.94%
22-24	3,934	26.09%
25-29	1,588	10.53%
30-34	584	3.87%
35 AND OLDER	966	6.41%

Notes:

2. Includes international students in Intensive English Program.