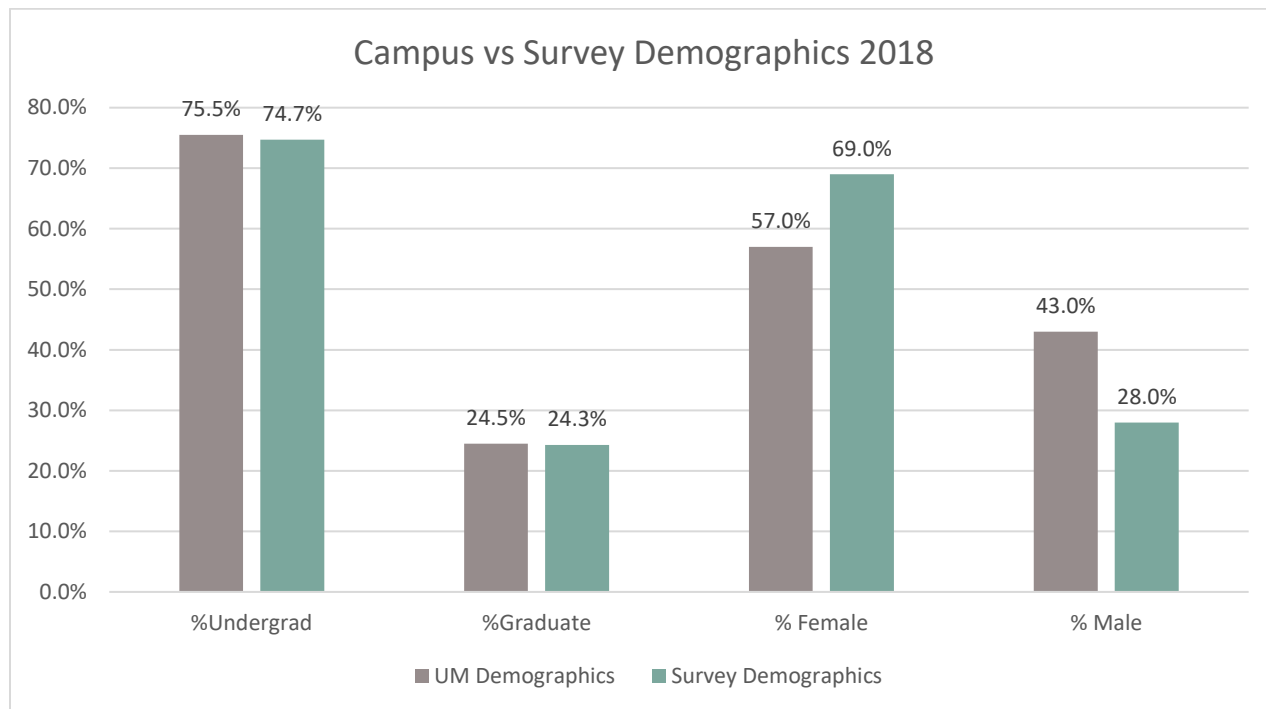
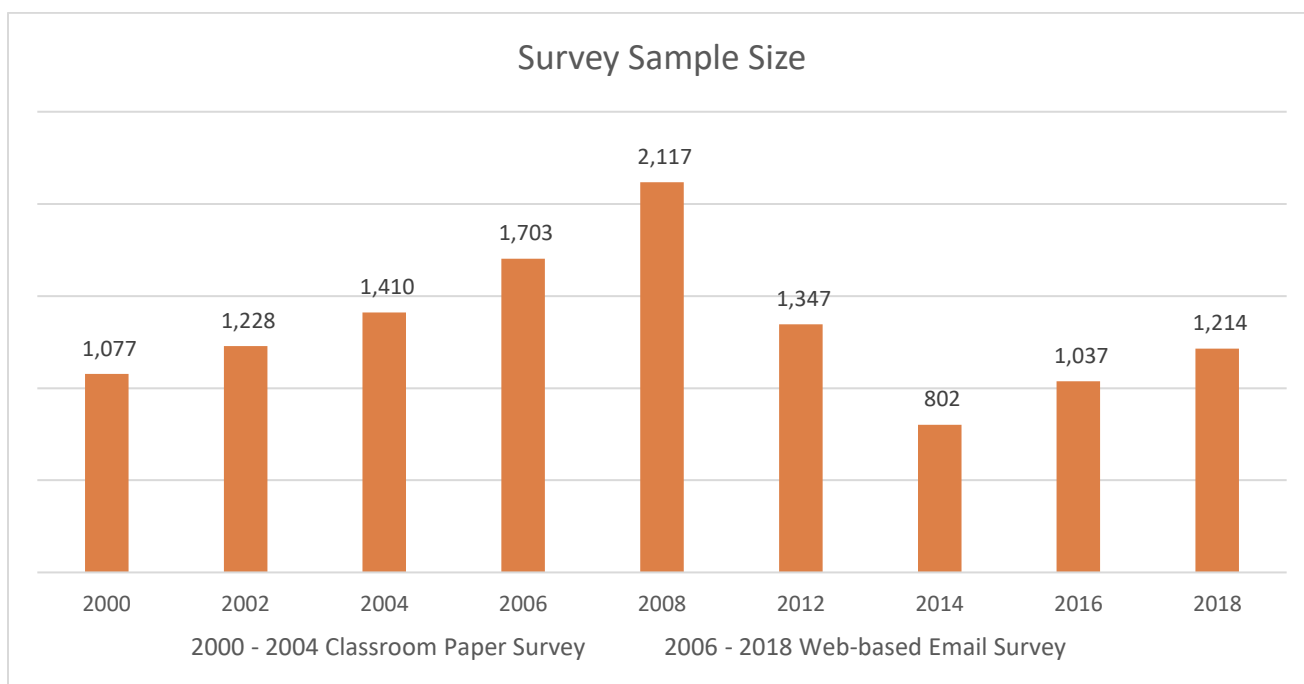


# DEMOGRAPHICS & SURVEY METHODS

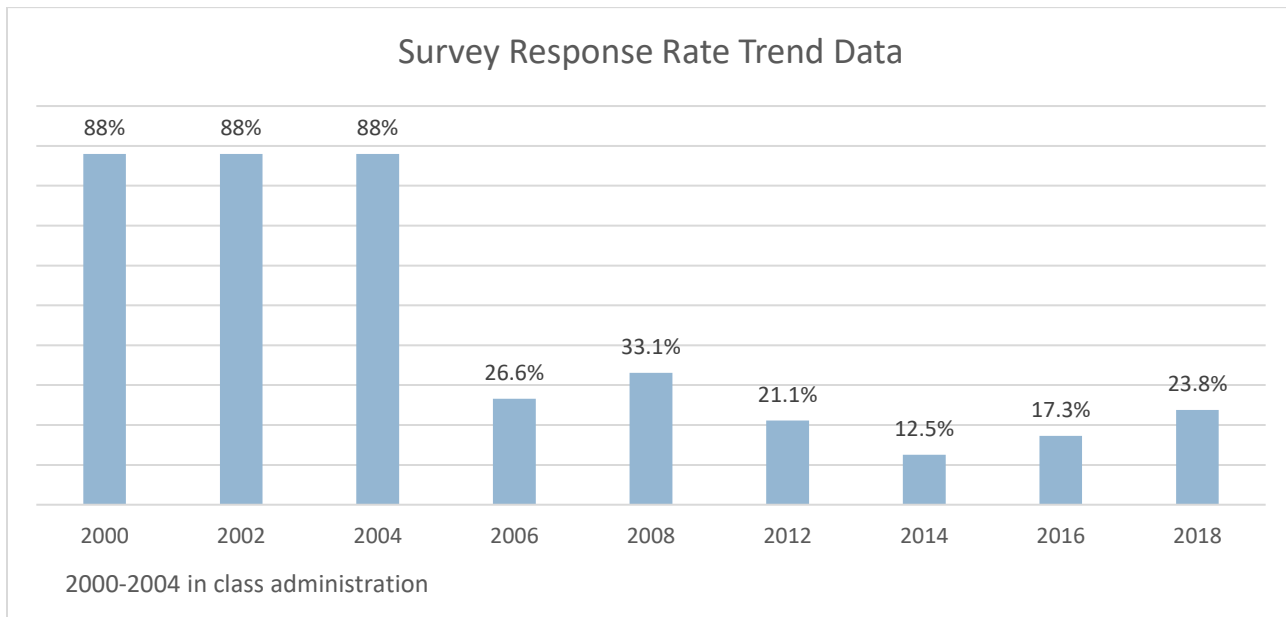
Achieving reliable data is paramount and is determined by adherence to sound research methods. Survey instruments, methods and sampling have changed over the data collection window, but adherence to sound sampling practices remained constant. We strive to achieve a sample which represents UM students as a whole. An example of how the 2018 survey demographics compare to the campus generally during the same academic year is illustrated below.



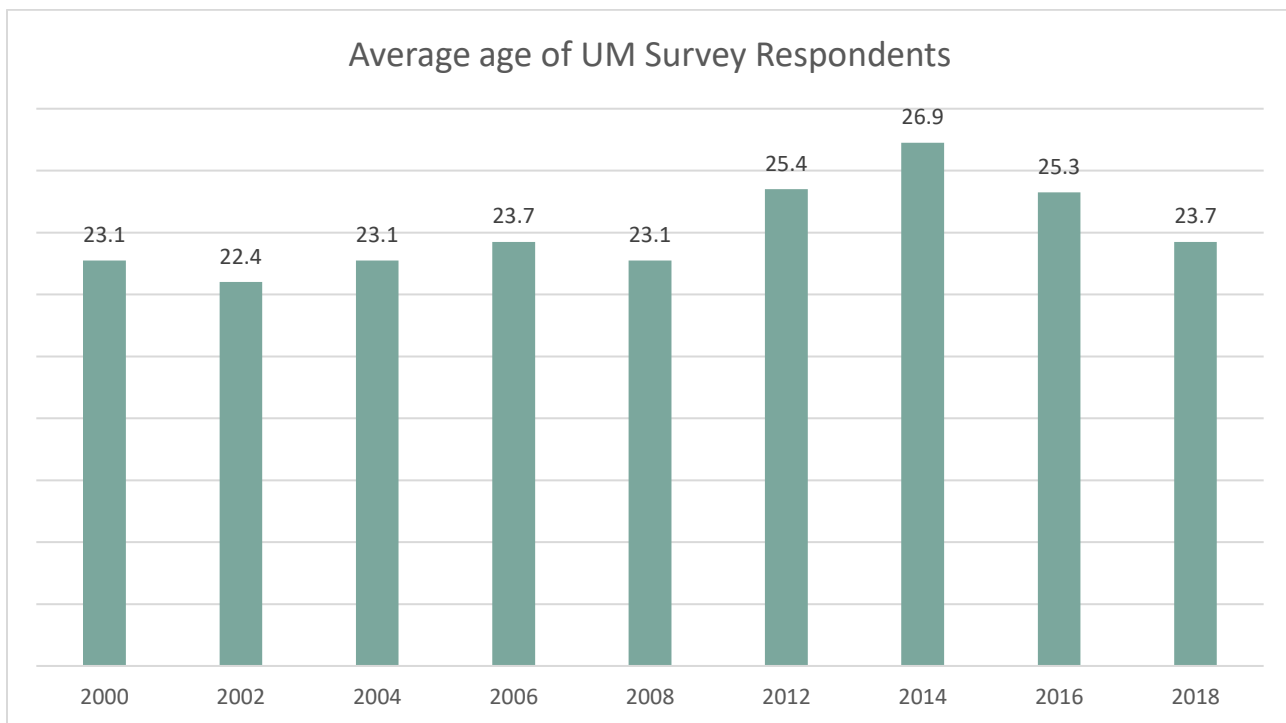
Survey administration shifted from an in-class paper survey (2000 – 2004) to a web-based email survey (2006 – 2018). Sampling for the in-class administration involved using a random selection of classes offered during the spring semester of the data collection year. Sampling for the web-based survey consisted of a random sampling of UM students enrolled during the spring semester of the data collection year.

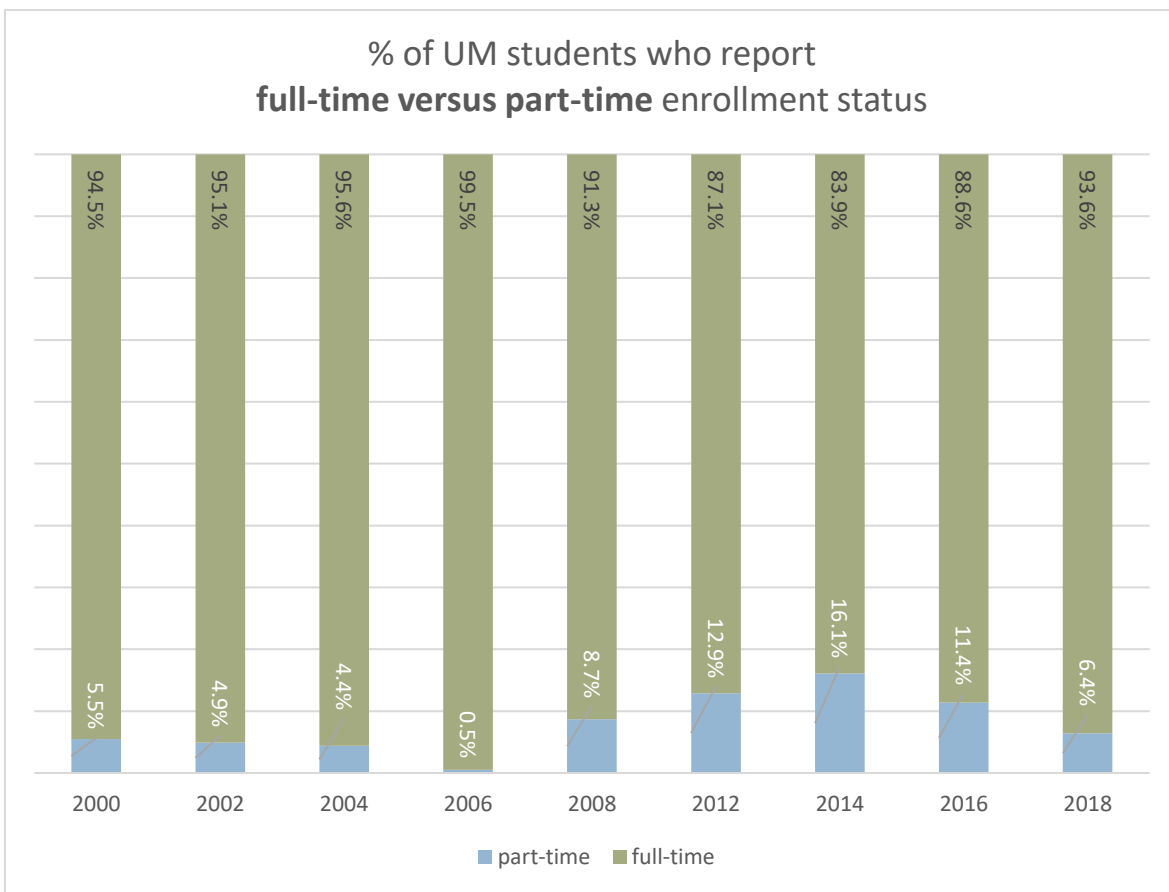


Not surprisingly, survey response rate changed dramatically when transitioning from in-class to email survey administration. Response rate for the 2004 administration was not well-documented. Based on the documented response rate for the two previous years, a response rate of 88% was estimated.



It is worth noting survey response rate changes and how that may affect resulting data. For instance, in 2014 when the response rate was the lowest, the average age of respondents was higher as was the number of part-time students represented. This could be a shift in the student population during that time – the economic recession impacted student enrollment trends – or it could be that older students were more inclined to complete the on-line survey. This fluctuation should be kept in mind when looking at trend data.





It is interesting to note that the number of UM students who report either not working for pay or working 30+ hours for pay outside of school has remained relatively constant. We have sometimes theorized that the increase in stressed and anxious students may be due to financial demands and that more students are working more for pay to balance tuition costs. The data do not support that theory.

