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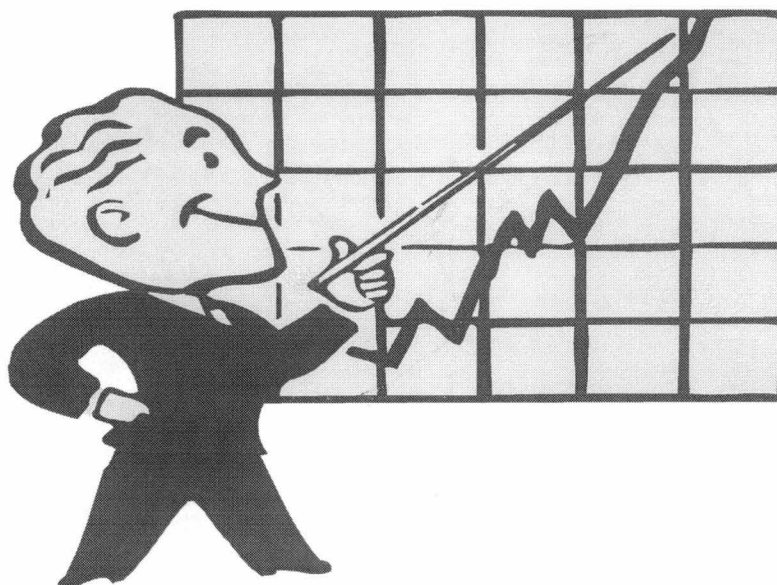
12-2002

St. Cloud State University Student Housing Survey [2002]

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ST. CLOUD STATE UNIVERSITY STUDENT HOUSING SURVEY-2002



**A SCIENTIFIC TELEPHONE SURVEY
CONDUCTED
FOR
VICE PRESIDENT STEVEN L. LUDWIG
ADMINISTRATIVE AFFAIRS
ST. CLOUD STATE UNIVERSITY
BY
ST. CLOUD STATE UNIVERSITY SURVEY**

December 2002

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

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SCSU SURVEY HOMEPAGE
[HTTP://WEB.STCLOUDSTATE.EDU/SCSUSURVEY](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.

I. History and Mission of the Survey

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 surveys are but one of the 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. Steve Frank began the SCSU Survey in 1980 conducting several omnibus surveys a year of central Minnesota adults in conjunction with his Political Science classes. The SCSU Survey conducts its statewide omnibus survey once a year. In addition to questions focusing on the research of the faculty directors, clients can buy into the survey or contract for specialized surveys.

Presently, the omnibus surveys have continued, 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, race, etc. 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 various clients through its commitment to high quality survey research and to provide education and experiential opportunities to researchers and students. The directors of the SCSU Survey 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 Staff

The Survey's faculty directors are Dr. Steve Frank (SCSU Professor of Political Science), Dr. Steven Wagner (SCSU Associate Professor of Public and Non-Profit Administration) and Dr. Michelle Kukoleca Hammes (SCSU Assistant 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.

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 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 recently coauthored with Dr. Wagner and published by Harcourt College Press, *"We Shocked the World!" A Case Study of Jesse Ventura's Election as Governor of Minnesota, Revised Edition*. Dr. Frank serves the SCSU Department of Political Science as its chairperson.

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, health care delivery 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 completed a second text on Minnesota's Governor, Jesse Ventura.

MICHELLE K. 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. Dr. 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 has recently joined the survey team and will be using her extensive graduate school training in political methodology to aid in questionnaire construction and results analysis.

Ms. Laurie Hoogeveen and Ms. Angela Jabs serve as senior supervising student director. Other student directors are Ms. Tesha Peterson, Ms. Marisol Rodriguez, Mr. Dave Lundy, Ms. Renate Schultz, Ms. Julie Herbst, Mr. Jason Lunser, Ms. Ginger Becker and Mr. Paul Ben-Yehuda. Mr. Tim Claason provides network and software technical support to the survey laboratory.

After five or more hours of training and screening, approximately 20 SCSU students completed the calling. Under the director of Drs. Frank, Wagner and Kukoleca Hammes, Ms. Hoogeveen and Ms. Jabs trained all callers and supervised all calling. These students serve the SCSU Survey as student directors and, in addition to supervising the lab for client-centered surveys, perform similar functions for the fall omnibus survey and spring student survey.

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 allow 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:

Complete control of what the interviewer sees;

Automatic skip or branch patterns based on previous answers, combinations of answers, or even mathematical computations performed on answers;

Randomization of response categories or question order;

Customized questionnaires using respondents' previous responses, and,

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 the 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. Most of the calling for students was done between the hours of 2:00 pm and 9:30 pm.

Pretesting of the two survey instruments was conducted on Sunday, December 1, 2002.

Calling commenced after adjustments were made to several questions. Calling concluded on Thursday, December 5, 2002 for both the parking and housing questionnaires.

We were asked to execute the surveys the middle of November. SCSU Survey faculty directors wrote the parking questions from concepts provided by Mr. Steve Ludwig, interim vice president of administrative affairs. A consultation firm prepared the housing questions engaged by SCSU to analyze housing preferences among SCSU students.

Several steps were taken to ensure that the telephone sample of SCSU faculty, staff and students was representative of the larger faculty, staff and student population. Two samples were drawn. One sample is of students and the second is of combined faculty and staff. The Minnesota State College and University (MnSCU) Regional Center constructed both samples. The survey was pre-tested Sunday, December 1. Adjustments were made to several

questions based on pre-testing.

Student sample

The sample was comprised of 1,400 currently enrolled students who had a telephone anywhere in the state of Minnesota. Our interest was to interview a minimum of 400 (we currently active full and part time students. 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. Most calling of students was conducted after 4:30 pm.

The sample consists of 502 respondents. However, weighting the sample was necessary and that lowered the sample size to 501. Weighting was conducted for gender and place of residence. In samples of 501 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. There are other possible sources of error in all surveys but 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 are 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 of the sample match known characteristics of the student population very well but weighting was necessary for gender and place of residence to align the sample with the population. The ratio of male to female respondents obtained during interviewing was 65 percent female and 35 percent male, while the ratio in the student population is 56 percent female and 44 percent male. The ratio of dorm resident obtained during interviewing is 33 percent, while 20 percent of SCSU students reside in campus residency halls. Thus, weighting of dorm residence was necessary to obtain a sample matching the student population regarding gender and place of residence.

The cooperation rate of the survey was 95 percent.^[1] A cooperation rate of 95 percent is 45 percentage points above the average for professional marketing firms. Cooperation rate means that once we reached an eligible respondent, more than nine of ten respondents agreed to participate in the survey.

The total questionnaire consists of 55 questions, with 12 devoted to parking issues. Respondent gender, place of residence, year of birth, ethnic status, citizenship and class standing were imported from the database. Of the 55 questions, 12 are reported herein and 43 are included in a separate report. The complete questionnaire is viewable by going to the SCSU Survey web site and following the links to the SCSU student, faculty and staff 2002 parking and housing survey.

The faculty directors would like to thank Steven Ludwig for always being available to answer our questions while we developed the questionnaire and tested it. He was instrumental in obtaining demographic information on both student and faculty-staff population characteristics. That data allowed us to access the match between the sample and the population.

The faculty directors would also like to thank Dr. David Robinson, Chair of the SCSU

Department of Statistics. Dr. Robinson assisted us in weighting the student sample for both gender and place of residence. It is common for us to weight for one factor but weighting for two factors was new to us and Dr. Robinson taught us how to weight two factors. We would also like to thank David Kosel of the Center for Information Systems, who generated the student and faculty and staff samples. Simply put, we would not have been able to complete this project with out the assistance of Vice President Ludwig, Professor Robinson and David Kosel.

**Table 1:
Calling Record**

Disposition Record	Frequency	Percentage
Completed Calls	502	35
Not Eligible - Respondent not available during the period of the study, language problems, hearing problems, illness, etc.	11	1
Callbacks - Appointments made but contact could not be made with designated respondent.	301	21
Refusals - Attempt to re-contact and convert refusals to a completion was made for 69 of the refusals.	28	2
Answering Machine - Live contact could not be made even after nine calls.	124	9
No Answers - Probable non-working numbers but some may be households on vacation, etc.	199	14
Fax/Modem	22	2
Busy	13	1
Business	16	1
Call Blocking	11	1
No longer at student	10	
No longer resident at phone number, new number not available	152	11
.Partial Interview-not completed	11	1
Total Calls Placed	1400	100

IV. Summary of Substantive Findings

Table 2 shows that about 80% of the respondents to the survey live off campus while 20% of the respondents live on campus. Regardless of whether the student lives on or off campus, we started by asking a series of questions about housing preferences for living on campus. Tables 3-6 and Figures 2-5 show that there is a definite change in student attitudes about living accommodations as they spend more time in school. Students indicate more willingness as Freshmen to live in a dorm setting and share a room. Seniors are more likely to want to move to an off campus apartment setting. In fact, respondents only seem to show a desire to live on campus during Freshman year. A full 96% of the respondents show a desire to live off campus in their senior year.

Similar results can be seen for questions regarding whether students wanted to or would be willing to share a bedroom. As seen in Tables 7-10 and Figures 6-9, respondents were most willing to share a bedroom as Freshmen and Sophomores. When asked what their preference would be as a junior or senior, and overwhelming majority of respondents were unwilling to share a bedroom at that stage.

Students were also asked a series of questions about amenities that were important to them. The full breakdown of statistics for these questions can be found in Tables 11-23 and in figures 10-22. A quick ranking of the importance of the thirteen amenities asked about was achieved by adding together the scores for very important, somewhat important, and important categories and ordering them as follows:

1) Computer Lab	94%
2) Proximity to Academic Buildings	93%
3) Proximity to Food Services	91%
4) Same Floor Laundry Facilities	86%
5) Air Conditioning	85%
6) Common Kitchen	85%
7) Small Group Study Rooms	83%
8) Quiet Lounge Space	79%
9) Proximity to Other Campus Services	78%
10) Proximity to Intramural and Intercollegiate Athletic Facilities	71%
11) Fitness/Weight Room	69%
12) TV/Game Room	67%
13) Vending Machines	65%

We can also look just at the very important category in order to gauge the saliency of the issue. The rankings for very important are as follows:

1) Compute Lab	66%
2) Same Floor Laundry Facilities	47%
3) Proximity to Academic Buildings	38%
4) Air Conditioning	36%
5) Proximity to Food Services	30%
6) Common Kitchen	23%
7) Quiet Lounge Space	22%
8) Small Group Study Room	21%
9) Fitness/Weight Room	16%
10) Proximity to Intramural and Intercollegiate Athletic Facilities	12%
11) TV/Game Room	11%

- 12) Vending Machines
- 13) Proximity to Other Campus Services

11%
8%

When asked how long they might want to live on campus given a full range of housing options, the plurality of respondents (44% as indicated in Table 24 and Figure 23) said two years. However, with this type of housing available 19% indicated that they would like to live on campus for four years. When asked whether they would consider staying on campus in an apartment or suite a majority of respondents (indicated in Table 25 and Figure 24) indicated that they would live on campus in this type of housing or they would consider it. In addition, most students indicated that they would be willing to pay a small premium to be able to have their own bedroom. As shown in Table 27 and Figure 26, 46% of students indicated that they would pay 10% more in rent to have their own room while an additional 29% indicated that they would pay 20% more in rent to not share a bedroom. When asked how many roommates a person would ideally like to have, the most common answers (found in Table 28 and Figure 27) were three roommates with 36% and four roommates with 32%. Sharing a bathroom was less clear. There was not clear preference of sharing a bathroom with one, two, three, or four persons. Interestingly, as can be seen in Table 29 and Figure 28, only 5% of the respondents indicated a preference to have their own bathroom. Students were also split on whether they wanted to have a room/apartment that was furnished or unfurnished. As seen in Table 30 and Figure 29, 47% of the respondents said that they wanted a furnished room while 48% said that they preferred a furnished room.

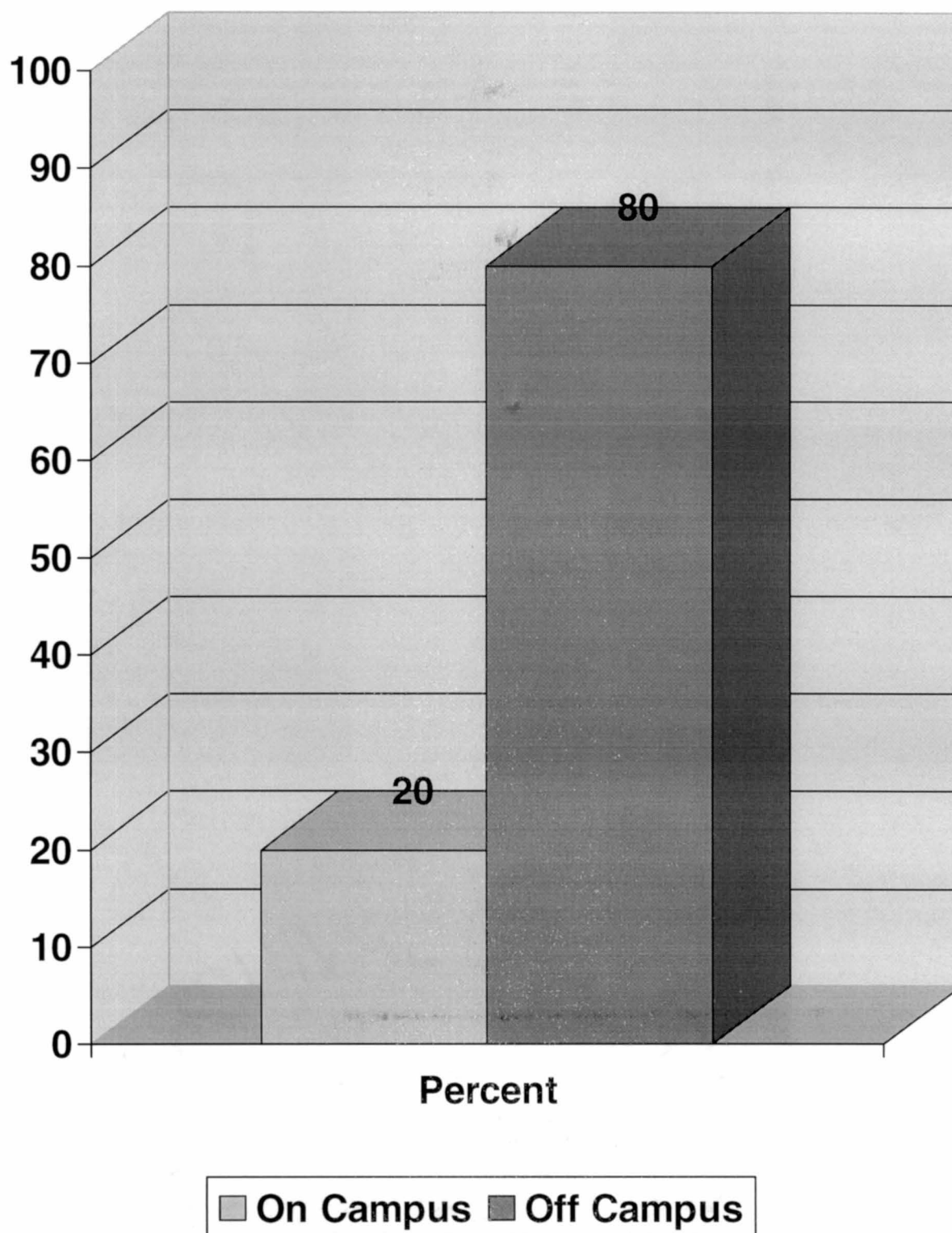
V. Substantive Questions

Table 2:
Student Respondents- Place of Residence

"Place of residence was imported from the data base"

RESPONSE	FREQUENCY	PERCENT
On Campus	101	20
Off Campus	100	80
Total	501	100

Figure 1: Student Respondents- Place of Residence



The following passage was read to each respondent as an introduction and instruction to the next four questions.

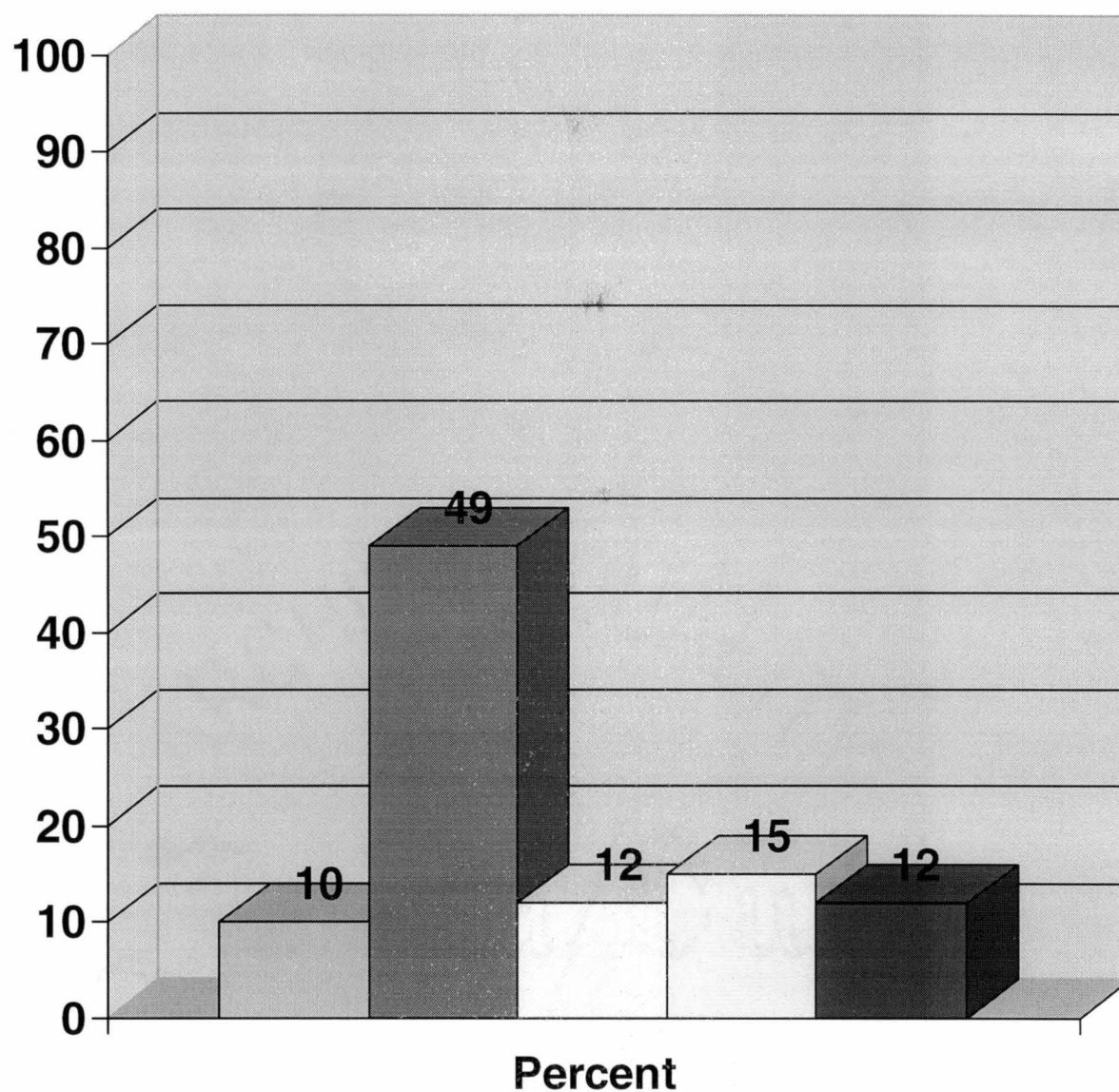
For each of the next few questions please put yourself in the position of a student in the year of study that I mention.

Table 3:
Preferred Residence Type as a Freshman

"As a freshman, what would be your preference of housing unit type, assuming that all types were available? Would you prefer to live in a residence hall single room, a residence hall double room, a residence hall suite, or on-campus apartment, or an off campus apartment?"

RESPONSE	FREQUENCY	PERCENT
Residence Hall-Single Room	50	10
Residence Hall-Double Room	242	49
Residence Hall-Suite	62	12
On Campus Apartment	75	15
Off Campus Apartment	60	12
Don't Know	10	2
Total	499	100

Figure 2: Preferred Residence Type as a Freshman



- ☐ Residence Hall-Single Room
- ☐ Residence Hall-Double Room
- ☐ Residence Hall-Suite
- ☐ On Campus Apartment
- ☐ Off Campus Apartment

Table 4:
Preferred Residence Type as a Sophomore

"As a sophomore, what would be your preference of housing unit type, assuming that all types were available? Would you prefer to live in a residence hall single room, a residence hall double room, a residence hall suite, or on-campus apartment, or an off campus apartment?"

RESPONSE	FREQUENCY	PERCENT
Residence Hall-Single Room	41	8
Residence Hall-Double Room	49	10
Residence Hall-Suite	61	12
On Campus Apartment	115	23
Off Campus Apartment	225	45
Don't Know	8	2
Total	499	100

Figure 3: Preferred Residence Type as a Sophomore

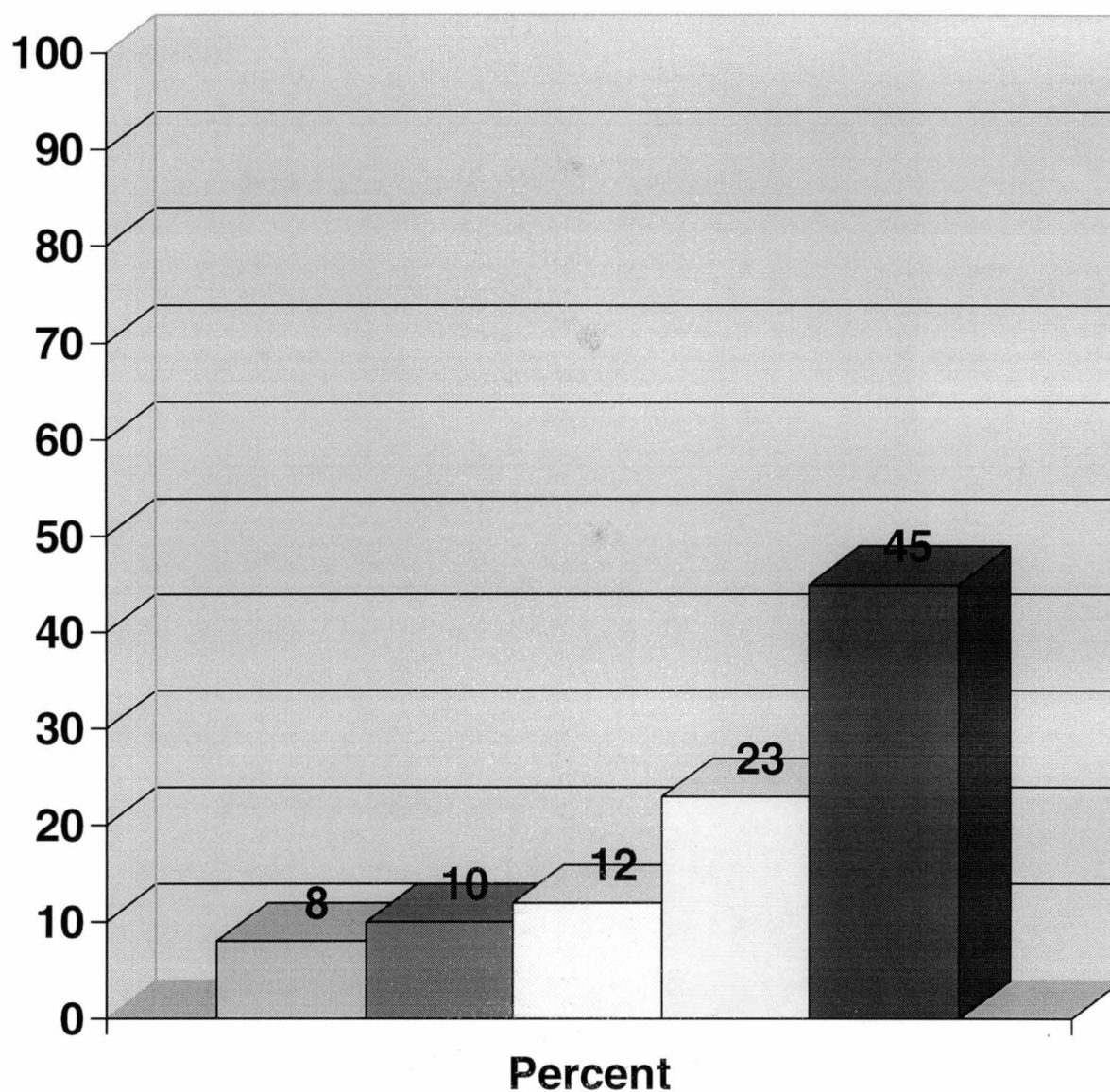


Table 5:
Preferred Residence Type as a Junior

"As a junior, what would be your preference of housing unit type, assuming that all types were available? Would you prefer to live in a residence hall single room, a residence hall double room, a residence hall suite, or on-campus apartment, or an off campus apartment?"

RESPONSE	FREQUENCY	PERCENT
Residence Hall-Single Room	19	4
Residence Hall-Double Room	3	1
Residence Hall-Suite	16	3
On Campus Apartment	74	15
Off Campus Apartment	379	75
Don't Know	8	2
Total	499	100

Figure 4: Preferred Residence Type as a Junior

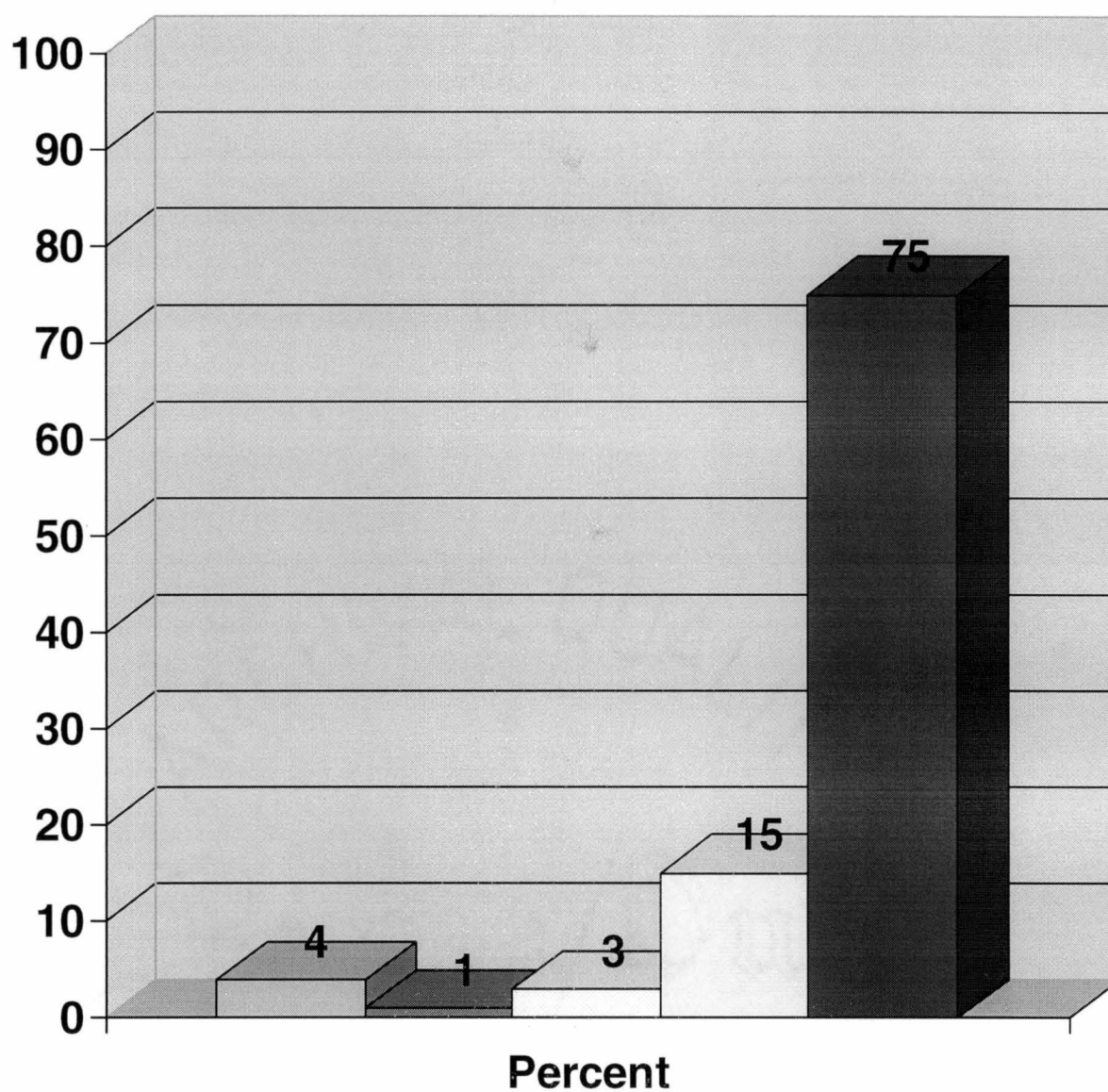
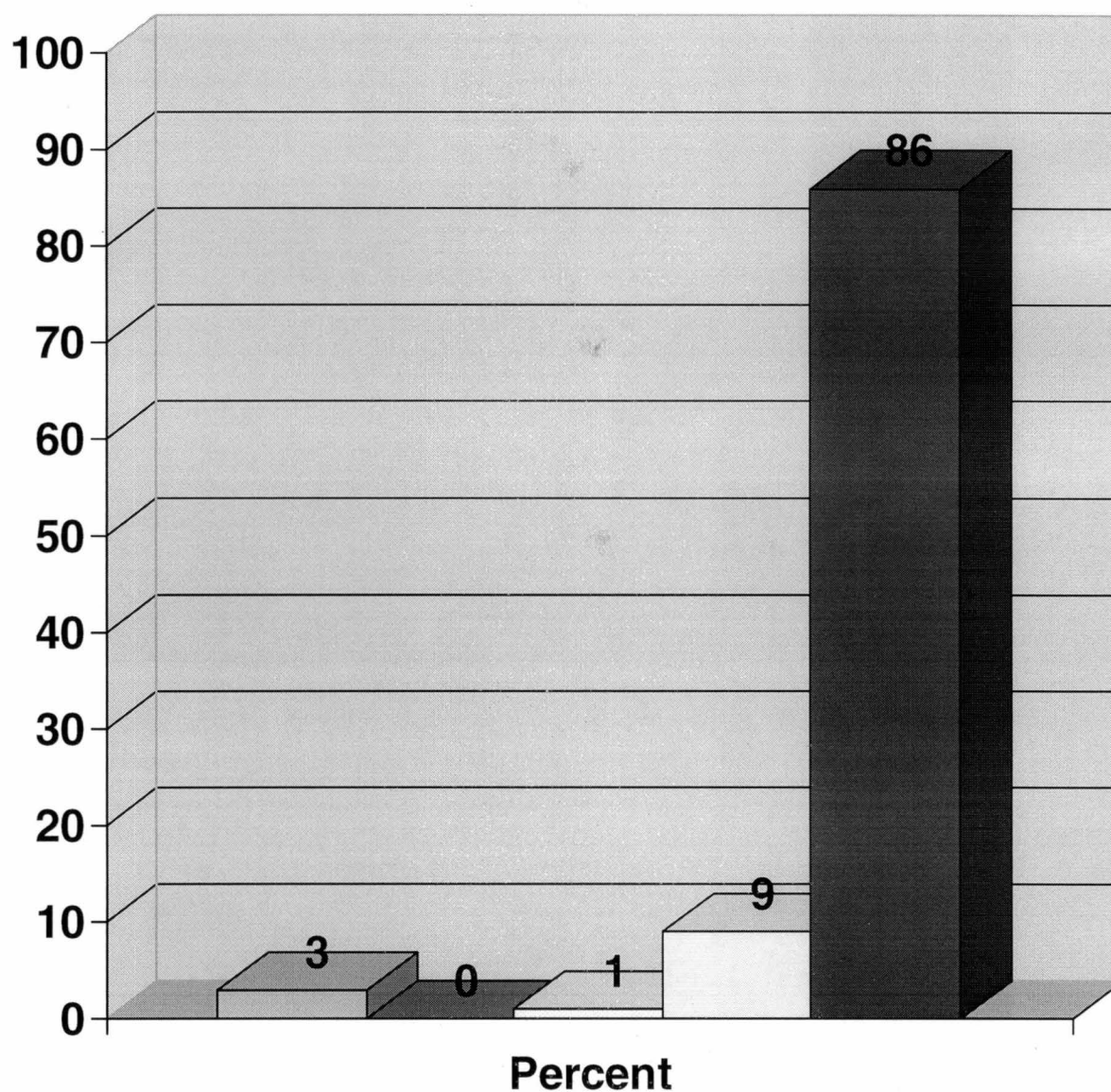


Table 6:
Preferred Residence Type as a Senior

"As a senior, what would be your preference of housing unit type, assuming that all types were available? Would you prefer to live in a residence hall single room, a residence hall double room, a residence hall suite, or on-campus apartment, or an off campus apartment?"

RESPONSE	FREQUENCY	PERCENT
Residence Hall-Single Room	16	3
Residence Hall-Double Room	1	0
Residence Hall-Suite	5	1
On Campus Apartment	42	9
Off Campus Apartment	428	86
Don't Know	7	1
Total	499	100

Figure 5: Preferred Residence Type as a Senior



- ☐ Residence Hall-Single Room
- ☐ Residence Hall-Double Room
- ☐ Residence Hall-Suite
- ☐ On Campus Apartment
- ☐ Off Campus Apartment

The following passage was read to each respondent as an introduction and introduction to the next four questions.

Again, for each of the next few questions please put yourself in the position of a student in the year of study that I mention. Please select the response that most closely matches your view with respect to sharing a bedroom with one other person.

Table 7:
Preferred Bedroom Type as a Freshman

"As a freshman, would you prefer to share a bedroom, would you be willing to share a bedroom, or would you not want to share a bedroom?"

RESPONSE	FREQUENCY	PERCENT
Prefer to Share a Bedroom	122	25
Willing to Share a Bedroom	288	57
Would Not Share a Bedroom	79	16
Don't Know	9	2
Total	498	100

Figure 6: Preferred Bedroom Type as a Freshman

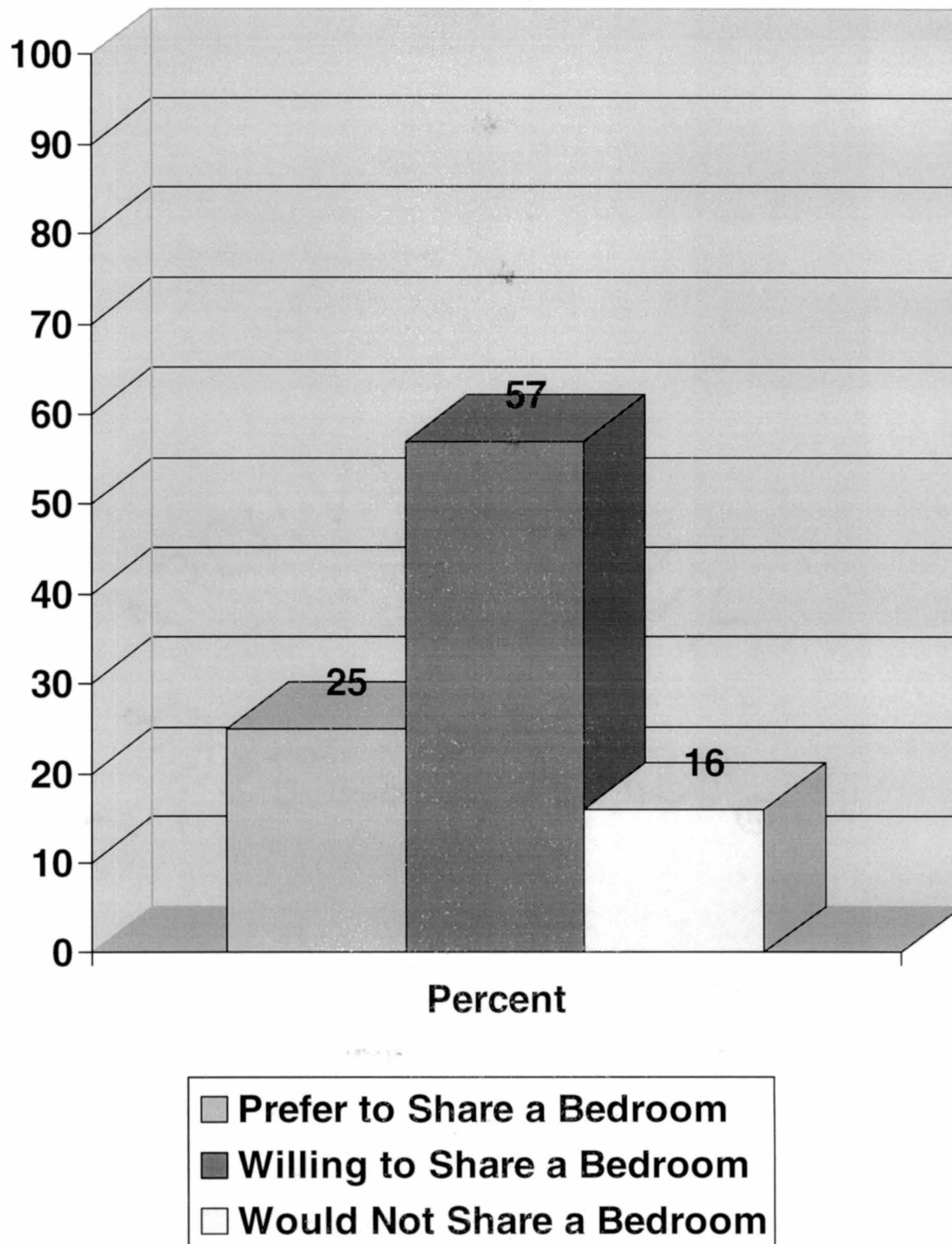
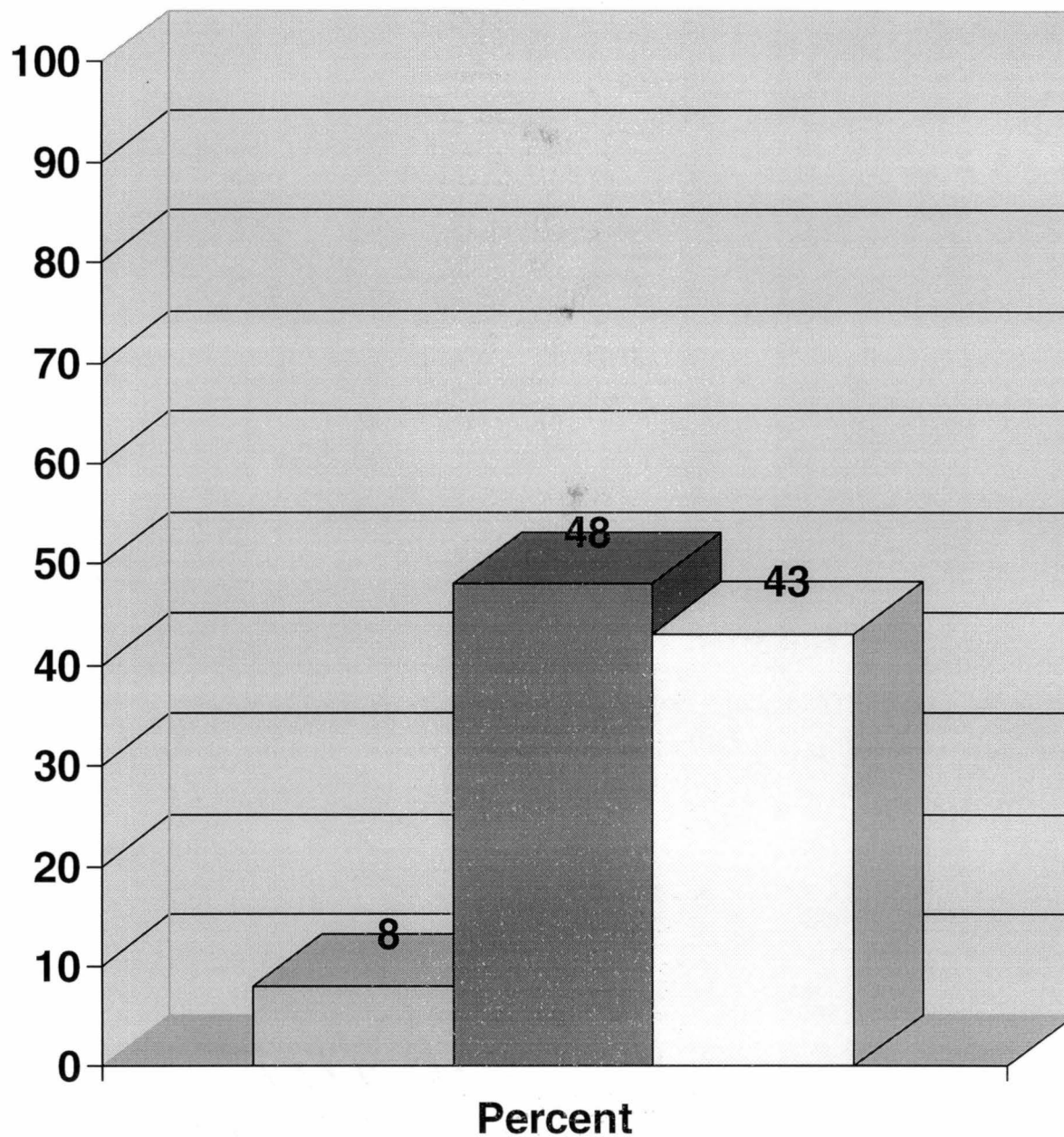


Table 8:
Preferred Bedroom Type as a Sophomore

"As a sophomore, would you prefer to share a bedroom, would you be willing to share a bedroom, or would you not want to share a bedroom?"

RESPONSE	FREQUENCY	PERCENT
Prefer to Share a Bedroom	38	8
Willing to Share a Bedroom	239	48
Would Not Share a Bedroom	215	43
Don't Know	6	1
Total	498	100

Figure 7: Preferred Bedroom Type as a Sophomore



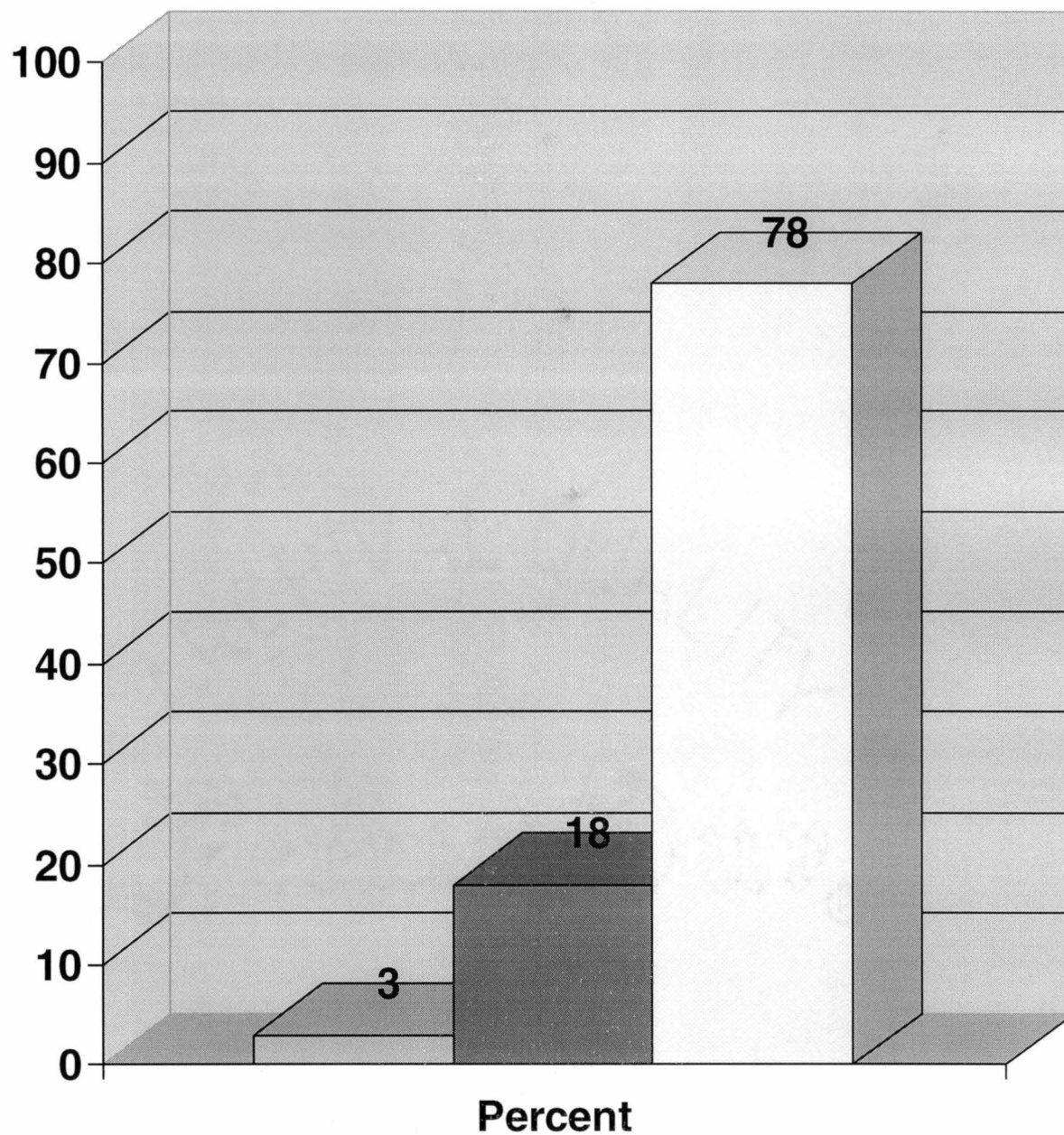
- ☐ Prefer to Share a Bedroom
- ☐ Willing to Share a Bedroom
- ☐ Would Not Share a Bedroom

Table 9:
Preferred Bedroom Type as a Junior

"As a junior, would you prefer to share a bedroom, would you be willing to share a bedroom, or would you not want to share a bedroom?"

RESPONSE	FREQUENCY	PERCENT
Prefer to Share a Bedroom	17	3
Willing to Share a Bedroom	86	18
Would Not Share a Bedroom	389	78
Don't Know	6	1
Total	498	100

Figure 8: Preferred Bedroom Type as a Junior



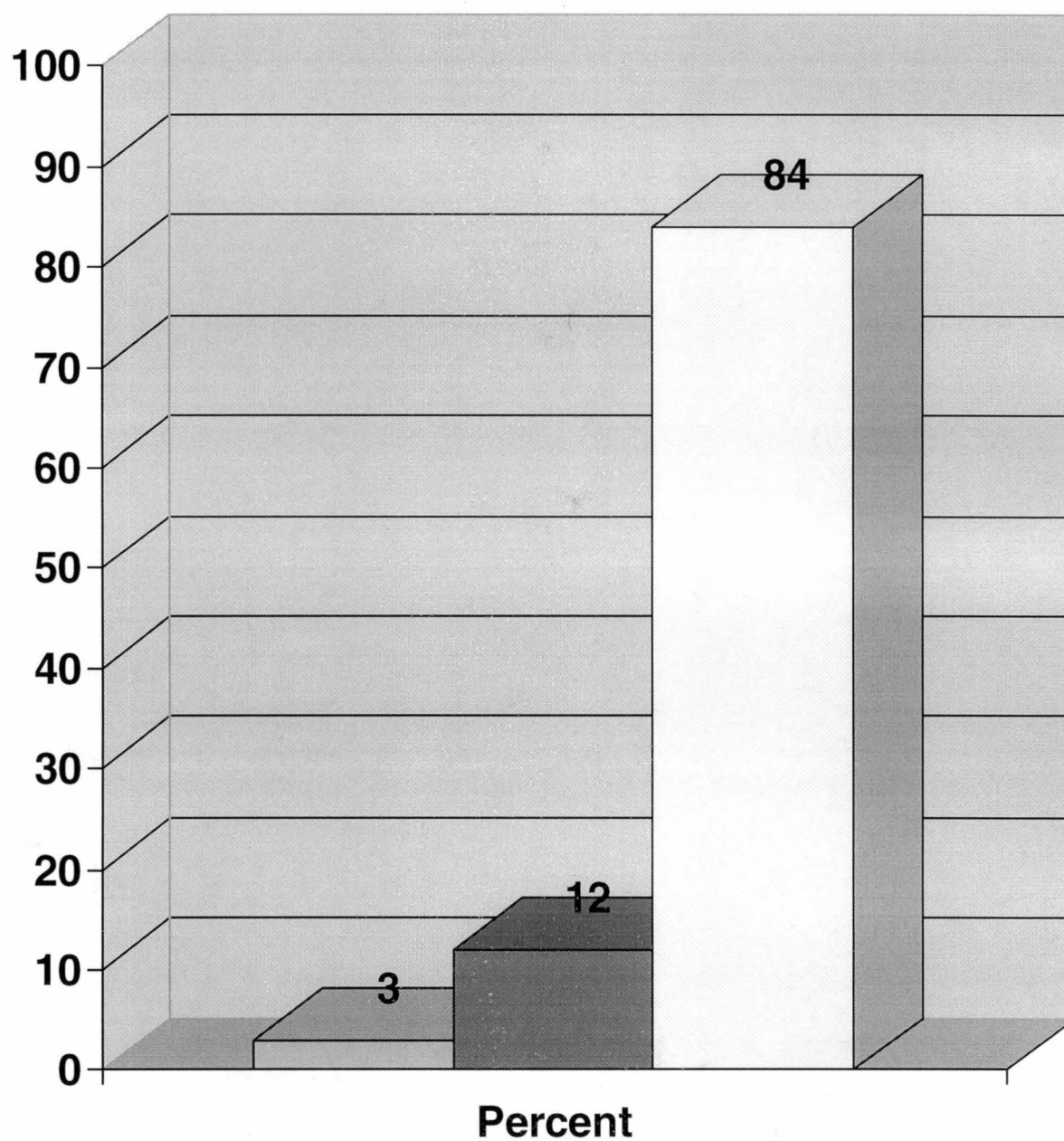
- ☐ Prefer to Share a Bedroom
- ☐ Willing to Share a Bedroom
- ☐ Would Not Share a Bedroom

Table 10:
Preferred Bedroom Type as a Senior

"As a senior, would you prefer to share a bedroom, would you be willing to share a bedroom, or would you not want to share a bedroom?"

RESPONSE	FREQUENCY	PERCENT
Prefer to Share a Bedroom	17	3
Willing to Share a Bedroom	57	12
Would Not Share a Bedroom	418	84
Don't Know	6	1
Total	498	100

Figure 9: Preferred Bedroom Type as a Senior



- ☐ Prefer to Share a Bedroom
- ☐ Willing to Share a Bedroom
- ☐ Would Not Share a Bedroom

The following passage was read to each respondent as an introduction and introduction to the next 13 questions.

For the next set of questions, I am going to ask you to rate some features of on-campus housing as to how important they are to you personally. If you don't currently live on campus, please imagine that you do and rate each feature accordingly.

Table 11:
Small Group Study Rooms

"The first is small group study rooms. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	103	21
Somewhat Important	193	38
Important	123	24
Not Very Important	57	12
Not At All Important	15	3
Don't Know	8	2
Total	499	100

Figure 10: Importance of Small Group Study Rooms

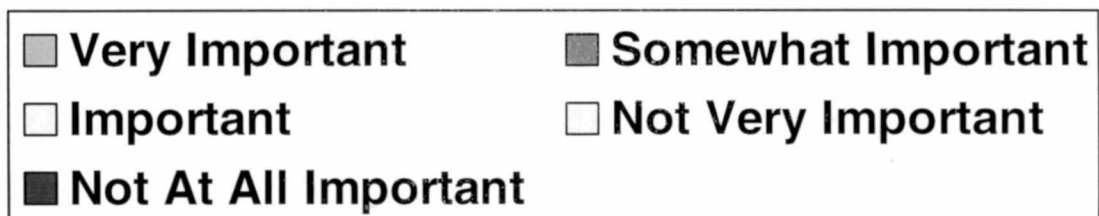
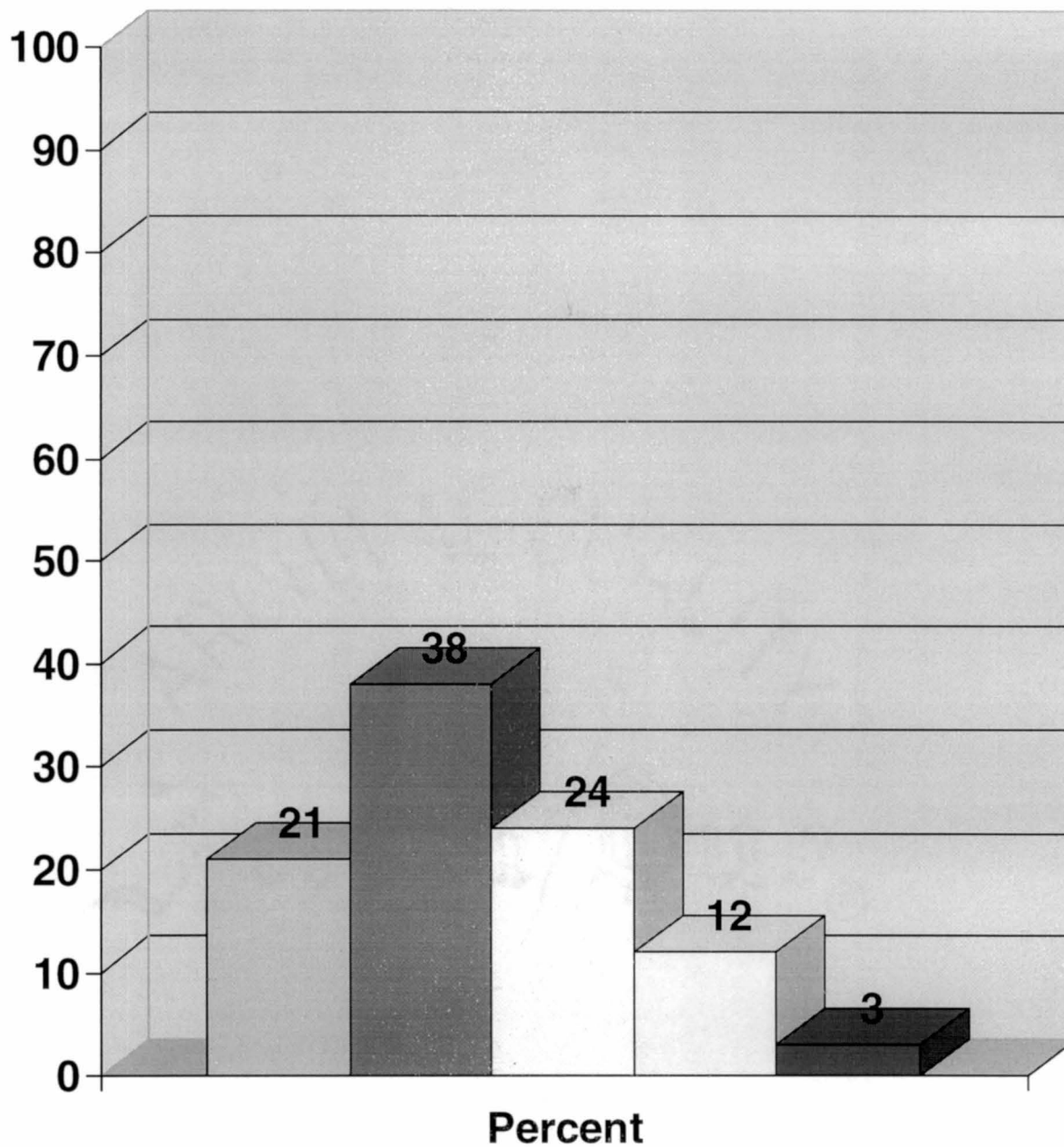
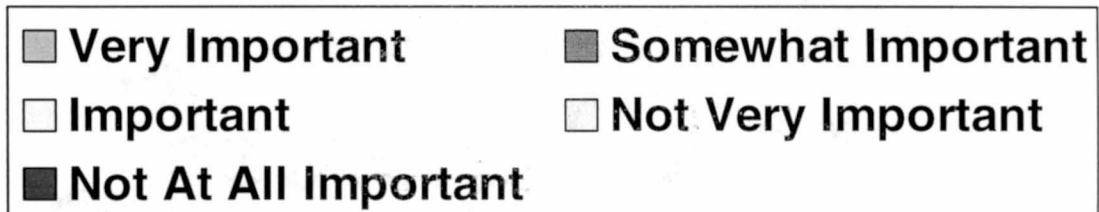
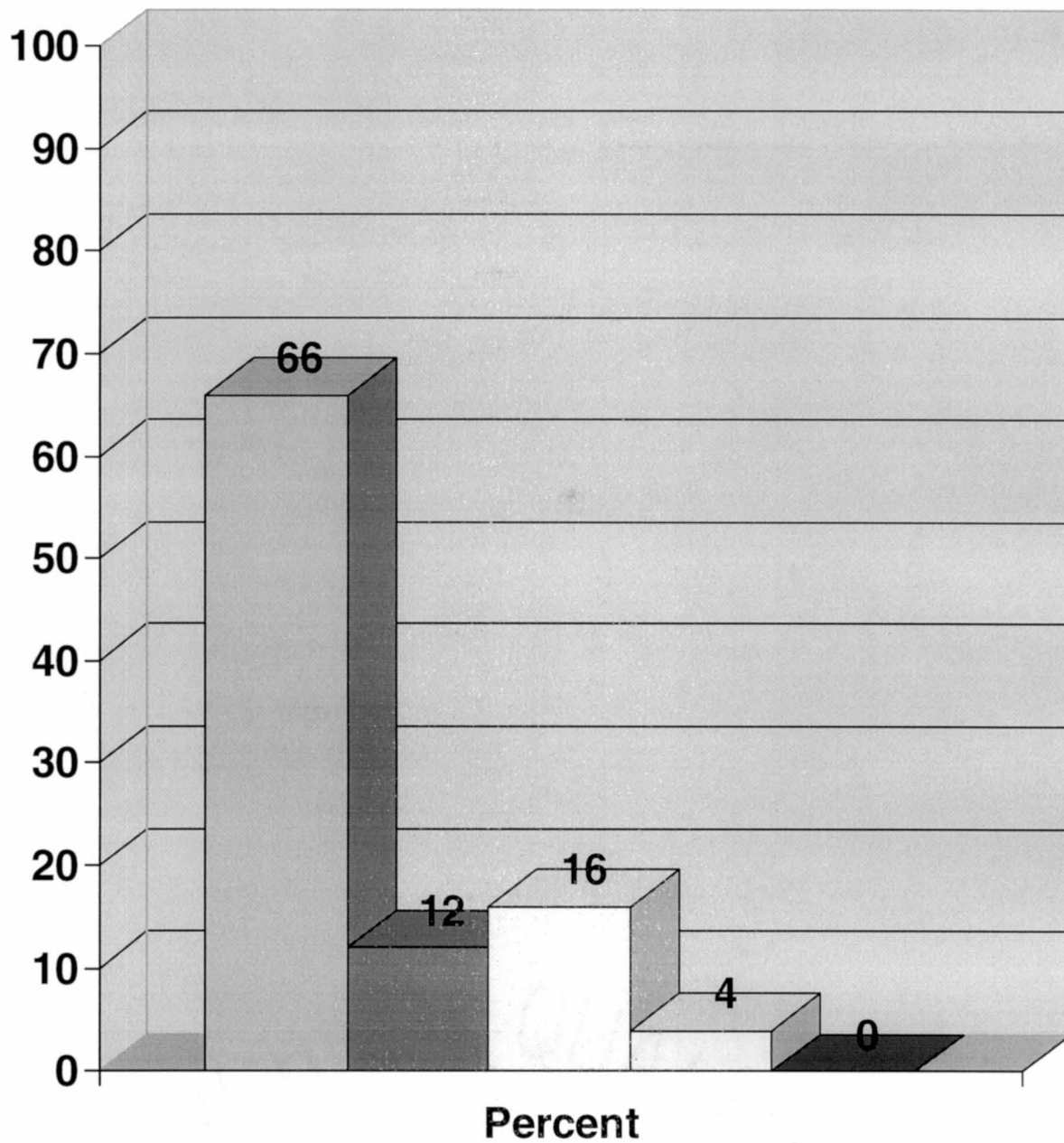


Table 12:
Computer Lab

"Next is a computer lab. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	329	66
Somewhat Important	61	12
Important	79	16
Not Very Important	20	4
Not At All Important	2	0
Don't Know	7	2
Total	499	100

Figure 11: Importance of Computer Labs



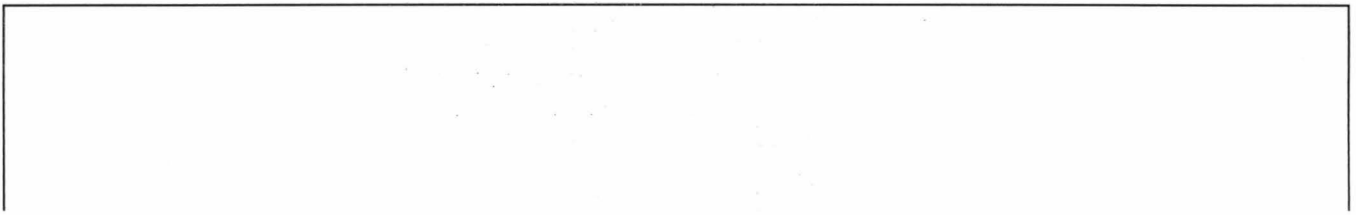


Table 13:
Quite Lounge Space

"Next is an informal quite lounge space. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	108	22
Somewhat Important	183	37
Important	101	20
Not Very Important	88	18
Not At All Important	12	2
Don't Know	7	1
Total	499	100

Figure 12: Importance of Quiet Lounge Space

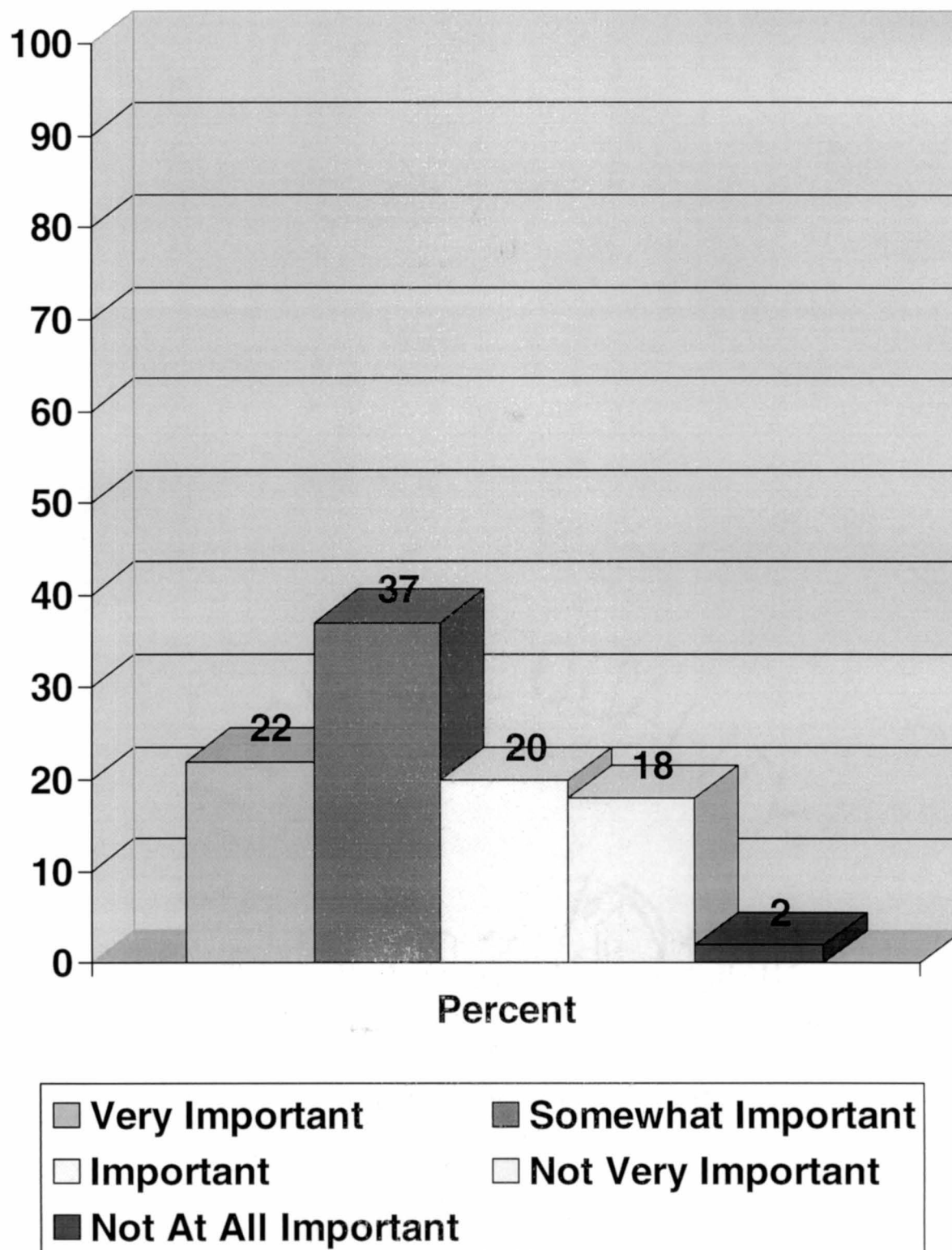


Table 14:
TV-Game Room

"Next is a TV-Game room. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	57	11
Somewhat Important	165	33
Important	116	23
Not Very Important	137	28
Not At All Important	19	4
Don't Know	5	1
Total	499	100

Figure 13: Importance of TV-Game Room

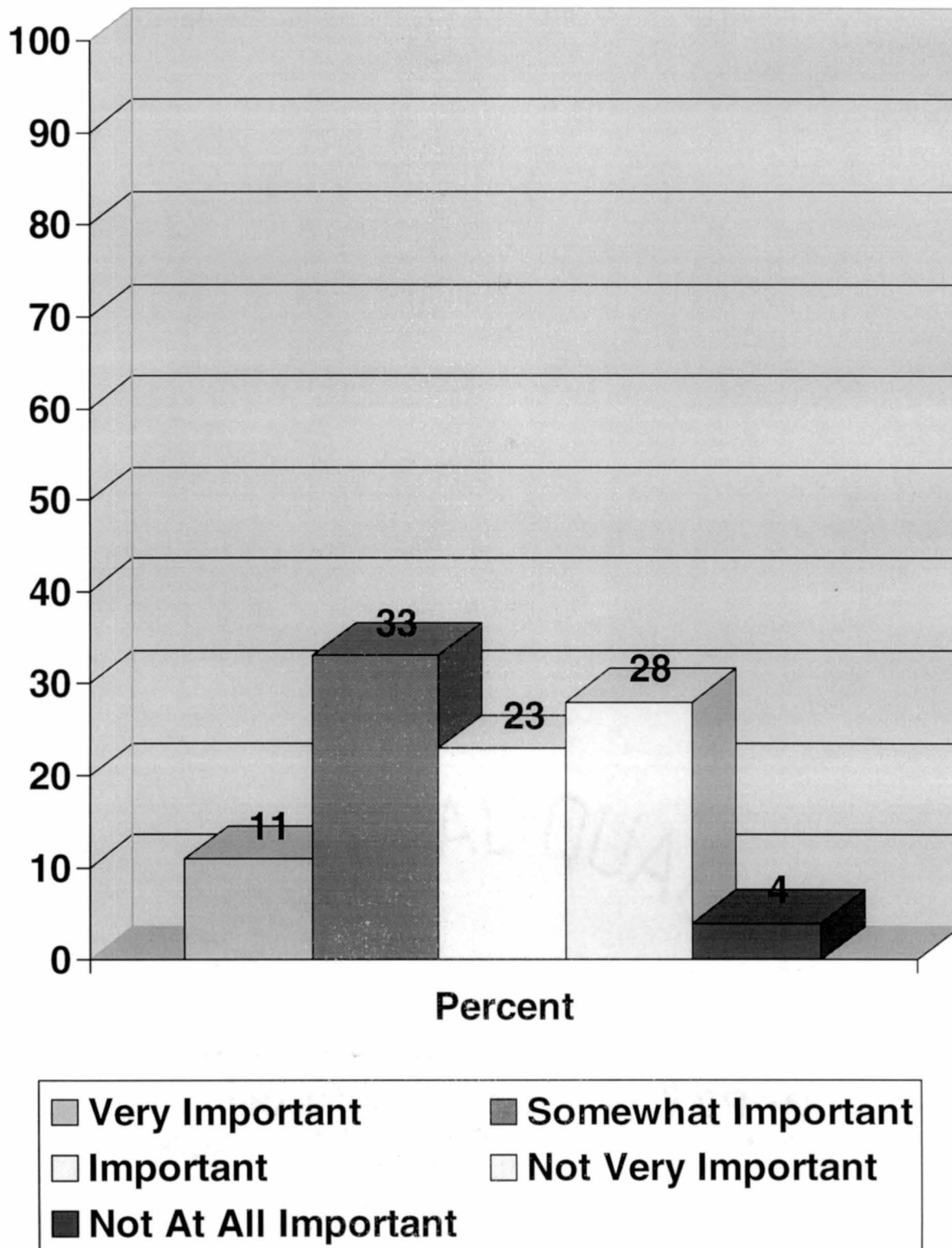


Table 15:
Common Kitchen

"Next is a common kitchen. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	112	23
Somewhat Important	148	30
Important	160	32
Not Very Important	56	11
Not At All Important	15	3
Don't Know	7	1
Total	499	100

Figure 14: Importance of Common Kitchen

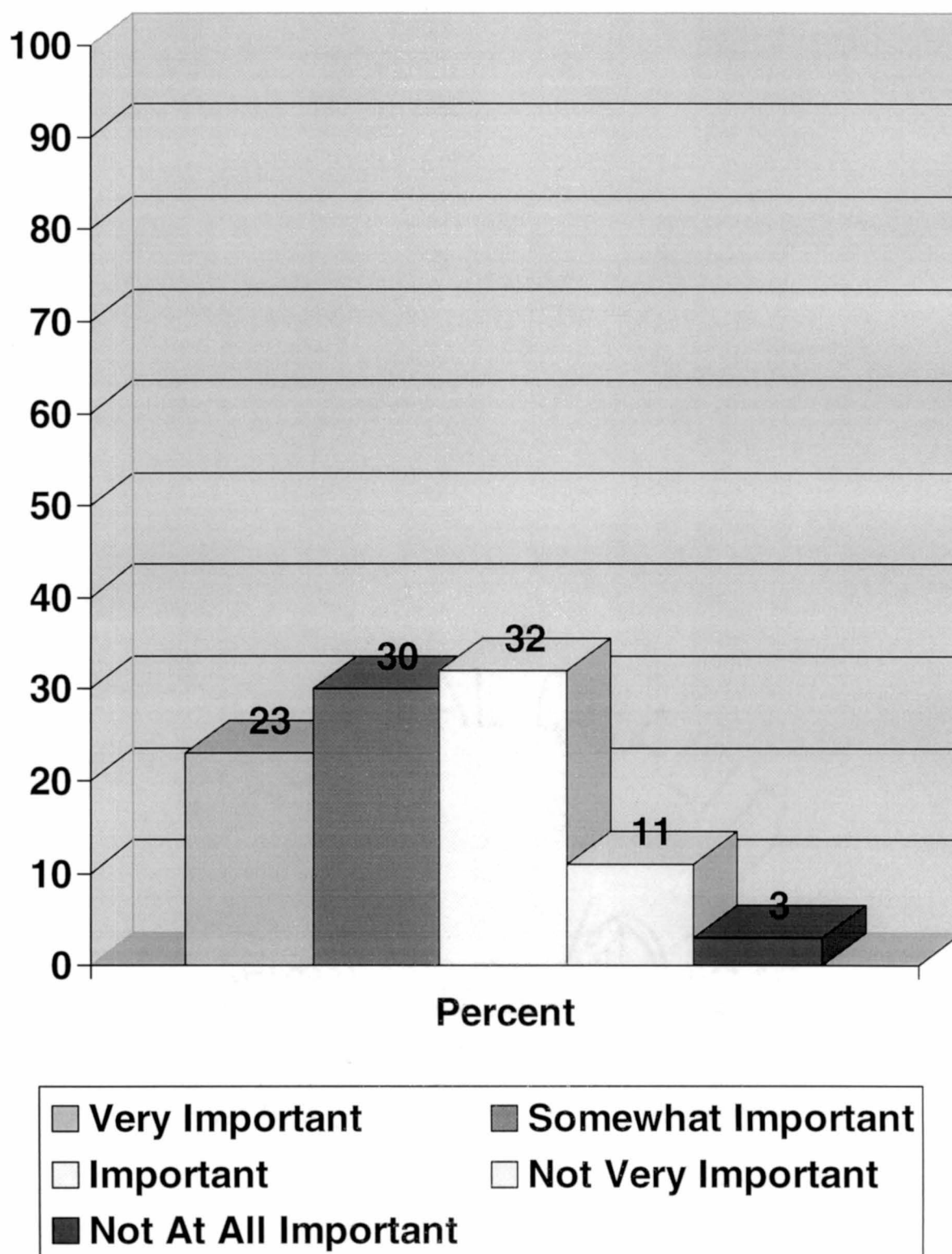


Table 16:
Fitness-Weight Room

"Next is a fitness-weight room. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	81	16
Somewhat Important	141	28
Important	125	25
Not Very Important	116	23
Not At All Important	28	6
Don't Know	8	2
Total	499	100

Figure 15: Importance of a Fitness-Weight Room

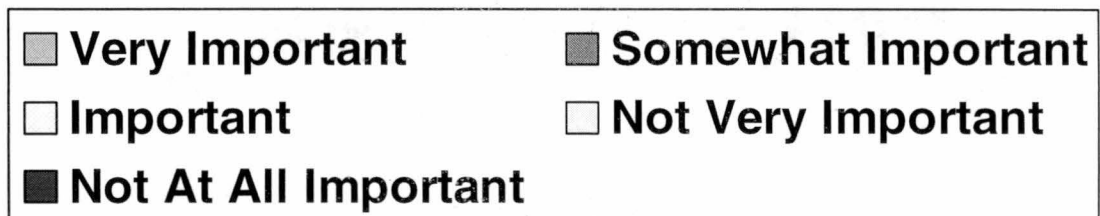
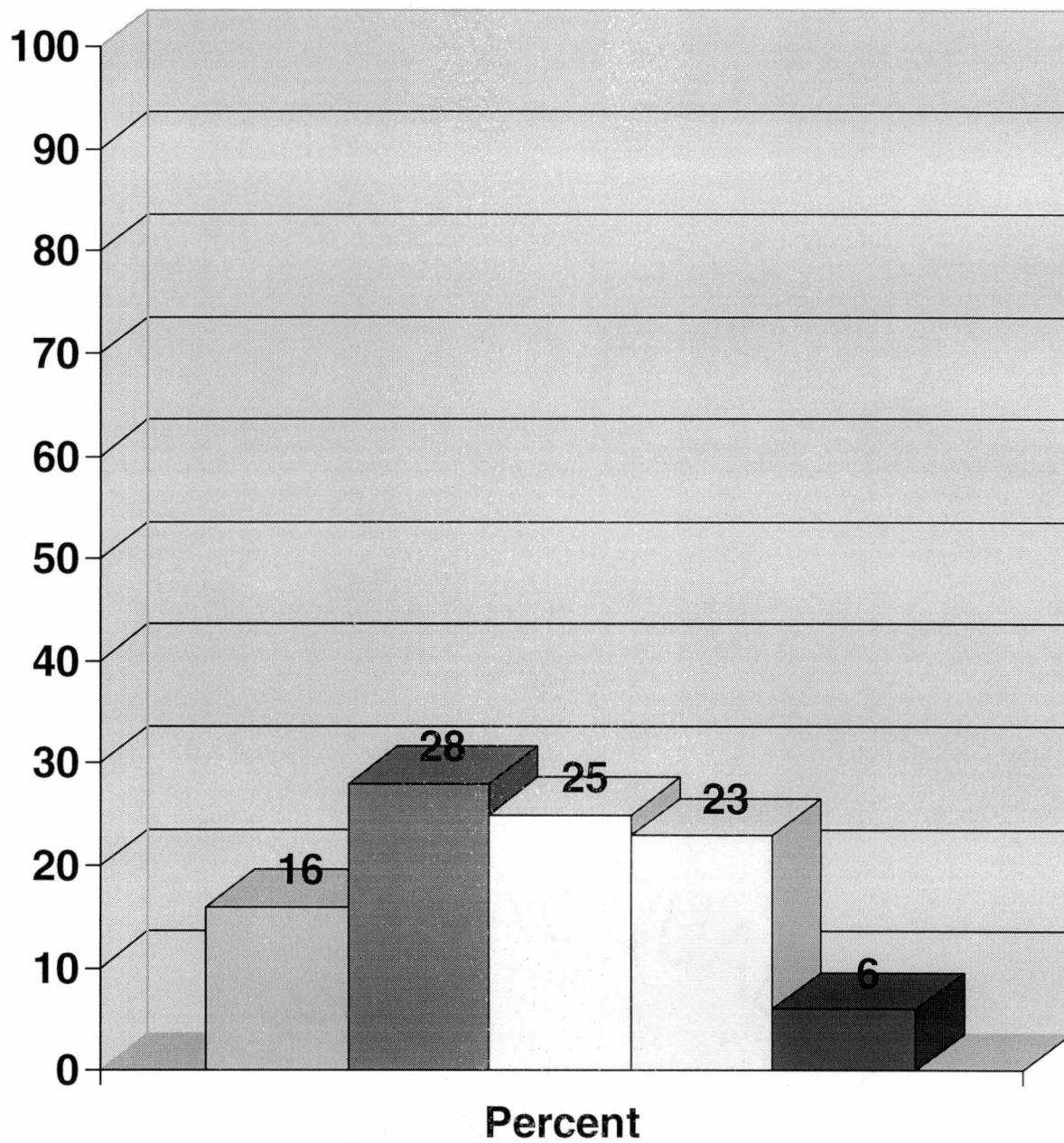


Table 17:
Same Floor Laundry Facility

"Next is a same floor laundry facility. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	241	47
Somewhat Important	87	18
Important	105	21
Not Very Important	48	10
Not At All Important	8	2
Don't Know	8	2
Total	499	100

Figure 16: Importance of Same Floor Laundry Facilities

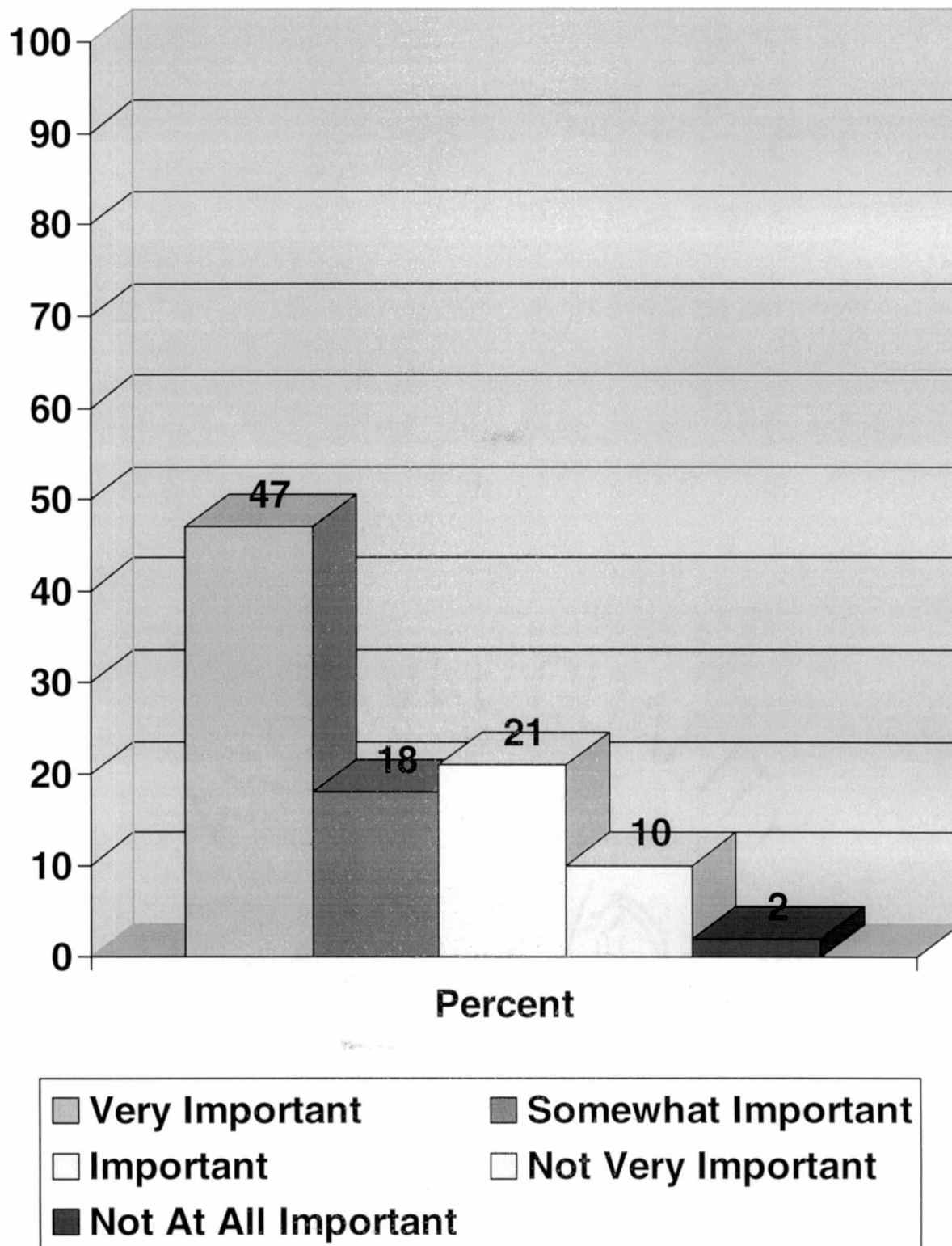


Table 18:
Vending Machines

"Next is vending machines. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	55	11
Somewhat Important	148	30
Important	122	24
Not Very Important	147	30
Not At All Important	21	4
Don't Know	6	1
Total	499	100

Figure 16: Importance of Vending Machines

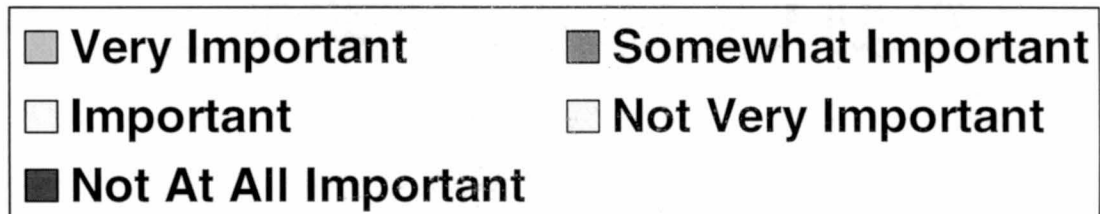
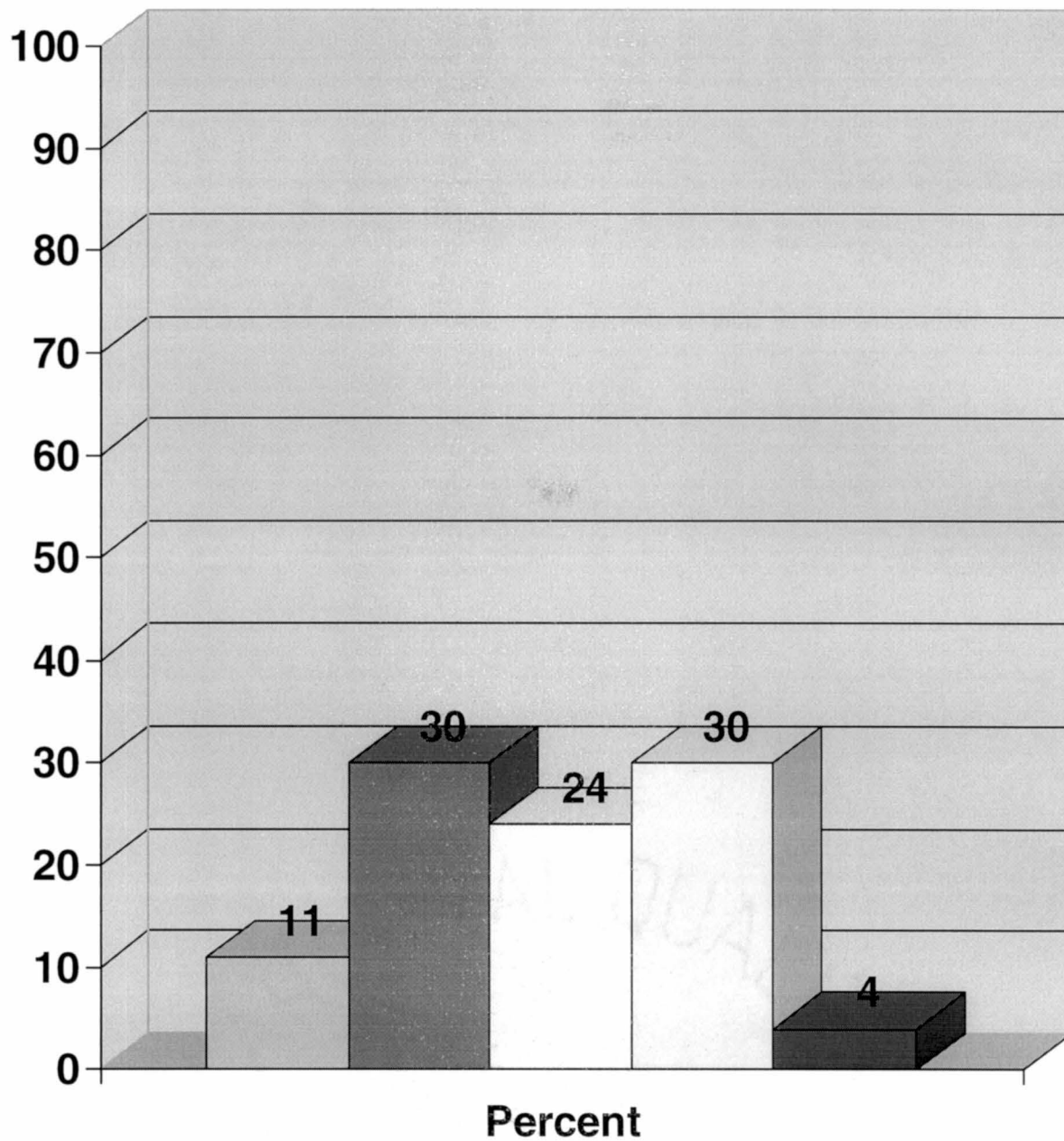


Table 19:
Air Conditioning

"Next is air conditioning. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	184	36
Somewhat Important	132	26
Important	114	23
Not Very Important	52	11
Not At All Important	8	2
Don't Know	8	2
Total	499	100

Figure 18: Importance of Air Conditioning

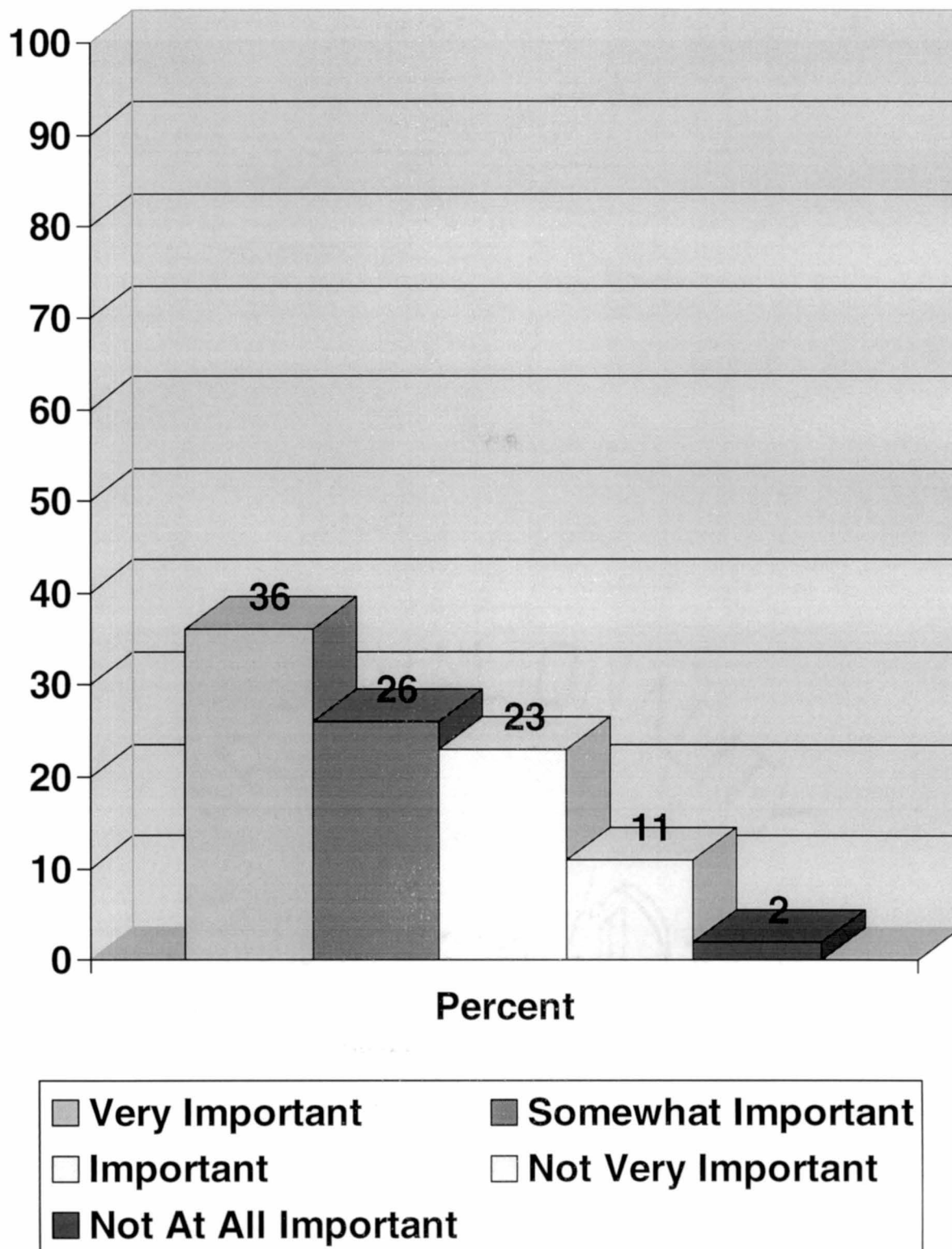


Table 20:
Proximity to Academic Buildings

"Next is proximity to academic buildings. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	191	38
Somewhat Important	138	28
Important	135	27
Not Very Important	26	5
Not At All Important	2	0
Don't Know	8	2
Total	499	100

Figure 19: Importance of Proximity to Academic Buildings

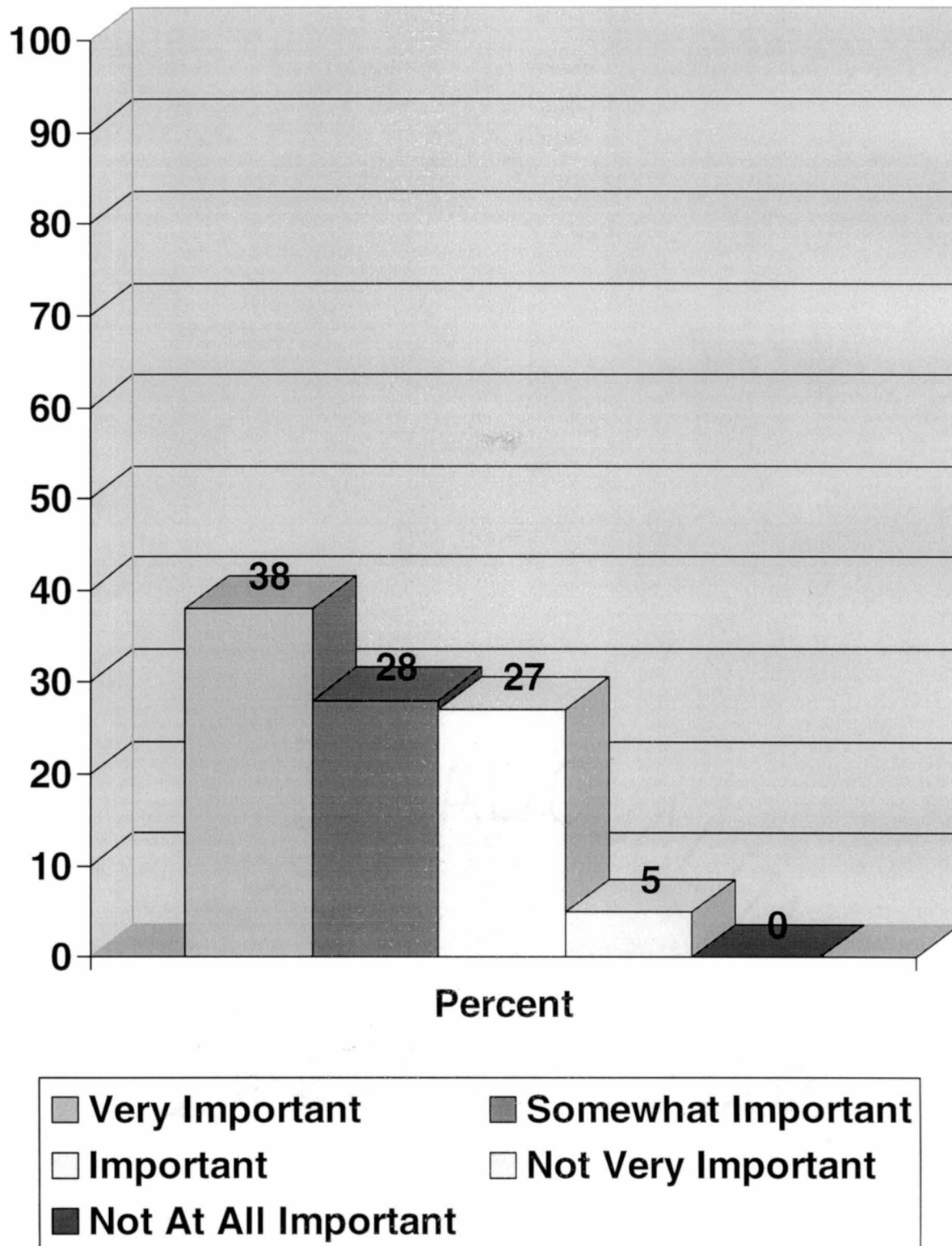


Table 21:
Proximity to Dining and Food Services

"Next is proximity to dining and food services. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	151	30
Somewhat Important	150	30
Important	156	31
Not Very Important	30	6
Not At All Important	4	1
Don't Know	7	2
Total	497	100

Figure 20: Importance of Proximity to Dining and Food Services

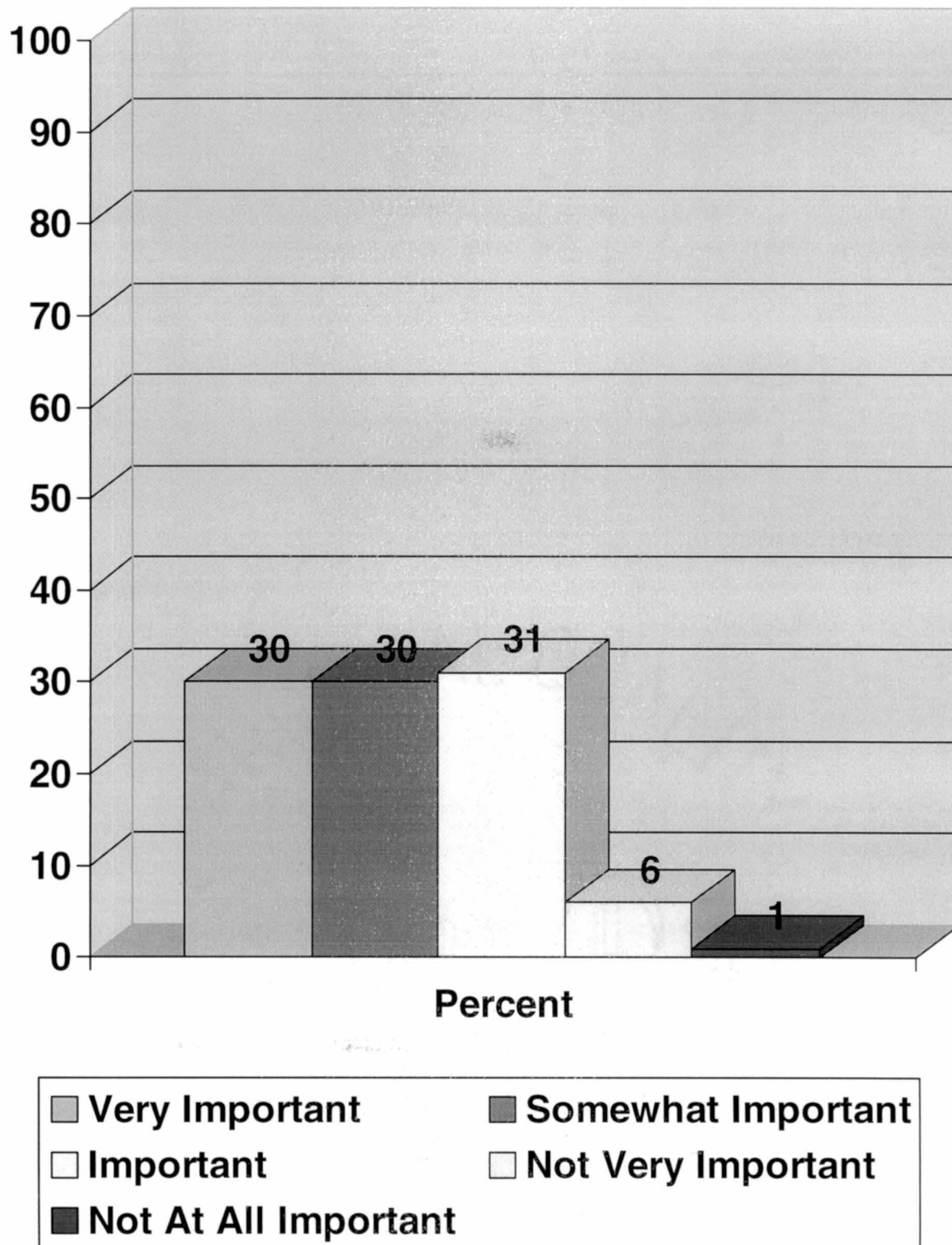


Table 22:
Proximity to Intramural and Intercollegiate Athletic Facilities

"Next proximity to intramural and intercollegiate athletic facilities. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	59	12
Somewhat Important	183	37
Important	111	22
Not Very Important	110	22
Not At All Important	26	5
Don't Know	8	2
Total	497	100

Figure 21: Importance of Proximity to Intramural and Intercollegiate Athletic Facilities

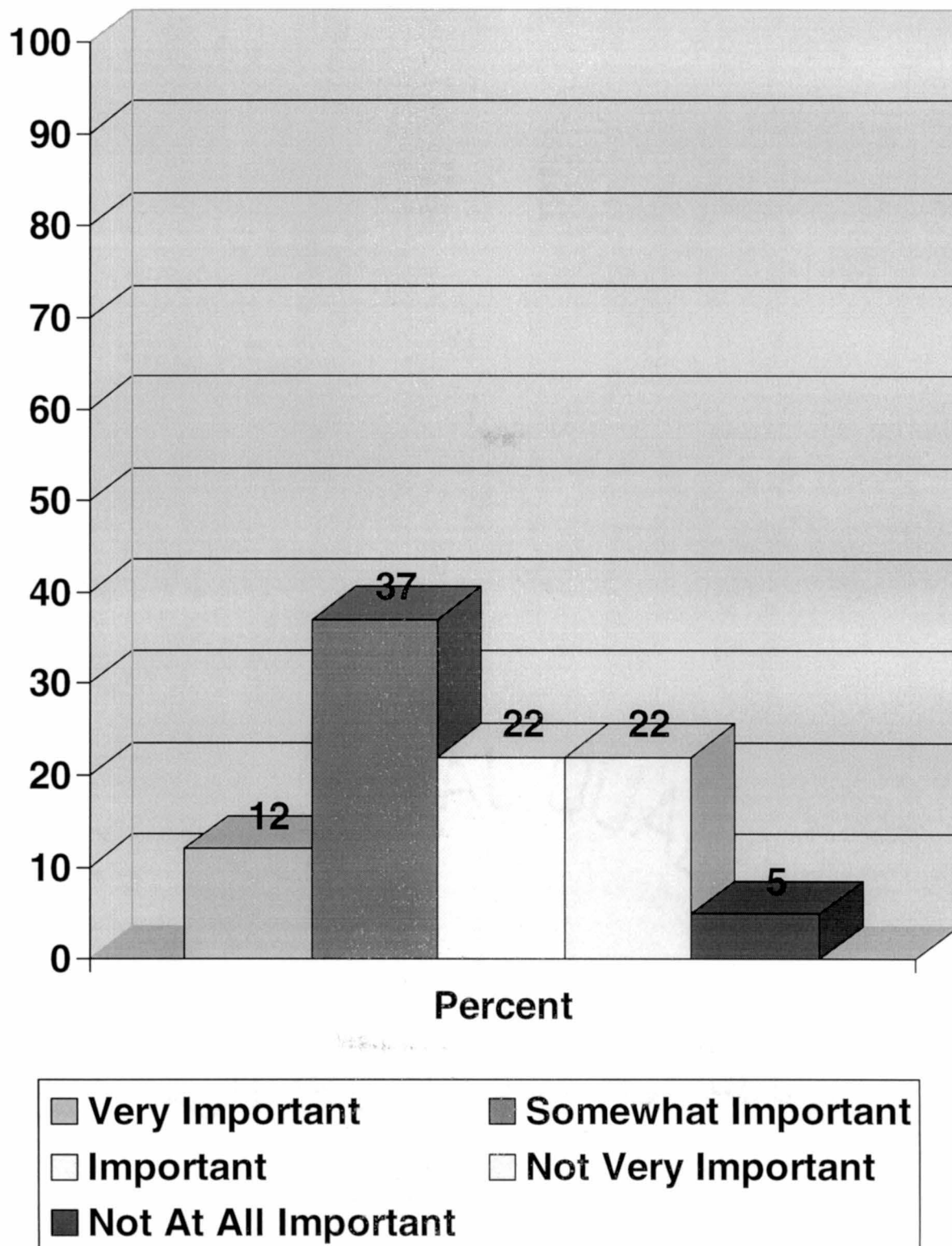


Table 23:
Proximity to Other Campus Services

"Next is proximity to other campus services, amenities and retail spots. Do you find this feature very important, somewhat important, important, not very important or not at all important?"

RESPONSE	FREQUENCY	PERCENT
Very Important	42	8
Somewhat Important	189	39
Important	156	31
Not Very Important	92	18
Not At All Important	9	2
Don't Know	10	2
Total	497	100

Figure 22: Importance of Proximity to Other Campus Services

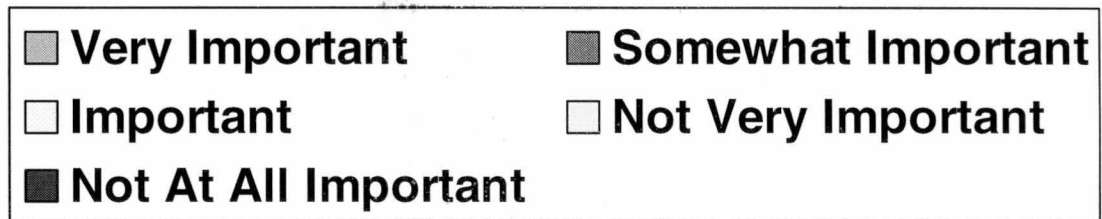
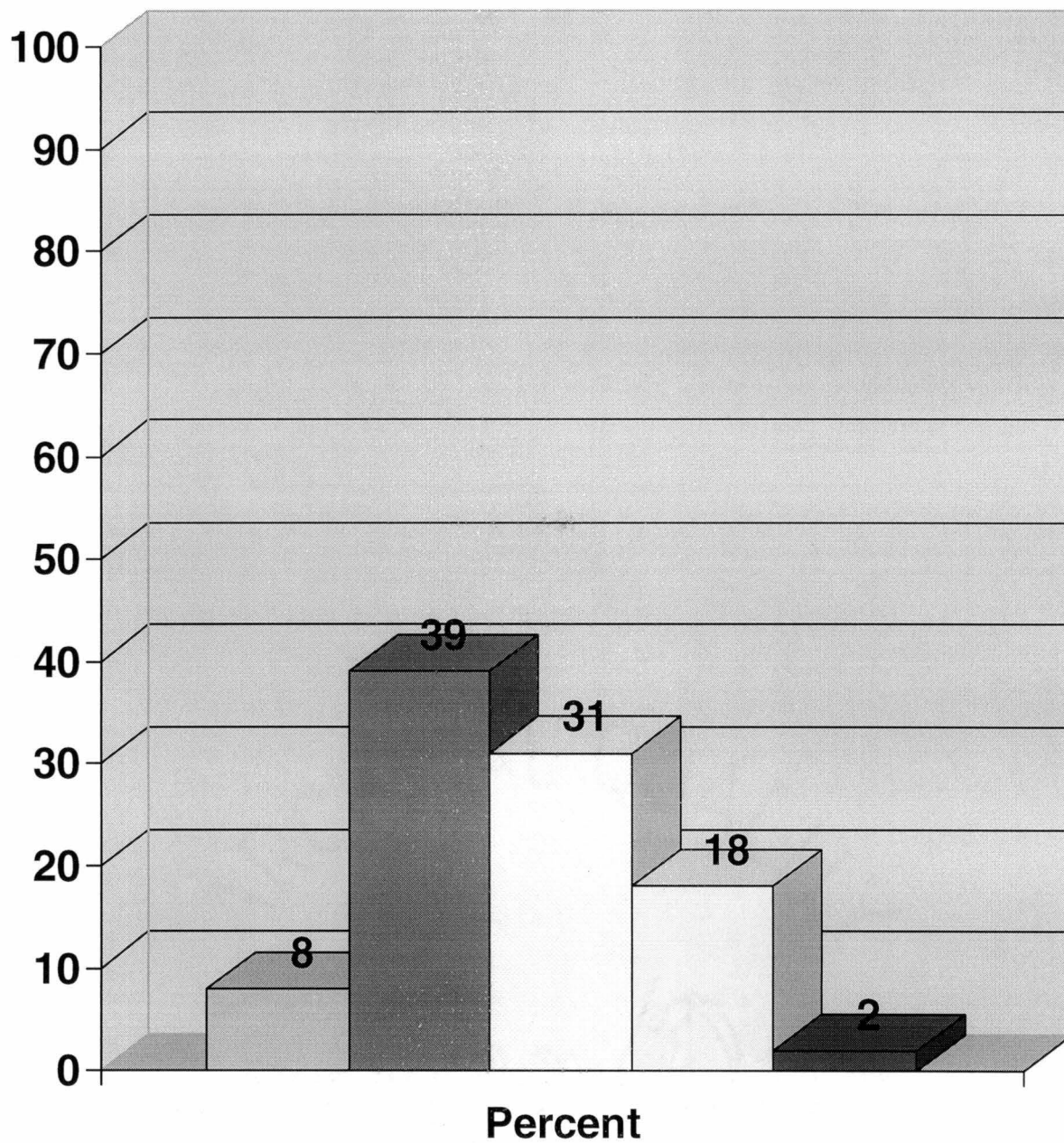
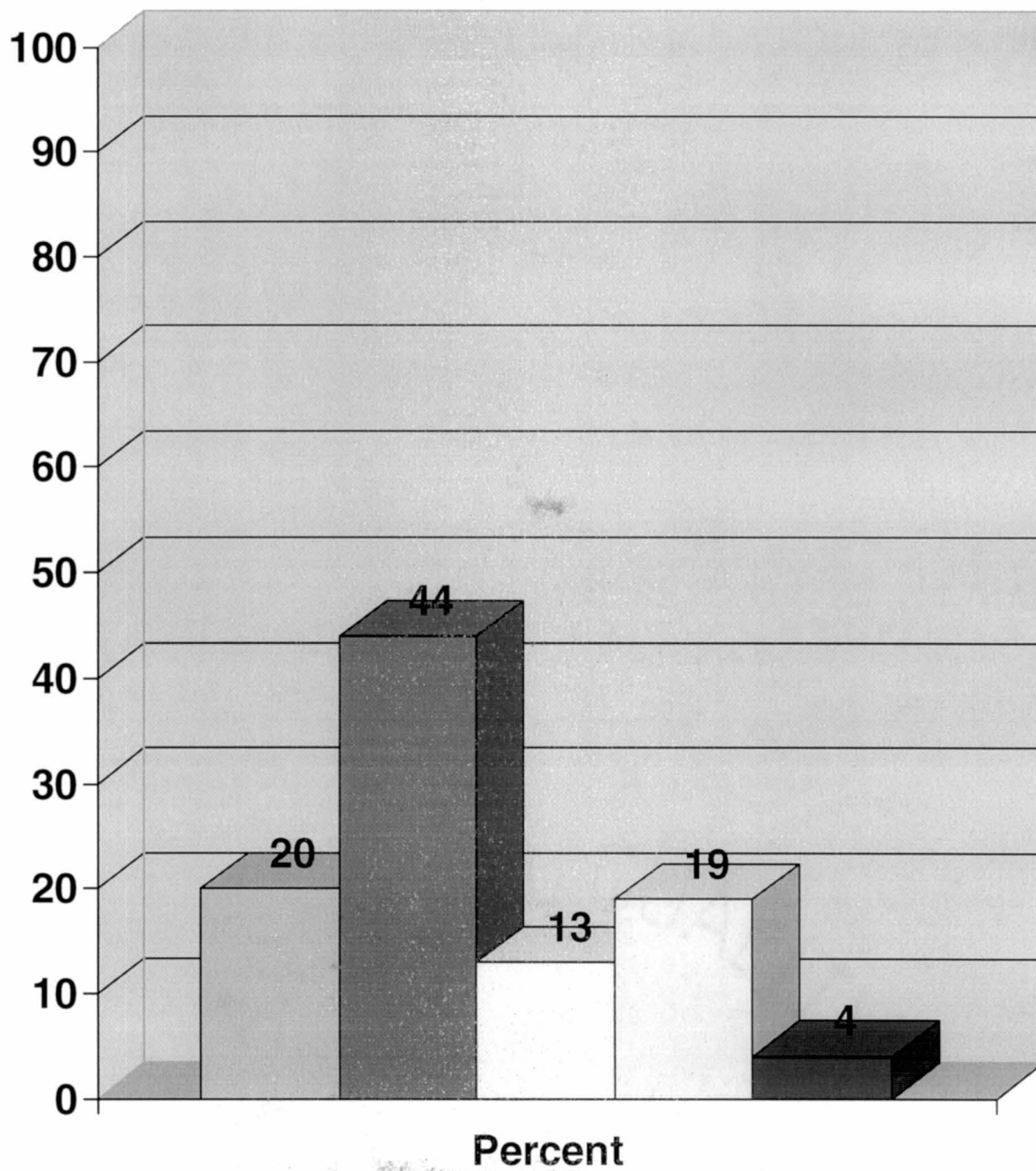


Table 24:
Years You Would Want to Live On-Campus

"Ideally, if there was an adequate supply of different types of housing options on campus, for example singles, doubles, suites, apartments, how many years would you want to live on-campus?"

RESPONSE	FREQUENCY	PERCENT
One Year	96	20
Two Years	219	44
Three Years	63	13
Four Years	94	19
Don't Know	19	4
Total	491	100

Figure 23: Years You Would Want to Live On Campus



One Year	Two Years	Three Years
Four Years	Don't Know	

The following passage was read to each respondent as an introduction and introduction to the next six questions.

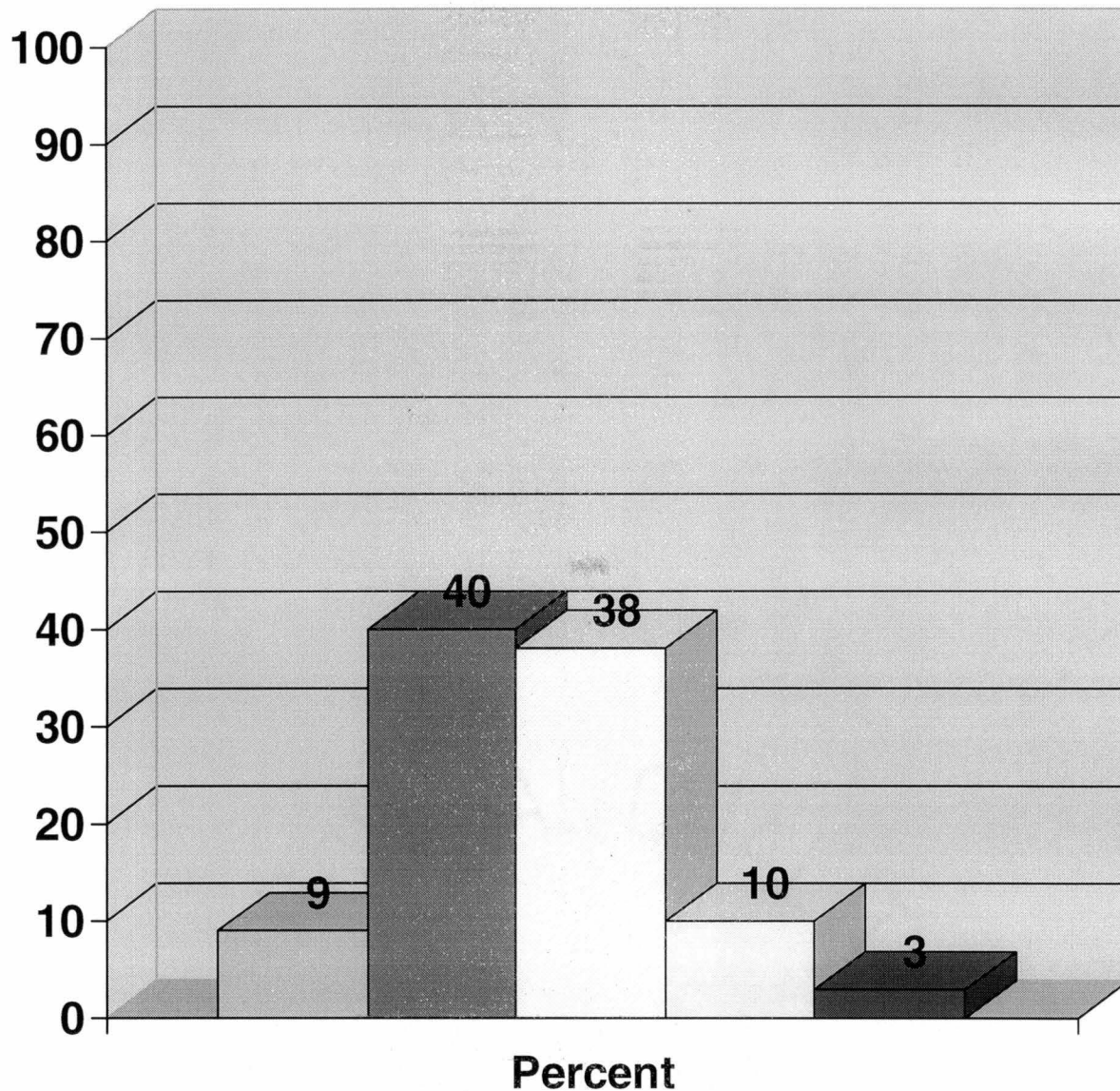
Now I would like to ask a few questions regarding the possibility of having suites and/or apartment style housing developed on campus.

Table 25:
On or Off-Campus Housing Preference

"Which statement most accurately describes your interest in such housing? Would you say that you would definitely live there, you would strongly consider it, you might consider it but would likely live off-campus, you would not be interested in living there?"

RESPONSE	FREQUENCY	PERCENT
Definitely Live There	43	9
Strongly Consider It	203	40
Might Consider It But Likely Live Off Campus	188	38
Not Interested in Living There	48	10
Don't Know	12	3
Total	495	100

Figure 24: On or Off-Campus Housing Preference



- ☐ Definitely Live There
- ☐ Strongly Consider It
- ☐ Might Consider It But Likely Live Off Campus
- ☐ Not Interested in Living There
- ☐ Don't Know

Table 26:
Willing to Pay

"What would you individually be willing to pay on the basis of a monthly equivalent rent for this type of housing?"

RESPONSE	FREQUENCY	PERCENT
\$250 or under	120	24
\$251 to \$300	165	32
\$301 to \$250	98	20
\$351 to \$400	34	7
\$401 to \$450	17	4
\$451 to \$500	7	2
\$501 to \$550	8	2
\$551 to \$600	5	1
\$601 to \$650	0	0
\$651 to \$700	2	0
Over \$700	2	0
I Don't Currently Pay Rent	8	2
Don't Know	28	6
Total	493	100

Figure 25: Willing to Pay

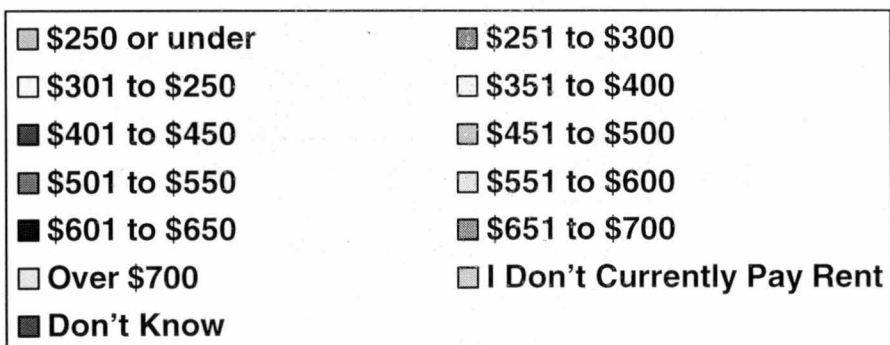
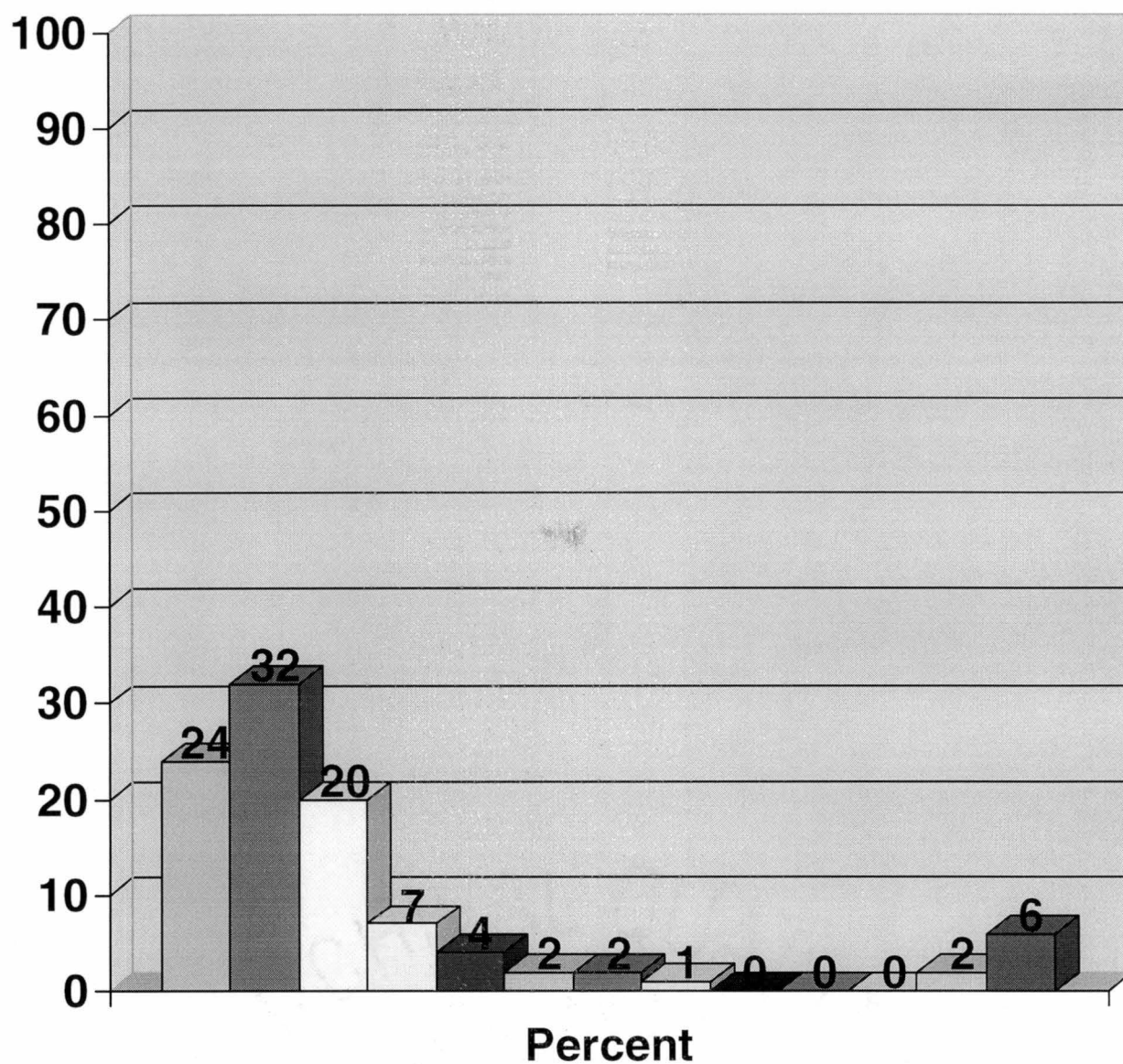


Table 27:
Premium for Own Bedroom

"What premium would you pay, per month, for having your own bedroom? Would you pay 10% over your rent, 15% over, 20% or 25% over?"

RESPONSE	FREQUENCY	PERCENT
10%	226	46
15%	143	29
20%	63	13
25%	35	7
Don't Know	23	5
Total	489	100

Figure 26: Premium for Own Bedroom

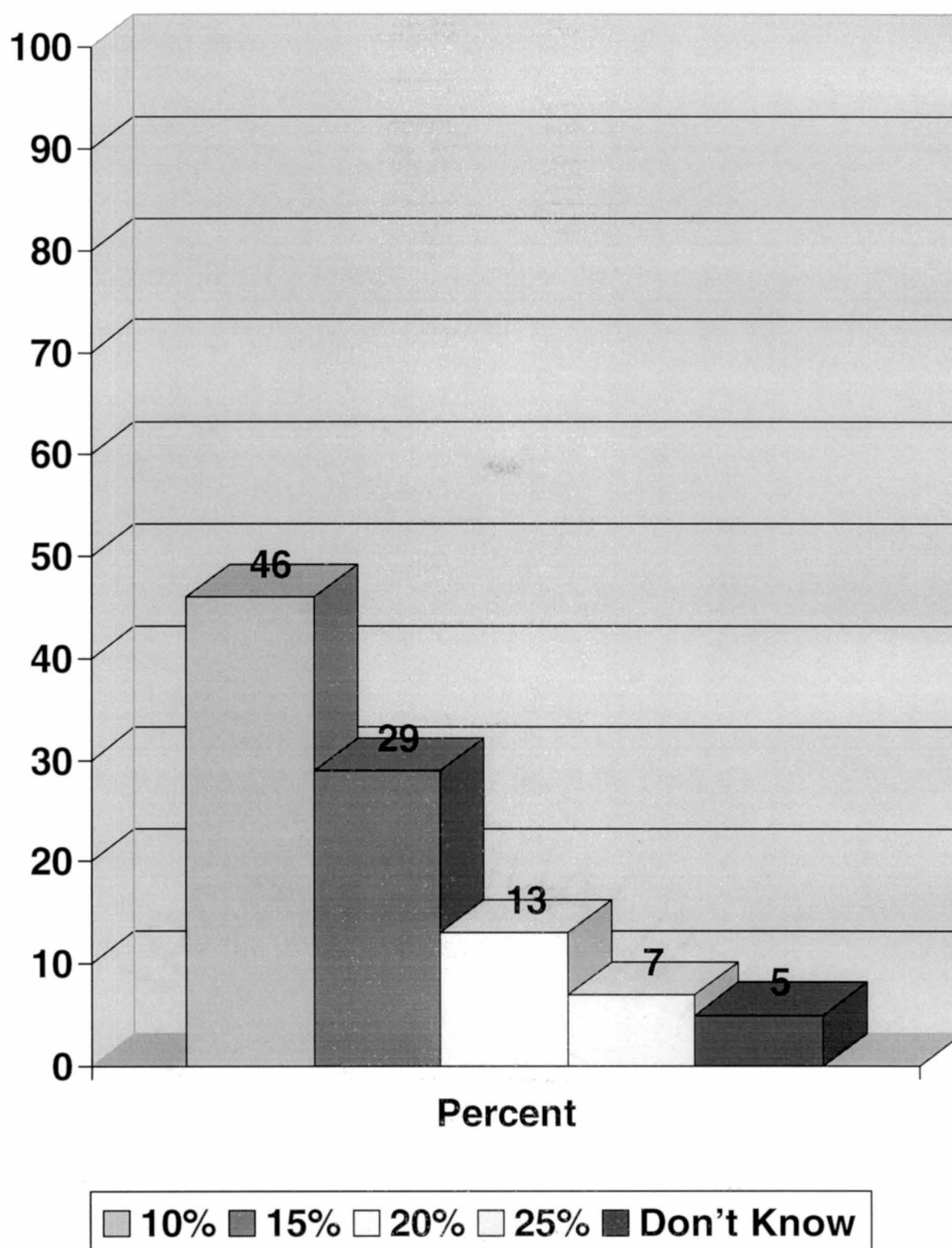


Table 28:
Preferred Number of Roommates

"How many other people would you be willing to live with in your unit? Would you be willing to live with 1, 2, 3, 4, 5, 6, or more than 6 other persons in your unit?"

RESPONSE	FREQUENCY	PERCENT
0 (volunteered) or 1	36	7
2	63	13
3	176	36
4	158	32
5	18	4
6	17	3
More than 6	12	2
Don't Know	12	3
Total	493	100

Figure 27: Preferred Number of Roommates

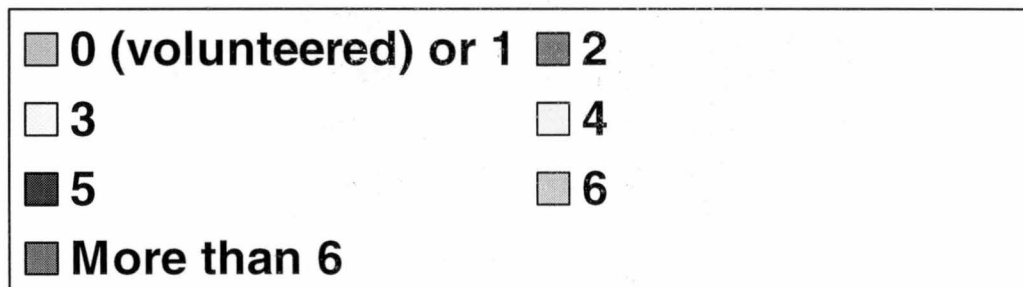
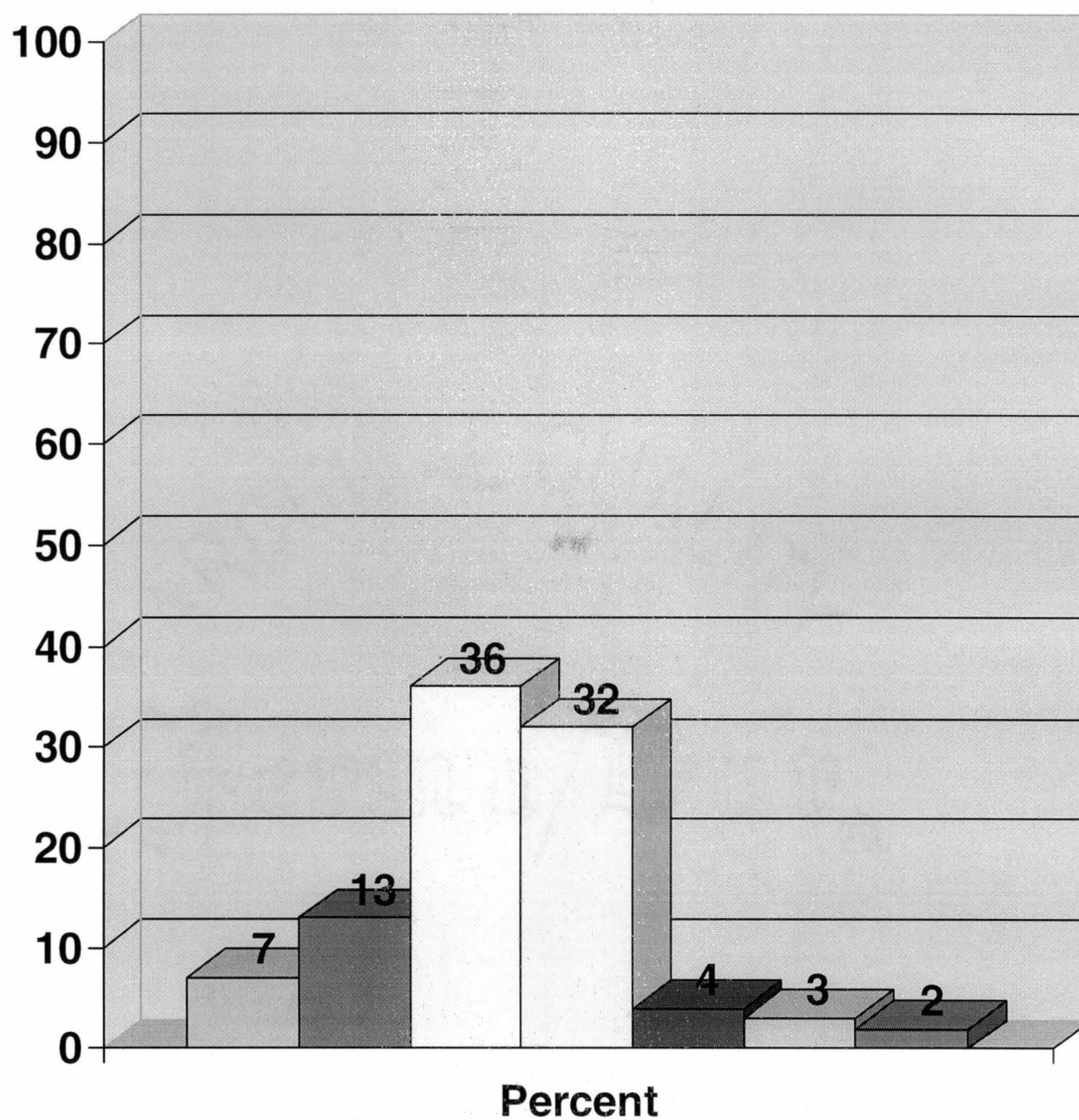


Table 29:
Preferred Number of to Share Bathroom

"How many other people would you be willing to share a bathroom? Would you be willing to share the bathroom with 1, 2, 3, or 4 other people?"

RESPONSE	FREQUENCY	PERCENT
1	96	19
2	139	27
3	118	24
4	111	23
0 (no other people)	22	5
Don't Know	8	2
Total	495	100

Figure 28: Preferred Number of to Share Bathroom

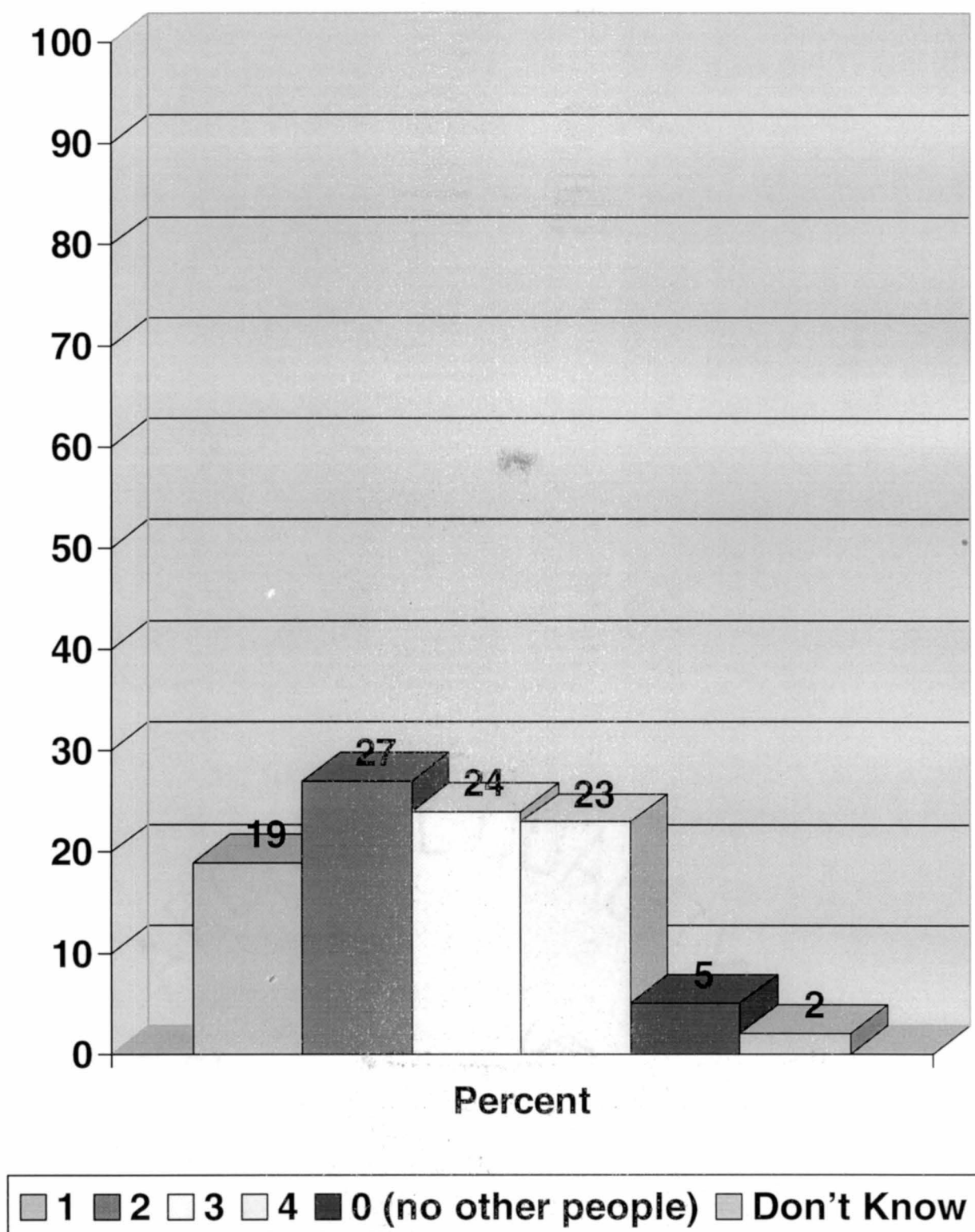
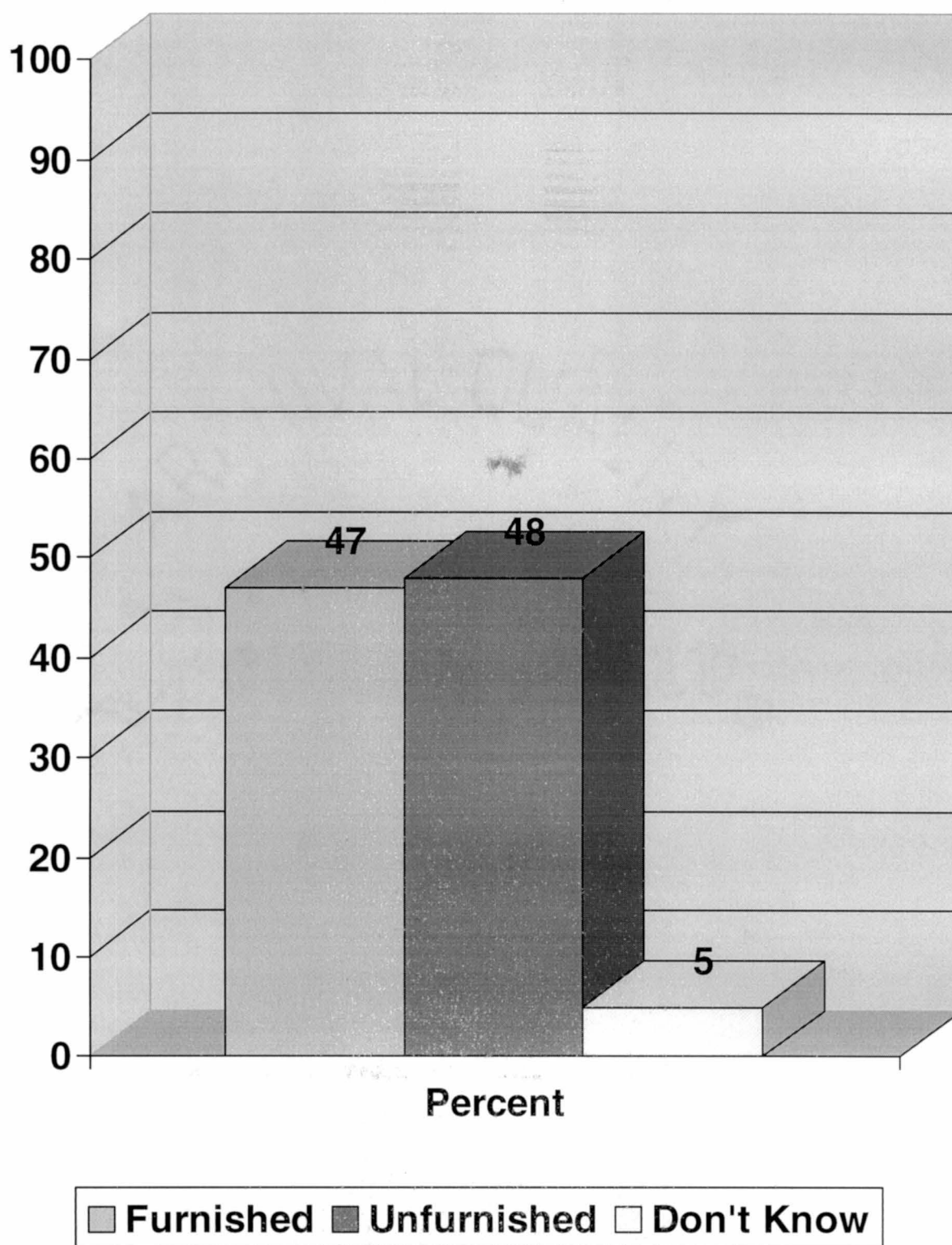


Table 30:
Furnished vs. Unfurnished

"Do you prefer the unit to be furnished or unfurnished?"

RESPONSE	FREQUENCY	PERCENT
Furnished	235	47
Unfurnished	239	48
Don't Know	21	5
Total	495	100

Figure 29: Furnished vs. Unfurnished



On-campus respondents concluded the survey with the previous question. Respondents who live off campus are asked the remaining questions.

Table 31:
Currently Pay for Housing

"How much do you now individually pay for housing on a monthly-equivalent basis, not including utilities, such as gas, electric, water?"

RESPONSE	FREQUENCY	PERCENT
\$250 or under	71	18
\$251 to \$300	98	25
\$301 to \$250	60	16
\$351 to \$400	11	3
\$401 to \$450	15	4
\$451 to \$500	13	4
\$501 to \$550	16	4
\$551 to \$600	6	2
\$601 to \$650	7	2
\$651 to \$700	4	1
Over \$700	29	8
I Don't Currently Pay Rent	40	11
Don't Know	7	2
Total	376	100

Figure 30: Currently Pay for Housing

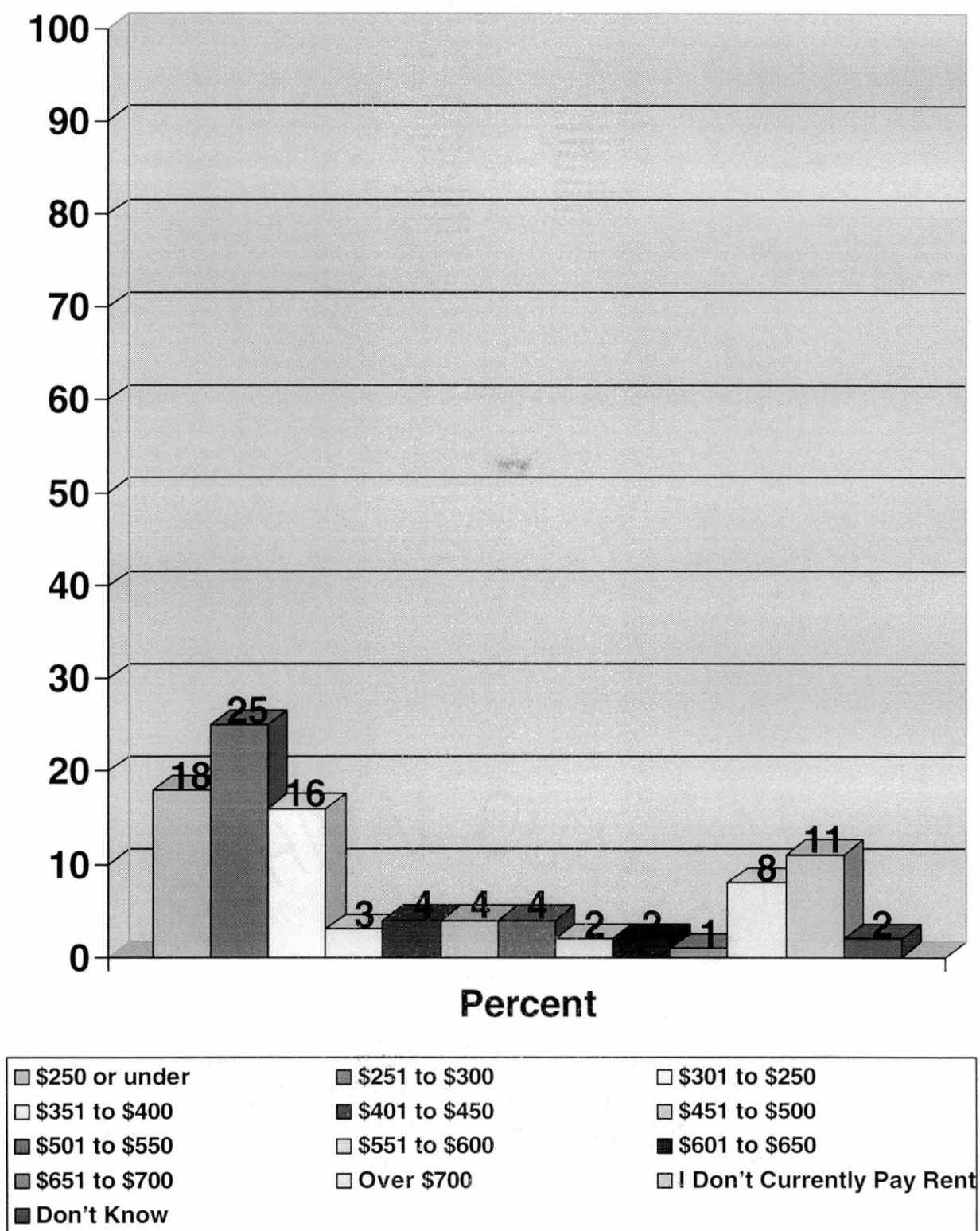


Table 32:
Pay for Utilities

"Approximately how much is your portion of utilities (other than telephone) each month?"

RESPONSE	FREQUENCY	PERCENT
\$0.00	24	6
\$2-29.00	76	20
\$30-49.00	81	22
\$50-59.00	39	10
\$60-99.00	40	11
\$100-125.00	37	10
\$126-250.00	27	7
Over \$250.00	9	2
Don't Know	44	12
Total	372	100
Arithmetic mean is xxxx and the standard deviation is xxxx.		

Figure 31: Currently Pay for Utilities

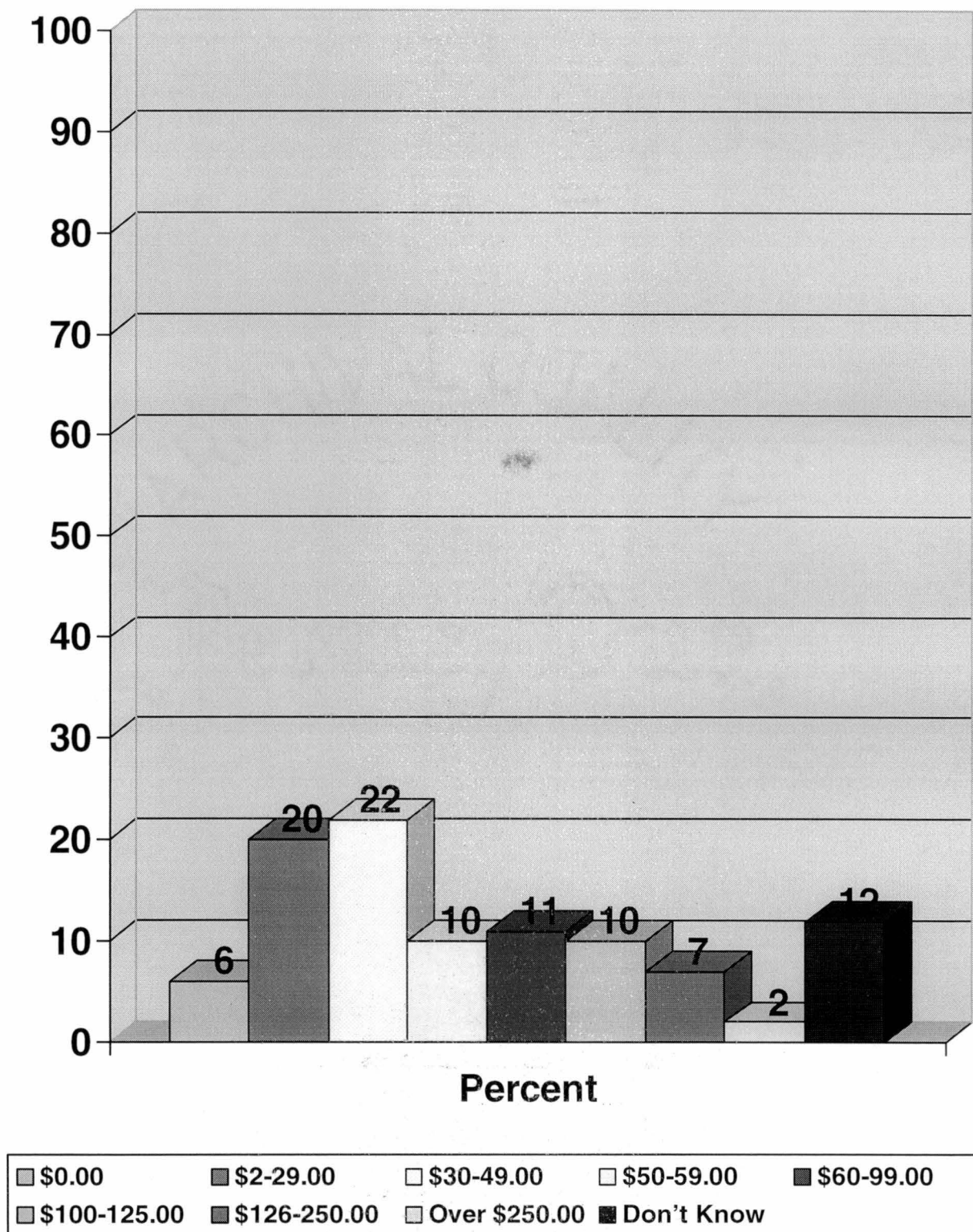
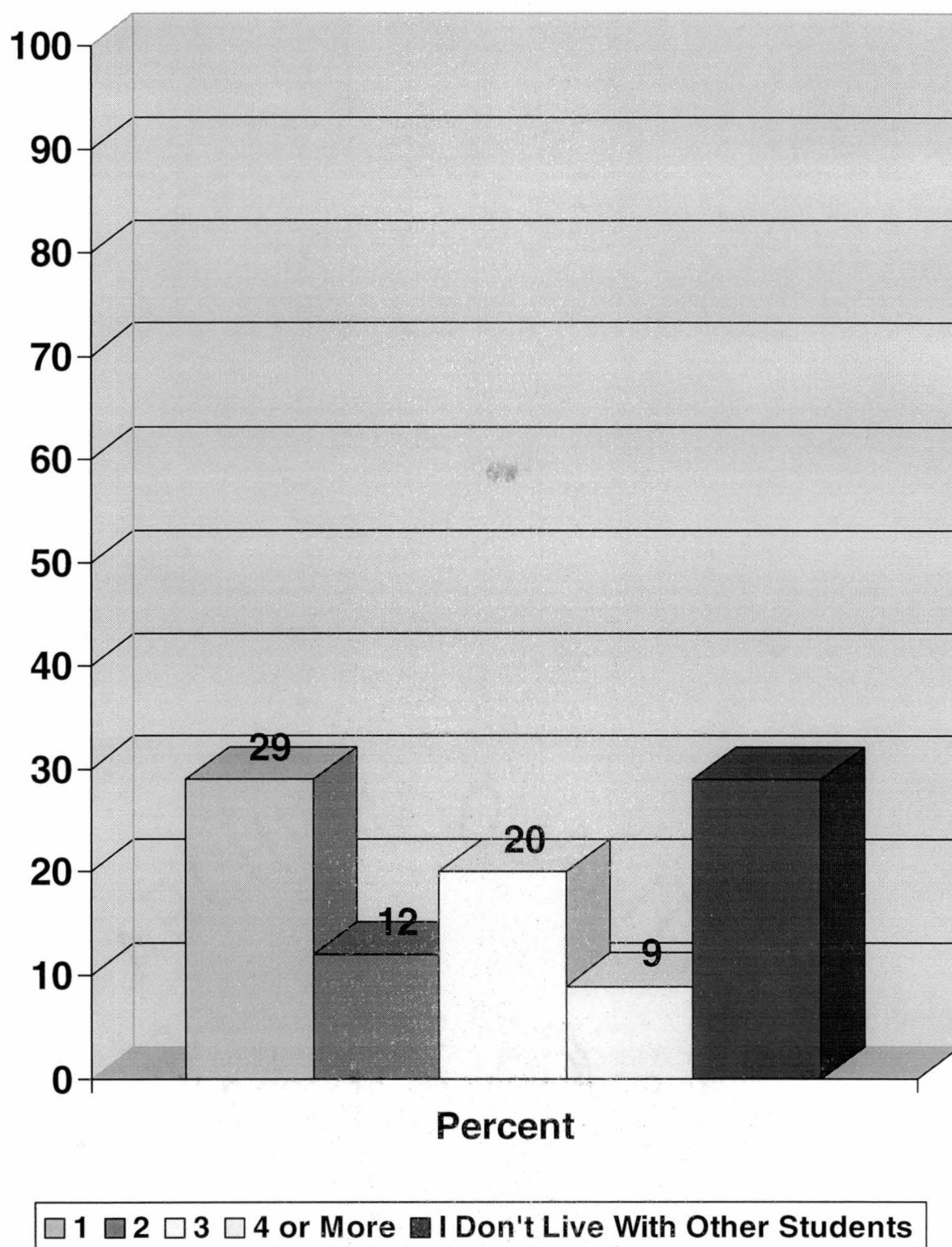


Table 33:
Number of Roommates

"How many other students do you currently live with?"

RESPONSE	FREQUENCY	PERCENT
1	108	29
2	46	12
3	74	20
4 or More	34	9
I Don't Live With Other Students	110	29
Don't Know	4	1
Total	375	100

Figure 32: Number of Current Roommates



VI. Demographic Indicators

Demographic Indicators

Table 34:
Students- Gender

"Gender was imported from the data base"

RESPONSE	FREQUENCY	PERCENT
Male	218	44
Female	282	56
Total	501	100

Figure 33: Respondent Gender

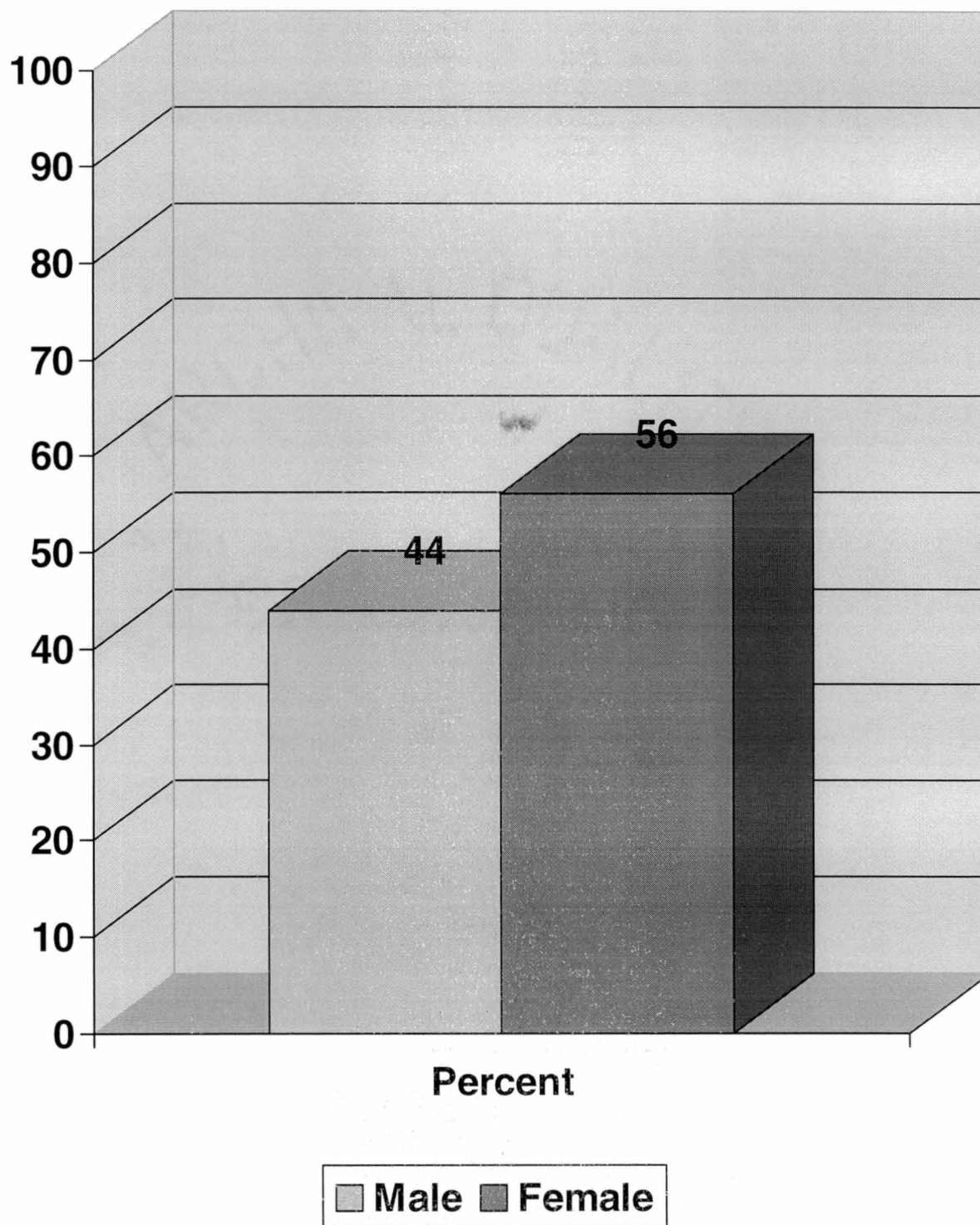


Table 35:
Students- Age

"Date of Birth was imported from the data base"

RESPONSE	FREQUENCY	PERCENT
17	2	0
18	35	7
19	62	12
20	57	11
21	83	17
22	72	14
23	45	9
24	31	6
25	20	4
26-29	28	6
30-39	40	8
40-49	19	4
50+	12	2
Total	501	100

Figure 34: Student Age

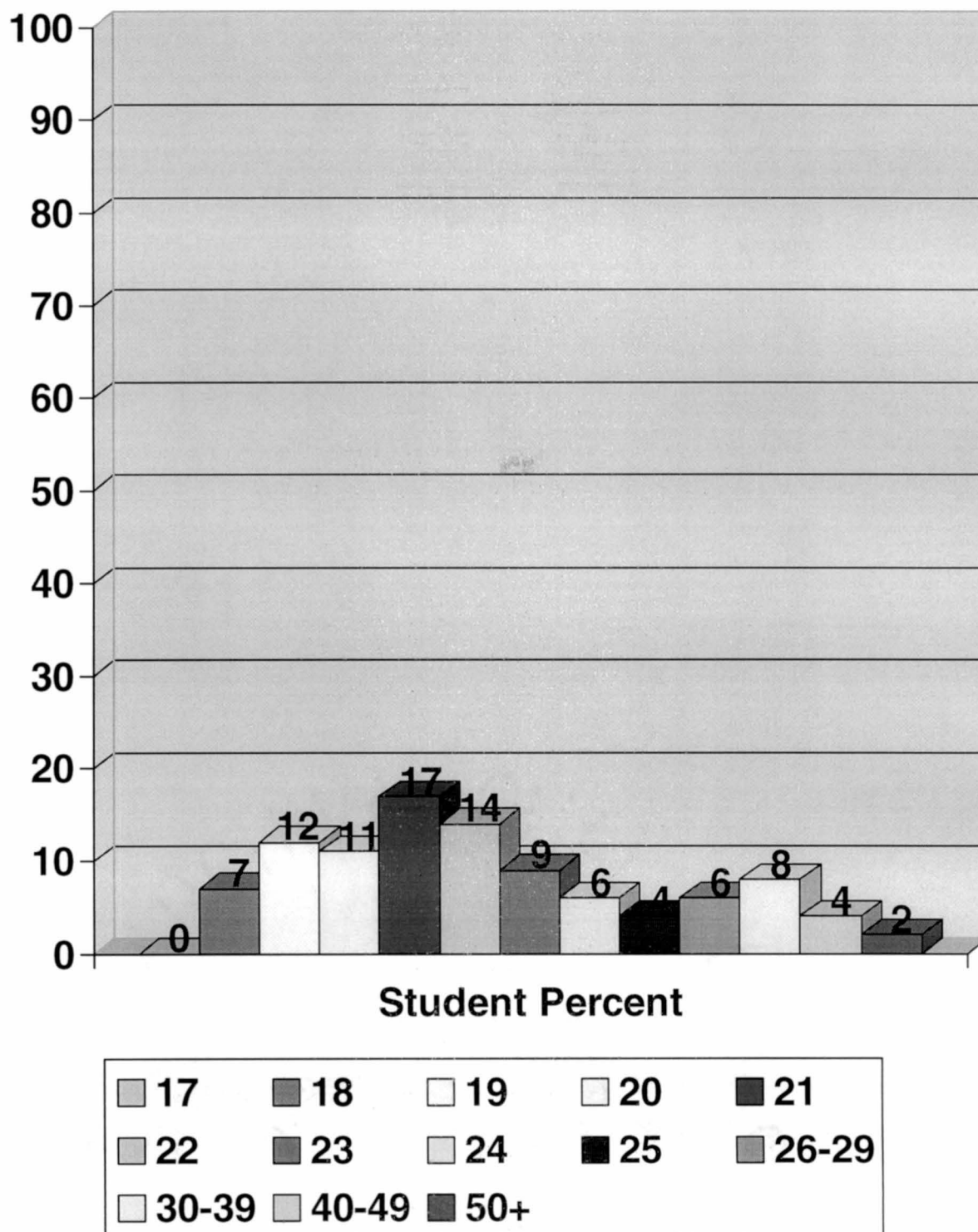


Table 36:
Student Respondents- Place of Residence

"Place of residence was imported from the data base"

RESPONSE	FREQUENCY	PERCENT
On Campus	101	20
Off Campus	100	80
Total	501	100

Figure 35: Student Respondents- Place of Residence

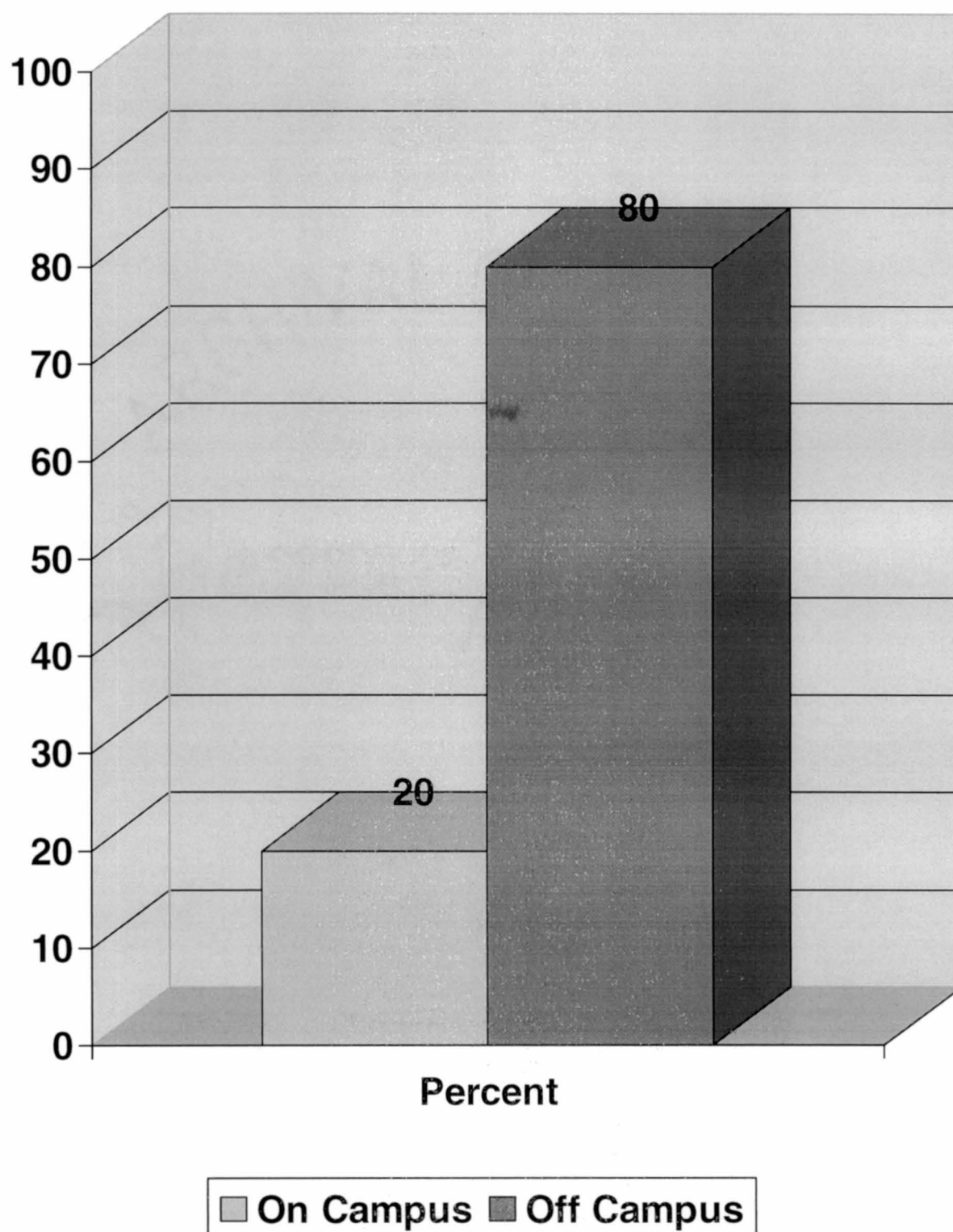


Table 37:
Student Respondents- Year in School

"Respondent year in school was imported from the data base"

RESPONSE	FREQUENCY	PERCENT
Freshman	114	23
Sophomore	93	19
Junior	90	18
Senior	140	28
Special/Graduate/Other	62	14
Total	501	100

Figure 36: Student Respondents- Year in School

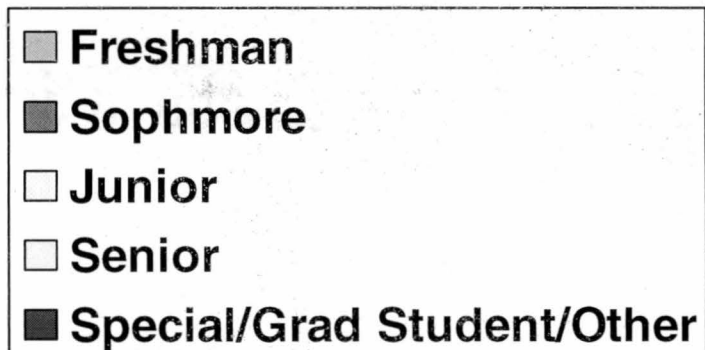
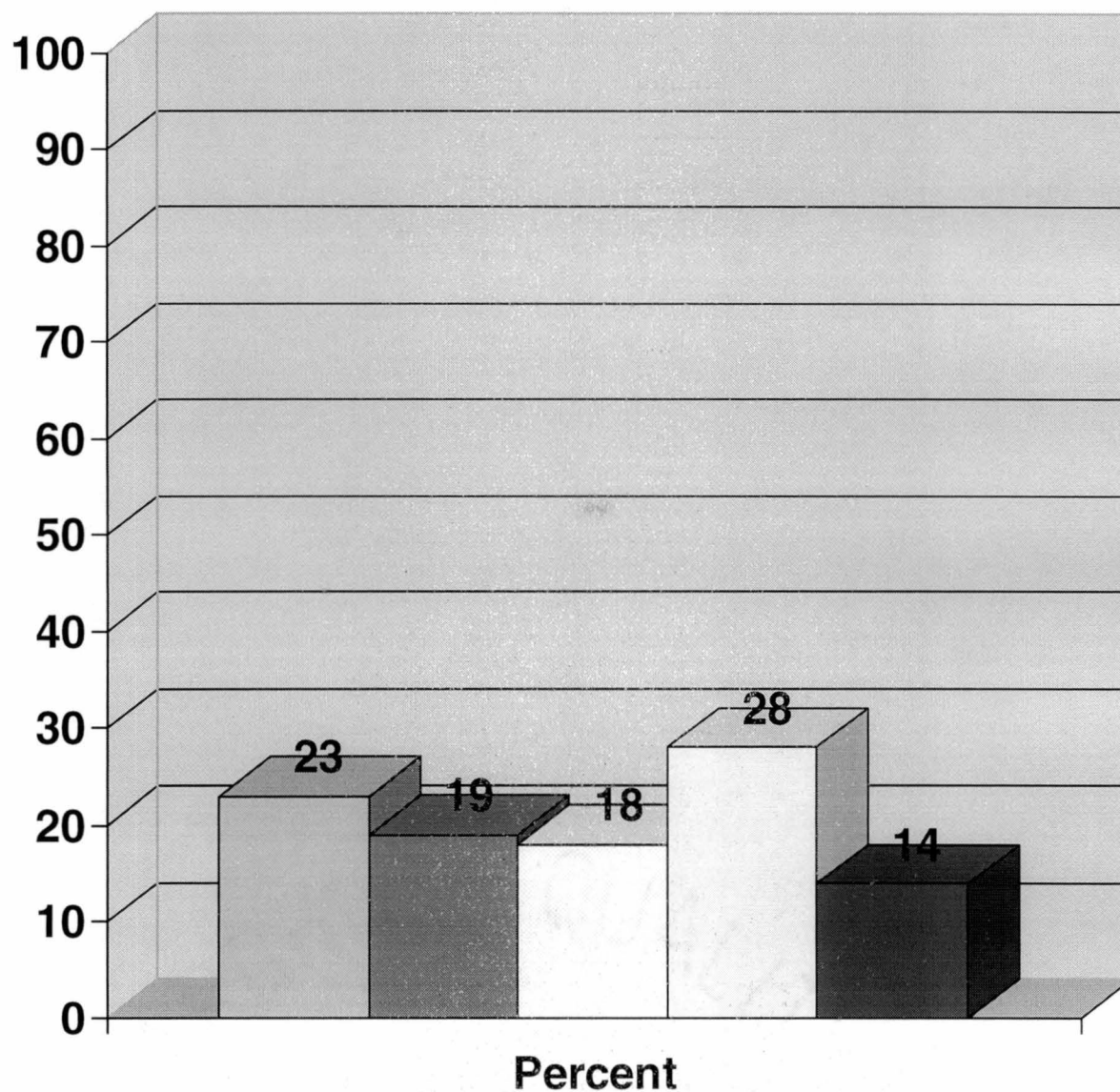
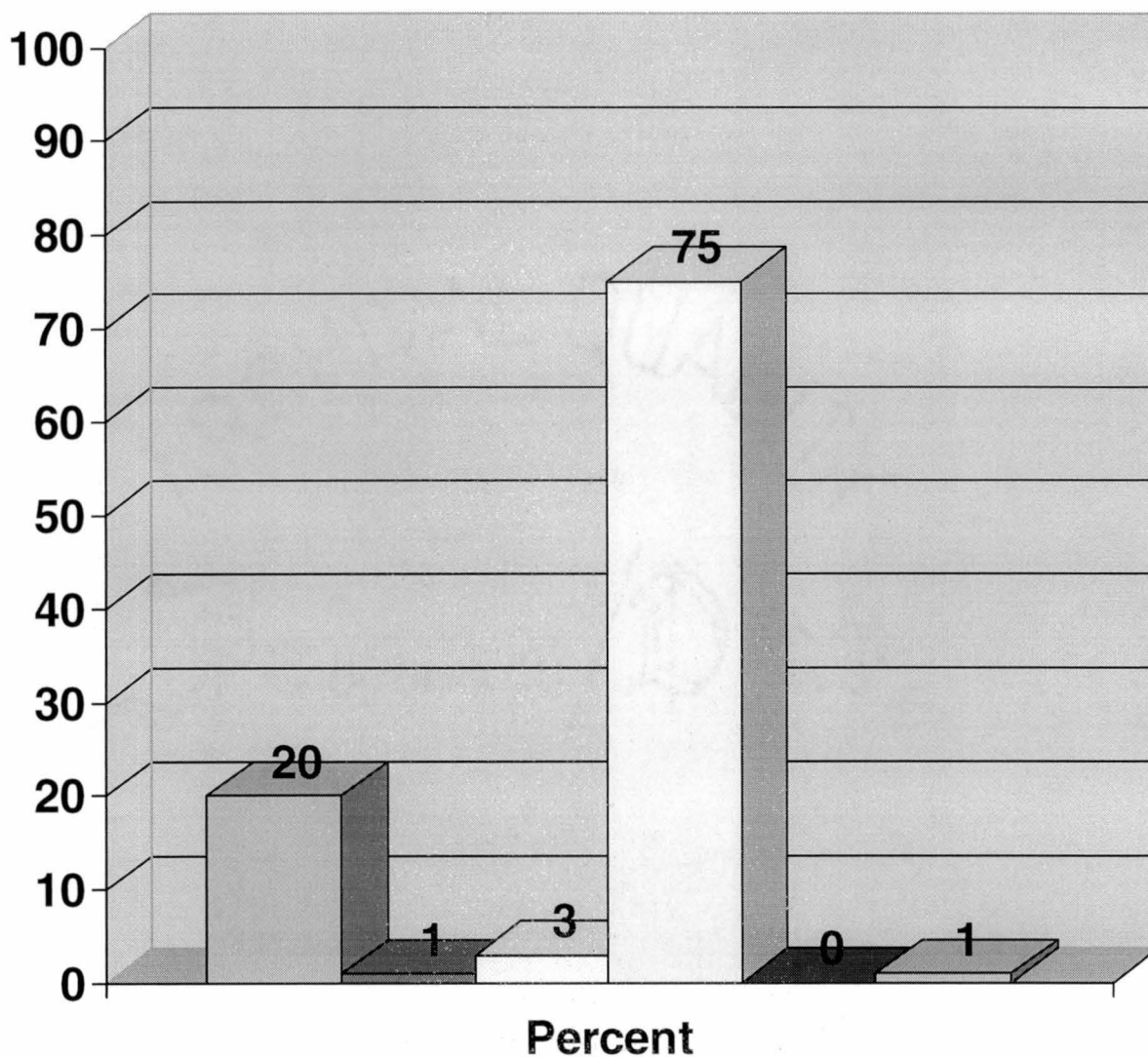


Table 38:
Student Respondents- Ethnic Background

"Respondent ethnic background was imported from the data base"

RESPONSE	FREQUENCY	PERCENT
Unknown	100	20
African American/African	5	1
Asian	16	3
Caucasian	376	75
Hispanic	2	0
Native American	3	1
Total	501	100

Figure 37: Student Respondents- Ethnic Background



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[1] Cooperation rate is determined by adding the completions to the refusals and dividing the completions by the sum of the completions and refusals.