

Sampling People, Records, & Networks

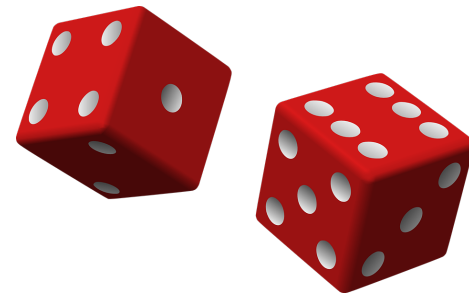
Jim Lepkowski, PhD

Professor & Research Professor *Emeritus*

Institute for Social Research, University of Michigan

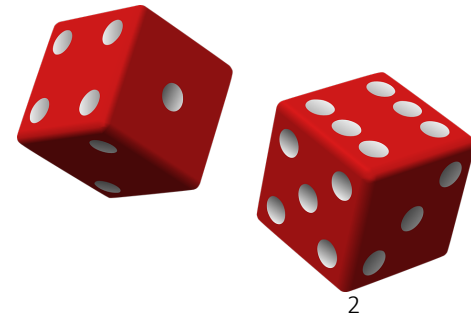
Research Professor,

Joint Program in Survey Methodology, University of Maryland



Unit I

- 1 Research designs ...
 - 2 Surveys
 - 3 Why sample?
 - 4 Why randomize?
 - 5 Types of sampling
 - 6 Evaluating samples
 - 7 Units sampled
- **Unit I: Sampling as a research tool**
 - Lecture 1 – Research design & sampling
 - Lecture 2 – Surveys & sampling
 - Lecture 3 -- Why sample at all?
 - Lecture 4 – Why might we randomize, and how do we do it?
 - Lecture 5 – What happens when we randomize?
 - Lecture 6 – How do we evaluate how good the sample is?
 - Lecture 7 – What kinds of things can we sample?
 - **Unit 2: Mere randomization**
 - **Unit 3: Saving money**
 - **Unit 4: Being more efficient**
 - **Unit 5: Simplifying sampling**
 - **Unit 6: Some extensions & applications**



Unit I

- 1 Research designs ...
- 2 Surveys
- 3 Why sample?
- 4 Why randomize?
- 5 Types of sampling
- 6 Evaluating samples
- 7 Units sampled

- **Unit I: Sampling as a research tool**

- Lecture 1 – Research design & sampling
- Lecture 2 – Surveys & sampling
- **Lecture 3 -- Why sample at all?**
- Lecture 4 – Why might we randomize, and how do we do it?
- Lecture 5 – What happens when we randomize?
- Lecture 6 – How do we evaluate how good the sample is?
- Lecture 7 – What kinds of things can we sample?

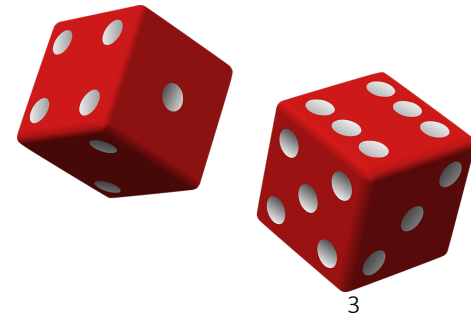
- **Unit 2: Mere randomization**

- **Unit 3: Saving money**

- **Unit 4: Being more efficient**

- **Unit 5: Simplifying sampling**

- **Unit 6: Some extensions & applications**



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

- **Unit 1: Sampling as a research tool**

- Lecture 1 – Research design & sampling
- Lecture 2 – Surveys & sampling
- **Lecture 3 -- Why sample at all?**
- Lecture 4 – Why might we randomize, and how do we do it?
- Lecture 5 – What happens when we randomize?
- Lecture 6 – How do we evaluate how good the sample is?
- Lecture 7 – What kinds of things can we sample?

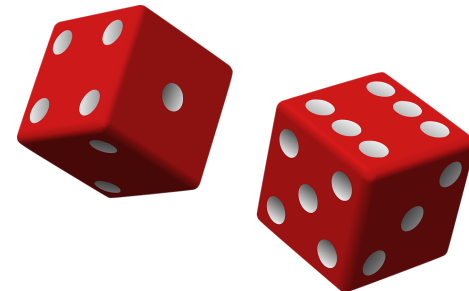
- **Unit 2: Mere randomization**

- **Unit 3: Saving money**

- **Unit 4: Being more efficient**

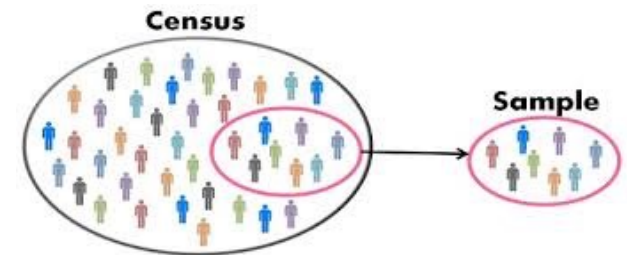
- **Unit 5: Simplifying sampling**

- **Unit 6: Some extensions & applications**



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

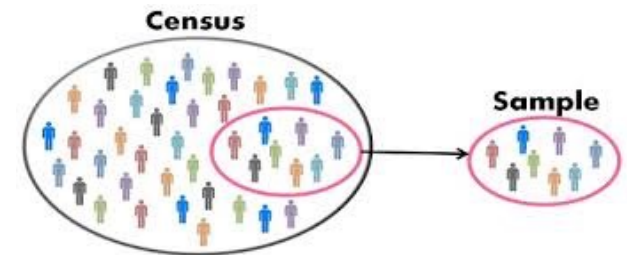
- During conceptualization, a researcher considers the **RELEVANT POPULATION** for evaluating the theory/hypothesis
- In designing the data collection, the researcher has two concerns in mind:
 - External validity
 - Cost/benefit calculations for the overall cost of the study



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

A census involves an enumeration of a population. When the population is large:

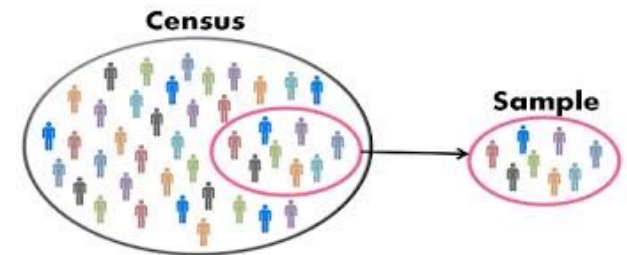
1. It is **costly**
2. It is **time consuming**
3. It may not be feasible with complete precision
(US Census as an example)



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

A **sample** involves a selection of a representative subset of a **population** in order to draw inferences to the population

Collecting data from a sample of a large population is **FAR LESS costly and FAR LESS time consuming**

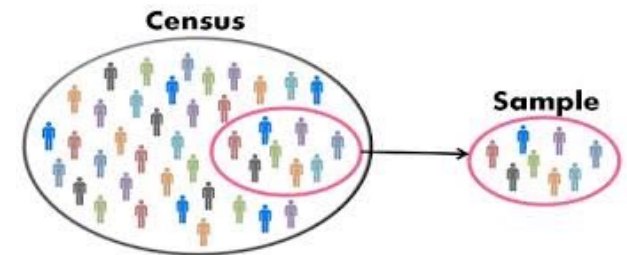


- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

Recruitment directly – **volunteer** samples

Lists, selection, & then recruitment

Lists, selection, recruitment, & **nonresponse**



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

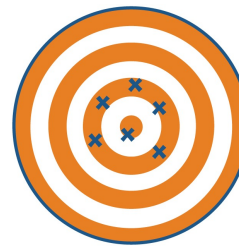
- Because of the cost savings, **sampling** allows a researcher to devote
 - More resources to the collection of **more data** (variables)
 - The **reduction of error** in measurement (reliability and validity)
 - **Better coverage** of the units of analysis
- This fits in with what is called a Total Survey Error perspective



High Accuracy
High Precision



Low Accuracy
High Precision



High Accuracy
Low Precision



Low Accuracy
Low Precision

- Census or sample
 - Accuracy
 - Probabilities
 - Frames
 - Techniques
 - Deficiencies
 - Complex design
- **Non-probability sampling**
 - Haphazard, convenience, or accidental sampling
 - Purposive sampling or expert choice
 - **Quota** sampling
 - Substitution (for nonresponse)
 - Online panels
 - River sampling



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

- **Probability sampling**

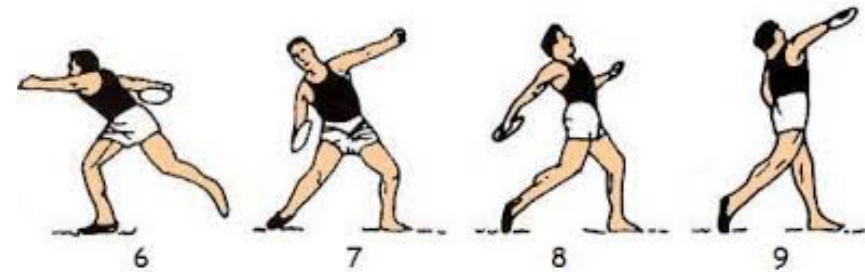
- Simple random selection
- Stratified selection
- Cluster samples
- Systematic samples
- More complex samples: probabilities proportionate to size



- Census or sample
- Accuracy
- Probabilities
- **Frames**
 - List frame
 - Area frame
 - **Problems**
 - Missing elements
 - Duplicate listings
 - Clusters
 - Blanks or ineligibles
- Techniques
- Deficiencies
- Complex design

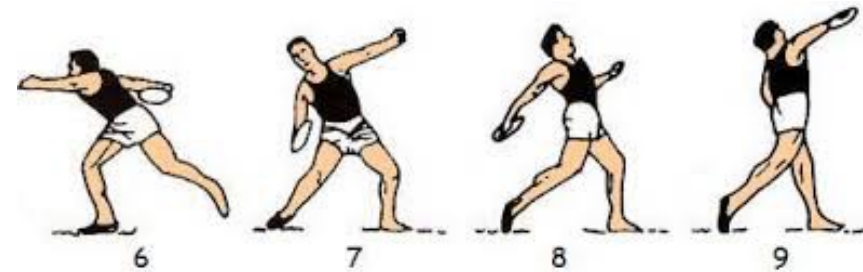


- Census or sample
 - Accuracy
 - Probabilities
 - Frames
 - Techniques
 - Deficiencies
 - Complex design
- Simple random sampling
 - **Systematic** sampling
 - Stratified sampling
 - **Proportionate** allocation
 - Disproportionate allocation



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design

- Cluster sampling
- **Two-stage** sampling
- Probability proportionate to size sampling
- **Stratified probability proportionate to size sampling**
- Multistage sampling
- Multiple phase sampling



- Census or sample
- Accuracy
- Probabilities
- Frames
- Techniques
- Deficiencies
- Complex design
- **Nonresponse**
 - Total/unit
 - Item
- **Noncoverage**
- **Compensation: weighting**
 - Unequal probabilities
 - Nonresponse
 - Noncoverage (poststratification)
 - Make the sample distribution conform to known population distribution



- Census or sample
 - Accuracy
 - Probabilities
 - Frames
 - Techniques
 - Deficiencies
 - Complex design
- **Complex designs typically involve one or more of ...**
 - Stratification
 - Clusters
 - Weights
 - **Estimation becomes complex**
 - Even a **simple mean** or proportion requires non-standard techniques



- Census or sample
 - Accuracy
 - Probabilities
 - Frames
 - Techniques
 - Deficiencies
 - Complex design
- Standard software cannot handle complex sample designs correctly
 - Estimating precision becomes more complex as well
 - Methods of variance estimation must be considered
 - **Taylor** series approximation
 - Balanced or Jackknife repeated **replication**
 - Computer software available for these methods
 - Requires **stratum**, **cluster**, and **weight** on each sample record



Unit I

- 1 Research designs ...
 - 2 Surveys
 - 3 Why sample?
 - 4 Why randomize?
 - 5 Types of sampling
 - 6 Evaluating samples
 - 7 Units sampled
- **Unit I: Sampling as a research tool**
 - Lecture 1 – Research design & sampling
 - Lecture 2 – Surveys & sampling
 - Lecture 3 -- Why sample at all?
 - Lecture 4 – Why might we randomize, and how do we do it?
 - Lecture 5 – What happens when we randomize?
 - Lecture 6 – How do we evaluate how good the sample is?
 - Lecture 7 – What kinds of things can we sample?
 - **Unit 2: Mere randomization**
 - **Unit 3: Saving money**
 - **Unit 4: Being more efficient**
 - **Unit 5: Simplifying sampling**
 - **Unit 6: Some extensions & applications**

