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| 1. An important consideration for assessing the overall quality of a data collection effort is the   |  |  |  | | --- | --- | --- | |  | a. | bias rate. | |  | b. | response rate. | |  | c. | collection rate. | |  | d. | eligibility rate. | |  | e. | interview rate. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | An important consideration for assessing the overall quality of a data collection effort is the response rate. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 1:23 AM | | *DATE MODIFIED:* | 7/31/2017 1:24 AM | |

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| 2. The results of a study based on a sample are a combination of   |  |  |  | | --- | --- | --- | |  | a. | truth and office error. | |  | b. | sampling error and noncoverage error. | |  | c. | response and nonresponse error. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these represent the components of the results of a study based on a sample. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 1:26 AM | | *DATE MODIFIED:* | 9/21/2017 10:15 AM | |

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| 3. The difference between the results obtained for a sample, and the results we would have obtained had we gathered information from the entire population is (the)   |  |  |  | | --- | --- | --- | |  | a. | nonresponse error. | |  | b. | nonsampling error. | |  | c. | sampling error. | |  | d. | noncoverage error. | |  | e. | office error. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | This describes a sampling error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:17 AM | | *DATE MODIFIED:* | 7/31/2017 2:18 AM | |

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| 4. Sampling errors can be decreased by   |  |  |  | | --- | --- | --- | |  | a. | decreasing the number of observations. | |  | b. | increasing the sample size. | |  | c. | providing better training for interviewers. | |  | d. | improving the data collection method. | |  | e. | using a quota sample. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Sampling errors can be decreased by increasing the sample size. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:20 AM | | *DATE MODIFIED:* | 7/31/2017 2:21 AM | |

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| 5. Sampling error is reflected in the   |  |  |  | | --- | --- | --- | |  | a. | sampling distribution of the statistic. | |  | b. | contact rate. | |  | c. | eligibility requirement. | |  | d. | development of the sampling frame. | |  | e. | number of callbacks needed to complete the survey. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Sampling error is reflected in the sampling distribution of the statistic. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:23 AM | | *DATE MODIFIED:* | 7/31/2017 2:24 AM | |

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| 6. Nonsampling errors occur because of errors in   |  |  |  | | --- | --- | --- | |  | a. | conceptionalization of the response project. | |  | b. | reporting the results of a project. | |  | c. | arithmetic. | |  | d. | interpreting respondent replies. | |  | e. | All of these are nonsampling errors. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these represent errors that cause nonsampling error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:30 AM | | *DATE MODIFIED:* | 7/31/2017 2:31 AM | |

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| 7. Which of the following is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | It is not difficult to estimate the size and effects of nonsampling errors. | |  | b. | Reduction of nonsampling error depends on improving method. | |  | c. | Nonsampling errors are not as manageable as sampling errors. | |  | d. | Nonsampling errors arise from weaknesses in research procedure. They are likely to increase with increases in the sample size. | |  | e. | Nonsampling errors contribute more than sampling errors to total error in most surveys. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | All of these are true statements except that it is not difficult to estimate the size and effects of nonsampling errors. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:33 AM | | *DATE MODIFIED:* | 7/31/2017 2:33 AM | |

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| 8. Which of the following is TRUE concerning sampling errors?   |  |  |  | | --- | --- | --- | |  | a. | Sampling errors can be reduced by improving data collection methods. | |  | b. | The degree of sampling error can be estimated. | |  | c. | Sampling errors have been consistently shown to be the major contributor to total survey error. | |  | d. | Sampling errors are frequently the most important errors that arise in research. | |  | e. | It is difficult to estimate the size and effects of sampling errors. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The degree of sampling error can be estimated. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:35 AM | | *DATE MODIFIED:* | 7/31/2017 2:41 AM | |

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| 9. The best way to reduce nonsampling errors is to   |  |  |  | | --- | --- | --- | |  | a. | increase sample size. | |  | b. | improve data collection techniques. | |  | c. | offer incentives to respondents. | |  | d. | substitute the next house on the block for not-at-homes. | |  | e. | Nonsampling errors cannot be reduced. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The best way to reduce nonsampling errors is to improve data collection techniques. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 2:58 AM | | *DATE MODIFIED:* | 7/31/2017 2:59 AM | |

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| 10. Which of the following is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Noncoverage, nonsampling error is best treated by increasing the sample size that is selected. | |  | b. | Noncoverage, nonsampling error is essentially a sampling frame problem and if clear, complete, up-to-date sampling frames exist, noncoverage is not likely to be a problem. | |  | c. | While noncoverage can be a source of bias, overcoverage is not. In fact, overcoverage may improve estimates, as it means that the sample size is larger than initially planned at no increase in cost. | |  | d. | Noncoverage bias is essentially eliminated with quota samples. | |  | e. | Noncoverage error can be statistically estimated. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Noncoverage, nonsampling error is essentially a sampling frame problem and if clear, complete, up-to-date sampling frames exist, noncoverage is not likely to be a problem. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:24 AM | | *DATE MODIFIED:* | 7/31/2017 3:27 AM | |

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| 11. Which of the following statement is TRUE about nonsampling errors?   |  |  |  | | --- | --- | --- | |  | a. | They are as identifiable as sampling errors. | |  | b. | They decrease with sample size. | |  | c. | They may increase with sample size. | |  | d. | They are easy to estimate. | |  | e. | They have minimal impact on overall survey error. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *DATE CREATED:* | 7/31/2017 3:28 AM | | *DATE MODIFIED:* | 7/31/2017 3:30 AM | |

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| 12. Nonsampling errors   |  |  |  | | --- | --- | --- | |  | a. | are random. | |  | b. | are non-random. | |  | c. | tend to bias sample statistics. | |  | d. | None of these are correct. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these describe nonsampling errors. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:31 AM | | *DATE MODIFIED:* | 9/21/2017 10:15 AM | |

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| 13. One difference between sampling and nonsampling errors is that as sample size increases, sampling errors will \_\_\_\_ while nonsampling errors \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | decrease, may even increase | |  | b. | increase, decrease | |  | c. | remain the same, may even increase | |  | d. | increase, remain the same | |  | e. | decrease, remain the same |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | One difference between sampling and nonsampling errors is that as sample size increases, sampling errors will decrease while nonsampling errors may even increase. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:33 AM | | *DATE MODIFIED:* | 7/31/2017 3:34 AM | |

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| 14. A researcher investigating the consumption of sugar takes a random sample from the population and computes the mean sugar consumption. He repeats the procedure a number of times using the exact same procedure and finds the means obtained vary from sample to sample. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | systematic error. | |  | b. | sampling error. | |  | c. | nonsampling error. | |  | d. | noncoverage error. | |  | e. | response error. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | This describes a sampling error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:35 AM | | *DATE MODIFIED:* | 7/31/2017 3:36 AM | |

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| 15. Increasing sample size \_\_\_\_ but may also \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | decreases sampling error, increase nonsampling error | |  | b. | has no influence on sampling error, increase nonsampling error | |  | c. | increases nonsampling error, increase sampling error | |  | d. | increases sampling error, increase nonsampling error | |  | e. | decreases nonsampling error, decrease sampling error |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Increasing sample size decreases sampling error but may also increase nonsampling error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:37 AM | | *DATE MODIFIED:* | 7/31/2017 3:38 AM | |

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| 16. Failure to include some units, or entire sections, of the defined survey population in the actual operational sampling frame represents   |  |  |  | | --- | --- | --- | |  | a. | noncoverage error. | |  | b. | nonresponse error. | |  | c. | sampling error. | |  | d. | random error. | |  | e. | observation error. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | This describes noncoverage error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:40 AM | | *DATE MODIFIED:* | 7/31/2017 3:41 AM | |

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| 17. Which of the following is NOT an example of a nonsampling error?   |  |  |  | | --- | --- | --- | |  | a. | Using a telephone directory as a sampling frame | |  | b. | Choosing a quota sample by strictly adhering to the response instructions | |  | c. | Using a city map purchased in a gas station as the sampling frame | |  | d. | Using state car title records as a sampling frame | |  | e. | All of these are examples of non-sampling errors. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | All of these are examples of nonsampling errors except choosing a quota sample by strictly adhering to the response instructions. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:42 AM | | *DATE MODIFIED:* | 7/31/2017 3:42 AM | |

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| 18. Which of the following is essentially a sampling frame problem?   |  |  |  | | --- | --- | --- | |  | a. | Refusals | |  | b. | No one at home | |  | c. | Observation errors | |  | d. | Noncoverage errors | |  | e. | Designated respondent not at home when interviewer calls |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Noncoverage errors are essentially a sampling frame problem. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:43 AM | | *DATE MODIFIED:* | 7/31/2017 3:44 AM | |

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| 19. Which of the following statements about sampling errors are TRUE?   |  |  |  | | --- | --- | --- | |  | a. | They are more manageable than other kinds of errors. | |  | b. | Estimating sampling error can correct for errors caused by the questions themselves. | |  | c. | Increasing the sample size can reduce sampling error. | |  | d. | All of these are correct. | |  | e. | They are more manageable than other kinds of errors, and increasing the sample size can reduce sampling error. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | Sampling errors are more manageable than other kinds of errors and increasing the sample size can reduce sampling error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:46 AM | | *DATE MODIFIED:* | 9/21/2017 10:16 AM | |

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| 20. The potential problem in any project for which data is not collected from ALL respondents selected for the sample is   |  |  |  | | --- | --- | --- | |  | a. | nonresponse error. | |  | b. | overcoverage error. | |  | c. | response error. | |  | d. | sampling error. | |  | e. | office error. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The potential problem in any project for which data is not collected from ALL respondents selected for the sample is nonresponse error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:47 AM | | *DATE MODIFIED:* | 7/31/2017 3:48 AM | |

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| 21. Which of the following are valid strategies for dealing with not-at-homes?   |  |  |  | | --- | --- | --- | |  | a. | Smaller samples with a greater emphasis on generating a response | |  | b. | Callbacks | |  | c. | Substitutes | |  | d. | Smaller samples with a greater emphasis on generating a response and callbacks | |  | e. | Callbacks and substitutes |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Smaller samples with a greater emphasis on generating a response and callbacks are valid strategies for dealing with not-at-home. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:49 AM | | *DATE MODIFIED:* | 9/21/2017 10:18 AM | |

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| 22. Which of these sampling frames is most likely to produce the largest noncoverage bias problem?   |  |  |  | | --- | --- | --- | |  | a. | Declared marketing majors in the College of Business | |  | b. | The metropolitan area telephone book | |  | c. | A department store's charge account customers | |  | d. | Heads of households in the graduate student apartment complex | |  | e. | Clients of an insurance office |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The metropolitan area telephone book is most likely to produce the largest noncoverage bias problem. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:51 AM | | *DATE MODIFIED:* | 7/31/2017 3:52 AM | |

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| 23. Duplication in the list of sampling units results in   |  |  |  | | --- | --- | --- | |  | a. | sampling error. | |  | b. | data collection error. | |  | c. | systematic error. | |  | d. | response error. | |  | e. | overcoverage error. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | Duplication in the list of sampling units results in overcoverage error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:53 AM | | *DATE MODIFIED:* | 7/31/2017 8:01 AM | |

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| 24. Response error can be caused by   |  |  |  | | --- | --- | --- | |  | a. | poorly written items. | |  | b. | respondent's attitudes and emotions. | |  | c. | interviewer bias. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these are potential causes of response error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:56 AM | | *DATE MODIFIED:* | 9/21/2017 10:18 AM | |

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| 25. Common problems of using lists as sampling frames include   |  |  |  | | --- | --- | --- | |  | a. | the list is not up-to-date. | |  | b. | ineligibles are included in the list. | |  | c. | duplicates are included in the list. | |  | d. | some members of the desired population are not on the list. | |  | e. | All of these are common problems of using lists. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these are common problems of using lists. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 3:58 AM | | *DATE MODIFIED:* | 7/31/2017 3:59 AM | |

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| 26. Noncoverage error is NOT a problem for which of the following sampling frames?   |  |  |  | | --- | --- | --- | |  | a. | Phone book | |  | b. | Mailing list | |  | c. | Map | |  | d. | None of these have a potential noncoverage problem. | |  | e. | All of these potentially have a noncoverage problem. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these potentially have a noncoverage problem. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:01 AM | | *DATE MODIFIED:* | 7/31/2017 4:02 AM | |

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| 27. Nonsampling error includes all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | noncoverage error. | |  | b. | office error. | |  | c. | response error. | |  | d. | quota error. | |  | e. | nonresponse error. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these are nonsampling errors except quota error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:02 AM | | *DATE MODIFIED:* | 7/31/2017 4:03 AM | |

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| 28. Which of the following is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Noncoverage is a problem in mail and e-mail surveys. | |  | b. | For some studies, clear, convenient, and complete sampling frames exist. | |  | c. | Overcoverage error poses a relatively common problem with sampling frames. | |  | d. | None of these are false. | |  | e. | All of these are false. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | None of these are false. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:05 AM | | *DATE MODIFIED:* | 7/31/2017 4:17 AM | |

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| 29. The owner of Patty's Pizza Parlor wants to measure consumer awareness of the restaurant and uses the local telephone directory to draw a sample from which to survey the townspeople. However, some people do not have a telephone. This represents what type of problem?   |  |  |  | | --- | --- | --- | |  | a. | Sampling error | |  | b. | Nonresponse error | |  | c. | Noncoverage error | |  | d. | Response error | |  | e. | Office error |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | This represents a noncoverage error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:40 AM | | *DATE MODIFIED:* | 7/31/2017 4:41 AM | |

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| 30. Which of the following statements is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | For most surveys, overcoverage is more common than noncoverage. | |  | b. | Noncoverage error is not a problem in every survey. | |  | c. | Noncoverage bias can be reduced by increasing the sample size. | |  | d. | Families with several phone listings have a lower probability of being included in the sample than do sampling units with one listing. | |  | e. | All of these statements are false. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Noncoverage error is not a problem in every survey. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:42 AM | | *DATE MODIFIED:* | 7/31/2017 4:43 AM | |

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| 31. Which of the following is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Nonresponse error is a potential problem in any project for which data are not collected from all respondents selected for the sample. | |  | b. | Nonresponse error only occurs when those who respond are systematically different from those who do not respond in some important way. | |  | c. | Refusal bias applies to projects using all forms of data collection. | |  | d. | The degree of nonresponse error is easy to assess. | |  | e. | All of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these are true statements except the degree of nonresponse error is easy to assess. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:44 AM | | *DATE MODIFIED:* | 7/31/2017 4:53 AM | |

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| 32. The probability of finding someone home is greater for   |  |  |  | | --- | --- | --- | |  | a. | high-income families. | |  | b. | low-income families. | |  | c. | low-income and urban families. | |  | d. | urban families. | |  | e. | low-income and rural families. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | The probability of finding someone home is greater for low-income families and rural families. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:54 AM | | *DATE MODIFIED:* | 9/21/2017 10:19 AM | |

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| 33. Nonresponse error represents   |  |  |  | | --- | --- | --- | |  | a. | a measure of the difference between the size of the population and the size of the sample. | |  | b. | the number of sampling units not contacted on the first attempt. | |  | c. | a random distribution of unanswered questions. | |  | d. | a failure to obtain information from sampling units. | |  | e. | a uniform distribution of uncontacted respondents. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Nonresponse error represents a failure to obtain information from sampling units. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 4:57 AM | | *DATE MODIFIED:* | 7/31/2017 4:58 AM | |

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| 34. A random sample of 5,000 households are selected for interviews with the following results: “1,010 completed interviews; 864 refusals by the respondent; 3,126 no answer/not at home”. The response rate is   |  |  |  | | --- | --- | --- | |  | a. | 19%. | |  | b. | 20%. | |  | c. | 36%. | |  | d. | 38%. | |  | e. | 51%. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The response rate is 20%. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 5:01 AM | | *DATE MODIFIED:* | 7/31/2017 5:02 AM | |

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| 35. Which of these contributes to the nonresponse bias in a telephone survey? Let 1 = no answer; 2 = not at home when contacted; 3 = disconnected; 4 = refused to participate in the study   |  |  |  | | --- | --- | --- | |  | a. | 1, 2 | |  | b. | 1, 2, 3 | |  | c. | 3, 4 | |  | d. | 2, 4 | |  | e. | 1, 2, 3, 4 |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | 1, 2, 3, 4. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:04 AM | | *DATE MODIFIED:* | 9/21/2017 10:21 AM | |

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| 36. Which of the following is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The main sources of nonresponse bias are not-at-homes and refusals. | |  | b. | The type of incentive used to reduce nonresponse may create another potential bias. | |  | c. | Technological advancements have helped researchers overcome the not-at-home problem. | |  | d. | Using incentives to reduce the nonresponse rate may inflate response errors. | |  | e. | Not-at-homes and refusals are both sources of error in telephone surveys. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | All of these are true statements except that technological advancements have helped researchers overcome the not-at-home problem. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:07 AM | | *DATE MODIFIED:* | 7/31/2017 5:09 AM | |

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| 37. Which of the following are most likely to be home when an interviewer calls during a weekday?   |  |  |  | | --- | --- | --- | |  | a. | Married women without children | |  | b. | Single women | |  | c. | Married men | |  | d. | Married women with young children | |  | e. | Single men |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Married women with young children are most likely to be home when an interviewer calls during a weekday. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:12 AM | | *DATE MODIFIED:* | 7/31/2017 5:13 AM | |

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| 38. The best way to deal with respondents not knowing the answer to a question is   |  |  |  | | --- | --- | --- | |  | a. | perform sufficient exploratory research and questionnaire pretesting to understand what the population members are likely to know—or not know. | |  | b. | provide a "Don't know" response option. | |  | c. | increase the sample size. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The best way to deal with respondents not knowing the answer to a question is perform sufficient exploratory research and questionnaire pretesting to understand what the population members are likely to know—or not know. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:14 AM | | *DATE MODIFIED:* | 9/21/2017 10:21 AM | |

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| 39. The potential problem(s) of personal or telephone interviews that use open-ended questions include which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Interviewer bias | |  | b. | Recording errors | |  | c. | Interviewer cheating | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these are potential problems. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:15 AM | | *DATE MODIFIED:* | 9/21/2017 10:22 AM | |

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| 40. The error a researcher should work most to minimize is   |  |  |  | | --- | --- | --- | |  | a. | response error. | |  | b. | total error. | |  | c. | sample error. | |  | d. | nonresponse error. | |  | e. | office error. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The error a researcher should work most to minimize is total error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:17 AM | | *DATE MODIFIED:* | 7/31/2017 5:18 AM | |

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| 41. Office errors tend to occur during which stages of a project?   |  |  |  | | --- | --- | --- | |  | a. | Data collection | |  | b. | Editing | |  | c. | Coding | |  | d. | All of these are correct. | |  | e. | Editing and coding |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | Office errors tend to occur during editing and coding. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:19 AM | | *DATE MODIFIED:* | 9/21/2017 10:22 AM | |

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| 42. Higher response rates usually suggest   |  |  |  | | --- | --- | --- | |  | a. | the sample size was too small. | |  | b. | interviewer cheating. | |  | c. | fewer problems with nonresponse bias. | |  | d. | poor questionnaire design. | |  | e. | lack of interest among respondents. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Higher response rates usually suggest fewer problems with nonresponse bias. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:21 AM | | *DATE MODIFIED:* | 7/31/2017 5:22 AM | |

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| 43. An interviewer finds that a subject is not at home; to complete his sample, he substitutes the nearest available subject for the missing subject. This practice is   |  |  |  | | --- | --- | --- | |  | a. | reasonable and provides accurate results. | |  | b. | not recommended as it complicates the problems by increasing the proportion of at-homes in the sample. | |  | c. | recommended even though it increases the proportion of at-homes. | |  | d. | unreasonable although the results are generally accurate. | |  | e. | probably the best available technique for handling the not-at-home problem. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | This practice is not recommended, as it complicates the problems by increasing the proportion of at-homes in the sample. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:23 AM | | *DATE MODIFIED:* | 7/31/2017 5:24 AM | |

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| 44. A researcher wishes to have an indicator of the overall quality of a data collection effort. Which indicator should the researcher review?   |  |  |  | | --- | --- | --- | |  | a. | Response rate | |  | b. | Contact rate | |  | c. | Eligibility percentage | |  | d. | Confidence interval | |  | e. | Sample size |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The research should review the response rate. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:25 AM | | *DATE MODIFIED:* | 7/31/2017 5:25 AM | |

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| 45. For an online survey or mail survey for which everyone in the sample frame is qualified to respond, which of the following inputs is NOT needed to calculate the response rate?   |  |  |  | | --- | --- | --- | |  | a. | Number of usable questionnaires | |  | b. | Number of contacts attempted | |  | c. | Eligibility percentage | |  | d. | Number of wrong addresses | |  | e. | All of these are required. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | All of these inputs are needed to calculate response rate except eligibility percentage. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 5:26 AM | | *DATE MODIFIED:* | 7/31/2017 5:27 AM | |

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| 46. During a recent telephone survey, the data collection effort produced the following results: completed interviews = 400; refusals = 200; not-at-home = 40. What is the response rate in this particular situation?   |  |  |  | | --- | --- | --- | |  | a. | 67% | |  | b. | 44% | |  | c. | 100% | |  | d. | 40% | |  | e. | 50% |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The response rate is 40%. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 5:28 AM | | *DATE MODIFIED:* | 7/31/2017 5:29 AM | |

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| 47. The number provided by the calculation, "number of completed interviews" divided by the sum of "number of completed interviews" and "number of ineligibles", is called the   |  |  |  | | --- | --- | --- | |  | a. | response rate. | |  | b. | eligibility percentage. | |  | c. | completeness percentage. | |  | d. | refusal ratio. | |  | e. | nonresponse rate. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The number provided by the calculation, "number of completed interviews" divided by the sum of "number of completed interviews" and "number of ineligibles", is called the eligibility percentage. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 5:30 AM | | *DATE MODIFIED:* | 7/31/2017 5:30 AM | |

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| 48. Which of the following is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | The percentage of not-at-homes has been decreasing for a long time. | |  | b. | Answering machines help interviewers schedule callback times. | |  | c. | It is much easier to find a "responsible adult" at home than a specific respondent. | |  | d. | One to two calls are often needed to reach three-fourths of the sample of households. | |  | e. | To maintain consistency, callbacks should be made at the same time as the original call. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | It is much easier to find a "responsible adult" at home than a specific respondent. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:32 AM | | *DATE MODIFIED:* | 7/31/2017 5:32 AM | |

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| 49. An interviewer is assigned to interview 123 households. A total of 52 interviews are completed, with 19 of the household determined to be ineligible. What is the eligibility percentage for this project?   |  |  |  | | --- | --- | --- | |  | a. | 73% | |  | b. | 87% | |  | c. | 37% | |  | d. | 42% | |  | e. | Cannot be determined from the information given |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The eligibility percentage is 73%. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 5:33 AM | | *DATE MODIFIED:* | 7/31/2017 5:34 AM | |

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| 50. The factor that probably has the biggest impact on response rate is   |  |  |  | | --- | --- | --- | |  | a. | survey length. | |  | b. | sample pool interest in the survey topic. | |  | c. | guarantee of confidentiality or anonymity. | |  | d. | interviewer characteristics or training. | |  | e. | response incentives. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The factor that probably has the biggest impact on response rate is sample pool interest in the survey topic. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 5:37 AM | | *DATE MODIFIED:* | 7/31/2017 5:38 AM | |

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| 51. The refusal problem is the main source of nonresponse bias for a(n)   |  |  |  | | --- | --- | --- | |  | a. | interview. | |  | b. | completely randomized experimental design. | |  | c. | mail survey. | |  | d. | field study. | |  | e. | panel. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The refusal problem is the main source of nonresponse bias for a mail survey. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:41 AM | | *DATE MODIFIED:* | 7/31/2017 5:41 AM | |

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| 52. Blame for response errors usually falls on the   |  |  |  | | --- | --- | --- | |  | a. | researcher. | |  | b. | respondent. | |  | c. | Both a and b are correct. | |  | d. | Response errors are no one's fault. | |  | e. | It does not matter whose fault it is because response errors do not cause significant problems. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Blame for response errors usually falls on the researcher and respondent. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:42 AM | | *DATE MODIFIED:* | 7/31/2017 5:43 AM | |

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| 53. The rate of refusals depends on the   |  |  |  | | --- | --- | --- | |  | a. | respondent attitude at the time of initial contact. | |  | b. | reason for the contact. | |  | c. | place where contact was initiated. | |  | d. | None of these are correct. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these affect the rate of refusals. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:44 AM | | *DATE MODIFIED:* | 9/21/2017 10:23 AM | |

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| 54. The empirical evidence suggests which of the following does NOT affect the refusal rate?   |  |  |  | | --- | --- | --- | |  | a. | Nature of the respondent | |  | b. | Sponsor of the research | |  | c. | Nature of the subject | |  | d. | Circumstances surrounding the contact | |  | e. | All of these affect the refusal rate. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these affect the refusal rate. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:46 AM | | *DATE MODIFIED:* | 7/31/2017 5:47 AM | |

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| 55. Which of the following statements concerning response errors is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Respondents who understand a question may not always provide a truthful answer to the question. | |  | b. | It is possible that a respondent may understand a question correctly but not actually know the answer to the question. | |  | c. | Providing a "don't know" response category will often create difficulties in data analysis. | |  | d. | Pre-testing the questionnaire with members of the relevant population is generally not effective at eliminating problems due to respondents misunderstanding questionnaire items. | |  | e. | All of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of the statements are true except that pre-testing the questionnaire with members of the relevant population is generally not effective at eliminating problems due to respondents misunderstanding questionnaire items. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:48 AM | | *DATE MODIFIED:* | 7/31/2017 5:49 AM | |

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| 56. Refusals are a more important source of nonresponse bias than the not-at-home problem in   |  |  |  | | --- | --- | --- | |  | a. | personal interviews. | |  | b. | mail surveys. | |  | c. | telephone surveys. | |  | d. | None of these are correct. | |  | e. | Not-at-homes are always a more important source of error than refusals. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Refusals are a more important source of nonresponse bias than the not-at-home problem in mail surveys. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:51 AM | | *DATE MODIFIED:* | 9/21/2017 10:23 AM | |

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| 57. Which of the following has NOT been shown to be effective in decreasing the number of refusals?   |  |  |  | | --- | --- | --- | |  | a. | The use of incentives | |  | b. | Selling the respondent on the value of the research | |  | c. | Use of experienced interviewers | |  | d. | Guarantees of anonymity | |  | e. | All of these have been shown to be effective. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these have been shown to be effective. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:53 AM | | *DATE MODIFIED:* | 7/31/2017 5:54 AM | |

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| 58. Effective strategy(ies) to increase initial response rates is (are)   |  |  |  | | --- | --- | --- | |  | a. | asking respondents to complete a simple task at the beginning. | |  | b. | offering respondents money for cooperation. | |  | c. | using a good quota sampling plan. | |  | d. | asking respondents to complete a simple task at the beginning and offering money for cooperation. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Effective strategies to increase initial response rates are asking respondents to complete a simple task at the beginning and offer money for cooperation. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 5:55 AM | | *DATE MODIFIED:* | 9/21/2017 10:24 AM | |

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| 59. asking sensitive questions.The respondent's cooperation will NOT be encouraged by   |  |  |  | | --- | --- | --- | |  | a. | selling the respondent on the value of the research. | |  | b. | choosing an appropriate interviewer. | |  | c. | training the interviewer properly. | |  | d. | guaranteeing that the replies will be confidential. | |  | e. | asking sensitive questions. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | The respondent's cooperation will NOT be encouraged by asking sensitive questions. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 5:57 AM | | *DATE MODIFIED:* | 7/31/2017 5:58 AM | |

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| 60. While collecting data by conducting personal interviews in homes, Jake interviews the most accessible individual within the household, rather than using random selection. This increases the potential of   |  |  |  | | --- | --- | --- | |  | a. | sampling error. | |  | b. | response bias. | |  | c. | nonresponse error. | |  | d. | office error and response bias. | |  | e. | sampling error and response bias. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | This increases the potential of office error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 5:59 AM | | *DATE MODIFIED:* | 9/21/2017 10:25 AM | |

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| 61. Student researchers collected data on name awareness of a local store. The researchers found that three-fourths of the people who refused to respond were members of the Greek system. If the Greek students who refused to participate in the survey were truly different on some key dimension from those who actually responded to the survey, \_\_\_\_ error could bias the research results.   |  |  |  | | --- | --- | --- | |  | a. | observation | |  | b. | sampling | |  | c. | response | |  | d. | nonresponse | |  | e. | noncoverage |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | This is an example of nonresponse error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 6:01 AM | | *DATE MODIFIED:* | 7/31/2017 6:02 AM | |

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| 62. Which of the following is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | New sources of nonsampling error are being discovered all the time. | |  | b. | A large sample is much more likely to produce a "valid" result than a small sample is. | |  | c. | Total error, rather than any single type of error, is the key in a research investigation. | |  | d. | Sampling error can be estimated. | |  | e. | Nonsampling error is usually more troublesome than sampling error. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | All of these are true except that a large sample is much more likely to produce a "valid" result than a small sample is. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 6:03 AM | | *DATE MODIFIED:* | 7/31/2017 6:04 AM | |

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| 63. Low response rates may indicate   |  |  |  | | --- | --- | --- | |  | a. | lack of interest among respondents. | |  | b. | failure to gain the intended respondents' attention. | |  | c. | poor questionnaire design. | |  | d. | None of these are correct. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these may be indicated by low response rate. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 6:05 AM | | *DATE MODIFIED:* | 9/21/2017 10:26 AM | |

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| 64. The response rate functions to   |  |  |  | | --- | --- | --- | |  | a. | assess the likely influence of nonresponse error on the study's results. | |  | b. | serve as an indicator of the overall quality of a data collection effort. | |  | c. | assess the degree of response error. | |  | d. | assess the likely influence of nonresponse error on the study's results and serve as an indicator of the overall quality of a data collection effort. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The response rate functions to assess the likely influence of nonresponse error on the study's results and serve as an indicator of the overall quality of a data collection effort. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:07 AM | | *DATE MODIFIED:* | 9/21/2017 10:26 AM | |

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| 65. To avoid low response rates, it is recommended that researchers   |  |  |  | | --- | --- | --- | |  | a. | conduct thorough exploratory research. | |  | b. | perform pre-testing of the questionnaire. | |  | c. | use a large sample size. | |  | d. | conduct thorough exploratory research and perform pre-testing of the questionnaire. | |  | e. | perform pre-testing of the questionnaire and use a large sample size. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | To avoid low response rates, it is recommended that researchers conduct thorough exploratory research and perform pre-testing of the questionnaire. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 6:09 AM | | *DATE MODIFIED:* | 9/21/2017 10:27 AM | |

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| 66. An accounting firm decided to conduct a survey among its past clients. A sample of 500 clients was randomly selected to receive a mail survey. A total of 175 clients responded to the survey; 30 of the mailing addresses were not valid. The response rate on the project would be correctly calculated as   |  |  |  | | --- | --- | --- | |  | a. | 85%. | |  | b. | 65%. | |  | c. | 37%. | |  | d. | 35%. | |  | e. | 17%. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The response rate would be 37%. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:12 AM | | *DATE MODIFIED:* | 7/31/2017 6:13 AM | |

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| 67. The response rate formula for a telephone survey where there is no eligibility requirement excludes   |  |  |  | | --- | --- | --- | |  | a. | refusals. | |  | b. | wrong numbers. | |  | c. | not-at-homes. | |  | d. | completed interviews. | |  | e. | All of the above are included in the response rate formula for a telephone survey where there is no eligibility requirement. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The response rate formula for a telephone survey where there is no eligibility requirement excludes wrong numbers. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:14 AM | | *DATE MODIFIED:* | 7/31/2017 6:15 AM | |

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| 68. To identify whether potential respondents meet eligibility requirements, an interviewer will typically use a(n)   |  |  |  | | --- | --- | --- | |  | a. | eligibility percentage. | |  | b. | leading question. | |  | c. | loaded question. | |  | d. | screening question. | |  | e. | alternative questionnaire. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | To identify whether potential respondents meet eligibility requirements, an interviewer will typically use a screening question. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:17 AM | | *DATE MODIFIED:* | 7/31/2017 6:18 AM | |

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| 69. The \_\_\_\_ is used to adjust the number of refusals and not-at-homes to reflect the fact that many of them would not have qualified to participate in the survey even had we successfully contacted them and gotten them to agree to participate.   |  |  |  | | --- | --- | --- | |  | a. | eligibility percentage | |  | b. | screening question | |  | c. | contact rate | |  | d. | response rate | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The eligibility percentage is used to adjust the number of refusals and not-at-homes to reflect the fact that many of them would not have qualified to participate in the survey even had we successfully contacted them and gotten them to agree to participate. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:20 AM | | *DATE MODIFIED:* | 7/31/2017 6:21 AM | |

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| 70. Which method of data collection has traditionally produced the lowest response rates?   |  |  |  | | --- | --- | --- | |  | a. | Personal interviews in homes | |  | b. | Telephone surveys | |  | c. | Mail surveys | |  | d. | Personal interviews in shopping malls | |  | e. | All of these produce roughly equivalent response rates. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Mail surveys traditionally produce the lowest response rates. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 6:28 AM | | *DATE MODIFIED:* | 7/31/2017 6:30 AM | |

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| 71. Student researchers randomly selected 1,000 telephone numbers from the local telephone directory and attempted to contact each household. Here are the final results of the calls: Completed interviews 409; Refusals 73; Not-at-homes 182; Ineligibles 284; Nonworking numbers 52. What is eligibility percentage in this particular situation?   |  |  |  | | --- | --- | --- | |  | a. | 69% | |  | b. | 31% | |  | c. | 28% | |  | d. | 41% | |  | e. | 59% |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | The eligibility percentage is 59%. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:33 AM | | *DATE MODIFIED:* | 7/31/2017 6:34 AM | |

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| 72. Student researchers randomly selected 1,000 telephone numbers from the local telephone directory and attempted to contact each household. Here are the final results of the calls: Completed interviews 409; Refusals 73; Not-at-homes 182; Ineligibles 284; Nonworking numbers 52. What is the response rate in this particular situation?   |  |  |  | | --- | --- | --- | |  | a. | 80% | |  | b. | 73% | |  | c. | 70% | |  | d. | 62% | |  | e. | 41% |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The response rate is 73%. See 15-2: Calculating Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 6:36 AM | | *DATE MODIFIED:* | 7/31/2017 6:38 AM | |

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| 73. Research evidence supports the contention that   |  |  |  | | --- | --- | --- | |  | a. | the gender of respondents and interviewers does NOT influence the answers in a survey. | |  | b. | black interviewers are likely to obtain more information on consumption expenditures in a pre-dominantly white neighborhood. | |  | c. | it is better to have an old interviewer interview a young respondent and vice versa so as to keep the interview from wandering off the intended topic into areas of mutual interest. | |  | d. | the further the social distance between the interviewer and the respondent the greater the bias. | |  | e. | the background factors of the interviewer and interviewee do NOT generally influence the information obtained. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Research evidence supports the contention that the further the social distance between the interviewer and the respondent the greater the bias. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 6:39 AM | | *DATE MODIFIED:* | 7/31/2017 6:41 AM | |

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| 74. Which of the following does NOT lead to response bias?   |  |  |  | | --- | --- | --- | |  | a. | Errors in asking questions | |  | b. | Errors in recording answers | |  | c. | Errors in probing when additional information is required | |  | d. | Errors due to cheating | |  | e. | A poorly specified sampling frame |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these lead to response bias except a poorly specified sampling frame. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 6:43 AM | | *DATE MODIFIED:* | 7/31/2017 6:44 AM | |

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| 75. The primary way to control for the potential bias due to interviewer's attitudes, opinions, perceptions, etc., is through   |  |  |  | | --- | --- | --- | |  | a. | matching the backgrounds of the interviewer and interviewee. | |  | b. | training the interviewer. | |  | c. | recruiting interviewers with similar socioeconomic backgrounds. | |  | d. | conducting the survey using a rigid set of procedures, which the interviewers must follow. | |  | e. | requiring the interviewer to complete the questionnaire so that it can be determined if there is a pattern between the interviewer's answers and the answers he or she secures when administering the questionnaire. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The primary way to control for the potential bias due to interviewer's attitudes, opinions, perceptions, etc., is through training the interviewer. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 6:46 AM | | *DATE MODIFIED:* | 7/31/2017 6:47 AM | |

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| 76. Which of the following is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | It is generally true that bias caused by interviewer expectations will balance out if a sufficiently large number of interviews is used. | |  | b. | The behavior of either interviewer or respondent occurs merely as a physical reaction to the behavior of the other. | |  | c. | Questions which state the alternative answers and multiple-choice questions are particularly recommended in studies where personal interviews are used because they are not subject to interviewer bias. | |  | d. | The empirical evidence suggests that an interviewer with strong positive attitudes toward a particular issue will tend to secure more favorable responses than an interviewer with strong negative attitudes. | |  | e. | All of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The empirical evidence suggests that an interviewer with strong positive attitudes toward a particular issue will tend to secure more favorable responses than an interviewer with strong negative attitudes. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:03 AM | | *DATE MODIFIED:* | 7/31/2017 7:04 AM | |

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| 77. The lower the response rate, the   |  |  |  | | --- | --- | --- | |  | a. | more likely it is that response error will affect research results. | |  | b. | less likely it is that response error will affect research results. | |  | c. | more likely it is that noncoverage error will affect research results. | |  | d. | less likely it is that nonresponse error will affect research results. | |  | e. | more likely it is that nonresponse error will affect research results. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | The lower the response rate, the more likely it is that nonresponse error will affect research results. See 15-3: Improving Response Rates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 7:05 AM | | *DATE MODIFIED:* | 7/31/2017 7:06 AM | |

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| 78. Which of the following is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The empirical evidence suggests that an interviewer's own opinions on a subject affect the responses he or she receives and that in particular, these responses are likely to be the opposite of his or her opinions. | |  | b. | Interviewers must quickly convince potential respondents of the value of the research and the importance of their participation. | |  | c. | In general, evidence indicates that the more characteristics the interviewer and the respondent have in common, the greater the probability of a successful interview. | |  | d. | Both the interviewer and interviewee bring certain background characteristics to the interview that can affect the interview process. | |  | e. | Both the interviewer and interviewee bring psychological predispositions to the interview that can affect the interview process. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | All of these are true except that the empirical evidence suggests that an interviewer's own opinions on a subject affect the responses he or she receives and that in particular, these responses are likely to be the opposite of his or her opinions. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:07 AM | | *DATE MODIFIED:* | 7/31/2017 7:08 AM | |

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| 79. Interviewers can make errors in asking any type of question; however, it is a particular problem with which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Multiple-choice questions | |  | b. | Dichotomous questions | |  | c. | Scale type of questions | |  | d. | Open-ended questions | |  | e. | Structured questions |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Open-ended questions pose a particular problem for interviewers. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:09 AM | | *DATE MODIFIED:* | 7/31/2017 7:10 AM | |

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| 80. Which of the following leads to response bias?   |  |  |  | | --- | --- | --- | |  | a. | Errors in asking questions | |  | b. | Errors in recording answers | |  | c. | Errors in probing when additional information is required | |  | d. | Errors due to cheating | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these can lead to response bias. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:11 AM | | *DATE MODIFIED:* | 7/31/2017 7:12 AM | |

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| 81. Which of the following is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Short surveys are more likely to be completed than are long surveys. | |  | b. | Hand-addressed envelopes may increase response rates. | |  | c. | Respondents are more likely to open an envelope that has been stamped rather than one that has been sent through a postage meter. | |  | d. | None of these are true. | |  | e. | All of these are true. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these are true. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:13 AM | | *DATE MODIFIED:* | 9/21/2017 10:28 AM | |

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| 82. Errors introduced into the study during data processing are   |  |  |  | | --- | --- | --- | |  | a. | Type I errors. | |  | b. | nonobservation errors. | |  | c. | sampling errors. | |  | d. | total errors. | |  | e. | office errors. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | This describes office errors. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:14 AM | | *DATE MODIFIED:* | 7/31/2017 7:15 AM | |

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| 83. Which of the following are office errors?   |  |  |  | | --- | --- | --- | |  | a. | Not-at-homes | |  | b. | Refusals | |  | c. | Interviewer cheating | |  | d. | Coding | |  | e. | Response errors |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Coding is an office error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:16 AM | | *DATE MODIFIED:* | 7/31/2017 7:17 AM | |

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| 84. In terms of error in research investigations, the key is   |  |  |  | | --- | --- | --- | |  | a. | total error. | |  | b. | sampling error. | |  | c. | nonresponse error. | |  | d. | systematic error. | |  | e. | observation error. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | In terms of error in research investigations, the key is total error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:18 AM | | *DATE MODIFIED:* | 7/31/2017 7:19 AM | |

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| 85. In a mail survey, 500 questionnaires were sent out but only 200 were returned.   |  |  |  | | --- | --- | --- | |  | a. | This survey has random sampling error. | |  | b. | This survey has a response bias. | |  | c. | This survey has nonresponse error. | |  | d. | This survey suffers from deliberate falsification. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | This survey has nonresponse error. See 15-1: Types of Error. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:20 AM | | *DATE MODIFIED:* | 7/31/2017 7:21 AM | |

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| 86. Sampling errors are the least manageable of all types of errors.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:22 AM | | *DATE MODIFIED:* | 7/31/2017 7:23 AM | |

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| 87. Noncoverage error arises because of a failure to include some part of the defined population in the sampling frame.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:27 AM | | *DATE MODIFIED:* | 7/31/2017 7:27 AM | |

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| 88. Blame for response errors can lay with the researcher, respondent, or both.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:28 AM | | *DATE MODIFIED:* | 7/31/2017 7:28 AM | |

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| 89. Lower response rates generally suggest fewer problems with nonresponse bias.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:29 AM | | *DATE MODIFIED:* | 7/31/2017 7:30 AM | |

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| 90. Noncoverage error is essentially a sampling frame problem.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:31 AM | | *DATE MODIFIED:* | 7/31/2017 7:31 AM | |

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| 91. Nonresponse error represents a failure to obtain information from some elements of the population that were selected and designated for the sample.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:32 AM | | *DATE MODIFIED:* | 7/31/2017 7:32 AM | |

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| 92. Not-at-home nonresponse bias is most affected by sample size.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:33 AM | | *DATE MODIFIED:* | 7/31/2017 7:33 AM | |

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| 93. Random nonsampling errors tend to cancel each other out.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:34 AM | | *DATE MODIFIED:* | 7/31/2017 7:35 AM | |

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| 94. Duplication in the list of sampling units results in sampling error.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:36 AM | | *DATE MODIFIED:* | 7/31/2017 7:37 AM | |

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| 95. Office errors can be reduced or eliminated by exercising proper controls in data processing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:38 AM | | *DATE MODIFIED:* | 7/31/2017 7:38 AM | |

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| 96. The obvious approach to reducing the effect of noncoverage bias is to improve the quality of the sampling frame.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:39 AM | | *DATE MODIFIED:* | 7/31/2017 7:40 AM | |

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| 97. Response error arises because of a failure to include some part of the defined population in the sampling frame.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:41 AM | | *DATE MODIFIED:* | 7/31/2017 7:41 AM | |

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| 98. Nonsampling error occurs when an individual provides a response to an item, but the response is inaccurate for some reason.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:42 AM | | *DATE MODIFIED:* | 7/31/2017 7:43 AM | |

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| 99. The number of completed interviews with responding units divided by the number of eligible responding units in the sample is called response rate.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.02 - Give the general definition for response rate. | | *DATE CREATED:* | 7/31/2017 7:44 AM | | *DATE MODIFIED:* | 7/31/2017 7:44 AM | |

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| 100. The type of nonsampling error that occurs due to data editing, coding, or analysis errors is office error.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:45 AM | | *DATE MODIFIED:* | 7/31/2017 7:46 AM | |

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| 101. Controlling the sampling error, rather than any single type of error, is the key in a research project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:47 AM | | *DATE MODIFIED:* | 7/31/2017 7:47 AM | |

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| 102. Higher response rates usually suggest fewer problems with nonresponse bias.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.01 - Describe the six types of error that can enter a study | | *DATE CREATED:* | 7/31/2017 7:48 AM | | *DATE MODIFIED:* | 7/31/2017 7:48 AM | |

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| 103. One of the challenges of a long survey includes respondent fatigue.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 7:49 AM | | *DATE MODIFIED:* | 7/31/2017 7:49 AM | |

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| 104. Anything the researcher can do to personalize the date collection process, such as hand-address envelopes for a mail survey or use a person's name in the email salutation, will improve response rates.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 7:51 AM | | *DATE MODIFIED:* | 7/31/2017 7:51 AM | |

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| 105. The lower the response rate, the more likely it is that nonresponse error will affect research results.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 7:52 AM | | *DATE MODIFIED:* | 7/31/2017 7:52 AM | |

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| 106. Discuss at least five (5) ways in which response rates might be improved.   |  |  | | --- | --- | | *ANSWER:* | There are several approaches for improving response rates, including making the data collection instrument and procedure as interesting and as short as possible, carefully choosing and training interviewers, asking respondents to complete a short task before asking them to complete the longer data collection instrument (the "foot-in-the-door" technique), guaranteeing confidentiality and/or anonymity, notifying potential respondents in advance, personalizing data collection forms as much as possible, providing incentives, disguising the sponsor if necessary, and sending follow-up surveys. | | *POINTS:* | 1 | | *DIFFICULTY:* | Medium | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.03 - Discuss several ways in which response rates might be improved. | | *DATE CREATED:* | 7/31/2017 7:56 AM | | *DATE MODIFIED:* | 7/31/2017 7:56 AM | |